**Bachelor of Integrative Studies**

**Assessment Plan Template**

**Basic Information**

Program Name: Bachelor of Integrative Studies

School or College your program resides in: not in a school or college, program reports directly to the Provost office

Program Level (check all that apply):

Undergrad X☐

Master’s ☐

Doctoral ☐

Date Report Submitted:

Current Assessment Contact Representative (& E-mail): David Lau, Ph.D., Program Director lau@oakland.edu

Current Department or Program Chair (& E-mail): Program Director lau@oakland.edu

Current Dean (& E-mail): Program Director reports to Susan Awbrey, Senior Associate Provost, awbry@oakland.edu

**Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures**

See page 5 for important Conceptual Narrative Explanation of the BIS Application Process

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| --- | --- | --- | --- |
| **(1) OU Mission** | **(2) Program Goals** | **(3) Student Learning Outcomes** | **(4) Assessment Measures** |
| We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within and beyond our region.  Through faculty-driven and student-engaged research, scholarship, and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment.  Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service. | Offer students with cross-departmental interests the opportunity to develop their own curricular programs. | Compose a well-conceived, adequate, integrated, interdisciplinary Plan of Study and Rationale (Application). | Program Application Evaluation |
| Challenge students to take responsibility for academic and career planning. | Create an Application which clearly connects course selection with academic and career goals. | Program Application Evaluation |
| Offer students a baccalaureate program that integrates past course work with academic and career goals. | Demonstrate how integrated/interdisciplinary studies principles apply to academic and career goals | Program Application Evaluation |
| Assist students in educational and personal development. | Develop a sound academic plan & argument for that plan | Program Application Evaluation |
| Prepare students for post-baccalaureate education in multiple disciplinary fields. | Write in a professional academic manner | Program Application Evaluation  Capstone Final Paper Evaluation |
| Demonstrate the application of integrative/interdisciplinary principles to “real world” problems and issues | Capstone Final Paper Evaluation |

**Participation in Assessment Process**

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| --- | --- |
| **Who Will Participate in Carrying Out the Assessment Plan** | **What Will Be Their Specific Role/s** |
| Program Director, David Lau | Oversees the assessment process and prepares and submits the final report document. |
| The three Faculty Review Committees (six members each) | Will score the Bachelor of Integrative Studies (BIS) Program Application Evaluations for each applicant. |
| Instructors for the BIS capstone course, HS 402: Field Experience in Integrative Studies (two instructors for seven sections throughout the year) | Will use the scoring rubric to evaluate each capstone course final papers for approximately 105 students. |
| BIS program Assessment Committee Members (Faculty: Beth Wallis, and Carolyn Tieppo and Program Director David Lau) | Will also use the scoring rubric to evaluate forty five of the randomly selected capstone course final papers (fifteen papers each). |

**Plan for Analyzing and Using Assessment Results to Improve Program**

1. How will you analyze your assessment data?

The Faculty Review Committees and Program Director will review the findings from the application evaluations (See attached: Bachelor of Integrative Studies: Program Application Scoring Rubric).

The BIS Staff, including the Assistant Director for Advising, Jennifer Root and Professional Advisers, Lindsay Zieg and Ann Hamilton will review the findings from the application evaluations.

The BIS assessment committee and the capstone course instructors will review the Capstone Course Evaluations (See attached: Bachelor of Integrative Studies Scoring Rubric for Capstone).

1. How will you use results to improve your program?

In terms of the application evaluations, the Faculty Review Committees will consider thematic weak areas of the student applications.

The BIS Staff will explore what might be done to better prepare students to move successfully through the application process. Specifically, the BIS Staff will look at what areas of the application process warrant greater attention. For example, the BIS Staff might notice what requirements students are commonly “not getting” as they move through the application process. Further, the BIS Staff might consider “best practice” revision strategies to help ensure that applications are approved and that students have a better quality learning experience through the process.

In terms of the capstone final paper evaluations, the BIS assessment committee will consider characteristic strengths and weaknesses of the final research papers in terms of integration, organization, writing quality and overall insight. In lieu of these results, the BIS instructional group, will evaluate the research paper pedagogy presently employed and consider alternative teaching methods designed to help students create better papers.

**Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).

**Conceptual Narrative Explanation of the Bachelor Integrative Studies (BIS) Application Process**

When students express an interest in the BIS program, they begin a comprehensive, individualized application process. Their work begins with a professional adviser in selecting future course work (at least 28 credits not including General Education requirements) that meets their academic and career goals. These course selections, along with previously taken coursework, are assembled in a Plan of Study. Equally important, is the Rationale, which builds an academic argument for the coursework chosen on each Plan of Study (See attached: Rationale).

Typically, students’ are required to make several revisions, which are driven by feedback from their professional advisers. Students who are especially challenged in their writing are referred to the Writing Center to further develop their Rationales. Student applications are then evaluated by an appointed BIS Faculty Mentor who reviews and comments on the Plan of Study and Rationale. These comments usually involve additional revising of the courses chosen on the Plan of Study and/or the writing of the Rationale. Once students reach this point satisfactorily, their applications are evaluated by a BIS Faculty Review Committee (six members.) This committee makes determinations of “Approval” or “Denial.” They might also designate “Conditional” requiring additional student revision of the Plan of Study or Rationale in order to obtain application approval.