

DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2005-06

I. Unit Title: Interdisciplinary Studies

School or College: Arts and Sciences

Unit Administrator: Dr. Beverly M. Moon

II. Educational Program Learning Outcome Assessment Plan

Learner Outcomes identified for the **current** year.

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Demonstrate understanding of interdisciplinary ideas, methods, and practice</p>	<p><i>Tools:</i> Portfolio ¹ Individual conferences</p> <p><i>Data Collection and Analysis:</i> BSIS coordinator ²</p>	<p>First year of program – portfolio evaluations are at beginning of 2-year cycle. Fall 2005: BIS 300: 82% success (9/11) Spring 06: BIS 300: 75% (3/4) BIS 310: 83% (10/12) ⁴ BIS 400: 100% (6/6) Informal discussions and conferences show students' interest in developing research that connects disciplines. <i>Recommendations:</i></p> <ul style="list-style-type: none"> Evaluate individual failures in each class to determine method of increasing success 	<p>Developed Portfolio process and rubrics (Appendices A, B)</p> <p>Established more formal conferences with students</p>

<p>Apply quantitative and qualitative research methods; communicate pragmatic and thoughtful responses to ethical questions and contemporary issues.</p>	<p><i>Tools:</i> Portfolio ¹</p> <p><i>Data Collection and Analysis:</i> BSIS coordinator ²</p>	<p>First year of program – portfolio evaluations are at beginning of 2-year cycle. (See figures in above box)</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • Evaluate individual failures in each class to determine method of increasing success 	<p>Developed Portfolio process and rubrics (Appendices A, B)</p> <p>Established conference schedule with students</p>
<p>Produce scholarship/project that demonstrates interdisciplinary acumen and ability</p>	<p><i>Tools:</i> Portfolio ¹ The Capstone Project ³</p>	<p>First year of program – portfolio evaluations are at beginning of 2-year cycle. Initial cohort of students are enrolled in BIS 410 Capstone Project Summer 2006 and Fall 2006</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> • Track successes in project development, collaborations, presentation to determine any needed changes to program or curriculum. 	<p>Developed Portfolio process and rubrics (Appendices A, B)</p> <p>Developing Capstone Proposal checklist</p> <p>Developing Capstone Project checklist and evaluation forms</p> <p>Established conference schedule with students</p>

¹ The portfolio, to contain the range of work spanning the Interdisciplinary Studies core, as follows:

- BIS 300: 2 essays, one analysis of issues expressed in contemporary fiction, one synthesis of critical essays – evaluated by rubric (Appendix A)
- BIS 310: final research paper – evaluated by rubric for written content and research (Appendix B); by public presentation evaluation, including peer survey (previously done subjectively, holistically, with peers submitting a report on each student’s presentation; rubric and guidelines for peer review in development)

- BIS 400: proposal for capstone – evaluated by proposal checklist by faculty/coordinator (currently being developed)
- BIS 410: Capstone Project – will be evaluated by rubric, under development; also project will be evaluated by public presentation evaluation including audience survey (in development: no students completing project in 05-06)

² The portfolio, maintained in BSIS office, to be evaluated every semester of student’s enrollment in core courses, by rubric and qualitative analysis by coordinator, including individual coordinator/student conferences, with discussions relying on various evaluations included with each piece, as referenced in previous note.

³ Capstone project will demonstrate student’s ability to combine ideas from chosen concentration areas and generate significant scholarship. Student will analyze a current need or lack in scholarship and/or product and create a project that will address that need.

⁴ Of the two unsuccessful students: One withdrew from school, one was repeat failure from first semester and is not actively enrolled in school at this time. Of the students still enrolled at DSU for Spring 2006 in BIS 310, success rate was 100%.

III. Division/Department Goals for the Current Year

This is a report on progress towards goals for the **current year**. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. An example might be the implementation of a development campaign in conjunction with the DSU Foundation to raise monies for faculty research and travel.

A. Goal # 1 Work with all academic units on campus, asking divisions and departments to begin considering the development of concentrations or tracks specifically for the BSIS degree in each area of academics (not necessarily the same as the academic minors now listed in catalog).

1. Institutional Goal which was supported by this goal:

SP Goal #1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. Evaluation Procedure(s):

Following letter sent to all academic chairs, checklist composed of all concentrations monitored to determine collaborations across campus.

3. Actual Results of Evaluation:

Not complete at this time. Responses minimal from departments, understandably, as letter was sent to all departments at end of Spring 2006 semester: process will be followed up on and completed in late Summer 2006 for implementation in Fall 2006. The participation of the heads of new programs that do not have their own majors/degree certification was promising: Interdisciplinary Geospatial Information Technologies and Delta Music Institute are working closely with coordinator of BSIS to advise students of possible degree tracks. Until approval of revised concentrations through collaboration among BSIS coordinator and all academic chairs, areas of concentration will continue to be directed with existing minors in mind.

4. Use of Evaluation Results:

To ensure that all academic departments are aware of the BSIS program and its benefits to their FTE, the coordinator will be meeting individually with every department/division chair and with the deans. Followup to the meetings is also planned: conversations and surveys at this time.

B. Goal # 2: For their capstone projects, graduates will develop theses, products, or presentations, drawing on their various areas of concentration, that will serve their degree interests, the DSU community, and the extended community.

1. Institutional Goal which was supported by this goal:

SP Goal #1: Enhanced academic programs will ensure that graduates are well-prepared for successful careers and ready to contribute to the civic life of their communities.

SP Goal #5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Evaluation Procedure(s): Capstone projects will be disseminated or presented to a wide audience to include peers, DSU community, and the extended (impacted) community. Survey is currently being developed that will allow evaluation of projects by all constituents.

3. Actual Results of Evaluation: None at this time. Nine students are to be graduated in Fall 2006. Their projects are in various stages nearing completion and will be evaluated in Fall 2006.

4. Use of Evaluation Results: Results will be compiled and used for determining improvements or changes needed for process for 06-07.

C. Goal #3: Encourage students in working/research relationships with faculty in their various concentration areas in order to build students' resumes and develop partnerships so that students will have access to career advice and references from advisors in various academic areas.

1. Institutional Goal which was supported by this goal:

SP Goal #1: Enhanced academic programs will ensure that graduates are well-prepared for successful careers and ready to contribute to the civic life of their communities.

SP Goal #2: Students will enroll in greater numbers and a larger percentage will persist to graduation.

QEP Goal #1: Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.

2. Evaluation Procedure(s):

Conferences with students during advising to determine interaction rate with other faculty.

Conferences with students during capstone proposal semester to determine interaction rate with other faculty.

Conferences with mentoring/advising faculty.

Undergraduate exit survey (determines student satisfaction with contact with faculty members in disciplines).

3. Actual Results of Evaluation: Of 6 students enrolled in Capstone Project course by the end of 2005-2006, all 6 were actively involved in collaborations with faculty in one or more areas or units. (Students choose two or three areas of concentration; collaborations are possible with any and all of the areas). Collaborations are variously staged between or among student and faculty or staff in Delta Music Institute and Business; Social Sciences Division and Department of HPER; Sociology department and Capps Archives; Interdisciplinary Geospatial Information Technologies; Family/Consumer Sciences and Business; Political Science.

4. Use of Evaluation Results: Collaborations will be evaluated through faculty consultations, surveys, student interviews, undergraduate exit surveys

III. Data and information for department:

Interdisciplinary studies	Summer 2005	Fall 2005	Spring 2006
Enrollment by major*	4	23	42
Credit hour production	27	51	66
Undergraduate degrees conferred**	N/A	2	1

*This program, proposed through the Graduate and Continuing Studies office in 2004, began Summer 2005 as a pilot project. Students initially enrolled (Summer 2005) were 4. In Summer of 2005, due to wide interest, the program was moved into the College of Arts and Sciences and direction of the program became the responsibility of a faculty coordinator. In the Fall of 2005, students from across the disciplines began seeking advice from BSIS coordinator; by end of Spring 2006, program had 55 active advisees (most of these are in the process of changing their majors to reflect their status as BSIS majors). Due to correct declaring of major by the majority of these active advisees by Fall 2006, it is anticipated that enrollment in the program will be documented at that time at approximately at 50-55.

** Ten are approved to graduate December 2006.

Concentrations currently under study for active advisees include, as follows:

Art	Biology	Business Administration
Chemistry	Criminal Justice	Delta Music Institute/Sound Recording Technology
Exercise Science	Family & Consumer Sciences	Fashion Merchandising
Foreign Language	Interdisciplinary Geospatial Information Technologies	Paralegal Studies
Health Sciences	Music	Psychology
Physical Education	Political Science	
Sociology		

V. Personnel:

Beverly M. Moon, Ph.D., Faculty Coordinator

Noteworthy activities and accomplishments:

- Coordinator attended the Japan Studies Institute in June 2006, an interdisciplinary faculty development institute. The BIS 300 Introduction to Interdisciplinary Studies syllabus, to be used in Fall 2006, has been revised to incorporate Japanese Studies into the curriculum (Appendix G).
- Students approaching graduation are developing capstone projects that demonstrate the best of interdisciplinary study and research. Examples include: a grant for environmental education, a grant and GIS program for dental health, an archival exhibit of Black History, a group survey and study of youth sports, music production—CD's, a personal shopper small business plan, a thesis on de facto segregation in county schools.
- See attached faculty activity report (Appendix H)

New position(s) requested, with justification:

None. .

Recommended change of status

None

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year

None

Recommended changes for the coming year(s):

None

VII. Division/Department Goals for Coming Year

A. Goal # 1 Build the enrollment in the BSIS by contacting former DSU students who are within one year of graduation who have stopped out of their education and inform them of the program and its potential for them as a means of completing a college degree.

1. Institutional Goal(s) supported by this goal:

SP Goal #2: Students will enroll in greater numbers and a larger percentage will persist to graduation.

2. Expected Results: Letters sent June 2005 to all students currently in the computer system who have more than 110 hours asking them to consider BSIS; enrollment will increase in the program.

3. Evaluation Procedure(s):

Track contact initiated by those receiving initial letter/information (by coordinator/program office)

Track actual registration by returning students (by coordinator)

Track graduation rates (by coordinator)

4. Use of Evaluation Results:

Results will be analyzed to measure effects of recruiting letter. If successful, another recruiting campaign will target students who are not in the computer system but whose paper files are still maintained.

B. Goal # 2: Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

1. Institutional Goal(s) supported by this goal:

QEP Goal #1: Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.

QEP Goal #4: Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.

2. Expected Results:

Faculty collaborations will result in increased contact of students with faculty from a variety of disciplines; such collaboration will also increase buy-in and support of DSU community in this new program.

3. Evaluation Procedure(s): Student and Faculty surveys (to be developed)

4. Use of Evaluation Results: Results will be used to develop strategy for increasing positive experiences for all constituents.

C. Goal #3: Increase awareness of the BSIS program in the recruiting, admission, and orientation departments so that all students will be suitably advised as to major, degree, and advisor in order to ensure timely progress towards degree completion.

1. Institutional Goal(s) supported by this goal:

SP Goal #2: Students will enroll in greater numbers and a larger percentage will persist to graduation.

2. Expected Results: Incoming students will meet with BSIS advisor, declare BSIS major, choose concentration areas, and proceed to graduation in a timely fashion.

3. Evaluation Procedure(s): Survey to be developed for orientation process to determine quality and quantity of information shared with students. Students' initial contact with BSIS advisor, in relationship to time at DSU, will be tracked in advisee folders.

4. Use of Evaluation Results: Working with recruiting, admission, and orientation personnel will continue.

D. Goal #4: Initiate a fundraising campaign through the DSU Foundation to raise scholarship monies for Interdisciplinary Studies majors.

1. Institutional Goal(s) supported by this goal:

SP Goal #4: Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.

2. Expected Results: Scholarship monies will be raised to contribute to the academic progress of BSIS students.

3. Evaluation Procedure(s): Structure of campaign and receipt of contributions will be tracked and evaluated yearly for budget considerations.

4. Use of Evaluation Results: Progress in scholarship fundraising will be measured by actual monies and numbers of students assisted to determine best practices in campaigning and distribution of assistance. Scholarship application process will be

determined in consultations among Coordinator, Dean, Foundation Director, and Vice President for Academic Affairs to develop appropriate requirements of both needs-based and academic awards. Campaign will continue with goals assessed and revised yearly.

Appendix A

BIS 300 – responses to readings

1 – poor / 2 – needs improvement / 3 – average / 4 – good / 5 – excellent

<i>Reading assignment response element -- criteria</i>	- 1 -	- 2 -	- 3 -	- 4 -	- 5 -
Introduction – clear; captures interest					
Thesis – assumes a position / makes an assertion					
Title – directly related to thesis / demonstrates critical thought					
Body – clear topic sentences that reflect analytical response to subject					
Body – well-developed paragraphs that enhance argument					
Sources – documented and accurate use of sources					
Sources – analysis of sources’ arguments and positions					
Sources – integration of sources into argument					
Transitions – use of causal links between / among ideas					
Critical thinking – specific application of interdisciplinary thought and or methods					
Editing – grammar, mechanics					

Appendix B

BIS 310 – responses to readings / assignments

1 – poor / 2 – needs improvement / 3 – average / 4 – good / 5 – excellent

(multiply by 2 for 0-100 point grading scale)

<i>Reading assignment response element -- criteria</i>	- 1 -	- 2 -	- 3 -	- 4 -	- 5 -
Title and Introduction – clear; capture interest					
Thesis – assumes a position / makes an assertion					
Body – well-developed paragraphs that enhance argument					
Sources – documented and accurate use of sources –					
Sources – analysis of sources’ arguments and positions and application to your argument					
Sources – analysis and use of quantitative and / or qualitative research					
Transitions – understanding and use of causal links between / among ideas					
Critical thinking – specific application of interdisciplinary thought / methods / research					
Conclusion – synthesizes sources; demonstrates understanding of various sources’ interconnectedness					
Editing – grammar, mechanics					