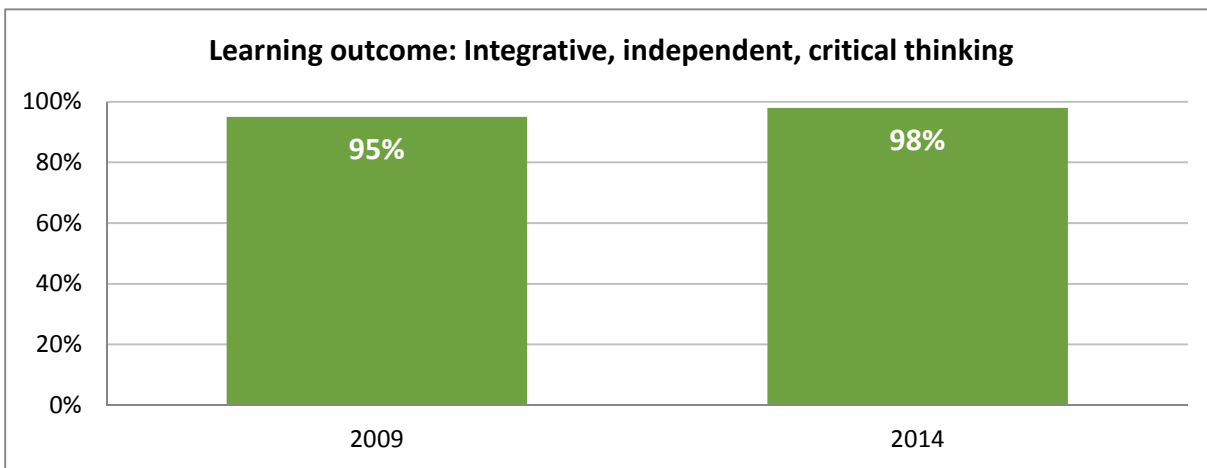


Core Theme 1: Integrated Interdisciplinary Learning

Objective 2: Multiple modes of thinking, including critical thinking, synthesis, reflexive thinking, and self-reflection (metacognition) (Maintain)

The development of the capacity for complex thought is a fundamental aim of liberal education. At Evergreen, End-of-Program Reviews report that 100 percent of coordinated study programs encouraged the development of multiple modes of thinking, especially in higher order categories such as integrative, synthetic, reflexive, reflective, critical, creative and independent thinking. To facilitate the assessment of the success of this emphasis, three indicators from transcripts were selected that relate to specific modes of thinking as stated in the Six Expectations of an Evergreen Graduate. In the most recent transcript assessment, more than 90 percent of the sample of graduates demonstrated evidence in their transcripts that they met the expectations for integrative, independent and critical thinking; synthesis of learning; and reflection on the personal and social significance of their learning. The fourth and fifth indicators selected for this objective will come from the National Survey of Student Engagement (NSSE), which has developed two new engagement indicators that contribute to deep learning: higher-order learning and reflective and integrative learning. Based on NSSE’s initial pilots and research into this measure, Evergreen exceeds its public liberal arts peers in the elements of thinking that contribute to deep learning. NSSE will formally launch its new engagement indicators as regular measures with their revised survey in 2013, and the college will have a set of important new metrics with which to reflect on student learning. The goal for this objective will be to maintain strong emphasis on multiple modes of thinking—especially higher-order thinking skills—and continue work to ensure that students’ capacity for thought is demonstrated in their narrative transcripts.

Indicator 1:



Students demonstrate integrative, independent, and critical thinking

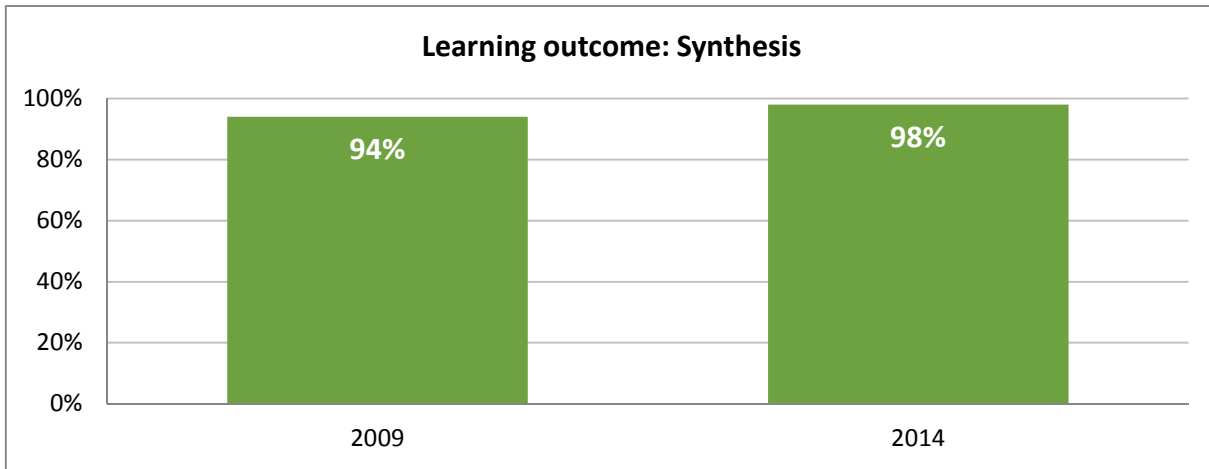
Source: Transcript Review

% who met expectation	2009	2014
Total	95%	98%

Core Theme 1: Integrated Interdisciplinary Learning

Objective 2: Multiple modes of thinking, including critical thinking, synthesis, reflexive thinking, and self-reflection (metacognition) (Maintain)

Indicator 2:

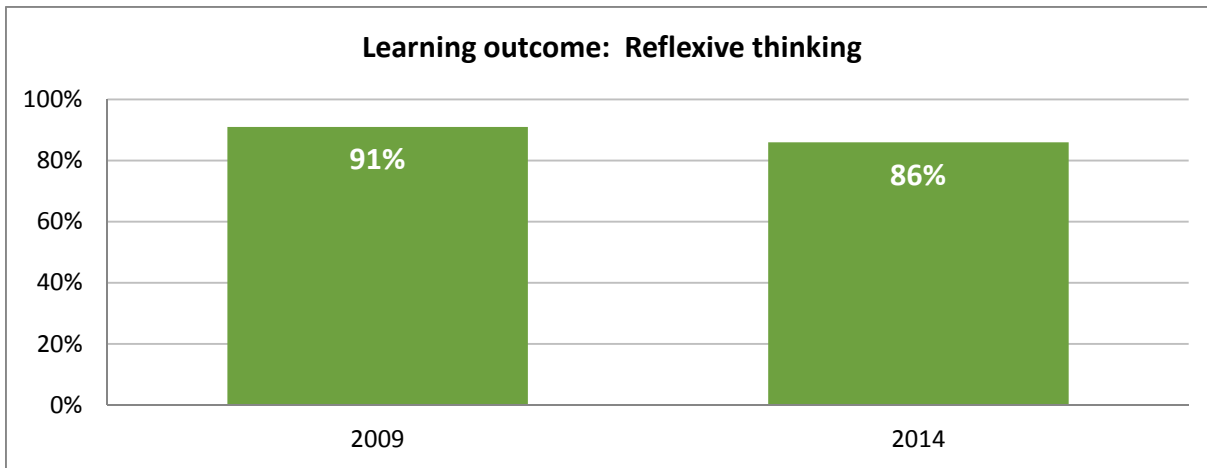


Student transcripts show evidence of synthesis of learning

Source: Transcript Review

% who met expectation	2009	2014
Total	94%	98%

Indicator 3:



Students reflect on the personal and social significance of their work

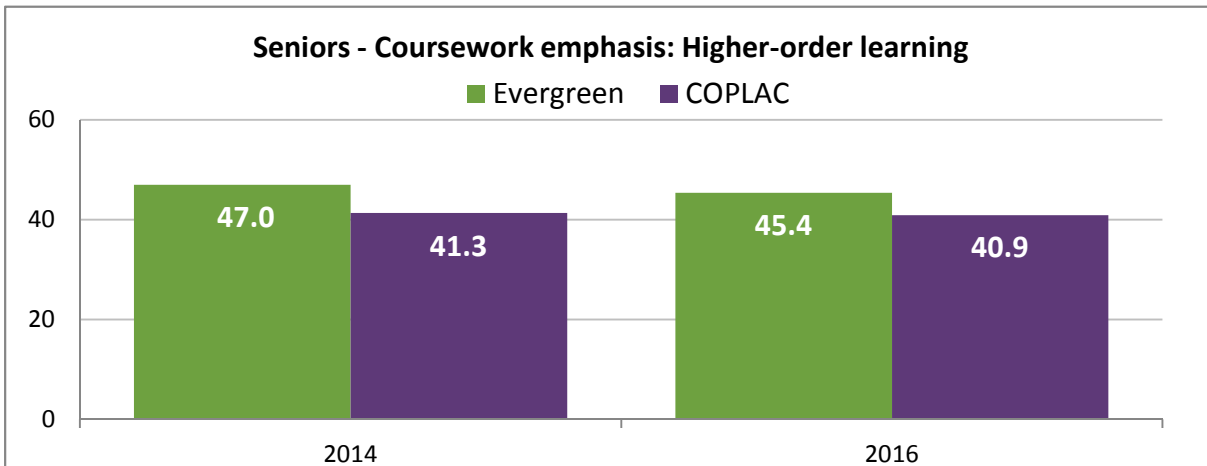
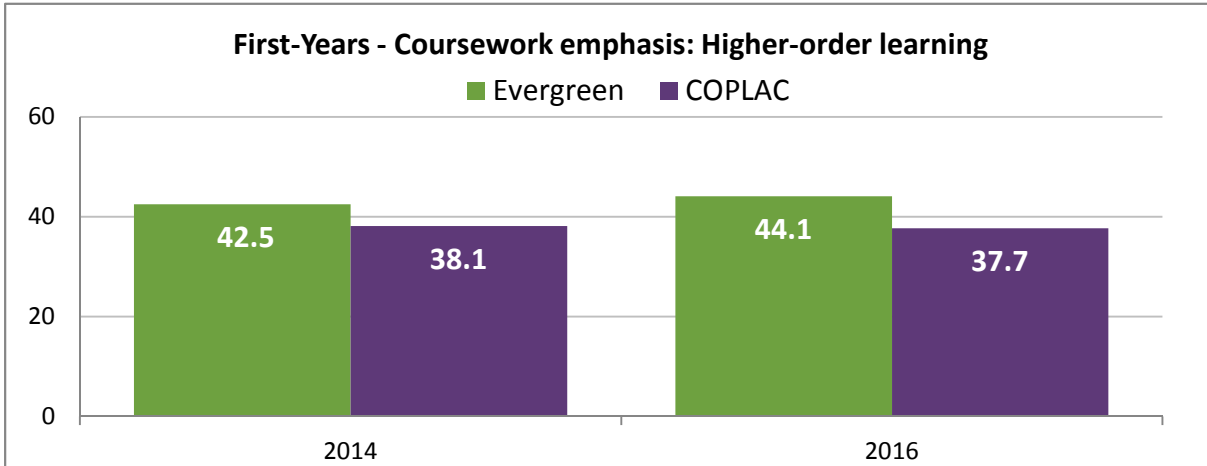
Source: Transcript Review

% who met expectation	2009	2014
Total	91%	86%

Core Theme 1: Integrated Interdisciplinary Learning

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Indicator 4:



Coursework emphasizes higher-order learning

Higher-order learning engagement indicator (applying theory, analysis, evaluation, synthesis).

Engagement Indicators are expressed on a 60-point scale.

Source: National Survey of Student Engagement (new version available beginning 2014)

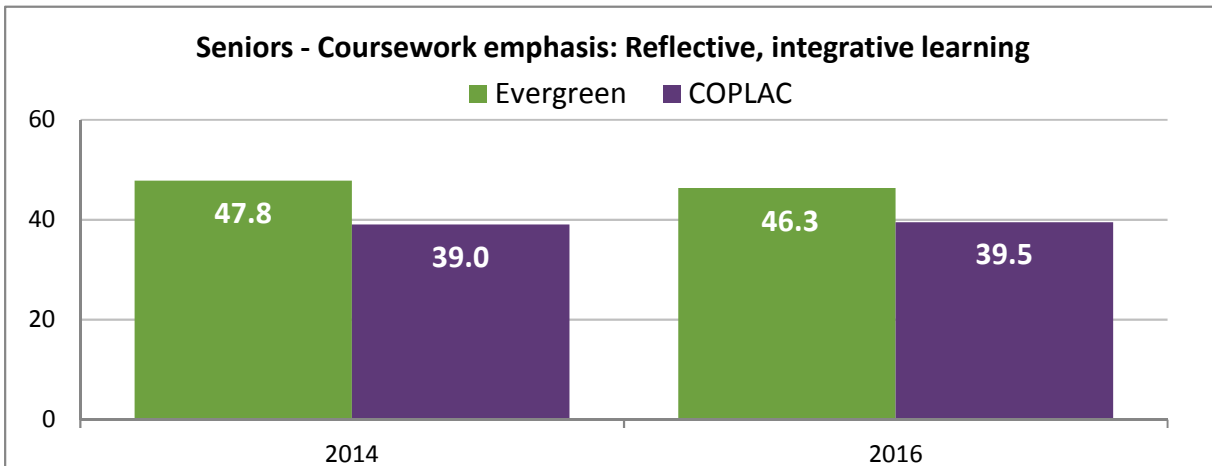
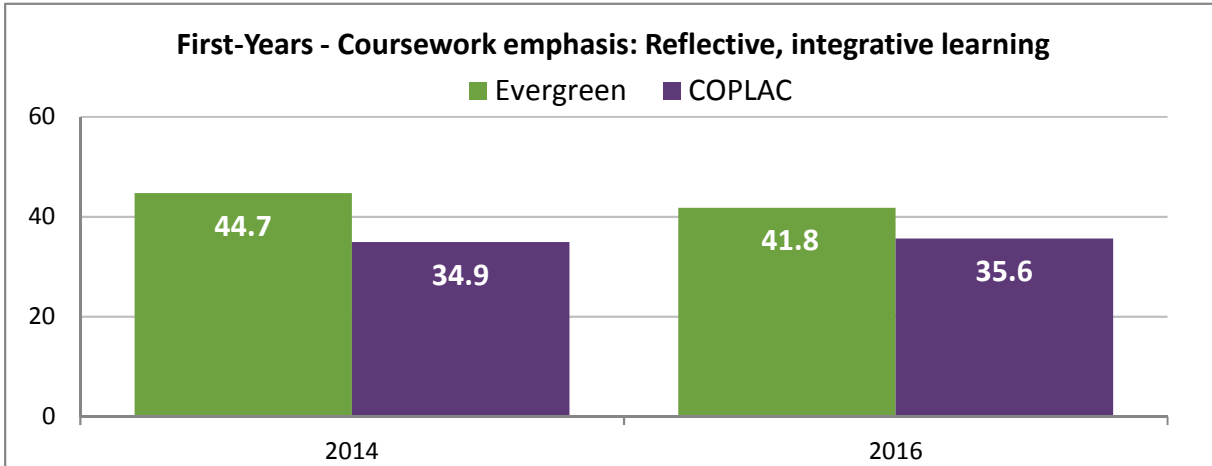
Higher-Order Learning Engagement Indicator	2014	2016
Evergreen First-years	42.5*	44.1*
COPLAC First-years (comparison)	38.1	37.7
Evergreen Seniors	47.0*	45.4*
COPLAC Seniors (comparison)	41.3	40.9

* Evergreen's mean rating was significantly different from COPLAC at $p < .01$.

Core Theme 1: Integrated Interdisciplinary Learning

Objective 2: Multiple modes of thinking, including critical thinking, synthesis, reflexive thinking, and self-reflection (metacognition) (Maintain)

Indicator 5:



Coursework promotes reflective and integrative learning

Source: National Survey of Student Engagement (new version available beginning 2014)

Reflective and Integrative Learning Engagement Indicator	2014	2016
Evergreen First-years	44.7*	41.8*
COPLAC First-years (comparison)	34.9	35.6
Evergreen Seniors	47.8*	46.3*
COPLAC Seniors (comparison)	39.0	39.5

* Evergreen's mean rating was significantly different from COPLAC at $p < .01$.