Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Assessment Report 2017

As noted in our previous report, we have turned our attention to student learning outcomes #1-3. We have developed tools that we shall continue to implement and refine over the upcoming academic year.

We have created a quiz for IDS 201 to determine student knowledge of fundamental terms in interdisciplinary studies and research. Identification of core interdisciplinary concepts and theories is now a built-in requirement for the Capstone Presentation. **We will create a rubric to evaluate and measure the effectiveness of this new component.**

We have adopted a new textbook – *Introduction to Interdisciplinary Studies* by Repko et. al. – whose content spans much of the material covered in both IDS 201 and IDS 240. **We will elicit feedback from participating faculty to ascertain the accessibility and viability of new text.**

Additionally, we have implemented changes in regards to the Capstone Portfolio. We have moved from requiring hard copy submissions to placing the portfolio on a shared Google Drive. This will permit easier access for future students who wish to examine sample assignments, or projects with common objectives. **In the Fall of 2017 we will undertake some portfolio analysis to determine the benefits (and challenges) of electronic submissions.**

We are also involved in the Domain of One’s Own pilot project (overseen by Dr. Ed Nagelhout in the English department) as a possible vehicle for the creation of portfolios that would span the length of a student’s academic life.

We continue to assess outcomes #4-7, through the capstone project, portfolio and presentation.

We also continue to implement a post-degree survey which provides student perspective on the degree as well as the core course sequence that culminates with the capstone project. The survey illuminates those aspects of the sequence students find most beneficial, as well as what they see as strengths and/or weaknesses of the Program(s).