

Bachelor of Integrative Studies
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: University College
2. Department: Liberal Arts & Integrative Studies [LAIS]
3. Date: December 16, 2013 *revised:* Wednesday, February 12, 2014

B. Academic Program of Study

Bachelor of Integrative Studies [B.I.S.]

C. Contact Person for the Assessment Plan

Dr. Tracy Skipp, Associate Dean, Director LAIS Program

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree Program

The focused nature of the B.I.S. degree specifically engages students who would benefit from closer collaboration with a faculty mentor(s) through experiential research and/or participation with faculty-led problem solving teams. Students are encouraged to design an individualized program that will prepare them for unique or advanced learning experiences – including international, cooperative or professional schools.

- A. THEORY: appreciation of basic disciplinarity and relationship to a more inclusive holistic view.
- B. CRITICAL THINKING: ability to apply, evaluate, and critique interdisciplinary learning.
- C. CONTENT ANALYSIS & SYNTHESIS: through reflection and discussion make sense of the theory/practice and demonstrate familiarity with mixed methods research in context of solving a problem.
 - a. Qualitative methodologies
 - b. Quantitative techniques

2. Student Learning Outcomes (SLOs) for this Degree Program

The SLOs are grouped into three categories. **Category A** addresses the student's ability to understand the breadth of their chosen field of study and the theoretical foundations of inter-, multi-, and transdisciplinary study. **Category B** targets students ability to self-evaluate and self-advocate in the creation of an individualized degree. **Category C** deals

with the student's knowledge of methods and tools associated with generating and analyzing data and information relevant to their area of study.

- A.1. Students will explain, document, and analyze key components of multi-, inter-, and trans- disciplinary in a local/global context. **UNM SLG: KNOWLEDGE**
This will be measured directly by the *second research paper* written in the LAIS 150 course. It involves researching the major areas (i.e. literature review) of the students plan of study and it documents ways in which the disciplines are theoretically related to each other.
- B.1. Students will demonstrate their ability to integrate knowledge from multiple fields of knowledge into a coherent and organized program of study. **UNM SLG: RESPONSIBILITY**
This will be accomplished by designing a *Plan of Study* that shows disciplinary relationships in an IEP to a interdisciplinary theme.
- C1. Demonstrate mastery of the complex relationship between analysis and synthesis. **UNM SLG: KNOWLEDGE or SKILLS**
This is accomplished by producing a coherent oral/written presentation of a synthesis of personal experience, academic knowledge, and community engagement (i.e. a *portfolio* which will be presented and defended).

E. Assessment of Student Learning Three-Year Plan

TIMELINE: The *Plan of Study* is required to complete admission into the BIS degree program. The *second research paper* in the first core class (LAIS 150) is a review of the student's proposed field of study as a literature review would do and documents relationships. The *portfolio* completed in the capstone course (LAIS 499) is a synthesis of the students experiences and knowledge gained in the course of study leading to the BIS degree.

A random sample of *Plans of Study*, *Research Papers*, and *Portfolios* will be selected each year and reviewed by the Director of LAIS and Dean of University College for closer assessment. A rubric has been developed for analysis of the student's work.

Rubric for assessment...

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|--------------------------------------|--|--|--|
| Plan of Study | Plan will show coursework from multiple disciplines. | Plan will show relationships of disciplines to a theme. | Plan will show integration of thematic disciplines towards advanced study or career goals. |
| LAIS 150 - 2nd research paper | Student will explain key differences between inter-, multi-, transdiscilinariry. | Student explains the relationship between their own areas of study - and what makes it inter-, multi-, transdiscilinariry. | Student will have a rationale for a theoretical comparison in proposed area of research. |
| LAIS 499 - Portfolio | Student will discuss the skills learned in their coursework. | Student will recount the principles and methods learned through completing their program of study. | Student will reflect on learning goals - specifically tied to UNM values of knowledge, skills, and responsibility. |