

**ULO 3 Integrative Knowledge  
2019 Summer Assessment Report**  
California State University, Monterey Bay

**ULO 3 Assessment Scholars**

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**Background and Goal of the Summer Assessment Project**

ULO 3 (Integrative Knowledge): CSUMB graduates synthesize and connect knowledge, skills and experiences across disciplines, allowing them to address new and complex situations.

Assessment of ULO 3 happens at the program level, with each program determining how they will assess ULO 3 for students in their program and reporting assessment results in their Annual Program Assessments and 7-year Program Review.

The ULO 3 Assessment Group was created in response to the Next Step Recommendations put forth by the [ULO2 & ULO3 Task Force](#):

- Request each degree program identify an assignment all students complete at or near graduation that requires integrative knowledge (no matter how integrative knowledge is defined by the program and/or what components of the ULO 3 rubric are being assessed by the program).
- Identify 3-5 co-curricular programs for which evidence of students' integrative knowledge can be gathered.
- Conduct a small-scale assessment of the evidence of student integrative knowledge from the curricular and co-curricular programs.
- Develop recommendations for next steps based on the assessment results and share with key stakeholders.

**Assessment Group Work Process**

The ULO 3 Coordinator and Assessment Scholars conducted this work over three days, from August 5 - 7. They began by reviewing [CSUMB's Assessment Philosophy](#), the working version of [CSUMB's ULO 3 Assessment Rubric](#) and the [2018 Summer Assessment Report](#). The group

also reviewed the 2019 Summer [Assessment questions](#) that were created as part of the work of the Spring 2019 ULO 3 Co-op. This summer, the Scholar group identified the two following assessment questions as priority areas to assess:

1. How do students perform according to Integrative Knowledge rubric?
2. How transfer students perform compared to native students?

The group then discussed scoring bias and engaged in a group norming process to arrive at a shared understanding of the ULO 3 assessment rubric. Following the norming session, the group examined assignment guides and student samples from nine different courses to determine the extent to which the ULO 3 rubric was applicable to each assignment. The courses represented 100, 200, 300, and 400 level courses and a variety of CSUMB disciplines and fields of study. The assignments were submitted by the 2019 Summer Scholars (either their own assignment guides and student samples or guides and samples they asked a colleague to submit). Working in pairs, the ULO3 Assessment Scholars applied the rubric to four randomly selected samples of student work for each of the nine assignments. The Scholars referred to an exemplar student sample if they had difficulty applying components of the rubric to the random samples. Based upon this norming and assessment work, the group revised and refined the ULO 3 assessment rubric to its current working form: [ULO 3 Assessment Rubric \(2019\)](#).

Large group discussion topics included the following:

- ULO 3 as a GE Outcome
- ULO 3 alignment with program curriculum maps
- ULO 3 rubric components that faculty are/are not using
- Re-designing our assignment guides based on our assessment work and revision of the rubric
- Faculty and Course Development opportunities for ULO 3 Assessment

Finally, the group worked to develop a visual depiction of the ULO 3 Rubric. The step-by-process of this visual depiction can be seen here:

1. [Step One: ULO 3 Diagram Development](#)
2. [Step Two: ULO 3 Diagram Development](#)
3. [Step Three: ULO 3 Rubric Spheres](#)
4. [Step Four: ULO 3 Final Diagram Draft #1](#)
5. [Step Five: ULO 3 Final Diagram](#)

The ULO 3 Scholar Group will formalize this depiction and share a final visual representation with colleagues in an effort to create a shared understanding of ULO 3.

### **Recommendations**

The Assessment Group recommends CSUMB use the following definition of Integrative Knowledge:

“Integrative knowledge builds the capacity to make and reflect upon connections across curricular, co-curricular, and other life experiences to synthesize and transfer learning to new situations within and beyond campus.” (*Adapted from the AAC&U VALUE Rubric and LaGuardia Community College*). The rubric includes a glossary to provide clarification on Integrative Knowledge related terms.

To ensure that the development of integrative knowledge (ULO3) promotes student success in meeting academic and professional goals, the Assessment Group makes the following recommendations to programs:

- Identify what MLO most directly requires students to engage in integrative knowledge as defined above
- Create a curricular map that scaffolds integrative knowledge instruction, with student assessment occurring at or near graduation
- Identify the courses on a curricular map that best align with ULO 3 for assessment purposes
- Encourage faculty collaboration and conversation about coursework that addresses all dimensions of the CSUMB Integrative Knowledge Rubric
- Encourage faculty to utilize [TLA](#) and other campus resources to develop integrative knowledge instruction in ways that strengthen rather than add on to current instruction

### **Future work of the Scholar Group**

- Analyze the student sample data (e.g., native versus transfer) data to answer our assessment question of how students are performing according to the rubric
- Continue developing and finalize CSUMB Integrative Knowledge Rubric with input from faculty and staff across campus
- Continue developing and finalize CSUMB Integrative Knowledge visual representation/diagram to share with faculty and staff across campus
- Attend college and department meetings to introduce Integrative Knowledge to colleagues
- Create ULO 3 threshold concepts
- Create ULO 3 rubric guide
- Create “What to Do” in the classroom recommendations ([ULO 1 Sample](#))
- Continue creating materials (handouts, assignment guides, etc.) to support assignment design and course development, including assignment and student work exemplars.
  - More specifically, create signature or sample assignments for each rubric component.
  - [Updated ULO 3 Assignment Guide](#)
- Identify best practices for instructors who are assessing for ULO 3 (have rubric available when creating assignment guide, have a ULO 3 scholar review assignment guide, use single line rubric approach, spend a brief time modeling integrative knowledge in the classroom, etc.)
- Identify course application recommendations for courses where ULO 3 is being assessed (for both GE and upper-division courses)
- Offer workshops to support faculty in designing integrative knowledge assignments
- Facilitate conversations across campus to develop a shared understanding of integrative knowledge
- Work with co-curricular programs to strengthen teaching and learning of integrative knowledge across curricular and co-curricular contexts
- Apply rubric to future assessment work

### **Appendix A**

#### **2019 Summer Assessment Agenda**