ASSESSING AN INTERDISCIPLINARY PROGRAM USING HIGH IMPACT E-PORTFOLIO ASSIGNMENTS

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OVERVIEW

• Discuss the assessment of an undergraduate interdisciplinary program using e-Portfolios in a capstone course.
• Demonstrate use of the LEAP Value Rubric on Integrative Learning to develop an e-portfolio assignment in a capstone course.
• Discuss use of ePortfolio and corresponding rubric allow faculty to assess for outcomes on student learning and highlight areas for programmatic and curricular improvement.
PROGRAM BACKGROUND

• Integrative Studies is the program core.
  • INTS 2310 - Foundations
  • INTS 4300 - Perspectives
  • INTS 4350 – Capstone

• Integrative Studies is a curricular approach to integrative learning and interdisciplinarity.

• Integrative Studies helps students develop the intellectual tools needed to build bridges across academic disciplines and apply their skills, innovations, and knowledge in various academic and practical settings.

• In core classes, students develop ePortfolio artifacts that showcase each individual’s skills, interests, and talents.

AAC&U INTEGRATIVE LEARNING LEAP VALUE RUBRIC

• Definition - Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
AAC&U LEAP VALUE RUBRIC

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Capstone 4</th>
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<tbody>
<tr>
<td>Connects relevant experience and academic knowledge</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
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<thead>
<tr>
<th>Connections to Discipline</th>
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<tbody>
<tr>
<td>Sees (makes) connections across disciplines, perspectives</td>
<td>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
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<th>Transfer</th>
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<td>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)</td>
<td>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</td>
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CAPSTONE COURSE

Course Purpose
- The purpose of INTS 4350 is to provide students the opportunity to weave together one’s academic & professional career to create one cohesive narrative as a true capstone experience. It is in this course that students will have the opportunity to interlace common threads that showcase their education, skills, and abilities. Students will be expected to develop an integrated portfolio of their curricular and co-curricular experiences. Students will demonstrate their comprehension of the interdisciplinary research process and showcase their interdisciplinary experience via a video presentation.

Course Description
- An advanced course in the analysis of the principles of integrative studies with application to students’ professional and personal goals. In this course, students are expected to draw together the diverse curricular and co-curricular experiences, reflect on their connections, and finalize an in-depth project focusing on the interdisciplinary research process. Students will be asked to present and discuss aspects of their project. (Communication Literacy)
CAPSTONE COURSE CONT.

Expected Learning
- After taking this course, students will be able to:
- Compile artifacts into a portfolio for use during career and professional planning.
- Relate personal strengths to career and professional interests;
- Apply the principles of integrative learning to academic and organizational contexts;
- Describe the principles of interdisciplinary inquiry and application;
- Describe the interdisciplinary relationships among areas of concentration; and
- Evaluate, self-reflexively, the application of integrative principles to academic and professional goals.;
- Complete a research project using the Interdisciplinary Research Process.

E-PORTFOLIO

There are many different types of portfolios. Portfolios are created for many different reasons. Because you all are interdisciplinary students, I have some expectation that your portfolios may all look slightly different but follow the same general template I have provided below. I would like you to be creative with the presentation of your portfolio. Although there will be some differences in the portfolios submitted, I expect you all to have the same goal in mind: presenting your interdisciplinary skills, experience, and knowledge in such a way that is relevant to your career and future plans.
E-PORTFOLIO

About Me
• An overview or summary paragraph, introducing yourself, considering your academic and emergent professional identity, and a brief personal mission statement.
• This section should also include a professional picture of yourself.
• Updated copy of your Resume
• At minimum your Linkedin Custom URL; you may add other social media links
• Your degree information

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Project 1 – My Journey
• Personal Narrative
  • In INTS2310 you developed your **Personal Narrative** where we assessed your ability to connect experiences, connect disciplines, transfer knowledge, and assess yourself. Include this assignment here, in PDF format.
• Capstone Reflection (**New Assignment**)  
  • In this course, you will need to complete the **Capstone Reflection** assignment which assesses your ability to connect experiences, connect disciplines, transfer knowledge, integrate communication and reflect on your developing sense of self. Include that assignment here.
• Reflect on your Journey (**NEW**)  
  • As a written statement or a video.
  • The statement or video should pay close attention to connecting experiences, connecting disciplines, transfer of knowledge, integrating communication and reflection on your developing sense of self.
Project 2 – Integrative Learning

• What is an Interdisciplinary Degree?
  • In the overview section, provide your definition of interdisciplinarity and discuss your planned program of study; i.e., what are your areas of concentration? Why did you choose them? How do they fit together?

• Interdisciplinary Research
  • There should be three artifacts in this section:
    • (NEW) The first artifact should be a written statement defining Interdisciplinary Research and its importance in the world. This statement should be introductory in nature and no more than 250 words.
    • The second artifact should be your Final Research Paper from INTS 4300.
    • The third artifact will be the Final Research Paper from this course.

Project 2 – Integrative Learning, cont.

• Concentration 1, 2, & 3
  • At least two (2) Artifacts from each of your discipline’s course materials that are relevant to your career and future plans should appear in this section.

• Reflecting on My Education
  • (NEW) In this section, write a one-page summary or post a 3-5-minute video of your education that meaningfully synthesizes connections among experiences inside and outside of the formal classroom. Let this question guide your work: What will you take away from this educational journey that is meaningful for your envisioned sense of self?

• At least one other Project relevant to your learning and future career
E-PORTFOLIO

Badges

- You may or may not have completed the following badges in another course. All are available at any time.
  - Professionalism
  - Teamwork
  - Communication
  - Social Responsibility
  - Critical Thinking
  - Leadership
  - Self-Management

PROGRAM ASSESSMENT

Current Outcomes:
1. Students will be able to integrate the principles and perspectives of their chosen concentration areas into a cohesive body of knowledge.
2. Students will be able to demonstrate the knowledge and skills from their concentration areas.
3. Students will be able to critically assess and apply the principles and perspectives of their chosen concentration areas.
4. Students will be able to articulate how their degree program influenced their intellectual development and goals for the future
5. Students will be able to discuss the importance of social and personal responsibility as well as lifelong learning.
PROGRAM ASSESSMENT

New Program Outcomes

1. Students will be able to **meaningfully synthesize** connections among experiences outside of the formal classroom such as internships and service learning.

2. Students will be able to **independently synthesize** or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

3. Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to **solve difficult problems or explore complex issues in original ways**.

4. Students will be able to communicate in **ways that enhance meaning through multiple formats**, i.e., language or other visual representation, making clear the interdependence of language and meaning, thought, and expression.

5. Students will be able to **envision a future self** (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

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**Connections to Experience**

Capstone (4) Synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.

Milestone (3) Develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.

Milestone (2) Generalizes life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.

Articulates to instructor and potential employers how interdisciplinary degree links with career and future plans through written reflection and the building of portfolio (CL-INTS 2310 Personal Narrative).

Benchmark (1) Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.

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**Connections to Disciplines**

Capstone (4) Creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

Explains the interdisciplinary research process as it applies to a complex problem. Students will be able to effectively communicate through a written assignment and present their findings to the class in a brief verbal presentation to class where the target audience may be a potential employer, parent, or other business professional (CL-INTS 4350 Senior Thesis & Presentation).

Milestone (3) Connects examples, facts, or theories from more than one field of study or perspective.

Discuss the interdisciplinary research process as it applies to a complex problem. Students will be able to effectively communicate through a written assignment and present their findings to the class in a brief verbal presentation to class where the target audience may be a potential employer, parent, or other business professional (CL-INTS 4300 Final Research Paper).

Milestone (2) Associates examples, facts, or theories from more than one field of study or perspective.

Benchmark (1) Identifies examples, facts, or theories from more than one field of study or perspective.
## Transfer

| Capstone (4) | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. |
| Milestone (3) | Analyzes skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. |
| Milestone (2) | Discusses skills, abilities, theories, or methodologies gained in one new situation to contribute to understanding of problems or issues. |
| Benchmark (1) | Describes, in a basic way, skills, abilities, theories or methodologies gained in one situation in a new situation. |

## Integrated Communication

| Capstone (4) | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression. |
| Conveys an integrative understanding of a complex problem based on interdisciplinary research process through a written assignment and present their findings to the class in a brief verbal presentation to class where the target audience may be a potential employer, parent, or other business professional (CL – INTS 4350 Senior Thesis & Presentation). |
| Milestone (3) | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience. |
| Milestone (2) | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form). |
| Benchmark (1) | Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form. |
Reflection and Self-Assessment

Capstone (4) Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

Milestone (3) Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).

Milestone (2) Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).

Benchmark (1) Describes own performances with general descriptors of success and failure.

QUESTIONS?