Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2012-2013 College: College of the Sciences

Department: BS Interdisciplinary Studies  Program: Social Sciences

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 IDS-Social Sciences program directors (Doan, Dunn, 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, 2013 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 2012-2013 academic year are noted below. One hundred eighty-one students submitted IDS 489 portfolios during the period. Based on feedback from the CWU Assessment Committee following our 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 each of the three learning outcomes. The Mastery Standard was met by 91% 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>114 (63%)</td>
<td>48 (26%)</td>
<td>16 (9%)</td>
<td>0 (0%)</td>
<td>3 (2%)</td>
</tr>
<tr>
<td>2.</td>
<td>132 (73%)</td>
<td>33 (18%)</td>
<td>11 (6%)</td>
<td>2 (1%)</td>
<td>3 (2%)</td>
</tr>
<tr>
<td>3.</td>
<td>123 (68%)</td>
<td>44 (24%)</td>
<td>10 (5%)</td>
<td>1 (1%)</td>
<td>3 (2%)</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 program changes and 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. Changes based on the recently completed internal program review associated with the program’s move to the College of the Sciences are also included.

1. A research methods class in IDS-Social Sciences, Sociology, Psychology or Law and Justice will be required for IDS-Social Sciences majors beginning Fall quarter, 2014. IDS 300 Research Methods in the Social Sciences is under review by the curriculum committee and will be offered to our students during 2014-2015 academic year as needed.
2. IDS 389 Academic and Career Exploration will be required for IDS-Social Sciences major, also beginning Fall quarter, 2014. Course requirements include revising the student’s IDS 289 academic plan as well as the completion of career exploration activities currently offered in UNIV 301.
3. The IDS-Social Sciences approved course curriculum will be substantially revised beginning with Fall quarter, 2014. Approved courses will essentially all come from social science disciplines within the College of the Sciences.
4. Students will continue to be advised to use the “Writing Centers”, both on campus and online to ensure meeting outcome 2. ENG 310 will continue to be a strongly recommend elective class for IDS students.
5. Strong recommendation will be made to each student to complete an academic internship as part of their approved plan of study. Alena Yastchenko recently developed a grant proposal to fund increased formal relationships with potential internship agencies.
6. IDS students will be advised that they have access to international programs offered by CWU to enhance 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.

8. Major updates to the IDS-Social Sciences web-page have been completed, including a geographical organization and better access for students.

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 and advises over 100 students as of November 1, 2013.

2. Two additional IDS 398 Special Topics classes was developed, “Origins and Results of Food Technology: the Gluttonous Human”, and “Body Image, Health and Popular Culture”.

3. Three IDS 398 Special Topics classes were converted to permanent courses, IDS 353 National Parks, IDS 363 The Simpsons and American Culture, and IDS 373, The Purpose of the United States.

**IDS – Social Sciences: 2012-2013 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
- Smoother registration process with fewer course reserves
- Fully online program option meets needs of a growing number of students
Increased level of services at off-campus, including excellent career development specialists and overall student services
Westside students are active in student leadership
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)

- New students who miss orientation are really “hurting” for classes, especially if they rely on online course delivery
- Online students feel disconnection with CWU community; should consider an online student club
- Centers do not have a Disability Services Representative; DSS students must rely on Ellensburg office for assistance
- 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
- Critical to provide enough in-seat classes for military, international, dislocated workers and others with restrictions on online credits
- Disproportional discipline offerings; class offerings inconsistent
• 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, internships, 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 2012 through Spring 2013

<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>29</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>37</td>
<td>24</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>81</td>
<td>83</td>
</tr>
<tr>
<td>TOTAL</td>
<td>181</td>
<td>166</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>146</td>
<td>14</td>
<td>16</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Developed an individual plan of study setting specific learning objectives</td>
<td>154</td>
<td>16</td>
<td>8</td>
<td></td>
<td>3</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>114</td>
<td>48</td>
<td>16</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Crafted effective written material relevant to one or more learning objective(s)</td>
<td>132</td>
<td>33</td>
<td>11</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Analyzed facts, concepts, theories and processes associated with the Social Sciences</td>
<td>123</td>
<td>44</td>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>