Central Washington University  
Assessment of Student Learning  
Department and Program Report

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

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, Yastchenko, Engel) 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 4 program directors and the Academic Coordinator through a review of all graduating IDS student “final essays” included in the portfolios. The IDS leadership team developed “themes” from the student responses at their September, 2015 meeting. A list of favorable and unfavorable “themes” is included as Appendix A.

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 2014-2015 academic year are noted below and more complete detail is included as Appendix B. One hundred twenty seven 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 92% 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>81 (64%)</td>
<td>35 (28%)</td>
<td>10 (8%)</td>
<td>0 (0%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>2.</td>
<td>96 (76%)</td>
<td>22 (17%)</td>
<td>7 (6%)</td>
<td>1 (1%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>3.</td>
<td>85 (67%)</td>
<td>34 (27%)</td>
<td>6 (5%)</td>
<td>1 (1%)</td>
<td>1 (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 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.

1. 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 – Social Sciences students.
2. Strong recommendation will be made to each student to include an academic internship as part of their approved plan of study.
3. IDS – Social Sciences students will be advised that they have access to international programs offered by CWU to enhance their ability to meet learning outcome 1.
4. Program directors will continue to recommend that IDS – Social Sciences 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. The IDS-Social Sciences Program Directors developed a new grading rubric for the end of major IDS 489 course. The rubric will be used beginning Fall, 2015. (see Appendix C)

2. The IDS-Social Sciences Leadership Team will work with Anne Cubilie, our new Associate Provost, and CWU Center Regional Directors to increase the presence of CWU in general and IDS-Social Sciences specifically.

3. During the 2014-2015 academic year we continued to broaden the IDS-Social Sciences curriculum by offering (and funding) two ECON classes as well as a GEOG class. Two new HIST courses will be offered during the 2015-2016 academic year.

4. The IDS-Social Sciences Leadership Team is currently working on a CANVAS student resource website.

5. Succession Planning is currently underway to assist in the transition of the IDS-Social Sciences Academic Coordinator from Stephen Schepman to Alena Yastchenko.

6. As of the end of the 2014-2015 academic year, six IDS 398 Special Topics classes had been converted to a permanent courses. One more was converted during Fall, 2015 and two more will be converted during the 2016-2017. We are also working on converting an AIS 398 Special Topics class into a permanent IDS prefix class.

Appendix A


Themes from IDS 489 Portfolio Final Essays
Note: Themes noted below are 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
- Fully online program option meets needs of a growing number of students
- Excellent support for online faculty and students from the Multi-modal team.
- Excellent career development and other student services at Westside centers.
- 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 3XX Special Topics classes are truly interdisciplinary and usually very interesting
• IDS 489 Portfolio can be an excellent tool for job interviewing
• Excellent support from staff at the CWU – Des Moines and CWU Pierce centers (this was especially the case for students transferring from Ellensburg)
• Degree program works well for non-conventional 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
• IDS-Social Sciences major works well for students in advancing current careers

Unfavorable (Challenges)

• New students are often unable to participate in new student orientation sessions and find it difficult to register for class, especially if they rely on online course delivery
• Staffing issues at Yakima, Moses Lake, Wenatchee and Lynnwood centers have led to decreased levels of support for IDS-Social Sciences students
• 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
• Inconsistent quality of instruction, especially in with online classes and particularly in terms of faculty responsiveness
• 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
• IDS web page sometimes not consistent with information on center web pages
• Uncertain impact of state mandated forthcoming tuition reductions
• Analysis of IDS-Social Sciences Program Director advising/teaching loads needed
• Uncertain impact of CWU RCM strategic process on all interdisciplinary programs
# Appendix B

## Interdisciplinary Studies-Social Sciences

### End-of-Major Portfolio Assessment

#### Summary Statistics – Fall 2014 through Summer 2015

<table>
<thead>
<tr>
<th>Quarter</th>
<th>IDS 489 Students</th>
<th>Met Standard of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Winter 2015</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>52</td>
<td>49</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>127</strong></td>
<td><strong>117</strong></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>102</td>
<td>10</td>
<td>12</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Developed an individual plan of study setting specific learning objectives</td>
<td>110</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>1</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>81</td>
<td>35</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Crafted effective written material relevant to one or more learning objective(s)</td>
<td>96</td>
<td>22</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Analyzed facts, concepts, theories and processes associated with the Social Sciences</td>
<td>85</td>
<td>34</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
**Appendix C**

**Interdisciplinary Studies-Social Sciences**  
**End-of-Major Portfolio Assessment**

Student: __________________________ Quarter and Year: __________________

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page</td>
<td></td>
</tr>
<tr>
<td>Table of Contents (2 pts)</td>
<td></td>
</tr>
<tr>
<td>Preliminary Program of Study from IDS 289 (2 pts)</td>
<td></td>
</tr>
<tr>
<td>Revised Program of Study from IDS 389 (2 pts)</td>
<td></td>
</tr>
<tr>
<td>Final Approved Program of Study (2 pts)</td>
<td></td>
</tr>
<tr>
<td>Academic Requirements Report Reflecting Approved Program of Study (2 pts)</td>
<td></td>
</tr>
<tr>
<td>Essay clearly describing how the student achieved their learning objectives emphasizing the interdisciplinary nature of the program by synthesizing and integrating knowledge across experience and disciplines (25 pts)</td>
<td></td>
</tr>
<tr>
<td>Academic artifacts which provide evidence of successful attainment of learning objectives as described in the essay. (30 pts)</td>
<td></td>
</tr>
<tr>
<td>Academic artifacts which include instructor evaluation, such as grades, comments, completed rubrics, etc… (10 points)</td>
<td></td>
</tr>
<tr>
<td>Resume/Curriculum Vitae Reflecting Degree Completion (5 pts)</td>
<td></td>
</tr>
<tr>
<td>Job Application Cover Letter and/or Graduate School Personal Statement (5 pts)</td>
<td></td>
</tr>
<tr>
<td>Reflective Essay which includes a thoughtful evaluation of your experience in the IDS-Social Sciences program and your post-graduation academic or professional plans. (15 pts)</td>
<td></td>
</tr>
</tbody>
</table>

*Grades are consistent with the scale published in the CWU Online Academic Catalog*