Detailed Assessment Report
2013-14 Interdisciplinary Studies, Bachelor
(As of: 7/05/2014 07:34 PM CDT)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose
Interdisciplinary Studies (IDS) is a rigorous and unique degree program intended to provide versatility for students seeking to design an academic plan of coherent concentrations through the process of integrative learning. The Bachelor of Interdisciplinary Studies provides students with a well-developed understanding of their Integrative Learning Plan (ILP) that encompasses a three or two-discipline plan of study utilizing multicultural and multidisciplinary perspectives. To meet the diverse social, cultural and educational needs of all UNO students, Interdisciplinary Studies offers a comprehensive program utilizing both on-campus and off-campus credit opportunities. The Integrative Learning Plan (ILP) and personal academic advising are hallmarks of the Interdisciplinary Studies degree program.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Understanding of integrative learning
Students will demonstrate an understanding of integrative learning as it relates to the attainment of educational and professional opportunities.

Related Measures

 M 1: Quiz series
Students complete quiz series based on review of website, readings, and PowerPoint presentations.
Source of Evidence: Academic indirect indicator of learning - other
Target: 95% of students will complete and pass 4 out of 7 quizzes.

Finding (2013-14) - Target: Partially Met
In fall 2013 93% of all students in IDS 1001 completed successfully 4 out of 7 quizzes. In spring 2014 59 students completed IDS 1001 with a score of 70% on 4 out of 7 quizzes. Four students did not pass IDS 1001. 90% of the students passed the course.

Related Action Plans (by Established cycle, then alpha):

95% of Students will complete 4 out of 7 surveys at 70% or higher scores
We will continue to monitor student progress in IDS 1001 as a means to achieving 95% completion rate of the course.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Quiz series | Outcome/Objective: Understanding of integrative learning

Projected Completion Date: 05/2014
Responsible Person/Group: Elaine S. Brooks
Additional Resources: None

Service Learning Component in IDS 1001
We will be adding a video and Power Point to our IDS 1001 course that will discuss Service Learning at UNO

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Quiz series | Outcome/Objective: Understanding of integrative learning

Implementation Description: I will be working with The Office of Service Learning to add a service learning Power Point and video to the course instruction of IDS 1001.

Projected Completion Date: 08/2014
Responsible Person/Group: Dr. Elaine S. Brooks

M 5: Exit survey
IDS Graduate Exit Survey.
Source of Evidence: Exit interviews with grads/program completers
Target: Obtain anecdotal information from students regarding their understanding of integrative learning after they present their Capstone oral presentation. In the future, 80% of all students will rate their understanding as satisfactory.

Finding (2013-14) - Target: Partially Met
We discovered that the exit survey does not provide sufficient information regarding student learning outcomes. Spring 2014- We have added the Student Learning Outcomes to the Graduate Exit Survey, but IDS students are still responding to the survey. I will add data in July, 2014.

Related Action Plans (by Established cycle, then alpha):
Revise exit survey
Revise exit survey to include student learning outcomes.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Exit survey | Outcome/Objective: Understanding of integrative learning
Projected Completion Date: 03/2014
Responsible Person/Group: Elaine Brooks

Student Learning Outcomes in IDS Graduate Exit Survey
The Student Learning Outcomes were added to the IDS Graduate Exit Survey, but students are still responding to the survey. In July 2014 I will review the data and add it to our measures and findings.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Exit survey | Outcome/Objective: Understanding of integrative learning
Responsible Person/Group: Dr. Elaine S. Brooks

SLO 2: Identify knowledge
Students will identify knowledge they have acquired from two or three disciplines.

Related Measures

M 2: ROK
Review of Knowledge assignment
Source of Evidence: Academic direct measure of learning - other
Target:
Students will pass assignment prior to beginning rough draft of capstone paper.
  Finding (2013-14) - Target: Met
  Fall 2013- All students enrolled in IDS 3091 completed a satisfactory Review of Knowledge as evaluated by the IDS Academic Director. Satisfactory completion of this assignment must be met before any student can begin writing the IDS 3091 Capstone Reflection Paper. Identifying knowledge within each discipline is essential before students can make links that cross boundaries between disciplines. Spring 2014- All Students enrolled in IDS 3091 completed a satisfactory Review of Knowledge as evaluated by the IDS Academic Director. Satisfactory completion of this assignment must be met before any student can begin writing the IDS 3091 Capstone Reflection Paper. Identifying knowledge within each discipline is essential before students can make links that cross boundaries between disciplines.

Related Action Plans (by Established cycle, then alpha):

100% of students will complete the Review of Knowledge Assignment (ROK)
No student will be allowed to continue work on the Capstone Reflection Paper until the ROK has been completed.
Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ROK | Outcome/Objective: Identify knowledge
Implementation Description: Students turn in their ROKs to the Academic Director for approval.
Projected Completion Date: 01/2014
Responsible Person/Group: Elaine S. Brooks
Additional Resources: None

Review of ROK
I will continue to work with IDS students in IDS 3091 on a one-on-one basis for additional help to integrate ideas. I will also be sending them reference material to review.
Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ROK | Outcome/Objective: Identify knowledge
Implementation Description: Students will work with me one-on-one.
Projected Completion Date: 10/2014
Responsible Person/Group: Dr. Elaine S. Brooks

M 5: Exit survey
IDS Graduate Exit Survey.
Source of Evidence: Exit interviews with grads/program completers
Target:
Obtain anecdotal information from students regarding their ability to identify knowledge after they present their Capstone oral presentation. In the future, 80% of all students will rate their ability as satisfactory.
  Finding (2013-14) - Target: Partially Met
  We discovered that the exit survey does not provide sufficient information regarding student learning outcomes. Spring 2014- We have added the Student Learning Outcomes to the Graduate Exit Survey, but IDS students are still responding to the survey. I will add data in July, 2014.
Related Action Plans (by Established cycle, then alpha):

**Revise exit survey**
Revise exit survey to include student learning outcomes.
- Established in Cycle: 2013-14
- Implementation Status: Planned
- Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Exit survey
- Outcome/Objective: Identify knowledge

Projected Completion Date: 03/2014
- Responsible Person/Group: Elaine Brooks

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- Established in Cycle: 2013-14
- Implementation Status: Planned
- Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Exit survey
- Outcome/Objective: Identify knowledge

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**SLO 3: Integrate ideas**
Interdisciplinary Studies majors learn how to integrate ideas across disciplines and incorporate distinct perspectives in their learning processes.

**Related Measures**

**M 3: Capstone paper**
Seniors are required to complete a faculty-juried capstone paper (IDS 3091). Graded using Integrative Learning Value Rubric.

Source of Evidence: Academic direct measure of learning - other

**Target:**
95% of students will score more than 12 points on the combined scores from each assessment- 1 assessment from the IDS Academic Director and 1 assessment from the IDS Faculty Associate.

Finding (2013-14) - Target: Met
95% of the students received higher than 12 points per combined scoring on the Integrative Learning Value Rubric. One student received a score of 12 on the combined scoring of the Integrative Learning Value Rubric and that student had to rewrite the paper. The revised paper scored higher than 12 points. Please see document of all scorings from the Integrative Learning Value Rubric in Documents. In spring 2014 66 out of 67 students received higher than 12 points per combined scoring on the Integrative Learning Value Rubric.

**Related Action Plans (by Established cycle, then alpha):**

**95% of IDS Students in IDS 3091 will complete the capstone experience**
Students who receive more than 12 combined points from two faculty-juried evaluations will pass IDS 3091, the capstone paper and oral in IDS. Any student who receives 12 points or less will not pass the capstone experience. Students who do not pass will have to retake IDS 3091.

- Established in Cycle: 2013-14
- Implementation Status: Finished
- Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Capstone paper
- Outcome/Objective: Integrate ideas

Implementation Description: IDS Capstone Papers are faculty juried by IDS Faculty Associates.

Projected Completion Date: 05/2014
- Responsible Person/Group: Elaine S. Brooks and IDS Faculty Associates

Additional Resources: none

**Develop IDS 4091 course**
Develop IDS 4091 course. Course on integrative learning theories and practices to help students conduct research in the field of interdisciplinary studies. More substantial assignments including midterm, oral presentation in front of peers, capstone paper that requires integrating and citing research. Changed from 1 to 3 credit hour. Will meet once a week for three hours. Submit course proposal to UCCC by October 1, 2014 for implementation in Spring 2015.

- Established in Cycle: 2013-14
- Implementation Status: Planned
- Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Capstone paper
- Outcome/Objective: Integrate ideas

Projected Completion Date: 10/2014
- Responsible Person/Group: Elaine Brooks, IDS Academic Director

**M 4: Capstone Oral Presentation**
Capstone Oral Presentation.

Source of Evidence: Presentation, either individual or group

**Target:**
Target will be developed Fall 2013 based on oral presentation rubric.

Finding (2013-14) - Target: Partially Met
We used the previous oral presentation document, which includes comments based on our observations during the oral presentations. But, we did not have enough time this semester to develop the oral presentation assessment rubric. This will be done spring semester 2014 before the oral presentations begin the final week of classes in April-May 2013. Based on the original oral presentation assessment document, all students passed the oral presentation. Spring 2014- We are now using the AACU Communication Value Rubric to assess the IDS 3091 Capstone Oral Presentation. All students received higher than 12 points per combined scoring on the Integrative Learning Value Rubric. Please see document of all scorings from the AACU Oral Communication Value Rubric in Documents.

Related Action Plans (by Established cycle, then alpha):

New Oral Presentation Assessment Document
A more thorough oral presentation assessment document will be developed for IDS 3091.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Capstone Oral Presentation | Outcome/Objective: Integrate ideas

Implementation Description: We will develop the oral presentation assessment document adapted from associations of integrative learning.

Projected Completion Date: 04/2014
Responsible Person/Group: Elaine S. Brooks and Dan Harper

M 5: Exit survey
IDS Graduate Exit Survey.

Source of Evidence: Exit interviews with grads/program completers

Target:
Obtain anecdotal information from students regarding their ability to integrate ideas after they present their Capstone oral presentation. In the future, 80% of all students will rate their understanding as satisfactory.

Finding (2013-14) - Target: Partially Met
We discovered that the exit survey does not provide sufficient information regarding student learning outcomes. Spring 2014- We have added the Student Learning Outcomes to the Graduate Exit Survey, but IDS students are still responding to the survey. I will add data in July, 2014.

Related Action Plans (by Established cycle, then alpha):

Revise exit survey
Revise exit survey to include student learning outcomes.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit survey | Outcome/Objective: Integrate ideas

Projected Completion Date: 03/2014
Responsible Person/Group: Elaine Brooks

Student Learning Outcomes in IDS Graduate Exit Survey
The Student Learning Outcomes were added to the IDS Graduate Exit Survey, but students are still responding to the survey. In July 2014 I will review the data and add it to our measures and findings.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit survey | Outcome/Objective: Integrate ideas

Responsible Person/Group: Dr. Elaine S. Brooks

Details of Action Plans for This Cycle (by Established cycle, then alpha)

100% of students will complete the Review of Knowledge Assignment (ROK)
No student will be allowed to continue work on the Capstone Reflection Paper until the ROK has been completed.

Established in Cycle: 2013-14
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ROK | Outcome/Objective: Identify knowledge

Implementation Description: Students turn in their ROKs to the Academic Director for approval.

Projected Completion Date: 01/2014
Responsible Person/Group: Elaine S. Brooks

Additional Resources: None

95% of IDS Students in IDS 3091 will complete the capstone experience
Students who receive more than 12 combined points from two faculty-juried evaluations will pass IDS 3091, the capstone paper and oral in IDS. Any student who receives 12 points or less will not pass the capstone experience. Students who do not pass will have to retake IDS 3091.

Established in Cycle: 2013-14
Implementation Status: Finished
**Development of IDS 4091 Course**

Develop IDS 4091 course. Course on integrative learning theories and practices to help students conduct research in the field of interdisciplinary studies. More substantial assignments including midterm, oral presentation in front of peers, capstone paper that requires integrating and citing research. Changed from 1 to 3 credit hour. Will meet once a week for three hours. Submit course proposal to UCCC by October 1, 2014 for implementation in Spring 2015.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
Measure: Capstone paper  
Outcome/Objective: Integrate ideas

**New Oral Presentation Assessment Document**

A more thorough oral presentation assessment document will be developed for IDS 3091.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
Measure: Capstone Oral Presentation  
Outcome/Objective: Integrate ideas

**Review of ROK**

I will continue to work with IDS students in IDS 3091 on a one-on-one basis for additional help to integrate ideas. I will also be sending them reference material to review.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
Measure: ROK  
Outcome/Objective: Identify knowledge

**Revise exit survey**

Revise exit survey to include student learning outcomes.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High  
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**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Exit survey | **Outcome/Objective:** Understanding of integrative learning

**Projected Completion Date:** 03/2014  
**Responsible Person/Group:** Elaine Brooks

**Service Learning Component in IDS 1001**  
We will be adding a video and Power Point to our IDS 1001 course that will discuss Service Learning at UNO.

**Established in Cycle:** 2013-14  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Quiz series | **Outcome/Objective:** Understanding of integrative learning

**Implementation Description:** I will be working with The Office of Service Learning to add a service learning Power Point and video to the course instruction of IDS 1001.

**Projected Completion Date:** 08/2014  
**Responsible Person/Group:** Dr. Elaine S. Brooks

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