

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program:
Academic Year of Report: 2022 and 2023 (covering Summer 2021 through Spring 2023)
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made in sections A-E.

Program page link: <https://www.weber.edu/ie/Results/BIS.html>

A. Mission Statement

Information is current; no changes required: Yes _____ **No** **X**

Update if not current:

Background:

- The BA/BS in Interdisciplinary Studies (BIS) is an interdisciplinary degree program that reports directly to the office of Academic Affairs.

The BIS degree best suits students who have developed a sense of their educational and life goals, and who are looking for ways to explore those goals through an individualized inquiry-based program. The BIS program served the needs of students who want to:

- Create a personalized academic program
- Obtain a broad liberal arts education
- Prepare for specific career goals and/or graduate school

Repko (2012) defined interdisciplinary studies as a process of answering questions, problem solving, and using inquiry to investigate issues too broad or complex to be addressed by a single discipline. Students must integrate and meld content knowledge, methodology, and problem-solving skills in completing their degrees.

Thus, BIS students select three academic emphases for in-depth study and work closely with University faculty to conceptualize, draft, and create Capstone Projects that weave together their three disciplinary interests.

Mission Statement:

The mission of the BIS Department is to introduce students to interdisciplinary studies, familiarize them with modes of interdisciplinary analysis, and mentor them as they study three subjects and then weave together their interests into interdisciplinary capstone projects.

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Information is current; no changes required: Yes _____ No X

Here are the learning outcomes we adopted in Sept. 2022. They are derived from the AACU Integrative Learning Value Rubric. See the appendices for a copy of the rubric:

1. Connections to Experience

Connects relevant experience and academic knowledge

2. Connections to Discipline

Sees (makes) connections across disciplines, perspectives

3. Transfer

Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations

4. Integrated Communication

5. Reflection and Self-Assessment

Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)

6. Grammar, Syntax, and Mechanics

The Capstone Project is well written and well argued

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to oiie@weber.edu if you wish to have access)

Information is current; no changes required: Yes _____ No X

	BIS 2800	BIS 3800 and BIS 4800		BIS 3850
Connections to Experience <i>Connects relevant experience and academic knowledge</i>		X	X	X
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	X	X	X	
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>		X	X	
Integrated Communication		X	X	
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment or creative work.</i>	X	X	X	
Grammar, Syntax, and Mechanics <i>Target: The Capstone Project reflected highly skilled and cohesive writing of superior quality.</i>		X	X	

A note on the grid: The learning outcomes are **Introduced** in **2800**, **Emphasized** in **3800**, and (we hope) **Mastered** in **4800**.

Report due 11/15/2023

D. Program and Contact Information

Information is current; no changes required: Yes _____ **No** **X**

Update if not current:

Professor Susan Matt

Office of Interdisciplinary Collaborations

Stewart Library, room 326

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E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan should include:

- a timeline (which courses or which outcomes will be assessed each year),
- an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.)
- information about how you will collect and review data
- information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required: Yes _____ **No** **X**

Learning Outcome	Measure of Assessment	Time of Assessment	Level of Assessment
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1. Connections to Experience [Connects relevant experience and academic knowledge]	<ol style="list-style-type: none"> 1. Survey of Faculty Capstone Committee using rubric to evaluate 2. Threshold of grades on capstone 3. Student Exit Survey 4. 3850 paper 	<ol style="list-style-type: none"> 1. When student defends capstone at end of 4800 2. At end of 4800 3. During capstone defense 4. If student take 3850 	<ol style="list-style-type: none"> 1. Mastered 2. Mastered 3. Mastered 4. Emphasized
2. Connections to Discipline [Sees (makes) connections across disciplines, perspectives]	<ol style="list-style-type: none"> 1. Survey of Faculty Capstone Committee using rubric to evaluate 2. Threshold of grades on capstone 3. Student Exit Survey 4. BIS 2800 Paper 	<ol style="list-style-type: none"> 1. When student defends capstone at end of 4800 2. At end of 4800 3. During capstone defense 4. At end of BIS 2800 	<ol style="list-style-type: none"> 1. Mastered 2. Mastered 3. Mastered 4. Emergent
3. Transfer [Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations]	<ol style="list-style-type: none"> 1. Survey of Faculty Capstone Committee using rubric to evaluate 2. Threshold of grades on capstone 3. Student Exit Survey 	<ol style="list-style-type: none"> 1. When student defends capstone at end of 4800 2. At end of 4800 3. During capstone defense 	<ol style="list-style-type: none"> 1. Mastered 2. Mastered 3. Mastered
4. Integrated Communication	<ol style="list-style-type: none"> 1. Survey of Faculty Capstone Committee using rubric to evaluate 2. Threshold of grades on capstone 3. Student Exit Survey 	<ol style="list-style-type: none"> 1. When student defends capstone at end of 4800 2. At end of 4800 3. During capstone defense 	<ol style="list-style-type: none"> 1. Mastered 2. Mastered 3. Mastered
5. Reflection and Self-Assessment [Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts]	<ol style="list-style-type: none"> 1. Survey of Faculty Capstone Committee using rubric to evaluate 2. Threshold of grades on capstone 3. Student Exit Survey 	<ol style="list-style-type: none"> 1. When student defends capstone at end of 4800 2. At end of 4800 3. During capstone defense 	<ol style="list-style-type: none"> 1. Mastered 2. Mastered 3. Mastered

6. Grammar, Syntax, and Mechanics [The Capstone Project is well written and well argued]	1. Survey of Faculty Capstone Committee using rubric to evaluate 2. Threshold of grades on capstone 3. Student Exit Survey	1. When student defends capstone at end of 4800 2. At end of 4800 3. During capstone defense	1. Mastered 2. Mastered 3. Mastered
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F. Student Achievement

The data in Report Gallery don't match our internal numbers, and while I think the headcount for the 3rd week succeeds at capturing both the old BIS degree students and the new BA/BS in Interdisciplinary Studies students (though perhaps not all of them), I'm pretty sure the report on student achievement for 90+ credits is only capturing the old BIS degree students' data.

For that reason, I will speak generally about trends in our program. Enrollments were at a low point in 2021 (measured by Fall semester enrollments) when we took over. Since then, we have begun to grow again. In 2021, we stood at 86 students, in 2022, 94, and now, according to the last snapshot from Argos, provided by Gail Niklason, we have 99 students enrolled. So we continue to grow and hope that our new degree program, new introductory class, and our enhanced publicity campaign (all detailed below), will accelerate this trend.

As for the student achievement past 90+ credit hours, according to the data on report gallery, we are exceeding the University's average. We often attract students late in their college career, many of them with a number of credits already accrued. They come to us searching for a way to put their varied interests and credits to work, and the BIS helps them use those to best advantage. With our new and updated BIS 2800, 3800, and 4800 classes detailed below, we hope this will keep students on track to complete their degrees.

G. Evidence of Learning

BIS 2800

Learning outcome 2— Connections to Discipline

Sees (makes) connections across disciplines, perspectives

To measure this, we assessed the final assignment for BIS 2800. That assignment asks students to do the following:

Choose from the broad list of topics below--or if you have an idea of your own, come talk with me. Then think of a subject that falls within one of those topics. (For instance, if you were going to write on Health and Medicine, choose a subject like malnutrition or diabetes.) Write a 3 page paper analyzing the subject from the perspective of your 3 fields. Use at least one scholarly reference from each of your 3 areas—and cite it using the proper citation form for your fields. (If your fields use different forms of citation, for the purpose of this paper use one.)

Artificial Intelligence
Social media and its effects on society and politics
Global warming
The economy (past or present/US or another nation's)
Covid
Health and Medicine
Foreign affairs (past or present)

Childhood
Family structure (past/present/ diversity of family strategies)
Sports
A famous politician (past or present)
Happiness (or another emotion)
The criminal justice system

We then assessed this paper, using a 1-4 scale. **Our threshold is a 3 or above.**

Results:

Fall 2022—6 students
Average: 3.18
Median: 3

Spring 2023—25 students
Average: 3.48
Median: 3.5

BIS 3850—(internship class): This course is an optional class which students can take for 1 credit, 2 credits, or 3. It is offered every semester, including summer, but students only occasionally enroll in it.

Assessment of student paper, using learning outcome 1. That outcome is defined this way:

Connections to Experience

Connects relevant experience and academic knowledge

To measure this, we assessed the final assignment for the course, which asks students to submit both a log of their internship hours and a paper. The instructions are as follows: “You will also need to write a **5-7 page paper** about your internship, detailing how it relates to at least one of your BIS Areas of Concentration.” This assignment corresponds to learning outcome 1. We used a 1-4 scale to assess how well students worked met this outcome. **Our threshold is a 3 or above.**

This course is rarely taken, and we just began to use the new rubric to assess it, so there is only one result.

Summer 2023: 4 (1 student enrolled)

BIS 3800 and BIS 4800—a two-semester sequence, assessed at the end of BIS 4800, when the student presents their capstone. We assess the 2 courses at the end of the sequence because there is often not a clear mark between the two classes. Students must submit a proposal by the end of 3800, but often the refinement of that stretches into the early weeks of 4800. Consequently, we wait till the end of 4800 to assess. As noted before, when assessing final capstones, faculty are encouraged to consider not just the product and its presentation at the capstone defense, but also the 2 semester process behind it. We use three different measures to assess our success in guiding students through the capstone.

First, we have the 3 faculty serving on each student’s capstone committee submit their assessments of the capstone via Qualtrics. They assess the capstone—as a process, a product, and a final presentation—measuring it against all of the learning outcomes. We have compiled their averages below.

Measure 1: Rubric Assessment of Capstone; responses from faculty committee members

We have 2 sets of rubric data. The first set is derived from the rubric that existed when we came all came to BIS. We used it for a year and then decided to find a new rubric, and new learning outcomes. Consequently the “Old Rubric” data are not aligned with our current learning outcomes, so their usefulness is questionable.

Old Rubric (Summer 2021-Summer 2022)—27 students

High Impact Educational Experience	Interdisciplinary Work	Capstone Project Experience/Report/Defense	Knowledge, Skills, & Research Bases	Methods, Means, or Creativity	Analysis/Results/Conclusions, and/or Product/Artifacts	Grammar, Syntax, & Mechanics
3.4	3.4	3.3	3.4	3.5	3.3	3.3

New Capstone Rubric (with new learning outcomes described above) Assessment Fall 2022—8 students

Average

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Average	3.56	3.52	3.47	3.56	3.56	3.39

Median

Median	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
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	4	4	4	4	4	4
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New Capstone Rubric Assessment Spring 2023—16 students

Average:

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
3.47	3.61	3.49	3.55	3.64	3.6

Median

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
3.51	3.83	3.63	3.76	3.76	3.6

New Capstone Rubric Assessment Fall 2023 (3 students so far)

Average

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
3.26	3.3	3.29	3.11	3.09	3.2

Median

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
3.67	3.27	3.67	3.37	3.63	3.53

Measure 2:

We use a second measure to assess the capstone. To have adequately met all the learning outcomes for the program, a student must earn an 80%. We set a threshold of 80% of our students meeting that threshold.

Fall 2022: 100% of students earned a B- (80%) or higher

Spring 2023: 94% of students earned a B- (80%) or higher

Fall 2023 (incomplete stats; based on 3 defenses): 66% of students earned a B- or higher--this number will go up throughout the semester, as most students will defend their capstone projects in November or December.

Measure 3

Student Exit Survey (Fall 2021-Fall 2023)

26 responses

We have been using the exit survey we inherited from the former director. It aligns with the old learning outcomes better than with the new learning outcomes, so we are planning on updating it during this academic year. In addition to updating the questions, we will also update the scale so that it conforms to the 1-4 scale we use in our other measures. Here are the average of the 26 responses to it.

I can speak confidently and clearly	I know how to organize my ideas in writing, and express myself on paper without errors	I can analyze and solve problems	I have a solid foundation of knowledge in my three chosen disciplines	I know how to integrate my three chosen disciplines into a cohesive body of knowledge	I organize my time and work effectively	I have made plans for my professional life after I graduate	The capstone project prepared me for work in my career	During completion of my capstone project, I effectively learned how to integrate my three areas	I gained confidence in my ability to organize and complete a major academic project	I learned new skills through doing the capstone project
4.3	4.38	4.61	4..8	4.73	4	4.3	4.46	4.77	4.65	4.7

Narrative:

The BIS program has undergone significant changes in the last 2 years. It has witnessed a complete turnover –and expansion—of staff. In summer 2021, Dr. Michael Cena, the Director of the BIS program, retired. Susan Matt became the new director; Álvaro La Parra Pérez became the Assistant Director; and in fall 2021, Beth Thompson, who had worked for BIS for almost a decade and who had left in 2019, returned, taking on a new role as Program Coordinator and Advisor. These changes have led to others, which have reshaped our program, and our methods for assessing its success.

Our new team made several innovations to the BIS. First, we changed it from a generic bachelors program to a BA/BS program with the goal of giving students a more recognizable degree. Some alums had mentioned that because the BIS was neither a BA or BS, it had confused potential employers and graduate programs. Consequently, we changed it so that it conforms to other degree programs on campus and across the nation. Additionally, we changed the title from Integrated to Interdisciplinary Studies, since this too offers greater name recognition.

After listening to feedback both from frustrated faculty committee members and from students who felt overwhelmed by the capstone, we resurrected BIS 2800, and made it a 1 credit, face-to-face class. The plan is that students will take it as soon as they become BIS majors and then be able to think more critically about the interdisciplinary nature of their degree program, and plan their capstone with greater foresight. Additionally,

because the other 2 BIS classes—BIS 3800 and 4800—are online, it seemed important to create a face-to-face class where students met others from their program. Without BIS 2800, it was possible, and indeed likely, that BIS students would not meet other BIS students until graduation. So the new course offers a sense of belonging and creates a cohort.

Additionally, along with BIS 3800 and 4800, 2800 familiarizes students with the language of interdisciplinarity, giving them a way to talk about their degree, and its particular virtues, to classmates, parents, future employers or graduate programs.

We also redesigned BIS 3800 and 4800, revising the BIS Handbook, which guides students through the capstone process, adding new modules on graduate school applications, resume building, and academic honesty and dishonesty (including a discussion of AI).

For BIS 4800, we added several new benchmark assignments to keep students on track to complete their capstones, including a literature review assignment, a mandatory visit to the Writing Center, and a new E-Portfolio assignment which relies on Portfolium (and which replaced an existing e-portfolio assignment which used other platforms.)

Other key changes to the program included an analysis of all BIS areas. Álvaro La Parra Pérez examined the requirements for all areas that offer BIS legs, and we made the suggestion—which some but not all programs followed—that ideally 12 of the 18+ credit hours in each area should be upper division credit hours

As we made these changes, we gradually shifted our learning outcomes. We eventually found that they best matched those laid forth in the AACU rubric—see below.

Given these changes, we wanted to find new ways to assess.

For BIS 2800, we decided to use the final assignment, which gives students a list of topics and social problems, and invites them to assess it by using literature from their 3 areas of study. We tag this assignment to learning outcome two—connection to disciplines. The assignment also offers them a useful model for doing interdisciplinary work, which they can contemplate as they consider possible capstone projects. We also have students create E-portfolios here, which they can use throughout their college career.

For BIS 3800 and 4800, we looked for a new tool to assess the capstone. After a year of using the existing rubric for assessment, we came to the conclusion that it was too long and had some redundancies. In summer 2022, we decide to replace it with the AACU's Integrated Learning rubric which better serves our needs, and does so with admirable economy of prose. We then experimented with how best to administer it. It is the 3 members of a student's capstone committee who fill out the rubric. The traditional way had been using paper rubrics. We changed first to google forms, and then to a Qualtrics survey. The Qualtrics survey allowed faculty to use a slider, so they could give more nuanced assessments (with decimal points!). Additionally, by having faculty complete it individually rather than collectively, as they had in the past, we were also able to chart students' varying levels of success across their 3 areas of study. (For instance, one faculty member might be satisfied with how their field was represented in a capstone, while another might feel their area had been given short shrift.) Allowing faculty to fill out the Qualtrics survey on their own captures this difference.

Our other measures for assessing student success in the capstone include an exit survey and a grading threshold, noted above.

Going forward, we are contemplating putting the E-portfolios to better use. We may have students in 2800 and 4800 fill out a questionnaire in the e-portfolio. By gathering responses to the same questions over time, we could chart their development and acquisition of skills.

Another change we will make is to have the exit survey better align with our new learning outcomes and rubric. The current exit survey still measures student success using the old learning outcomes. We hope to update this by December.

We hope all of these changes—both in curriculum and assessment—will help out students succeed at the BIS major. It may take a little while for these changes to be reflected in our assessment data. For instance, the first cohort of students to take BIS 2800 only entered the class in the fall of 2022. Some of them are working on their capstones now. It will be important to gauge how that class affects their success.

Additional narrative (optional – use as much space as needed):

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: 2017	Recommendation	Progress Description
Recommendation 1		
1. The BIS program would benefit from additional marketing and branding efforts to unify its messaging to students, faculty, and staff.		In 2022, we created new posters and flyers, as well as yard signs. In 2023, we worked with Marketing to develop a new “Be Brilliant” Campaign, still in the works. With their help we have also updated our webpages.
2. BIS participants heard about the program through various channels; however, effort could be made to disseminate more information through a variety of channels about the BIS program.		We have made a number of presentations to FYE classes, to advisors meetings. We were not represented in new student orientation in the past; now we have a page devoted to the BIS. In concert with the Provost’s Office and OIE, we also reached out to more than 1000 students who had more than 120 credits to see if they might benefit from a BIS degree.
2. BIS faculty members participate because of intrinsic rewards. Although this is commendable, the University should develop faculty incentives such as overload, pay per student committee, buy out of teaching load, or other institutional structures to support faculty and reinforce the value of working on BIS committees.		The rate has doubled each of the past 2 years—from \$50 to \$100 to \$200 as of 2023
3. The BIS Department should continue to “professionalize” the faculty/student mentoring experience through professional training (such as a Canvas course).		This is an interesting idea; we have not done this. However, Alvaro La Parra Perez developed new materials for 3800 students to present to faculty committee members.
4. Although the Capstone Rubric provides guidance and consistency for capstone evaluation, additional training (such as the above course) could help ensure greater		We revised the rubric; we frequently correspond with faculty about expectations.

uniformity for student/faculty expectations.		
g. The BIS program serves a diverse student need including serving students who combine three program areas to meet a unique educational goal to serving students who are combining emphasis areas to graduate. The BIS program may find it helpful to have an introduction to the discipline and integrated studies philosophy at the beginning of BIS programs of study to assist students to better integrate the three areas of emphasis for career readiness or graduate work.		We have created BIS 2800 which does just this.
f. BIS students would benefit from more precise capstone structures (such as peer support networks) and assignment benchmarks in BIS 4800.		In 4800, we added new scaffolded assignments—such as creating a literature review, which will then be folded into the capstone paper itself. We also added a new mandatory visit to the Writing Center about 4 weeks before the final draft is due. We also created required face-to-face meetings (in person or via zoom) with each student at the start of the semester. Finally, this semester, we are beginning optional, in-person 4800 hangouts for students.
h. The BIS program would benefit from follow-up data on graduates.		Agreed; we have not acted on this yet, but will collect non-Weber emails in our exit survey.
(add as needed)		

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	2019-20	2021-22	2022-23
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With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	While both the Director and Assistant Director are full-time tenured faculty, their home departments are History and Economics respectively. There are no full-time faculty who belong to BIS—the Director is ½ time; the Asst. Director is ¼ time.		
Full-time Non-Tenured (includes tenure-track)			
Part-time and adjunct			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time and adjunct			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct			
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured			
Full-time Non-tenured			
Part-time			

Appendix C

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements? Because the last report was written by the former director, we developed our own strategies for improvement, detailed here.
- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:
 - a. What are you seeing? The DFWI rate is fairly high for BIS—10.9% for BIS 3800 and 15.5% for BIS 4800. Mostly these are “I” grades rather than Ds, Fs, or Ws. We are working to reduce these numbers. There are several forces at work: First, we have traditionally offered both courses during the summer. However these courses depend not just on a BIS faculty member, but on faculty members from across campus so that students can create a committee, brainstorm a topic, work on it, and ultimately defend it. What has become apparent is that these courses really don’t work when faculty around campus are off contract since they may be out of the country, away from their email, and engaged with other projects. (And to be clear—this is not to blame faculty, for they are well within their rights to enjoy their vacation time.)
At the end of 3800, students are supposed to have formed a committee, crafted a proposal, and defended it to their committee. As they take 4800, students are expected to be in very frequent contact with their committee, exchanging multiple drafts of their capstone projects, and getting faculty feedback. These course requirements do not work during the summer time, and the result is very stressed out students who cannot complete their proposals or their projects. Under such circumstances, when they are unable to get ahold of faculty, we generally give them incompletes. Most of the students end up resolving those incompletes and moving forward with their projects. Their incomplete grades are then replaced with letter grades; however this is not reflected in the DFWI data. However, there are some who get the I and never get their momentum back and stall out on their capstones. Given these difficulties, we are not offering BIS 3800 and 4800 this summer, and we hope to see better results.

We are also working to help students choose topics that are realistic. Because the capstone project definition is flexible, sometimes students bite off more than they can chew. We are working to guide them towards projects that they can more easily complete in a two-semester course. This too will lower our DFWI rate.

Finally, our hope is that the BIS 2800 course will better prepare students for 3800/4800 and that they will have an easier time completing their capstones. It is too early to see results yet, but by the next biennial report, we are hopeful that the DFWI rate will have dropped.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

The new strategies and rubrics we are using are very helpful, so we will stick with these. As mentioned above, we are also making changes to the e-portfolios, and seeing if we can put them to better use for assessment.