

# Interdisciplinary Studies Programs

These programs report to the Associate Provost for Academic Affairs and receive funds from the Office of Academic Affairs.

- To serve the needs of students who want to individualize or create a unique academic program
- To serve the needs of students who want to obtain a broad liberal education
- To serve the needs of students who want to prepare for specific career goals and/or graduate school

## Bachelor of Integrated Studies

### I. Purpose/Description

#### Mission

Our mission is to provide an interdisciplinary program for students who desire a self-designed and self-directed university program. BIS students complete course work in three different disciplines and then synthesize this work in a senior capstone project.

#### Goals/Objectives

To aid us in accomplishing our mission, we set goals each year. For example, in 2002, our goals included:

#### Program Reviews:

The BIS Program went through program review in 2001-02 and will go through review again in 2006-07.

#### Student Learning Outcomes Assessment and Planning

**Outcomes Assessment and Planning:** We have developed learning outcomes including a solid base of knowledge in three disciplines; an ability to synthesize that knowledge; analytical, assessment, and problem-solving skills; professional and life skills such as good organization, leadership, and time management; and development of a life plan. We evaluate these outcomes using a capstone project.

**Changes Based on Outcomes Results** included refining learning outcomes, adding a new course, and tightening the capstone process and requirements.

### Student Statistics

The following table shows enrollment and graduates for 1998-04:

**Standard 2: Table LXIII. Bachelor of Integrated Studies Student Statistic**

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Student Majors	136	122	76	64	89	80
Students: Females	81	106	107	82	75	105
Students: Males	55	77	97	75	57	68
Program Graduates	49	39	39	34	31	35

## Faculty/Staff

The BIS program has a coordinator who is a full-time faculty member with a half-time reassignment to direct the BIS program and a half-time secretary.

## Library and Informational Resources

We teach students to use the library as part of the senior capstone course, and we house completed BIS capstone projects in the library.

## Advising Process

BIS students are advised by the BIS coordinator, by the BIS secretary, and by the three department chairs in the disciplines they wish to study.

## II. Significant Changes Since 1994

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### Significant changes include:

- Improved academic quality and integrity of program
- Added capstone project
- Developed website and database

## III. Strengths and Challenges

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### Strengths include:

- Workable assessment plan in place
- Availability of advising
- Strong support from Academic Affairs to house and nurture program

### Challenges include:

- Collating and interpreting assessment data in a meaningful way
- Monitoring and supervising capstone projects smoothly
- Establishing a viable presence on campus

## IV. Next Steps/ Action Items

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- Increase visibility of program to encourage growth
  - Investigate possibilities of establishing BIS as an independent office
  - Identify faculty within each department to advise and mentor students
  - Monitor and assess History 3800 course (the pre-capstone preparation course)
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## Honors Program

### I. Purpose/Description

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#### Mission

Our mission is to create a community of students and faculty united by the pursuit of academic excellence in an innovative, personal, and interactive learning environment.

#### Goals/Objectives

To aid us in accomplishing our mission, we set goals each year. For example, in 2002, our goals included:

- Enhance the undergraduate experience by providing a challenging and creative curriculum as well as a broad range of opportunities for leadership activities and social interaction
- Provide a preparation for post-graduate education through a program of seminars, independent study, and individual research
- Enrich the post-graduate life of all students by fostering intellectual curiosity, love of learning, appreciation for artistic expression, and awareness of responsibilities and rewards of good citizenship

## Student Learning Outcomes Assessment and Planning

### Outcomes Assessment and Planning:

We have developed learning outcomes covering three categories: skills, intellectual orientation, and communal interaction and involvement. We measure these outcomes with course assessments, student portfolios, a senior project, and post-graduate surveys and data.

### Changes Based on Outcomes Results

included developing ways to keep the goals of the Honors Program alive in other classes beyond the introductory course, incorporating elements of community interaction in courses beyond Honors 1110, scrutinizing future data to see if the goals of the Honors Program are being supported, and providing information to all new Honors instructors, alerting them to the special challenges involved in teaching Honors classes and dispelling some inaccurate preconceptions about what Honors students are like and how Honors classes differ from non-Honors classes.

## Program Reviews

The Honors program went through program review in 2003-04 and will be reviewed again in 2008-09.

## Faculty/Staff

The Honors program has a director who is a full-time faculty member with a half-time reassignment to direct the Honors Program, and two full-time staff members, an advisor and a secretary.

## Library and Informational Resources

We are housed in the Stewart Library and work with our assigned member of the acquisitions staff to request special purchases and interlibrary loans from the library.

## Advising Process

One of the two full-time staff members serves as the academic advisor for all Honors students.

## II. Significant Changes Since 1994

### Significant changes include:

- Added a full-time academic advisor
- Increased efforts to identify Honors students earlier

## Student Statistics

The following table shows enrollment and completion for Honors Studies for 1998-04:

**Standard 2: Table LXIV. Honors Studies Student Statistics**

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Student Credit Hours	1,105	1,050	1,131	812	679	625
Student FTE	37.0	35.0	37.7	27.4	22.63	20.8
Students: Female	129	106	107	82	75	105
Students: Male	70	77	97	75	57	68
Program Completers	16	19	15	17	17	25

- Changed administrative structure to separate Honors from BIS
- Enhanced physical space, facilities, and equipment in library
- Overhauled first-year course to make it more of an introduction to Honors

### **III. Strengths and Challenges**

#### **Strengths include:**

- Professional, personal, caring advisor
- Volunteer corps of dedicated and enthusiastic teachers and staff
- Generous and comfortable facilities and location
- Half our funding comes from gifts

#### **Challenges include:**

- Developing an ongoing assessment program
- Finding funds to support student research and travel
- Funding faculty who teach Honors programs
- Recruiting students

### **IV. Next Steps/ Action Items**

- Recruit appropriate students
- Search for ways to include Honors in faculty teaching load
- Investigate possibilities of an Honors endowment
- Monitor and adjust assessment program
- Create database of Honors alumni