

DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2006-07

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>A. Learning Outcome <i>What should a graduate in the Interdisciplinary Studies major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being 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>1. Tools¹:</i> <i>a. Analytical, researched essays (BIS 300, 310)</i> <i>b. Capstone Proposal (BIS 400)</i> <i>c. Capstone Project (BIS 410)</i> Individual conferences</p> <p><i>2. Data collection¹:</i> <i>a. Research essays (BIS 300, 310) evaluated by common rubric. Students must attain at least 70% of all possible points for the course to demonstrate competency</i> <i>b,c. Proposal (BIS 400) and Project (BIS 410)² evaluated by common rubric. Students must attain at least 70% of all possible points for the course to</i></p>	<p><i>Findings:</i></p> <p>Portfolio contents, informal discussions, and conferences show students' competency in developing research that bridges disciplines. Completion of coursework at established competency level of 70% or more as shown below.³</p>	<p><i>1. Recommendations:</i></p> <ul style="list-style-type: none"> • Continue to improve rubrics • Improve success rate in BIS 300, 310 by 10% • Allow flexible timelines for student completion (because of highly individualized study, course completion not restricted to traditional semester timeline) • Increase student use of technology as interdisciplinary tool (SP Goal 1, QEP Goals 2,3) • Increase group work as

	<p>demonstrate competency</p> <p>3. <i>Analysis</i>¹: Portfolio used to collect and evaluate student's learning and progress towards degree by BSIS coordinator</p>		<p>interdisciplinary tool (QEP Goal 1, 4)</p> <ul style="list-style-type: none"> • Increase student's awareness of community as interdisciplinary concept (SP Goals 1,5, QEP Goal 4) <p>2. <i>Changes Made:</i></p> <ul style="list-style-type: none"> • Evaluated initial stage of portfolio process – one BIS 300 essay will be collected to measure critical thinking. BIS 310 research papers will become initial evidence of interdisciplinary exploration with applicable research methods • Varied classroom delivery methods (visiting professors, speakers, lecturers) • Improved Portfolio process and rubric for BIS 310 research paper • Required technology element in research presentation
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			<ul style="list-style-type: none"> • Developed Capstone Proposal rubric • Developed Capstone Project rubric • Established practice of individualized conference schedule with BIS 400 and 410 students • Introduced community need or problem as consideration for Capstone Proposal/Project <p><i>Changes Being Considered:</i></p> <ul style="list-style-type: none"> • Increase advising contacts with faculty in a variety of disciplines
Apply quantitative and qualitative research methods; communicate pragmatic and thoughtful responses to ethical questions and contemporary	<i>I. Tools¹:</i> <i>a.</i> Analytical, researched essay (310) <i>b.</i> Capstone Proposal (BIS 400) <i>c.</i> Capstone Project (BIS 410),	<i>Findings:</i> Portfolio contents, informal discussions, and conferences show students' competency in	<i>As above, for Learning Outcome I</i>

<p>issues.</p>	<p>Individual conferences</p> <p><i>2. Data collection¹:</i> <i>a.</i> Research essays (310) evaluated by common rubric. Students must attain at least 70% of all possible points for the course to demonstrate competency <i>b,c.</i> Proposal (BIS 400)and Project (BIS 410)² evaluated by common rubric. Students must attain at least 70% of all possible points for the course to demonstrate competency</p> <p><i>3. Analysis¹:</i> Portfolio used to collect and evaluate student's learning and progress towards degree by BSIS coordinator</p>	<p>developing research that bridges disciplines. Completion of coursework at established competency level of 70% or more as shown below.³</p>	
<p>Produce scholarship/project that demonstrates interdisciplinary acumen and ability</p>	<p><i>1. Tools¹:</i> <i>a.</i> Capstone Proposal (BIS 400) <i>b.</i> Capstone Project (BIS 410), Individual conferences</p> <p><i>2. Data collection¹:</i> <i>a. b.</i> Proposal (BIS 400)and Project (BIS 410)² evaluated by common rubric. Students must attain at least 70% of all</p>	<p><i>Findings:</i></p> <p>Portfolio contents, informal discussions, and conferences show students' competency in developing research that bridges disciplines. Completion of coursework at established competency level of 70% or more as shown below.³</p>	<p><i>As above, for Learning Outcome I</i></p>

	<p>possible points for the course to demonstrate competency</p> <p>3. <i>Analysis</i>¹: Portfolio used to collect and evaluate student's learning and progress towards degree by BSIS coordinator</p>		
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¹ For 2006-07, the portfolio was determined to be representative of student's achievement in demonstrating competency in interdisciplinary skills and practices if it contained the following:

- BIS 300: 1 essay, one analysis of issues expressed in contemporary fiction or one synthesis of critical essays – evaluated by rubric (*In AY 05-06, 2 essays, one analysis of issues expressed in contemporary fiction, one synthesis of critical essays – evaluated by rubric*)
- BIS 310: final research paper – evaluated by rubric for written content and research; evaluated as public presentation, with required technology component -- evaluated by instructor and by peers (rubrics developed Fall 06) (*in AY 05-06, evaluation was by holistic faculty grading, peer evaluations was subjective, holistic, with peers submitting a written commentary on each student's presentation*).
- BIS 400: proposal for capstone – evaluated by proposal checklist by faculty/coordinator (developed)
- BIS 410: Capstone Project – evaluated by rubric (developed Fall 06); also, where applicable, will be evaluated by public presentation evaluation including audience survey (developed Fall 06)

The portfolio, maintained in BSIS office, is 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.

² Capstone Proposal and Project 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. Project will accommodate varying aspects of the student's two or three concentration areas. Students are encouraged to demonstrate awareness of and response to a community need. Evaluated by common rubric.

³ Table showing competency levels achieved by all BIS 300, 310, 400, 410 (Unsuccessful category reflects final count by end of Academic Year of those students not demonstrating competency; % not equal to 100 in some cases of fractions; IP's are tracked through end of AY 07)

Course	Semester	Number of Students	Successful # : % (in semester taken)	In Progress (IP) # : % (successful by 6/30/07)	Unsuccessful # : %
300:	Summer I, II - 06	2		2 : 100 (2 : 100)	
	Fall 06	28	20 : 71	4 : 14 (4 : 14)	4 : 14
	Spring 07	26	17 : 65	3 : 12 (1 : 4)	6 : 23
310:	Summer I, II - 06	2		2 : 100 (2 : 100)	
	Fall 06	3	1 : 33	2 : 67 (1 : 33)	
	Spring 07	30	21 : 70	9 : 30 (4 : 13)	
400:	Summer I, II - 06	1		1 : 100 (1 : 100)	
	Fall 06	4	3 : 75	1 : 25 (0 : 0)	
	Spring 07	22	11 : 50	10 : 45 (3 : 14)	1 : 5
410:	Summer I, II - 06	4		4 : 100 (4 : 100)	
	Fall 06	5	5 : 100		
	Spring 07	23	12 : 52	11 : 48 (3 : 17)	
totals		150	90 : 60%	49 : 33% (25 : 17%) 24 IP's carried over : 16%	11 : 7%

III. Division/Department Goals for the Current Year

A. Goal # 1 (continued from 05-06) Work with all academic units on campus, developing 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):

Measure numbers of concentration areas to determine increase in interdisciplinary collaborations.

3. Actual Results of Evaluation:

The participation by the heads of new programs that do not have their own majors/degree certification is significant: Directors of Interdisciplinary Geospatial Information Technologies (GIS) and Delta Music Institute (DMI) are working closely with coordinator of BSIS to advise students of possible degree tracks. BSIS students who have a DMI concentration number 31 at the end of 06-07, with 2 DMI students in BSIS graduates of 06-07 ; BSIS students who have a GIS concentration number 6, with 2 GIS students in BSIS graduates of 06-07. Other students are being recommended to the BSIS program by advisors and chairs in an increasing number of disciplines, including Education, Music, English, HPER.

4. Use of Evaluation Results:

To ensure that all academic departments are aware of the BSIS program and its benefits to their Credit Hours Production plans, the coordinator met with many faculty members and deans to suggest further collaborations. The coordinator also presented to the Arts & Sciences faculty at the Fall 06 convocation and opening session. The development of a concentration area in specific areas of History (Civil War) and in Rural and Regional Studies was discussed with Provost and with faculty in those areas.

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 and professional 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.

3. Actual Results of Evaluation: Nine students graduated in Fall 2006, thirteen in Spring 2007. Their projects served a variety of personal, community, and professional interests: personal business plans, education modules and programs, non-discrimination handbooks, creative writing portfolios, small business development guidebook, music performance and CD's, community-based surveys, and public-interest presentations.

4. Use of Evaluation Results: Students projects are being well-received; students have obtained jobs in related fields: at end of June 2007, all students except one (who is applying for master's programs) are in master's programs (4) or working (17).

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.

QEP Goal #4: .

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: All 9 students graduated Fall 07 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 were 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 and Business; Family/Consumer Sciences and Business; Political Science and Social Science.

4. Use of Evaluation Results: Collaborations are deemed successful with completion of Capstone project. Students and faculty respond through faculty consultations, surveys, student interviews, undergraduate exit surveys.

D. Goal # 4 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. Evaluation Procedures: Measure responses and increase in enrollment by those contacted.

3. Actual Results: Letters sent June 2006 to all students currently in the computer system who had more than 110 credit hours asking them to consider BSIS; over 100 responses: 30 initiated enrollment process; enrollment in program increased from 55 to 85 from spring 06 to fall 07.

4. Use of Evaluation Results: outreach to the “stopped out” population was successful. Repeat of the process not planned at this time, as enrollment is steadily increasing.

E. Goal #5: 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. [Following part of QEP goal not an objective. *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. Evaluation Procedures: Interdisciplinary components of BIS classes will be monitored

3. Actual Results: BIS courses variously taught by faculty from fields of German, literature, art, HPER, theology, philosophy. Students responded positively to the variety of experiences (informal surveys, class discussions)

4. Use of Evaluation Results: Positive results are being used to develop strategy for increasing more free-flowing experiences for all constituents.

F. Goal #6: 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. Evaluation Procedures: Measure increase in enrollment; Incoming students will meet with BSIS advisor, declare BSIS major, choose concentration areas, and proceed to graduation in a timely fashion.

3. Actual Results: Anecdotal evidence suggests that many students—returning, transfer, and entering freshmen—are now being advised about BSIS. Freshmen enrollment has increased. 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. BSIS transcript evaluation form has been disseminated to Registrar and Admissions. BSIS brochure developed, not yet printed.

G. Goal #7: 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. Evaluation Procedures: Track scholarship monies.

3. Actual Results: None at this time.

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. Effort will continue with goals assessed and revised yearly.

IV. Data and information for department:

<u>Interdisciplinary studies</u>	Sum 2006	Fall 2006	Sprg 2007
Enrollment by major*	7	85	88
Credit hour production	27	123	303
Undergraduate degrees conferred	0	9	13

*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 from traditional as well as non-traditional students, 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. Due to correct declaring of major by the majority of these active advisees by Fall 2006, enrollment in the program was documented at that time at 85. The number of students having declared as BSIS majors is over 100 as of end of 06-07 Academic Year (fluctuation in enrollment per semester, as is reflected in enrollment by major in chart above, is attributed to the fact that many of these students are non-traditional and have enrollment habits that reflect their outside obligations).

Concentrations currently under study by active advisees include individualized courses of study under the following majors or fields (*italics indicates those added 2006-07*):

- | | | |
|----------------------------|-------------------------------|-----------------------|
| <i>Art – Photography</i> | <i>Art – Videography</i> | Biology |
| Business Administration | Chemistry | Commercial Aviation |
| Criminal Justice | <i>Curriculum Development</i> | Delta Music Institute |
| Elementary Education | English | Exercise Science |
| Family & Consumer Sciences | Fashion Merchandising | <i>Fine Arts</i> |

Foreign Language-French
Health Sciences
Music
Political Science
Sociology

Foreign Language-German
Marketing
Paralegal Studies
Psychology
Social Work

GIS
Mathematics
Physical Education
Social Science
Special Education

V. Personnel:

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

Noteworthy activities and accomplishments:

- Working with Faculty coordinator and various faculty advisors across the university, graduates developed capstone projects that demonstrate the best of interdisciplinary study and research. Some examples: funded grant for environmental education, grant proposal for dental health using GIS, archival exhibit of Black History, study of youth sports, music production—CD's, personal shopper small business plan, diversity forum, transition program for handicapped high school students, transition program for rising middle-schoolers, three various education programs, small business owners handbook, gay/lesbian/gender SafeZone handbook, television commercial, creative writing/essay thesis.

New position(s) requested, with justification:

Administrative assistant to be hired July 1, 2007 for coordination; current Dean of Graduate/Continuing Studies will serve as faculty/academic advisor.

Recommended change of status

Beverly M. Moon left part-time coordinator position for another position.

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 (Goals A, B, C, E, F, G, H continued from Section 111, Current Goals. Two goals added.

I. Goal # 1: 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.

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 (informal response initially; survey will be considered); research papers and projects are encouraged to utilize cross-disciplinary strategies. In proposal and capstone, active collaboration is strongly encouraged.

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

J. Goal #2: 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.