

College of Charleston

Wabash Study Plan: Integrative Learning

The purpose of this template is to help you develop a preliminary plan that you can share with your colleagues on campus. We understand that the details will likely change after you speak with your colleagues about the plan, but it will create a starting point both for your conversations and your work on the Wabash Study.

1. Please list the two or three outcomes that your institution will focus on over the next three years in rank order of their priority. Refer to the goals and outcomes identified in your institution's application to the study and modify as necessary.
 - **Outcome one** – Students will demonstrate integrative learning skills through their FYE coursework based on the AAC&U Integrative Learning rubric.
 - a. Integrative learning is based on the AAC&U 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.
 - b. We would expect scores to fall within the levels of 1 and 2 on a 4 point continuum (0 is also a possible score).
 - **Outcome two** – Students will demonstrate integrative learning skills through their study abroad experience based on the AAC&U Integrative Learning rubric.
 - a. Using same definition for integrative learning above
 - b. We would expect scores to fall within the levels between 2 and 4 on a 4 point continuum.
2. List the evidence you currently have or will gather in the next year that is relevant to these outcomes. In doing so please indicate if you already have or when you plan to get each piece of information. Refer to your institution's responses to the "Data for Wabash Study Assessment Portfolio" survey and modify as necessary. Your Institutional Assessment Portfolio should include evidence on student:
 - a) Inputs: BCSSE, CIRP Freshman Survey, Noel Levitz CSI
 - b) Experiences: YFCY, CSS, NSSE
 - c) Outcomes: ETS Proficiency Profile, AAC&U Integrative Learning Rubric*
 - * AAC&U Integrative Learning Rubric will be new to the institution
 - * Artifacts to be used are yet to be determined.
3. Communication Plan
 - a) Do your faculty and staff know about your institution's participation in the study? Do they know the purpose of the study? Have they seen your institution's application? If not, how will you share this information?
 - i) There are a limited but growing number of people who are aware of our study. The faculty assessment committee has been made aware and has offered support of the endeavor. The general education and curriculum committees are also aware of our participation.
 - ii) These groups are generally aware of the purpose of this study as it was put forth in our application.

- iii) The assessment committee has seen the proposal.
- iv) Moving forward, we will share this information via the Student Affairs Leadership meetings, with the English Department, FYE Director and related committee. Also will need to involve International Education and Programs. Shared with Darryl Philips as Speaker of the Senate.
 - (1) Provost Hynd will put forth letter of support of this project and encourage participation, etc.
 - (2) Perhaps also support from Victor Wilson in this regard.
- b) Please list the individuals, constituencies, and governance structures that need to be engaged in your institution's discussion of Sections 1, 3, 4, and 5 of the Assessment Portfolio. Specifically:
 - i) Which offices will need to be involved in gathering the information for the Assessment Portfolio?
 - (1) AAPA, IR, FYE, Study Abroad (International Education and Programs as well as relevant faculty)
 - ii) What constituencies need to be involved in reviewing the data and making sense of each section of the portfolio?
 - (1) Evidence on incoming student qualities: IR, AAPA, Admissions, Retention Committees as applicable (Data, Freshman Year), Teresa Smith, NSP.
 - (2) Evidence on student experiences of good practices and supportive institutional conditions: FYE Faculty, NSP, Faculty who participate in international education
 - (3) Evidence of student learning on selected institutional outcomes: TBD
 - iii) What constituencies need to be involved in consolidating the completed input, experience, and outcomes sections of your Assessment Portfolio into your Institutional Change Narrative? Susan Kattwinkel (FYE), Andrew Sobieso (International Education), Darryl Philips (Speaker of the Faculty Senate), Lynne Ford (Provost's Office/Academic Experience), Kay Smith (Academic Experience), Karin Roof (AAPA), Jeri Cabot (Student Affairs), representative from Faculty Assessment committee.
- c) When do these individuals, constituencies, and governance structures need to be engaged in these discussions?

Some will be engaged immediately and constitute a core group and others will be pulled in as needed across the timeline.

- d) How do you plan to engage these individuals, constituencies, and governance structures in these discussions? How will you structure and conduct the data reviews and "sense-making" sessions?

We envision a series of small group meetings as well as larger faculty forum. We may require more focused retreats.
- e) Will you require resources or support from your institutional leaders to lead these conversations? If so, please describe what you will need and how you will go about obtaining the resources and support.

Yes, there will be resources required to provide incentives to faculty to undertake the work with rubrics.
- f) How will the Institutional Change Narrative be shared with your campus? What is your target date for sharing the Narrative?

4. Institutional Assessment Portfolio timeline – Please provide details about the specific activities required to complete each section of the portfolio, along with target dates for completing those sections.
 - i) Communication Plan (complete first)
 - *October/Immediately – disseminating the details of the Wabash Plan through Provost communication with FYE faculty and faculty as a whole;
 - *October/November work with the Faculty Assessment Committee and the English faculty (Julia Eichelberger) in determining how to introduce the rubric assessment and train faculty.
 - ii) Evidence on incoming student qualities (complete when you have sufficient evidence)
 - *November – Karen (AAPA) culls input data and convenes constituent group listed above to begin discussion evidence on student characteristics and dispositions toward integrative learning.
 - iii) Evidence on student experiences of good practices and supportive institutional conditions (complete when you have sufficient evidence)
 - *Fall semester (end)—collect clean copies of student work from FYE faculty volunteers and pilot application of rubric; tweak rubric and begin norming process.
 - iv) Evidence of student learning on selected institutional outcomes (complete when you have sufficient evidence)
 - *Spring Semester – Communicate to FYE faculty the expectations associated with rubric assessment, train faculty, collect student work.
 - *Summer 2011—Convene faculty to undertake rubric assessment; connect with other data in portfolio and begin to assemble constituencies to “make meaning” of the evidence.
 - v) Institutional Change Narrative (complete last)
 - *Fall 2011-Spring 2012
5. Do you have preliminary thoughts on when and how a site visit might help the implementation of your plan?

We certainly see the value of a site visit and anticipate that we would request one at some point in time in the study but feel it may be premature at this point to identify the precise focus of the visit. Possible topics would be the use of rubrics, developing a culture of assessment, and/or conduct a “culture audit.”

6. What concerns do you have about implementing the study? Are there any questions you have for the Center staff and/or Teagle Scholars about implementing the study?

There are several factors that cause concern as we move forward with the Wabash Study Plan. The first is that the College is currently focused on many initiatives and we worry about dilution of all of these efforts and ability to focus our efforts in any one area. This includes but is not limited to: a new Strategic Plan, new Retention Committees, upcoming 5 year interim SACS visit, Quality and Efficiency Reporting, Diversity initiatives, etc. We also have several vacancies in key positions that would contribute to the success of this project including: Associate Vice President for Accreditation, Assessment, and Planning, Director of Institutional Research, and Director of Assessment. Finally, our campus culture is not currently focused on assessment nor do we have an active faculty development process in place to promote assessment as a necessary and effective means to improve student learning.

NOTE: We have a single outcome applied to two different student experiences (FYE and study abroad). Our intent is to begin with the FYE as our primary focus. This will allow us to identify relevant evidence across data sources, train faculty to use the single integrated learning rubric that will ultimately be used across a series of course-based and co-curricular experiences in order to assess the progression of integrated learning over time and types of students. In terms of our timeline, this means that the bulk of the first 18-months will be dedicated to Outcome 1 but we will begin to scan the evidence available for Outcome 2 and create a parallel implementation plan.