

## General Studies [BGS] [GNST]

**Cycles included in this report:**

Jun 1, 2017 to May 31, 2018

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## **Program Name: General Studies [BGS] [GNST]**

**Reporting Cycle: Jun 1, 2017 to May 31, 2018**

### **1 Is this program offered via Distance Learning?**

50-99% Distance/Traditional

### **2 Is this program offered at an off-site location?**

No

### **2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.**

### **3 Example of Program Improvement**

2012-2013:

Data from our capstone course in 2011-2012 indicated that only 66% of General Studies graduates successfully demonstrated critical thinking skills. The instructors reviewed the course and found a new textbook that reinforced human relations and professionalism. Using that text, a new assignment was created that measures a student's ability to identify a workplace issue, analyze the underlying context, propose a solution and evaluate the impact that decision may have.

2013-2014:

In 2012-2013, 93% of our graduates successfully completed that assignment.

2014-2015:

In 2013-2014, we assessed integrative learning of a sample population of our graduates by utilizing the AACU VALUE rubric. Our goal was not met.

2016-2017:

This year, the writing prompts were changed and all graduates will be assessed.

2017-2018:

Changes are being made to delete the Associate of General Studies degree (or drastically change it) so it will no longer be an option for students to select as a major after spring 2019. The Bachelor of General Studies will be moved to the College of Liberal Arts during 2018-2019. No changes to the current degree plan are being made until the College of Liberal Arts has a chance to acquire it and review it.

### **4 Program Highlights from the Reporting Year**

2016-2017:

Alison Blevins, formerly the director of this program, left in 2015-2016. Her replacement is Marshal Guidry.

2017-2018:

While we do teach a GNST 400 (one credit, seven week long) course in the graduating semester, that does not have much impact in the overall learning of these General Studies students who take a wide variety of courses making up the 119 other credits in the degree. With that said, there is little that we can do that will influence the scores of these students since so much of what we do is just to report on the learning that has taken place over a four year period, in many other departments. No significant changes were made to the BGS program other than the decision to move it under the College of Liberal Arts during the 2018-2019 academic year.

### **5 Program Mission**

The Bachelor of General Studies was created to provide non-traditional and traditional students a path to graduation by giving them the freedom to create an interdisciplinary degree based on their needs and interests. This degree, because of its flexibility, aids the University efforts in the retention of current students and the recruitment of first-time, former, and transfer students.

### **6 Institutional Mission Reference**

## 7 Assessment and Benchmark GNST 400 Ethical Workplace Scenario

Assessment: GNST 400 Ethical Workplace Scenario.

Benchmark: 90% of students will earn a score of 90% or better on this assignment.

Prior to 2014-2015, the benchmark was for 90% of students to earn 67.5% or better.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Critical Thinking Rubric

### Course Links

**GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]**

### Outcome Links

#### Critical Thinking [Program]

Graduates solve problems using critical thinking skills.

### 7.1 Data [Approved]

Academic Year	% of students earning 90% or higher	Benchmark met?
2013-2014	100%	Yes
2014-2015	89%	No
2015-2016	58%	No
2016-2017	90%	No

#### Traditional Program:

Academic Year	Students earning 90% or higher		Mean	Median	Mode	Benchmark met?
	#	%				
2016-2017	-	90%	-	-	-	Yes
2017-2018		81%	69.53	75	75	No

#### Online Program:

Academic Year	Students earning 90% or higher		Mean	Median	Mode	Benchmark met?
	#	%				
2016-2017	-	89%	-	-	-	No
2017-2018		89%	71.76	75	75	No

### Course Links

**GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]**

#### 7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The benchmark was raised to 90% of students earning 90% or better on their assignment, but we raised the benchmark too much.

2017-2018:

In 2017-2018 we started tracking data in a new chart to try to determine a better benchmark. The score range for this assignment was 0 to 75.

The GNST 400 class covers a full chapter on ethics in the workplace and we hope that

stressing this information will improve scores in this area. Current year statistics show a decline in scores. We will track them another year to see if this trend holds.

We would like to keep the benchmark at 90% until we receive mean, median, and mode scores from this area for a couple years to determine a new benchmark.

#### Course Links

#### GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]

### 8 Assessment and Benchmark GNST 400 Cover Letter and Resume

Assessment: One page cover letter and résumé to a prospective employer.

Benchmark: 75% of students will earn a score of 90% or higher on this assignment.

Prior to 2016-2017, the benchmark was 85% of students earning 90% or higher on this assignment.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Learning Outcome Writing Enriched rubric 2012

#### Course Links

#### GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]

#### Outcome Links

#### Communication [Program]

Graduates formulate and express ideas effectively through written and/or technological communications skills.

### 8.1 Data [Approved]

Academic Year	% of students earning 90% or higher	Benchmark met?
2013-2014	75%	No
2014-2015	80%	No
2015-2016	74%	No
2016-2017	77%	No

#### Traditional Program:

Academic Year	Students earning 90% or higher		Mean	Median	Mode	Benchmark met?
	#	%				
2016-2017	-	78%	-	-	-	No
2017-2018		70%	89.66	95	100	No

#### Online Program:

Academic Year	Students earning 90% or higher		Mean	Median	Mode	Benchmark met?
	#	%				
2016-2017	-	67%	-	-	-	No
2017-2018		82%	90.98	95	100	Yes

#### Course Links

#### GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]

### 8.1.1 Analysis of Data and Plan for Continuous Improvement

**2016-2017:**

The capstone course will continue to be delivered in an online format through Moodle. Efficient navigation of Moodle is essential for completion of this course and demonstrates the ability to communicate using technology. The rubric developed by the English and Foreign Languages department will continue to be the tool used to assess written communication skills.

The benchmark for this assessment has been too high. The new benchmark will be set at 75% of students earning at least 90% on this assignment. While we do believe the benchmark was set too aggressively, we have revised our course effective fall 2017 to include referring each student to our Career and Student Development Center for assistance with their résumé and cover letter. We have also added a seven-question survey to try to determine if students are using these services.

**2017-2018:**

In 2017-2018 we started tracking data in the following chart to try to determine a better benchmark. The score range for this assignment was 0 to 100.

The benchmark was met with the distance learners but not met with the face-to-face learners. This would be the opposite of what I expected since the face-to-face learners do have the added benefit of being able to utilize the Career Services office on campus to assist with resume and cover letter preparation. Our survey results from this year indicated that of the 26 voluntary responses, only 11 indicated that they utilized the Career Services office for assistance. This is the first year we have data from this survey and only the second year we have tracked these statistics broken down by face-to-face vs distance. We are looking into how we can revise our lesson and improve students resume and cover letters for the upcoming year. Would like to keep the benchmark the same until the new data being collected on mean, median, and mode scores can be reviewed and a better benchmark set.

**Course Links****GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]****9 Assessment and Benchmark GBST 400 Final Reflective Essay**

Assessment: GBST 400 Final Reflective Essay.

Benchmark: Students will earn an overall average score of 95% or better on this essay.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

GNST 400 Final Essay Rubric

**Course Links****GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]****Outcome Links****Integrative Learning [Program]**

Graduates demonstrate integrative learning through connecting academic knowledge and life experience.

**9.1 Data [Approved]**

Academic Year	Average Score	Benchmark met?
2013-2014	67%*	No
2014-2015	96.8%	Yes
2015-2016	N/A	N/A
2016-2017	75%	No

\*67% for students with GPA lower than 2.5, 100% for students with GPA above 2.5.

Traditional Program:

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Academic Year	Average Score		Mean	Median	Mode	Benchmark met?
	#	%				
2016-2017	-	76%	-	-	-	No
2017-2018		64%	91.96	100	100	No

## Online Program:

Academic Year	Average Score		Mean	Median	Mode	Benchmark met?
	#	%				
2016-2017	-	67%	-	-	-	No
2017-2018		61%	90.91	100	100	No

## Course Links

**GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]****9.1.1 Analysis of Data and Plan for Continuous Improvement**

## 2016-2017:

The Integrative Learning VALUE rubric created by the Association of American Colleges and Universities (AAC&U) will continue to be used, but in a revised form. Writing prompts in the reflective essay were revised this year.

## 2017-2018:

In 2017-2018 we started tracking data in the following chart to try to determine a better benchmark. The score range for this assignment was 0 to 100.

The benchmark was not met. In analyzing scores from the two instructors who teach this course, the scores are vastly different. One instructor would have met the benchmark and one would have almost no student meeting it. I have talked with the instructors to ask them to come to some sort of an agreement on what the rubric is measuring and try to get their scoring more consistent with each other. We will see if this impacts the benchmark for next year. Would like to leave the benchmark where it is for another year.

## Course Links

**GNST400 [General Studies Capstone (Lec. 1, Cr. 1)]****Program outcomes**

## Critical Thinking

*Graduates solve problems using critical thinking skills.*

## Communication

*Graduates formulate and express ideas effectively through written and/or technological communications skills.*

## Integrative Learning

*Graduates demonstrate integrative learning through connecting academic knowledge and life experience.*

End of report