

Annual Departmental Plan Report

Program Information

Program/Department: Humanities
 Department Chair: Petri Flint
 Department Assessment Committee Contact: Jessica Robey

*Please be as detailed as possible in your responses. We will use this information to fulfill our NEASC requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by **May 31** each academic year.*

Program Learning Outcomes (PLOs) (Educational Objectives)

I. List all PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Students will be able to identify and define a problem or issue which can be addressed from a variety of disciplinary perspectives, by doing the following: 1. Define the problem or state the research question 2. Justify using an interdisciplinary approach 3. Identify the relevant disciplines	Annual	
2.	Students will be able to conduct primary and secondary research in order to construct original interdisciplinary research questions/problems, and develop well documented, supported, reasoned, and informed conclusions to problems and issues, by doing the following: 1. Conduct a literature search 2. Create an annotated bibliography with well-chosen and properly cited	Annual	

	<p>sources, which identifies the perspective from which each source is written</p> <p>3. Analyze and evaluate disciplinary insights into the problem</p> <p>4. Create a research proposal</p>		
3.	<p>Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of content from at least two disciplines 2. Identify distinctions and correspondences among sources 3. Integrate insights to produce an interdisciplinary understanding of the problem 4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem 	Annual	2017
4.	<p>Students will be able to communicate ideas clearly, as demonstrated by the following:</p> <ol style="list-style-type: none"> 1. Capstone thesis that is clearly written, properly sourced and cited, well organized, and that contains few or no sentence-level errors, stylistic problems and/or formatting errors. 2. Oral presentation that is clear, focused, well organized, and professionally presented. 	(ELO: Assessment details pending)	
5.			
6.			

II. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
1	Intellectual Autobiography (reflective self-assessment about the value of the IDIS program).	First year in IDIS program.	sample	Under discussion	Under discussion
2, 3, 5	Capstone proposal and/or annotated bibliography	Penultimate semester	sample	ditto	ditto
3, 4, 5	Capstone project	Final semester	sample	ditto	ditto

III. Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

IDIS ASSESSMENT 2018: SUMMARY OF FINDINGS:

PLO #1:

Students will be able to identify and define a problem or issue which can be addressed from a variety of disciplinary perspectives, by doing the following:

1. Define the problem or state the research question
2. Justify using an interdisciplinary approach

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3. Identify the relevant disciplines

Artifact: Intellectual Autobiography (reflective self-assessment about the value of the IDIS program).
Assigned in IDIS 1004: Introduction to IDIS

Prompt: Write a minimum 1,000 word personal statement about 1) why you are an Interdisciplinary Studies major; 2) why you have selected the minor and field(s) that you have chosen as part of your degree program; 3) how these academic interests can be integrated; and 4) how they relate to your career goals.

Note: Due to scheduling problems, readers were not able to meet to calibrate their rubrics and standards, which resulted in a wide disparity of results. Reader one later explained she was using more of a pass/fail model than a 3-tiered model, so her “proficient” scores should probably read as “sufficient.”

Sample size: 12 out of 12

Reader One:

Proficient: 11

Sufficient: 1

Deficient: 0

Reader Two:

- Proficient = meets high expectations
- Sufficient = meets average expectations
- Deficient = does not meet expectations

Proficient: 2

Sufficient: 6

Deficient: 4

PLO #2:

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Students will be able to conduct primary and secondary research in order to construct original interdisciplinary research questions/problems, and develop well documented, supported, reasoned, and informed conclusions to problems and issues, by doing the following:

1. Conduct a literature search
2. Create an annotated bibliography with well-chosen and properly cited sources, which identifies the perspective from which each source is written
3. Analyze and evaluate disciplinary insights into the problem
4. Create a research proposal

Artifact: Capstone proposal with annotated bibliography
Assigned as final project of IDIS 2140: Interdisciplinary Research Methods

Prompt: This multi-step assignment models the research-reflection-writing process of interdisciplinary research. It culminates in a written proposal for the interdisciplinary research project or creative scholarly activity that you will implement in IDIS 4004 Capstone Seminar. The approach of interdisciplinary research is to *study a problem that is inherently complex* and whose parts are the focus of two or more disciplines, *integrate their insights*, and *produce a more comprehensive understanding* of the problem.

Note: Due to scheduling problems, readers were not able to meet to calibrate their rubrics and standards, which resulted in a wide disparity of results. Reader one later explained she was using more of a pass/fail model than a 3-tiered model, so her “proficient” scores should probably read as “sufficient.”

Sample size: 9 out of 10

Reader One:
Proficient: 9
Sufficient: 0
Deficient: 0

Reader Two:

- Proficient = meets high expectations
- Sufficient = meets average expectations
- Deficient = does not meet expectations

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Proficient: 1
Sufficient: 7
Deficient: 1

PLO #3 (Old wording)

Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:

1. Identify conflicts between insights and sources
2. Create or discover common ground
3. Integrate insights to produce an interdisciplinary understanding of the problem
4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem

Artifact: Capstone paper

Assigned as final project of IDIS 4004

Sample size: 5/9 Fall 17; 5/17 Spring 18

- Proficient = meets high expectations
- Sufficient = meets average expectations
- Deficient = does not meet expectations

Reader #1 (Grader)

Total: Fall 17 + Spring 18

3.	Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis	Proficient	Sufficient	Deficient
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	or project informed by their previous work in different disciplines, by doing the following:	8	1	1
	1. Identify conflicts between insights and sources	8	1	1
	2. Create or discover common ground	6	3	1
	3. Integrate insights to produce an interdisciplinary understanding of the problem	7	2	1
	4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			

Reader #2 (External)

Sem/Yr ___FA17_____

3.	Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:	Proficient	Sufficient	Deficient
		4	1	
		4	1	

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	1. Identify conflicts between insights and sources	3	1	1
	2. Create or discover common ground	3	1	1
	3. Integrate insights to produce an interdisciplinary understanding of the problem			
	4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			

Sem/Yr ___ SPR18 _____

3.	Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:	Proficient	Sufficient	Deficient
		4	1	
	1. Identify conflicts between insights and sources	4	1	
	2. Create or discover common ground	4	1	

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	3. Integrate insights to produce an interdisciplinary understanding of the problem			
	4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			

Total: Fall 17 + Spring 18

3.		Proficient	Sufficient	Deficient
	Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:	8	2	
	1. Identify conflicts between insights and sources	8	2	
	2. Create or discover common ground	7	2	1
	3. Integrate insights to produce an interdisciplinary understanding of the problem	7	2	1
	4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			

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Reader #3 (External)

Sem/Yr ___ FA17 _____

3.	Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:	Proficient	Sufficient	Deficient
		2	3	
	1. Identify conflicts between insights and sources	4	1	
	2. Create or discover common ground	2	2	1
	3. Integrate insights to produce an interdisciplinary understanding of the problem	1	3	1
	4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			

Sem/Yr ___ SPR18 _____

3.	Students will be able to apply and integrate methods, materials, and/or insights	Proficient	Sufficient	Deficient

	from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:	3	1	1
	1. Identify conflicts between insights and sources	4	1	
	2. Create or discover common ground	4		1
	3. Integrate insights to produce an interdisciplinary understanding of the problem	3	1	1
	4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			

Total: Fall 17 + Spring 18

3.	Students will be able to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:	Proficient	Sufficient	Deficient
		5	4	1

	1. Identify conflicts between insights and sources	8	2	
	2. Create or discover common ground	6	2	2
	3. Integrate insights to produce an interdisciplinary understanding of the problem	4	4	2
	4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem			

Notes on the assessment process and conclusions:

As a result of our assessment completed in 2017, we identified some changes to make to improve the program, the results of which we were able to assess this year:

- Continue to develop more coordination and communication between the faculty who teach the three sequence courses (IDIS 1004, 2140 and 4004), in order to instill interdisciplinary thinking earlier and more consistently.
- Build more assessment opportunities into the earlier phases of the program (annotated bibliographies, reflective self-assessments, etc.) to track more precisely where SLOs are being met.
- Use this more “longitudinal” assessment to facilitate curriculum mapping of core interdisciplinary courses, including IDIS electives, to help us refine and focus the program.

This year, we collected material from each of the three sequenced core IDIS courses (1004, 2140, 4004) in order to improve our assessment process, as stated above. By doing so, we hope to see evidence of a successful “scaffolding” of the interdisciplinary practice we aim to teach. Combined with a more refined set of PLOs, which reflect this scaffolded approach, we hope our

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assessment will help us map our core curriculum and develop the IDIS program by more effectively targeting areas of strength and weakness, and identifying ways to build on what we have.

In our meeting to “close the loop” (6/7/18: Rala Diakite, Instructor for IDIS 4004; Petri Flint, Humanities Dept. Chair; Jessica Robey, Dept. Assessment Manager), we agreed that our data indicate that our improved coordination between the instructors of the IDIS sequence courses, intended to create a better transition between the research course and the capstone course, has helped tremendously. This is evidenced by the improved scores in the spring capstones, which were the first capstone group to benefit from this change. The instructor of the capstone course for the fall and spring offered anecdotal support for this conclusion as well.

Note from Rala on coordination efforts: “Rala and Laura met during the Fall semester in order to optimize the transition between the 2140 class and the 4004 class. They discussed how specific skills/outcomes were incorporated into various assignments and how the IDIS 2140 class could best scaffold the IDIS 4004 course, and best address the needs of students frequenting these courses. This was helpful. Overall, the Spring capstone projects seemed to show an improvement as a result.”

Our approach to assessment also seems to be working better for us, although we will have to make some changes when our new sequence begins in 2019; one of the changes we decided to make after last year’s assessment was to combine our introduction course and our research methods course into one 3-credit course. We are planning to assess the students at the beginning and end of this course to track growth.

For our next round of assessments, we plan to include another IDIS core course, IDIS 1600 (Critical and Creative Thinking), and we are going to reach out to those teaching IDIS electives to see how we can include them in the loop in the future. We will also include data from online core courses taught in summer through GCE (courses which typically include both Day and Evening students).

N.B. We revised the wording and organization of our PLOs slightly at our 6/7 meeting, so the PLOs provided in Section I do not exactly match the PLOs that were used for our assessment.

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g.,	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence? (close the loop)
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capstone course, portfolio review, licensure examination)		
Intellectual Autobiography	Annually by at least two members of the IDIS Assessment Committee	See summary (above)
Capstone proposal and/or annotated bibliography	Ditto	Ditto
Capstone project	Ditto	Ditto

Assessment Plan for Program/Department

(Pending)

- I. Insert the program or department Assessment Plan
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
- III. If you do not have a plan, would you like help in developing one?

University Data

I. SSC Data

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement.

Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

a. What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
n/a		

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b. What will your focus be for the upcoming year?*

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
n/a				

*Note: Programs may wish to monitor or review the same data point over multiple years.

II. Trend Data

Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement. Number of graduates, number of majors, credit production, substitutions etc.

a. What was the focus this year?

Department Performance Measure (data point from Trend Data)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
Humanities Minors: Track course substitutions for each minor by year (This is follow-up from last year's report; this data is no longer included in the 2017 Trend Data table).	Proposal to revise the PHIL minor was passed through AUC in AY2018, since we had identified the high number of course substitutions required for students to complete the minor as it had been. We maintained the same 9-credit core requirements, but simplified the elective structure and updated the course options to better reflect current offerings. Intervention will take effect September 2018 for students with a catalogue year of 2019.	Course substitutions were minimal in all minors except PHIL. Target: Reduce the number of course substitutions significantly in the PHIL minor over the next several years, as the revised requirements begin to apply to students with the catalogue year of 2019.

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b. What will be the focus next year?*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
Humanities Minors: Track number of IDIS majors year-over-year, both graduating and total declared IDIS majors.	There is a 5-year downward trend in students graduating in the IDIS major, from >10% of total graduates in 2013, to >4% in 2017.	No intervention planned, but it is a trend worth tracking to understand the possible causes, as well as track when core course offerings may need to be adjusted based on expected numbers.	Current: >4% of graduates (no specific target selected).	No.

*Note: Programs may wish to monitor or review the same data point over multiple years.

Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

- i. Date of most recent Review:
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

- iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

II. Programs with external Accreditation:

- i. Accreditor:
- ii. Date of last review:
- iii. Date of next review and type of review:
- iv. List key performance indicators:

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.

UARC Peer Review of the Program Annual Report

Program: _____ Date of Review: _____

Program Learning Outcomes (PLOs)					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Program Learning Outcomes (PLOs)</i>	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements OR are not measurable.	PLOs not provided.	
<i>Expected Timing of Assessment</i>	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
<i>Assessment Tool Quality</i>	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
<i>PLO Assessment</i>	More than one PLO assessed and information is complete in the chart.	At least one PLO assessed and information is complete in chart.	At least one PLO assessed, information is not complete in chart.	No assessments completed during the academic year reported.	
<i>Criteria for Success</i>	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	
<i>Summary of Findings</i>	Measures used in from PLO assessment fully	Very limited use of data from PLO assessment	Used evidence other than PLO	No summary utilizing	

	incorporated with additional evidence to formulate the summary and analysis supports the summary.	incorporated with additional evidence to formulate the summary and analysis somewhat supports summary.	assessment to formulate the summary or analysis of the data doesn't seem to support summary.	assessment data is evident.	
Assessment Plan for Program/Department					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Department or Program Assessment Plan</i>	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.	
<i>Activities and Adjustments to/Deviation from the Department/Program Assessment Plan</i>	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.	
University Data					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>SSC Data for Current Review Period</i>	Intervention undertaken by program/department for at least one SSC data point. Clearly documented results.	Intervention undertaken by program/department for at least one SSC data point. Plan not fully implemented.	Planned intervention by program/department for at least one SSC data point. No plan implemented.	No SSC data analyzed and/or reported on.	
<i>SSC Data for Upcoming Review Period</i>	At least one component of the SSC data selected to assess, rationale provided,	At least one component of the SSC selected to assessed, some of the	SSC data discussed and some or part of the assessment,	No SSC data analyzed and/or reported on.	

	targets set and intervention seems to be appropriate based on information provided.	rationale provided, targets set and intervention seems to be appropriate based on information provided.	targets or interventions are emerging but not fully appropriate.		
<i>Trend Data for Current Review Period</i>	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/department for at least one Trend data point. No plan implemented.	No Trend data analyzed and/or reported on.	
<i>Trend Data for Upcoming Review Period</i>	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.	
Action Plane or External Accreditation Action Letter/Report					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Only for those under Program Review Annual Reflection on Program Review</i>	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going progress plans stated.	Full Action Plan provided with vague ideas regarding on-going progress plans stated.	Action Plan is either not provided or there no progress or plans stated for progress discussed.	
<i>Only for those under External Accreditation</i>	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some	Key issues and performance standards provided with vague ideas	Key issues and/or performance standards are either not	

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<i>Annual Reflection on Report/Letter from accrediting body.</i>		discussion of on-going progress stated.	regarding on-going progress plans stated.	provided or there has been no progress or plans stated for progress.	
Comments:					

NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.