

Programmatic Student Learning Assessment Plan

Program Name: Humanities/Interdisciplinary Studies Created By: J. Robey Date: 2023

Department of Humanities Mission

The mission of the Humanities Department, comprised of Art, Music, Philosophy, and World Languages, is to help our students become more fully human, to explore and gain insight into the full range of human experience. Our curriculum helps our students connect to the rest of humanity through understanding and empathy, allowing them to become more engaged citizens of the world, and to find a richer connection to and deeper fulfillment within their own lives.

We encourage inquiry and self-reflection by offering a practical and broadly based innovative curriculum that recognizes the increasingly porous boundaries between disciplines. The humanities curriculum develops our students' capacity for cross-disciplinary reflection, promotes creative and critical thinking, and fosters an understanding of diverse viewpoints. It delivers a strong educational foundation that provides the student with essential skills needed for lifelong learning.

This country was founded on the ideal that the pursuit of happiness was the prerogative of all its people, not just those members of the cultural elite who had access to a private humanist-based education. A public university education should strive to do more than just help students survive their economic times; it must aim higher and teach its students how to thrive as human beings, intellectually, emotionally, and spiritually.

Vision

Through its investigations of the artistic, cultural and social contexts that inform contemporary global society, the Humanities Department provides insight into what it means to be a part of the human race in all its curiosity, creativity, and diversity.

Interdisciplinary Studies Program Mission

The Interdisciplinary Studies Program, housed in the Humanities Department, is designed to help fully realize the academic, professional, and personal potential of students whose interests range beyond the boundaries of traditional disciplines. The IDIS program combines rigor, flexibility,

and critical and creative thinking to provide the conceptual tools necessary to integrate different disciplines. The mission of the program is to empower students to address the complex problems and changing frontiers of knowledge in an increasingly global society.

Vision

Life’s biggest questions are interdisciplinary; our goal is to provide the critical and creative tools and the interdisciplinary habits of mind to engage with them.

PART I: STUDENT LEARNING OUTCOMES

Institutional Learning Priorities (ILPs) What students know, are able to do, and value upon graduation from Fitchburg State University

Through their complete educational experience, Fitchburg State graduates will be creative and critical thinkers who integrate and communicate their learning from a variety of disciplines and experiences in ways that enhance their civic, personal and professional lives.

ILP Code	Institutional Learning Priorities (ILPs)
ILP 1	<p>Graduates have a deep understanding of the world. <i>Accomplished through:</i> ILP 1A. Foundational Skills and Disciplinary Breadth – Students will demonstrate attainment of the Learning Outcomes of the Liberal Arts and Sciences program. ILP 1B. Mastery in a Defined Body of Knowledge – Students will attain the specialized academic objectives of their major or program. ILP 1C. Engagement with Campus and Community – Students will develop personal and professional skills, goals, and ethical standards of behavior through co-curricular experiences.</p>
ILP 2	<p>Graduates know how to learn and how to apply their knowledge. <i>Accomplished through:</i> ILP 2A. Creative and Critical Thinking – Students will use evidence and context to increase knowledge, reason ethically, assess the quality of information, solve problems, and innovate in imaginative ways. ILP 2B. Effective Communication – Students will carefully consider and clearly articulate ideas for a range of audiences and purposes in written, spoken, technology-mediated, visual, or other forms of communication.</p>

	ILP 2C. Integrative Learning – Students will apply their breadth and depth of knowledge, skills, and experience to address complex issues.
ILP 3	<p>Graduates are engaged citizens who demonstrate integrity and continuous personal growth. <i>Accomplished through:</i></p> <p>ILP 3A. Respect for People and Cultures – Students will appreciate the contributions and needs of diverse individuals and groups and understand themselves in solidarity with others locally, nationally, and globally.</p> <p>ILP 3B. Civic Participation in Wider Communities – Students will demonstrate their ability to work within and across communities, to apply their knowledge in the service of others, and to promote social justice.</p> <p>ILP 3C. Continuous Learning and Personal Growth – Students will approach the world with confidence and curiosity, appreciate the complex identities of themselves and others, and reflect critically on their experiences throughout life to make informed choices that advance their own well-being and that of the larger community.</p>

Liberal Arts & Science Learning Outcomes (LA&S LOs)
General Education Curriculum

LO Code	LA&S Learning Outcomes (LA&S LOs)	Alignment to ELOs
LA&S 1	LA&S LO1: Objective 1.1	

Division Learning Outcomes (DLOs)

LO Code	Arts and Sciences Student Learning Outcomes	Alignment to LA&S LOs or ELOs
A&S LO 1	A&S LO1: Objective 1.1	

Department Learning Outcomes

LO Code	Humanities Learning Outcomes	Alignment to Division/LA&S LOs or ELOs
HUM LO 1	HUM LO1: Objective 1.1	

Program Learning Outcomes (PLOs)

LO Code	Interdisciplinary Studies Learning Outcomes (EDU LOs)	Alignment to Department/Division/LA&S LOs or ELOs
<p>IDIS 1 (IDIS 3004)</p>	<p>Students will be able to identify and define a problem or issue which can be addressed from a variety of disciplinary perspectives, by doing the following:</p> <ol style="list-style-type: none"> 1. Define the problem or state the research question 2. Justify using an interdisciplinary approach 3. Identify the relevant disciplines 	
<p>IDIS 2 (IDIS 3004)</p>	<p>Students will be able to conduct primary and secondary research in order to construct original interdisciplinary research questions/problems, and develop well documented, supported, reasoned, and informed conclusions to problems and issues, by doing the following:</p> <ol style="list-style-type: none"> 1. Conduct a literature search 2. Create an annotated bibliography with well-chosen and properly cited sources, which identifies the perspective from which each source is written 3. Analyze and evaluate disciplinary insights into the problem 4. Create a research proposal 	
<p>IDIS 3 (IDIS 4004)</p>	<p>Students will develop their ability to apply and integrate methods, materials, and/or insights from different disciplines to the solution of a problem, the analysis of an issue, and ultimately the completion of an interdisciplinary capstone thesis or project informed by their previous work in different disciplines, by doing the following:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of content from at least two disciplines 2. Identify distinctions and correspondences among sources 3. Begin to integrate insights to produce an interdisciplinary understanding of the problem 4. Reflect on how the interdisciplinary research process has enlarged understanding of the problem 	
<p>IDIS 4 (IDIS 4004)</p>	<p>Students will be able to communicate ideas clearly, as demonstrated by the following:</p> <ol style="list-style-type: none"> 1. Capstone thesis and other written assignments that are clearly written, properly sourced and cited, well organized, and that contain few or no sentence-level errors, stylistic problems and/or formatting errors. 2. Oral presentations that are clear, focused, well organized, and professionally presented. 	

IDIS 5
(IDIS 1600)

Students will strengthen interdisciplinary habits of mind, such as the ability to recognize perspective, bias, think critically, tolerate ambiguity, discover common ground, and appreciate ethical concerns

PART II: CURRICULUM MAPPING

Instructions

- Add required program courses in the left column starting with First Level to Upper Level.
- Add Program Learning Outcomes as a header for each column
- Add one number per cell to indicate the level at which the outcome is addressed in the course (see key below).
- Add an “A” in cells to indicate an assessment activity from the course will be used in Program Assessment.
- Focus should be on the required courses for all majors in the field of study. An additional table should be created for concentrations to map the additional learning outcomes, if necessary.

Interdisciplinary Studies Core

Required Courses/ Seminars	IDIS 1	IDIS 2	IDIS 3	IDIS 4	IDIS 5
IDIS 1600	0	0	1	1	1 A
IDIS 3004	3 A	3 A	1	2	2 A
IDIS 4004	3	3	3 A	3 A	3 A

0	1	2	3	A
Not Addressed	Introducing	Broadening	Fulfilling	Assessed for Program

Key

- PLO = Program Learning Outcome
- Not Addressed = PLO is not addressed within the specific course
- Introducing = PLO is covered at an introductory level within the specific course
- Broadening = PLO is covered in the course so as to reinforce the students' learning of it within the specific course
- Fulfilling = Demonstration of proficiency of the PLO occurs within the specific course
- Assessed for Program = There will be a Direct Assessment activity to be used in Program Level Assessment in all sections of this course.

PART III: ASSESSMENT MEASURES, TIMELINE AND TARGETS

Direct Assessment

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	Timing of Assessment (annual, semester, bi-annual, etc.)	When assessment is to be administered in student program (internship, 4 th year, 1 st year, etc.)	To which students will assessments be administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)
IDIS 1	Capstone research proposal	Year 1, 4	Senior year	All IDIS majors in Day program before graduation.	80% sufficient or higher 50% proficient
IDIS 2	Annotated bibliography	Year 1, 4	Senior year.	All IDIS majors in Day program before graduation	80% sufficient or higher 50% proficient
IDIS 3	Capstone research paper.	Year 2, 5	Senior year.	All IDIS majors in Day program before graduation	80% sufficient or higher 50% proficient
IDIS 4	Capstone research paper.	Year 2, 5	Senior year.	All IDIS majors in Day program before graduation	80% sufficient or higher 50% proficient
IDIS 5	Test	Year 3	Varied	Sample of IDIS majors before graduation	80% sufficient or higher 50% proficient

Indirect Assessment

Using the table below, list and briefly describe the **indirect method(s)** used to supplement direct measures above.

- Indirect measures include, but are not limited to: student surveys, focus groups, meetings with advisory boards, employer feedback, internship feedback, alumni surveys, etc.

PLO #	Assessment description (survey, focus group, interviews, etc.)	When assessment is to be administered	Who will give indirect feedback	Criteria for Success or Goal to be Achieved
ID I S 1	Intellectual Autobiography (reflective self-assessment about the value of the IDIS program).	Senior year	Capstone instructor	
ID I S 2				
ID I S 3				
ID I S 4	ditto			
ID I				

5				
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PART IV: ASSESSMENT CYCLE TIMELINE

Explanation:

- Programmatic student learning outcomes are assessed on a five-year cycle, which means each one is to be FULLY analyzed at least once in a five-year period.
- Five-Year Assessment Plan

Program Student Learning Outcome	Year 1 2021-22	Year 2	Year 3	Year 4	Year 5
IDIS 1	X			X	
IDIS 2	X			X	
IDIS 3		X			X
IDIS 4		X			X
IDIS 5			X		

PART V: INTENDED ANALYSIS, RESPONSIBILITY, AND COMMUNICATION

Explanation:

- Implementation of the assessment plan should be a shared responsibility--identify who was involved in developing the assessment plan
- Identify who will be involved in the analysis and evaluation of the subsequent evidence

- Identify who will be responsible for communicating results and creating an action plan
- Can utilize a diagram to show the cycle of assessment

Glossary of Terms

Assessment Method: The assessment instrument(s) used to assess student learning.

- **Direct:** Linked to actual student work – i.e. written assignments, oral presentations, projects, etc.
- **Indirect:** Not actual student work – i.e. surveys, focus groups, employer feedback, etc.

Department/Program Goals and Objectives: Usually a combination of learning outcomes and strategic outcomes, that may or may not be based on student-centered work.

Essential Learning Outcome (ELO): The University-level Learning Outcomes - should be very broad. These are the specific characteristics a student should have upon graduation from the institution. Assessment from the Course, Program, Department and Divisional levels will link upward to show achievement.

Learning Outcome (LO): Measurable statements that indicate the specific characteristics students should exhibit in order to demonstrate achievement. The levels of Learning Outcomes are LA&S, Divisional, Department, Program and Course.

Mission Statement: A concise statement that explains the purpose of the division, department, or program based on the primary functions.

Source of Assessment: The course and student work that will provide data.

Vision Statement: A very concise (usually one sentence or partial sentence) statement that is “forward” thinking and describes what the Division, Department or Program strives to be.