1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

Three IDS Social Sciences specific learning outcomes, as approved by the HEC Board prior to the launching of the degree program at CWU in the fall of 2002, were assessed this year and are listed below. These 3 learning outcomes emphasize KNOWLEDGE and SKILLS acquired by the students. These learning objectives are assessed by IDS program directors using items 3-5 on the IDS 489 Portfolio rubric.

1. Students will demonstrate knowledge of the range of perspectives and conventions associated with their course of study emphasizing the interdisciplinary nature of their program by synthesizing and integrating knowledge across experience and disciplines.

   This outcome is related to CWU Goals 1 and 3: Students can communicate, and Students can apply classroom knowledge.

2. Students will demonstrate the ability to craft an effective written material relevant to one or more specific learning objective included in their approved plan of study.

   This outcome is related to CWU Goals 1 and 3: Students can communicate, and Students can apply classroom knowledge.

3. Students will analyze facts, concepts, theories, and processes associated with the disciplines under study.
This outcome is related to CWU Goals 1 and 3: Students can communicate, and Students can apply classroom knowledge.

Student ATTITUDES are assessed each year as part of the “final essay” section of the IDS 489 portfolio. Specifically, students are asked to rate their level of satisfaction with the overall IDS degree program experience, including likes, dislikes and recommendations for program change.

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?

1. Knowledge and Skills were assessed for each graduating IDS student through the use of the Portfolio. The program directors from around the state (Schepman, Yastchenko, Kingston) rated each student on the learning outcomes noted above during the academic year using a rubric evaluation form specifically developed for this purpose.

2. Attitudes were evaluated by the 3 program directors through a review of all graduating IDS student “final essays” included in the portfolios. The IDS program directors developed “themes” from the student responses at their June, 2011 meeting. A list of favorable and unfavorable “themes” is attached.

B) Who was assessed? Graduating IDS students.

C) When was it assessed? Student outcomes are assessed for all IDS majors during their last academic quarter.

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

Summary statistics for the 2010-2011 academic year are attached. One hundred fifty-nine students enrolled in IDS 489 during the assessment period and one hundred fifty-seven submitted IDS 489 portfolios. Based on the feedback from the 2009-2010 report, a standard of mastery was
established. This standard was used as an overall assessment for each portfolio and was established as being rated as “Excellent” or “Very Good” on all 5 learning outcomes used in the IDS 489 assessment rubric. The Mastery Standard was met by 79% of the students. Condensed summary data are indicated below:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>111 (70%)</td>
<td>20 (13%)</td>
<td>23 (14%)</td>
<td>3 (2%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>2.</td>
<td>109 (69%)</td>
<td>27 (17%)</td>
<td>19 (12%)</td>
<td>2 (1%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>3.</td>
<td>113 (71%)</td>
<td>26 (16%)</td>
<td>15 (9%)</td>
<td>3 (2%)</td>
<td>2 (1%)</td>
</tr>
</tbody>
</table>

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

The following recommendations are made based on the results of the rubric evaluation as well as formal discussions with program directors assessing students graduating with IDS-Social Science degrees:

1. A research methods class in Sociology, Psychology or Law and Justice will continue to be strongly recommended to ensure meeting outcome 3. LIB 345 will also be strongly recommended as a course to be taken in one of the first two quarters for IDS students.
2. Students will be advised to use the “Writing Centers” where available to ensure meeting outcome 2. ENG 310 remains a strongly recommend class for IDS students as well.
3. Strong recommendation will be made to each student to complete an academic internship as part of their approved plan of study. While not formally evaluated in this report, data are also collected in terms of the inclusion of a resume and letter of application in each student portfolio. It is the goal of the program to attain a 100% inclusion rate to be consistent with University Goal 2: Students will be prepared for careers.
4. Program directors discussed the possibility of REQUIRING Univ 301, Career Exploration as part of the IDS major. This is in response to comments from students and alumni in portfolio “final essays” and the survey administered during the year. Unfortunately, faculty shortages within the Career Development Services organization, especially in terms of online course options.
5. IDS students will be advised that they have access to international programs offered by CWU to enhance their ability to meet learning outcome 1.
6. Students are required to take courses in at least 3 social science disciplines. It will continue to be recommended that students take courses in at least 5 areas to ensure their ability to meet learning outcome 1.
7. Program directors will continue to recommend that IDS students earn a minor or second major to ensure meeting learning outcome 1. This will become increasingly easy for students as online majors and minors will continually be added over the next few years.

5. What did the department or program do in response to last year’s assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

1. To address the growing demand for online degree programs, and consistent with the strong movement across the CWU campus, a fully on-line IDS major was initiated beginning Fall, 2011. Students enrolled in the online IDS major will have access to online AND in seat classes, adding further flexibility in the development of courses of study.
2. Two additional IDS 398 Special Topics classes were developed, “The Purpose of the United States”, and “National Parks and Reserves”. Additional IDS 398 Special Topics classes are under development.
3. In response to student requests of a more varied IDS curriculum the following classes and minors were added during the review period:

   **Additional Courses:**

   Africana and Black Studies, ABS 300, 302, 303, 305, 306, 310, 400, and 398
   
   Library Science: LIB 345
   
   IDS 398/498 special topics classes of truly interdisciplinary nature
   
   **Additional Minors to accompany IDS traditional and online majors:**

   Africana and Black Studies (fully online)
   
   Family Studies (fully online)
   
   Latino & Latin American Studies (fully online)
   
   Psychology (fully online)
   
   Sociology (fully online)

4. The program directors are less than satisfied with the “anchors” used in the rubric (“Excellent”, “Very Good”, etc….., especially as they are integral to the current Mastery Standard. The annual program directors meeting scheduled for June, 2012 will include a discussion of rubric and Mastery Standard updates.
6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:
IDS – Social Sciences: 2010-2011 Analysis of Attitudinal Outcomes
Themes from IDS 489 Portfolio Final Essays
Note: Themes noted below are very consistent with those reported by students in previous years.

Favorable

- Responsiveness of Program Directors to student questions/concerns (this response continues to be the most consistently favorable reaction of the students)
- Program directors act as effective mediators between students, department chairs, the registrar’s office and other faculty at times; this is greatly appreciated
- Flexibility in terms of course and campus selection as well as course delivery modalities
- The opportunity for personal as well as academic growth as IDS students have access to faculty across a wide variety of disciplines
- IDS 289 is very useful in terms of program overview and chance to establish relationship with program director(s)
- IDS 490 (internship), when used appropriately, extremely beneficial; more information and coaching early in the program would assist students in the process
- IDS 398 classes are truly interdisciplinary and usually very interesting
- IDS 489 Portfolio can be an excellent tool for job interviewing
- Excellent support from staff at CWU centers (this was especially the case for students transferring from Ellensburg)
- Degree program works well for non-traditional students
- For students with clear educational goals, program can provide excellent preparation for a variety of graduate degrees
- Diverse IDS student groups lead to learning from peers and future networking opportunities

Unfavorable (Challenges)

- Lack of funding for Des Moines and Lynnwood students results in registration difficulties
- New students who miss orientation are really “hurting” for classes, especially if they rely on online course delivery
- IDS 289 is so important that maybe it should be a 2 credit class and/or spread across two quarters
- Inconsistent quality of instruction, especially in with online classes and particularly in terms of faculty responsiveness
- Technology issues remain with ITV courses
- Fewer ITV courses which means fewer “in seat” classes; this is particularly an issue for students in Wenatchee, Moses Lake and Everett
- More career advising needed in some cases, including self-exploration, self-marketing and IDS degree utility
- IDS web page could be improved in terms of course schedules and other useful information

### Interdisciplinary Studies-Social Sciences

**End-of-Major Portfolio Assessment**

**Summary Statistics – Summer 2010 through Spring 2011**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>IDS 489 Students</th>
<th>Met Standard of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2010</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Winter 2011</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>77</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>159</td>
<td>125</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developed an approved program of study with courses from at least 3 disciplines</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Acceptable</th>
<th>Un-acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>141</td>
<td>16</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Developed an individual plan of study setting specific learning objectives</td>
<td>151</td>
<td>6</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Composed an essay which clearly describes how individual learning objectives were achieved emphasizing the interdisciplinary nature of the program by synthesizing and integrating knowledge across experience and disciplines</td>
<td>111</td>
<td>20</td>
<td>23</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Crafted effective written material relevant to one or more learning objective(s)</td>
<td>109</td>
<td>27</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Analyzed facts, concepts, theories and processes associated with the Social Sciences</td>
<td>113</td>
<td>26</td>
<td>15</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>