

CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)

Name of the program: Interdisciplinary Studies (IDSP), Humanities department, CAS

Dean' signature 

Expected Date of Submission 6/30/2023

Department Chair or Director: Lissi Athanasiou-Krikelis

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

All degree program's PLO assessment plan (2022-2025) are posted through the link:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

This is a report of its implementation for 2022-2023. The report should address the following points:

I. The Annual Program Learning Outcomes (PLOs) Assessment should include the following.

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan (AY22_25)

As per the CPI plan for this academic year, faculty evaluated Program Learning Outcome (PLO) #1: "Students should explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study." As indicated in the CPI five-year plan, to evaluate this outcome, we looked at two core, IDSP courses: IDSP 101 and IDSP 410.

Why is this PLO important: To graduate with an Interdisciplinary Studies degree (IDSP), students must select two concentrations from a list of twenty (20) and take a minimum of five (5) courses in each of the two areas of study. The core IDSP courses should function as the catalyst that

CPI _ Improving Program Learning Outcomes Report

helps students discover and explain the connections between their chosen concentrations to ultimately create a meaningful narrative about their individualized degrees. Although it is imperative that students exiting the program can articulate their individual concentrations as independent disciplines, most importantly, they must be able to draw connections between them. Understanding the connective tissues between their two concentrations will help our students present their degree to future employers, who would recognize the students' diverse knowledge background and value their choices.

2. **METHOD:** Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).

As per our CPI plan, we conducted both direct and indirect methods of assessment. For the direct method of assessment, we collected student artifacts from the two courses and for the indirect method of assessment, we surveyed the students in both courses. Because we offer one section of IDSP 101 and one section of IDSP 410 every year, it is worth noting that our student sample is small.

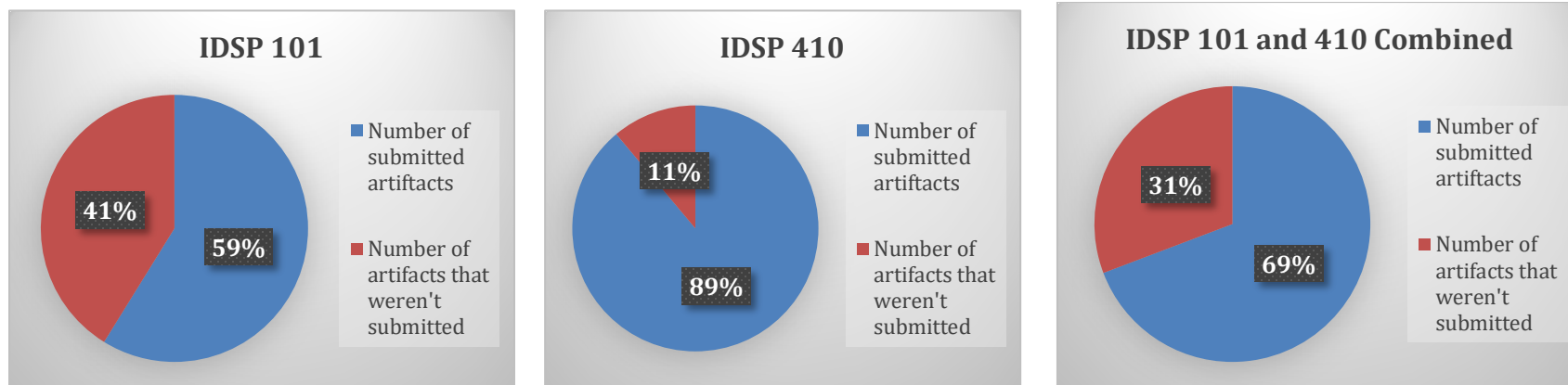
Direct Method of Assessment:

For the direct method of assessment, we collected a total of 26 artifacts:

- IDSP 101: 10 artifacts submitted, 8 artifacts not submitted
- IDSP 410: 8 artifacts submitted, 1 artifact not submitted

Because of the sample size and because of our rubric (see below), we had to count non-submitted artifacts as zero (0). Had we left them out, we would have unintentionally skewed or manipulated the data and the results.

CPI _ Improving Program Learning Outcomes Report



Execution of Assessment method:

Artifacts were collected in a Google folder and were anonymized. Three reviewers, including the two faculty members who teach these courses, reviewed student artifacts. Each artifact was reviewed by two faculty members, who did not teach the course. The review process adhered to the rubric which was submitted with the program's five-year assessment plan.

RUBRIC for LO #1: Explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study.

5=Students are able to explain each of their concentrations exceptionally well and to articulate meaningful connections between them by referring to specific examples and/or projects that link their chosen areas. Students are also able to convincingly justify their choices and explain how their individualized degrees are unique (based on the student's history and needs) when compared to other traditional degree programs.

CPI _ Improving Program Learning Outcomes Report

4=Students are able to explain each of their concentrations well and to articulate connections between them by referring to specific examples and/or projects that link their chosen areas of concentration. Students are somewhat able to justify their choices and explain how their individualized degrees are unique (based on the student's history and needs) compared to other traditional degree programs.

3=Students are able to explain each of their concentrations in general terms and begin to articulate some connections between them although not always successfully. Students are somewhat convincing when justifying their choices and have some difficulties explaining how their individualized degrees are unique when compared to other traditional degree programs.

2= Students are able to explain each of their concentrations in general terms but are not able to articulate meaningful connections between them through the use of examples. Students justify their degree choices by referring to this degree as being the fastest/only way to degree completion.

1=Students are unable to explain their concentrations, cannot justify degree choices, and do not know how their degrees are unique when compared to other traditional degree programs.

0=Students did not submit assignment

Indirect Method of Assessment:

Survey questionnaire for student self-assessment:

1. From a scale of 1 to 5, how confident are you that you can explain your degree to a prospective employer?
2. From a scale of 1 to 5, how confident are you that you can explain your degree to a friend?
3. From a scale of 1 to 5, how well do you feel you can explain each of your areas of concentration?
4. From a scale of 1 to 5, how confident are you that you can explain the connections between your chosen areas of concentration?
5. From a scale of 1 to 5, how much has this course helped you understand your choice of discipline?

Thirteen (13) students participated in the surveys, eight (8) from IDSP 101 and three (3) from IDSP 410, rendering the sample too small for meaningful comparisons between direct and indirect methods.

Analysis and Results of Direct Method of Assessment:

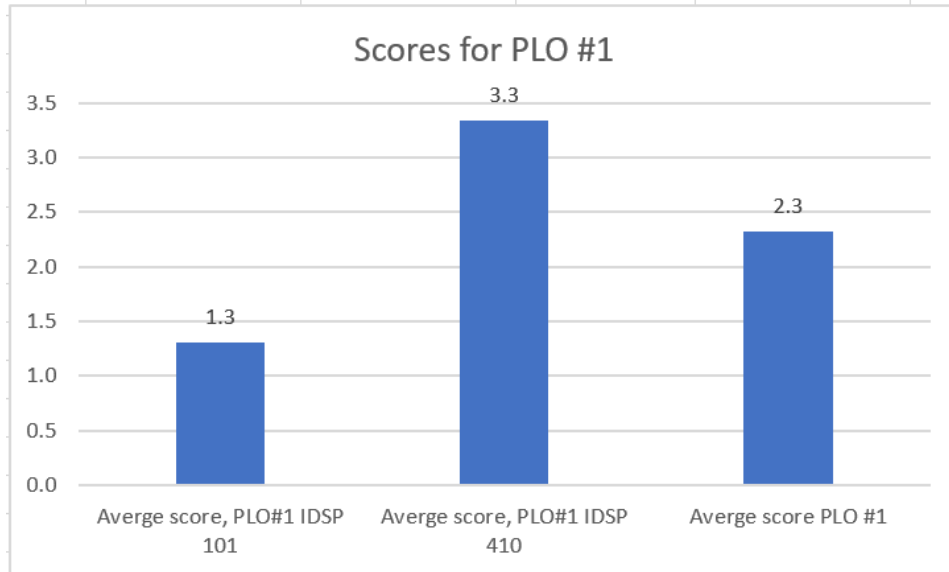
CPI _ Improving Program Learning Outcomes Report

- ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.

Raw Data:

Course	IDSP 101	Course	IDSP 410	Course	Score
Row Labels	Average of Score	Row Labels	Average of Score		
IDSP 101.SS5	4.5	IDSP 410.SS5	5.0	Average score, PLO#1 IDSP 101	1.3
IDSP 101.SS1	3.7	IDSP 410.SS3	4.5	Average score, PLO#1 IDSP 410	3.3
IDSP 101.SS8	2.5	IDSP 410.SS7	4.0	Average score PLO #1	2.3
IDSP 101.SS4	2.5	IDSP 410.SS6	3.5		
IDSP 101.SS7	2.5	IDSP 410.SS2	3.5		
IDSP 101.SS2	2.0	IDSP 410.SS1	3.5		
IDSP 101.SS3	1.5	IDSP 410.SS4	3.0		
IDSP 101.SS6	1.0	IDSP 410.SS8	3.0		
IDSP 101.SS10	1.0	IDSP 410.SS9	0.0		
IDSP 101.SS9	1.0				
IDSP 101.SS12	0.0				
IDSP 101.SS14	0.0				
IDSP 101.SS13	0.0				
IDSP 101.SS15	0.0				
IDSP 101.SS11	0.0				
IDSP 101.SS16	0.0				
IDSP 101.SS17	0.0				
	1.3		3.3		

CPI _ Improving Program Learning Outcomes Report



- **INTERPRETATION:** to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?

With an average score of 2.3, the results indicate that this sample of students is unable to meet the standards for the first PLO. If examined independently, the two courses suggest a slightly different narrative. With an average score of 3.3, IDSP 410 students meet PLO #1, whereas with an average score of 1.3, IDSP 101 students fall below the average.

- **RECOMMENDATIONS:**

CPI _ Improving Program Learning Outcomes Report

Recommendation #1:

IDSP 101 will become an elective course for any IDSP student:

- **Although IDSP 101 may introduce PLO #1, PLO #1 is better emphasized in later courses.**
- **Removing the course from the IDSP curriculum does not affect the overall PLOs for the degree.**

Explanation #1:

- **Although IDSP 101 may introduce PLO #1, PLO #1 is better emphasized in later courses.**

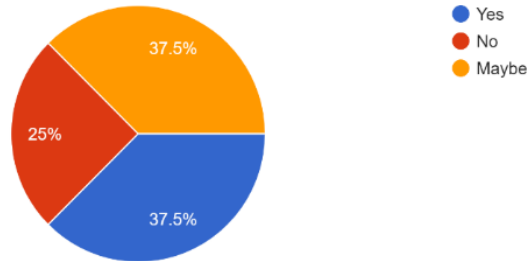
We no longer believe that this course can fulfill the first PLO. IDSP 101 is a first-year course. It was designed to help undecided, first-year students make possible career and academic choices. It should be noted that in Fall 2022, when the artifacts were collected, some senior IDSP students enrolled in IDSP 101; even though the course was mainly waived for internal and external transfers, some senior students used to register for the course up until Fall 2022. Starting in Fall 2023, the department passed a curriculum change to automate the exemption process, and, therefore, transfer students will no longer take the course.

Leaving only first-year students in IDSP 101 further solidifies the notion that the course does not align with the PLO we examined this year. In their first semester, students mainly take Gen. Ed. courses, with many remaining undecided about their choice of concentrations; few are taking courses in what will remain their final two concentrations for the degree. In fact, many students who join IDSP as freshmen, switch to another discipline by the second year. When asked if they are planning to switch majors in the IDSP 101 indirect method of assessment, 75% answered with “yes” or “maybe.”

CPI _ Improving Program Learning Outcomes Report

Are you thinking of switching from IDSP to a traditional major?

8 responses



Even if they stay in the program, IDSP 101 freshmen will always find it challenging to “explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study,” since they are at the very beginning stages of their degree. To align the course with this PLO sets up the students for failure and skews assessment results.

CPI _ Improving Program Learning Outcomes Report

Explanation #2:

- **Removing the course from the IDSP curriculum does not affect the overall PLOs for the degree.**

The table indicates the alignment between courses and PLOs when IDSP 101 no longer aligns with PLO #1.

IDSP Program Student Learning Outcomes	IDSP 101	IDSP 310	IDSP 410	IDSP 450	IDSP 403
PLO #1 Explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study			X		
PLO #2 Analyze a problem from an interdisciplinary perspective using the student’s chosen concentrations		X	X	X	X
PLO #3 Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources	X	X	X		X
PLO # 4 Apply ethical, ecological, technological, or other perspectives to solve problems in student’s chosen concentrations		X	X		X
PLO #5 Explain significant theories and approaches that define the field of interdisciplinarity		X	X		

Making this course an elective does not disturb the rest of the alignment. The only other PLO that IDSP 101 satisfies (PLO #3) is also satisfied by the other required courses in the program. Removing IDSP 101 from the degree map and turning it into an elective course will have no direct impact on students’ learning as it relates to the overall program goals.

CPI _ Improving Program Learning Outcomes Report

Recommendation #2:

IDSP 310 and IDSP 410 should place more emphasis on fulfilling PLO#1, and all capstone courses (IDSP 410, IDSP 450, and IDSP 403) should align with this PLO.

Explanation:

Although some IDSP 410 students were able to discuss their individual concentrations, only 22.22% could articulate connections between their chosen disciplines (scored 5 on the rubric). Not only should students understand their chosen disciplines through the courses they take toward their concentrations, but they should also be versed in articulating connections between them. IDSP 310 and 410 are the only courses that will help students apply interdisciplinary thinking to the individual areas of studies. Therefore, both courses should provide students plenty of opportunities to uncover relationships between their unique concentrations and make interdisciplinary connections meaningful to their own customized degree.

Adding IDSP 310, IDSP 450, and IDSP 403 to the alignment of PLO #1 will modify the table below:

IDSP Program Student Learning Outcomes	IDSP 101	IDSP 310	IDSP 410	IDSP 450	IDSP 403
PLO #1 Explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study		X	X	X	X
PLO #2 Analyze a problem from an interdisciplinary perspective using the student’s chosen concentrations		X	X	X	X

CPI _ Improving Program Learning Outcomes Report

PLO #3 Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources	X	X	X		X
PLO # 4 Apply ethical, ecological, technological, or other perspectives to solve problems in student’s chosen concentrations		X	X		X
PLO #5 Explain significant theories and approaches that define the field of interdisciplinarity		X	X		

Course modifications to IDSP 310 and IDSP 410 to better align with PLO #1:

- The research paper in IDSP 310 should require students to work on a topic that combines their concentrations.
- In IDSP 410, nearly all assignments should require students to utilize knowledge from their concentrations. Assignments in IDSP 410 should facilitate the discovery of connections between concentrations.
- In IDSP 410, an end-of-term assignment should require students to explain their concentrations as well as the connections between them.

1. CLOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of [PDSA](#)

The program will close the loop by implementing the above changes starting in Fall 2023. We will also modify our assessment plan so that we assess PLO #1 again next year

IDSP Program Student Learning Outcomes	AY 2022-2023	AY 2023-2024	AY 2024-2025
---	---------------------	---------------------	---------------------

CPI _ Improving Program Learning Outcomes Report

Explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study	X	X	
Analyze a problem from an interdisciplinary perspective using the student's chosen concentrations		X	
Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources		X	
Apply ethical, ecological, technological, or other perspectives to solve problems in student's chosen concentrations			X
Explain significant theories and approaches that define the field of interdisciplinarity			X

II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

The following faculty was involved in the assessment process:

- Lissi Athanasiou-Krikelis, Associate Professor, and Director of IDSP
- Jennifer Griffiths, Professor and chair of Humanities-H starting on June 1, 2023
- Jim Martinez, Associate Professor, and IDSP 101 and IDSP 310 instructor
- Kate O'Hara, Associate Professor, and IDSP 410 instructor
- Katherine Williams, Associate Professor, and chair of Humanities-H at the time this assessment was conducted.

CPI _ Improving Program Learning Outcomes Report

Last updated 4/14/23