

Bachelor of Science in Interdisciplinary Studies

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.</p>	<p>Developed Portfolio process and rubrics (Appendices A, B)</p> <p>Established more formal conferences with students</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>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> <p>Track successes in project development, collaborations, presentation to determine any needed changes to program or curriculum.</p>	<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%.

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					