IE at a glance

- 190 IEs approved
- 205 IEs taught
- 228 IE instructors
- 10,578 students enrolled in a course that satisfies IE:
  - 1,773 (Fall 2012)
  - 2,720 (Spring 2013)
  - 2,700 (Fall 2013)
  - 3,385 (Spring 2014)
IE Instructors - How important do you think it is to have a course that asks students to make connections across the various components of the university learning experience?

82% of IE Instructors think it is important undergraduates take a course that addresses the IE goals.
IE Students - How helpful was your IE to you in synthesizing your educational experience?

- 44% Very helpful
- 22% Somewhat helpful
- 14% Not too helpful
- 20% Not at all helpful

66% of students rate their IE as helpful.
“Integrating knowledge is a very difficult process. Providing a structured environment to begin the process, which is true, I think, for most students, is a great first step.” – IE Instructor
“I've actually found it kind of challenging, because it's all about applying things. It's not just okay, memorize this and take a test on it. You actually have to apply it to the real world... But I like it, because it makes you think outside the box. And it makes you feel like you actually have learned something and not just memorizing things. And it just kind of makes you realize how all the things in your major connect.” – Junior
“And I also find it challenging, but also it kind of stimulates your mind in order to know what is going on around you and what you learn in class is kind of good in a way to apply what you've learned in your other classes.”

– Junior
“I believe that putting time and effort into “connecting the dots” between content of various courses is a critical part of learning. It really helps us to separate the “wheat from the chaff” as we struggle to deal with the massive flow of information we receive day in and day out.”

–IE Instructor
“I definitely think the IE requirement is actually a good idea, because at least from my experience it helped me to understand more why I went into sociology in the first place. It just kind of helped me to know also what I was getting into and connecting that with what classes I have taken. And it really does help me think better, like what can you do. Like it's all about theorizing and come to conclusions, and that's something everyone does do in their life. And it's a really good, good thing that they came up with.”

- Junior
IE Instructors - Given your LAST experience teaching IE, and your students' responses to taking the course, how successful do you feel your course was in fulfilling the IE goals?

82% of IE instructors believe their most recent IE teaching experience was successful in fulfilling the IE goals.
IE Students - Overall, how useful was this IE course to you personally?

68% of students found the IE useful to them personally.

- 37% Very useful
- 31% Somewhat useful
- 18% Not too useful
- 14% Not at all useful

IE Student Survey
“I like the course just the way it is. It was probably one of the most useful courses that I've taken.” – Junior
“I used the course to help students prepare for life. I stressed **purpose** – *what are you going to do with your life?* – and **values** – *how should you do it?* Students should, I believe, think deeply about what sort of contribution they want to make to society and how to act ethically in making that contribution.” —IE Instructor

**Instructor Reflection**
“With me I found some gen ed courses that kind of tied to my major and also to my co-curricular experiences which is the organizations I'm involved in on campus. And it kind of helped me to think like, “wow this course actually helped me to better communicate with people or learn more about myself and what I'm studying.” And it's been a good experience so far, and I'm glad that I've gotten this far to have that help me out that way.” – Junior
“In my IE course it was funny because if you ask me like what that IE course was about, I can't really tell you exactly what it was about... And though I literally cannot tell you what the course was specifically about, it taught me so much about so many things. And about entering the real world and not feeling like a student anymore.”

– Junior
“This seminar allows our students to really integrate a lot of their work and prepare to present themselves in different work and study settings”

–IE Instructor
“I think the reflection aspect of it is really good... so like drawing on the things you've already learned and like just reflecting back on that and what type of impressions that made on you I think it a useful thing to do.”

–Senior
IE at a glance

- 190 IEs approved
- 205 IEs taught
- 228 IE instructors
- 10,578 students enrolled in a course that satisfies IE:
  - 1,773 (Fall 2012)
  - 2,720 (Spring 2013)
  - 2,700 (Fall 2013)
  - 3,385 (Spring 2014)
IE Instructors - To what extent do you feel that your IE course enhances students' progress toward achieving learning goals specific to their major?

- **61%**
- **34%**
- **1%**
- **4%**

95% of IE instructors say their IE course enhances students understanding of the goals specific to their major.

To a great extent
To some extent
To a little extent
To no extent

IE Instructor Survey
IE Students - To what extent did your IE enhance your sense of the value of your UMass Amherst education?

- 18% To no extent
- 21% To a little extent
- 40% To some extent
- 22% To a large extent

61% of students indicate value was enhanced to some extent.
“I just think it is really important to help students **connect** academic learning to lessons for life – too often they’re separate worlds of ideas and experiences.”

—IE Instructor
“In the real world, no topic is an island.”

–IE Instructor
“This course changes many students' lives. They see themselves and the world differently after they have taken it.” —IE Instructor
“Personally for me I constantly just connect everything. That's how I think about things. But in this class I just could actually do something and connect everything doing this project. It wasn't just thinking about oh yea, so this can relate to my personal life or field hockey. I did something about it in a great class. So that was a great opportunity to take.”

– Junior
“I guess it was just kind of interesting to see all my classes from like freshman year. And it kind of felt weird that I took those classes, because I changed my major and went a totally different direction… But it was just interesting to see those classes there again and just see how, like the progression of classes I took. And also like how some of them are actually like connected and like I ended up learning a lot of the same things in certain classes that I didn't expect to learn.” –Junior
IE Instructors - To what extent do you feel that your IE course enhances students' progress toward achieving learning goals specific to their major?

- To a great extent: 61%
- To some extent: 34%
- To a little extent: 4%
- To no extent: 1%

95% of IE instructors say their IE course enhances students understanding of the goals specific to their major.
IE Students - How important do you think it is to have a course that asks you to make connections across the various components of your university learning experience?

80% of IE students say it is important to have a course that addresses the IE goals.

- Very Important: 41%
- Somewhat Important: 39%
- Somewhat Unimportant: 12%
- Very Unimportant: 9%
“A good university education should do more than give students deep understandings about different disciplines and subject matter. It should also **break down the stovepipes surrounding these different disciplines and emphasize the ways in which they interact** and impact each other. That is one of the key, and very admirable, goals of the IE requirement. A very good thing.”

–IE Instructor
“As I continue to reflect on the course, I think it’s a wonderful opportunity for us to help guide our students toward a sense of wholeness in their college course path.”

–IE Instructor
“Obviously I know my major classes relate back, but other experiences and how other classes have linked with my major classes, which therefore link with what I want to do. I think it's kind of like the hidden link between what I've chosen to study, random classes, and what I want to do.”

– Senior
“The course forces students to confront the fact that disciplinary knowledge is much more than a technical pursuit. These are collaborative activities in which teamwork, communication, etc. are key. The IE course makes that crystal clear.” —IE Instructor
“I think I've gotten a much broader understanding of farming and the vast world that is farming and how many areas it encompasses. And it's just awesome to look back and just see all this knowledge that I've built within my major and everything. Like I learned astounding things that I would never have thought exist.” - Junior
“So I think it's important to know how to integrate all your different experiences, to better yourself but to be able to function at least in the real world and be able to apply what you've spent so long learning into something. Like, not something that matters, but just in furthering your experience - not just academically, but personally and professionally.” – Senior
IE at a glance

- 190 IEs approved
- 205 IEs taught
- 228 IE instructors
- 10,578 students enrolled in a course that satisfies IE:
  - 1,773 (Fall 2012)
  - 2,720 (Spring 2013)
  - 2,700 (Fall 2013)
  - 3,385 (Spring 2014)
IE Instructors - How prepared have your students been to engage effectively in the integrative and reflective thinking that the IE course requires?

- Very Prepared: 51%
- Somewhat Prepared: 15%
- Somewhat Unprepared: 8%
- Very Unprepared: 26%

2/3 of IE professors believe students are prepared to engage in integrative and reflective thinking.
“I feel like the classes I've enjoyed the most have forced me to engage with other students, one, and two, actually put things in my own words. Because I mean you know lectures are great just for you know like information delivery, but like actual understanding like that the topics in that class really clicked for me.” –Senior
“Most of the students in my course haven’t had the opportunities to think about and integrate the range of experiences they’ve had at UMass”

—IE Instructor
“The reflection that occurs and the connection between different types of knowledge and different experiences needs to be integrated throughout the curriculum. This is difficult for faculty to do, thus is not taught. Faculty who are always thinking about these important skills will produce students who can better perform these skills.”

–IE Instructor
“Introduce the concept of integrative and interdisciplinary learning at the beginning of their undergraduate studies”

–IE Instructor
IE Instructors - How interested are you in teaching an IE course again (regardless of whether or not you are expected to)?

- **64%** Very Interested
- **23%** Somewhat Interested
- **8%** Somewhat Uninterested
- **5%** Very Uninterested

**87%** of IE instructors are interested in teaching an IE course again.
“I think it is a good concept and pedagogically effective and has influenced the way I teach other courses.”

–IE Instructor
“I think it has a lot to do with who's teaching as well. So the professor I have right now for my IE is really open too. We have to do 3 paper assignments, and they're topics that you generate. And you have to connect to something you've talked about. But you also have to have it reviewed by someone. Then you talk back and forth on comments. But the whole structure of the class is to make you talk to other people and connect things, which is nice.”

– Junior
“Students’ role in most classes is passive – just learning, while real world demands different skills and traits from them: self-motivation, problem solving, effective communication, creativity, ability for planning, making research, ability to work in multidisciplinary teams, etc. All these skills may be trained in IE courses.”

–IE Instructor
Allowing for more student direction in the classroom and discussion is really good, because it opens up. And it forces people to like actually answer something or engage with it in a deeper kind of way. Feeling, allowing people to have more ownership over their learning... *I think if people feel like they're directing it then it's going to be more successful.*”

–Senior
“So in this class it was kind of more like okay we might be talking about this, but basically we're going to leave it up to you guys to figure out. We're going to give you the most bare bones framework possible, and then you're just going to run with it because we trust that you know what you're doing. And generally speaking, it worked.” –Senior