

Attachment 17

BDP Program

2018-2019 and 2017-2018 Academic Year 1-page Dashboards Followed by the Detailed Assessment Plan

VISION Students are empowered to own and enhance their educational experiences in order to think creatively across traditional boundaries and collaborate with others to address complex problems.

MISSION The Bridging Disciplines Programs (BDPs) create and coordinate interdisciplinary certificate programs that support students in applying the perspectives and tools of multiple disciplines to complex issues and questions. Through courses and experiences that focus on an interdisciplinary topic, students learn disciplinary and interdisciplinary awareness, integrative thinking and hands-on application of knowledge and skills, and self-reflection.

UGS Program Review Fall 2019



STUDENT POPULATION SERVED



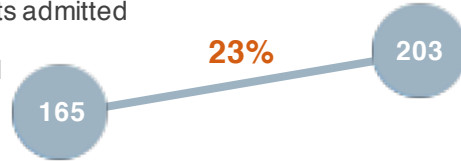
867 active BDP students

In Fall 2018 to Spring 2019...

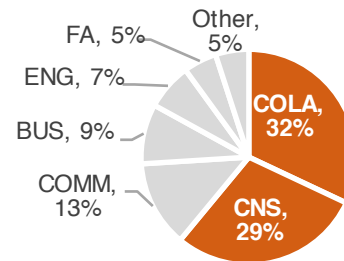
391 students applied

329 students admitted

Students who graduated with BDP certificates increased substantially from 2017-18 to 2018-19



Over half of current BDP students are from Liberal Arts and Natural Sciences



SERVICES OFFERED

Offered **16** different interdisciplinary certificate options

5 largest BDP certificates include:

Children & Society

Digital Arts & Media

Social Inequality, Health & Policy

Environment & Sustainability

Social Entrepreneurship & Non-profits

Facilitated faculty mentorship

240 faculty mentors supported students' Connecting Experiences

Faculty mentors represented **70** departments within **14** colleges and schools

Helped students identify interdisciplinary and disciplinary plan of study

Individual advising **960** appointments (Fall 2018 through Summer 2019)

Promoted students' hands-on research, internship experiences, and self-reflection

439 completed Connecting Experiences (Fall 2018 through Summer 2019)

86 scholarships totaling **\$70,000** awarded

Helped students gain access to courses

Gained access to **580** seats for students in courses outside their majors

OUTCOMES

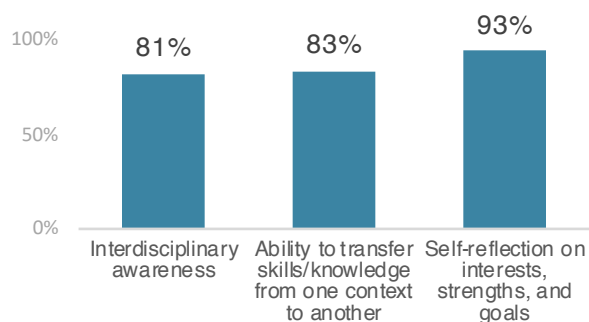
BDP student survey results found...

95% of students agreed/strongly agreed that their BDP experience helped them refine their career goals.

99% of students agreed/strongly agreed that their BDP experience gave them the ability to apply perspectives from multiple disciplines to their topic of study.

Students demonstrated mastery of learning objectives in their Integration Essays

(% accomplished/exemplary level)



BDP Alumni survey results found....

91% of alumni agreed/strongly agreed that their Connecting Experiences have been valuable to their professional careers.

94% of alumni agreed/strongly agreed that their BDP was a valuable part of their education at UT Austin.

"My BDP experience allowed me to customize my coursework and have the opportunity to practice the theories and skills in the real world. The real world experience is the most valuable when it comes time to deciding what career field you want to enter. It's one thing to study and another to practice what you learn."
– BDP alum

Students made contributions to communities through experiential learning

Completed research and internship experiences in **6** U.S. states and **15** countries

Worked more than **36,000** internship hours with a **\$915,480** combined economic impact

STUDENT POPULATION SERVED



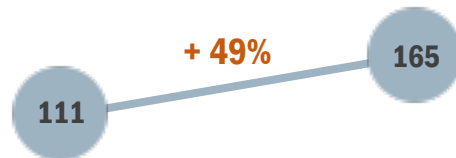
756 active BDP students

In 2017-2018...

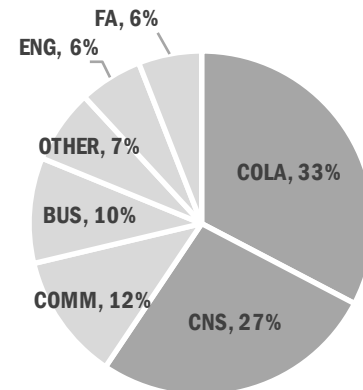
501 students applied (+28% from 16-17)

399 students admitted (+17% from 16-17)

Students who graduated with BDP certificates increased substantially from 2014 to 2017



Over half of current BDP students are from Liberal Arts and Natural Sciences



SERVICES OFFERED

Offered 16 different interdisciplinary certificate options

5 largest BDP certificates include:

Digital Arts & Media

Children & Society

Social Inequality, Health & Policy

Environment & Sustainability

Social Entrepreneurship & Non-profits

Promoted students' hands-on research, internship experiences, and self-reflection

364 completed Connecting Experiences

211 Faculty Mentors

74 scholarships totaling \$70,500 awarded

Helped students identify interdisciplinary and disciplinary plan of study

Individual advising **1,008 appointments**

OUTCOMES

92% of graduating respondents agreed/strongly agreed that their **BDP helped them refine their career goals.**

91% of Alumni respondents agreed/strongly agreed that the Connecting Experiences they pursued as part of their BDP were **valuable to their professional careers.**

94% of Alumni respondents agreed/strongly agreed that their BDP was a **valuable part of their education at UT Austin.**



Quotes from BDP Alumni survey....

"The array of options open to me in cross-disciplinary BDP coursework, faculty support, and connecting experiences showed me that the world beyond UT - and my own professional goals - cannot be forced into a single, neat box."

"Through my BDP experience I developed as a person. It helped me define myself as a professional."

"My BDP experience allowed me to customize my coursework and have the opportunity to practice the theories and skills in the real world. The real world experience is the most valuable when it comes time to deciding what career field you want to enter. It's one thing to study and another to practice what you learn."

Program Mission The mission of the Bridging Disciplines Programs (BDPs) is to support students in becoming versatile thinkers who are able to bring the perspectives, tools, and skills of multiple disciplines to bear on complex issues and questions.

Program Description BDPs allow students to supplement their degrees by pursuing one of 16 interdisciplinary certificates that combine classroom, research, and internship experiences.

Student Population Served **Number of applicants and students admitted into BDP:** As of September 2018, there were 756 active BDP students. The total number of students that applied to BDPs in 2017-18 was 501 (241 in fall 2017, and 260 in spring 2017). In spring 2017, we saw our largest number of applicants to the BDPs to date in one semester. In 2017-18 we saw a 28% increase overall compared to the number of applicants in 2016-17. 399 students were admitted to the BDPs in 2017-18, a 17% increase compared to the number of students admitted to the BDPs in 2016-17.

BDP Certificates (2014 vs. 2017-calendar year): We were able to examine the data of students who graduated with BDP certificates between both calendar years and observed a **49% increase (2014 n=111, 2016 n=165)**.

Colleges of current BDP students: As of 9/14/18, this data represents the colleges in which BDP students were enrolled at the time. Colleges included Liberal Arts (32%), Natural Sciences (27%), Communication (12%), Business (10%), Engineering (6%), Fine Arts (6%), and Other (7%).

Services Offered **Offered 16 different interdisciplinary certificate options**
BDP offers 16 different interdisciplinary certificate options for students.
As of 9/14/18, the five largest BDP certificates include:

- Digital Arts & Media
- Children & Society
- Social Inequality, Health & Policy
- Environment & Sustainability
- Social Entrepreneurship & Non-profits

Helped students identify interdisciplinary and disciplinary plan of study
Between fall 2017 and summer 2018, 1008 individual advising appointments were completed. **745 of these appointments were with current BDP students, and 263 were with prospective students and applicants.**

Promoted students' hands-on research, internship experiences, and self-reflection
Between fall 2017 and summer 2018, 364 internships, research, or creative project Connecting Experiences were completed; 74 Connecting Experience scholarships were awarded to BDP students (\$70,500 total), and 211 faculty served as mentors to BDP students.

Outcomes **BPD Integration Essay:** On average, students graduating from the BDPs between spring 2017 and spring 2018 received a rating of **4.17 out of 5** (n=293) on the "**demonstrates interdisciplinary awareness**" component of the BDP Integration Essay.

Program Exit Survey (n=102, response rate=60%):
- From July 2017 to August 2018, **92%** of program completers responded that they agreed/strongly agreed that their BDP experience **helped them refine their career goals**.
- From July 2017 to August 2018, **98%** of program completers responded that they agreed/strongly agreed that their BDP experience gave them the ability to **apply perspectives from multiple disciplines to their topic of study**.

Program Alumni Survey (n=64, 6% response rate):
- **91%** of alumni respondents agreed/strongly agreed that the Connecting Experiences they pursued as part of their BDP were **valuable to their professional careers**.
- **94%** of alumni respondents agreed/strongly agreed that their BDP was **a valuable part of their education at UT Austin**.

Example open-ended responses to the Alumni survey:
- *"Through my BDP experience I developed as a person. It helped me define myself as a professional."*
- *"The BDP allowed me to direct and refine my education. It allowed me to take my creativity and skill sets in totally new directions. These were directions I'd been interested in exploring for a long time prior to the program, but the BDP was my vehicle through which to move in those directions."*
- *"My BDP experience allowed me to customize my coursework and have the opportunity to practice the theories and skills in the real world. The real world experience is the most valuable when it comes time to deciding what career field you want to enter. It's one thing to study and another to practice what you learn."*
- *"The array of options open to me in cross-disciplinary BDP coursework, faculty support, and connecting experiences showed me that the world beyond UT - and my own professional goals - cannot be forced into a single, neat box."*

Mission: The mission of the Bridging Disciplines Programs (BDPs) is to support students in becoming versatile thinkers who are able to bring the perspectives, tools, and skills of multiple disciplines to bear on complex issues and questions.

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goals, then you will conduct or provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	Expected Outcomes If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, then certain changes in groups or communities are expected to occur
1. Enhance student disciplinary and interdisciplinary awareness	Maintain interdisciplinary and disciplinary curriculum Periodic folder review Provide sessions, check-ins, and advising to help students identify interdisciplinary and disciplinary plan of study	<ul style="list-style-type: none"> Periodic folder review documentation # and type of support provided to help students identify interdisciplinary and disciplinary plan of study 	Students will demonstrate ability to recognize the tools and perspectives of multiple disciplines Students will demonstrate ability to recognize the tools or methods employed by a particular discipline	BDP students will emerge with a stronger set of problem solving skills as a result of their BDP experience
2. Enhance student integrative thinking and hands-on application of knowledge and skills	Promote hands-on research and/or internship experiences Support Connecting Experiences	<ul style="list-style-type: none"> # and type of support provided to help students identify internships, research, and/or creative projects # and type of support provided to help students plan for and complete Connecting Experiences 	Students will integrate their learning through "connecting experiences" such as internships, research, and/or creative projects	BDP alumni will report utilizing skills they learned from their BDP experience in their professional lives
3. Promote student reflection and self-assessment to pursue their goals	Facilitate student reflection and self-assessment Provide individual advising	<ul style="list-style-type: none"> # and type of support provided to help students reflect on their interests, strengths, and goals # of individual advising appointments with BDP students in their first semester and beyond 	Students will demonstrate ability to reflect on development of their personal interests, strengths, experiences, and goals Students will utilize advising to focus their interdisciplinary course of study	BDP graduates report that they were given opportunities to refine their professional goals based on their BDP experience
4. Engage in program outreach and development	Program outreach Program development	<ul style="list-style-type: none"> # and type of outreach initiatives # and type of program development meetings Documentation of proposed decisions regarding program changes/improvements 	BDP office will communicate information about BDP offerings and activities to students, faculty, and alumni BDP office will engage with students, faculty, and alumni in order to refine and develop BDP offerings	Increase awareness among internal and external stakeholders about the value of the BDP as an innovative approach to higher education

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, then you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, then certain changes in groups or communities should occur
<p>1. Disciplinary and interdisciplinary awareness: Students will learn about the tools and perspectives offered by different disciplines, as well as about the benefits and challenges of bringing these perspectives together to study a given topic.</p>	<p>Maintain interdisciplinary and disciplinary curriculum: Interdisciplinary curriculum is developed with the BDP faculty panel, and students are required to complete Foundation courses introducing key methodologies and concepts as well as Strand courses focused on specific interests. Students also complete major requirements in addition to the BDP certificate, providing a chance for students to engage in the work of a specific discipline (the student's major) in addition to interdisciplinary BDP coursework</p> <p>Periodic Folder Review: Advisors conduct folder review to provide students with information on BDP requirements and guidance to ensure students have disciplinary and interdisciplinary plan of study</p> <p>Provide sessions, check-ins, and advising: BDP orientation sessions, Connecting Experience check-ins, and one-on-one advising; Each student is asked to identify disciplinary and interdisciplinary perspectives</p>	<p>Periodic Folder Review documentation</p> <p>Number and type of support provided to help students identify interdisciplinary and disciplinary plan of study</p>	<p>1.1 Students will demonstrate ability to recognize the tools and perspectives of multiple disciplines 15-16, 17-18 Fall and Spring</p> <ol style="list-style-type: none"> On average, the cohort of students graduating from BDP in a given year will receive a rating of at least 4 of 5 on the "demonstrates interdisciplinary awareness" component of their Integration Essay (<i>Integration Essay rubric</i>) ≥80% A/SA BDP experience gave them ability to apply perspectives from multiple disciplines to their topic of study (<i>Exit survey</i>) Track number of students graduating with BDP certificates each semester and completion rates <p>1.2 Students will demonstrate ability to recognize the tools or methods employed by a particular discipline 15-16, 17-18 Fall and Spring</p> <ol style="list-style-type: none"> On average, the cohort of students graduating from BDP in a given year will receive a rating of at least 4 of 5 on the "demonstrates disciplinary awareness" component of their Integration Essay (<i>Integration Essay rubric</i>) ≥80% A/SA BDP experience gave them ability to apply perspectives from multiple disciplines to their topic of study (<i>Exit survey</i>) 	<p>BDP students will emerge with a stronger set of problem solving skills as a result of their BDP experience</p>

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, then you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, then certain changes in groups or communities should occur
<p>2. Integrative thinking and hands-on application of knowledge and skills: Students will develop their ability to think comparatively, to transfer knowledge and skills from one context to another, and to apply what they learn in the classroom in hands-on research or internship experiences</p>	<p>Promote hands-on research and/or internship experiences: Students complete internships, research, and/or creative projects for course credit under the supervision of faculty members</p> <p>Support connecting experiences: Students are supported in planning and completing Connecting Experiences through optional workshops, individual advising, and required online and/or in-person check-ins</p>	<p>Number and type of support provided to help students identify internships, research, and/or creative projects students complete as part of their Connecting Experiences</p> <p>Number and type of support provided to help students plan for and complete Connecting Experiences</p>	<p>2.1 Students will integrate their learning through Connecting Experiences such as internships, research, and/or creative projects 15-16, 17-18 Fall and Spring</p> <ol style="list-style-type: none"> 1. On average, the cohort of students graduating from BDP in a given year will receive a rating of at least 4 of 5 on the “demonstrates ability to transfer skills/knowledge from one context to another” component of their Integration Essay (<i>Integration Essay rubric</i>) 2. ≥80% are satisfied/very satisfied with Connecting Experience (<i>Exit survey</i>) 3. ≥80% of alumni A/SA that Connecting Experiences have been valuable to their professional careers (<i>Alumni survey</i>) 4. Track number of students completing Connecting Experiences each semester 	<p>BDP alumni will report utilizing skills they learned from their BDP experience in their professional lives</p>

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, then you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, then certain changes in groups or communities should occur
<p>3. Individual reflection and self-assessment: Students will be supported in reflecting on their interests, strengths, and goals, and in making the most of the wealth of resources available at UT Austin for them to pursue their goals.</p>	<p>Facilitate student reflection and self-assessment: Students will focus on reflection during BDP meetings (orientation, group advising, and individual advising) and in BDP written requirements (online check-ins, reflection essays, and Integration Essays)</p> <p>Provide individual advising: Each BDP student is assigned a BDP academic advisor, is required to meet with advisor during first semester in BDP, and is encouraged to meet with advisor at least once per semester throughout BDP experience</p>	<p>Number and type of support provided to help students reflect on their interests, strengths, and goals</p> <p>Number of individual advising appointments with BDP students in their first semester and beyond</p>	<p>3.1 Students will demonstrate ability to reflect on development of their personal interests, strengths, experiences, and goals 16-17, 18-19 Fall and Spring</p> <ol style="list-style-type: none"> 1. On average, the cohort of students graduating from BDP in a given year will receive a rating of at least 4 out of 5 on the “demonstrates self-reflection on interests, strengths, and goals” component of their Integration Essay (<i>Integration Essay rubric</i>) 2. ≥80% A/SA BDP experience helped them A) choose courses that connected to their personal and professional goals and B) refine their career goals (<i>Exit survey</i>) <p>3.2 Students will utilize advising to focus their interdisciplinary course of study 16-17, 18-19 Fall and Spring</p> <ol style="list-style-type: none"> 1. ≥80% satisfied/very satisfied with the availability and quality of advisors (<i>Advising survey</i>) 	<p>BDP graduates report that they were given opportunities to refine their professional goals and/or interests based on their BDP experience</p>

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, then you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, then certain changes in groups or communities should occur
<p>4. Program outreach and development: The campus community and BDP stakeholders (including current and prospective students, faculty, and alumni) will be informed about BDP offerings and activities, and their perspectives will contribute to refining and developing program offerings.</p>	<p>Program outreach: The BDP office communicates information through a biannual newsletter, and through recruitment efforts including visits and outreach to individual classes, as well as information sessions and meetings</p> <p>Program development: The BDP office holds regular meetings with an alumni advisory council as well as with faculty panels for each BDP in order to refine and develop BDP offerings</p>	<p>Number and type of BDP outreach initiatives</p> <p>Number and type of program development meetings</p> <p>Documentation of proposed decisions regarding changes/improvements to BDP</p>	<p>4.1 BDP office will communicate information about BDP offerings and activities to students, faculty, and alumni <i>16-17, 18-19 Fall and Spring</i></p> <ol style="list-style-type: none"> 1. The number of applicants should be in line with annual targets, reflecting the need for growth in targeted BDPs (<i>Track number of BDP applicants</i>) 2. Track number of students admitted 3. Collect information about how students heard about BDP (<i>Applicant survey</i>) <p>4.2. BDP office will engage with students, faculty, and alumni in order to refine and develop BDP offerings <i>16-17, 18-19 Fall and Spring</i></p> <ol style="list-style-type: none"> 1. Gain feedback from BDP Alumni Advisory Council 2. Gain feedback from BDP Faculty Panel meetings each semester to discuss proposed curriculum 	<p>Increase awareness among internal and external stakeholders about the value of the BDP as an innovative approach to higher education</p>

Method Descriptions:

Syllabi and proposal review (scoring rubric):

- Based on Flag criterion and interpretation, create rubric, gather syllabi, and evaluate approximately 25-50 courses/year, such that each area is reviewed approximately once in the four-year cycle, prioritizing course-level Flags. Consult proposal if necessary for clarification.
- Use syllabus rubric to evaluate whether each course meets the committee's current requirements for each Flag.
- Score currently approved flag proposals along three axes (conceptual rigor, college-level math, and applications) for internal Flag audit.

End-of-course student survey: Survey students at end of flagged courses across academic areas about: awareness of the Flag and project type, improvement performing the Learning Objectives, degree of preparedness, and value added by the Flag.

Faculty survey: Survey faculty with active II proposals about: satisfaction with student ability to perform the Learning Objectives, desired teaching resources, history of their course, and value added by the Flag.

End-of-workshop faculty survey: Exit survey of attendees at flag workshops and events to determine how helpful the event was for teaching Flag courses