



UNIVERSITY of WISCONSIN
GREEN BAY

Integrative Leadership Studies | 2015-2016 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

AAC&U VALUE Rubric for Critical Thinking was adapted and used to gather data from ILS 300 Integrative Leadership Seminar II Research Paper Assignment. These 13 papers were stored in the students' e-Portfolios for easy access for assessment. Mean scores are out of a possible best score of 4.

2015-2016	
Explanation of Issue	3.92
Evidence	3.15
Analysis	3.18
Position	3.15
Conclusions/Implications	3.38
Writing	-----

Analysis of Data

- Overall, students scored very well on all aspects of the Critical Thinking rubric demonstrating their ability to think critically.
- Students were better able to explain the issue thoroughly and set the issue in context than they were at critically analyzing the evidence and stating their position based on that evidence.
- Next year we will assess the same learning outcome in order to conduct a comparative analysis of the critical thinking of our ILS majors.

2. How will you use what you've learned from the data that was collected?

We will continue to use the adapted AAC&U VALUE rubric for Critical Thinking to gather Program data. We will also:

- Use the adapted AAC&U VALUE rubric for Critical Thinking as an assignment grading rubric.
- We will revise the Research Paper Assignment to include an Annotated Bibliography and a detailed outline of requirements so that the students have a clearer understanding of what it means to gather evidence, analyze, state a position, and draw conclusions (based on the lower scores on those indicators from the rubric assessment).