

PROGRAM ASSESSMENT REPORT
East Central University

Program Name: Interdisciplinary Studies

College/School Name: College of Liberal Arts and Social Science

Academic Year Assessed: 2020-21

Assessment Report Requirements:

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

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Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S):

1. To increase the number of graduates;
2. To provide a flexible degree program benefitting working adults who may not be able to return to campus to complete degrees; and
3. To provide students an opportunity to reach individual academic or career goals.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

Writing assignments are assessed in IDS 3113, IDS 3123, IDS 4123, and IDS 4723.

During the Field Observations in IDS 3123 and IDS 4123 supervisors evaluate students whom they supervise.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

There is no external instrument available.

STUDENT LEARNING OUTCOME 1: The student should communicate effectively.

Criterion 1.1: The student should communicate effectively when writing.

Population/Course: Students enrolled in IDS 3123 Professional Field Experience I and 4123 Professional Field Experience II.

Instrument/Measurement (copy/paste instrument in Appendix): Research/Writing Rubric.

Standard: Students should score at or above 80 percent of the points possible.

Data Table: Research/Writing Rubric Results

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	50-75	66.0	85%	40
2019-2020	45-75	66.2	82%	56
2018-2019	ND	ND	ND	ND
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: The data collection process changed in 2019-2020. As a result, the data is inconsistent with the previous years' data reporting process.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Although the standard was met, student performance could be improved. The range of performance was too large. In addition, the mean scores and pass rates were too low.
3. Discuss possible reasons why the unit performed as it did this year.	Students may not have devoted as much time to writing assignments as needed. There could be multiple reasons which could include Covid related factors.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	There are only two years of data and the trend is pretty consistent.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Encourage students to participate in the ECU Writing Center. Otherwise, no changes.

Criterion 1.2: The student should communicate effectively when speaking.

Population/Course: All students enrolled in IDS 3113 Interdisciplinary Studies, IDS 3123 Professional Field Experience I, IDS 4123 Professional Field Experience II and IDS 4723 Senior Project.

Instrument/Measurement (copy/paste instrument in Appendix): Oral Presentation Evaluation Rubric

Standard: Students should receive an average of 36 out of 40 points possible on the oral presentation.

Data Table: Oral Presentation Rubric Results

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	20-40	38.4	89%	82
2019-2020	16-40	36.5	79%	91
2018-2019	ND	ND	ND	ND
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: The data collection process changed in 2019-2020. As a result, the data is inconsistent with the previous years' data reporting process.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	This standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The range fluctuated for each year but the pass rate for 2020-2021 was higher.
3. Discuss possible reasons why the unit performed as it did this year.	Lack of preparation was part of the problem for some students and overall nervousness for others.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	There were only two years of data. The focus on the pandemic could have impacted preparations by students.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Students will be encouraged to practice but otherwise, no changes will be made.

STUDENT LEARNING OUTCOME 2: Students should possess interdisciplinary skills, including knowledge of critical thinking skills and basic research methods.

Criterion 2.1: Students will develop critical thinking using basic research.

Population/Course: All Interdisciplinary Studies students enrolled in IDS 3113, IDS 3123, IDS 4123 and IDS 4723.

Instrument/Measurement (copy/paste instrument in Appendix): Research/Writing rubric

Standard: Students should score a minimum of 80 percent of the points possible.

Data Table: Research/Writing Rubric Results

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	50-75	66	86%	83
2019-2020	41-75	65	76%	109
2018-2019	ND	ND	ND	ND
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Previous reports are not easily accessible by the submission of this report.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The overall standard was met for FY 2020-21
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The minimum range was increased from the previous fiscal year with an increase in the mean scores as well as a significant increase in the pass rates.
3. Discuss possible reasons why the unit performed as it did this year.	It is unclear why the performance was better. It could be a number of reasons one of which is that we were

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	coming out of the COVID 19 pandemic and students were able to focus more on their writing.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Since there are only two years of data listed, it would appear that the actual numbers decreased, but the quality of the students increased.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No changes will be made based upon the data.

Criterion 2.2: Students in the capstone course will create a senior project.

Population/Course: Students in IDS 4723 Senior Project

Instrument/Measurement (copy/paste instrument in Appendix): Research/Writing rubric

Standard: Students should score a minimum of 80 percent of the points possible.

Data Table: Research/Writing Results

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	65-100	91.0	81%	26
2019-2020	60-100	88.4	93%	30
2018-2019	70-100	87.4	78%	23
2017-2018	60-100	83.1	55%	11
2016-2017	ND	ND	ND	ND

NOTE: Data cannot be found.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	On average the standard was met for each of the four years. However, the percent of the pass rate was lower for the earliest two years. There seems to be a correlation between the number of students enrolled and the mean scores.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The mean scores are progressively higher but the percent pass rate fluctuates a bit.
3. Discuss possible reasons why the unit performed as it did this year.	Looking at just the numbers there doesn't seem to be a reason.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	It is possible that when there are more students who perform well, it overshadows those students who don't perform well.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the	No changes will be made at this time.

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#5 response to Current Actions and/or Changes (end of template)	
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STUDENT LEARNING OUTCOME 3: Students will perform in a professional manner when completing field observations.

Criterion 3.1: Students will attend observation site at the time and date agreed upon by the supervisor and the student.

Population/Course: All students enrolled in IDS 3123 and IDS 4123

Instrument/Measurement (copy/paste instrument in Appendix): Supervisor evaluation form and Observation Log Form.

Standard: Students must score 100% of the points possible for the completed log forms. Students must complete logs and write detailed reflections for each of the logs. The reflections must identify how what was observed and how it relates to the goal identified in the proposal.

Data Table: Observation Log Form Results

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	25-100	87.1	60%	42
2019-2020	25-100	89.4	51%	65
2018-2019	45-100	90.9	65%	43
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: This data is unavailable for the earliest two years due to computer change and data lost.

Students must be rated as average or higher by the supervisor.

Data Table: Supervisor Evaluation Form Results

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND	ND	ND	ND
2019-2020	ND	ND	ND	ND
2018-2019	ND	ND	ND	ND
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: This is a relatively new standard. Supervisors have not yet submitted any feedback.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Because the standard was set so high, the standard was not met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Some students found it difficult to complete all observation hours due to illness, business/organization closures, etc. Much of this being COVID 19 related.
3. Discuss possible reasons why the unit performed as it did this year.	The same comment as above.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The data provided reflect a very low pass rate based upon the set standard.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Additional field alternatives could be considered for future semesters and years.

Criterion 3.2: Each student will complete a self-evaluation of their performance.

Population/Course: Students enrolled in IDS 3113, IDS 3123, IDS 4123, and IDS 4723.

Instrument/Measurement (copy/paste instrument in Appendix): Student Evaluation form

Standard: Students should rate themselves as acceptable or higher.

Data Table: Student Self-Evaluation Form

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND	ND	ND	ND
2019-2020	ND	ND	ND	ND
2018-2019	ND	ND	ND	ND
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: This is a new criterion and no data has yet been collected.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No data to analyze.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	No data to analyze.
3. Discuss possible reasons why the unit performed as it did this year.	No data to analyze.

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4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	No data to analyze.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No data to analyze.

Summary Table of Student Learning Outcomes/Criteria/Instruments				
Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SL01:	1.1: Encourage students to participate in the ECU Writing Center. Otherwise, no changes.	Direct	X	
	1.2: Students will be encouraged to practice but otherwise, no changes will be made.	Direct	X	
SL02:	2.1: No changes will be made based upon the data.	Direct	X	
	2.2: No changes will be made based upon the data.	Direct	X	
SL03:	3.1: Additional field alternatives could be considered for future semesters and years.	Direct & Indirect		X
	3.2: No data to analyze, thus, no change.	Direct		

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	67
Program census for Fall	53
Program census for Spring	33
Total number of Fall Program graduates	17
Total number of Spring/Summer graduates	11
Mean major GPA of Fall graduates	3.03
Mean major GPA of Spring/Summer graduates	2.81

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting: List meeting date(s) and a roster of those in attendance.

Since this is a single faculty member program, no faculty meeting was held.

Sharing with Stakeholders:

1. Stakeholders for this Program include: all faculty on campus; potential students; academic counselors within the university and others at other institutions; and potential employers.

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2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

3. https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2020-2021	ADD POTENTIAL ADDITIONAL FIELD EXPERIENCE OPTIONS
2019-2020	NO CHANGES
2018-2019	NO CHANGES
2017-2018	NO CHANGES
2016-2017	NO CHANGES

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020	NOT AVAILABLE	
2018-2019	NOT AVAILABLE	
2017-2018	NOT AVAILABLE	
2016-2017	NOT AVAILABLE	
2015-2016	NOT AVAILABLE	

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APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.



Research_Writing
Rubric.pdf



ORAL
PRESENTATION EVA



Student Evaluation
Form.pdf



Supervisor
Evaluation Form.pdf



OBSERVATION LOG
FORM.pdf