

## Assessment

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### Overview of all of the assessments. a. End of course survey

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Please use the following scale to indicate your degree of agreement with each of the below statements.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Agree or Disagree				

- \_\_\_\_ (2) This course required me to make connections across course activities and course material.
- \_\_\_\_ (3) This course required me to make connections to other courses (in college or high school).
- \_\_\_\_ (4) This course required me to make connections from my prior experiences to what I was learning in this class.
- \_\_\_\_ (5) This course required me to make connections from my experiences outside of class to my coursework.
- \_\_\_\_ (6) This course required me to apply what I was learning in class.
- \_\_\_\_ (7) This course required me to use things from multiple perspectives or different points of view.
- \_\_\_\_ (8) This course required me to use self assessment and to reflect on what I was learning.
- \_\_\_\_ (9) I believe that I have grown personally as a result of being in this course.
- \_\_\_\_ (10) I believe that I have grown professionally as a result of being in this course.
- \_\_\_\_ (11) My communication skills have improved as a result of being in this course.
- \_\_\_\_ (12) The classroom atmosphere that I have found in this course will help me in future classes.
- \_\_\_\_ (13) I was more engaged in this course than in other courses I took this semester.
- \_\_\_\_ (14) I would recommend this course to other students at MSU.
- \_\_\_\_ (15) This course required me to write about my reflections of my learning (i.e., required me to think about my feelings, what I learned, how an activity impacted me, etc.). Make your answer

End-of-Course Survey  
can be done online or  
by paper during class.

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

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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**

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**Faculty Activity Survey**

1. Name(s): \_\_\_\_\_ Date Completed: \_\_\_\_\_

2. To which department(s) do you belong?

3. Please enter the semester/year that the following occurred (e.g., 1974, 2005).

4. What is your greatest teaching goal? (Please use options)

Professor(s): \_\_\_\_\_ Associate Professor(s): \_\_\_\_\_ Assistant Professor(s): \_\_\_\_\_ Full Professor(s): \_\_\_\_\_ Adjunct(s): \_\_\_\_\_

Other (please name): \_\_\_\_\_

5. How important is each of the following to you? (Please use options)

6. How important is each of the following to you? (Please use options)

	Not Important	Slightly Important	Somewhat Important	Very Important	Essential
Research					
Teaching					
Service					

7. Indicate the importance to you of each of the following student goals for undergraduate students.

	Not Important	Slightly Important	Somewhat Important	Very Important	Essential
Develop ability to think critically					
Prepare students for employment after college					
Prepare students for graduate or advanced education					
Promote ability to communicate effectively					
Develop habits of self assessment (i.e., track students to reflect on their performance and how to make...					

Faculty fill out prior to (or at) the Summer Institute.

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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**
- d. Rubric of Integrative Thinking and Reflection**

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[illegible]

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[illegible]

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	Capstone	Advancing
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Assignment reflects sophisticated approach to adapting and applying skills, understandings, theories, and/or methodologies gained in one situation to new situations in order to solve problems or explore issues.	Assignment reflects consistent 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.
Milestone	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 apply some skills, understandings, theories, and/or methodologies gained in one situation to new situations in order to solve problems or 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.
How do you see this indicator applying in your course?		

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	Capstone	Advancing
<b>Integrated Communication</b> <i>Makes strategic and meaningful communication choices across multiple contexts and purposes (professional, academic, and civic)</i>	Assignment demonstrates mature awareness of subject, purpose, and audience through language selection and use, and design and development of media that develops knowledge and enhances audience understanding.	Assignment demonstrates a developed sense of subject, audience, and purpose through language selection and use, and design and development of media that develops knowledge and enhances audience understanding.
Milestone	Benchmark	Developing
Assignment demonstrates attention to subject, audience, and purpose, appropriate language selection and use, and design and development of media.	Assignment demonstrates awareness of and attention to audience, purpose, subject, and format.	Assignment lacks appropriate form of communication in the form of an essay, poster, video, PowerPoint presentation or other appropriate format.
How do you see this indicator applying in your course?		

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	Capstone	Advancing
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work.)</i>	Assignment indicates mature analysis, reflection, judgment, and evaluation of ideas; envisioning of a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks) within multiple and diverse contexts.	Assignment indicates developed skill to analyze, reflect, judge, and evaluate ideas; to envision a future self (e.g., make plans that build on past experiences, work with ambiguity and risk, deal with frustration, consider ethical frameworks) within multiple and diverse contexts.
Milestone	Benchmark	Developing
Assignment indicates some skill to engage in the following: analyze, reflect, judge, and evaluate ideas; envision a future self (e.g., make plans that build on past experiences, work with ambiguity and risk, deal with frustration, consider ethical frameworks)	Assignment indicates beginning skill to engage in some of the following: analyze, reflect, judge, and evaluate ideas; envision a future self (e.g., make plans that build on past experiences, work with ambiguity and risk, deal with frustration, consider ethical frameworks)	Assignment reflects little skill to analyze, reflect, judge, and evaluate ideas; envision a future self (e.g., make plans that build on past experiences, work with ambiguity and risk, deal with frustration, consider ethical frameworks) in multiple and diverse contexts.
How do you see this indicator applying in your course?		

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## Notes:

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

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How will this look in D2L?

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MTE Signature Assignment Rubric

(for student use)

Connections to Experience	Capstone	Advancing	Milestone	Benchmark	Developing	N/A	Feedback
Connects relevant experience and knowledge (knowledge)	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Give personalized feedback here.
Connections to Education	Capstone	Advancing	Milestone	Benchmark	Developing	N/A	Feedback
Shows student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Give personalized feedback here.
Transfer	Capstone	Advancing	Milestone	Benchmark	Developing	N/A	Feedback
Shows student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Assignment reflects student's understanding of connections between a broad range of experiences and academic concepts.	Give personalized feedback here.

Save & Return Save Cancel

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## Applying [Rubric](#) in D2L

(Will have handout)

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### 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.

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### First Semester Results

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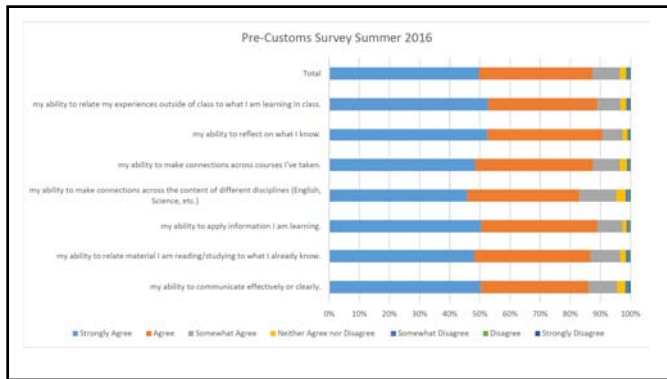
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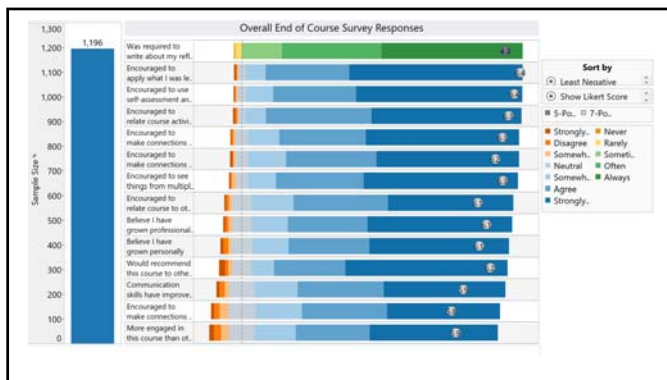
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