Institutional Effectiveness
2022-2023

Program: Interdisciplinary Studies BS
College and Department: College of Interdisciplinary Studies, School of Interdisciplinary Studies
Contact: Steve Frye
Mission:

The School of Interdisciplinary Studies is a university-wide academic unit whose mission is to provide innovative, high quality educational opportunities in response to changing needs of the diverse population within TTU's service area and beyond.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

SLO 1: CRITICAL THINKING & LEADERSHIP DEVELOPMENT

Define Outcome:
Interdisciplinary Studies students will be able to demonstrate the skills and knowledge necessary to engage in critical thinking and leadership development measured through the Senior Exit Exam.

Assessment Methods:
1. *Senior Exit Exam:* The Senior Exit Exam is administered to every student who graduates from TTU, with the exception of non-traditional students. This assessment evaluates students in the area of critical thinking. Scores are aggregated by major and reported annually. The California Critical Thinking Test is a well-tested measure of critical thinking, and is accepted by the University as a whole. (It must be noted that the exception of Non-traditional student scores is a university policy and not one of the SOIS. The exemption leads to the exclusion of over 40% of our majors from the data. It's our goal to work toward the inclusion of all SOIS students.) The School of Interdisciplinary Studies uses the Senor Exit Exam to evaluate majors in Critical Thinking.
2. *Senior Capstone Project Assessment Rubric:* The Senior Capstone course is required of all Interdisciplinary Studies majors. Each student must complete either a 6000 word research paper or a real-world project that integrates the two academic concentration areas. Faculty members complete the rubric on each student that completes the course, entering a score based on the rubric. The scores are combined to get an overall score for each semester's cohort of students.

    Data from the rubric is used to assess overall preparedness for the senior project, and student development in critical thinking, information seeking, and analysis. Data is also

used in program evaluation to assess areas of needed improvement. A score of 2.5 is adequate, 3.0 is considered acceptable, 3.5 advanced, and 4.0 stellar.

Criteria for Success (Thresholds for Assessment Methods):
The goal is to have an increasing score in the Exam annually, and to meet or exceed the university average score.

Results and Analysis:
Senior Exit Exam - California Critical Thinking Skills

	2018-2019		**2019-2020**		**2020-2021**		**2021-2022**		**2022-2023**	
COLLEGE	**Mean**	**N***	**Mean**	**N***	**Mean**	**N***	**Mean**	**N***	**Mean**	**N***
School of Interdisciplinary Studies	73.0	65	72.0	92	72.7	86	72.3	144	71.7	89
TTU Average	76.0	1515	75.0	1422	74.4	1445	75.2	1457	74.3	1652
CCTST National Average	74.0		74.0		74.0		73.3		73.3	

Senior Capstone Project Assessment Rubric

Area	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Information Seeking	3.58	3.24	3.5	3.64	3.51	3.37	3.67	3.57	3.26	3.32
Analysis	3.39	3.28	3.26	3.46	3.29	3.42	3.38	3.24	3.23	3.25
Critical thinking	3.44	3.56	3.38	3.49	3.3	3.34	3.39	3.21	3.25	3.17

Use of Results to Improve Outcomes:
After seeing an increase in our Critical Thinking scores, the pandemic/post pandemic results have waned some. Staffing issues, pandemic-related issues, and a decrease in our off-campus non-traditional courses have led to a decrease in offerings of our LIST3100 – Critical Thinking and Problem Solving course. In Fall 2023 we will begin increasing the number of sections of this course. We have also introduced more direct critical thinking instruction in our LIST 1603 and 1610 freshman courses.

SLO 2: PROGRAM OF STUDY & CAPSTONE PROJECT

Define Outcome:
Each Interdisciplinary Studies student will develop a program of study that integrates learning from two academic emphasis areas, and demonstrates that integration through a senior-level capstone project.

Assessment Methods:
1. *Program of Study*: Each student will develop and complete an interdisciplinary program of study that draws from two academic areas.
2. *Senior Capstone Project Assessment Rubric:* Each student will complete the Culminating Project course during his/her senior year. The Senior Capstone course is required of all Interdisciplinary Studies majors. Each student must complete either a 6000 word research paper or a real-world project that integrates the two academic concentration areas.

Faculty members complete the rubric on each student that completes the course, entering a score based on the rubric. The scores are combined to get an overall score for each semester's cohort of students.

Data from the rubric is used to assess overall preparedness for the senior project, and student development in research question development, analysis, integration and synthesis of concentration areas, documentation, and critical thinking. Data is also used in program evaluation to assess areas of needed improvement.

Criteria for Success (Thresholds for Assessment Methods):
A score of 2.5 is adequate, 3.0 is considered acceptable, 3.5 advanced, and 4.0 stellar.

Results and Analysis:
Senior Capstone Project Assessment Rubric

Area	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Analysis	3.39	3.28	3.26	3.46	3.29	3.42	3.38	3.24	3.23	3.25
Synthesis	3.48	3.4	3.32	3.39	3.23	3.37	3.44	3.27	3.26	3.29

Use of Results to Improve Outcomes:
In Fall 2020, a new pre-capstone course was offered with the goal of increasing the preparedness of our students for the challenge and rigor of the capstone experience. The new course, LIST 4994, is being offered each semester.

2021-22 was the first full academic year where the LIST 4994 course was required for all IDS majors.

Spring 2022 was the earliest semester where enough of the LIST had the course prior to their project semester. Looking at the Spring 2022 data, there were slight decreases in all areas of the rubric. Reports of decreased learner engagement during the 2021-2022 academic continue to come forth, especially relating to Spring 2022. Keeping this in mind, we will continue to evaluate impact of LIST 4994 as we move forward.

LIST 3000 – Introduction to Interdisciplinary Studies. In Fall 2022 we began developing a new course that will help to more effectively onboard new Interdisciplinary Studies majors. The addition of a new faculty member in Spring 2022 provided an opportunity to better introduce new majors to the concept of interdisciplinarity. The course will focus on interdisciplinary research, intersections between traditional content areas, writing skills, and integrating academic content from diverse academic areas.

A pilot version of the "Introduction to Interdisciplinary Studies" course was offered in the Spring semester as a special topics course. Dr. Manginelli worked with students to develop the course, identify the most pressing needs for incoming I.S. majors, and develop most appropriate approaches to meeting those needs though the class. This iterative process for course development, one that focuses heavily on student involvement, has demonstrated potential as a model for future course development in the SoIS.

SLO 3: IDENTIFY RESEARCH QUESTION, ADDRESS GLOBAL PROBLEMS, & COMMUNICATE FINDINGS

Define Outcome:
Interdisciplinary Studies students will be able to identify and research a topic from various perspectives, address significant problems that impact a global society, and communicate findings effectively.

Assessment Methods:
1. *Senior Capstone Project Assessment Rubric:* The Senior Capstone course is required of all Interdisciplinary Studies majors. Each student must complete either a 6000 word research paper or a real-world project that integrates the two academic concentration areas.

Faculty members complete the rubric on each student that completes the course, entering a score based on the rubric. The scores are combined to get an overall score for each semester's cohort of students.

Data from the rubric is used to assess overall preparedness for the senior project, and student development in research question development, analysis, integration and synthesis of

concentration areas, documentation, and critical thinking. Data is also used in program evaluation to assess areas of needed improvement.

Each student will develop a research paper or project that serves to synthesize concepts from the students' two concentration areas.

Each student will successfully complete the research paper or project report to an acceptable level, correctly utilizing appropriate academic sources.

Criteria for Success (Thresholds for Assessment Methods):
A score of 2.5 is adequate, 3.0 is considered acceptable, 3.5 advanced, and 4.0 stellar.

Results and Analysis:
Senior Capstone Project Assessment Rubric

Area	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Thesis/Problem Question	3.6	3.65	3.58	3.65	3.37	3.74	3.62	3.58	3.71	3.57
Information Seeking	3.58	3.24	3.5	3.64	3.51	3.37	3.67	3.57	3.26	3.32
Documentation	3.33	3.18	3.24	3.41	3.14	3.17	3.29	3.08	3.25	3.12
Product Process	3.38	3.11	3.3	3.5	3.27	3.27	3.38	3.31	3.34	3.23

Use of Results to Improve Outcomes:
In Fall 2020, a new pre-capstone course was offered with the goal of increasing the preparedness of our students for the challenge and rigor of the capstone experience. The new course, LIST 4994, is being offered each semester.

2021-22 was the first full academic year where the LIST 4994 course was required for all IDS majors.

Spring 2022 was the earliest semester where enough of the LIST had the course prior to their project semester. Looking at the Spring 2022 data, there were slight decreases in all areas of the rubric. Reports of decreased learner engagement during the 2021-2022 academic continue to come forth, especially relating to Spring 2022. Keeping this in mind, we will continue to evaluate impact of LIST 4994 as we move forward.

LIST 3000 – Introduction to Interdisciplinary Studies. In Fall 2022 we began developing a new course that will help to more effectively onboard new Interdisciplinary Studies majors. The

addition of a new faculty member in Spring 2022 provided an opportunity to better introduce new majors to the concept of interdisciplinarity. The course will focus on interdisciplinary research, intersections between traditional content areas, writing skills, and integrating academic content from diverse academic areas.

A pilot version of the "Introduction to Interdisciplinary Studies" course was offered in the Spring semester as a special topics course. Dr. Manginelli worked with students to develop the course, identify the most pressing needs for incoming I.S. majors, and develop most appropriate approaches to meeting those needs though the class. This iterative process for course development, one that focuses heavily on student involvement, has demonstrated potential as a model for future course development in the SoIS.

Summative Evaluation:
SLO1: In Fall 2023 we will begin increasing the number of sections of the LIST3100 – Critical Thinking and Problem Solving course. We have also introduced more direct critical thinking instruction in our LIST 1603 and 1610 freshman courses.

Assessment Plan Changes:
None

Appendix 1: Curriculum Map, Interdisciplinary Studies BS

Appendix 1: Curriculum Map

Course Number	Course Title	Student Learning Outcomes		
		SLO 1 (Critical Thinking)	SLO2 (Develop POS)	SLO3 (Research Problem)
LIST 4994	Introduction to Capstone	X	X	X
LIST 4995 or PRST 4995	Capstone Project	X	X	X
Emphasis Area 1 (12 Credits)		X	X	
Emphasis Area 2 (12 Credits)		X	X	

Emphasis area courses must be upper division (3000, 4000).

Emphasis area #1 must be different from emphasis area #2.

Students must earn a C or better in LIST 4995 for program completion.