

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: **Bachelor of Integrated Studies (BIS)**
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed.

 XX **Information is current; no changes required.**

Update if not current:

B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

 XX **Information is current; no changes required.**

Update if not current:

C. Student Learning Outcomes

Please review the [Student Learning Outcomes](#) for your academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

 XX **Information is current; no changes required.**

Update if not current:

D-1. Curriculum

“A collection of courses is not a program. A curriculum has coherence, depth, and synthesis.”

(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the [Curriculum Grid](#) for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>.

Additional Information (details about graduating student assessment):

The program’s curricular matrix is adjusted as BIS only has two courses: BIS 3800 Capstone Introduction and Graduation Preparation, and BIS 4800 Capstone Project (3 semester hours of credit earned for committee and capstone work). What is on the web is current.

D-2. High Impact Educational Experiences in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

PLEASE SEE ATTACHED SHEET FOR BIS IMPACT INDICATORS THAT NEED TO BE PUT ON THE GRID.

	Department/Program use of High Impact Educational Experiences						
	<u>HIEE 1</u>	<u>HIEE 2</u>	<u>HIEE 3</u>	<u>HIEE 4</u>	<u>Etc...</u>		
Courses							
BIS 4800 Capstone Project							

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information):

BIS collects HIEE data at the time of the student's capstone defense. Three faculty members chosen from the student's three academic disciplines determine which HIEE is *most* evident in the student's work. Then, the faculty rate the experience as: (a) *advanced*, (b) *proficient*, (c) *developing*, or (d) *emerging*.

Outcome data provide us with the most frequent/non-frequent HIEEs in the BIS program and at what level of experience.

E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will 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.), and plans for continuous improvement.

Assessment plan:

Current as posted on the website

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

BIS OUTCOME DATA—Capstone Scoring Rubric

Summer 2017-Spring 2018

n=37 defenders—i.e. BIS 4800 completers —percentages may not add to 100% due to rounding

Indicator	4s	3.5s	3s	2.5s	2s	1.5s	1s	0s
Interdisciplinary Work <i>Target: The student makes multiple connections and conclusions across three disciplines</i>	20 (54%)	3 (8%)	13 (35%)	0 (%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)
Nature of Capstone project <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>	23 (62%)	7 (19%)	5 (14%)	2 (3%)	0 (%)	0 (0%)	0 (0%)	0 (0%)
Knowledge, Skill, and Research Base <i>Target: The student effectively uses, synthesizes, and reports key research theory.</i>	17 (46%)	8 (22%)	6 (16%)	4 (11%)	2 (2%)	0 (0%)	0 (%)	0 (0%)
Methods <i>Target: The student identifies and implements robust methods for studying/creating a</i>	23 (62%)	6 (16%)	8 (22%)	0 (%)	0 (%)	0 (0%)	0 (0%)	0 (0%)

<i>powerful capstone project.</i>								
Analyses, Conclusions, and/or Results <i>Target: She student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i>	19 (51%)	7 (19%)	9 (25%)	2 (2%)	0 (%)	0 (0%)	0 (0%)	0 (0%)
Grammar, Syntax, and Mechanics <i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i>	15 (42%)	4 (11%)	11 (30%)	4 (11%)	3 (8%)	0 (0%)	0 (0%)	0 (0%)
New this reporting period: High Impact Practices Pilot Standard (AAC&U, 2015) n=37	21 (57%)	9 (24%)	4 (11%)	1 (2%)	1 (2%)	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	Interdisciplinary Work	Nature of Capstone project	Knowledge, Skill, and Research Base	Methods	Analyses, Conclusions, and/or Results	Grammar, Syntax, and Mechanics	NEW AAC&U High Impact Practices N=37
	36	30	31	35	30	32	34
Has the 80% Threshold been met?	97%	81%	84%	95%	80%	81%	92%

BIS OUTCOME DATA—Capstone Scoring Rubric
Summer 2018-Fall 2019

n=44 defenders —i.e. BIS 4800 completers—percentages may not add to 100% due to rounding

Indicator	4s	3.5s	3s	2.5s	2s	1.5s	1s	0s
Interdisciplinary Work <i>Target: The student makes multiple connections and conclusions across three disciplines</i>	24 (54%)	7 (16%)	10 (23%)	1 (2%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)
Nature of Capstone project <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>	22 (50%)	8 (18%)	10 (23%)	2 (4%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)
Knowledge, Skill, and Research Base <i>Target: The student effectively uses, synthesizes, and reports key research theory.</i>	20 (45%)	7 (16%)	11 (25%)	3 (7%)	3 (7%)	0 (0%)	0 (%)	0 (0%)
Methods <i>Target: The student identifies and implements robust methods for studying/creating a powerful capstone project.</i>	22 (50%)	6 (14%)	10 (23%)	3 (7%)	3 (7%)	0 (0%)	0 (0%)	0 (0%)

Analyses, Conclusions, and/or Results <i>Target: The student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i>	19 (43%)	10 (23%)	10 (23%)	3 (7%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)
Grammar, Syntax, and Mechanics <i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i>	3 (7%)	19 (43%)	16 (36%)	3 (7%)	3 (7%)	0 (0%)	0 (0%)	0 (0%)
High Impact Practices Pilot Standard (AAC&U, 2015) n=44	23 (52%)	8 (18%)	10 (23%)	2 (4%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)

Figure 3. Threshold of 80% Performance achievement (3s and 4s) by BIS standard (n=44 defenders, i.e. BIS 4800 completers)

Percentage of 3 and 4 scores by Standard by percent	Interdisciplinary Work	Nature of Capstone project	Knowledge, Skill, and Research Base	Methods	Analyses, Conclusions, and/or Results	Grammar, Syntax, and Mechanics	High Impact Practices
	41	40	38	38	39	38	41
At what level reached	93%	90%	86%	86%	88%	86%	93%

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 acting upon.

Recommendations from the Site Visit Team—January 31, 2017:

1. The BIS program would benefit from additional marketing and branding efforts **[MARKETING/BRANDING]**.
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 BIS **[INFORMATION]**.
3. BIS faculty members participated because of intrinsic rewards. Although this was 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 **[COMPENSATION]**.
4. The BIS Department should continue to “professionalize” the faculty/student mentoring experience through professional training (such as a Canvas course). Although the Capstone Rubric provided guidance and consistency for capstone evaluation, additional faculty committee training could be beneficial for mentoring students. **[MENTORING]**.
5. BIS students may benefit from more precise capstone structures (such as peer support networks) and assignment benchmarks in BIS 4800. These could help insure greater uniformity for student/faculty expectations **[BIS 4800 STRUCTURES]**
6. Departments offering BIS emphases may find it helpful to have: (a) an introduction to the discipline, (b) content methodology, and (c) integrated studies philosophy at the beginning of BIS programs of study **[DISCIPLINE METHODS]**.

Recommendation #3 has been discussed with University administration; additional extrinsic rewards are not financially possible, nor is release time.

Recommendation #6 has been discussed with BIS academic partners. At Weber, academic content is the sole responsibility of the participating department, not BIS. A couple of academic partners (e.g. psychology and criminal justice) now require a methods/research class in their BIS emphasis.

Recommendation	AY 2017-2018	AY 2018-2019	AY 2019-2020
Marketing/Branding	<p>There was on-going discussion with faculty in business and marketing to help with these issues. Inquiry was made to identify and secure WSU resources—already in place—to re-market, re-brand the BIS degree as possibly “BIS—3 on 1 —Three Professors for One Student” or something else. This was a change from the former marketing concept of “Select Your Degree Options”</p>	<p>Discussion with stakeholders ensued. The marketing/branding concept that evolved for BIS was: <i>Bachelor of Integrated Studies—Be Your Beautiful Self</i></p> <p>This branding was used in the creation of the most recent promotional materials</p>	<p>Promotional materials and informational sessions now meld this branding/marketing concept for students.</p> <p>BIS will continue to update materials to make the branding more obvious—for example, it will appear on the signature lines for the Department.</p>
Information	<p>Ways of disseminating BIS program mission, concept, and recruitment were explored.</p> <p>Suggestions were shared with the BIS Advisory Council for their feedback and recommendations.</p>	<p>BIS worked with IT services to update its website. IT advisors also designed and implemented best practices for informational sharing on the BIS website.</p> <p>BIS secured a ZOOM license to facilitate better web-based information sharing and the fostering of on-line capstone defenses.</p>	<p>BIS developed a new student exit survey. Questions regarding sharing/disseminating information were utilized. BIS now partners with Utah Valley University to spotlight Weber students’ superior capstones in the journal <i>Intersections</i>.</p>

<p>Mentoring</p>	<p>The suggestion of developing a Canvas-based class for faculty mentors was presented and discussed at two BIS Advisory Council meetings. Participants questioned: (a) whether creating an on-line course was necessary, (b) wondered who would teach it , and (c) questioned whether or not faculty would choose to participate.</p>	<p>BIS lacks the resources to create and implement an on-line mentoring class. Informal discussions with capstone committee faculty members indicated that most faculty felt comfortable in knowing what is expected for capstone committee work and what final capstone projects should look like.</p>	<p>BIS now routinely sends out a faculty mentor informational handout to all participating faculty in advance of proposal/defense dates.</p> <p>IT web designers have re-configured the BIS website to be more user-friendly with accessing mentoring information.</p> <p>Intentional discussion between BIS students and the program director stresses the importance of creating professional faculty/student mentorships.</p>
<p>BIS 4800 Structures</p>	<p>Benchmark structures for BIS 4800 went live Summer 2017. Benchmark dates were set for: (a) calling a proposal meeting with all three mentoring faculty, (b) having a signed project proposal meeting with all three faculty, (c) providing the BIS Director with evidence the</p>	<p>Initial student feedback was positive regarding basic structures. Each semester, dates are modified to reflect the current semester.</p>	<p>A QUALTRICS survey will be designed and embedded in BIS 4800 to capture student data regarding benchmark dates.</p>

	student has been meeting and soliciting feedback from BIS committee members, and (d) defining a date by which Capstone defenses must be scheduled.		
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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	2017-28	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)		
Full-time Tenured	1	1
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	1	1
Full-time Non-tenured		
Part-time		

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

- a. Any first-year students taking courses in your program(s).

BIS only offers two courses, both upper division. However, the program director routinely explains GEN EDUC and walks incoming students over to the Student Success Center to introduce them to advisors.

Currently, most of our students have been at Weber or are transfer students from other institutions. As with our first-year students, BIS personnel will welcome, advise, and take current students to the Student Success Center to help promote quality campus advising.

- b. Students declared in your program(s), whether or not they are taking courses in your program(s)

BIS works with all students—regardless of major/minor or BIS—to help them with university requirements, procedures, and resources. Our motto is: “If BIS isn’t right for you, we’ll work with you to help you find the right fit.”

- 2) A key component of sound assessment practice is the process of ‘closing the loop’ – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to ‘close the loop’.

BIS used data collection to help improve the quality of student work, success, and advising. Based on data from BIS scoring rubrics, we have added specific assignments to BIS 3800 to address two previously identified areas of concern.

First, that BIS students were not meeting the “Knowledge, Skills and Research Base” indicator. To improve students’ ability to interact and report professional literature, BIS 3800 included a session where students were required to meet with a Stewart Librarian/Bibliographer and document their research efforts. This enabled the last two years’ BIS students to meet the 80% threshold for this indicator.

Second, that BIS students were not meeting the “Grammar, Syntax, and Mechanics” indicator. To improve students’ ability to write better, a BIS 3800 requirement was created where students needed to take their capstone proposals and completed projects to the campus writing center to put the paper in APA Style (unless directed otherwise by committee members) and to revise and edit as necessary. This inclusion enabled the last two years’ BIS students to meet the 80% threshold for this indicator.

This semester, BIS has updated its “paper and pencil” student exit survey to an electronic Qualtrics survey that better probes the interactions and quality of advisement from the BIS director and administrative assistant. Data from this instrument will be used to improve in any areas of weakness identified by students.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies.