Student Learning Objectives

- **Interdisciplinary Learning**: BDIC students will learn to articulate a unique interdisciplinary concentration in their BDIC proposals. Students will explain in their proposals how they are crossing academic boundaries and developing creative paths of inquiry that connect different fields of knowledge. In the course of their studies, BDIC students should become accomplished interdisciplinary learners with a curiosity in several areas and a capacity to fuse the disciplines.

- **Career Development**: BDIC students should also learn how to connect their intended career goals with their studies. Again, this is required in the proposal. But it is also an ongoing objective for each student to deepen his or her career vision and its relationship to academic study. The program offers alumni forums and career advising sessions for this purpose.

- **Leadership and Entrepreneurship**: BDIC students should graduate with an understanding of the program’s strong track record in producing leaders and entrepreneurs. The terms “leadership” and “entrepreneurship” themselves should be definable by all BDIC students. The topics are covered in the proposal class and in BDIC special classes on entrepreneurship and leadership such as "Introduction to Entrepreneurship" and "Leadership and Networking."

- **Self-Advocacy**: Learning to explain what BDIC is, what one's individual concentration is, obtaining a faculty sponsor, gaining entry into classes across the campus--all of this requires motivation and initiative. BDIC students are expected to graduate with a sense of how to make the most of the resources of a large organization and how to negotiate one's way forward. This can be summed up by saying that BDIC students will develop a capacity for self-advocacy.

- **Writing and Speaking**: BDIC students are expected to develop their communication skills. The BDIC junior writing seminar is devoted to this goal. Students in the entrepreneurship and leadership classes will also have ample opportunities to exercise their writing and speaking skills.

Assessment tools

- The BDIC concentration proposals are assessed by multiple readers: faculty supervisors, faculty sponsors, peer advisors, and the director. We have begun to invite alumni into the process for certain students whose proposal topics match up well with the interests of alumni volunteers.

- The BDIC senior summary asks students to assess the courses which have had the biggest positive impact on them and also gives students an opportunity to discuss classes they found unsatisfactory. The senior summary was also revised so that students now include portfolio work, which is assessed by the faculty supervisors.

- The BDIC archives contain several alumni surveys from different decades. The data here have never been summarized statistically but provide valuable information about career preparation in BDIC.

Recent activities

- Since 2009, there has been an annual conference for directors and advisors of BDIC-type programs. This has been a source of information about best practices and assessment procedures.

- BDIC has also created a strategic plan which includes some numerical goals, such as increasing the number of courses offered within BDIC, the number of BDIC students receiving national and internal scholarships, and other items.

- BDIC is also looking closely at senior exit polls which show very high satisfaction in many areas and very low in a few others (notably course access).