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 IDS 489 Portfolio. The program directors from around the state (Schepman, Yastchenko, Radeke) 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, 2012 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 2011-2012 academic year are attached. One hundred eighty-nine students submitted IDS 489 portfolios during the period. 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 88% 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>142 (75%)</td>
<td>31 (16%)</td>
<td>15 (8%)</td>
<td>1 (1%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2</td>
<td>129 (68%)</td>
<td>41 (22%)</td>
<td>17 (9%)</td>
<td>2 (1%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>3</td>
<td>132 (69%)</td>
<td>39 (21%)</td>
<td>17 (9%)</td>
<td>1 (1%)</td>
<td>0 (0%)</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 and UNIV 301 will also be strongly recommended as courses 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. Nicole Dunn has volunteered to explore the possibility of her teaching the course regularly as an online option.
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. Program directors will continue to recommend that IDS students earn a minor or second major to ensure meeting learning outcome 1.
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. Nicole Dunn was hired as a FTNTT IDS Instructor/Advisor beginning in Fall, 2012 to meet the increasing demand in this program.

2. One additional IDS 398 Special Topics classes was developed, “Dangerous Women: Mad, Bad or Misunderstood?”

3. The first IDS 398 Special Topics class, approved spring quarter 2009, was converted to a permanent course, IDS 311 “Don’t Lie to Me: Contemporary Profiling”

4. In response to student requests of a more varied IDS curriculum the following approved course were added during the review period:

   - Health Education: HED 101, 209, 210, 230, 310, 317, 387
   - Humanities (all courses)
   - Information Technology and Administrative Management: ADMG 385, ADMG 372, RMT 366
   - Religious Studies (all courses)
   - University 301

NOTE: Beginning Fall, 2012, the IDS – Social Sciences program was moved to the College of the Sciences. A systematic program review began in October.

**IDS – Social Sciences: 2011-2012 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

Consider an “IDS 389” advising class midway through the program

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

An overall reduction in “in-seat” classes – seems that the “tide has turned” toward online classes

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 2011 through Spring 2012

<table>
<thead>
<tr>
<th>Quarter</th>
<th>IDS 489 Students</th>
<th>Met Standard of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2011</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>41</td>
<td>33</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>92</td>
<td>83</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>189</strong></td>
<td><strong>166</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Acceptable</th>
<th>Un-acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed an approved program of study with courses from at least 3 disciplines</td>
<td>168</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed an individual plan of study setting specific learning objectives</td>
<td>179</td>
<td>10</td>
<td></td>
<td></td>
<td></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>142</td>
<td>31</td>
<td>15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Crafted effective written material relevant to one or more learning objective(s)</td>
<td>129</td>
<td>41</td>
<td>17</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Analyzed facts, concepts, theories and processes associated with the Social Sciences</td>
<td>132</td>
<td>39</td>
<td>17</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>