

**WSU Five-Year Program Review
Self-Study**

Department/Program: **Department of Bachelor of Integrated Studies (BIS)**

Semester Submitted: **Fall 2016**

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Brief Introductory Statement

The Bachelor of Integrated Studies (BIS) is an interdisciplinary degree housed in the Weber State University Office of Academic Affairs. The BIS degree is designed to engage students in ownership of their educational experiences through personalized academic paths. Embedded in the degree are three academic emphases, faculty mentoring, creativity/research skills, and personal signature work through capstone projects. BIS students:

- Create a personalized academic program with discipline-specific advisors from over 50 departments in the arts and sciences
- Build upon the broad base of knowledge learned through breadth and depth general education coursework and projects
- Identify and work with three academic faculty representing the student's academic disciplines
- Demonstrate high impact practices such as: (a) collaborative assignments and projects, (b) undergraduate research, (c) diversity/global learning, (d) community engaged learning, (e) internships, and (f) capstone courses and projects.

Repko (2012) defined *integrated 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, high impact practices, and problem-solving skills to complete their degrees.

Bachelor of Integrated Studies students select three academic emphases for in-depth study and work closely with University faculty to conceptualize, draft, and create signature Capstone Projects that meld and synthesize knowledge, methods, and creativity into a cohesive whole.

Repko, A. (2012). *Interdisciplinary research process and theory*. Los Angeles, CA: Sage Publications.

Standard A - Mission Statement

The mission of the BIS Department to is recruit, advise, and support students as they identify three academic areas of study; facilitate communications between students and mentoring faculty; and to prepare students to craft high impact inquiry, creative, or community-engaged learning Capstone Projects.

Standard B - Curriculum

Revised: September, 2013

Current for the 2016/17 Academic Year

Outcomes	Director Advisement	BIS Capstone Project Report and Defense	BIS 3800 *	BIS 4800**
1. Make multiple connections across three disciplines	X	X	X	X
2. Create a Capstone experience demonstrating depth of understanding		X	X	X
3. Synthesize and report key research/skills/theories from academic disciplines		X	X	X
4. Identify and implement appropriate research or creative processes methodology	X	X	X	X
5. Provide an analysis, conclusion, results, or performance of Capstone experience		X	X	X
6. Demonstrate highly skilled and cohesive academic writing		X	X	X

* BIS 3800 is a class that helps BIS students learn capstone methods for use with their capstone project, and prepares students for professional life after their degrees.

**BIS 4800 earns the student three upper-division semester hours as s/he works and communicates with capstone committee members to fine-tune methods, findings, and the logistics of completing the capstone project. The culmination of BIS 4800 is the *Capstone Project Defense* where the student presents the finished, polished capstone project to the three committee members and the BIS program director for critique, scoring, and a final grade.

Standard C –Student Essential Learning Outcomes (ELOs) and Assessment

Measurable Learning Outcomes*

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

- 1. *Interdisciplinary work:*** The student makes multiple connections and conclusions across three disciplines.
- 2. *Nature of the Capstone Project:*** The student identifies an issue, topic, or creative process and creates a capstone experience that shows a depth of understanding, learning, and involvement.
- 3. *Knowledge, skills, and research base:*** The student effectively uses, synthesizes, and reports key research theory.
- 4. *Methods:*** The student identifies and implements robust methods for studying/creating a powerful capstone project.
- 5. *Analyses, Conclusions, and/or Results:*** The student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.
- 6. *Grammar, syntax, and mechanics:*** The capstone project reflects highly skilled and cohesive writing of superior quality.

These six indicators are assessed through the BIS Capstone Scoring Rubric (A copy of the rubric is placed after the 5 year data report). On the rubric, 4.0 represents the highest evidence of achievement, with 1.0 at the opposite end of the rubric (representing the lowest evidence of achievement), 0 represents no evidence. *The program has a targeted 80% threshold* for 4.0, 3.5, and 3.0 scores for BIS students in each of the indicators.

- These six BIS Essential Learning Outcomes were designed with input from LEAP (Liberal Education and America’s Promise) Standards (2010/2015) from the *American Association of Colleges and Universities*.

2011-2012 Evidence of Learning within the BIS Major (Capstone Project Scoring Rubric results)

n=52 program completers **2011-2012** (percentages may not add to 100% due to rounding—whole number were used this year)

Indicator	4s	3s	2s	1s	0s
Interdisciplinary Work <i>Target: The student makes multiple connections and conclusions across three disciplines</i>	37 (71%)	13 (25%)	2 (4%)	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>	34 (65%)	11 (21%)	5 (10%)	2 (4%)	0
Knowledge, Skill, and Research Base <i>Target: The student effectively uses, synthesizes, and reports key research theory.</i>	39 (75%)	8 (15%)	3 (6%)	2 (4%)	0

Methods <i>Target: The student identifies and implements robust methods for studying/creating a powerful capstone project.</i>	41 (79%)	8 (15%)	2 (4%)	1 (1%)	0
Analyses, Conclusions, and/or Results <i>Target: She student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i>	34 (65%)	9 (17%)	7 (13%)	2 (4%)	0
Grammar, Syntax, and Mechanics <i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i>	36 (69%)	11 (21%)	3 (6%)	2 (4%)	0

2011-2012 Threshold of 80% Performance achievement (3s and 4s) by BIS standard (n=31 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
	52	52	52	52	52	52
Has the 80% Threshold been met?	96%	87%	94%	83%	83%	90%

2012-2013 Evidence of Learning within the BIS Major (Capstone Project Scoring Rubric results)

n=38 BIS 4800 completers 2012-2013 (percentages may not add to 100% due to rounding—half numbers were introduced this year)

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>	18 (47%)	9 (24%)	7 (18%)	2 (5%)	2 (5%)	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>	13 (34%)	10 (26%)	11 (29%)	2 (5%)	2 (5%)	0	0	0
Knowledge, Skill, and Research Base <i>Target: The student effectively uses, synthesizes, and reports key research theory.</i>	14 (37%)	8 (21%)	11 (29%)	2 (5%)	3 (8%)	0	0	0

Methods <i>Target: The student identifies and implements robust methods for studying/creating a powerful capstone project.</i>	20 (53%)	6 (21%)	7 (18%)	3 (8%)	2 (5%)	0	0	0
Analyses, Conclusions, and/or Results <i>Target: She student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i>	14 (37%)	10 (26%)	7 (18%)	4 (10%)	3 (8%)	0	0	0
Grammar, Syntax, and Mechanics <i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i>	10 (26%)	12 (32%)	6 (16%)	4 (11%)	5 (13%)	1 (2%)	0	0

2012-2013 Threshold of 80% Performance achievement (3s and 4s) by BIS standard (n=31 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
	38	38	38	38	38	38
Has the 80% Threshold been met?	87%	89%	87%	95%	82%	74%

2013-2014 Evidence of Learning within the BIS Major (Capstone Project Scoring Rubric results)

n=28 BIS 4800 completers **2013-2014** (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>	12 (44%)	10 (36%)	5 (18%)	0 (0%)	1 (1%)	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>	18 (65%)	6 (21%)	3 (10%)	0 (0%)	0 (0%)	1 (1.5%)	0 (0%)	0 (0%)
Knowledge, Skill, and Research Base <i>Target: The student effectively uses, synthesizes, and reports key research theory.</i>	9 (33%)	8 (29%)	7 (25%)	2 (5%)	1 (1.5%)	1 (1.5%)	0(0%)	0 (0%)

Methods <i>Target: The student identifies and implements robust methods for studying/creating a powerful capstone project.</i>	16 (64%)	4 (14%)	6 (18%)	0 (0%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
Analyses, Conclusions, and/or Results <i>Target: She student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i>	15 (54%)	2 (7%)	9 (32%)	0 (0%)	2 (5%)	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>	10 (37%)	5(18%)	7 (25%)	3 (10%)	3 (10%)	0 (0%)	0	0

2013-2014 Threshold of 80% Performance achievement (3s and 4s) by BIS standard (n=31 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
	27	27	24	26	26	25
Has the 80% Threshold been met?	96%	96%	86%	93%	93%	89%

2014-2015 Evidence of Learning within the BIS Major (Capstone Project Scoring Rubric results)

n=31 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
Interdisciplinary Work <i>Target: The student makes multiple connections and conclusions across three disciplines</i>	14 (45%)	5 (16%)	8 (26%)	2 (6%)	2 (6%)	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>	17 (55%)	4 (13%)	6 (19%)	2 (6%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)
Knowledge, Skill, and Research Base <i>Target: The student effectively uses, synthesizes, and reports key research theory.</i>	11(35%)	5 (16%)	7 (23%)	5 (16%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)

Methods <i>Target: The student identifies and implements robust methods for studying/creating a powerful capstone project.</i>	18 (58%)	5 (16%)	3 (10%)	3 (10%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)
Analyses, Conclusions, and/or Results <i>Target: She student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i>	12 (39%)	6 (19%)	8 (26%)	3 (10%)	2 (6%)	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>	14 (45%)	5 (16%)	5 (16%)	4 (13%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)

2014-2015 Threshold of 80% Performance achievement (3s and 4s) by BIS standard (n=31 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
	31	31	31	31	31	31
Has the 80% Threshold been met?	87%	87%	70%	83%	83%	77%

2015-2016 Evidence of Learning within the BIS Major (Capstone Project Scoring Rubric results)

n=47 defenders (i.e. BIS 4800 completers) 2015-2016 (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>	23 (49%)	16 (34%)	6 (13%)	1 (2%)	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>	31 (66%)	9 (19%)	6 (13%)	1 (2%)	0 (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>	21(45%)	13 (28%)	9 (19%)	2 (4%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)

Methods <i>Target: The student identifies and implements robust methods for studying/creating a powerful capstone project.</i>	33 (70%)	6 (13%)	5 (11%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)
Analyses, Conclusions, and/or Results <i>Target: She student analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity.</i>	24 (51%)	8 (17%)	9 (19%)	3 (10%)	0 (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>	16 (45%)	7 (16%)	17 (16%)	3 (10%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)

2015-2016 Threshold of 80% Performance achievement (3s and 4s) by BIS standard (n=31 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
	47	47	47	47	47	47
Has the 80% Threshold been met?	98%	96%	92%	94%	87%	80%

Five-year data, mined from BIS Essential Learning Outcomes, reveal patterns of high student performance. 80% thresholds for Standards 1 (Interdisciplinary Work), 2 (Nature of Capstone Project), 4 (Methods), 5 (Analyses, conclusions and/or results) were achieved in all five years of this self-study.

Data from AY 2012-2013 revealed that the 80% threshold for Standard 3 (Knowledge, skills, and research base) had not been met. To address this issue, BIS 3800 was reviewed to include work with a university bibliographer to learn how to incorporate professional literature.

Data from AY 2014-2015 revealed that the 80% threshold for Standard 3 (Knowledge, skills, and research base) and Standard 6 (Grammar, syntax, and mechanics) had not been met. BIS students were advised of these trends and were asked to voluntarily take Capstone work to a WSU writing lab for critique prior to the Capstone defense.

Data from AY 2015-2016 showed that BIS students again reached targeted 80% competencies with these critical performance indicators. The BIS department will continue to collect, analyze, and make program adjustments based upon data trends.

**Bachelor of Integrated Studies
Capstone Project Scoring Rubric**

Indicator	4	3	2	1	0
<p>Interdisciplinary Work</p> <p><i>Target: The student makes multiple connections and conclusions across three disciplines during the Capstone Experience</i></p>	<p>The student demonstrates deep understanding of an issue from multiple disciplinary perspectives. During the defense, the student provides rich synthesis, analysis, and/or creativity from all three areas of study.</p>	<p>The student connects examples, facts, or conclusions from all three areas of study. During the defense, the student provides good synthesis, analysis, and/or creativity from all three areas of study.</p>	<p>The student minimally relates examples, facts, or conclusions from all three areas of study. During the defense, the student provides minimum quality of synthesis, analysis, and/or creativity.</p>	<p>The student minimally relates examples, facts, or theories from at least one area of study. During the defense, the student lacks depth of understanding and/or creativity for an issue from multiple perspectives.</p>	<p>The student does NOT relate examples, facts, or theories at a basic level. During the defense, the student fails to meet minimum BIS Department standards for synthesis and creativity.</p>
<p>The Capstone Experience</p> <p><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 through a well-crafted written report</i></p>	<p>The student demonstrates superior understanding of an issue, topic, or creative process and creates a powerful Capstone Project Report using research, creative process, and/or community service.</p>	<p>The student demonstrates high quality understanding of an issue, topic, or creative process and creates a good Capstone Project Report using research, creative process, and/or community service.</p>	<p>The student demonstrates minimum quality of understanding of an issue, topic, or creative process and creates a fair Capstone Project Report using research, creative process, and/or community service.</p>	<p>The student demonstrates minimum quality of understanding for an issue, topic, or creative process and creates a Capstone Project Report that represents a minimum quality of work, creative process, and/or understanding.</p>	<p>The student does NOT demonstrate minimum quality or understanding for an issue, topic, or creative process. The Capstone Project Report fails to meet BIS Departmental standards and expectations.</p>
<p>Knowledge, Skills, and Research Base</p> <p><i>Target: The student effectively uses, synthesizes, and reports key research, theory, and/or skills from three disciplines in the capstone project</i></p>	<p>The student demonstrates superior use and integration of theory, research, and best practices in three academic disciplines. The Capstone project report shows sophisticated use and integration of knowledge bases.</p>	<p>The student demonstrates high quality in use and integration of theory, research, and best practices from three academic disciplines. The Capstone Project Report shows strong knowledge and integration of knowledge bases.</p>	<p>The student demonstrates acceptable use and integration of theory, research, and best practices from at least two disciplines. The Capstone Project Report shows good knowledge and use of theory bases, but is limited in rigor and/or integrating three academic disciplines.</p>	<p>The student demonstrates minimum use and integration of theory, research, and best practices from one or two academic disciplines. The Capstone Project Report meets a minimum standard for knowledge and use of theory base. Lack of rigor is very apparent.</p>	<p>The student does NOT demonstrate minimum use or integration of theory, research, and best practice. The Capstone Project Report fails to meet minimum standards for knowledge and use of theory bases.</p>

<p>Methods or Creativity</p> <p><i>Target: The student creates and implements robust methods for studying/creating a powerful capstone project</i></p>	<p>The Student demonstrates superior methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a robust Capstone Experience.</p>	<p>The Student demonstrates strong methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a good Capstone Experience.</p>	<p>The Student demonstrates acceptable methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects an acceptable Capstone Experience.</p>	<p>The Student demonstrates minimum methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a barely acceptable Capstone Experience. The experiences and or Capstone Project Report has obvious weaknesses.</p>	<p>The student does NOT demonstrate minimum methods and/or creativity in the Capstone Experience. The Capstone Project Report fails to describe or reflect minimum standards for the Capstone experience.</p>
<p>Analysis/Results Conclusions, and/or Product</p> <p><i>Target: The student effectively analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity</i></p>	<p>The Capstone Project Report and/or product demonstrates sophisticated levels of understanding and application of the experience. The Capstone Project Report reflects superior learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates strong levels of understanding and application of the experience. The Capstone Project Report reflects solid learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates moderate levels of understanding and application of the experience. The Capstone Project Report reflects moderate learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates a minimum level of understanding and application of the experience. The Capstone Project Report reflects basic understanding but lacks academic rigor.</p>	<p>The Capstone Project Report does NOT demonstrate a minimum level of understanding and application of the experience. The Capstone Project Report fails to meet minimum standards for academic rigor.</p>
<p>Grammar, Syntax, and Mechanics</p> <p><i>Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i></p>	<p>The student skillfully uses written language to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing flows coherently and fluently throughout the project and demonstrates a superior command of written communication.</p>	<p>The student uses written language effectively to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing makes sense, flows smoothly and demonstrates quality written expression.</p>	<p>The student uses written language effectively; however, committee members make frequently content and/or mechanical suggestions. Stylistically, the writing reads well and is free of obvious errors in grammar, syntax, and mechanics. writing.</p>	<p>The student marginally uses written language in the project. Stylistically, there are many errors in cohesion, grammar, syntax, and mechanics. The committee expresses concern about the student's written language.</p>	<p>The student does NOT use written language for basic communication and expression. The Capstone Project is poorly written and unacceptable.</p>

BIS Professional Attributes are based on 2010 LEAP (Liberal Education and America's Promise)
Essential Learning Outcomes — see: www.aacu.org/leap
Cena/January 2012

Standard D - Academic Advising

Advising Strategy and Process

Exit survey data reveal that BIS students become aware of, and become interested in, the program because of three primary influences: (a) a relative or friend has completed a BIS; (b) the quality of our website to capture interest, show capstones, and inform prospective students of specific steps for admissions; and (c) a campus advisor has directed a student to our program. Items (a) and (b) attract most of our students. The department is relying more on our website to share program information and admission procedures. All admissions forms, scoring rubrics, department mission statements, and *examples of completed capstone projects* are available for students. The BIS website is:

weber.edu/BIS

In addition to these, the BIS Director routinely visits First Year Experience (FYE) classes and makes presentations to school groups visiting the Weber State campus as part of exploring a college degree to promote and explain the BIS degree. BIS support staff now have a half-day presence at the WSU Davis campus in academic advisement space to also recruit and provide information for students from that campus. The BIS executive assistant continually phones interested students to contact them to answer questions and to help them with admissions.

Here is the way a student typically becomes a BIS student through *academic advisement*:

1. The student becomes aware of the program through a friend or relative who completed a BIS, or the student surfs the Weber State University website and learns about the degree, or the student is informed about the degree from a campus advisor.
2. The student is advised to download the BIS admissions packet (including application and three academic contracts) from the Department's website. Hard copies of these documents are also available for drop-in students.
3. The student makes an appointment with each of the selected academic departments' advisors to craft the BIS academic contract.
4. Once the three BIS academic contracts are completed, the student contacts the Department's executive assistant to schedule an *admissions appointment*.
5. During the admissions appointment, the BIS Director gets to know the student and his/her goals for their academic studies and potential careers. If a BIS degree is not the best path for the student, the Director advises the student of a better path. For example, a BIS is *not* the best path for students considering a career in nursing or teaching.

During the admissions appointment, the BIS Director reviews the academic contracts with the students to: (a) check that the minimum number of credit hours for each academic area has been determined (typically 18 semester hours, but some department, such as communications, have more than 18 hours), (b) ensure that Weber's general education requirements have been met or are in progress, (c) project the number of total and upper division credits to plan on

meeting the minimum 120 total hours and 40 upper division credit hour requirements, (d) discuss initial capstone project concepts and share web-based posted completed capstones, and (e) build a collegial relationship so the student knows where to turn for support.

The other component of BIS advisement is concerned with the guidance, support, and mentoring the student receives once s/he begins work on the capstone project. Program exit data revealed that most students feel that the advisors, BIS 3800 instructor, and academic committee members are open with their time and most often provide timely feedback for capstone projects. Exit data also revealed that students initially struggle with getting started on their capstones and sometimes get stalled during the capstone process. These students indicated that they did *not* reach out to capstone committee members on a regular basis.

Effectiveness of Advising

The effectiveness of *academic advising* is that there has only been one student, in the last 5 years, who was ineligible for graduation at conclusion of the student's BIS program and Capstone defense. This was due to the student changing a BIS academic contract without checking with advisors—he was short 2 credits of upper-division credits. To my knowledge, in the last 5 years, a student has not voiced a grievance about mis-advisement due to BIS or discipline-specific advisors giving wrong information about academic courses, Weber's general education, or other University graduation requirements.

The effectiveness of *capstone advising* is largely determined by the BIS student. Most students finish their capstone projects in two semesters (they are routinely given an INC grade for the semester they register for the capstone—BIS 4800). However, some students do not complete their capstone, or drop out of Weber. The BIS office reaches out to those students with email invitations to share how BIS staff can help them complete their degrees. Ultimately, the student has the responsibility to contact capstone committee members to share progress and difficulty. In cases where students have been away from campus for a couple of semesters, they will generally contact the BIS director for help in getting re-started. The director extends an invitation to come in for a visit and to strategize the best way for the student to reach out to capstone committee members and continue their work. To the best of my knowledge, faculty capstone members have *not* turned down a student's request to continue working on the capstone, but have encouraged the student to continue to complete.

On occasion, a BIS student who has been away from campus for a significant period of time (10-25 years) contacts the director and asks how to get restarted. In these cases, the student is informed of WSU policy: (a) the student must be re-admitted to Weber and complete any requirements *admissions* determines need to be met for University requirements; (b) the student has to arrange meetings with the three academic departments to *revalidate* coursework contracts (any changes or repetition of courses that the departments require are entered into CatTracks); (c) the student works with the BIS Director to re-form the capstone committee; (d) the student's CatTracks is updated to the current academic calendar year; and (f) the student is given advice on how to work with the committee to complete the capstone process and the degree. In the last five years, I am aware of 7 students

who have contacted me, and 5 have either completed, or are in process of completing their degrees.

BIS exit surveys report that 96% of BIS students are “Very pleased” or “Pleased” with the advisement they received from BIS staff. The department is in the process of converting BIS exit surveys to Google Forms for easier administration and data reporting.

Past Changes and Future Recommendations

Although *academic advising* is where the Department wants it to be; there is always room for growth for *capstone advisement*. A future goal of the Department is to provide monthly drop-in seminars to help student with capstone advisement.

Programmatic/Departmental Teaching Standards

BIS Departmental Professional Indicators and Essential Learning outcomes are based upon LEAP (Liberal Education and America’s Promise) Standards (2010 & 2015) from *The American Association of Colleges and Universities*.

BIS Program improvements during the last 5 years based on data reporting and developing best theories and practices in integrated studies:

1. The BIS Capstone rubric and Essential Learning Outcomes are now aligned to LEAP 2010/2015 Standards. The verbiage used in the scoring rubric and advisement materials reflects these national reform movements.
2. BIS Professional indicators are used at the end of BIS 3800 and 4800 to inform students of their professional attributes. Any time a member of the University community has a professional issue with a BIS student, a copy of the professional indicators is given to the member to complete and return to the BIS director. This triggers an automatic meeting with the BIS Director. In the last 5 years, three students have been referred by this protocol. All three students were counseled by the director and gotten back on track. All three students completed their capstone projects and graduated with success.
3. Before the Stewart Library renovation, Weber’s Academic Affairs office gave the Department money to install a computer and large screen monitor for use with Skype defenses, prior to this, distance defenses were conducted via conference phone calls. This distance communication station will be improved as part of the library renovation.
4. After participating in various learning and academic renewal conferences, the BIS Director created a BIS Conceptual Framework that will be used for advisement, program recruitment, and presentation purposes. A copy of the BIS Conceptual Framework is contained in Appendix G.
5. BIS 3800 was increased from a 2 semester-hour class to a 3 semester-hour class. The Department added four seminars to help students with their writing, conceptualization of the capstone projects, and career services help through a presentation by WSU career services member, Pat Wheeler.

6. Other improvement efforts based on the Department last 5-year report are described in Standard H—Results of Previous Program Review

Standard E - Faculty

Faculty Demographic Information

BIS Director:

Dr. Michael E. Cena, Ph.D. Tenured, full professor in the Jerry and Vickie Moyes College of Education, 41 years teaching experience in public and higher education.

Marie Clayton, MSN, RN, full-time professional staff, and an adjunct instructor in Nursing. 5 years nursing and BIS teaching experience in higher education.

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	1		
Number of faculty with Master's degrees		1	
Number of faculty with Bachelor's degrees			
BIS Department Executive Assistant (AS)		1	
Total	1	2	

Evidence of Effective Instruction

The following are student evaluation data for Professor Marie Clayton; Dr. Cena does not teach a BIS class. Numeric values are as follows: Strongly Agree=4, Agree=3, Neutral =2, Disagree=1, Strongly Disagree=0

Four years of Instructor evaluation for BIS 3800

The instructor's feedback was helpful and meaningful.

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.71	3.5	4	4	2.85	3.8	4

Range=2.85-4 Mean=3.69 (25.86/7)

Overall, this course was:

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.85	3.5	4	4	2.57	3.6	4

Range=3.42-4 Mean=3.64 (25.52/7)

Overall, this instructor was:

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.42	4	4	4	3	3.8	4

Range=3.42-4 Mean=3.74 (26.22/7)

The lessons, assignments, and activities increased my understanding of the course materials

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.57	3.5	3.71	3.5	2.85	3.8	4

Range=2.85 Mean=3.56 (24.93/7)

The course was clearly organized and easy to navigate.

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.28	3.75	3.42	4	3	3.8	3.75

Range=3.28-4 Mean= 3.57 (25/7)

The syllabus clearly explained course objectives.

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.57	3.75	3.42	4	3	3.7	3.66

Range=3.42-4 Mean= 3.58 (25.1/7)

The course lessons, assignments, and activities motivated me to learn the course material.

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.42	3.25	3.71	4	2.42	3.7	3.66

Range=2.42-4 Mean= 3.45 (24.16/7)

The instructor provided timely feedback.

Sp '13	F '13	Sp '14	F '14	Sp '15	Sp '16	Su '16
3.85	3.75	4	4	3.28	3.7	4

Range=3.28-4 Mean= 3.79 (26.58/7)

Recent Faculty Scholarship

Cena, Michael E. (April, 2015). Weber State University Future Educators' Conference, Ogden, Utah. Presentation title: Teaching with Children's Informational Texts

Cena, Michael E. (August, 2016). Group presentation (leader): High-Impact Practice Programs at Weber State University. New Faculty Retreat, Midway, Utah sponsored by Weber's Teaching and Learning Forum.

Cena, Michael E. (October, 2016). International Society for Exploring Teaching and Learning (ISETL) Conference, Salt Lake City, Utah. Presentation Title: Frameworks, High Impact Practices, and Student Learning Outcomes: Promoting Best Practices in Integrated Learning.

Cena, Michael E. (October 2016). - Association for Interdisciplinary Studies (AIS). October 27 - 29, 2016, Ottawa, Canada. Presentation Title: Articulating an Integrated Studies degree with LEAP (2015) Standards through Essential Learning Outcomes, Professional Indicators, and Capstone Scoring Rubrics.

Clayton, Marie worked to prepare PowerPoints for Repko, Allen F. (2012). *Interdisciplinary research process and theory (2nd ed.)*. Thousand Oaks, CA: Sage.

Hebdon, M., Clayton, M., Sitzman, K. (in press). Caring intention transformation in an interprofessional massive open online course. *International Journal of Human Caring*.

Clayton, Marie Massive Open Online Course presentation: *Caring Science, Mindful Practice* for The International Caritas Consortium, Boston, MA, October 2016.

Professional Development

Michael Cena attended the International Literacy Association's Annual Conference (July, 2015) in Boston, Massachusetts in addition to presenting and attending the conferences described above.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

During the last five years, the BIS program has benefited from the addition of Marie Clayton as two-thirds professional staff. Professor Clayton has proved to be an outstanding teacher, advisor, and special needs contact for BIS students as evidenced by student evaluation data for BIS 3800. For a program of its size, a half-time director, two-thirds time professional staff member, and full-time department executive assistant are sufficient for BIS to operate effectively.

Evaluation of BIS staff members

BIS staff members Beth Thompson and Marie Clayton are reviewed annually by Dr. Cena using the protocols developed by Weber through PREP staff evaluation.

Adequacy of Administrative Support

Dr. Brenda Kowalewski, Associate Provost for Academic Affairs, is greatly helpful in encouraging the Department to follow best theories and practices for integrated learning and high impact practices. The BIS Director meets twice a month with other high-impact program directors (honors, undergraduate research, teaching and learning forum, sustainability, and community engaged learning) to share ideas and concern with administration. All central administrative staff and leaders are highly supportive of the BIS program.

Adequacy of Facilities and Equipment

The BIS Department is housed in Weber's Stewart Library. The library is undergoing massive renovation resulting in open and inviting space for the Department. During renovation, the Department is temporarily housed in the new Tracy Hall Science Center.

All Department personnel have new MacBook computers for telecommuting, and four-year old iMac work stations. The library renovation will improve our conference room and technology facilities enabling continued Skype tele-defenses via wide-screen monitors and cameras. Our facilities and equipment are appropriate for our department.

Adequacy of Library Resources

BIS students are required to meet with a Stewart Library bibliographer for one of their BIS 3800 assignments. They must provide evidence to the instructor of such a meeting. Currently, the library has sufficient staffing and resources for BIS students' academic success through University bibliographers and staff members.

Standard G - Relationships with External Communities

Description of Role in External Communities

The BIS Department is an active member of the Association for Integrated Studies learned society. This is an international group of scholars who meet annually and publish the journal, *Issues in Integrated Studies*.

Summary of External Advisory Committee Minutes

Copies of the BIS Advisory Council committee members and our most recent advisory council minutes are contained in Appendix H.

BIS Partnerships and Associations within Weber State University

The BIS Department was recently organized under the University structure of High Impact Programs and Faculty Development. Bi-monthly meetings include working, planning, exploring, and assessing best theories and practices in high impact learning, working with students, and exploring opportunities to share knowledge and research.

BIS works closely with our HIP/FD partners: (a) Office of Undergraduate Research—OUR, (b) University Honors—HONORS, (c) Center for Community Engaged Learning—CCEL, Sustainability Practices and Research Center (SPARC), and the Teaching and Learning Forum (TLF).

BIS students have secured research grants from OUR, participated in departmental HONORS, and have provided many hours of volunteer time with CCEL. BIS is looking forward to building capacity with SPARC and other campus partners.

BIS academic emphases are housed in more than 50 academic departments in all colleges in the arts and sciences. The Department also works closely with Weber's Student Services Center, Student Success Center, and other University support partners.

Standard H – Program Summary
 Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Recommendation 1 — BIS students need to be continually provided with venues where their work can be celebrated, highlighted, and recognized beyond the project defense.	Previous 5 Year Program Review: Recommendation was made for sharing capstone projects.	
	Year 1 Action Taken: The BIS director was appointed after this report. Year 1 was spent learning about the program.	
	Year 2 Action Taken: Discussion ensued about possible actions to address this. BIS committee members were asked their opinions. In the end, it was agreed upon that electronic technologies would be the best way to share capstone projects	Progress in articulating the issues and brainstorming for how to address it happened.
	Year 3 Action Taken: Plans were made to meet with WSU information technologists to post electronic copies of the best capstones on the BIS website	A format was agreed upon by BIS staff and Weber’s IT team. BIS students were informed and asked permission to electronically post their work.
	Year 4 Action taken: Many capstone projects have been posted under the type of BIS capstone: (a) primary research, (b) secondary research, (c) community engaged service learning, and (d) creative project.	IT and BIS staff met this objective. Capstones are posted on the Department’s website: weber.edu/BIS

<p>Recommendation 2 — BIS projects are usually spiral bound. Evaluators recommend projects be bound with hard covers, similar to masters' theses.</p>	<p>Previous 5 Year Program Review:</p>	
	<p>Year 1 Action Taken: The BIS director was appointed after this report. Year 1 was spent learning about the program.</p>	
	<p>Year 2 Action Taken: Discussion took place with BIS committee members. It was decided that the additional cost of hard covers given the effort to put projects on the web was not worth the costs to the students. A better solution was the web-based postings.</p>	<p>Discussion ensued. Most BIS committee members did not care about the type of binding and recommended the continuation of the spiral binding as it was more cost effective for students.</p>
	<p>Year 3 Action Taken: Discussion centered around Recommendation 1 listed above with web-based postings.</p>	<p>BIS staff began to work with IT to post capstone projects on the Department's website: weber.edu/BIS</p>
	<p>Year 4 Action taken: The question became moot as the Stewart library proceeded with the its scheduled renovations, the center that created bound books was shut down. BIS staff had also worked to get most capstone projects posted on the Department's website. Students continue to provide committee members and the library with spiral bindings.</p>	<p>BIS students continue to use spiral bindings and give permission to post their capstones on the website.</p>

<p>Recommendation 3 — WSU should support faculty with load reductions rather than simply buying participating faculty a book.</p>	<p>Previous 5 Year Program Review:</p>	
	<p>Year 1 Action Taken: The BIS director was appointed after this report. Year 1 was spent learning about the program.</p>	
	<p>Year 2 Action Taken: Discussion took place with BIS administration to determine if this was feasible. It was decided that due to almost 50 departments participating in BIS committee work, the logistics of how to do this would be staggering.</p>	<p>Discussion ensued with WSU administration. In the end, another solution needed to be found.</p>
	<p>Year 3 Action Taken: WSU administration secured non-E&G money to purchase \$50 Amazon gift cards for faculty committee work. A give card was given for each student the faculty mentored. Faculty were appreciative of this jester.</p>	<p>BIS executive assistant, Beth Thompson, worked with budgeting and auditing to devise a means for providing records and an audit trails for the gift cards. Funding was secured.</p>
	<p>Year 4 Action taken: WSU auditors informed the Department that faculty participating on more than one BIS committee per year (there are many faculty who participate on several per year) cannot continue to receive gift cards for committee service. Above \$50, this is considered earned wages and must be reported on Federal income taxes. Discussion ensued with stake holders. In the end, a compromise was found where participating faculty could receive <i>one</i> \$50 Amazon gift card per year and then would receive supplement pay (including benefits) that after taxes and benefits were removed would show a \$50 salary increase per student.</p>	<p>Procedures described in the previous column were implemented ensuring BIS faculty members and gift card policies were congruent with Federal income tax laws.</p>

<p>Recommendation 4 — It may be helpful to add a third course that expands on the theory and practice of interdisciplinary thought.</p>	<p>Previous 5 Year Program Review:</p>	
	<p>Year 1 Action Taken: The BIS director was appointed after this report. Year 1 was spent learning about the program.</p>	
	<p>Year 2 Action Taken: Discussion took place with BIS committee members. The BIS director and instructor Marie Clayton created a syllabus, catalog, and course description and proceed getting BIS 2800 (the third course) approved by WSU Faculty Senate</p>	<p>A course was created and approved through University curriculum channels— BIS 2800 (Introduction to Integrated Studies) 3 credit hours.</p>
	<p>Year 3 Action Taken: The Department began requiring BIS 2800 for incoming students who had earned less than 75 credit hours.</p>	<p>This proved to be highly problematic. Most entering BIS students contact the department with associate’s degrees and more than 75 semester hours of credit. It was not congruent with institutional policy and intent that students take more time to graduate.</p>
	<p>Year 4 Action taken: The course remains in the WSU official catalog, however, each semester the department tried to implement the course, there were only 2-3 potential enrollees. However, with discussions taking place on campus concerning the re-thinking of general education requirements, BIS 2800 (Introduction to Interdisciplinary Studies) may fit into the general education curriculum.</p>	<p>The issue of BIS 2800 is on hold until the restructuring of general education begins. At that time, the Department will work with University curriculum committee to determine if this course would be appropriate for an associate’s level methods course.</p>

<p>Recommendation 5 — An association of institutions throughout the Utah Systems of Higher Education could develop a system-wide network to help facilitate common goals and objectives.</p>	<p>Previous 5 Year Program Review:</p>	
	<p>Year 1 Action Taken: The BIS director was appointed after this report. Year 1 was spent learning about the program.</p>	
	<p>Year 2 Action Taken: Discussion took place about the feasibility of this. There simply are not resources for time, in-state travel, and meeting space for what a state-wide interdisciplinary council creation would entail. The Department is open to this in the future.</p>	<p>Discussion ensued. Other institutions in the USHE agreed that this would be beneficial, however, no institution was willing to spearhead the effort.</p>
	<p>Year 3 Action Taken: none</p>	
	<p>Year 4 Action taken: none</p>	

<p>Recommendation 6 — Formal faculty orientation about the BIS program is warranted</p>	<p>Previous 5 Year Program Review:</p>	
	<p>Year 1 Action Taken: The BIS director was appointed after this report. Year 1 was spent learning about the program.</p>	
	<p>Year 2 Action Taken: The possibility of the BIS Director visiting departments and colleges housing BIS emphases was discussed. The deans and department chairs contacted informed the director that time was <i>not</i> available at beginning of school meetings</p>	<p>Discussion ensued with stakeholders.</p>
	<p>Year 3 A plan was implement to do a presentation and round-table discussion at Weber’s New Faculty Retreat sponsored by the Teaching and Learning Forum. This proved to be successful and will continue each year.</p>	<p>Plan implemented for annual presentation at the New Faculty Retreat</p>
	<p>Year 4 Presentations and roundtable discussions are on-going at the New Faculty Retreat.</p>	

<p>Recommendation 7 — There is a lack of support from Weber’s career services for BIS majors</p>	<p>Previous 5 Year Program Review:</p>	
	<p>Year 1 Action Taken: Immediate action was discussed for this. The Department reached out to career services.</p>	<p>Discussion ensued with Weber’s Career Services Center.</p>
	<p>Year 2 Action Taken: Pat Wheeler, a career services specialist, agreed to provide each semester’s BIS 3800 class with a seminar and procedural information for setting a career services file and how to use career services to secure jobs. She continues to advise students with career services and serves as the BIS liaison.</p>	<p>A plan was implemented with Career Specialist, Pat Wheeler.</p>
	<p>Year 3 The action above has continued.</p>	
	<p>Year 4 The action above has continued.</p>	

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
<p>Indicator 3— Knowledge, Skill, and Research Base Target: <i>The student effectively uses, synthesizes, and reports key research theory.</i></p>	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken: Data from the BIS scoring rubric Essential Learning Outcomes revealed that this was below the 80% threshold. BIS 3800 course assignments were revised to require BIS students to meet with a bibliographer and provide evidence of such a meeting.
	Year 4 Action to Be Taken: BIS scoring rubric data were above the 80% threshold. The Department will continue to monitor this issue.
<p>Indicator 6— Grammar, Syntax, and Mechanics Target: <i>The Capstone Project reflects highly skilled and cohesive writing of superior quality.</i></p>	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken: Data from the BIS scoring rubric Essential Learning Outcomes revealed that this was below the 80% threshold. BIS students were required to take their BIS 3800 capstone prospectuses and final capstone reports to an open lab writing center to help with written expression and language usage.
	Year 3 Action to Be Taken: Data from the BIS scoring rubric revealed that Indicator 6 was still an issue. BIS faculty and staff stressed to students the importance of written expression, implemented a writing seminar in BIS 3800, explained where to get help and support for written communications.
	Year 4 Action to Be Taken: Data from the BIS scoring rubric revealed that students met the 80% threshold. This issue will probably be a perennial one. The Department will continue to monitor the quality of BIS students’ written work. And work to maintain high written communications standards.

Summary of Artifact Collection Procedure

Revised: September, 2013

Current for the 2016/17 Academic Year

BIS Outcomes	Method of Assessment	Time of Assessment
1. Make multiple connections across three disciplines.	1. Formative Capstone prospectus rubric between BIS students and committee members 2. BIS Capstone scoring rubric	1. Upon completion of BIS 3800 2. During BIS defense (BIS 4800 completion)
2. Create a Capstone experience demonstrating depth of understanding.	1. BIS scoring rubric	1. During BIS defense (BIS 4800 completion)
3. Synthesize and report key research/skills/theories from academic disciplines	1. BIS scoring rubric	1. During BIS defense (BIS 4800 completion)
4. Provide analysis/results/conclusions from Capstone experience.	1. BIS scoring rubric	1. During BIS defense (BIS 4800 completion)
5. Organize and use human resources and manage time.	1. BIS Professional Indicators Rubric	1. During BIS defense (BIS 4800 completion)

		2. At "graduation dean's sign off" meeting with adviser
6. Create and implement a lifelong learning plan for career and/or graduate program.	1. Feedback from Pat Wheeler, employment advisor, after teaching BIS 3800 2. BIS Professional Indicators Rubric	1. Assignment for BIS 3800 2. During BIS defense (BIS 4800 completion)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student Credit Hours Total	337	360	322	386	317
Student FTE Total	11.23	12.00	10.73	12.87	10.57
Student Majors	192	214	168	172	169
Program Graduates	39	52	43	42	41
Student Demographic Profile					
Female	101	115	80	93	94
Male	93	99	88	79	75
Faculty FTE Total	1.16	0.875	1.54	1.205	1.085
Adjunct FTE	0.08	0.25	0.29	0.83	0.71
Contract FTE					
Student/Faculty Ratio	9.68	13.71	6.97	10.68	9.74

Note: Data provided by Institutional Effectiveness (These figures are provided by the Institutional Effectiveness office in partner with the Registrar's Office)

Summary Information

Program Credit Hour requirements: BIS minimum hours (18 X 3 =54 in academic disciplines), plus 6 hours (BIS 3800, BIS 4800) **60 hours (40 of which must be upper division credits)**

General Education hours: 34-36

Required support course hours: 26 – 24

Total: minimum 120 credit hours incorporating general education, program requirements, electives, and upper division credits.

BIS Academic Emphases	Totals for 2011-2016
Anthropology	14
Art	26
Art History	1
Asian Studies	9
ASL/DATC	13
Athletic Admin	3
Athletic Training	3
Botany	12
Business Admin	43
CEET	1
Chemistry	49
Clinical Lab Science	2
Coaching Sport	21
Communication	86
Computer Science	24
Construction Management	39
Criminal Justice	44
Dance	9
Design Engineering Tech	45

Economics		9
Education		17
EET		3
Emergency Care & Rescue		13
English		47
Entrepreneurship		11
Environmental Studies		3
Ethnic Studies		3
European Studies		1
Exercise Science		21
Family Studies		118
Foreign Language		1
Geography		16
Geology		13
Geospatial Analysis		3
German		4
Gerontology		3
Health Admin		83
Health Promotion		148
Health Sciences		74

History		18
Honors		8
Human Performance		4
Information Systems and Tech		7
Interior Design		27
International Politics		6
Japanese		1
Latin American Studies		3
Legal Studies		8
Linguistics		2
Math		7
MFET		8
Microbiology		11
Military Science		15
Music		29
Network Management Tech		44
Neuroscience		2
Nutrition		124
Philosophy		6
Photography		1

Physical Education		13
Physics		6
Political Science		6
Professional Sales		43
Psychology		58
Public Admin		3
Public History		1
Recreation		29
Social Work		24
Sociology		19
Spanish		34
Sports Medicine		16
Theater		6
Visual Arts		2
Women and Gender Studies		10
Zoology		32

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Michael E. Cena	male	white	Full professor	tenured	Ph.D.	41	Elementary education foundations and literacy
Marie Clayton	female	white	Profession staff	On-going	MSN	5	Nursing and integrated studies
Jennybeth Thompson (Executive Assistant)	female	white	Classified staff	On-going	AS	N/A	Office services

Appendix D: Financial Analysis Summary
 (This information is provided by the Provost's Office)

Program Name					
Funding	10-12	12-13	13-14	14-15	15-16
Appropriated Fund	\$ 45,771	\$99,491	\$105,318	\$84,569	\$77,668
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
Total	\$ 45,771	\$99,491	\$105,318	\$84,569	\$77,668

Summary Information (as needed)

The \$5,000 funding above is only for BIS current expense. WSU academic affairs has honored the Department's request for new computers, technology, scholarship needs, and travel funds for the last 5 years. The University has also just renovated the BIS office space in the Stewart Library to make the space more inviting.

The amount of financing has flocculated due to some addition of department scholarship funds given to BIS by academic affairs.

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Association for Integrated Studies (AIS)	This is the profession learned society for interdisciplinary studies. The Department is a member of this society and both Michael Cena and Marie Clayton have attended and presented at the AIS annual conference.
BIS Advisory Council (See Appendix F for current information).	The purpose of the BIS advisory council is to meet at least once each academic term to review BIS program data, assessments, and results. The council also serves as an advisory committee to discuss integrated studies trends, issues, and BIS student needs. Advisory council members represent a broad-base of scholars and advisors from the Weber State University community.

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Dr. Maryann McKnight	Associate Dean, Social Science	Salt Lake Community College
Dr. Alyson Saunders	Associate Dean, EAST	Weber State University
Dr. David Noack	Director, Hall Center for Entrepreneurship	Weber State University
Roxanne Holbrook	Services for Students with Disabilities	Weber State University

APPENDIX F
BIS Professional Indicators

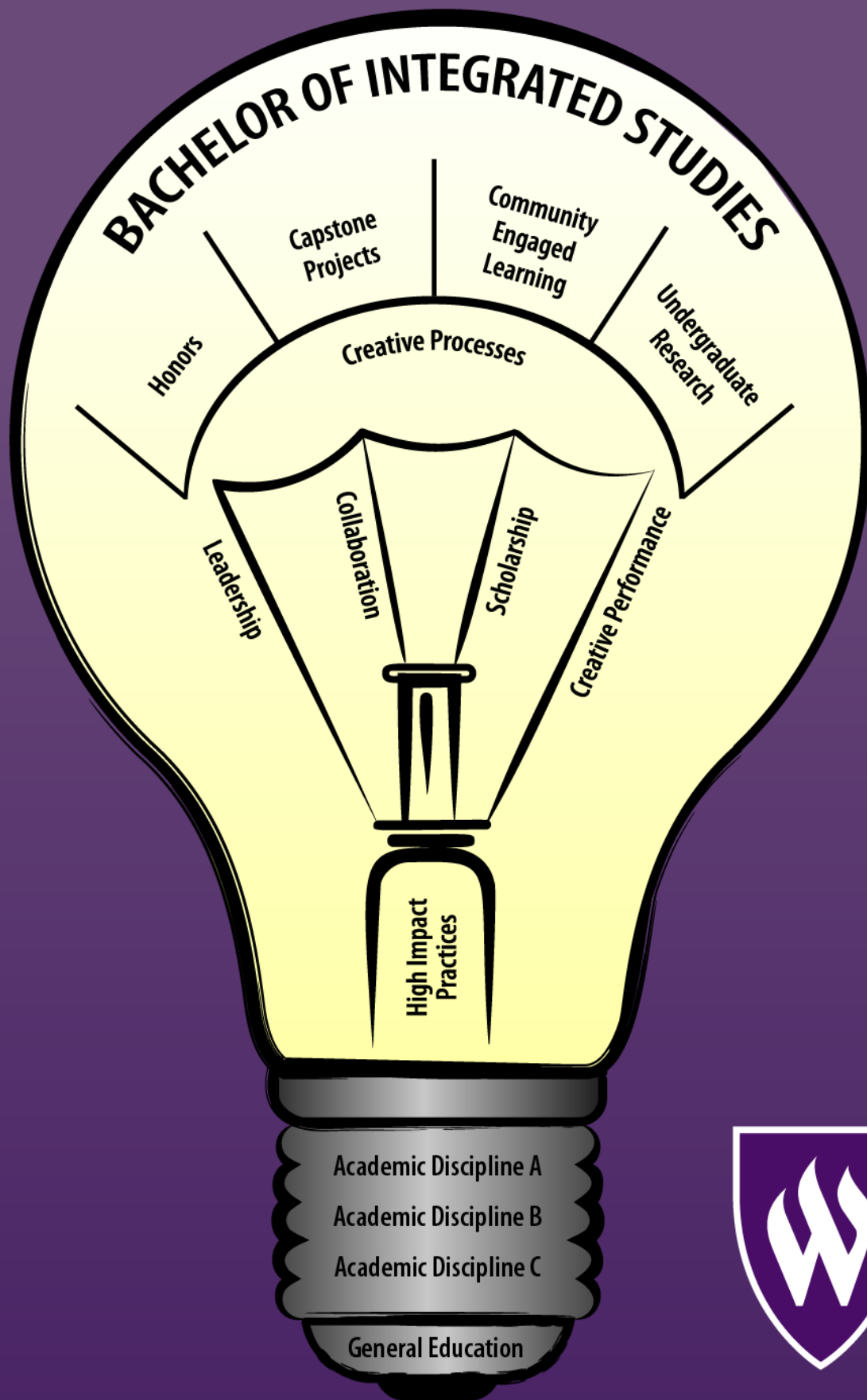
Bachelor of Integrated Studies
Professional Attributes Progress Summary

Professional Indicator and Description	On-Target	Low to Moderate Concern	Comments
<p style="text-align: center;">Interdisciplinary Knowledge of Human Cultures and the Physical and Natural Worlds</p> <p><i>Target:</i> The student demonstrates discipline-specific knowledge of three self-selected areas of the arts and sciences.</p>			
<p style="text-align: center;">Intellectual and Practical Skills</p> <p><i>Target:</i> The student demonstrates robust levels of inquiry, creativity, discovery, analysis, and reporting through written and oral communication.</p>			
<p style="text-align: center;">Ethical and Social Responsibility</p> <p><i>Target:</i> The student develops and maintains professional ethics and dispositions respecting individuals and cultural sensitivity.</p>			
<p style="text-align: center;">Collegiality</p> <p><i>Target:</i> The student is respectful of self, faculty, staff, and peer and community members.</p>			
<p style="text-align: center;">Responsible</p> <p><i>Target:</i> The student shows leadership skills, organizational abilities, and time management skills.</p>			
<p style="text-align: center;">Resourceful</p> <p><i>Target:</i> The student learns and applies quantitative/qualitative measures and problem-solving skills. These skills are applicable for new learning situations and life-long learning.</p>			

BIS Professional Attributes are based on 2010/2015 LEAP
(Liberal Education and America's Promise) Essential
Learning Outcomes — see: www.aacu.org/leap

APPENDIX G
BIS Conceptual Framework

BRILLIANT!



APPENDIX H
BIS Students by Academic Disciplines

APPENDIX I

BIS Advisory Council

WEBER STATE UNIVERSITY
Department of Bachelor of Integrated Studies

ADVISORY COUNCIL 2016-2017

The purpose of the BIS advisory council is to meet at least once each academic term to review BIS program data, assessments, and results. The council also serves as an advisory committee to discuss integrated studies trends, issues, and BIS student needs. Advisory council members represent a broad-base of scholars and advisors from the Weber State University community.

Marie Clayton (BIS) serves as chair; Beth Thompson (BIS) executive assistant.

Carey Campbell	Music
Jeremy Farner	Design Engineering Technology
Roxanne Holbrook	Services for Students with Disabilities (SSD)
Brent Horn	Criminal Justice
Matthew Ondrus	Mathematics
Pamela Payne	Child and Family Studies
Kristin Radulovich	Teacher Education Advisor
Julie Rich (Fall Sabbatical)	Geography
Pat Shaw	Health Administration Services
Jennifer Turley	Nutrition
Mike Cena	BIS and Teacher Education

Bachelor of Integrated Studies

BIS Advisory Council

MINUTES

November 7, 2016

In attendance: Mike Cena, Beth Thompson, Marie Clayton, Kristin Radulovich, Jeremy Farnier, Brent Horn, Time Border, Carey Campbell, Matt Andrus, Pamela Payne, Jennifer Turley, Pat Shaw, and Roxanne Holbrook.

Excused: none

1. Marie Clayton welcomed participants. Each participant introduced him/herself and which discipline s/he represented.
2. Mike Cena shared four years of data revealed from BIS capstone scoring rubrics. He briefly reviewed the six Essential Learning Outcomes (ELOs) identified by the BIS Department. These ELOs are based upon 2015 LEAP (Liberal Education and America's Promise) Standards from the American Association of Colleges and Universities.
3. Shared data revealed that there are two areas of concern where students have not met the 80% threshold for performance: (a) use of professional knowledge bases—indicator 3, and (b) use of English grammar, syntax, and mechanics—Indicator 6.
4. Mike shared with committee members the Department's actions to address these issues: (a) BIS students in 3800 are now introduced to a University bibliographer and required to provide evidence of learning in this area, (b) BIS students are requested to take final capstone projects to a University writing center prior to the BIS defense.
5. Discussion ensued about the prospects of these interventions.
6. Mike proposed a new 7th indicator be added to the scoring rubric aligned with LEAP high impact practices. Discussion ensued about the usefulness of such an indicator and whether, or not, it was measurable.
7. The BIS advisory council decided to direct Mike Cena to revise the BIS scoring rubric making it clear that the rubric was not the student's final grade and moving the high impact indicator to the top of the rubric.

8. The council agreed to let Mike pilot the new rubric and report at the Spring 2017 council meeting the results of the pilot study.

The meeting adjourned at 3:00 p.m.

APPENDIX J

BIS Program Completers by Committee Member

Student Name	Faculty member	Faculty member	Faculty member	Semester Defended
Taryn Quintana	Susan Hadley	Carl Grunander	Colleen Packer	Spring 2013
Natalie Langford	Evelyn Harris	Electra Fielding Nicole	***	Spring 2013
Julie Dixon	Colin Englefield	Berthelemy	Ed Walker	Spring 2013
Hilarie Potter	Chloe Merrill Pieter	Patti Cost	Joan Thompson	Spring 2013
Aaron Conlin	VanderHave	Anne Bialowas	Jeremy Farner	Spring 2013
Terra Brimley	Patti Cost	Joan Thompson	Joyce Buck	Spring 2013
Wendy Parrish	Michael Olpin	Marek Matyjasik Marie Parilla de	Brian Lyons	Spring 2013
Kailey Price	Jeff Tesch	Kokal	Lisa Wood	Spring 2013
Bryan Mower	Drew Tyler	Carl Grunander Brian	Penee Stewart	Spring 2013
David James	Chad Smith	McGladrey	***	Spring 2013
Karrah Caldwell	Patti Cost	Molly Smith	Jordan Utley	Spring 2013
Victoria Anderson	David Lynch	Corina Tadehara	Melinda Russell- Stamp	Spring 2013
Sarah Spedding	Patti Cost	Rod Hansen	Tim Herzog	Spring 2013
Gary Amundsen	Liese Zahabi	Laura Anderson	Spencer Heaton	Spring 2013
Amanda Olpin	Michael Olpin	Todd Johnson	Susan Hafen	Spring 2013
Kayla Farr	Desiree Cooper	JD Julander	Kristen Arnold	Spring 2013
Rainer Rohde	Erika Daines	Tom Mathews	Victoria Ramirez	Spring 2013
Paula Loe	Ken Johnson	Joan Thompson	Kathy Newton	Summer 2013
Whitney Crofts	Michel Oki	Kraig Chugg	Cory Moss	Summer 2013
Paul Johnson	Brent Horn	Ken Cuddeback	Richard Price	Summer 2013
Chris Struckman	Rick Dove	Jeremy Farner	Chris Soelberg	Summer 2013
Taufiq Shah	Michelle Skopec	Jeff Grunow	Cory Moss	Summer 2013
Brady Ulrich	Barry Lloyd	Brian Chung	Tazuko Olson	Summer 2013
Kris Billman	Garth Tuck	Jeremy Stott	Tom Bell	Summer 2013
Lindsay Ortgiesen	Julee Smith	Steven Eichmeier	***	Summer 2013
Karen Ward	Melissa Masters	Chris Eisenbarth	Kathy Newton Mark Henderson/Brian Chung	Summer 2013
ShayLynne Clark	Spencer Seager	Heather Chapman		Summer 2013
Roxanne Tebbs	Jenn Ostrowski	Joan Thompson	Molly Smith	Fall 2013
Sandy Neubauer	Joan Thompson Barbara	Patti Cost	Richard Dahlkemper	Fall 2013
Brian Bakes	Wachocki	Kathryn MacKay	Linda Eaton	Fall 2013
Matthew Glover	Marilyn Diamond	Branden Little	Richard Price	Fall 2013
Daniel Shaffer	Susan Hafen	Chris Soelberg	Jeremy Farner	Fall 2013

Nathan Child	Eric Smith	Richard Ford	Diego Batista	Fall 2013
Kimberly Turner	Sally Shigley	Carl Grunander	Tracy Callahan	Fall 2013
Jennifer Morrill	Laura Santurri	Joan Thompson Forrest	Patricia Shaw	Fall 2013
Jody Perkins	Marie Clayton	Crawford	Coleen Sheehan	Fall 2013
Lauren Simpson	John Schwiebert	Anne Bialowas	Jennifer Kokai	Fall 2013
Sterling Haws	Karen Nakaoka	Ed Walker	Lauren Fowler	Fall 2013
Jenna Cate Deelstra	Lauren Fowler	Jordan Utley	Sally Shigley	Fall 2013
Brande Wilding	Rick Dove	Carla Wiggins	Travis Price	Fall 2013
Stephanie Porter	Cass Morgan	Aaron Ashley	Richard Ford	Fall 2013
Sarryn Priest	Daniel Hubler	Michael Olpin	John Schwiebert	Fall 2013
Steven Reed	Laura Anderson	Drew Tyler	Rick Orr Amelia Williams/Susan McKay	Fall 2013
Tammy Maldonado	Mark LeTourneau	Tim Conrad		Fall 2013
Dan Linford	Matthew Schmolesky	Kraig Chugg	Barb Trask	Spring 2014
Ken Jacobsen	Michael Olpin	George Comber	Meg Leatherbury	Spring 2014
Jake Winmill	Thomas Bell	Susan Hafen	Tony Allred	Spring 2014
Jacob Burns	Michael Czipka	David Lynch	Trisha Weeks	Spring 2014
Yuria Christiansen	Travis Price	Debi Sheridan	Janet Oja	Spring 2014
Kim Tippets	Joan Thompson	Michael Olpin	Todd Johnson	Spring 2014
Hannah Maher	Michael Olpin Rick	Joan Thompson	Amanda Sowerby	Spring 2014
Kasi Richards	Westmoreland	Cathy Clayton Michael Hernandez	Carl Grunander	Spring 2014
Cylor Morgan	Chris Soelberg		***	Spring 2014
Sara Jensen	Brad Reyms	Corina Tadehara	Mark Adams	Spring 2014
Adrien Covington	Kathy Edwards	Laura MacLeod	Clinton Ames	Spring 2014
Angela Johnsrud	Kathy Newton	Chris Eisenbarth	Patricia Shaw Michelle	Spring 2014
Heidi Jenkins	Pat Shaw	Joan Thompson Carla	Paustenbaugh	Spring 2014
Janese Fotheringham	Jeff Grunow	Trentleman	Patricia Shaw	Spring 2014
Richard Drysdale	Rick Orr	Glen West	Joshua Jensen	Spring 2014
Jacqueline England	Melissa Masters	Patti Cost Amanda Sowerby	Kathy Newton	Spring 2014
Amya Clemente	Joan Thompson		Michael Olpin	Spring 2014
Cody Larson	Brian McGladrey	Timothy Herzog	Jon Marshall	Spring 2014
Kaylin Stephens	Rod Hansen	Joyce Buck	Carl Grunander	Spring 2014
Stirlynn Mike	Ed Walker	Pat Shaw	Mikel Vause	Summer 2014

Casey Phelts	Daniel Hubler	Carl Grunander	Jacie Johnson	Summer 2014
Sheryl Davis	Joan Thompson	Chris Eisenbarth	Marie Clayton	Summer 2014
John Stanger	Jason Fritzier	Don Davies	Barb Trask	Summer 2014
Luke Wilkinson	Andrew Drake	Gregory Parkhurst	***	Summer 2014
Bryan Butterfield	Liese Zahabi	Paul Crow	Laura Anderson	Summer 2014
Joshua Behn	Corina Segovia	Kathryn MacKay	Richard Price	Summer 2014
Jolin Pederson	Tadehara	Lauren Fowler	***	Summer 2014
Curtis Cosgrove	Jordan Utley	Molly Smith	Ed Walker	Summer 2014
Tricia Atkinson	Sarah Steimel	Joan Thompson	Laura Santurri	Fall 2014
Tanner Leatham	Kathy Newton	Richard Price	***	Fall 2014
Emilee Albright	Tim Border	Michael Olpin	Marie Clayton	Fall 2014
Ariel Larkin	Joyce Buck	Brad Reynolds	Sian Griffiths	Fall 2014
Catherine Sarchenko	Tony Allred	Carla Wiggins	Travis Price	Fall 2014
Susan Davis	Joan Thompson	Marie Clayton	Laura Santurri	Fall 2014
Andy Heaton	Joan Thompson	Nicole Berthelemy	Tanya Nolan	Fall 2014
Ashley King	Tom Mathews	Kristina Moleni	Colleen Packer	Fall 2014
Munenori Ijima	Camie Bearden	Marjukka Ollilainen	Greg Lewis	Fall 2014
Oliver Good	Sheree Josephson	Tony Allred	Geri Conlin	Fall 2014
Dallin Groneman	Lauren Fowler	Jeffrey Richey	Alicia Giralt	Fall 2014
Brauch Sandall	Richard Price	Brian McGladrey	***	Fall 2014
Derrick Scoville	Carl Grunander	Daniel Hubler	Chris Eisenbarth	Fall 2014
Leslie Baldwin	Carl Grunander	Theresa Kay	Chris Eisenbarth	Fall 2014
Shaydon Kehano	Chloe Merrill	Brian McGladrey	Colleen Packer	Spring 2015
Benjamin Rode	Tim Border	Rob Reynolds	Philip Rogers	Spring 2015
Beth Gerard-Hess	David Lynch	Brad Cottrell	Kristina Moleni	Spring 2015
Stephanie Jensen	Chloe Merrill	Chris Eisenbarth	Pamela Payne	Spring 2015
Jordan Smith	Ken Johnson	Lauren Fowler	Paul Schvaneveldt	Spring 2015
Stacie Hancock	Michele Skopec	Rod Hansen	Laura Santurri	Spring 2015
Amy Covington	Cass Morgan	Todd Johnson	Laura Santurri	Spring 2015
Anita Nelson	Rod Hansen	Becky Johns	***	Spring 2015
Trevor Ricks	Annette Miner	Alicia Giralt	Laura Macleod	Spring 2015
Kassandra Sqrow	Wendy Fox Kirk	Teri Henke	Cass Morgan	Spring 2015
Tyson Tiatia	Carla Trentelman	Thomas Bell	Spencer Heaton	Spring 2015
Amber Christensen	Tim Border	Justin Rigby	Melissa Masters	Spring 2015
Patrick Mickelsen	Cass Morgan	Ed Walker	Thomas Bell	Spring 2015

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April Foley	Karen Nakaoka	Alicia Giralt	***	Spring 2015
Tiffany Edwards	Kraig Chugg	Chloe Merrill	Chris Eisenbarth	Spring 2015
Colby Mellies	Laura Anderson	Alan Ferrin	Shannon Roberts	Spring 2015
Tyler Parson	Brian McGladrey	Tim Border	Bryant Thompson	Spring 2015
Michael Chamberlain	Laura Santurri	Daniel Hubler	Matt Choberka	Spring 2015
Thomas Tanner	Aaron Ashley	Stephen Feehan	Jo Ellen Jonsson	Spring 2015
Jason Haas	Brent Horn	Tim Conrad	***	Spring 2015
Bree Conlin	Pamela Payne	Eleanor Olson	Susan Hafen	Summer 2015
Nathanael Peterson	Carol Pollish	Dave Noack	Carl Grunander	Summer 2015
Samantha Tinkey	Cory Moss	Joan Thompson	Jim Hutchins	Summer 2015
Matt Harris	David Malone	John Mull	Barry Lloyd	Summer 2015
Patrick Watts	Cass Morgan	Chad Smith	Brian McGladrey	Summer 2015
Jonas Reeder	Ed Walker	Mohammad Sondossi	Colin Inglefield	Summer 2015
Stacie Baker	Laura Santurri	Corina Tadehara	Cass Morgan	Fall 2015
Heidi Alatorre	Pamela Payne	Macey Buker	Michael Olpin	Fall 2015
Kim Harbath	Mark Adams	Huiying Hill	Adrienne Andrews	Fall 2015
Roberta Brassell	David Lynch	Daniel Hubler	Melinda Russell-Stamp	Fall 2015
Tyler Torrico	John Mull	Jim Hutchins	Tracy Covey	Fall 2015
Megan Yates	Chloe Merrill	Chris Eisenbarth	Joan Thompson	Fall 2015
Jesse Millgate	Tim Border	Robin Haislett	Daniel Dorberg	Fall 2015
Janna Trovato	Cory Moss	Chris Eisenbarth	Joan Thompson	Fall 2015
Tyley Call	Brent Warnock	Daniel Hubler	Michael Olpin	Fall 2015
Cortney Foley	Joan Thompson	Tim Border	Daniel Hubler	Fall 2015
Breann Smith	Pamela Payne	Joan Thompson	Laura Santurri	Fall 2015
Antonya Begay	Sara Summers	Alice Mulder	Julie Rich	Fall 2015
Roseanne Farley	Rosemary Conover	Carey Campbell	Kacy Peckenpough	Fall 2015
Derek Sandberg	Joan Thompson	Kathy Newton	Nicole Berthelemy	Fall 2015
Dayna Thompson	Paul Schvaneveldt	Tim Border	Laura Santurri	Fall 2015
Cathy Barlow	Electra Fielding	Joan Thompson	Mike Olpin	Spring 2016
Patrick Leavitt	Laura MacLeod	Glen West	***	Spring 2016
Amy Hiller-White	Mike Olpin	Amelia Williams	Chloe Merrill	Spring 2016
Adam Nance	Chloe Merrill	Kraig Chugg	Mike Olpin	Spring 2016
JulieRose Johnson	Miland Palmer	Pat Shaw	Kraig Chugg	Spring 2016
Jenna Shaner	Chris Eisenbarth	Justin Rigby	Molly Smith	Spring 2016
Nate Tuatagaloa	Marie Clayton	Kathy Newton	Mike Olpin	Spring 2016
Madalyn Bernard	Kathy Newton	Laura Santurri	Joan Thompson	Spring 2016

Kendra Fowler	Darcy Carter Marjukka	Mike Olpin	***	Spring 2016
Alex Brown	Ollilainen Heather	Greg Lewis	Stephanie Wolfe	Spring 2016
Jennifer Murphy Kimberly Harames	Chapman Becky Jo Gesteland	Barrett Bonella	***	Spring 2016
Nathan Krishnan	Carey Campbell	Joan Thompson Marilyn Diamond	Robin Haislett	Spring 2016
Lauren Mecham Jennica Thurgood	Jeffrey Richey	Alicia Giralt Melinda Russell- Stamp	Matthew Choberka Stephanie Wolfe	Spring 2016 Spring 2016
Daniel Faulkner	Cara Krebs	Matt Donehue	Pamela Payne	Spring 2016
Ryan Lindsay	Brian McGladrey	Spencer Hilton	Mike Olpin	Spring 2016
Anthony Lambert	Laura MacLeod	Chad Smith Doris Geide- Stevenson	Colleen Packer	Spring 2016
Daniel Anderson Karen Spangler Holli Peterson Clarence Kelley Megan Brown- Simmons	Debbi McKee	Alicia Giralt Mike Olpin Thomas Bell Carla Wiggins	Laura Santurri	Spring 2016 Spring 2016 Spring 2016 Spring 2016
Amy Kersten Courtney Woodfield	Laura Anderson Sylvia Newman Daniel Hubler Therese Grijalva	Jeff Pollock Francisco De Galvez	Kathryn MacKay	Spring 2016
Kathi Benson Alisha Stucki Ashlee Green Jessica Love Sara Southwick Matt Hamilton Deborah Jones Fedina Jean	Ryan Uhrey	Judy Elsley	Colleen Packer	Spring 2016
Emily Woodruff Heston Neal Matthew Largent Jonathan McUne James McClellan Nathan Nielson Amy Hirschi Brayden Strate Stacie Roberts Tara Whitaker	Brent Warnock	Kathryn MacKay Robin Haislett Chris Eisenbarth Dan Litchford Mike Olpin LaRue Larkin Joan Thompson Marie Clayton	Carey Campbell	Spring 2016
	Adam Johnston Kathryn Mackay Daniel Hubler James Christian Marie Clayton Carla Trentelman Michael Olpin Chloe Merrill	Kathryn MacKay Robin Haislett Chris Eisenbarth Dan Litchford Mike Olpin LaRue Larkin Joan Thompson Marie Clayton	Tracy Covey Carey Campbell Brian Namba Alyn Bone Macey Buker Dan Bedford Patricia Shaw Ryan Cheek	Summer 2016 Summer 2016 Summer 2016 Summer 2016 Summer 2016 Summer 2016 Summer 2016 Summer 2016
	Electra Fielding Marie Clayton David Noack Anthony Allred Craig Bergeson Steve Low Dave Noack Valerie Herzog Chloe Merrill Chloe Merrill	Jenny Turley Macey Buker Julie Rich Thomas Bell Jeremy Farner Jeremy Farner Laura Anderson Chad Smith Macey Buker Geri Conlin	Tom Mathews David Aguilar-Alvarez Andrew Keinsley Robin Haislett Brad Peterson Chris Soelberg Tom Bell Dave Noack Mike Olpin Mike Olpin	Fall 2016 Fall 2016 Fall 2016 Fall 2016 Fall 2016 Fall 2016 Fall 2016 Fall 2016 Fall 2016 Fall 2016

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Logan Carstensen	Ryan Rounds	Ryan Waite	Pamela Payne	Fall 2016
Jessica Muhlenstein	Kraig Chugg	Jenny Turley	Mike Olpin	Fall 2016

*** Indicates that the BIS student transferred to Weber from another institution and was granted a certificate, license, or diploma from the first institution.