Assessment Plan – Year 0 Report

College: Honors College
Department: Interdepartmental
Submitted by: Dr. Logan Schultz, Director

Indicate all majors, minors, certificates and/or options that are included in this new assessment Plan

Majors/Minors/Certificate	Options
Directed Interdisciplinary Studies	**BS or BA**

Part 1: Program Learning Outcomes (PLOs): PLOs should be written as <u>specific, measurable statements</u> describing what students will be able to do upon completion of the program. The assessment of PLOs provide feedback on the expected knowledge, skills, and attitudes that students develop as they progress through their program.

List the program learning outcomes:

PLO#	PLO Description
1.	**Propose and engage in interdisciplinary coursework**
2.	**Demonstrate the ability to recognize and apply multi- and inter-disciplinary approaches to research and creative questions**
3.	**Demonstrate leadership skills and sustained community engagement**

(Ideally, program will have no more than 5 PLO's, if you have more than 7 you can expand the table, but consider the consolidation of outcomes)

Part 2: Development of Assessment Plan
Each plan will require the following information:

<u>Threshold Values:</u> Along with PLOs, plans should include threshold values; minimums against which to assess student achievement for learning outcomes. Threshold values are defined as an established criteria for which outcome achievement is defined as met or not met.

<u>Methods of Assessment & Data Source:</u> Assessment plans require evidence to demonstrate student learning at the program level. This evidence can be in the form of a direct or indirect measure of student learning. Both direct and indirect assessment data <u>must be associated with the program's learning outcomes</u>. An assessment rubric will also need to be included that demonstrates how evaluation of the data was used to assess student achievement.

<u>Timeframe for Collecting and Analyzing Data:</u> Develop a multi-year assessment schedule that will show when all program learning outcomes will be assessed. As graduate assessment reports are biennial, faculty review of assessment results may only occur every other year, however, annual faculty meeting to review these data and discuss student progress may be beneficial.

2a. Curriculum Map

Every DIS student is required to design their own unique academic curriculum that includes three academic disciplines with at least 30 credits in each discipline, including 18 credits of upper division courses.

The common courses of the DIS students include the Texts and Critics series (HONR201US and HONR 202IH, or HONR 301), in addition to 8-credits of research/creative project credits (490R). All other courses are determined by the student in close consultation with the DIS Director and the student's Faculty Advisory Committee, in order for the student to attain proficiency and success in their chosen academic fields. Therefore, assessment is based largely on the outcome and assessment of the student's thesis project and defense.

ASSESSMENT PLANNING CHART			
Program Learning Outcomes	**Course Alignments:** **Include rubric, number and course title**	**Identification of Assessment Artifact**	
1. Propose and engage in interdisciplinary coursework	D.I.S. proposal and public defense	Written assessment by the student's interdisciplinary Faculty Advisory Committee at the thesis defense	
2. Demonstrate the ability to recognize and apply multi- and inter-disciplinary approaches to research and creative questions	HONR490R: Undergraduate Research/Thesis	Project Thesis, evaluated by interdisciplinary Faculty Advisory Committee	
3. Demonstrate leadership skills and sustained community engagement	D.I.S. public defense	Written assessment by interdisciplinary Faculty Advisory Committee at thesis defense. The student's project must have a demonstrated impact in terms of advancing scholarly research.	
ASSESSMENT SCHEDULE			
		Year to be assessed				
PLO	**Course**	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
1. Propose and engage in interdisciplinary coursework	D.I.S. proposal and public defense		x		x	
2. Demonstrate the ability to recognize and apply multi- and	HONR490R: Undergraduate Research/Thesis and public defense		x		x	

inter-disciplinary approaches to research and creative questions						
3. Demonstrate leadership skills and sustained community engagement	D.I.S. public defense		x		x	

Part 3: Program Assessment: The assessment plan will need to include: 1. how assessment will be conducted; 2. who receives the analyzed assessment data, and 3. how it will be used by program faculty for program improvement(s).

1) How will assessment artifacts be identified?

The assessment artifacts will be based on DIS program requirements, that is, deliverables that are completed as part of the degree, including the thesis and the public defense. Each student's multi-disciplinary Faculty Advisory Committee will adjudicate and assess the student's thesis and public defense. It is important to note that the D.I.S. program is highly variable among students, and there are no common courses, except for 490R and the Texts and Critics sequence that is taken before students may enter the program.

2) How will they be collected (and by whom)?

During individual student defenses, the DIS Director will collect the artifacts, including the DIS thesis and evaluation forms, for each student. Because the program is small, the data will be synthesized every other year in a Program Assessment Report by the DIS Director.

3) Who will be assessing the artifacts?

The Faculty Advisory Committee for each student consists of three faculty members in three different disciplines. Immediately after the student's defense, the committee will complete an evaluation of PLOs 1-3 as a separate evaluation from the pass/fail evaluation of the individual student's graduation fulfillment.

Part 4: Program Assessment Plan:

All plans must include assessment rubrics (the methodology of how student artifacts are to be assessed, and a threshold for student success attainment.

PLO #1: Propose and engage in interdisciplinary coursework

Indicators	Level 1	Level2	Level 3	Level 4	Threshold Values
					80% of students will meet or exceed Level 3 competency
Task completion of course plan upon graduation	Unable to complete the task	Completed task, but with major modifications	Completed task with minor modifications	Completed task with few (<3) course revisions	
Connected coursework relevance with project	Student's courses were not directly linked to project	Some courses were linked to project, but many were not connected	Most courses were linked to project, but a few were not connected	Nearly all courses were directly applicable and valuable to project outcome	
Established a team of supportive advisors from three academic disciplines	Student had little connection with faculty	Student was primarily involved with one faculty advisor	Student worked with some advisors, but neglected a valuable component	Student worked with all faculty advisors in a synergistic way	

PLO #2: Demonstrate the ability to recognize and apply multi- and inter-disciplinary approaches to research and creative questions

Indicators	Level 1	Level2	Level 3	Level 4	Threshold Values
					80% of students will meet or exceed Level 3 competency
Task completion of thesis/deliverable	Unable to complete the thesis upon defense	Completed thesis, but it included only one approach to the research and creative question	Thesis and presentation showed most, but not all the impact from different disciplines	Thesis and presentation showed important impact from different disciplines	
Synthesis of multi- and inter-disciplinary approaches in public presentation	At defense, student did not discuss how different disciplines contributed	At defense, student alluded to approaches, but did not show value.	At defense, student showed how some, but not all disciplines contributed to project.	Student discussed how all disciplines contributed to their success	

PLO #3: Demonstrate leadership skills and sustained community engagement					Threshold Values
Indicators	Level 1	Level2	Level 3	Level 4	80% of students will meet or exceed Level 3 competency
Led the planning of a public defense	Unable to complete the task	Required help in organizing a public defense, which was poorly attended	With assistance, organized a public defense that was well attended	Independently arranged a public defense that was well attended	
Demonstrates public engagement throughout their program	Student had no public engagement	Student had some public engagement with their scholarly work	Student had moderate public engagement with their scholarly work	Student demonstrated robust public engagement with their scholarly work	
Describes the value of their project to the greater public in an understandable way	Student description of project value was esoteric	Student described the value to a select audience	Student described the value of their work in a manner understood by some in attendance	All attendees and committee members understood the value of the student work	

Part 5: Program Assessment Plan:

1) How will annual assessment be communicated to faculty within the department? How will faculty participating in the collecting of assessment data (student work/artifacts) be notified?

There are no official faculty within the D.I.S. program, although there is a DIS Oversight Board consisting of eight members representing all the academic colleges. At the annual committee meeting, the DIS Director will be responsible for sharing the assessment with the Oversight Board, who will provide recommendations to the DIS Director and the Dean of the Honors College

2) When will the data be collected and reviewed, and by whom?
Each year, the data will be collected by the D.I.S. Director at the end of the spring semester when D.I.S. thesis defenses are completed. Data will be collected each year, but due to the low number of students in the program, reports will be submitted every other year.

3) Who will be responsible for the writing of the report?

The Director of the D.I.S. Program will be responsible for writing the report.

4) How, when, and by whom, will the report be shared?

The report will be shared with the D.I.S. Oversight Board and the Dean of the Honors College

5) How will past assessments be used to inform changes and improvements? (How will Closing the Loop be documented)?

Threshold value data will be compared to past assessments to inform changes and improvements, and will be discussed with the D.I.S. Oversight Board and the Dean of the Honors College

6) Other Comments:

Submit report to programassessment@montana.edu