


**Continuous Program Improvement (CPI)
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)
Plan Implementation Report - AY 2023-24**

Program name	Interdisciplinary Program
Expected date of submission	6/30/2024
Department chair/program director	Lissi Athanasiou-Krikelis
Dean's signature	

New York Tech's CPI process is implemented to meet Middle States Commission on Higher Education (MSCHE) Standard V: *Educational Effectiveness Assessment*, which states: "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."

Each department was asked to create a three-year assessment/evaluation plan to improve student learning for **each of their degree programs** covering the following academic years: **2022-2023, 2023-2024, and 2024-2025**.

All degree programs' three-year Program Learning Outcomes (PLO) plans are available here:
http://www.nyit.edu/planning/academic_assessment_plans_reports

This is a report on the PLO CPI plan **implementation** for the **2023-24** academic year.

First, please respond to the feedback provided by the CPI Committee in response to your program's prior year (AY 2022-23) CPI plan implementation report. How did you incorporate the Committee's recommendations into your CPI efforts?

The committee's [feedback](#) was positive and indicated no recommendations for this year's process. The final comments of the reviewer were: "This is a solid assessment report that followed standard procedures and used criteria based data analysis. The assessment also informed decision making for curriculum improvement. Well done!"

Second, please address the following points in this year's (AY 2023-24) report:

1. Program learning outcomes assessed

List the program learning outcomes that were assessed in AY 2023-24 based on your three-year plan (2022-25).
(Please refer to the [guidelines for articulating expected program learning outcomes](#).)

The following LOs were assessed in AY 2023-24. The first LO was also assessed in AY 2022-2023, but we decided to look at it again this year, based on last year's findings.

- **LO#1:** *Explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study*
- **LO#2:** *Analyze a problem from an interdisciplinary perspective using the student's chosen concentrations*
- **LO#3:** *Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources*

It is important to know a few facts about the Interdisciplinary Studies program to understand the rationale behind some of our assessment decisions.

1. Interdisciplinary studies is not like other, traditional majors. In this major, students 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. For example, students can combine Biological and Chemical Sciences with Psychology, or they can select Marketing and Digital Arts and Design. Students have the option of adding a third concentration or a minor to their degrees.

2. While students take most of their courses in other departments, they are required to take two core IDSP courses, IDSP 310, interdisciplinary research, and IDSP 410, the capstone. The core IDSP courses focus on interdisciplinary approaches helping students discover and explain 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.
3. IDSP serves a variety of student populations with the majority of them being internal or external transfers.
4. We only offer one section of our core classes per academic year.
5. Our student sample size remains very small.

2. Methods

Describe the method of assessment that you used (student artifacts, sampling methods, sample size, who and how they were assessed, etc.) and attach measurement instruments (e.g., rubrics, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other measurement tools). Remember: direct assessment is required, and both direct and indirect assessment are strongly recommended.

(Please refer to the [guidelines for assessment methods](#).)

As per our CPI three-year plan, we conducted both direct and indirect methods of assessment for all LOs. For the direct method of assessment, we collected student artifacts; for the indirect method of assessment, we distributed student surveys that consisted of five metric questions.

We decided to modify our initial plan of assessing the three LOs in both IDSP courses (IDSP 310 and IDSP 410) by only examining LO#1 in the capstone course, IDSP 410. Ultimately, students who take IDSP 310 in the Fall, take IDSP

410 in the Spring or in a subsequent semester; therefore, the same students would be taking the same assessment twice. We believe that the capstone can provide an accurate representation of students' acquisition of LO#1 since it reflects the skills students gained in both core courses.

LO#2 and LO#3 were assessed in both core IDSP courses, 310 and 410.

Artifacts were collected in a Google folder and were anonymized. Three reviewers, the two faculty members who teach these courses and the IDSP director, were involved in the process of assessing them. Each artifact was reviewed by two reviewers, who did not teach the course. The review process adhered to the rubric which was submitted with the program's three-year assessment plan. Rubrics for the direct method assessment and survey questions for the indirect method of assessment are duplicated below for each of the LOs.

Part 1:

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

Direct Method of Assessment:

Five (5) student artifacts were collected from IDSP 410. Class enrollment was seven (7) students, with two (2) students receiving a UW final grade. Although our rubric states that non-submitted artifacts should be counted as zero (0), because two students withdrew from the course and since there are no other sections from which to collect additional artifacts, we did not include these withdrawals in our data collection.

We will also modify our rubric to state that missing artifacts will only be counted for students who continue to attend the course.

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.

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?

Part 2:

LO#2: *Analyze a problem from an interdisciplinary perspective using the student's chosen concentrations*

5=Students are able to analyze complex problems from the perspective of each concentration in a real-world context. They identify complex real-world problems and are able to analyze them using the knowledge, methods, and practices of the chosen concentrations.

4=Students are able to analyze complex problems from the perspective of each concentration and make connections between them. They identify problems that are sufficiently complex and justify analysis that spans concentrations.

3=Students are able to analyze general problems from the perspective of each concentration in general terms and make connections between them although not always successfully. They have difficulty identifying problems that are sufficiently complex and justify analysis that spans concentrations.

2= Students are able to analyze problems in general terms but are not able to articulate the appropriate uses of knowledge, methods and practices across interdisciplinary concentrations. They use knowledge, methods and practices of only one concentration.

1=Students are unable to demonstrate application of analysis using bodies of knowledge, methods, and practices of concentrations to interdisciplinary problems.

0=Student did not submit assignment

Indirect Method of Assessment for LO#2: Students will receive a survey, asking them to answer the following questions on a scale from 1 to 5, with 5 being exceptionally well and 1 being poor.

1. From a scale of 1 through 5, how well can you analyze a problem from the perspective of your concentrations?
2. From a scale of 1 through 5, how well can you break a complex problem down into component parts?
3. From a scale of 1 through 5, how well can you use analytical tools to model complex problems?
4. From a scale of 1 through 5, how well can you use and integrate data from different sources?
5. From a scale of 1 through 5, how well can you distinguish between complex interdisciplinary problems and problems that are solved within a field.

Part 3:

LO #3: *Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources*

5=A project or paper with excellent research includes sources from a variety of disciplinary perspectives and reliable sources. It incorporates information from the outside sources that is significant and pertinent to the thesis and is well-designed with accurate citations both internally and/or in the Works Cited section (as per the assignment instructions). The project or paper synthesizes the various sources meaningfully and connects them to the author's own ideas to support the main claim.

4=A project or paper with good research includes sources from a variety of disciplinary perspectives and reliable sources. It is well-designed with accurate citations both internally and in the Works Cited section (as per the assignment instructions). For the most part, the project or paper synthesizes the various sources and connects them to the author's own ideas.

3=A project or paper with adequate research includes scholarly and reliable sources. It is well-designed with accurate citations both internally and in the Works Cited section (as per the assignment instructions). The project or paper somewhat synthesizes the various sources and attempts to connect them to the author's own ideas and thesis.

2= A project or paper with marginal research includes sources which are cited both internally and in the Works Cited section but with errors; a significant number of the sources are second-rate or are not scholarly (online blogs, questionable web-sources), or there is not enough research in the paper. The project or paper does not always synthesize the various sources, and it is not clear how the sources tie to the author's own ideas.

1=A project or paper with unsuccessful research includes sources which are either not pertinent to the project/paper's argument or are not analyzed by the student (the student may have too few sources, or may have overused the sources); the sources are not cited internally accurately nor are they cited accurately in the Works Cited section. The project/ paper does not always draw connections between sources, the author's own ideas, and the thesis.

0=The student did not submit the final project or paper, or the project/paper contains significant plagiarism.

Indirect Method of Assessment for LO #3: Students will receive a survey, asking them to answer the following questions on a scale from 1 to 5, with 5 being exceptionally well and 1 being poor.

- a. From a scale of 1 through 5, how well can you evaluate sources?
- b. From a scale of 1 through 5, how well can you synthesize information from various sources?
- c. From a scale of 1 through 5, how well can you use appropriate sources to support your thesis?
- d. From a scale of 1 through 5, how well can you cite sources in a Works Cited Page?
- e. From a scale of 1 through 5, how well can you cite sources within the body of paper?

3. Analyze and interpret assessment data

It is strongly recommended to provide criteria-based analyses of assessment results and based on the analysis to determine if students are meeting the expected learning outcomes.

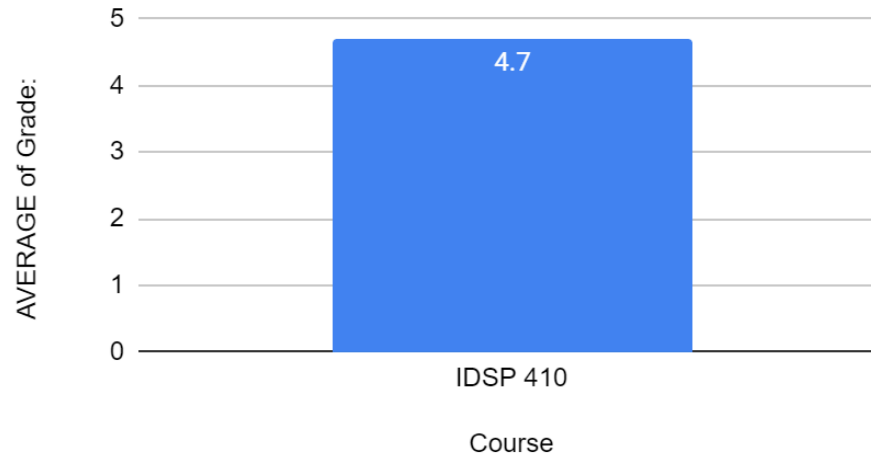
(Please refer to the [guidelines for compiling, analyzing and interpreting assessment data](#)).

Part 1:

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

Analysis of Direct Assessment:

AVERAGE of Grade: vs. Course

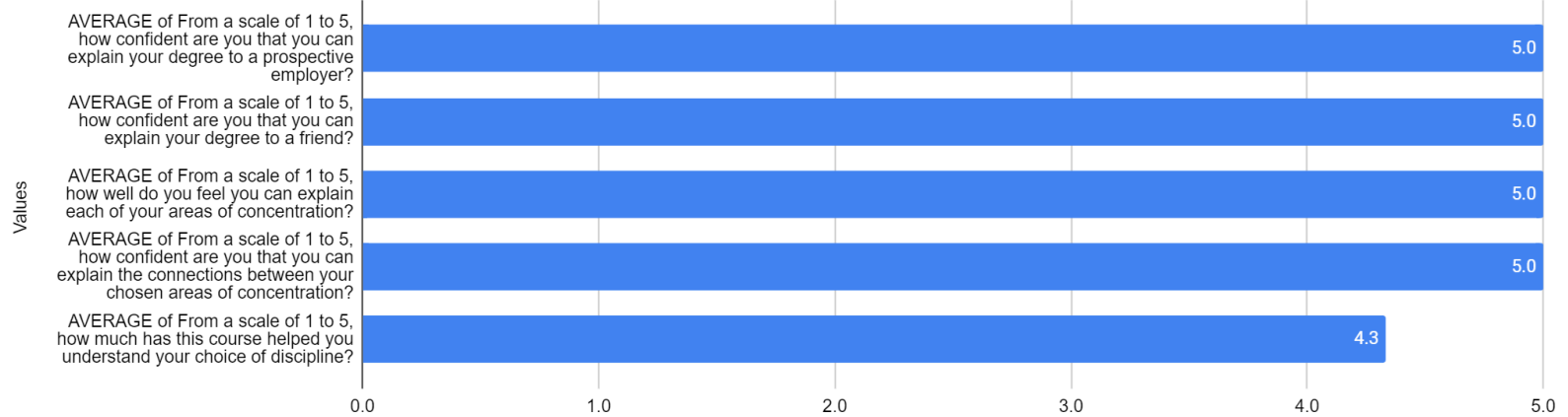


The students scored high in demonstrating competence for LO#1 with an average of 4.7. In other words, 100% scored at a level 3 or higher, which is what we consider the standard level of success. It is important to mention that during last year's assessment, students scored an average of 2.3 for the same LO. The changes we implemented based on last year's CPI results have made a difference.

Analysis of Indirect Assessment:

Although only three students responded to the survey, the results of the indirect assessment are consistent with those of direct assessment.

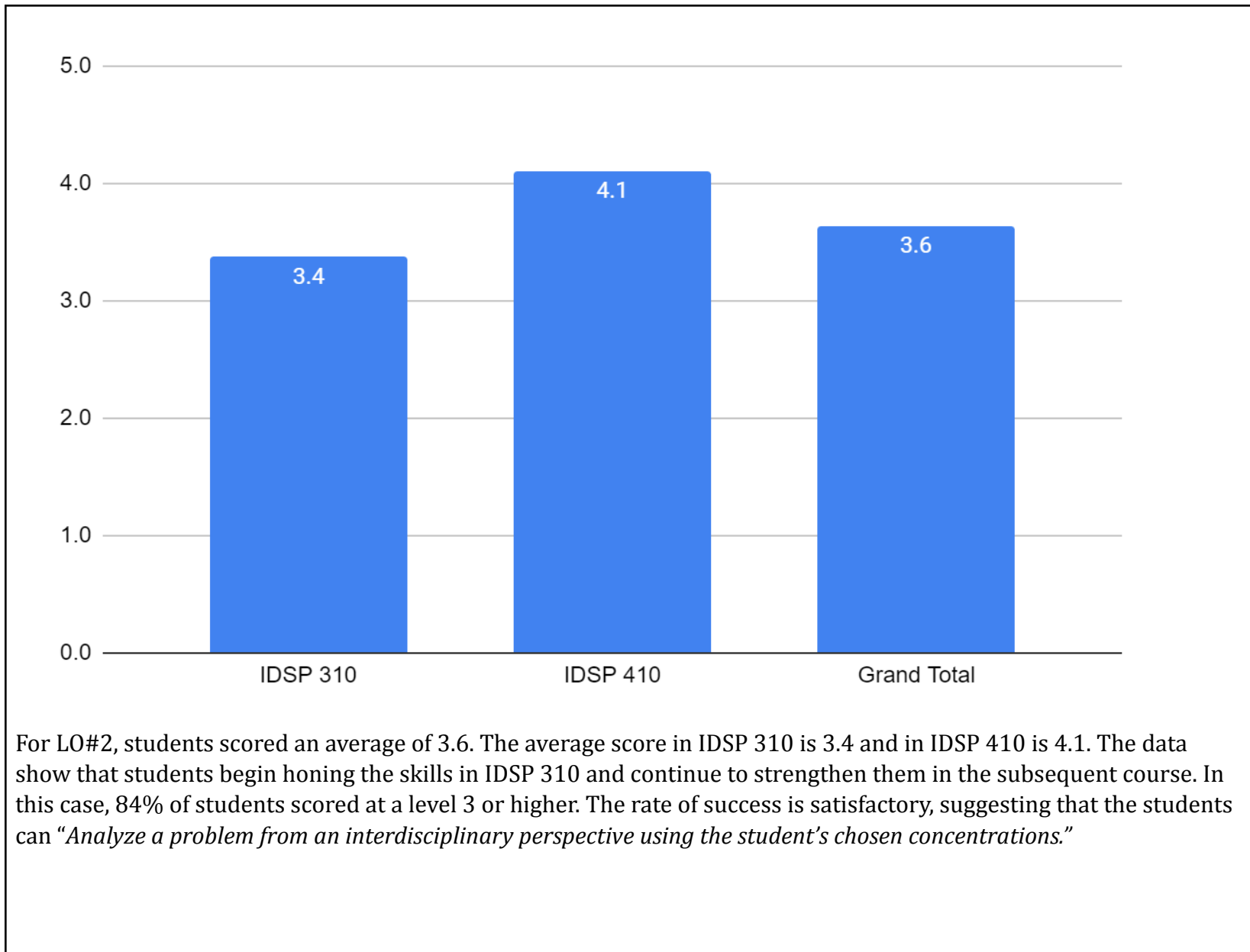
Indirect Assessment LO#1



Part 2:

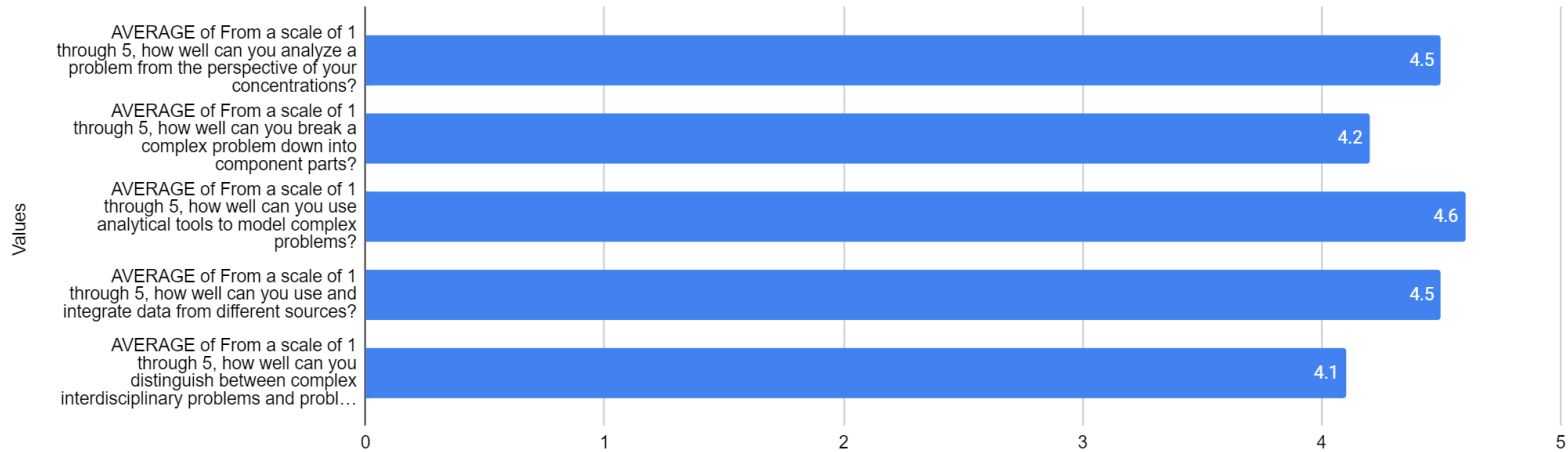
LO#2: *Analyze a problem from an interdisciplinary perspective using the student's chosen concentrations*

Analysis of Direct Assessment:



Analysis of Indirect Assessment:

Indirect Assessment LO#2

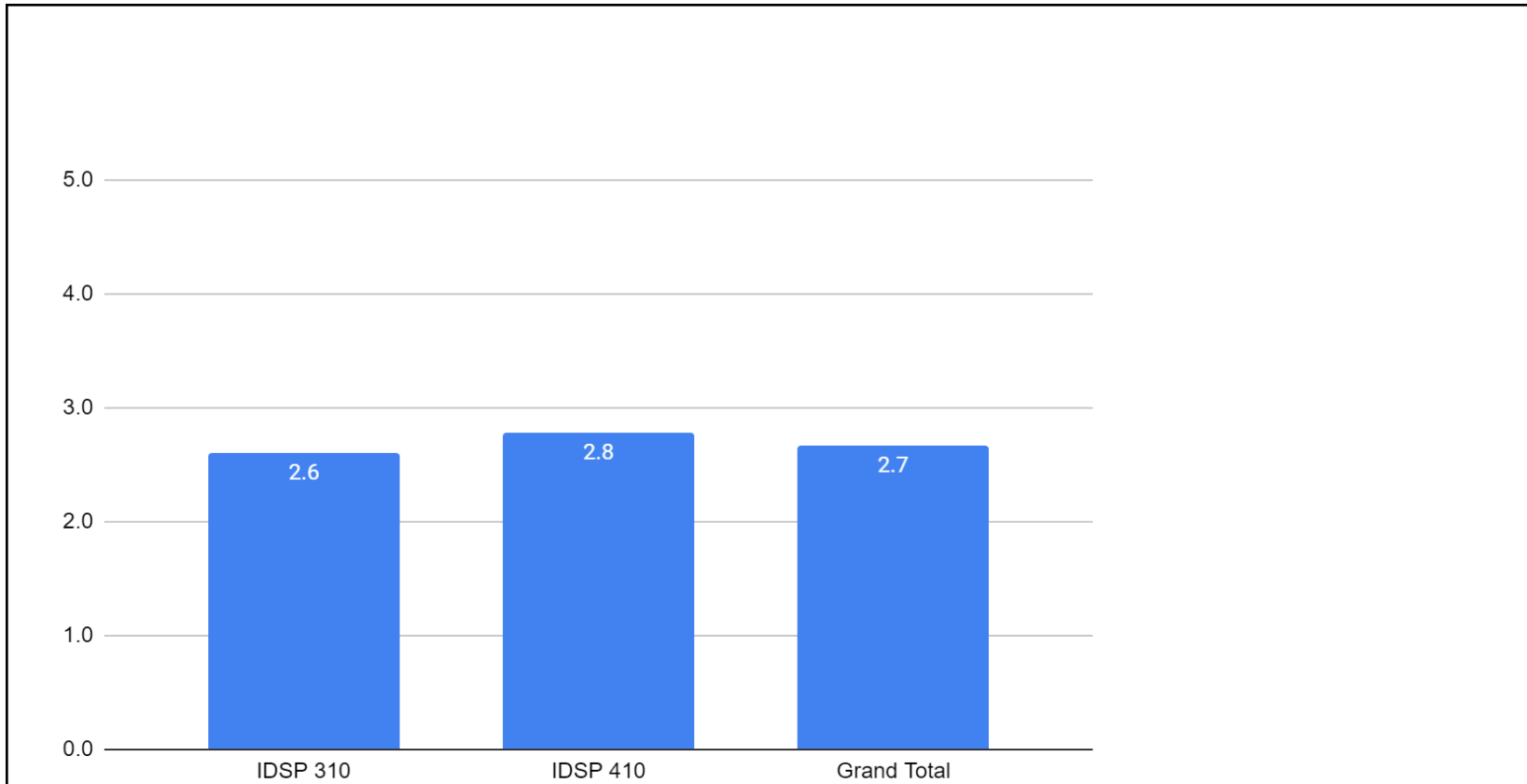


The indirect method of assessment reveals that students are more confident that they have acquired the skills in LO#2 than the faculty deems appropriate. Nonetheless, the data show consistency of skill acquisition since both metrics are above a Level 3 average.

Part 3:

LO #3: *Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources*

Analysis of Direct Assessment:

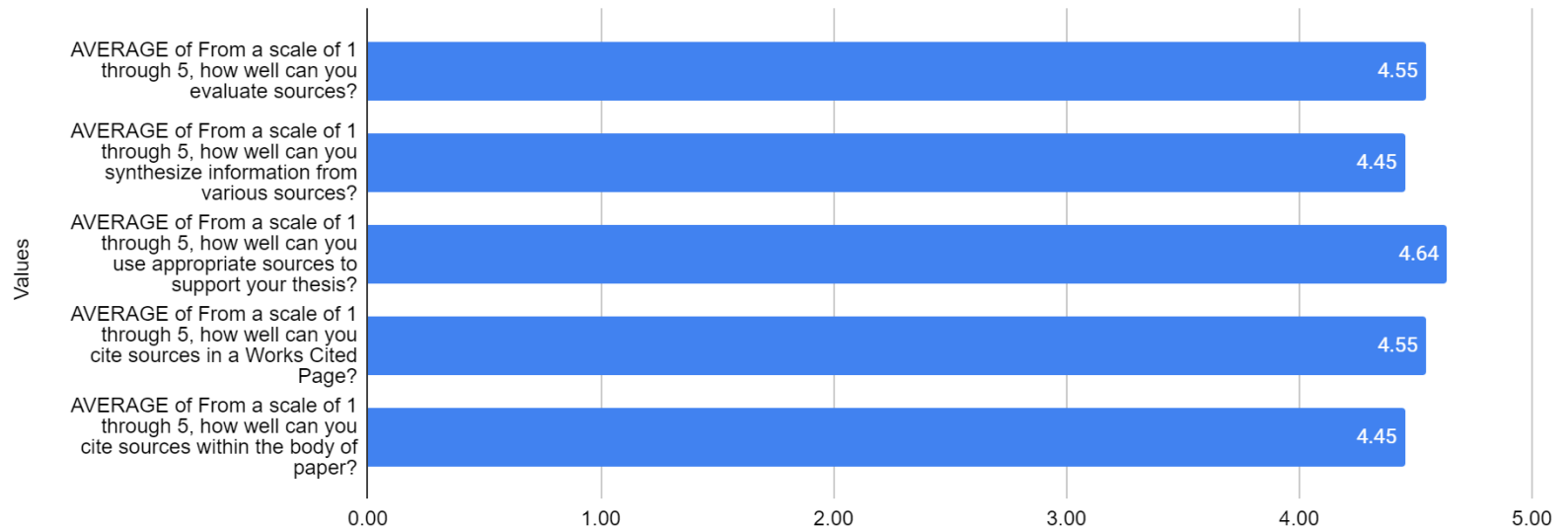


Analysis of Indirect Assessment:

For LO#3, students scored an average of 2.7, with the average in IDSP 310 being 2.6 and the average in IDSP 410 being 2.8. All three scores are below the standard level of success, Level 3. In this LO, only 50% of students scored at a Level 3 or higher.

Analysis of Indirect Assessment:

Indirect Assessment LO#3



The indirect method of assessment demonstrates a significant discrepancy between students' and faculty's views. The students feel exceedingly confident in their acquisition of this skill.

Table on all three LOs:

Competency	Standard of Success	Actual % of Students Achieving Standard (Target = 80% or higher)	Satisfactory Level
LO #1	Level 3	100%	Yes

LO #2	Level 3	84%	Yes
LO #3	Level 3	50%	No

4. Close the Loop

If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices. If they were not successful, explain how you have or will refine the plan and begin the next cycle of [Plan-Do-Study-Act \(PDSA\)](#).

(Please refer to the [guidelines for closing the loop and taking action to improve program learning outcomes](#).)

This year's assessment cycle was enlightening. It revealed the strengths of the program as well as highlighted some areas that require our attention. As stated above, when we assessed LO#1 last year, the students' scores were below the standard level of satisfaction, whereas this year's evaluations have shown that the skill is acquired by 100% of our students.

Recommendations:

1. The course curriculums will continue to prioritize LO#2 (*Analyze a problem from an interdisciplinary perspective using the student's chosen concentrations.*) When we assess LO #2 in the next cycle, students should be asked to specify their concentrations in the projects. We believe that some of the lower scores are the result of students' omitting to mention their disciplines, and reviewers couldn't always guess.
2. LO#3 requires our utmost attention. To help improve the teaching and evaluation of LO#3, we propose the following:
 - a. The curriculum of both courses should include lessons on information literacy. Instructors will teach the difference between scholarly and non-scholarly sources and between library resources and reliable website resources. Instructors can collaborate with the library and request that librarians create instructional videos

on this topic that they then share with students. Additionally, connecting students with the library resources will expand students' information literacy skills.

- b. Instructors will modify the instructions for the research assignments explicitly requesting the use of at least two peer-reviewed sources.
- c. Our final recommendation is for the revision of the rubric. Instead of a five-scale rubric, with each scale encompassing more than one measurables, we should create a rubric that consists of a few measurables all of which have their own one-through-five scale.

For example, the current rubric defines score 5 as follows: "A project or paper with excellent research includes sources from a variety of disciplinary perspectives and reliable sources. It incorporates information from the outside sources that is significant and pertinent to the thesis and is well-designed with accurate citations both internally and/or in the Works Cited section (as per the assignment instructions). The project or paper synthesizes the various sources meaningfully and connects them to the author's own ideas to support the main claim."

The new rubric should consist of three measurables, such as: "quality of resources," "synthesis of sources," "integration of citations." The reviewers recognize the need for a new rubric that will prioritize, for example, synthesis of sources versus the mechanics of citations. The current rubric doesn't show which of these three areas our students need most support. If, for example, we can attribute the low score to "synthesis of sources," we will target the issue accordingly. Nonetheless, the current collection of data doesn't provide such insight.

We should base our new rubric on the [AAC&U's Information Literacy Rubric](#).

- 5. Describe how faculty were involved in the implementation of the PLO CPI plan and how the results will be communicated to all stakeholders.

The following faculty was involved in the assessment process:

- Lissi Athanasiou-Krikelis, Associate Professor, Program Director
- Jim Martinez, Associate Professor, IDSP 310 instructor
- Kate O'Hara, Associate Professor, IDSP 410 instructor