Integrative Learning and Assessment to Support Holistic Student Outcomes

Marguerite Bonous-Hammarth, Ph.D.
Director-Assessment, Research and Evaluation

October 17, 2016 – IUPUI Assessment Institute
Welcome!

Brief introductions around the following: What should connected learning look like for students?
What intentional practices may inform what we know and do about what students know and do? - Examine relationships across theories in mindfulness practices, student learning, and learning inquiry

- How can we align inquiry to foster learning connections? – Use activity, vignette, and dialogue to focus on key steps

- How do we continue to transform inquiry to promote integrative learning? – Identify potential questions, actions, and timelines to examine this work at home institutions
The Challenge: Help students to make connections in their learning...and assess what connected learning looks like

Integrative learning: “Making connections among ideas and experiences, and synthesizing and transferring learning to new, complex situations”
– Association of American Colleges & Universities
Theories about the impacts of college experiences on students suggest understanding precollege, college experiences to view development and learning connections...

Learning theorists suggest looking at how learners cycle through stages (no matter where the starting point) to make meaning from experience connections...

![Learning Cycle Diagram]

- **DO**: Concrete experiences
- **Apply**: Actively experiment
- **Plan**: Abstractly conceptualize
- **Review**: Reflective observations

Source: Kolb & Fry (1975).
BUT we face tensions in learning inquiry that guide what evidence is collected…

Source: Ewell (2009).
In creating the right circumstances for designed learning, we might assume that students move sequentially through steps in curriculum and practice, but…
Learning and Development Experience is more non-linear
(Bresciani Ludvik, 2016)

Performance Indicators/Dashboard

Inputs/PLA

Integrated Experience

Outcomes

Outcomes-based Evidence and Competency-based Evidence
Via reflective student learning and development portfolios
Invoking Scholarship by Bresciani Ludvik and Others suggesting specific strategies can change the brain

- Learning depends on what is focused on - so attention training is key (Bresciani Ludvik, 2016)
- Brain is adaptive and malleable (Evrard, Annese & Bresciani, 2016)
How does this new understanding about learning impact learning inquiry?

Suggests:

- Needs for better measures
- Explorations to be meaningful
- Learning outcomes to be measurable
- Process to be manageable
Activity: Body Check In

Take a brief inventory of your body-mind connection

How would you measure this intervention with students?
John is an assistant professor who is co-teaching a year-long course on “Introducing the University” to freshmen. He is co-instructing with Linda, a student affairs director of housing, who will primarily administer and discuss a StrengthsFinder exercise and some wellness resources related to a few units on stress reduction and eight dimensions of wellness. At the conclusion of the course, students will be asked to reconfirm their intended majors and action plans for course completion. However, John wants students to attain skills from practical experiences that would be transferable and complementary to academic course sequences they complete during the first year.

What suggestions would you make to ensure that the students that John and Linda teach will be able to draw upon course materials when they encounter related but new topics in the future?

What specific learning inquiry should they build into this course?
### Selected Contemplative Practice Suggestions

<table>
<thead>
<tr>
<th>WHAT</th>
<th>HOW</th>
<th>ANTICIPATED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindfulness-based stress reduction</td>
<td>Focus on mind-body connections without judgment</td>
<td>Increased self-esteem, self-insight, self-regulation, compassion, and well-being</td>
</tr>
<tr>
<td>Mindfulness-based cognitive therapy</td>
<td>Focus on changing thoughts/feelings that lead to depression/anxiety</td>
<td>Prevents depression and reduces anxiety</td>
</tr>
<tr>
<td>Mental visualization</td>
<td>Visualize desired positive traits in present, relaxed state</td>
<td>Strengthens emotional and physical well-being</td>
</tr>
<tr>
<td>Tai chi, yoga</td>
<td>Focus on body movement</td>
<td>Strengthens mind-body connection</td>
</tr>
</tbody>
</table>

**Source:** Table adapted by M. Bonous-Hammarth from Hoey in Bresciani Ludvik (2016), p. 163.
Some Suggestions for Integrative Learning Assessment

- Build in best practices for learning inquiry AND for partnership
Principles of Good Practice for Academic and Student Affairs Partnerships

1. Institutional mission
2. Learning-oriented ethos
3. Builds on and nurtures relationships
4. Institutional culture
5. Values and implements assessment
6. Uses resources creatively and effectively
7. Multiple manifestations of leadership

Benefits from Effective Partnerships

- Transition
- Belonging
- Persistence

Acclimation to College

- Critical thinking
- Self-responsibility for learning
  - Understanding self/others

Student Learning

- Major choice
- Career choice
- Professional preparation

Academic & Professional Transitions

- Involvement
- Faculty-student interactions
- Civic engagement

Student Engagement
Some Suggestions for Integrative Learning Assessment

- Use tools and templates to expedite plans
AAC&U VALUE RUBRICS on Integrative Learning

DIMENSIONS include:

- Connections to experience
- Connections to discipline
- Transfer – solve complex problems in original ways
- Integrate communication – enhance meaning
- Reflect & Self-assess – evaluate one’s change, comfort w/ambiguity

Source: Association of American Colleges & Universities: aacu.org
Map Out a Preliminary Plan for Your Integrative Assessment Work

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>KEY PERFORMANCE INDICATOR</th>
<th>MAJOR ACTIVITIES</th>
<th>POTENTIAL EVIDENCE: Current</th>
<th>POTENTIAL EVIDENCE: Planned</th>
<th>SPECIFIC CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does competency look like?</td>
<td>What specific measures and approaches to data will inform competencies are achieved?</td>
<td>What artifacts and/or responses may be provided from experiences for summative assessment?</td>
<td>Where are desired evidence and information currently available? How can they be accessed? What can be leveraged?</td>
<td>What data ARE STILL NEEDED? Which stakeholders may best help coordinate this process?</td>
<td>What are collection timelines? What are budgetary, logistical, other restraints? What are potential uses of results?</td>
</tr>
<tr>
<td>Identify values from strengths perspective</td>
<td>Check List/Journals</td>
<td>Strengths finder reflections</td>
<td>NONE</td>
<td>Check list from observations; Journal narratives from prompts</td>
<td>Quarterly when class offered.</td>
</tr>
<tr>
<td>Identify changes in mindfulness/college self-efficacies</td>
<td>Pre-Post Five Factor Mindfulness/College Self-Efficacy Inventory</td>
<td>In-class survey administrations</td>
<td>NONE</td>
<td>Survey responses</td>
<td>Pre- at term start; Post- at term end</td>
</tr>
</tbody>
</table>

Identify values from strengths perspective

- **Check List/Journals**
  - Strengths finder reflections
  - NONE
  - Check list from observations; Journal narratives from prompts
  - Quarterly when class offered.

Identify changes in mindfulness/college self-efficacies

- **Pre-Post Five Factor Mindfulness/College Self-Efficacy Inventory**
  - In-class survey administrations
  - NONE
  - Survey responses
  - Pre- at term start; Post- at term end
Brief Findings from Collaborative Student Affairs Assessment

Median Pre- and Post-College Self-Efficacy
\((n=76), Z=-2.084, p=.037\)

Median Pre- and Post-Mindfulness
\((n=81), Z=-5.201, p=.000\)

NOTES:
Median scores reported for paired pre- and post-tests for respective survey questions;
COLLEGE SELF-EFFICACY INVENTORY (pre_COLSE and post_COLSE) represents 19 items related to college self-efficacy using a 9-point Likert-type scale (minimum=0; maximum=152);
FIVE FACTOR MINDFULNESS INVENTORY (pre_MIND and post_MIND) represents 39 items related to mindfulness using a 5-point Likert-type scale (minimum score: 39; maximum score: 195);
References

- Association of American Colleges & Universities VALUE Rubrics – available online at aacu.org.


Thank you for your participation!

Contact Information:

Marguerite Bonous-Hammarth, UC Irvine
mbonoush@uci.edu

Marilee Bresciani Ludvik, San Diego State University
Marilee.bresciani@mail.sdsu.edu