

Unit Missions

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Mission statement

The Bachelor of Science in Interdisciplinary Studies Program (BSIS) is a university-wide degree program that enables students to create interdisciplinary specialties that prepare them for careers in a world that increasingly bridges academic disciplines.

Learning Outcomes

BS-IS 01: LO Mastery of Concepts

Start: 7/1/2012

End: 6/30/2013

Providing Department: Interdisciplinary Studies

Learning Outcome

Apply interdisciplinary concepts, methods, and practice.

Data Collection (Evidence)

*F12 and S13 Intellectual Autobiography (BIS 300): 80% of students will achieve A on the essay (scored by common rubric)

*F12 Research Paper (BIS 310): 80% of students will achieve A on the essay (scored by common rubric)

*S13 Steps 1-4 (Research Question, Justification of Interdisciplinary Approach, Identifying Relevant Disciplines and Literature Search) of Allen F. Repko's Interdisciplinary Research Process (BIS 310): 80% of students will achieve A on each of the steps (scored by common rubric)

Research Paper (BIS 310): 80% of students will achieve A on the essay (scored by common rubric)

Results of Evaluation







Findings:

* F12 and S13 Intellectual Autobiography (BIS 300):

- F12 66% of students achieved A on the essay (scored by common rubric)
- S13 14% of students achieved A on the essay (scored by common rubric)

*F12 Research Paper (BIS 310): 38% of students achieved A on the essay (scored by common rubric)

*S13 Steps 1-4 (Research Question, Justification of Interdisciplinary Approach, Identifying Relevant Disciplines and Literature Search) of Allen F. Repko's Interdisciplinary Research Process (BIS 310): 64%, 45% and 36% of students achieved A on Steps 1-4 (Identifying Relevant Disciplines is included in the Justification of Interdisciplinary Approach)

-  BIS 300
 -  [Intellectual Autobiography Rubric](#)
-  BIS 310
 -  [Justification of Interdisciplinary Approach Rubric](#)
 -  [Literature Search Rubric](#)
 -  [Research Question Rubric](#)

Use of Evaluation Results

1. Recommendations:

- Continued the use of rubrics but continue to refine them for BIS 300 and 310
- Improved the success rates of BIS 300 and BIS 310 by giving students information on helpful websites such as Purdue's OWL, tutorials on plagiarism, and through re-evaluation of the course syllabi

2. Changes made:

- Used Steps 1-4 of Allen F. Repko's Interdisciplinary Research Process outlined in the text used for the class (Repko, Allen F. *Interdisciplinary Research: Process and Theory*, 2nd ed. Los Angeles: Sage, 2012). The 10 steps provide students with a clear process to working up an interdisciplinary research project and using them will aid students to complete solid interdisciplinary projects

Related Items



GE 09: Cross-disciplinary Appreciation

BS-IS 02: LO Application of Research

Start: 7/1/2012

End: 6/30/2013

Providing Department: Interdisciplinary Studies

Learning Outcome

Apply quantitative and qualitative research methods.

Data Collection (Evidence)

1. Tools:

* Capstone Proposal (BIS 400)

2. Data Collection:

* F12 Capstone Proposal (BIS 400): 80% of students will achieve A on the proposal (scored by common rubric)

* S13 Capstone Proposal (BIS 400): Steps 5- 8 (Develop adequacy in each relevant discipline, analyze the problem and evaluate each insight or theory, identify conflicts between insights or theories and their sources, create common ground between concepts and theories) of Allen F. Repko's Interdisciplinary Research Process; 80% of students will achieve A on the proposal (scored by common rubric)

Results of Evaluation

Findings:

*F12 Capstone Proposal (BIS 400): 0% of students achieved A on the proposal (scored by common rubric)

*S13 Capstone Proposal (BIS 400): 25% of students achieved A on the proposal (scored by common rubric)

-  [10 pp Proposal Final Rubric](#)

Use of Evaluation Results

2. Changes Made:

*In S13 students followed Steps 5-8 of Allen F. Repko's Interdisciplinary Research Process outlined in the text used for the class (Repko, Allen F. *Interdisciplinary Research: Process and Theory*, 2nd ed. Los Angeles: Sage, 2012). The 10 steps provide students with a clear process to working up an interdisciplinary research project and using them will aid students to complete solid interdisciplinary projects.

Related Items



GE 09: Cross-disciplinary Appreciation

BS-IS 03: LO Interdisciplinary Acumen

Start: 7/1/2012

End: 6/30/2013

Providing Department: Interdisciplinary Studies

Learning Outcome

Demonstrate advanced interdisciplinary acumen and the ability to integrate chosen disciplinary concentrations.

Data Collection (Evidence)







1. Tools:

*Capstone Project (BIS 410)

2. Data Collection:

* F12 Capstone Project (BIS 410): 80% of students will achieve A on the project (scored by common rubric)

* S13 Capstone Project (BIS 410): 80% of students will achieve A on the project (scored by common rubric)

-  F12 BIS 410 Rubrics
 -  [Folder Components](#)
 -  [Presentation](#)
-  S13 BIS 410 Rubric
 -  [Portfolio Rubric](#)
 -  [Presentation](#)

Results of Evaluation

Findings

* F12 Capstone Project (BIS 410): 40% of students achieved A on the project (scored by common rubric)

*S13 Capstone Project (BIS 410): 23% of students achieved A on the project (scored by common rubric)

**Use of Evaluation Results **

2. Changes Made:

- In S13 students followed Steps 9 and 10 of Allen F. Repko's Interdisciplinary Research Process outlined in the text used for the class (Repko, Allen F. *Interdisciplinary Research: Process and Theory*, 2nd ed. Los Angeles: Sage, 2012). The 10 steps provide students with a clear process to working up an interdisciplinary research project and using them will aid students to complete solid interdisciplinary projects.

Refined the Folder Components rubric to evaluate not only the inclusion of material but whether or not the project reflected integration of chosen disciplinary concentrations

Related Items

 **GE 09: Cross-disciplinary Appreciation**

Unit Goals

BIS 2013_01: Continued Program Review

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Work with all academic units on campus, developing concentrations or tracks specifically for the BSIS degree in each area of academics (not necessarily the same as the academic minors now listed in catalog).

Evaluation Procedures

Track collaborations

Actual Results of Evaluation

This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results

N/A

Related Items

  **SP1.Ind08: Curriculum Development and Revision**

BIS 2013_02: Degree and Community

Start: 7/1/2012

End: 6/30/2013

Unit Goal

For their capstone projects, graduates will develop theses, products, or presentations, drawing on their various areas of concentration that will serve their degree and professional interests, the DSU community, and the extended community.

Evaluation Procedures

Capstone projects will be disseminated or presented to a wide audience to include peers, DSU community, and the extended (impacted) community.

Actual Results of Evaluation

7 students graduated in during 2012-2013. Their projects served a variety of personal, community, and professional interests: personal business plans, education modules and programs, non-discrimination handbooks, creative writing portfolios, small business development guidebook, music performance and CD's, community-based surveys, and public-interest presentations.

Use of Evaluation Results

Students projects are being well-received; students are continuing to pursue jobs in their related fields

Related Items

  **SP5.Ind06: Community Outreach**



SP5: Improve the quality of life for all constituents

BIS 2013_03: Encourage Students to Work with Other Faculty to Complete Projects

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Encourage students in working/research relationships with faculty in their various concentration areas in order to build students' resumes and develop partnerships so that students will have access to career advice and references from advisors in various academic areas.

Evaluation Procedures

- Director held conferences with students during advising to determine interaction rate with other faculty.
- Faculty held conferences with students during capstone proposal semester to determine interaction rate with other faculty.
- Graduation exit survey determines the student satisfaction with contact with faculty members in all disciplines.


**Actual Results of Evaluation **

All 7 students graduating Fall 12 and Spring 13 were actively involved in collaborations with faculty in one or more areas or units. (Students choose two or three areas of concentration; collaborations are possible with any and all of the areas). Collaborations were variously staged between or among student and faculty or staff in Delta Music Institute and Business; Social Sciences Division and Department of HPER; Sociology department and Capps Archives; Interdisciplinary Geospatial Information Technologies and Business; Family/Consumer Sciences and Business; Political Science and Social Science.

Use of Evaluation Results

Collaborations with faculty are deemed successful with completion of Capstone project.

Related Items

 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

BIS 2013_04: Expose Students to Various Faculty through Collaborative Teaching, etc.

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

Evaluation Procedures

Interdisciplinary components of BIS classes will continue to be monitored

Actual Results of Evaluation

This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results

N/A

Related Items

  **SP1.Ind01: Pass rates: developmental and intermediate courses**

 **BIS 2013_05: Increase Awareness of Degree/Recruitment**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase awareness of the BSIS program in the recruiting, admission, and orientation departments so that all students will be suitably advised as to major, degree, and advisor in order to ensure timely progress towards degree completion.

Evaluation Procedures

Measures to increase in enrollment continued; Incoming students will meet with BSIS advisor, declare BSIS major, choose concentration areas, and proceed to graduation in a timely fashion.

Actual Results of Evaluation

Overall enrollment has decreased somewhat since the Delta Music Institute now offers its own degree (BS – MIS). The BSIS program has a more prominent presence on campus and for prospective students. Students' initial contact with BSIS advisor, in relationship to time at DSU, will be tracked in advisee folders.

Use of Evaluation Results

Working with recruiting, admission, and orientation personnel will continue. BSIS transcript evaluation form has been disseminated to Registrar and Admissions. Work with the university's Communication and Marketing unit to create a BSIS brochure.

Related Items

  **SP4.Ind14: Marketing, Publicity, Advertising**

 **BIS 2013_06: Scholarships**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Initiate a fundraising campaign through the DSU Foundation to raise scholarship monies for Interdisciplinary Studies majors.

Evaluation Procedures

Track scholarship monies.

Actual Results of Evaluation

Mrs. Jutta Ferretti has donated monies to establish a BSIS scholarship. The John and Jutta Karnstedt Ferretti BSIS scholarship will be presented to one student each year. There was no recipient this year. There were no students who met the requirements of the scholarship.

Use of Evaluation Results

Progress in scholarship fundraising will be measured by actual monies and numbers of students assisted to determine best practices in campaigning and distribution of assistance. Scholarship applications were determined in consultations among the Directors of BSIS, DMI and GIS. Effort will continue with goals assessed and revised yearly

Related Items

 **SP2.Ind07: Scholarships and Aid**

BIS 2013_07: Student Awareness of Program/Recruitment

Start: 7/1/2012

End: 6/30/2013

Unit Goal

The BSIS director will track how students become aware of the program.

Evaluation Procedures

Each student in the BSIS program is asked to fill out an information form. A line will be added to the form asking how students became aware of the Interdisciplinary Studies program.

Actual Results of Evaluation

Of 46 students currently active students 24 provided the following data: 1 student found out about BSIS through recruiting material; 11 students found out about BSIS through a faculty member; 10 students found out about BSIS through family or friends; 2 students found out about BSIS through the program's webpage and 2 students found out about BSIS through the university's orientation process.

Use of Evaluation Results

Recommendations:

Word of mouth advertising of the program is wide spread across campus. The program's director will work with the university's Communications and Marketing unit to develop a brochure for recruiting purposes and work on the webpage. The Director of BSIS will be able to track how students come to the program and will be able to tailor recruiting material based on these findings.

Related Items

 **SP4.Ind09: Institutional review process / Accreditations/IE**

BIS 2013_08: Data Standards

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Evaluate current use of data and create a data guidelines sheet that will set protocol for creation of data, analysis, using data for decision-making

Evaluation Procedures

Create a data guidelines sheet


Actual Results of Evaluation

N/A

Use of Evaluation Results

N/A

Related Items

 **SP4.Ind10: Data Integrity**

 **BIS 2013_09: Core Course Repetitions**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Reduce the amount of core course repetitions. Currently a number of students repeat individual courses two or more times.

Evaluation Procedures

Request compilation of students' grades and GPAs in BSIS core courses from IRP. Determine if students failed to meet individual course requirements or failed to meet the BSIS core course GPA of 2.5

 **BIS 2014_04: Expose Students to Various Faculty through Collaborative Teaching, etc.**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

Evaluation Procedures

Interdisciplinary components of BIS classes will continue to be monitored

Actual Results of Evaluation

This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results

N/A

 **BIS 2014_04: Expose Students to Various Faculty through Collaborative Teaching, etc.**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

Evaluation Procedures

Interdisciplinary components of BIS classes will continue to be monitored

Actual Results of Evaluation

This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results

N/A

 **BIS 2014_04: Expose Students to Various Faculty through Collaborative Teaching, etc.**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

Evaluation Procedures

Interdisciplinary components of BIS classes will continue to be monitored

Actual Results of Evaluation

This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results

N/A

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

[Trend data for BSIS for 2009-2013](#)

Sources

[Int Discip Trend Data 2009-2013](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.d

Economic Development Initiatives and Progress Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Changes made in the past year:

Recommended changes for the coming year(s):

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Intellectual Autobiography Rubric

Name: _____

Criteria				
Structure and organization - clear, coherent (title, thesis, body, conclusion)	Student demonstrates an understanding of how and why s/he is an Interdisciplinary Studies student	Student explains how and why s/he is an interdisciplinarian	Student shows a connection between formal and informal learning	Editing - grammar, mechanics, transitions
2 points possible	4 points possible	4 points possible	5 points possible	5 points possible
Total: /20				

Comments:

Justification of Interdisciplinary Approach Rubric

Name:

Justification of Interdisciplinary Approach	Excellent	Good	Poor
Maximum points per criterion	3	2	1
The problem or question is complex			
Important insights or theories of the problem are offered by two or more disciplines			
No single discipline has been able to address the problem completely			
The problem is an unresolved societal need or issue			

Literature Search Rubric

Name:

Literature Search	Excellent	Good	Poor
Maximum points per criterion	3	2	1
Relevant peer-reviewed article or book citation has been uploaded or submitted via hardcopy/minimum of three per discipline			
For each article or book a checklist has been submitted/minimum of three per discipline			

Research Question/Problem

Name:

Research Question/Problem	Excellent	Good	Poor
Maximum points per criterion	3	2	1
Selected a problem or posed a question that is complex and requires insights from more than one discipline			
Defined the scope of the problem or question			
Avoided disciplinary bias, disciplinary jargon and personal bias			
The problem or question posed is stated clearly and concisely			
The problem or question posed is sufficiently narrow to be manageable within the semesters' limits			
The problem or question posed appears in a context that explains why it is important- that is, why the reader should care			

10 pp Proposal Draft Rubric

Name:

10 pp Proposal Draft Rubric	Excellent	Good	Poor
Maximum points	3	2	1
Problem or research question defined	Problem or research question defined	Problem or research question vaguely defined	No problem or research question defined
Interdisciplinary approach justified	Interdisciplinary approach justified	Interdisciplinary approach somewhat justified	Interdisciplinary approach not justified
Relevant disciplines identified	Relevant disciplines identified	Relevant disciplines somewhat identified	Relevant disciplines not identified
Problem or research questions analyzed and each insight or theory evaluated	Problem or research questions analyzed and each insight or theory evaluated	Problem or research questions somewhat analyzed and each insight or theory somewhat evaluated	Problem or research questions not analyzed and each insight or theory not evaluated
Conflicts between insights or theories and their sources identified	Conflicts between insights or theories and their sources identified	Conflicts between insights or theories and their sources somewhat identified	No conflicts between insights or theories and their sources identified
Common ground between concepts and theories created	Common ground between concepts and theories created	Common ground between concepts and theories somewhat created	No common ground between concepts and theories created
A more comprehensive understanding constructed	A more comprehensive understanding constructed	A more comprehensive understanding somewhat constructed	No comprehensive understanding constructed
Reflected on, tested, and communicated the understanding	Reflected on, tested, and communicated the understanding	Somewhat reflected on, tested, and communicated the understanding	Did not reflect on, test, and communicate the understanding
Resources cited	APA/MLA citation style used correctly and consistently	APA/MLA citation style used mostly correctly and consistently	APA/MLA citation style not used correctly and consistently
Editing – grammar, mechanics, transitions	There are no major grammatical errors or typos	There are few major grammatical errors or typos	There are many major grammatical errors and/or typos

Structure and organization – (title, thesis, body, conclusion)	Clear, coherent	Somewhat unclear, incoherent	Unclear, incoherent
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Comments:

Folder Components Rubric

Contents	Included	Not included
Organization – tabs, titles, etc.		
Initial Proposal 1		
Initial Proposal 2		
Final 5pp proposal 1		
Final 5 pp proposal 2		
Final 10 pp paper		
Plan of Work/Timeline		
Pre/Post Assessments/Evaluations		
Contacts		
Works cited		
Supporting Documents (research notes, letters to participants, etc.)		

Comments:

BIS 410

Name: _____

Presentation	Excellent	Good	Poor
Presentation introduction	Presenter introduces him/herself, project and recognizes any guests invited by presenter/2	Presenter introduces self but not project/1	Presenter launches into presentation without any introductions/0
Details of project, field work, evaluation	Presenter leads audience through presentation chronologically and without jargon/2	Presenter leads audience through presentation mostly chronologically and without jargon/1	Presenter arbitrarily jumps through project details, uses lots of jargon/0
Format of presentation	Consistent tone, speaks freely/2	Mixed tone, mostly speaks freely/1	Too informal, reads entire presentation/0

Comments:

Draft of Portfolio Rubric

Name:

Draft of Portfolio Rubric	Excellent	Needs revision	Not included or acceptable
Organization – tabs, titles, etc.			
BIS 300 course work (entry and exit surveys, papers, assignments, rubrics, Repko’s 10 IRP Steps)			
BIS 310 course work (entry and exit surveys, papers, assignments rubrics, Repko’s 10 IRP Steps)			
BIS 400 course work (entry and exit surveys, papers, assignments rubrics, Repko’s 10 IRP Steps)			
Weekly Progress Reports			
Reworked 10 pp paper which reflects the process and conclusions of the Capstone Project			
Supporting Documents (Contacts, pre/post tests, letters, photos, contracts, etc.)			

Comments:

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
BIS							
AY 2013	42	0	99	0	129	0	270
AY 2012	99	0	177	0	168	0	444
AY 2011	126	0	163	0	201	0	490
AY 2010	54	0	177	0	198	0	429
AY 2009	78	0	183	0	210	0	471
AY Totals							
AY 2013	42	0	99	0	129	0	270
AY 2012	99	0	177	0	168	0	444
AY 2011	126	0	163	0	201	0	490
AY 2010	54	0	177	0	198	0	429
AY 2009	78	0	183	0	210	0	471

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Interdisciplinary Studies						
AY 2013	31	0	50	0	49	0
AY 2012	33	0	79	0	73	0
AY 2011	39	0	80	0	89	0
AY 2010	27	0	89	0	85	0
AY 2009	31	0	67	0	76	0
AY Totals						
AY 2013	31	0	50	0	49	0
AY 2012	33	0	79	0	73	0
AY 2011	39	0	80	0	89	0
AY 2010	27	0	89	0	85	0
AY 2009	31	0	67	0	76	0

Graduates		
BIS	BSIS	Total
AY 2013	14	14
AY 2012	28	28
AY 2011	24	24
AY 2010	20	20
AY 2009	18	18