

Institutional Effectiveness
2020-2021

Program: Interdisciplinary Studies BS

College and Department: College of Interdisciplinary Studies School of Interdisciplinary Studies

Contact: Steve Frye

Mission: The School of Interdisciplinary Studies is a university-wide academic unit whose mission is to provide innovative, high quality educational opportunities in response to changing needs of the diverse population within TTU's service area and beyond.

Student Learning Outcomes:

SLO 1. I.S. students will be able to demonstrate the skills and knowledge necessary to engage in critical thinking and leadership development.

Interdisciplinary Studies majors will develop critical thinking skills, as measurable through the Senior Exit Exam.

SLO 2. Each I.S. student will develop a program of study that integrates learning from two academic emphasis areas, and demonstrates that integration through a senior-

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

1. Senior Exit Exam The Senior Exit Exam is administered to every student who graduates from TTU, with the exception of nontraditional students. This assessment evaluates students in the area of critical thinking. Scores are aggregated by major and reported annually. The California Critical Thinking Test is a well-tested measure of critical thinking, and is accepted by the University as a whole. (It must be noted that the exception of Nontraditional student scores is a university policy and not one of the SOIS. The exemption leads to the exclusion of over 40% of our majors from the data. It's our goal to work toward the inclusion of all SOIS students.)

stone Assessment Rubric Results

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Info Seeking Selecting Evaluating				3.51	3.50					3.64	3.51	3.37
Analysis	3.32	3.40					3.39	3.28	3.26	3.46	3.29	3.42

Critical thinking 3.26 3.15 - 3.51 --

During the 2020-2021 academic year the LIST 4994 course was implemented and adjusted to meet the needs of the students and address the course learning objectives. The course is set up to address the following needs:

- Helping students better demonstrate synthesis of knowledge from the two emphasis areas.
- Better understanding of research search tools
- Issues with information literacy
- Issues with resource formatting
- Issues with continuous editing of documents using comments and markup

Trainings have been developed and tweaked to improve library knowledge and types of sources required for the Annotated Bibliography assignment are being tailored to the student's individual experiences. The order of assignments has been reworked to elicit more flow and interconnection of assignments. The course is helping identify students who will need additional support in the Capstone course. We will be looking further into potential intervention approaches to help these students succeed. We will begin evaluating the effectiveness of this new course now that we have had time to tweak the course.

Appendices

1. Curriculum Map
2. Senior Capstone Project Assessment Rubric

