2024 Self Study for Assessment

Q64 - Assessment Methods/Measures & Targets Reminder: Assessment methods/measures and targets must be specific and measurable. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.	Following our established assessment process, we engaged an outside reviewer to read and assess a representation group of capstone papers and projects from the last 5 years. Dr. Nancy Ross was selected and agreed beased on the similarities of the Integrated Studies department at Utah Tech University and a similar student population. A rubric was used for the following criteria with Does Not Meet Expectations / Meets Expectation / Exceeds Expectations: Criteria 1: Does the work exhibit interdisciplinary qualities? Does it draw on disciplinary methodologies and ways of knowing to achieve the stated purpose? (PLO 1) Criteria 2: How well is the work written? Does it communicate clearly? Does it adhere to appropriate style requirements? (PLO 2) Criteria 3: Does the work draw on good primary and secondary sources? (PLO 1) Criteria 4: In what ways is the work creative, innovative, especially interesting? In what ways might it be lacking? (PLO 1, 2) Criteria 5: Does the work exhibit knowledge and skills that will enhance the student's life work, whatever it is? (PLO 1, 2)
Q65 - How many students were assessed?	Nancy Ross was given a representational selection of 7 projects and 8 theses. Dr Ross offered an assessment of each of these using the criterai above.
Q66 - Which courses that are mapped to the Program Learning Outcome(PLO) were the students assessed in? On separate lines, indicate the course prefixes, numbers, and titles. Include only key/core courses and experiences. If elective courses or support courses (e.g., General Education) are critical to the PLO, then include them.	IS 4980 (Capstone I) and IS 4990 (Capstone II) - but because these are the final two courses, the assessment actually syas something about our other courses as well IS 2000 (Knowledge Integrated) and our Special Topics courses (IS 300R and IS 350R).
Q67 - What Essential Learning Outcome(s) map to this Program Learning Outcome? Select all that apply.	Communication,Critical Thinking,Ethical Reasoning,Information Literacy,Quantitative Literacy,Scientific Literacy
Q2 - Contact Name Please enter your first and last name.	Frederick H. White
Q57 - Does this program maintain specialized accreditation? Indicate the correct response.	No
Q3 - Phone Number Please enter your UVU phone number. (optional)	801-706-1525
Q4 - Email Please enter your UVU email address.	frederick.white@uvu.edu
Q5 - School/College	Innovation Academy
Q61 - During this cycle, did this program complete a scheduled academic program evaluation through USHE?	No
Q56 - Program Name	Integrated Studies, B.A./B.S.

Q86 - Analysis of Assessment Results and Implications List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.	RECOMMENDATIONS FOR THE FUTURE 1. Information literacy instruction. Students need specific instruction on the need to include peer-reviewed sources and how to find and evaluate such sources (information literacy skills). While not all of the sources for such theses and projects need to be peer-reviewed academic journal articles, each of these theses and projects would benefit from incorporating more peer reviewed work into their theses and projects. 2. Clear instruction on the number of peer-reviewed journal articles that theses and projects should reference. This stands out as a gap that can be filled through instruction and ongoing guidance/mentorship throughout the writing process. 3. Clear instruction on communicating about interdisciplinary work. Some of the best thesis and project introductions identified and commented on the skills and knowledge from each of their disciplines, but most did not. I would like to see something in the intro about the disciplinary knowledge and skills that the student is using to address their topic/research question. This could be part of the instructions to students. 4. Encourage use of research questions. Many students chose a topic for their thesis but did not have a stated research question. Some of the projects did not have a clearly stated purpose or summary. This hindered students' ability to stay focused and, as PLO2 aims for, "communicate clearly and persuasively in writing."
Q87 - Planning Improvements Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, what specific actions will be taken to reach the next level of mastery for student learning?	In a dapartment meeting in January 2024, we discussed Dr. Ross' recommendations. We had already (as a department) decided to make changes to our PLOs to update them. So, some of Dr. Ross' comments will be addressed as soon as we can make those changes to our PLOs. However, we also discussed the report itself. Out of these discussions Dr. Scott Abbott offered a formal reponse: Some thoughts on various types of work that have been completed successfully for the capstone: • Traditional academic papers. These most often include a good literature review of relevant peer-reviewed work. The literature review then provides context to analyze primary sources. • Projects like setting up a business, inventing a dental device, designing a house…examples of what has been successfully done…also require relevant information, but perhaps not as formally as a traditional academic paper. The requirements to complete the project will drive what kinds of research will need to be done. "What do I need to know to do this?" is the driving question. • Personal essays…and there have been a good number of these successfully completed…also require lots of information. How have other good essays been structured? the essay writer should ask. Are there essays I particularly admire that can serve as models? Most importantly, what personal experiences will serve as the basis of the essay? • Essays, as opposed to academic studies (see above), on topics like Terry Tempest Williams' recent essay on Great Salt Lake ("I Am Haunted by What I Have Seen at Great Salt Lake," Essay by Terry Tempest Williams, photos by Fazal Sheikh; link here as well: https://www.parsintl.com/eprints/115576.pdf) require lots of knowledge about the topic, but are researched and structured as essays. • Projects like a set of paintings, a musical recital, or a collection of poems, for example, have their own structures and possibilities. Like all the other forms, they too will benefit from the study of relevant models, an account of which might well be a good addendum to the creative work itself. We could continue this list, but it is evident that all good work for Capstone 1 and 2 will involve research and analysis, requiring in each case decisions on structure and methodology. Each thesis or project has its own requirements, systematic steps that must be taken over the course of the two semesters of the capstone class. Ongoing work with the IS instructor

	and the two discipline mentors will make sure that the work progresses as needed. The best work for this final requirement for graduation with a degree in Integrated Studies invariably grows out of an interest in or even love for the topic, a desire to know more about it, and a clear sense that the work will develop skills that will provide opportunities for employment and/or further study in graduate programs.
Q63 - Program Learning Outcome Indicate the specific program learning outcome.	PLO1 : Graduates are able to research and analyze information to develop interdisciplinary projects; PLO2: Graduates can communicate clearly and persuasively in writing and in speech.
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