

Year 2

Non-Accredited Programs Only

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students enrolled in the Interdisciplinary Studies program question, examine, evaluate, and respond to problems or arguments.
2. Students enrolled in the Interdisciplinary Studies program write critically and evaluate varied sources.
3. Students enrolled in the Interdisciplinary Studies program prepare, deliver, and critically evaluate presentations and other formal speaking activities.
4. Students enrolled in the Interdisciplinary Studies program produce, analyze, interpret, and evaluate quantitative material.
5. Students enrolled in the Interdisciplinary Studies program make informed decisions based on knowledge of the physical and natural world and human history and culture.

Overview of Measures/Instruments

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
SLO1	C,W, S,Q, R	a. IDS 3002 (Article Critique): Written Critique of Kyle Moore's article 'The Three Part Harmony of Adult Learning, Critical Thinking and Decision Making.' b. IDS 3002 (Analysis Paper): 750-1000 word essay on the progression of a personal belief c. IDS 4001 (Final Capstone Project): 'You Are Your Brand' Personal commercial/reflective self-branding video presentation	a. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment b. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment c. Senior-level capstone course; assessment of program student learning outcomes; must score '3' or higher to pass assessment

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SLO2	C,W, S,Q, R	a. IDS 3002 (Article Critique): Critique of Kyle Moore's article 'The Three Part Harmony of Adult Learning, Critical Thinking and Decision Making.' b. IDS 3002 (Analysis Paper): 750-1000 word essay on the progression of a personal belief. c. IDS 4001 (Final Capstone Project): 'You Are Your Brand' Personal commercial/reflective self-branding video presentation	a. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment b. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment c. Senior-level capstone course; assessment of program student learning outcomes; must score '3' or higher to pass assessment
SLO3	C,W, S,Q, R	a. IDS 3002 (Article Critique): Critique of Kyle Moore's article 'The Three Part Harmony of Adult Learning, Critical Thinking and Decision Making.' b. IDS 3002 (Analysis Paper): 750-1000 word essay on the progression of a personal belief. c. IDS 4001 (Final Capstone Project): 'You Are Your Brand' Personal commercial/reflective self-branding video presentation	a. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment b. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment c. Senior-level capstone course; assessment of program student learning outcomes; must score '3' or higher to pass assessment

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SLO4	C,W, S,Q, R	a. IDS 3002 (Article Critique): Critique of Kyle Moore's article 'The Three Part Harmony of Adult Learning, Critical Thinking and Decision Making.' b. IDS 3002 (Analysis Paper): 750-1000 word essay on the progression of a personal belief. c. IDS 4001 (Final Capstone Project): 'You Are Your Brand' Personal commercial/reflective self-branding video presentation	a. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment b. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment c. Senior-level capstone course; assessment of program student learning outcomes; must score '3' or higher to pass assessment
SLO5	C,W, S,Q, R	a. IDS 3002 (Article Critique): Critique of Kyle Moore's article 'The Three Part Harmony of Adult Learning, Critical Thinking and Decision Making.' b. IDS 3002 (Analysis Paper): 750-1000 word essay on the progression of a personal belief. c. IDS 4001 (Final Capstone Project): 'You Are Your Brand' Personal commercial/reflective self-branding video presentation	a. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment b. Junior-level course; assessment of course objectives in learning and within various environments; must score '3' or higher to pass assessment c. Senior-level capstone course; assessment of program student learning outcomes; must score '3' or higher to pass assessment

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Assessment Data AY 20-21

Assessment	N=	% Meets/Exceeds Assessment
Article Critique	124	86.3%
Analysis Paper	124	91.1%
Final Capstone Project	57	95%

Assessment Data AY 21-22

Assessment	N=	% Meets/Exceeds Assessment
Article Critique	73	89%
Analysis Paper	73	78.1%
Final Capstone Project	77	96.1%

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

The Bachelor of Interdisciplinary Studies (IDS) Degree Program completed a name change in the fall 2021 semester. The program was formerly known as the Bachelor of General Studies (BGS) Degree Program, which served adult, non-traditional transfer students seeking their first baccalaureate degree. The IDS program continues to serve these same students, but the program retained all of the previous BGS curricula without any curricular actions being taken over the past two years.

Currently, curriculum revisions are underway to align the program with an interdisciplinary studies academic focus. Proposed IDS courses will increase the IDS program core from 8 credit hours to 11-12 credit hours, and include IDS introductory, research methods, special topics, and independent study courses, as well as research paper (or project), service learning (or internship), and study abroad senior capstone options.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

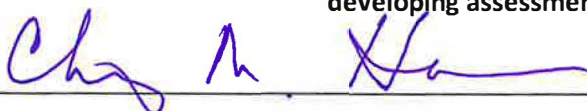
From AY 20-21 to AY 21-22, the IDS program experienced an increase in two of the three student learning measures: a 2.7% increase in the Article Critique assessment and a 1.1% increase in the Final Capstone Project assessment. There was a 13% decrease in the Analysis Paper assessment. This decline was attributed to several assessments that had not been submitted to the instructor for evaluation and, therefore, was not a valid indicator of decline in student learning. An intervention was determined to be unnecessary at the time.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
09/19/2022	Kim Redfern, Academic Advisor	Review of outcomes data
09/19/2022	Dr. Christy Hooser, Assoc. Dean	Examined assessment systems; data collection
09/19/2022	Dr. Shannon Maldonado, Director	Review of outcomes data; revised assessment plan

Dean Review & Feedback

The Interdisciplinary Studies program is grounded in learning outcomes associated with the Undergraduate Student Learning Goals. Two years of data supporting candidate performance on Critical Thinking, Writing and Critical Reading, Speaking and Listening, Quantitative Reasoning, and Responsible Citizenship has been provided. As the program moves forward in revising curriculum and designing candidate assessments, attention should be given to aligning curriculum and assessments to goal indicators and selecting/developing assessments that measure both candidate knowledge and skills.



Dean or designee



Date