

This plan provides the PLO/SLO assessment plan for AY 2022-2025

Name of the program: Interdisciplinary Studies Program

Plan for AY 2022-2023, 2023-2024, 2024-2025 Direct and Indirect assessment, evaluating one or two LOs per academic year

Expected date of submission 6/30/2022

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To ensure NYIT's CPI process meeting *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*. In this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student learning **for each degree program**. Reports should address the following points:

Program's Student Learning Outcome Assessment Plan

1. PLO: State/update each degree program's learning outcomes. The original PLO are here:
http://www.nyit.edu/planning/academic_assessment_plans_reports.

Updated Program Student Learning Outcomes:

By the time of graduation, students in the Interdisciplinary Studies Program should be able to:

- a. Explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study

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- b. Analyze a problem from an interdisciplinary perspective using the student’s chosen concentrations
 - c. Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources
 - d. Apply ethical, ecological, technological, or other perspectives to solve problems in student’s chosen concentrations
 - e. Explain significant theories and approaches that define the field of interdisciplinarity
2. Matrix: provide/update the assessment matrix that indicates which learning outcomes are assessed in which set of courses. The original matrix is here: http://www.nyit.edu/planning/academic_assessment_plans_reports.

IDSP Program Student Learning Outcomes	IDSP 101	IDSP 310	IDSP 410	IDSP 450	IDSP 403
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	X	X	X
Demonstrate skills in information literacy, the ability to research, evaluate, and synthesize traditional print and digital sources	X	X	X		X
Apply ethical, ecological, technological, or other perspectives to solve problems in student’s chosen concentrations		X	X		X

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Explain significant theories and approaches that define the field of interdisciplinarity		x	x		
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3. **METHOD:** Describe the method of assessment, and measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: direct learning outcome assessment is required. Both direct and indirect assessment are strongly recommended.

Direct measuring instruments include but not limited to: course assignment, portfolios, internships evaluation, capstone course work, thesis, research project, standardized tests, etc.

Indirect measuring instruments include but not limited to: Student survey, interview, alumni survey, employer survey, focus group, students' reflection, etc.

The program will use both direct and indirect methods of assessment to evaluate each LO. Direct methods of assessment will include written or oral assignments, whereas indirect methods of assessment will include short survey questions. The following are the rubrics that will be used for assessing each program LO. Rubrics may be modified or updated as needed during the course of the three-year revision.

Direct Method of Assessment:

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.

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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 for LO#1: 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 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?

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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?

Direct Method of Assessment:

RUBRIC for 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.

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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.

Direct Method of Assessment:

RUBRIC for 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 in the Works Cited section (as per the assignment instructions). The project or paper synthesizes the various

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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?

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- 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?

Direct Method of Assessment:

RUBRIC for LO #4: Apply ethical, ecological, technological, or other perspectives to solve problems in student's chosen concentrations

5= Students are able to apply exceptionally well ethical, ecological, technological, or other perspectives to solve social problems related to their chosen concentrations. They apply at least one of these perspectives to relevant topics in their areas of concentration by articulating the connections and implications.

4= Students are able to apply the ethical, ecological, technological, or other perspectives to solve social problems related to their chosen concentrations by articulating the connections or the implications.

3= Students are somewhat able to apply ethical, ecological, technological, or other perspectives to solve social problems related to their chosen concentrations, by somewhat articulating the connections or the implications.

2= Students are somewhat able to apply ethical, ecological, technological, or other perspectives to solve social problems related to their chosen concentrations and are unable to articulate the connections or the implications.

1= Students are unable to apply ethical, ecological, technological, or other perspectives to solve social problems related to their chosen concentrations, and thus are unable to articulate the connections and implications.

0= Student did not submit assignment or assignment is plagiarized.

Indirect Method of Assessment for LO #4: 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 to 5, how confident are you that you can apply ethical perspectives to solve social problems in your chosen concentrations (by articulating the connections)?

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2. From a scale of 1 to 5, how confident are you that you can apply ecological perspectives to solve social problems in your chosen concentrations (by articulating the connections)?
3. From a scale of 1 to 5, how confident are you that you can apply technological perspectives to solve social problems in your chosen concentrations (by articulating the connections)?
4. From a scale of 1 to 5, in addition to ethical, ecological, and technological perspectives, how confident are you that you alternate perspectives to solve social problems in your chosen concentrations (by articulating the implications)?

Direct Method of Assessment:

RUBRIC for LO #5: Explain significant theories and approaches that define the field of interdisciplinarity

5=Students are able to explain significant theories of interdisciplinarity, using specific terms, concepts, and examples from their chosen concentrations. The student is able to explain the limits of using approaches from a single concentration (discipline) to solve complex real-world problems.

4=Students are able to explain theories of interdisciplinarity using specific terms, concepts, and examples from their chosen concentrations.

3=Students are able to explain interdisciplinarity using specific examples from the chosen concentrations

2= Students are able to explain in general terms the need and uses of theories of interdisciplinarity.

1=Students are unable to explain the need for interdisciplinary approaches and theories in solving complex real-world problems. The student is unable to describe bodies or knowledge, methods, and practices associated with interdisciplinary approaches.

0=Student did not submit assignment

Indirect Method of Assessment for LO #5: Students will receive a survey, asking them to answer the following questions on a scale from 1 to 5,

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with 5 being exceptionally well and 1 being poor.

1. From a scale of 1 to 5, how well can you explain what interdisciplinarity means?
2. From a scale of 1 to 5, how confident are you that you can explain interdisciplinary approaches?
3. From a scale of 1 to 5, how confident are you that you can apply interdisciplinary approaches to address complex societal problems?
4. From a scale of 1 to 5, how confident are you that you can identify knowledge from different disciplines?
5. From a scale of 1 to 5, how confident are you that you can synthesize or combine knowledge from different disciplines?

4. Timeline of the PLO Assessment:

IDSP Program Student Learning Outcomes	AY 2022-2023	AY 2023-2024	AY 2024-2025
Explain their program of study and academic experiences to a prospective employer or to representatives in various fields of study	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

4. Personal responsibilities for implementing the assessment, collecting data and analyzing the results against expected outcomes
Samples of direct assessment will be collected, and they will be assessed by the two faculty members who teach IDSP courses, the director of the program, and the chair of Humanities. The same group will examine the data from indirect assessment. A graduate assistant will be hired to help with the data.

II. Brief description of how the plan is shared and communicated with all faculty members in the department

This report was written by the IDSP director, in collaboration with the faculty members who teach IDSP courses and the chair of Humanities. Everyone involved in the program is part of the assessment plan and aware of the proposed process.

Last updated 2/11/22