



UNIVERSITY of WISCONSIN
GREEN BAY

MEMORANDUM

TO: Kaoime Malloy, Chair
Academic Affairs Council

FROM: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

DATE: November 15, 2012

SUBJECT: Request for Recommendation of Interdisciplinary Studies
Self-Study Report

Attached for AAC review, is the Academic Program Review Self-Study Report for Interdisciplinary Studies.

A copy of the report has also been sent to Associate Provost of Academic Affairs, Andrew Kersten. He will provide the AAC with his evaluation of the assessment plan of the unit.

I look forward to receiving the AAC's recommendation regarding this report.

Thank you.

c: Andrew Kersten, Associate Provost for Academic Affairs
Catherine Henze, Chair Interdisciplinary Studies (memo only)

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SELF-STUDY REPORT

OCT 31 | 2012

Office of the
Dean of Liberal Arts and Sciences

Name of Program: Interdisciplinary Studies (IST)

Program Chair: Dr. Catherine Henze

Date of Last Program Review: 2009

Date Current Self-Study Report was approved by Program Executive Committee: 10/05/2012

II. Narrative

Section A: Mission Statement and Program Description

Program Mission Statement

Students who major in Interdisciplinary Studies receive an educational experience grounded in liberal studies, as well as some depth in a particular field of study. This experience includes the development of critical thinking and communication skills, and an increased understanding of how to contribute as citizens in a complex, multi-cultural world.

Select Mission and Program Learning Outcomes

The IST Major supports the select mission of UW-Green Bay, as illustrated in the table below.

Select Mission	IST Program Learning Outcomes
...interdisciplinary, problem focused educational experience...	Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences, and will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
...prepares students to think critically...	Students will demonstrate skills in communication, creativity, critical thinking, and information technology.
...and address complex issues in a multicultural and evolving world...	Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
...embracing the value of diversity...encouraging engaged citizenship...	Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.

Strategic Plan and Program Mission

The IST Major supports the strategic plan of UW-Green Bay, as illustrated in the table below.

Strategic Plan Themes	Theme Descriptions	IST Program Responses
Academic Programs and Enrollment	...developing uses of technology to enhance teaching and learning... ...value interdisciplinary, problem-focused education	Mission: Program engages nontraditional adult learners, and provides courses in alternative delivery formats. Learning Outcome 1: Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
Commitment to Community	...create civic-minded students...	Learning Outcome 4: Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.
Diversity	...committed to a diversity of thought and practice...hiring and retaining a more diverse faculty...	A large and wide array of faculty from nearly every interdisciplinary budget department teaches for the

	...recruit a more diverse student body...	IST program (Report on the IST Program Review, 2009). Non-traditional learners (65% age 26 and over), females (69%), and minority students (12%)
Meeting the Needs of Students	...connects learning to life through rigorous interdisciplinary academic programs...	Learning Outcome 3: Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences. Prior Learning Assessment (PLA) Grant, offering Program Embedded PLA Training.
Sustainability	...ensure our students are being prepared for employment and citizenship in a world defined, in part, by environmental and other challenges.	Learning Outcome 4: Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.

Program Description

Students pursuing a major in Interdisciplinary Studies (IST) complete a broad array of courses designed to enhance their understanding of and appreciation for an integrated liberal education, while also gaining some depth in a particular field of study through the Area of Emphasis.

The Bachelor of Applied Studies degree is designed to accommodate nontraditional students with applied associate degrees. This degree enables the transfer of an applied associate degree as a block of 60 credits, allowing students to enter the program at the mid-point for completion of the degree. Students pursuing a Bachelor of Applied Studies Degree with a major in Interdisciplinary Studies will complete the following coursework:

General Education Breadth Requirements	Credits
<i>Fine Arts</i>	<i>3</i>
<i>Humanities</i>	<i>9</i>
<i>Social Science</i>	<i>9</i>
<i>Natural Science</i>	<i>10-12</i>
<i>World Culture</i>	<i>3</i>
<i>Ethnic Studies</i>	<i>3</i>

<i>English Competency</i>	<i>0-3</i>
<i>Math Competency</i>	<i>0</i>

Supporting Coursework	Credits
<i>Adult Learning Seminar (IST 106)</i>	<i>3</i>
<i>Writing Skills</i>	<i>3</i>

Major/Upper-Level Requirements	Credits
<i>Critical Thinking Skills</i>	<i>3</i>
<i>Capstone</i>	<i>3</i>
<i>Area of Emphasis</i>	<i>12-15</i>

IST majors in the Bachelor of Arts program will complete the same general education credits as do IST majors pursuing the BAS degree, but they will complete additional supporting, upper-level, and elective courses.

General Education	Credits
<i>Fine Arts</i>	<i>3</i>
<i>Humanities</i>	<i>9</i>
<i>Social Science</i>	<i>9</i>
<i>Natural Science</i>	<i>12</i>
<i>World Culture</i>	<i>3</i>
<i>Ethnic Studies</i>	<i>3</i>

<i>English Competency</i>	<i>0-3</i>
<i>Math Competency</i>	<i>0</i>

Supporting Coursework	Credits
<i>Adult Learning Seminar (IST 106)</i>	<i>3</i>
<i>Public Address</i>	<i>3</i>
<i>English Composition</i>	<i>3</i>
<i>Mathematics</i>	<i>3</i>

Major/Upper-Level	Credits
<i>Humanities</i>	<i>6</i>
<i>Social Science</i>	<i>6</i>
<i>Natural Science</i>	<i>6</i>
<i>Critical Thinking Skills</i>	<i>3</i>
<i>Capstone</i>	<i>3</i>
<i>Area of Emphasis</i>	<i>12-15</i>

Elective Coursework	Credits
<i>Electives</i>	<i>27-35</i>

For both degrees, the introductory course (IST 106 Adult Learning Seminar) and the capstone course (IST 400 Synthesis and Assessment of Learning) provide opportunities for students to reflect on the value of a liberal education. These courses provide important introductory and summative experiences for returning adult learners,

in that they serve as opportunities for extended interaction with classmates, as well as individual reflection on the meaning and value of liberal education and interdisciplinary studies.

Areas of Emphasis (12-15 credits)

An area of emphasis allows students to focus and enhance their degrees on specific areas of study that are of interest to them. Students may choose among the following options for their areas of emphasis, and may choose more than one area.

Arts

Corporate Communication

Emergency Management

Environmental Policy Studies

Human Development

Leadership in Public Service

Self-Directed

The Self-Directed Area of Emphasis provides the opportunity to select 12 credits (four courses) of upper-level coursework that is specific to a student's area of interest. This flexibility allows the student to create an emphasis that is specifically tailored to personal needs or to the needs of an employer. The Self-Directed Area of Emphasis is designed in consultation with an academic advisor. No more than 6 credits from a single discipline area may be included in the Self-Directed Area of Emphasis.

Section B: Program Changes Since Last Review

Response to Recommendations from 2009 Program Review

1. 2009 Response from the Dean of Liberal Arts and Sciences

The AAC raised a couple of issues relating to student responses regarding the need for Fine Arts in their general education and to some extent the importance of sciences in their education ... The requirements for the IST students are the same as our traditional students, although there may be fewer course options to meet these requirements. If the issue is one of choice, then the IST is appropriate and they are working towards a solution. I would like to raise the point though that perhaps this is not so much an issue of "lack of options" as much as a need to clarify the value of these courses within the IST and general education program for the students.

- a. IST response to expanding offerings in fine arts and sciences
 - i. Course offerings in these areas have seen slow growth over the past two years.
 - ii. Finding academically qualified instruction in both of these areas will assist in growth of offerings.
- b. IST response to clarifying the value of fine arts and sciences
 - i. Purpose of these courses has been clarified through the new IST Learning Outcomes.
 - ii. IST 106 Adult Learning Seminar has been revised to help students articulate connections among major, area of emphasis, and core of liberal studies (including fine arts and sciences).

2. 2009 Response from the Dean of Liberal Arts and Sciences

The biggest change to the IST curriculum in recent years has been a movement to develop more coherent emphases within the IST major ... There are plans to develop more of these emphases in the future.

- a. IST response: Criteria for Self-Directed Area of Emphasis have been clarified, and requests for self-directed emphases will now be approved by the IST Executive Committee.
- b. IST response: IST majors who complete a minor no longer need to complete an area of emphasis to fulfill the requirements of the IST major.
- c. IST response: Two new areas of emphasis are being researched and will be proposed in the next year.
 - i. Criminal Justice
 - ii. Organizational Leadership
- d. IST response: A survey will be sent to students, and potential students, to assess student learning goals and their interest in topics in order to add direction for exploring additional areas of emphasis.

Curricular Changes

1. Assessment

a. E-Portfolio

Change: e-Portfolio was introduced in Fall, 2011 as a way to assess learning in the major, area of emphasis, and core of liberal studies.

Rationale: e-Portfolios portfolios will help learners integrate and evaluate their learning within the major, area of emphasis, and core of liberal studies, and will facilitate the gathering of data on student progress in meeting Program Learning Outcomes.

b. Critical Thinking and Written Communication Rubrics

Change: Summer, 2012, the program began piloting two embedded evaluation tools modeled on VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics developed by the Association of American Colleges and Universities (AAC&U).

Rationale: Such rubrics will provide consistent data on student learning in critical thinking and written communication.

2. IST 106 Adult Learning Seminar

Change: Course credits increased from 2 to 3

Rationale: Course is now 3 credits in order to accommodate current work with learning portfolios and soon-to-be introduced work on portfolio for prior learning assessment.

3. Self-Directed Area of Emphasis

Change: IST majors may apply no more than two courses from the same discipline toward a self-directed area of emphasis.

Rationale: By being limited to two courses in any single discipline, the self-directed area of emphasis will not take on the title, nor the characteristics, of an "unauthorized" area of emphasis.

4. Minor and Area of Emphasis

Change: IST majors who complete a minor do not need to complete an area of emphasis to fulfill the requirements of the IST major.

Rationale: Students interested in concentrating on coursework not available through approved areas of emphasis may do so without having to add credits/time to their programs.

5. Program Learning Outcomes

a. **Change:** Program Objectives are now Program Learning Outcomes.

Rationale: Learning Outcomes are broad statements that describe the significant and essential learning that students will demonstrate upon successful completion of their degree programs, whereas objectives are often considered stepping-stones, used to define and support learning outcomes.

b. **Change:** Program Learning Outcomes Revised (Approved May 4, 2012)

Rationale: Outcomes were changed in order to

- i. Highlight the strength of the Interdisciplinary Studies Major as program of study that draws on a variety of disciplines in order to construct comprehensive perspectives for more effective problem solving.
- ii. Be more consistent with the select mission (problem-focused educational experience, embracing diversity, encouraging engaged citizenship).
- iii. Clarify the meanings of interdisciplinary, integrated, and liberal education.
- iv. Use language that makes the outcomes clear and measurable (demonstrate, articulate).

Outcome	Previous Outcome Statement	New Outcome Statement
1	Students will have a familiarity with major concepts, theories and important works in the domains of knowledge represented by the humanities, fine arts, social sciences, and natural sciences.	Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
2	Students will increase their ability to think critically.	Students will demonstrate skills in communication, creativity, critical thinking, and information technology.
3	Students will communicate effectively.	Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences.
4	Students will develop an understanding of and appreciation for a broad-based liberal education.	Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.
5	Students will enhance their interpersonal skills and ability to	Students will articulate the value and demonstrate the benefits of

	engage in meaningful dialog and discussion.	an interdisciplinary education.
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Section C: Student Outcomes Assessment

Learning Outcomes and Methods of Assessment

The table below describes the IST Program's intended Learning Outcomes and strategies for assessing these outcomes.

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u> <i>(Courses and assignments)</i>	<u>ASSESSMENT STRATEGY</u> <i>(Measurement/ data collection)</i>
Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.	IST 106: Interdisciplinary Process Outline IST 400: Issue Paper	Rubric for Interdisciplinary Process Rubric for Issue Paper Portfolios I and II

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will demonstrate skills in communication, creativity, critical thinking, and information technology.	IST 106: Interdisciplinary Studies paper Critical Thinking Paper Critical Thinking Course IST 400: Synthesis Paper	Written Communication Rubric Critical Thinking Rubric Grade/Transcript Rubric for Synthesis Paper Critical Thinking Rubric Written Communication Rubric Portfolios I and II

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences.	General Education, Upper-Level Major Courses, and Area of Emphasis Courses	Grades/Transcript Portfolios I and II <u>Planned Assessment Strategy 2014-2016</u> <ul style="list-style-type: none"> • Curriculum analysis in order to chart which courses meet which learning outcomes. The chart will provide some assurance that candidates for the IST major have the opportunity to meet learning objectives. • Syllabus analysis to provide assurance that each section of a course offered for the IST major covers agreed upon learning outcomes (without prescribing specific teaching methods).

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.	IST 400: Engaged Citizenship Paper	Rubric for Engaged Citizenship Paper Portfolios I and II

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will articulate the value and demonstrate the benefits of an interdisciplinary education.	IST 106: Discussions IST 400: Interdisciplinary Studies Speech	Discussion Posts Rubric for Speech Paper Portfolios I and II

Assessment Results: Analysis and Program Action

This table describes the IST Program Learning Outcomes prior to May 2012, when the outcomes were revised. The table links data analysis to program changes, including the revision of the learning outcomes.

Learning Outcome	Data	Analysis	Action
Students will have a familiarity with major	IST 106: Portfolio I	Students were able to articulate their familiarity	Revised Program Learning Outcome 1 asks students

concepts, theories and important works in the domains of knowledge represented by the humanities, fine arts, social sciences, and natural sciences.	IST 400: Portfolio II and Synthesis Paper	with various domains of knowledge, and were able to articulate connections among the domains, but were not being asked to apply their knowledge in problem solving situations.	to demonstrate integrated problem solving abilities.
Students will increase their ability to think critically.	IST 106 and IST 400 Portfolios I and II	While students chose artifacts and wrote rationale statements demonstrating their ability to think critically, analysis revealed that no standard measure of critical thinking skill was being used to assess student achievement in critical thinking.	Critical Thinking Rubric has been developed to assess improvement in critical thinking over time.
Students will communicate effectively.	IST 106 and IST 400: Papers and Portfolios	Analysis lacked pre-post results, as well as standard measure of writing skill.	Written Communication Rubric has been developed to assess improvement in written communication over time.
Students will develop an understanding of and appreciation for a broad-based liberal education.	IST 106: Discussions and Interdisciplinary Studies Paper IST 106: Discussions and Synthesis Paper	Data revealed student use of terms integrated learning and liberal learning, but not interdisciplinary studies.	Revised Learning Outcome 5 is now focused on understanding and articulating the value of an interdisciplinary education (supported by a core of integrated, liberal studies).
Students will enhance their interpersonal skills and ability to engage in meaningful dialog and discussion.	IST 106 and IST 104 Discussions	Online dialogue is enhanced by effective use of technology, communication skills, and critical thinking.	Revised Program Learning Outcome 2 now includes communication skills, thinking skills, and effective use of technology.

Survey Analysis and Action: Graduating Senior and Alumni

Analysis:

In general, Interdisciplinary Studies Majors reported high levels of satisfaction in academic areas, with particularly strong scores in general education, critical thinking and problem solving, tolerance for diversity of people and ideas, and written and oral communication. Responses in the areas of “clarity of major requirements” and “quality of internship, practicum, or field experience” were lower than those of UWGB overall.

Actions:

An IST internship course (IST 497) was developed and approved, and, in light of revised Learning Outcome 5: *Students will articulate the value and demonstrate the benefits of an interdisciplinary education*, more emphasis is being placed on articulating major requirements in IST 106 Adult Learning Seminar and IST 400 Capstone: Synthesis and Assessment of Learning.

Analysis:

IST majors were satisfied with services overall, especially library, information technology, financial aid, and academic advising. Responses, however, indicated some dissatisfaction with course scheduling.

Actions:

Course schedule and student academic program analyses are being conducted to ascertain which courses students will need and when they will need them. Course scheduling will be based upon the findings of these analyses.

Analysis:

There is room for continued growth in the area of "in-class faculty-student" interaction.

Actions:

A faculty in-service on best practices and building community in online courses was planned and delivered (Fall 2012) by Adult Degree staff. Staff are also working on faculty and student handbooks and online faculty and student orientation materials.

Section D: Program Accomplishments and Student Success

Program Accomplishments

1. Internship Course (IST 497) developed and approved.
2. Grant: Prior Learning Assessment
"Program-Embedded PLA Training at UW-Green Bay" has been funded in the amount of \$50,000 under the Phase II Pilot Grant, part of the University of Wisconsin System Prior Learning Assessment (PLA) Expansion Initiative, funded through a Lumina Foundation for Education, Adult Student Completion Grant. Training will be embedded in IST 106 beginning in Fall, 2012.
3. E-Portfolio: Portfolios I and II are used to assess student achievement in IST Program Learning Outcomes.

Student Success

1. 68 students are members of the Alpha Sigma Lambda Honor Society, which recognizes the achievements of adult students who maintain academic excellence (GPA 3.2 – 4.0) while juggling competing interests of family and work.
2. Since the last self-study in 2009, 22 students have received scholarships, totaling \$14, 250.00 The Wyngaard, Hoppe, and Olski scholarships are offered to Interdisciplinary Studies majors.

Section E: Program Enrollment Trends and Analysis

Enrollment in the IST major continues to increase (from 428 students since the 2009 program review to 820 students in 2011-2012), as illustrated in the tables below.

Table 1: Number of Enrolled IST Students by Academic Term and Academic Plan			
<u>Academic</u>	<u>Number of Enrolled Students</u>		
<u>Term</u>	<u>BA</u>	<u>BAS</u>	<u>TOTAL</u>
Fall 2010	264	292	556
Spring 2011	275	300	575
Summer 2011	177	178	355
Fall 2011	293	331	624
Spring 2012	283	338	621
Summer 2012	165	181	346

Table 2: Number of Enrolled IST Students by Academic Year and Academic Plan			
<u>Academic</u>	<u>Number of Enrolled Students</u>		
<u>Year</u>	<u>BA</u>	<u>BAS</u>	<u>TOTAL</u>
2010-2011	375	366	741
2011-2012	400	420	820

Enrollment in summer courses was down slightly from 2011 to 2012. Historically, fewer than half of IST majors take summer courses, and those who do often opt for accelerated, on line courses offered through traditional programs (see table below). In response to this trend, ADP plans to begin offering accelerated online courses in Summer, 2013.

Table 3: Number of Classes Taken by IST Students by Section Type and Academic Term						
	<u>Section Type</u>					
<u>Academic Term</u>	<u>ADP</u>	<u>Outreach & Ext.</u>	<u>Reg. On Campus</u>	<u>Regular Dist Ed</u>	<u>January Interim</u>	<u>TOTAL</u>
Fall 2010	1301	24	223	0	41	1589
Spring 2011	1339	23	239	1	n/a	1602
Summer 2011	526	13	36	178	n/a	753
Fall 2011	1429	15	290	13	44	1791
Spring 2012	1434	33	227	15	n/a	1709
Summer 2012	492	4	20	148	n/a	664

The IST major is also doing a good job replacing program graduates, as shown in the tables below.

Table 4: Number of IST Graduates by Graduation Term and Academic Plan			
<u>Graduation</u>	<u>Number of Graduates</u>		
<u>Term</u>	<u>BA</u>	<u>BAS</u>	<u>TOTAL</u>
Fall 2010	21	26	47
Spring 2011	19	29	48
Summer 2011	8	19	27

Fall 2011	26	28	54
Spring 2012	34	40	74
Summer 2012	12	21	33
TOTAL	120	163	283
Table 5: Number of IST Graduates by Academic Year and Academic Plan			
<u>Academic</u>	<u>Number of Graduates</u>		
<u>Year</u>	<u>BA</u>	<u>BAS</u>	<u>TOTAL</u>
2010-2011	48	74	122
2011-2012	72	89	161
TOTAL	120	163	283

Table 6: Number of New IST Students by Academic Term and Academic Plan			
<u>First Enrolled</u>	<u>Number of New IST Students</u>		
<u>Term</u>	<u>BA</u>	<u>BAS</u>	<u>TOTAL</u>
Fall 2010	72	76	148
Spring 2011	51	50	101
Summer 2011	32	27	59
Fall 2011	67	81	148
Spring 2012	59	60	119
Summer 2012	23	21	44
TOTAL	304	315	619

Table 7: Number of New IST Students by Academic Year and Academic Plan			
<u>First Enrolled</u>	<u>Number of New IST Students</u>		
<u>Year</u>	<u>BA</u>	<u>BAS</u>	<u>TOTAL</u>
2010-2011	155	153	308
2011-2012	149	162	311
TOTAL	304	315	619

Section F: Conclusion and Vision for Future Development

The IST Major continues to attract students by providing access and transferability to its students. Access is gained by providing a significant number of courses online, where students can enjoy the benefits of asynchronous learning that fits within their lifestyles. Many of our students have multiple responsibilities of jobs, child rearing, community and volunteer responsibilities, and parent caretaking, to name a few. Providing online and hybrid courses allows them to continue their education without sacrificing other areas of their lives.

Transferability is also critical to our success. The overwhelming majority of our students come in with some college credit, with the median at 60 credits and the mean at 51. Providing up to 60 credits for coursework completed, whether two or twenty years prior, is a major benefit that students appreciate.

The time and money saved not having to repeat these courses allow them to continue their education, rather than repeat it. Transferability is a benefit that will permit this major to continue to succeed in the marketplace of higher education, especially as the competition continues to grow.

For the IST Major to continue to be successful, better planning and management of the growth of the program is needed. Research and analysis of trends in higher education, online education and the historical growth will provide a strong foundation to ensure that the needs of our students will continually be met. A strategic business plan that analyzes the research, clarifies assumptions and determines strategies for the next one to three years is a vital component for the future.

The future of the IST Program will include developing this plan and will include assessing and developing new areas of emphasis in order to stay vital in the marketplace while serving the needs of our students' long-term goals.

The approval of the General Education Reform for UW-Green Bay will also impact both the education requirements and the course offerings for the IST major. The new requirements will be compared with current offerings and the required changes will be made for Fall semester, 2014.

III. Attachments

1. Tables (prepared by the Office of Institutional Research and Assessment – see Appendix C)
2. Program's current official description as published in most current undergraduate catalog
3. Academic Affairs Council and Dean's conclusions and recommendations from the 2009 program review
4. Program's Assessment Plan and Annual Updates and Four-Year Status Report on Student Outcomes Assessment (coordinated by the University Assessment Council – see University Assessment Plan)

Graduating Senior Survey: 2007, 2008, 2009, 2010 & 2011

	Graduation Year	Interdisciplinary Studies	UWGB Overall
Graduates:	2007	24	978
	2008	39	979
	2009	76	1050
	2010	91	1096
	2011	125	1180
Response Rate*	2007-2011	165/355 (46%)	2981/5283 (56%)

* Note: % response misses double-majors who choose to report on their other major.

	Unit of Analysis	2007-2011						
		N	mean	A	B	C	D	F
Clarity of major requirements	INTRDIS	165	3.4	47%	42%	9%	1%	0
	UWGB	2975	3.4	54%	37%	7%	2%	<1%
Reasonableness of major requirements	INTRDIS	165	3.4	50%	44%	4%	2%	0
	UWGB	2969	3.4	52%	39%	7%	1%	<1%
Variety of courses available in your major	INTRDIS	163	3.1	31%	47%	18%	4%	0
	UWGB	2948	2.9	28%	42%	23%	6%	1%
Frequency of course offerings in your major	INTRDIS	164	2.8	21%	48%	25%	4%	2%
	UWGB	2955	2.5	16%	39%	32%	10%	3%
Times courses were offered	INTRDIS	162	3.3	48%	40%	10%	1%	1%
	UWGB	2907	2.8	23%	41%	27%	7%	2%
Quality of internship, practicum, or field experience	INTRDIS	25	3.3	48%	40%	8%	4%	0%
	UWGB	1696	3.3	57%	28%	10%	3%	2%
Quality of teaching by faculty in your major	INTRDIS	164	3.5	50%	46%	3%	1%	0
	UWGB	2957	3.4	50%	40%	8%	1%	1%
Knowledge and expertise of the faculty in your major	INTRDIS	165	3.6	64%	31%	4%	0	1%
	UWGB	2969	3.6	68%	28%	4%	<1%	<1%
Faculty encouragement of your educational goals	INTRDIS	162	3.4	54%	30%	14%	1%	0
	UWGB	2940	3.3	53%	32%	11%	3%	1%
Overall quality of advising received from the faculty in your major	INTRDIS	165	3.6	72%	20%	6%	2%	0
	UWGB	2816	3.1	50%	27%	13%	6%	4%
Availability of your major advisor for advising	INTRDIS	163	3.7	75%	18%	5%	2%	0
	UWGB	2809	3.3	56%	27%	11%	4%	2%
Ability of your advisor to answer university questions	INTRDIS	164	3.7	81%	15%	2%	2%	0
	UWGB	2770	3.4	61%	24%	9%	3%	3%
Ability of your advisor to answer career questions	INTRDIS	120	3.4	56%	29%	12%	3%	0
	UWGB	2545	3.2	49%	29%	14%	4%	4%
In-class faculty-student interaction	INTRDIS	157	3.3	45%	41%	12%	1%	1%
	UWGB	2889	3.4	54%	37%	8%	1%	<1%
Overall grade for your major (not an average of the above)	INTRDIS	162	3.4	47%	49%	3%	1%	0
	UWGB	2930	3.3	44%	47%	8%	1%	<1%

Table 2. Job related to major while completing degree?

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2007-2011 percent	INTRDIS	165	37%	0	7%	1%	55%
	UWGB	2964	12%	<1%	34%	6%	48%

Table 3. "If you could start college over"

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2007-2011 percent	INTRDIS	164	52%	38%	1%	9%	0
	UWGB	2959	68%	12%	14%	5%	1%

Table 4. Plans regarding graduate/professional study

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2007-2011 percent	INTRDIS	116	4%	9%	71%	16%
	UWGB	2248	7%	12%	68%	13%

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2007-2011 percent	INTRDIS	165	36%	56%	1%	2%	5%
	UWGB	2964	29%	52%	1%	5%	13%

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	INTRDIS	159	73%	2.7	153	46%	2.4
	UWGB	2754	66%	2.7	2676	24%	2.0
Problem-solving skills.	INTRDIS	159	76%	2.8	152	42%	2.3
	UWGB	2750	71%	2.7	2670	24%	2.0
Understanding biology and the physical sciences.	INTRDIS	156	23%	2.1	142	41%	2.3
	UWGB	2737	25%	2.0	2565	25%	2.0
Understanding the impact of science and technology.	INTRDIS	157	45%	2.4	143	39%	2.3
	UWGB	2728	34%	2.2	2566	22%	2.0
Understanding social, political, geographic, and economic structures.	INTRDIS	158	48%	2.4	152	43%	2.3
	UWGB	2728	33%	2.2	2621	26%	2.0
Understanding the impact of social institutions and values.	INTRDIS	159	65%	2.6	154	53%	2.5
	UWGB	2737	52%	2.5	2643	33%	2.2

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the significance of major events in Western civilization.	INTRDIS	156	53%	2.5	147	44%	2.4
	UWGB	2728	32%	2.2	2608	29%	2.1
Understanding the role of the humanities in identifying and clarifying values.	INTRDIS	158	63%	2.6	154	53%	2.5
	UWGB	2736	36%	2.2	2623	29%	2.1
Understanding at least one Fine Art.	INTRDIS	158	46%	2.4	148	41%	2.2
	UWGB	2735	39%	2.2	2607	31%	2.0
Understanding contemporary global issues.	INTRDIS	157	49%	2.5	149	43%	2.3
	UWGB	2725	34%	2.2	2603	22%	2.0
Understanding the causes and effects of stereotyping and racism.	INTRDIS	159	65%	2.7	151	54%	2.5
	UWGB	2739	63%	2.6	2642	34%	2.1
Written communication skills	INTRDIS	158	70%	2.7	153	50%	2.5
	UWGB	2747	65%	2.6	2689	37%	2.2
Public speaking and presentation skills	INTRDIS	159	46%	2.4	147	33%	2.1
	UWGB	2737	45%	2.3	2619	27%	2.0
Computer skills	INTRDIS	155	50%	2.5	137	24%	2.0
	UWGB	2732	56%	2.5	2558	22%	1.9

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2007-2011		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	INTRDIS	162	96%	4.7
	UWGB	2888	91%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	INTRDIS	143	34%	3.2
	UWGB	2821	40%	3.1
The UW-Green Bay educational experience encourages students to become involved in community affairs.	INTRDIS	142	66%	3.8
	UWGB	2780	50%	3.4
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	INTRDIS	161	90%	4.3
	UWGB	2889	81%	4.0
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	INTRDIS	156	76%	4.1
	UWGB	2734	59%	3.7
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	INTRDIS	161	86%	4.2
	UWGB	2840	71%	3.9
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	INTRDIS	158	77%	4.0
	UWGB	2866	69%	3.8
I would recommend UW-Green Bay to a friend, co-worker, or family member.	INTRDIS	162	96%	4.5
	UWGB	2876	81%	4.1
There is a strong commitment to racial harmony on this campus.	INTRDIS	132	67%	3.9
	UWGB	2650	55%	3.6

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2007-2011		
		n	Strongly Agree or Agree	mean
The faculty and staff of UWGB are committed to gender equity.	INTRDIS	144	74%	4.1
	UWGB	2732	74%	4.0
This institution shows concern for students as individuals.	INTRDIS	156	85%	4.2
	UWGB	2848	74%	3.9
The General Education requirements at UWGB were a valuable component of my education.	INTRDIS	158	80%	4.1
	UWGB	2726	46%	3.2

Table 8. Activities while at UW-Green Bay

	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2007-2011 percent	INTRDIS	165	19%	6%	7%	7%	40%	6%	27%	2%
	UWGB	2981	26%	48%	56%	19%	56%	22%	54%	13%

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2007-2011		
		n	A or B	mean
Library services (hours, staff, facilities)	INTRDIS	107	93%	3.6
	UWGB	2566	91%	3.4
Library collection (books, online databases)	INTRDIS	123	90%	3.5
	UWGB	2528	88%	3.3
Admission Office	INTRDIS	131	98%	3.6
	UWGB	2353	92%	3.4
Financial Aid Office	INTRDIS	109	93%	3.5
	UWGB	2136	86%	3.3
Bursar's Office	INTRDIS	144	89%	3.5
	UWGB	2819	88%	3.3
Career Services	INTRDIS	36	83%	3.2
	UWGB	1686	84%	3.3
Academic Advising Office	INTRDIS	113	93%	3.6
	UWGB	2176	75%	3.0
Student Health Services	INTRDIS	18	83%	2.9
	UWGB	1587	88%	3.4
Registrar's Office	INTRDIS	121	94%	3.6
	UWGB	2645	92%	3.5

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2007-2011		
		n	A or B	mean
Writing Center	INTRDIS	32	88%	3.3
	UWGB	1071	82%	3.2
University Union	INTRDIS	74	87%	3.4
	UWGB	2445	86%	3.3
Student Life	INTRDIS	20	80%	3.2
	UWGB	1456	82%	3.2
Counseling Center	INTRDIS	15	87%	3.3
	UWGB	576	77%	3.1
Computer Facilities (labs, hardware, software)	INTRDIS	55	95%	3.4
	UWGB	2646	94%	3.5
Computer Services (hours, staff, training)	INTRDIS	52	81%	3.2
	UWGB	2447	92%	3.5
Kress Events Center	INTRDIS	44	89%	3.4
	UWGB	1913	90%	3.5
American Intercultural Center	INTRDIS	12	75%	2.9
	UWGB	348	85%	3.3
International Center	INTRDIS	8	63%	2.5
	UWGB	427	81%	3.1
Residence Life	INTRDIS	11	64%	2.6
	UWGB	1284	74%	2.9
Dining Services	INTRDIS	39	69%	2.9
	UWGB	2130	51%	2.4
Bookstore	INTRDIS	156	89%	3.5
	UWGB	2871	77%	3.0

Alumni Survey: 2007, 2008, 2009, 2010 & 2011

	Survey year	Graduation Year	Interdisp Studies	UWGB Overall
Graduates:	2007	2003-2004	16	1059
	2008	2004-2005	25	1086
	2009	2004-2006	16	1087
	2010	2006-2007	20	1147
	2011	2007-2008	36	1161
Response Rate*	2007-2011		28/113 (25%)	988/5540 (18%)

* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2007-2011					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	INT STD	16	81%	4.1	15	93%	4.5
	UWGB	781	67%	3.8	744	91%	4.5
Problem-solving skills.	INT STD	16	75%	4.0	15	93%	4.7
	UWGB	787	69%	3.8	743	93%	4.7
Understanding biology and the physical sciences.	INT STD	17	59%	3.6	15	27%	2.7
	UWGB	750	48%	3.4	726	28%	2.6
Understanding the impact of science and technology.	INT STD	17	71%	3.8	16	44%	3.4
	UWGB	753	50%	3.5	734	45%	3.2
Understanding social, political, geographic, and economic structures.	INT STD	16	81%	4.0	15	73%	3.9
	UWGB	774	59%	3.6	740	55%	3.5
Understanding the impact of social institutions and values.	INT STD	16	81%	4.1	15	87%	4.5
	UWGB	773	67%	3.8	739	64%	3.7
Understanding the significance of major events in Western civilization.	INT STD	16	50%	3.5	15	47%	3.1
	UWGB	766	51%	3.5	738	29%	2.6
Understanding a range of literature.	INT STD	16	69%	3.8	15	47%	2.9
	UWGB	764	50%	3.4	729	31%	2.7
Understanding the role of the humanities in identifying and clarifying individual and social values.	INT STD	16	81%	4.1	15	73%	3.8
	UWGB	755	57%	3.6	721	38%	3.0
Understanding at least one Fine Art, including its nature and function(s).	INT STD	16	75%	3.9	15	47%	2.9
	UWGB	769	63%	3.7	725	28%	2.6
Understanding contemporary global issues.	INT STD	16	81%	3.9	15	73%	3.9
	UWGB	757	56%	3.6	724	51%	3.4
Understanding the causes and effects of stereotyping and racism.	INT STD	17	65%	4.0	16	88%	4.4
	UWGB	761	62%	3.7	728	59%	3.6
Written communication skills.	INT STD	16	88%	4.4	15	100%	4.9
	UWGB	776	79%	4.1	734	91%	4.6

Table 1. Preparation & Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2007-2011					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Public speaking and presentation skills.	INT STD	16	81%	4.3	16	100%	4.9
	UWGB	769	62%	3.7	736	85%	4.4
Reading skills.	INT STD	16	75%	4.1	15	100%	4.6
	UWGB	769	73%	4.0	727	91%	4.5
Listening skills.	INT STD	17	71%	4.0	16	100%	4.9
	UWGB	769	74%	4.0	727	96%	4.7
Leadership and management skills.	INT STD	17	71%	3.7	15	93%	4.7
	UWGB	770	65%	3.8	727	93%	4.7

Table 2. Educational experiences
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	INT STD	27	93%	4.6
	UWGB	984	93%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	INT STD	27	59%	3.4
	UWGB	979	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	INT STD	24	63%	3.7
	UWGB	965	58%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	INT STD	28	89%	4.2
	UWGB	983	88%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	INT STD	27	74%	4.0
	UWGB	975	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	INT STD	28	82%	4.2
	UWGB	979	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	INT STD	26	77%	4.0
	UWGB	978	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	INT STD	28	93%	4.5
	UWGB	984	89%	4.3
The General Education requirements at UWGB were a valuable component of my education.	INT STD	26	77%	3.9
	UWGB	936	60%	3.6
UWGB cares about its graduates.	INT STD	27	63%	3.7
	UWGB	951	61%	3.7
I feel connected to UWGB.	INT STD	26	38%	3.2
	UWGB	971	47%	3.3

	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2007–2011 percent	INT STD	26	42%	42%	0	15%	0
	UWGB	979	63%	23%	8%	5%	1%

Table 4. Rating the MAJOR
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2007–2011			
		n	A or B	C or D	mean
Quality of teaching.	INT STD	28	93%	7%	3.4
	UWGB	983	95%	5%	3.5
Knowledge and expertise of the faculty.	INT STD	27	96%	4%	3.6
	UWGB	985	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	INT STD	28	90%	10%	3.5
	UWGB	983	90%	9%	3.5
Importance and relevance of courses to professional and academic goals.	INT STD	26	77%	23%	3.0
	UWGB	974	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	INT STD	28	82%	18%	3.2
	UWGB	966	86%	13%	3.3
Availability of faculty (e.g., during office hours).	INT STD	26	89%	11%	3.3
	UWGB	972	93%	6%	3.5
Overall grade for the major (not a sum of the above).	INT STD	26	92%	8%	3.3
	UWGB	976	93%	6%	3.5

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2007-2011 percent	INT STD	28	46%	46%	0	4%	4%
	UWGB	976	35%	47%	2%	5%	11%

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2007-2011 percent	INT STD	14	28%	36%	0	0	36%
	UWGB	668	19%	23%	4%	3%	50%

	INT STD (n = 28)	UWGB (n = 978)
Employed full-time (33 or more hours/week)	79%	80%
Employed part-time	11%	11%
Unemployed, seeking work	3%	4%
Unemployed, not seeking work	7%	1%
Student, not seeking work	0	4%

	Unit of Analysis	n	Very satisfied or satisfied	mean
2007-2011 percentage	INT STD	24	92%	4.2
	UWGB	886	76%	4.0

	INT STUD (n = 23)	UWGB (n = 881)
High school or less	13%	17%
Certificate	4%	3%
Associate's degree	17%	15%
Bachelor's degree	57%	58%
Graduate degree	9%	7%

	INT STUD (n = 24)	UWGB (n = 885)
Very related	38%	53%
Somewhat related	50%	29%
Not at all related	12%	18%

	INT STUD (n = 22)	UWGB (n = 856)
Under \$20,000	9%	12%
\$20,000 to \$25,999	0	11%
\$26,000 to \$29,999	4%	8%
\$30,000 to \$35,999	18%	23%
\$36,000 to \$39,999	14%	11%
\$40,000 to \$49,999	23%	18%
\$50,000 or more	32%	17%

Employers, Locations, and Job Titles

		Wisconsin (6)	
Shawano County Dept of Social Services	Shawano	Wisconsin	Economic Support Specialist
Sheboygan Area School District	Sheboygan	Wisconsin	Special Education Teacher LD/CC
UW Madison	Madison	Wisconsin	Program Administrator
Fabian May & Anderson, PLLP	Minneapolis	Minnesota	Paralegal/Law Clerk
Schneider National	Green Bay	Wisconsin	Operations Manager - Support Shift
Rock County Human Services	Janesville	Wisconsin	Social Worker/Counselor
Kimberly Clark	Neenah	Wisconsin	Process Engineer III
U.S. Department of Agriculture, Forest Service	Curlew	Washington	Information Technology Network Administrator
Tectron tube	DePere	Wisconsin	Operations Manager
State of Wisconsin	Marinette	Wisconsin	Employment & Training Specialist
ThedaCare	Appleton	Wisconsin	Practice Supervisor
ThedaCare, Inc.	Appleton	Wisconsin	Human Resources Consultant
State of Wisconsin	Green Bay	Wisconsin	Volunteer Coordinator
Baylake Bank	Sturgeon Bay	Wisconsin	Chief Legal Officer
One Communications	Green Bay	Wisconsin	Senior Business Development Manager 2
Executive Recruitment Services-ERS		Wisconsin	Owner/Recruiter
		Wisconsin	Marketing Director
Elkhorn First United Methodist Church	Elkhorn	Wisconsin	Director of Christian Education
West De Pere School District	De Pere	Wisconsin	Special Education Aide
Fox Communities Credit Union	Appleton	Wisconsin	Training Manager
Bay Care Clinic-Green Bay Eye Clinic	Green Bay	Wisconsin	Practice Manager
UW-Extension	Oconto	Wisconsin	Educator/Home Visitor

Academic Plan: Interdisciplinary Studies

Institutional Research - Run date: 27MAR2012

	Fall Headcounts				
	2007	2008	2009	2010	2011
Declared Majors, end of term	268	364	457	586	657
Declared Minors, end of term	.	.	.	.	.

	Fall Declared Majors - Characteristics									
	2007		2008		2009		2010		2011	
Female	191	71%	245	67%	311	68%	402	69%	452	69%
Minority	23	9%	40	11%	35	8%	73	12%	78	12%
Age 26 or older	238	89%	301	83%	351	77%	414	71%	427	65%
Location of HS: Brown County	84	31%	99	27%	135	30%	163	28%	173	26%
Location of HS: Wisconsin	222	83%	305	84%	394	86%	501	85%	570	87%
Attending Full Time	33	12%	76	21%	96	21%	164	28%	216	33%
Freshmen	29	11%	28	8%	35	8%	44	8%	31	5%
Sophomores	48	18%	46	13%	46	10%	53	9%	60	9%
Juniors	84	31%	129	35%	169	37%	222	38%	233	35%
Seniors	106	40%	160	44%	207	45%	266	45%	333	51%

	Fall Declared Majors - Characteristics				
	2007	2008	2009	2010	2011
Average HS Cumulative G.P.A.	2.70	2.74	2.81	2.90	2.92
Average ACT Composite Score	22.0	21.4	21.6	21.2	21.6
Average ACT Reading Score	23.7	22.8	22.4	22.2	22.7
Average ACT English Score	21.9	20.8	21.2	21.0	21.2
Average ACT Math Score	19.7	19.9	20.2	19.9	20.6
Average ACT Science Score	22.7	22.0	21.9	21.7	22.2

	Fall Declared Majors - Characteristics				
	2007	2008	2009	2010	2011
Percent started as Freshmen	21%	17%	17%	15%	13%
Percent started as Transfers	79%	83%	83%	85%	87%
Percent with prior AA degree	41%	53%	59%	61%	60%
Percent with prior BA degree	4%	3%	2%	2%	1%

	Calendar Year Headcounts				
	2007	2008	2009	2010	2011
Graduated Majors (May, Aug. & Dec.)	24	39	77	92	126
Graduated Minors (May, Aug. & Dec.)	.	.	.	.	.

	Characteristics of Graduated Majors									
	2007		2008		2009		2010		2011	
Graduates who are... Women	21	88%	30	77%	51	66%	73	79%	81	64%
... Students of Color	2	8%	2	5%	7	9%	4	4%	15	12%
... Over 26 Years Old	22	92%	35	90%	67	87%	83	90%	115	91%
Graduates earning Degree Honors	7	29%	7	18%	16	21%	33	36%	43	34%

	Characteristics of Graduated Majors				
	2007	2008	2009	2010	2011
Average Credits Completed Anywhere	130	139	134	133	133
Average Credits Completed at UWGB	86	67	63	66	68
Average Cum GPA for Graduates	3.24	3.33	3.36	3.35	3.33

			Headcount Enrollments, Credit-bearing Activities				
			2007	2008	2009	2010	2011
Lectures	2-Upper	1-Spring	.	1	.	1	3
		2-Summer	2	1	.	.	.
		3-Fall	.	.	2	.	.
		All	2	2	2	1	3
	All	2	2	2	1	3	
All			2	2	2	1	3

			Student Credit Hours, Credit-bearing Activities				
			2007	2008	2009	2010	2011
Lectures	2-Upper	1-Spring	.	1	.	3	9
		2-Summer	4	1	.	.	.
		3-Fall	.	.	6	.	.
		All	4	2	6	3	9
	All	4	2	6	3	9	

			Lectures and Lab/Discussion Sections (#)				
			2007	2008	2009	2010	2011
Lectures	2-Upper	1-Spring	.	1	.	1	2
		2-Summer	1	1	.	.	.
		3-Fall	.	.	2	.	.
		All	1	2	2	1	2
	All	1	2	2	1	2	
All			1	2	2	1	2

			Average Section Size of Lectures				
			2007	2008	2009	2010	2011
Lectures	2-Upper	1-Spring	.	1.0	.	1.0	1.5
		2-Summer	2.0	1.0	.	.	.
		3-Fall	.	.	1.0	.	.
		All	2.0	1.0	1.0	1.0	1.5
	All	2.0	1.0	1.0	1.0	1.5	

	General Education as a Percent of all Credits in Lectures				
	2007	2008	2009	2010	2011
2-Upper	0%	0%	0%	0%	0%

	UW System Cost per Credit by Major, Fall IAIS Data
	2007
1-Lower	\$73
2-Upper	\$93

2012 - 2013 UNDERGRADUATE CATALOG

Interdisciplinary Studies

Interdisciplinary Major Designed for Working Adult Students

(Bachelor of Arts)

Contact information:

Office: 920-465-2423 Toll free: 800-621-2313

Fax: 920-465-2643 E-mail: adultdegrees@uwgb.edu

The Interdisciplinary Studies major is offered through the University's Adult Degree Program. This program is primarily a weekend and internet bachelor's degree program designed to meet the needs of working adult students. Classes are offered on Saturdays (morning or afternoon) and on the internet. This unique structure allows students to earn their degree without forcing them to sacrifice jobs and family, and also allows them to plan study time to accommodate busy schedules.

The academic major available within this program is "Interdisciplinary Studies." This field of study places emphasis on a liberal arts education and focuses on the coursework and the development of skills that employers demand. This major helps the student to gain a broad intellectual understanding of the interrelationships of learning among several areas of study including the social sciences, natural sciences, and humanities. The Interdisciplinary Studies major prepares the student to apply this learning in his or her professional, community, and personal activities and is a suitable preparation for graduate work in a number of programs.

This major is especially valuable for working adults who are looking to advance in their current professions or to move on to new jobs or careers. With graduates working in virtually every professional sector, this bachelor's degree program provides employers with well-rounded, experienced professionals. Broad-based liberal arts backgrounds and a focused area of emphasis make these graduates invaluable assets in the workplace.

The Interdisciplinary Studies major requires that students become effective oral, written, and interpersonal communicators. These are among the qualities expected by employers and graduate schools. Students in the Interdisciplinary Studies major also focus on their ability to engage in various phases of problem identification, analysis, diagnosis, and solutions from a broad-based perspective. Students who complete the major gain an awareness of self, of cultural diversity, and of the world around them which leads to development of a commitment for life-long learning.

Interdisciplinary Studies: Requirements for the Major

Interdisciplinary Major, (48-61 credits)

Supporting Courses, (12-13 credits):

Entrance Seminar, required:

IST 106: Adult Learning Seminar (3 credits)

Writing Course, (One (1) of These):

COMM 280: Business and Professional Communication Skills (3 credits)

ENG COMP 105: Expository Writing (3 credits)

Communication Skills, (One (1) of These):

COMM 133: Fundamentals of Public Address (3 credits)

COMM 336: Theories of the Interview (3 credits)

Mathematics, (One (1) of These):

Note: MATH 101 may be waived with a higher Wisconsin Mathematics Placement Test (WMPT) score.

BUS ADM 216: Business Statistics (4 credits)

COMM SCI 205: Social Science Statistics (4 credits)

MATH 101: Intermediate Algebra (3 credits)

MATH 260: Introductory Statistics (4 credits)

Upper-Level Courses, (24 credits):

Critical Thinking, (One (1) of These):

ECON 307: History of Economic Thought (3 credits)

HUM DEV 424: The Development of Creative and Critical Thinking (3 credits)

PHILOS 301: Ethical Theory (3 credits)

PHILOS 401: Plato and Aristotle (3 credits)

Humanities, (choose 6 credits):

300- or 400-level courses in the following disciplines/units: English, History, Humanistic Studies, Philosophy, FNS 372, FNS 374

Natural Science, (choose 6 credits):

300- or 400-level courses in the following disciplines/units: Biology, Chemistry, Geoscience, Environmental Science, Human Biology, Physics, NUT SCI 300, NUT SCI 302

Social Science, (choose 6 credits):

300- or 400-level courses in the following disciplines/units: Anthropology, Community Sciences, Economics, Geography, Human Development, Political Science, Psychology, Public and Environmental Affairs, Democracy and Justice Studies, Sociology, Urban and Regional Studies

Capstone, required:

IST 400: Capstone: Synthesis and Assessment of Learning (3 credits)

Areas of Emphasis

Students must complete the requirements for one of the following areas of emphasis to satisfy the requirements for the Interdisciplinary Studies major.

Area of Emphasis: Arts, (18 credits):

One (1) of These:

AVD 121: Survey of Western Music (3 credits)

AVD 141: Introduction to Theatre Arts (3 credits)

AVD 221: Popular Music Since 1955 (3 credits)

AVD 261: Understanding the Arts (3 credits)

ARTS MGT 257: Arts in the Community (3 credits)

Five (5) of These:

AVD 327: Jazz History (3 credits)

AVD 328: Musical Theatre History (3 credits)

AVD 329: World Music (3 credits)

AVD 360: Art and Ideas (3 credits)

AVD 370: Modern American Culture (3 credits)

AVD 372: Women, Art and Image (3 credits)

Students may substitute a course from the following list if they are able to take on-campus courses:

- Studio Arts and Art History courses, "ART" prefix

- Applied Music, "MUSIC" prefix
- Theatre History, Applied Theatre, "THEATRE" prefix

Area of Emphasis: Corporate Communication, (24 credits):

Required:

COMM 102: Introduction to Communication (3 credits)

COMM 133: Fundamentals of Public Address (3 credits)

COMM 282: Principles of Public Relations/Corporate Communications (3 credits)

COMM 305: Elements of Electronic Media (3 credits)

COMM 335: Organizational Communication (3 credits)

COMM 336: Theories of the Interview (3 credits)

COMM 480: Cases in Communications and Media Management (3 credits)

Elective, (3 credits):

AVD 375: Communication Skills: Language of Metaphor (3 credits)

COMM 308: Information Technologies (3 credits)

COMM 333: Persuasion and Argumentation (3 credits)

COMM 337: Small Group Communication (3 credits)

COMM 380: Communication Law (3 credits)

COMM 430: Information, Media and Society (3 credits)

COMM 445: Human Communication Theory (3 credits)

COMM 497: Internship (1-12 credits)

Area of Emphasis: Emergency Management, (12 credits):

Choose Twelve (12) Credits:

PU EN AF 335: Principles and Practices of Emergency Management (3 credits)

PU EN AF 336: Strategic Emergency Preparedness, Planning and Implementation (3 credits)

PU EN AF 337: Disaster Response Operations and Management (3 credits)

PU EN AF 338: Disaster Recovery (3 credits)

PU EN AF 339: Political and Policy Dimensions of Emergency Management (3 credits)

Area of Emphasis: Environmental Policy Studies, (21 credits):

Three (3) of These:

ECON 203: Micro Economic Analysis (3 credits)

ENV SCI 102: Introduction to Environmental Sciences (3 credits)

GEOSCI 222: Ocean of Air: Weather and Climate (3 credits)

POL SCI 101: American Government and Politics (3 credits)

PU EN AF 102: Environment and Society (3 credits)

Four (4) of These:

ENV SCI 303: Conservation of Natural Resources (3 credits)

PU EN AF 301: Environmental Politics and Policy (3 credits)

PU EN AF 324: Transitioning to Sustainable Communities (3 credits)

PU EN AF 350: Geographic Information Systems (3 credits)

PU EN AF 378: Environmental Law (3 credits)

PU EN AF 428: Public and Nonprofit Program Evaluation (3 credits)

PU EN AF 453: Cost Benefit Analysis (3 credits)

Area of Emphasis: Human Development, (18-19 credits):

Required:

HUM DEV 210: Introduction to Human Development (3 credits)

One (1) of These:

ANTHRO 100: Varieties of World Culture (3 credits)

BIOLOGY 202: Principles of Biology: Cellular and Molecular Processes (4 credits)

HUM BIOL 102: Introduction to Human Biology (3 credits)

SOCIOL 202: Introduction to Sociology (3 credits)

Additional requirements, 12 credits:

Students must complete two of the following courses and two additional courses from Human Development, excluding 478, 495, 496, 497, and 498.

HUM DEV 331: Infancy and Early Childhood (3 credits)

HUM DEV 332: Middle Childhood and Adolescence (3 credits)

HUM DEV 343: Adulthood and Aging (3 credits)

Area of Emphasis: Leadership in Public Service, (21 credits):

Required:

PU EN AF 215: Introduction to Public Administration (3 credits)

One (1) of These:

POL SCI 101: American Government and Politics (3 credits)

PU EN AF 202: Introduction to Public Policy (3 credits)

Required:

PU EN AF 344: Leadership in Organizations (3 credits)

Four (4) of These:

BUS ADM 389: Organizational Behavior (3 credits)

PU EN AF 315: Public and Non-Profit Management (3 credits)

PU EN AF 407: Service in the Public Sector (3 credits)

PU EN AF 415: Public and Nonprofit Budgeting (3 credits)

PU EN AF 430: Seminar in Ethics and Public Action (3 credits)

PU EN AF 452: Planning Theory and Methods (3 credits)

Self-Directed, (12 credits):

Concentration, (choose 12 credits):

The concentration provides an opportunity to develop competence in an area of application. The concentration consists of 300- and 400-level courses that are approved by an academic adviser.

Interdisciplinary Studies B.A.S.

Interdisciplinary Major Designed for Working Adult Students
(Bachelor of Applied Studies)

Contact information:

Office: 920-465-2423 Toll free: 800-621-2313
Fax: 920-465-2643 E-mail: adultdegrees@uwgb.edu

The Bachelor of Applied Studies degree with an Interdisciplinary Studies major is offered through the University's Adult Degree Program. This program is primarily a weekend and internet bachelor's degree program designed to meet the needs of working adult students **who have earned an applied associate degree from a technical college** or other accredited institution.

Students accepted into this program will be able to transfer applied associate degrees from Wisconsin Technical College System or other accredited two-year institutions into UW-Green Bay as a block of 60 degree credits. Students then complete a minimum of 60 additional credits to satisfy UW-Green Bay general education requirements, requirements for the Interdisciplinary Studies major and all other bachelor's degree requirements.

Students applying to UW-Green Bay for the BAS degree will be subject to the same admissions standards as other transfer students. They will be required to have a minimum 2.5 grade point average on transferable course work.

Adult Degree classes are offered on Saturdays (morning or afternoon) and on the internet. Students are also allowed to complete on-campus courses to satisfy their degree requirements.

The academic major available within this program is "Interdisciplinary Studies." This field of study places emphasis on a liberal arts education and focuses on the coursework and the development of skills that employers demand. This major helps students gain a broad intellectual understanding of the interrelationships of learning among several areas of study including the social sciences, natural sciences, and humanities. The Interdisciplinary Studies major prepares the student to apply this learning to professional, community, and personal activities.

This major is especially valuable for working adults who are looking to advance in their current professions or to move on to new jobs or careers. With graduates working in virtually every professional sector, this bachelor's degree program provides employers with well-rounded, experienced professionals. Broad-based liberal arts backgrounds and a focused area of emphasis make these graduates invaluable assets in the workplace.

The Interdisciplinary Studies major requires that students become effective oral, written, and interpersonal communicators. Students in the Interdisciplinary Studies major also focus on their ability to engage in various phases of problem identification, analysis, diagnosis, and solutions from a broad-

based perspective. Students who complete the major gain an awareness of self, of cultural diversity, and of the world around them which leads to development of a commitment for life-long learning.

Interdisciplinary Major, (61-78 credits)

General Education, (37-42 credits):

Coursework will consist of courses, to include 12 credits at the upper level, which fulfill UW-Green Bay's general education requirements including:

Fine Arts (3 credits)

Humanities (9 credits)

Social Sciences (9 credits)

Natural Sciences (10-12 credits)

Ethnic Studies (3 credits)

World Culture (3 credits)

ENG COMP 100: College Writing, 3 credits (if needed)

MATH 94: Elementary Algebra (if needed)

Supporting Courses, (6 credits):

Entrance Seminar, required:

IST 106: Adult Learning Seminar (3 credits)

Writing Course, (One (1) of These):

COMM 280: Business and Professional Communication Skills (3 credits)

ENG COMP 105: Expository Writing (3 credits)

Upper-Level Courses, (6 credits):

Critical Thinking, (One (1) of These):

ECON 307: History of Economic Thought (3 credits)

HUM DEV 424: The Development of Creative and Critical Thinking (3 credits)

PHILOS 301: Ethical Theory (3 credits)

PHILOS 401: Plato and Aristotle (3 credits)

Capstone, required:

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Required:

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COMM 282: Principles of Public Relations/Corporate Communications (3 credits)

COMM 305: Elements of Electronic Media (3 credits)

COMM 335: Organizational Communication (3 credits)

COMM 336: Theories of the Interview (3 credits)

COMM 480: Cases in Communications and Media Management (3 credits)

Elective, (3 credits):

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COMM 308: Information Technologies (3 credits)

COMM 333: Persuasion and Argumentation (3 credits)

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COMM 380: Communication Law (3 credits)

COMM 430: Information, Media and Society (3 credits)

COMM 445: Human Communication Theory (3 credits)

COMM 497: Internship (1-12 credits)

Area of Emphasis: Emergency Management, (12 credits):

Choose Twelve (12) Credits:

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PU EN AF 350: Geographic Information Systems (3 credits)

PU EN AF 378: Environmental Law (3 credits)

PU EN AF 428: Public and Nonprofit Program Evaluation (3 credits)

PU EN AF 453: Cost Benefit Analysis (3 credits)

Area of Emphasis: Human Development, (18-19 credits):

Required:

HUM DEV 210: Introduction to Human Development (3 credits)

One (1) of These:

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HUM DEV 332: Middle Childhood and Adolescence (3 credits)

HUM DEV 343: Adulthood and Aging (3 credits)

Area of Emphasis: Leadership in Public Service, (21 credits):

Required:

PU EN AF 215: Introduction to Public Administration (3 credits)

One (1) of These:

POL SCI 101: American Government and Politics (3 credits)

PU EN AF 202: Introduction to Public Policy (3 credits)

Required:

PU EN AF 344: Leadership in Organizations (3 credits)

Four (4) of These:

BUS ADM 389: Organizational Behavior (3 credits)

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PU EN AF 415: Public and Nonprofit Budgeting (3 credits)

PU EN AF 430: Seminar in Ethics and Public Action (3 credits)

PU EN AF 452: Planning Theory and Methods (3 credits)

Self-Directed, (12 credits):

Concentration, (Choose 12 credits):

The concentration provides an opportunity to develop competence in an area of application. The concentration consists of 300- and 400-level courses that are approved by an academic adviser.

UNIVERSITY of WISCONSIN
GREEN BAY

Memo

To: Tim Sewall
From: Steve VandenAvond
CC: Catherine Henze
Date: 5/31/2012
Re: Policy Changes in the Interdisciplinary Studies program

At its February 24, 2012 meeting, the Executive Committee for the Interdisciplinary Studies program passed the following program policy change:

1. **IST students who complete a minor need not complete an area of emphasis to fulfill the requirements for the IST program.** The minutes read, "Action Item: Request to waive area of emphasis requirement for students who complete the minor. Motion was passed to eliminate the area of emphasis for these students."

At its April 20, 2012 meeting, the Executive Committee for the Interdisciplinary Studies program passed the following program policy change:

2. **IST students may only apply two courses from the same discipline to a self-directed area of emphasis.** The minutes from that meeting read, "This lively discussion concluded with a decision to limit the number of courses in one discipline to TWO, in the interest of not having what might look like an unauthorized area of emphasis."

If at all possible, we would like these changes to be reflected in the upcoming catalogue. Please let us know if there is anything we can do to implement this policy change as soon as possible. We also would like some advice on how to treat current students, particularly regarding the first policy change. Specifically, the IST Executive Committee felt that current students could be "grandfathered in" as long as we were not encouraging students to fill an area of emphasis with courses from the same discipline.



UNIVERSITY of WISCONSIN
GREEN BAY

COPY

Date: May 4, 2010

To: Julia Wallace
Provost and Vice Chancellor for Academic Affairs

From: Scott Furlong
Dean of Liberal Arts and Sciences

Re: Report on the Interdisciplinary Studies (IST) Program Review

I have examined the Self-Study Report prepared by the faculty in Interdisciplinary Studies (IST), as well as the Program Review conducted by the Academic Affairs Council. Based on my examination of these materials I recommend continuation of the IST Program. Specific comments that I made to the faculty include the following:

1. The program has a strong commitment to a liberal arts education. It is a central aspect of the program and the assessment program set up addresses these learning objectives quite specifically through its introductory and capstone courses.
2. Both degree (BA and BAS) programs have experienced tremendous growth over the past five years. Both degrees currently have over 200 students and the number of courses offered has doubled in three years. The growth is consistent with the campus' enrollment management plan. The AAC noted a potential issue of sustainability of such growth—a point I have also raised.
3. The IST program has worked to develop more emphases within the major. These emphases provide a more coherent plan of study than the “self-directed” emphasis. According to the self-study, there are plans to develop more emphases to provide additional choices to students.
4. I noted that discussions are ongoing regarding the offering of traditional majors through the Adult Degree program. While this may have an effect of decreasing the number of majors seeking the IST major, the role of Adult Degree will continue to be critical.

Cc: ✓ Denise Scheberle, Chair IST
Christine Style, Chair AAC

Connecting learning to life

College of Liberal Arts and Sciences, Theatre Hall 335
University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay, Wisconsin 54311-7001
Phone: 920-465-2336 • Fax: 920-465-2718 • www.uwgb.edu/lasdean/



UNIVERSITY of WISCONSIN
GREEN BAY

Date: May 4, 2010

To: Denise Scheberle
Chair, Interdisciplinary Studies

From: Scott Furlong
Dean of Liberal Arts and Sciences

Re: Report on the Interdisciplinary Studies Program Review

The Interdisciplinary Studies (IST) program at the University of Wisconsin-Green Bay is an interdisciplinary program with three emphases (with two more recently started). The program serves the nontraditional student population primarily through alternative delivery methods. The program provides two degree options: the Bachelors of Applied Studies, which primarily serves students who have earned an applied associates degree and a Bachelors of Arts degree. A large and wide array of faculty from nearly every interdisciplinary budget department teaches for the IST program. As noted by the Academic Affairs Council (AAC), the IST programs have a strong commitment to a liberal arts education and also have very clear learning outcomes associated with this commitment.

Enrollment Trends/Resource Issues:

The IST program has experienced tremendous growth since its last review. This growth is due to a variety of factors including improved marketing as well as the beginning of the BAS degree. The most recent data shows over 200 majors in both the BA and BAS degree programs. This represents a 50% increase in the BA program. The BAS program did not exist at the time of the last review. The program relies on UW-Green Bay faculty, ad hocs, and emeriti faculty to cover their classes. As noted by the IST report, in 2006 they offered 46 courses and in the 2008/09 academic year this had more than doubled to 93 courses. The Adult Degree program has been able to add staff to support the increase in students. The growth is very impressive and corresponds with the university's current enrollment plan to increase access and the enrollment of nontraditional students. The AAC raises the issue of this growth and its sustainability. I have also raised this issue over the past few years stating my concerns of overtaxing our faculty. There have been initial discussions about how to address these issues to ensure courses for the program without overburdening the existing faculty. This year, IST hired a full time lecturer in Humanistic Studies to partially address this concern.

Assessment:

The IST has an impressive assessment program in place that is build directly into its curriculum. This is done through their Adult Degree Capstone Seminar, which assesses specifically the

Connecting learning to life

meaning of a liberal education. This concept is introduced in the Adult Degree Entrance Seminar and is revisited and assessed during the Capstone through a "retrospective standpoint" using two written assignments.

The AAC raised a couple of issues relating to students responses regarding the need for Fine Arts in their general education and to some extent the importance of sciences in their education. IST responded to the AAC questions on this by commenting on the number of options available in these categories and an interest to expanding options within the Fine Arts and science areas. The requirements for the IST students are the same as our traditional students, although there may be fewer course options to meet these requirements. If the issue is one of choice, then the IST is appropriate and they are working towards a solution. I would like to raise the point though that perhaps this is not so much an issue of lack of "options" as much as a need to clarify the value of these courses within the IST and general education program for the students. Students within IST tend to emphasize areas within the social sciences and perhaps are not grasping fully the value of courses outside of this area and the relationship to their overall education. This is likely not a unique concern for the IST programs, but it is possible that IST is in a good position to address this. ★

Curriculum Development:

The biggest change to the IST curriculum in recent years has been a movement to develop more coherent emphases within the IST major. Emphases have been added in Organizational Communication, Emergency Management, Human Development, and Environmental Policy Studies. There are plans to develop more of these emphases in the future. Another change has been the elimination of courses (other than the entry and capstone seminars) that were only serving IST students. Now the courses mirror the curriculum for the traditional students.

Discussions continue regarding the offering of more of the university's traditional majors through the Adult Degree program. As we move toward these options, it may have an effect on the number of students majoring in Interdisciplinary Studies, but the role of Adult Degree will be critical.

In summary, the IST program has a very healthy number of majors with faculty from the range of academic programs on campus. The program serves an important and growing need for the nontraditional student, which has been recognized by the campus in its enrollment management plan. They have an intentional assessment plan. There are expectations for further curriculum development to add additional emphases in the future to better serve the students. If you would like to meet with me regarding this review, please let me know.

Cc: Christine Style, Academic Affairs Council
Tim Sewall, Associate Provost

ACADEMIC ASSESSMENT PLAN
INTERDISCIPLINARY STUDIES (IST)

Program Mission Statement

Students who major in Interdisciplinary Studies receive an educational experience grounded in liberal studies, as well as some depth in a particular field of study. This experience includes the development of critical thinking and communication skills, and an increased understanding of how to contribute as citizens in a complex, multi-cultural world.

Select Mission and Program Learning Outcomes

The IST Major supports the select mission of UW-Green Bay, as illustrated in the table below.

Select Mission	Program Learning Outcomes
...interdisciplinary, problem focused educational experience...	Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences.
...prepares students to think critically...	Students will demonstrate skills in communication, creativity, critical thinking, and information technology.
...and address complex issues in a multicultural and evolving world...	Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
...embracing the value of diversity...encouraging engaged citizenship...	Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.

Strategic Plan and Program Mission

The IST Major supports the strategic plan of UW-Green Bay, as illustrated in the table below.

Strategic Plan Themes	Theme Descriptions	IST Program Responses
Academic Programs and Enrollment	<p>...developing uses of technology to enhance teaching and learning...</p> <p>...value interdisciplinary, problem-focused education</p>	<p>Mission: Program engages nontraditional adult learners, provided courses in alternative delivery formats.</p> <p>Learning Outcome 1: Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.</p>
Commitment to Community	...create civic-minded students...	Learning Outcome 4: Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.
Diversity	<p>...committed to a diversity of thought and practice...hiring and retaining a more diverse faculty...</p> <p>...recruit a more diverse student body...</p>	<p>A large and wide array of faculty from nearly every interdisciplinary budget department teaches for the IST program (Report on the IST Program Review, 2009).</p> <p>Non-traditional learners (65% age 26 and over), females (69%), and minority students (12%)</p>

Meeting the Needs of Students	...connects learning to life through rigorous interdisciplinary academic programs...	Learning Outcome 3: Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences. Prior Learning Assessment (PLA) Grant, offering Program Embedded PLA Training.
Sustainability	...ensure our students are being prepared for employment and citizenship in a world defined, in part, by environmental and other challenges.	Learning Outcome 4: Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.

Program Learning Outcomes

1. Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
2. Students will demonstrate skills in communication, creativity, critical thinking, and information technology.
3. Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences.
4. Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.
5. Students will articulate the value and demonstrate the benefits of an interdisciplinary education.

Approved May 4, 2012

General Education and Program Learning Outcomes

The Learning Outcomes of the IST Major are clearly linked to those of the General Education curriculum.

General Education Learning Outcomes	Program Learning Outcomes
Ability to communicate effectively through listening, speaking, reading, writing, and the use of computers.	Students will demonstrate skills in communication, creativity, critical thinking, and information technology.
Ability to think critically.	Students will demonstrate skills in communication, creativity, critical thinking, and information technology.
Ability to exercise problem-solving skills, such as problem identification and analysis, and solution formulation, implementation, assessment, using an integrated interdisciplinary approach.	Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
Have a fundamental understanding of: Natural Sciences Social Sciences Humanities	Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences.

Fine Arts	
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Prospective Employers and Program Learning Outcomes

The Learning Outcomes of the IST Major reflect the expectations of those who hire program graduates.

Skills Employers Seek	Program Learning Outcomes
Communication Listening, reading, writing, speaking, and being able to facilitate communication are important in any profession.	Students will demonstrate skills in communication, creativity, critical thinking, and information technology.
Problem Solving/Research Assessing situations, seeking multiple perspectives, gathering information, and identifying key issues are critical, since employers seek employees who can help them solve problems.	Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.
Computer Literacy Almost every job requires a basic understanding of computer hardware and software.	Students will demonstrate skills in communication, creativity, critical thinking, and information technology.

Employers also seek employees who are flexible and can adapt to changing conditions and work assignments. According to Klein (1990), the following character traits have been associated with interdisciplinary individuals: flexibility, patience, persistence, risk-taking, tolerance for ambiguity, and a sense of adventure for the unknown.

Klein, J. T (1990). Interdisciplinarity: History, theory, and practice. Detroit: Wayne State University Press.

Learning Outcomes and Methods of Assessment

LEARNING OUTCOME	LEARNING ACTIVITY <i>(Courses and assignments)</i>	ASSESSMENT STRATEGY <i>(Measurement/ data collection)</i>
Students will demonstrate integrated problem-solving abilities, drawing from multiple fields of study.	IST 106: Interdisciplinary Process Outline	Rubric for Interdisciplinary Process
	IST 400: Issue Paper	Rubric for Issue Paper
		Portfolios I and II

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will demonstrate skills in communication, creativity, critical thinking, and information technology.	IST 106: Interdisciplinary Studies Paper Critical Thinking Paper Critical Thinking Course IST 400: Synthesis Paper	Written Communication Value Rubric Critical Thinking Value Rubric Grade/Transcript Rubric for Synthesis Paper Critical Thinking Value Rubric Written Communication Value Rubric Portfolios I and II

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will demonstrate a breadth of knowledge that represents the domains of the humanities, fine arts, social sciences, and natural sciences.	General Education, Upper-Level Major Courses, and Area of Emphasis Courses	Grades/Transcript Portfolios I and II <u>Planned Assessment Strategy 2014-2016</u> <ul style="list-style-type: none"> • Curriculum analysis in order to chart which courses meet which learning outcomes. The chart will provide some assurance that candidates for the IST major have the opportunity to meet learning objectives. • Syllabus analysis to provide assurance that each section of a course offered for the IST major covers agreed upon learning outcomes (without prescribing specific teaching methods).

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will demonstrate engaged citizenship in the United States and the world, in the context of social, cultural, and global diversity.	IST 400: Engaged Citizenship Paper	Rubric for Engaged Citizenship Paper Portfolios I and II

<u>LEARNING OUTCOME</u>	<u>LEARNING ACTIVITY</u>	<u>ASSESSMENT STRATEGY</u>
Students will articulate the value and demonstrate the benefits of an interdisciplinary education.	IST 106: Discussions IST 400: Interdisciplinary Studies Speech	Discussion Posts Rubric for Speech Paper Portfolios I and II

Assessment Timetable

This timetable is tentative. The Adult Degree Program is in the process of putting together an Assessment Team to coordinate the work of assessment

Report Year	Learning Outcome	Assessment Method	Criteria for Assessment
2013	5	IST 400 Capstone Paper: The Interdisciplinary Studies Major Papers submitted by IST 400 students will be evaluated on a 5-point scale for clarity of main idea (value of interdisciplinary studies), a 5-point scale for analysis of various perspectives on interdisciplinary studies, and a 5-point scale for use of supporting examples and sources.	Mean = 4 for main idea Mean = 4 for analysis of perspectives Mean = 4 for support
2014	3	Curriculum/Syllabus Analysis Chart which courses will meet which IST Learning Outcomes	All Learning Outcomes are taught and assessed.
2015	3	Curriculum/Syllabus Analysis Review course syllabi	<ul style="list-style-type: none"> • Learning Outcomes for each course are clearly stated and measurable. • Learning activities promote the achievement of learning outcomes. • Assessment strategies are aligned with learning outcomes and learning activities
2016	3	Curriculum/Syllabus Analysis Review syllabi for each section of each course	Each section of a given course will meet required learning objectives.

2017	1	<p>IST 106 Paper: Interdisciplinary Process Outline</p> <p>Papers submitted by students will be evaluated on a 5-point scale for clarity of question/issue, a 5-point scale for analysis of perspectives of various disciplines, and a 5-point scale for identifying multiple factors and approaches involved in addressing an issue.</p> <p>IST 400 Capstone Paper: Issue Paper</p> <p>Papers submitted by students will be evaluated on a 5-point scale for clarity of question/issue, a 5-point scale for integrating perspectives of various disciplines, and a 5-point scale for evaluating factors and approaches involved in addressing an issue.</p>	<p>Mean = 4 for issue Mean = 4 for analysis of perspectives Mean = 4 for identifying factors/approaches</p> <p>Mean = 4 for issue Mean = 4 for integrating perspectives Mean = 4 for evaluating factors/approaches</p>
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