



Integrative Leadership Studies | 2017-2018 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

The AAC&U VALUE Rubric for Critical Thinking was adapted and used to gather data from ILS 300 Integrative Leadership Seminar II Synthesis of Viewpoints assignment. The focus of this assessment was Critical Thinking. 32 papers from the Fall 2017 course were included in this report. Mean scores are out of a possible best score of 4.

Note: Criteria for “Position” criterion is now included in “Conclusions/Implications;” “Writing” criterion was added in 2016-2017 for ongoing assessment of academic writing competence.

<u>Competencies</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Issue	3.92	3.96	3.97
Evidence	3.15	3.81	3.88
Analysis	3.18	3.81	3.84
Position	3.15	-----	-----
Conclusions/Implications	3.38	3.69	3.66
Writing	-----	3.96	3.84

Analysis of Data:

- Students improved slightly in their ability to define the issue, think critically about evidence, and analyze perspectives.
- Students were still better at explaining the issue thoroughly and setting the issue in context than they were at critically analyzing evidence, but that gap continues to close.
- A change made to the assignment in 2017-2018, requiring an annotated bibliography summarizing, among other things, author expertise, reliability of information source, possible sources of bias, and relevance to research resulted in slightly improved scores in evidence and analysis.
- The drop in Conclusions/Implications was the result of three students failing to discuss implications of findings. Rewriting assignment directions to be sure that students clearly understand the meaning of “implications” may help improve work in this area.

2. How will you use what you've learned from the data that was collected?

- Continue to use the adapted AAC&U VALUE rubric for Critical Thinking to gather program data on critical thinking and to grade this course assignment.
- Continue to require an annotated bibliography as part of this assignment in order to encourage students to be critical consumers of information.
- Improve the directions for this assignment. For example, rewriting assignment directions to be sure that students clearly understand the meaning of "implications" may help improve work in this area. Review and revise, as needed, directions for other assignments in this course.