

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: **Bachelor of Integrated Studies (BIS)**  
Academic Year of Report: 2016-2017  
Date Submitted: December 4, 2017  
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**A. Brief Introductory Statement:**

**Please review the Introductory Statement and contact information for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page. If the information is not current, please provide an update:**

This information is current and accurate.

**B. Mission Statement**

**Please review the Mission Statement for your department displayed on the assessment site:**

**<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.**

This information is correct.

**If the information is not current, please provide an update:**

### **C. Student Learning Outcomes**

**Please review the Student Learning Outcomes for your department displayed on the assessment site:**

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

These are current.

**If they are not current, please provide an update:**

#### Measureable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ... etc.

**D. Curriculum**

**Please review the Curriculum Grid for your department displayed on the assessment site:**

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

**If the curriculum grid is not current, please provide an update:**

The curriculum Map as posted on the web is current and correct.

Curriculum Map

|                                    | Department/Program Learning Outcomes |                    |                    |                    |         |  |  |
|------------------------------------|--------------------------------------|--------------------|--------------------|--------------------|---------|--|--|
|                                    | Learning Outcome 1                   | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Etc.... |  |  |
| Core Courses in Department/Program |                                      |                    |                    |                    |         |  |  |
|                                    |                                      |                    |                    |                    |         |  |  |
|                                    |                                      |                    |                    |                    |         |  |  |
|                                    |                                      |                    |                    |                    |         |  |  |
|                                    |                                      |                    |                    |                    |         |  |  |
|                                    |                                      |                    |                    |                    |         |  |  |
|                                    |                                      |                    |                    |                    |         |  |  |
|                                    |                                      |                    |                    |                    |         |  |  |

*Note<sup>a</sup>*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

*Note<sup>b</sup>*: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

### **E. Assessment Plan**

**Please review the Assessment Plan for your department displayed on the assessment site:**

**<http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.**

**If the plan is not current, please provide an update:**

This information is correct and current.

**The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).**

This information is correct and current.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

Evidence of Learning within the BIS Major (Figure 1 — Outcome/Assessment Plan and Use of Results).

| <b>Measurable Learning Outcome</b>  | <b>Method of Measurement</b>   | <b>How data are collected</b>   | <b>Interpretation of Findings</b>   | <b>Action Plan/Use of Results</b>   |
|---|--|---|---|---|
| Learning Outcome 1:<br><br><b>The BIS student will demonstrate knowledge in three academic disciplines.</b> | Measure 1: minimum grade of C (C- in chemistry) required to pass BIS grade requirements. | Measure 1: BIS Department secretary and Director monitors students’ grades. Students not receiving Cs or better are informed in writing they need to retake the course and pass with a C minimum. | Measure 1: This practice has resulted in enforcing minimum grade standards in BIS academic areas. | Measure 1: No changes needed at this time.                                |
|   | Measure 2: Use of disciplinary knowledge is assessed with                                | Measure 2: BIS Director works with capstone committee faculty to score this knowledge on  | Measure 2: This practice has resulted in higher integration of academic core knowledge in         | Measure 2: Capstone Scoring Rubric language was modified slightly to help |

| <b>Measurable Learning Outcome</b>   | <b>Method of Measurement</b>   | <b>How data are collected</b>  | <b>Interpretation of Findings</b>  | <b>Action Plan/Use of Results</b>   |
|--|--|--|--|---|
|  | Capstone Scoring Rubric.   | Capstone Scoring Rubric. Summary sheets are collected and filed by BIS Department secretary.   | capstone preparation and capstone project defenses.  | committee members to assign values to these outcomes.   |
| Learning Outcome 2:<br><b>The BIS student will demonstrate critical thinking skills.</b>                         | Measure 1: Use of critical thinking skills is assessed with Capstone Scoring Rubric. | Measure 1: BIS Director works with capstone committee faculty to score critical thinking performance on Capstone Scoring Rubric. Summary sheets are collected and filed by BIS Department secretary. | Measure 1: This practice has resulted in demonstration of critical thinking skills in capstone preparation and capstone project defenses.                              | Measure 1: Capstone Scoring Rubric language was modified slightly to help committee members to assign values to these outcomes.   |
| Learning Outcome #3:<br><b>The BIS student will use appropriate research skills for one or more disciplines.</b> | Measure 1: Use of research skills is assessed with Capstone Scoring Rubric.          | Measure 1: BIS Director works with capstone committee faculty to score research methodology on Capstone Scoring Rubric. Summary sheets are collected and filed by BIS                                | Measure 1: This process has helped academic faculty teach and support appropriate research skills in both BIS academic course legs as well as in BIS Capstone Project. | Measure 1: BIS 3800 content now includes a discussion on the role of Stewart Library bibliographers to help with research. The BIS Director meets and walks BIS students to |



| <b>Measurable Learning Outcome</b>  | <b>Method of Measurement</b>  | <b>How data are collected</b>   | <b>Interpretation of Findings</b>   | <b>Action Plan/Use of Results</b>   |
|---|---|---|---|---|
|   |   | Department secretary.   | Some students have report difficult integrating research skills into their Capstone Projects  | reference desks to help students find bibliographers' offices.                                    |
| <p>Learning Outcome #4:</p> <p><b>The BIS Student will demonstrate organizational and time management skills necessary for completing the coursework contract and capstone.</b></p> | <p>Measure 1: For admissions to BIS program, candidates must: (1) enter with a minimum 2.5 GPA, (2) meet with academic advisors in their three content-area legs to determine courses of student, and (3) submit signed academic contracts to BIS secretary as part of BIS program application process.</p> <p>Measure 2: the BIS student, department secretary, and BIS Director using Weber's CatTracks Advisement Tool monitor The BIS student's progress.</p> | <p>Measure 1: The BIS department secretary organizes and monitors BIS academic files with advising notes, contract archives, and the BIS director uses a check- list upon candidate admission to insure admissions standards and protocols are met.</p> <p>Measure 2: The BIS Department secretary prints off CatTracks tool for every BIS student every time students are advised on their</p> | <p>Measure 1: This process has required BIS students to maintain minimum GPA standards, meet with academic advisors, plan courses or study, and be more intentional in owning their academic success.</p> <p>Measure 2: CatTracks is <i>very</i> helpful for students, advisors, and the BIS director to plan and implement course and capstone completion.</p> | <p>Measure 1: No changes needed at this time</p> <p>Measure 2: No changes needed at this time</p> |

| <b>Measurable Learning Outcome</b>   | <b>Method of Measurement</b>  | <b>How data are collected</b>  | <b>Interpretation of Findings</b>   | <b>Action Plan/Use of Results</b>                |
|--|---|--|---|--|
|  |   | <p>progress. The Department keeps accurate records on when and how students are advised with their BIS progress. Students are requested to visit with BIS advisors at least once a year for progress monitoring.</p>   |   |  |
| <p>Outcome #5</p> <p><b>The BIS student demonstrates an ability to synthesize three academic disciplines into an integrated program.</b></p> | <p>Measure 1: BIS academic contracts are used to help students make connections with key academic faculty/advisors who will teach, advise, and serve on BIS capstone committee.</p> | <p>Measure 1: The BIS Department secretary regularly updates academic faculty/advisor lists with participating BIS academic departments to help insure BIS students know whom to contact for their academic legs. These contacts are reviewed with BIS students during admissions,</p> | <p>Measure 1: Academic contracts force students to be proactive in meeting with faculty/advisors. Identifying key faculty mentors is essential for a quality Capstone Experience.</p> | <p>Measure 1: No changes needed at this time</p> |

| <b>Measurable Learning Outcome</b>   | <b>Method of Measurement</b>   | <b>How data are collected</b>  | <b>Interpretation of Findings</b>  | <b>Action Plan/Use of Results</b>  |
|--|--|--|--|--|
|  | Measure 2: Quality and level of academic synthesis is assessed with Capstone Scoring Rubric. | <p>progress monitoring visits, and as part of BIS 3800.</p> <p>Measure 2: The BIS Director works with capstone committee faculty to score academic synthesis performance on Capstone Scoring Rubric. Summary sheets are collected and filed by BIS Department secretary.</p> | Measure 2: Nuances revealed by Capstone Scoring Rubric assist faculty with evaluating capstone project academic synthesis.   | Measure 2: No changes needed at this time.   |
| <p>Outcome #6:</p> <p><b>The BIS student makes plans for the next step, either in a particular career or graduate program.</b></p> | Measure 1: The BIS student creates a life action plan as a course assignment for BIS 3800.   | Measure 1: Final grades in BIS 3800 are based, in part, on the quality of the life action plan   | <p>Measure 1: This area (life action plans) was listed as a weakness in the BIS Five-year report. Following the advice of the report, this program component needs to be strengthened.</p> <p>Measure 2: A more precise measure is</p> | Measure 1: During the 2013-2014 year, BIS advisors met with Pat Wheeler in the WSU Career Services Office to discuss BIS student counseling, methods of creating stronger career/life plans and ideas for data collection regarding BIS graduation |

| <b>Measurable Learning Outcome</b> | <b>Method of Measurement</b> | <b>How data are collected</b> | <b>Interpretation of Findings</b>                                    | <b>Action Plan/Use of Results</b>  |
|------------------------------------|------------------------------|-------------------------------|--|--|
|                                    |                              |                               | needed to track BIS graduate placements through WSU career services. | <p>placements. During Academic Year 2014-2015, BIS 3800 included a seminar with Pat Wheeler who demonstrated how to register and use WSU career services.</p> <p>Measure 2: BIS advisors are reviewing data collection protocols as a pilot study to improve how student placement data will be reviewed and used.</p> |

**Evidence of Learning within the BIS Major (Figure 2 — Capstone Project Scoring Rubric results)**

n=39 defenders (i.e. BIS 4800 completers) 2014-2015 (percentages may not add to 100% due to rounding)

| Indicator   | 4s       | 3.5s    | 3s       | 2.5s    | 2s      | 1.5s   | 1s     | 0s     |
|---|----------|---------|----------|---------|---------|--------|--------|--------|
| <b>Interdisciplinary Work</b><br><i>Target: The student makes multiple connections and conclusions across three disciplines</i>   | 14 (36%) | 4 (10%) | 15 (38%) | 4 (10%) | 2 (5%)  | 0 (0%) | 0 (0%) | 0 (0%) |
| <b>Nature of Capstone project</b><br><i>Target: The Student Identifies an issue, topic, or creative process and creates a capstone experience that shows a depth of understanding, learning, and involvement.</i> | 17 (49%) | 4 (10%) | 9 (23%)  | 5 (13%) | 2 (5%)  | 0 (0%) | 0 (0%) | 0 (0%) |
| <b>Knowledge, Skill, and Research Base</b><br><i>Target: The student effectively uses, synthesizes, and reports key research theory.</i>  | 11(28%)  | 7 (18%) | 11 (28%) | 3 (8%)  | 6 (15%) | 0 (0%) | 1 (3%) | 0 (0%) |
| <b>Methods</b><br><i>Target: The student identifies and implements robust methods for studying/creating a powerful capstone project.</i>  | 16 (41%) | 6 (15%) | 15 (34%) | 1 (3%)  | 1 (3%)  | 0 (0%) | 0 (0%) | 0 (0%) |

|   |          |         |          |         |         |        |        |        |
|---|----------|---------|----------|---------|---------|--------|--------|--------|
| <b>Analyses, Conclusions, and/or Results</b><br><i>Target: The student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i> | 13 (33%) | 5 (13%) | 13 (33%) | 4 (10%) | 4 (10%) | 0 (0%) | 0 (0%) | 0 (0%) |
| <b>Grammar, Syntax, and Mechanics</b><br><i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i>                              | 14 (36%) | 2 (5%)  | 15 (38%) | 2 (5%)  | 5 (13%) | 0 (0%) | 0 (0%) | 0 (0%) |
| <b>New this reporting period: High Impact Practices Pilot Standard (AAC&amp;U, 2015) n=37</b>   | 19 (49%) | 2 (5%)  | 11 (28%) | 2 (5%)  | 3 (8%)  | 0 (0%) | 0 (0%) | 0 (0%) |

Figure 3. Threshold of 80% Performance achievement (3s and 4s) by BIS standard (n=39 defenders, i.e. BIS 4800 completers)

| Percentage of 3 and 4 scores by Standard by percent | <b>Interdisciplinary Work</b> | <b>Nature of Capstone project</b> | <b>Knowledge, Skill, and Research Base</b> | <b>Methods</b> | <b>Analyses, Conclusions, and/or Results</b> | <b>Grammar, Syntax, and Mechanics</b> | <b>NEW AAC&amp;U High Impact Practices N=37</b> |
|---|-------------------------------|-----------------------------------|--|----------------|--|---------------------------------------|---|
|   | 33                            | 30                                | 29   | 31             | 31   | 32                                    | 32  |
| Has the 80% Threshold been met?                     | 84%                           | 77%                               | 74%  | 80%            | 80%  | 82%                                   | 86%   |

Figure 4. BIS Program Student Demographics 2012-2016

BIS Declared Majors by Ethnicity:

|                        | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2017 |
|------------------------|-----------|-----------|-----------|-----------|
| African-American       | N<10      | N<10      | N<10      | N<10      |
| Asian/Pacific Islander | N<10      | N<10      | N<10      | N<10      |
| Caucasian              | 152       | 123       | 125       | 118       |
| Hispanic               | 20        | 15        | 12        | 11        |
| Native American        | N<10      | N<10      | N<10      | N<10      |
| Unknown                | 21        | 12        | 22        | 18        |

BIS Declared Majors by Gender:

|         | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2017 |
|---------|-----------|-----------|-----------|-----------|-----------|
| Females | 115       | 80        | 93        | 94        |           |
| Males   | 99        | 88        | 79        | 75        |           |

BIS Concentration areas 2016-2017

|                          |    |
|--------------------------|----|
| AAS                      | 5  |
| Anthropology             | 1  |
| ASL/DATC                 | 0  |
| ART                      | 4  |
| Art History              | 0  |
| Automotive Technology    | 1  |
| Botany                   | 2  |
| Business Admin           | 16 |
| Business/Multimedia Tech | 0  |
| Chemistry                | 2  |

|                              |    |
|------------------------------|----|
| Coaching Sport               | 1  |
| Communication                | 8  |
| Computer Science             | 5  |
| Construction Management      | 12 |
| Criminal Justice             | 10 |
| Dance                        | 0  |
| DATC Cert                    | 0  |
| Design Engineering Tech      | 14 |
| Economics                    | 0  |
| Education                    | 1  |
| Electronics Engineering Tech | 1  |
| Emergency Care & Rescue      | 0  |
| English                      | 3  |
| Entrepreneurship             | 7  |
| Environmental Studies        | 1  |
| European Studies             | 0  |
| Exercise Science             | 0  |
| Family Studies               | 14 |
| Foreign Language             | 0  |
| Geography                    | 1  |
| Geology                      | 1  |
| Geospatial Analysis          | 0  |
| Gerontology                  | 0  |
| German                       | 0  |
| Health Admin                 | 5  |
| Health Promotion             | 11 |
| Health Sciences              | 3  |
| History                      | 0  |
| Honors                       | 0  |
| Information Systems and Tech | 1  |
| Interior Design              | 9  |
| International Politics       | 0  |



|                                |    |
|--------------------------------|----|
| Japanese                       | 2  |
| Latin American Studies         | 1  |
| Legal Studies                  | 2  |
| Linguistics                    | 1  |
| Manufacturing Engineering Tech | 1  |
| Math                           | 1  |
| Microbiology                   | 0  |
| Military Science               | 1  |
| Music                          | 4  |
| Network Management Tech        | 1  |
| Neuroscience                   | 0  |
| Nutrition                      | 12 |
| Outdoor Recreation             | 2  |
| Philosophy                     | 1  |
| Physics                        | 1  |
| Political Science              | 3  |
| Professional Sales             | 4  |
| Professional/Technical Writing | 0  |
| Psychology                     | 5  |
| Public Admin                   | 0  |
| Radiography                    | 1  |
| Recreation                     | 2  |
| Social Work                    | 1  |
| Sociology                      | 5  |
| Spanish                        | 4  |
| Urban/Regional Planning        | 1  |
| User Experience Design         | 2  |
| Women and Gender Studies       | 1  |
| Zoology                        | 5  |

## G. Summary of BIS Artifact Collection Procedure

| Artifact   | Learning Outcome Measured                              | When/How Collected?   | Where Stored?   |
|--|--|---|---|
| 1. Student advisement sheets and admissions checklists | 1. Provides data regarding outcomes 2, 4, & 5.         | Each time a BIS student enters the program, participates in progress monitoring, and prepares for graduation. | Physical copies are filed in BIS office.  |
| 2. WSU Crystal and CatTracks Reporting Systems         | 1. Provides data for outcomes 1, 5, and 6.             | Updated on a regular basis as Weber personnel interact with students, submit grades, etc.                     | Electronic format retrievable through Weber's secure access.  |
| 3. Capstone Project Scoring Rubrics                    | 1. Provides data regarding BIS Program Outcomes 2 & 3. | Collected during BIS students' capstone project experience during project defense.                            | Physical copies are filed in BIS office.  |
| 4. Signed BIS academic contracts                       | 1. Provides data regarding outcomes: 1, 4, 5.          | Collected upon students' admissions to the BIS program.   | Physical copies are filed in BIS office. Upon admissions, BIS students are provided with copies of their contracts and admissions advisement. |

### Please respond to the following questions.

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

BIS program data support the conclusion that the capstone project experience consistently produces BIS graduates who demonstrate mastery in the five of the seven BIS program outcomes. A 80% threshold has been met in five of the BIS program indicators; however, data for AY 2016-2017 revealed that Program indicators "Nature of the Capstone" and "Knowledge, Skills, and Research Base" and need improvement. Although data are not at the 80% threshold in these areas, averages of 3

and 4 are at 77 and 74% respectively. Data also reveal that BIS faculty members consistently rate capstone projects are being mostly of high to very high quality. Evidence supports that BIS students receive quality mentoring and advising as they proceed through the BIS experience. The most important thing that has changed since the last assessment report was the inclusion of a High Impact Standards based on definitions from the American Association of Colleges and Universities (AAC&U).

AY 2016-2017 served as a pilot year for the additional AAC&U Standard.

- 2) With whom did you share the results of the year's assessment efforts?

These data will be presented to the BIS Program Advisory Council during our next meeting Spring 2018 for member input. Copies of scoring rubrics have been posted on the BIS website so students become more familiar with their use.

Capstone Project Scoring Results will be posted on the Department's website ([weber.edu/bis](http://weber.edu/bis)) for student, advisor and faculty use.

- 3) Based on your program's assessment findings, what subsequent action will your program take?

Based on 2016-2017 data, the following action steps are needed:

- (1) The Department is moving to incorporate recommendations from our 5-Year Campus report.
- (2) Added emphasis will be placed on improving the "Nature of the Capstone" and "Knowledge, Skills, and Research Bases". To improve these, the BIS Program director will create Capstone open hours from 3:00 – 4:00 p.m. each Tuesday and Thursday. BIS 3800 and 4800 students will be required to attend at least 4 of these sessions prior to defense.

## Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

|   |   |
|---|---|
| Faculty   |   |
| Headcount   | 2 |
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) |   |
| Full-time Tenured   | 1 |
| Full-time Non-Tenured (includes tenure-track)   |   |
| Part-time   | 1 |
|   |   |
| With Master's Degrees   |   |
| Full-time Tenured   |   |
| Full-time Non-Tenured   |   |
| Part-time   | 1 |
|   |   |
| With Bachelor's Degrees   |   |
| Full-time Tenured   |   |
| Full-time Non-tenured   |   |
| Part-time   |   |
|   |   |
| Other   |   |
| Full-time Tenured   |   |
| Full-time Non-tenured   |   |
| Part-time   |   |
| Total Headcount Faculty   | 2 |
| Full-time Tenured   | 1 |
| Full-time Non-tenured   |   |