NOTE: Several circumstances make the assessment of the current Interdisciplinary Studies program impracticable: the apparent lack of assessment history for the program; no graduating seniors for the current assessment period; and the fact that major assessment tool listed in the current catalog (the C-BASE exam) no longer exists. Therefore, the program will use this report to develop an assessment plan for the new Interdisciplinary Studies program approved by the CHHS Division and the Curriculum Committee during the 2013-2014 academic year.

I. Mission

The Interdisciplinary Studies program guides students to succeed by providing opportunities for intellectual inquiry into a personalized plan of study designed to meet the student’s individual post-graduate plans.

II. Goals

1. The program will help students create an individualized program of study leading to post-graduate success.
2. The program will help students create an effective capstone project (e.g., thesis, portfolio, etc.).

III. Student learning outcomes

1. The student will create an effective professional portfolio.
2. The student will effectively evaluate the connections between the degree’s component areas.
3. The student will create effective written communication.

N.B.: Additional learning outcomes for individual students will depend on the component areas a student chooses as part of the Interdisciplinary Studies plan of study.

IV. Course map

<table>
<thead>
<tr>
<th></th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID3XX</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID4XX</td>
<td>X</td>
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</tr>
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</table>

V. Assessment tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Direct/Indirect</th>
<th>Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Project Proposal</td>
<td>Direct</td>
<td>2, 3</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>Direct</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>Indirect</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

N.B.: Students may also participate in major assessments as appropriate to their individual plan of study.

VI. Summary of findings/Level of achievement of student learning outcomes

No data available.

VII. Analysis/Interpretation

No data available

VIII. Action plan/Closing the loop

1. Develop rubric for assessing capstone project proposal.
2. Develop rubric for assessing capstone project.
3. Develop senior exit survey.

IX. Faculty/Student Information

Program Faculty
As this report assesses the new Interdisciplinary Studies program, there have been no courses in the program offered this academic year. In addition, the faculty who teach the classes that comprise an individual student’s course of study will depend on the component areas of that student’s course of study; thus, a complete list of the faculty teaching those courses would be too cumbersome to be effectively listed here.

Table 1. Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th></th>
<th>Spring 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Majors</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>10</td>
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<tr>
<td>Graduating seniors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

X. List of individuals who assisted in the completion of this report.
- Dave Reinheimer
- Susan Dittmer
- Jennifer Eimers
- Jackie Guthrie
- Chris Libby
- Claire Schmidt

XI. OPTIONAL: You may respond to any or all of the criteria below.

Ten Criteria for Prioritizing Academic Programs

1) History, development, and expectations of the program
2) External demand for the program
3) Internal demand for the program
4) Quality of program inputs and processes
5) Quality of program outcomes
6) Size, scope, and productivity of program
7) Revenue and other resources generated by the program
8) Costs and other expenses associated with the program
9) Impact, justification, and overall essentiality of the program
10) Opportunity analysis of the program

Updated 4/7/14