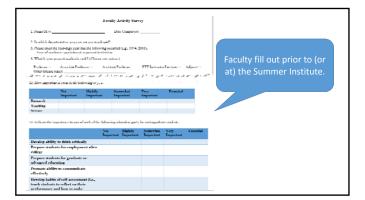
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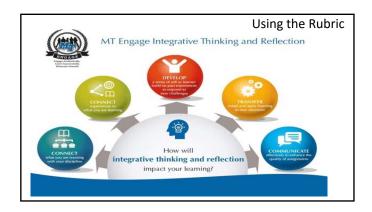
Overview of all of the assessments.

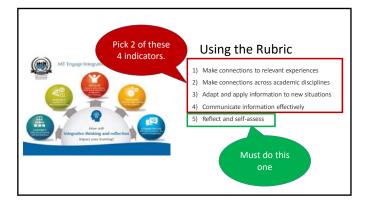
- a. End of course survey
- **b. Customs Pre-Survey** (previous engagement/previous experience with integrative thinking and reflection)
- c. Faculty Activity Survey



Overview of all of the assessments.

- a. End of course survey
- **b. Customs Pre-Survey** (previous engagement/previous experience with integrative thinking and reflection)
- c. Faculty Activity Survey
- d. Rubric of Integrative Thinking and Reflection





INTEGRATIVE LEARNING VALUE RUBRIC	
The PASSET didn's was designed to the ord fooding states are grounding about the contract of the passet of the pas	
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		Capstone		Advancing
Connections to Experience Connects relevant experience and	Assignment reflects mature understanding of connections between a broad range of experiences and academic courses.		Assignment reflects connections across a wide range of experiences appropriate to continuing academic and intellectual development. Assignment indicates a developed sense of	
Connections to	Assignment refl	ects mature understanding	Assignmo	ent indicates a developed sense of
ccademic knowledge Connections to		ects mature understanding	Assignmo	ent indicates a developed sense of

		Capstone	Advancing		
onnections to iscipline res (makes) mucrains across (sciplines, erspectives	Assignment reflect of interdisciplinar	rts mature understanding y connections.		Lindicates a developed sense of s of knowledge across disciplines.	
Miles	stone	Benchmark		Developing	
Assignment reflects awareness to link the experience to academic disciplines relevant to student's course of study.		Assignment reflects the aware the experience to other acade disciplines.		Assignment lacks connections between the experience and other academic disciplines	

		Capstone	Advancing	
ransfer idapts and applies kills, ablities, heories, or nethodologies gained n one situation to rew siluations	to adapting and a understandings, t methodologies g	applying skills, theories, and/or ained in one situation to order to solve problems	Assignment reflects consistent skill to adap and apply skills, understandings, theories, and/or methodologies gained in one situation to new situations in order to solve problems or explore issues.	
Mile	stone	Benchmark		Developing
Assignment reflects skill to adapt and apply a wider range of skills, understandings, theories, and/or methodologies gained in one situation to new situations in order to solve problems or explore issues.		Assignment reflects skill to adapt and app some skills, understandings, theories, and methodologies gained in one situation to new situations in order to solve problems explore issues.		Assignment reflects undeveloped skill to adapt and apply skills, understandings, theories, and/or methodologies gained in one situation to new situations in order to solve problems or explore issues.

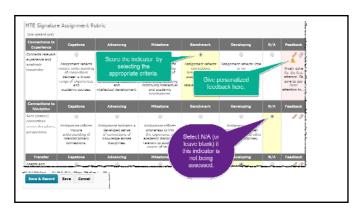
		Capstone		Advancing
Integrated Communication Makes strategic and meaningful communication chalces across multiple contexts and purpusus [arajesclonal, academic, and civic).	awareness of su audience throug use, and design	-	sense d throug design develo	ment demonstrates a developed of subject, audience, and purpose he language selection and use, and and development of media that ps knowledge and enhances ce understanding.
Milesto	one	Benchmark		Developing
subject, audience, and purpose, appropriate atter				Assignment lacks appropriate form of communication in the form of an essay, poster, video, PowerPoint presentation or other appropriate format.

	Capstone		Advancing	
Reflection and Self	Assignment indicates mature analysis,		Assignment indicates developed si	kill to
Assessment	reflection, judgment, and evaluat	tion of	analyze, reflect, judge, and evaluat	e ideas;
Demonstrates a	ideas; envisioning of a future self	(e.g.,	to envision a future self (e.g., make	plans
developing sense of	making plans that build on past		that build on past experiences, wo	rk with
self as a learner,	experiences, working with ambig	uity and	ambiguity and risk, deal with frustr	ation,
building on prior	risk, dealing with frustration, con	sidering	consider\ ethical frameworks) with	in
experiences to respond to new and	ethical frameworks) within multi	ple and	multiple and diverse contexts	
respond to new and challenging contexts	diverse contexts.			
(may be evident in				
off-averament.				
reflective, or creative				
work.)	ļ.		J	
	ı		1	
	Milestone		Benchmark	Developing
Assignment	indicates some skill to engage in	Assignme	ent indicates beginning skill to	Assignment reflects little skill to analyze,
the followin	ig: analyze, reflect, judge, and	engage in	some of the following: analyze,	reflect, judge, and evaluate ideas; envision a
evaluate id	eas; envision a future self (e.g.,	reflect, ju	idge, and evaluate lideas; envision a	future self (e.g., make plans that build on
make plans that build on past experiences, future self (e.g., make plans that build on past experiences, work with ambiguity and				past experiences, work with ambiguity and
	mbiguity and risk, deal with		riences, work with ambiguity and	risk, dealing with frustration, consider ethica
		risk deal	with frustration, consider's ethical	frameworks) in multiple and diverse
	consider\ ethical frameworks)			

N	10toc	•

- Not a grading rubric per se
- May be used as part of the overall assignment grade
- May use multiple rubrics in D2L

How will this look in D2L?



Applying Rubric in D2L	
What is MT Engage interested in? A.Seeing an overall shift in students' reflective thinking OVER TIME B. We are not evaluating instructors' effectiveness based on the rubric C. While we are tracking individual students longitudinally, we are looking at aggregate data at the class and program level. D. We will capture this data behind the scenes	
E.We *might* move to a new system (Campus Labs). So don't get too attached to D2L Rubrics.	
First Semester Results	

