



Integrative Leadership Studies | 2016-2017 Assessment Plan

1. Please review last year's assessment results (2015-2016) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

We discussed the results of the two years of assessment of the Civic Engagement Learning Outcome data and the instructor for the course (Pat Hicks) altered ILS 400 to try to increase reflection from personal experience of civic engagement after we saw that that particular item was lower than others. We learned that the changes made in the class boosted students connection of personal experience to civic engagement and significantly raised their score on that part of the rubric for civic engagement.

This past year we collected our first year's data on the Critical Thinking Learning Outcome because we added a critical thinking course (ILS 300) to our curriculum starting in the Spring 2016 semester and we are using this to pilot test how effective the class is in growing our students' ability to think critically.

2. Which outcome will you assess this year (2016-2017)?

Critical Thinking

3. Which technique will you use to assess this outcome?

We will add on to the previous year's assessment, which was the first semester teaching the ILS 300 course by assessing the same outcome in the same way. The essays of students in ILS 300 Intermediate Seminar will be assessed for this learning outcome, using the AAC&U VALUE rubric for Critical Thinking. Student essays are stored in their ePortfolios for easy access for assessment after the semester is over.

4. Which course or group of students will you assess on the outcome chosen above and when?

Students in ILS 300 Intermediate Seminar