

MEMORANDUM

To: Core Committee

From: Mike Stob, Director of Assessment and Claudia Beversluis, Dean for Instruction

Date: 9/23/2004

Re: Summary Assessment: INTS Core Category, Spring 2004

The effectiveness of the core category was assessed using self-report data. Six questions were added to the Instructional Assessment course evaluation form, with each question linked to student learning objectives for the Integrative Studies core category. Thirty-three course sections were assessed. Students responded on a Likert scale, choosing an answer from A: Strongly Agree (value=1) to G: Strongly Disagree (Value=7.) Median scores are reported here using the form that was also sent to each faculty member teaching an Integrative Studies section. Note comments on the next page.

Section: Faculty member:	All students	Section Medians			Your median
		25%	50%	75%	
As a result of this course, my understanding of the central teachings of a Reformed Christian worldview is more advanced than it was in my first year.	2.08	1.50	2.00	2.62	
In this course, I gained an understanding of the implications of this worldview for some area of life practice at a level more advanced than in my first year.	1.68	1.25	1.50	2.25	
In this course, I demonstrated my ability to discern worldview in the products of culture, a discipline, or an area of life practice.	1.75	1.28	1.50	2.11	
In this course, I developed an increased knowledge of myself and my calling in the world.	1.85	1.29	1.72	2.20	
In this course, I demonstrated advanced level writing skills.	2.16	1.83	2.00	2.71	
In this course, I demonstrated advanced level speaking skills.	2.66	1.90	2.42	3.38	

The first column above reports the median over all student responses for that core category. The last column reports the median response for an individual section. The middle three columns summarize the distribution of section medians over all sections in the category. For example, the 1.50 in the first row indicates that 25% of all sections had a median of 1.50 or lower on that question.

Comment: The overall median score for each learning statement suggests that these courses are, at least according to student report, effectively meeting the student learning objectives of the core. Students largely agree that they are meeting the described goals. Furthermore, variation within and between sections is relatively limited – few students would disagree that they are meeting the learning goals. Rather, variance relates to the strength of agreement.

The learning goal that received the lowest endorsement is the speaking goal: “*In this course I demonstrated advanced level speaking skills.*” Faculty members teaching Integrative Studies course should review this objective as a core goal, and consider how to strengthen student learning in this area.