



Program Review Self-Study Template

Academic unit: Bachelor of General Studies Report

College: Liberal Arts and Sciences

Date of last review : 2011

Date of last accreditation report (if relevant)

List all degrees described in this report (add lines as necessary)

Degree:

CIP* code:

Degree:

CIP code:

Degree:

CIP code:

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name

Signature

Submitted by: Louis Medvene, Ph.D., Professor of Psychology, BGS Chair , Date May 29, 2014

Moriah Beck, Ph.D. Assistant Professor of Chemistry, BGS Committee Member

George Dehner, Ph.D., Associate Professor of History, BGS Committee Member

(name and title)

Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The mission of the Bachelor of General Studies (BGS) Degree is to serve the needs of students who have specific learning and employment outcomes for their undergraduate degree. The BGS mission encourages students to combine disciplines in such a way that their education enhances their future lives. Within this mission, we find students who are moving toward professional education in medicine and law as well as students who plan to create a major that addresses both their personal and employment interests. Hence, the mission of the BGS degree is to meet the needs of a diverse set of students who enroll at an urban institution with a mission to serve the best pedagogical interests of traditional and non-traditional populations. The popularity of the BGS degree, as an option for WSU students, attests to its value and success.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Bachelor of General Studies (BGS) contributes in several ways in accomplishing the University Mission. First, as a generalist degree in the liberal arts, the BGS intends to aid the university and its students in the development of the "educational and cultural tools" needed to survive in a complex/diverse world. Second, the BGS degree encourages students to develop a major composed of one primary and two secondary disciplines which meet their personal goals for a unique combination of knowledge and their employment goals. Many students at Wichita State University are non-traditional and/or returning adults who may already have a career. A degree, like the BGS, which supports their employment and intellectual needs, plays an important role at WSU in serving this population of students, the community, and business/service organizations.

d. Has the mission of the Program (s) changed since last review? Yes No

1. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

Yes No

The objectives of the BGS evaluation are as follows: Goal One: Determine the most popular combinations of disciplines students choose to complete the BGS degree and subsequently develop learner outcomes for the more common combinations. (This Program Goal is not learner-related in this assessment loop.) Assessment is tied to examining the most often chosen combinations of three departments and ultimately writing an assessment strategy for those few. Goal Two: Students will be able to provide a rationale for the selection of primary and secondary areas as they relate to knowledge and employment. Assessment is tied to the ability of the students to answer the following questions: 1) Explain in some detail how the three areas of your BGS degree form a coherent whole in your mind. That is, how does the combination of the primary and secondary areas that comprise your BGS make sense together? 2) Please compare and contrast the same aspect of two different areas that comprise your BGS major. For example, compare and contrast the research methods, skills, or theories used by two of the areas by indicating how they are similar and different. 3) How have the three areas you have chosen for the BGS major helped to prepare you for a career in some field? In other words, please explain how the BGS degree, and the areas therein, fit with your career interests. Goal Three: Soon-to-graduate BGS students can document the value of their degree to different aspects of their lives. Measurement of the influence the degree has on the personal, educational, and employment dimensions of their lives will be achieved through a questionnaire filled out while they are getting their Application for Graduation Form checked in the LAS Advising Center.

Since this is an interdisciplinary degree, facilities and equipment remain a part of each department that contributes to instruction in the overall degree program. Some BGS majors take courses in the sciences wherein labs are a necessity, etc. The facilities/equipment are not unique to the BGS, however, and departments with students who claim their department as the primary part of their BGS get credit for the degree.

As an interdisciplinary major in the Fairmount College of Liberal Arts and Sciences, instructional services are carried out by departments who might offer courses taken by the BGS students. Advising, however, is another matter. In the Liberal Arts and Sciences Advising Center (LASAC), the vast majority of the BGS students are advised. This rather large (mean of 273 majors for the past five years) advising load is carried by the LASAC.

In as much as students may choose a secondary area from outside the college of liberal arts, there are other colleges and non-LAS departments that share in producing SCH and enrollments for the BGS.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Table 1: Scholarly Productivity

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Scholarly Productivity	Number Journal Articles	Number Presentations	Number Conference Proceedings	Performances	Number of Exhibits	Creative Work	No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value			
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried
Year 1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Year 2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Year 3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

There are no particular faculty tied to the BGS program or degree. All faculty who teach BGS students are part of other departments, most of which are to be found in LAS. As regular faculty they must be evaluated annually for tenure and promotion in order to teach the courses inside their own departments thereby offering the same quality of scholarship, teaching, and service to BGS students. All recruitment and retention matters are completed by the department and college wherein the faculty reside. All course evaluations for faculty in their departments are tied, as well, to the courses they teach to any BGS majors who might be in the classes. Rigorous evaluations done in the department and college assure the quality of faculty scholarship, teaching, and service.

Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Table 2: ACT Scores

The mean ACT scores for juniors and seniors enrolled in BGS (21.4) is slightly below that of the University mean, but does not fall below the KBOR set trigger value. The mean ACT for students in the BGS Program over the past three years (20.7) does not differ significantly from the ACT for WSU (22.7).

Last 3 years	Total Majors	ACT-Fall Semester (mean for those reporting)
	BGS Majors	All University Students-FT
Year 1-2010	20.8	22.7
Year 2-2011	20.9	22.8
Year 3-2012	21.4	23.0

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

Not applicable as there is no graduate program for the BGS Program

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with).

Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details.

Table 3 - Outcomes and Assessment

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Goal 1: Count the combination of disciplines students choose to complete the BGS degree	Subsequently examine the most often chosen programs and ultimately design an assessment strategy		(1) Criminal Justice (18.3%) (2) Sociology (16.4%) (3) Psychology (12.7%) (4) Chemistry (11.5%) (5) Communications (10.3%) No data on the secondary	

	for those few.		departments.	
Goal 2: Students will be able to provide a rationale for the selection of primary and secondary areas.	Measure ability of students to answer the questions listed below table. AAC&U "Critical Thinking Value Rubric". was applied.	60% meet the standard	73% were considered to have "passed" with a level of 2 or higher, as defined by the milestones on the AAC & U "Critical Thinking Rubric"	
Goal 3: Soon-to-graduate BGS students can document the value of their degree to different aspects of their lives.	Measurement of the influence the degree has on the personal, educational, and employment dimensions of their lives will be achieved through Exit Survey.		<u>Employment items:</u> Over 87% believed that the BGS degree would open up job opportunities. <u>Educational items:</u> 67% report "moderate to a lot" of impact from BGS degree. Rankings in several different learning categories (communication, math skills, problem solving, team work, etc.) indicated that over 80% of students rank their competency as high (4-5).	

Goal 2 Assessment Questions:

- 1) Explain in some detail how the 3 areas of your BGS degree form a coherent whole in your mind. That is, how does the combination of the primary and secondary areas that comprise your BGS make sense together?
- 2) Please compare and contrast the same aspect of two different areas that comprise your BGS major. For Example, compare and contrast the research methods, skills, or theories used by two of the areas by indicating how they are similar and different.
- 3) How have the three areas you have chosen for the BGS major helped to prepare you for a career in some field? In other words, please explain how the BGS degree and the areas therein, fit with you career interests.

The committee scored students' essays based on several of the criteria specified in the Association of American Colleges and Universities' (AAC & U) rubric for "Critical Thinking". This rubric defines critical thinking as "characterized by the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion". The rubric articulates four levels of critical thinking, the first of which is the "Benchmark Level" (level 1). The first of the four matrices that defines each level describes the "Benchmark Level" in the following way: "Issue/problem to be considered critically is stated without clarification or description".

The rubric also includes two “Milestone Levels”. The first Milestone Level (level 2) is more advanced than the Benchmark Level and characterizes the statement of the problem in the following way: “Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown”. The second Milestone Level (level 3) constitutes the next level of advancement beyond the Benchmark Level and characterizes the statement of the problem in the following way: “Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions”. The “Capstone” is the highest level (level 4), and the problem statement needs to meet the following criterion: “Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding”.

The committee scored students’ essays using the first three levels. Students at the “Benchmark Level” were considered to have failed. Students’ who statements met the criterion for levels 2 or 3 were considered to have passed.

d. Provide aggregate data on student satisfaction with major (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

The Undergraduate Student Exit Survey was completed by 409 students over the past three years. Student data from this questionnaire are very positive toward the BGS degree and their experiences at WSU. Both the quantitative and qualitative results indicate that students are highly satisfied with the degree and the institution. Eighty-five percent of BGS major are satisfied or very satisfied with the BGS program.

Table 4: Student satisfaction

Satisfaction (Exit survey)				
Year	N	Name of Exam	Program Result	WSU Comparison±
1-2012	115	Exit Survey	82.6% satisfied/very satisfied	79.5%
2-2013	172	Exit Survey	85.0% satisfied/very satisfied	83.0%
3-2014	122	Exit Survey	Results not available yet	N/A

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Table 5: Outcomes

Outcomes: Have acquired knowledge in the arts, humanities, and natural and social sciences Think critically and independently Write and speak effectively Employ analytical reasoning and problem solving techniques	Results	
	Majors	Non-Majors
*N/A, see below		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

*It must be noted again that there are no specific courses tied directly to the Bachelor of General Studies degree. Instead, students take courses from departments, largely LAS, wherein the KBOR 2020 GEP Foundational Skills are assessed in line with those department's goals/outcomes.

For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Not applicable.

f. Provide information here: Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here: There is no accreditation for this major.

Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here: Not applicable.

Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here: NA, this is done at the departmental level

3.a. The mean ACT for students in the BGS Program over the past three years (20.7) does not differ significantly from the ACT for WSU (22.7).

3.b. Not applicable, no graduate program.

3.c. Positive influence of BGS degree on their lives.

Table 4 indicates that 80% of BGS students were “satisfied/very satisfied” with the BGS program. Additionally, we included in the BGS assessment questions (Spring, 2014) a question that asked students to “describe some of the things you liked about the program, as well as some of the things you think could be improved. All 11 students mentioned at least one positive quality. Below are quotes from six of the students which communicate the flavor of their comments about the BGS program:

“Flexible, offers a fantastic variety of classes. This makes it possible to be able to work and finish a degree”;

“The capability of moving within the differing school is of real importance to me. It fits so much what I want to do”;

“I liked the wide range in taking classes...It has allowed me to get a bachelors sooner to advance my career”;

“The BGS degree... is an excellent choice for those who are not ‘career specific’, but have a strong desire to achieve their degree for self-improvement reasons along. There is nothing I would change about the BGS degree”;

“The BGS allowed a non-traditional student like me the flexibility to actually finish a degree program. I would not have finished had I only had the B.A. option”;

“I really enjoy how I was able to create a degree that was right for me and my interests. I have learned many great concepts in each of the different classes that it took me to form my degree, that I am able to take with me the rest of my life”.

3.d. Satisfaction with the BGS program for recent graduates of the BGS program was quite high, with 82.6%/85% (2012/2013) responding positively about their undergraduate experience. See Table 4.

3.e. Since there are no specific BGS courses or department as such, the KBOR 2020 GEP questions can only be answered indirectly. Departments within LAS who teach BGS students evaluate their departments using appropriate standards

and those outcomes will reflect directly on the BGS experiences in those departments/classes.

3.f. Admission requirements to the BGS program are no different from any undergraduate degree in LAS, therefore all students must maintain a 2.0 GPA or above through graduation to receive a degree.

Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

The number of applicants to the BGS program rose dramatically from <10 in 2007-2011 to 75 students in both 2012 and 2013. Of these applicants, nearly all are admitted (>90%). New enrollment in the past two years has risen to 30 on average. The overall number of BGS majors increases significantly with seniority of students. For instance, the vast majority of BGS majors are seniors (~70%), with only 3% freshman, 7.5% sophomores, and 20% juniors. Another notable difference in BGS majors is that there are more underrepresented minorities (URM) that choose this major (see table below).

Table 6: BGS Program Majors by Student Class

Year	2010	2011	2012
% Freshman	1.4	4.3	3.0
% Sophomores	7.2	9.1	7.5
% Juniors	19.9	19.8	20.0
% Seniors	71.5	66.9	69.5

Table 7: Underrepresented minority population

	2010	2011	2012	2013
University	Fr/So	17	18	18.5
	Jr/Sr	14	14.9	15.4
BGS Major	Fr/So	26.7	13.6	28.1
	Jr/Sr	24.9	23.5	22.7

b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Table 8: Employment of BGS Majors

Employment of Majors*	Average Salary	Employment % In state	Employment % in the field	Employment % related to the field	Employment % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1-3 (2012-2014)	\$39,967	81.7	N/A	31		7.8% (32 students)	N/A

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

The BGS degree continues to have a high demand when compared to many LAS departments. In the past four years there have been more than 300 declared majors and the program averages about 150 degrees granted each year. This degree meets student needs, especially at an institution like WSU where there are many returning students with credits earned at other colleges/universities.

Employment data for the BGS major is difficult to track or find. However about 39% of students who graduate are “thinking about obtaining an *additional* undergraduate degree” and many who graduate already have jobs (>70%) which may be enhanced by receiving the bachelor’s degree.

Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day. Not applicable.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here: Not applicable.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Table 9: Report on Program's Goals

Bachelor of General Studies Assessment Plan Grid/Template
 (Developed May, 2005)
 (Updated September, 2010 and again May, 2014)

Program Initiated Goal/Objective (for last 3 FYs)	Goal (s)	Observation of Student Performance	Outcome of Analysis
Goal One: Count combinations of disciplines students choose. Outcome 1: Program Goal	N/A Preliminary Program Goal	N/A Program Goal	The most frequently chosen primary areas were: sociology, psychology, criminal justice, biology, chemistry and women's studies..
Goal Two: Rationale for each area.. Outcome 2: BGS majors will be able to articulate how his/her specific program forms a coherent whole.	Coherent rationale provided for the combination of the three disciplines chosen for the BGS major	Thirty-six students responded to the essays. 49% met performance standard 51% who did not meet performance standard on all three essays	49% met the standard and actually achieved proficiency on all three of the rubric items (60% is the standard)
Goal Two: Rationale for each area.. Outcome 3: BGS majors will be able to compare and contrast methods from different disciplines.	Ability to write a "compare and contrast" statement relating content from two of their disciplines in the BGS major.	As above, 36 students responded to the essay questions. 49% met performance standard on all three essays. 51% did not meet performance standard on all three essays	49% met the standard and actually achieved proficiency on all three of the rubric items. (60% is the standard)
Goal Two: Rationale for three areas. Outcome 4: BGS majors will be able to explain how the degree program fits with career interests.	Ability to write and document the relevance of their degree for their career interests.	As above, 36 students responded to the essay questions. 49% met performance standards on all three essays. 51% did not meet performance standard on all three essays.	49% met the standard and actually achieved proficiency on all three of the rubric items (60% is the standard).
Goal Three: Soon to graduate BGS majors can document the value of their degree to different aspects of their lives. Outcome 5: BGS students will affirm the influence of their degree on the personal, educational, and employment dimensions of their lives.	Standard by which degree influence is measured on their lives in terms of education, personal, and employment.	% who met performance standard in each of the areas % who did not meet performance 49 questionnaires were collected and analyzed during past 4 years. Items were asked with a Likert-type response ranging from 1 to 5. For purposes of this analysis, if students marked a 3, 4 or 5 score for item, it was counted as "recognizing influence from the BGS degree"..	% who met performance standard in each area (standard is a mean of 75 percent affirming influence for the items/index measuring educational, personal, and employment effects) <u>Employment</u> : 87% report "moderate to a lot" of impact from BGS; <u>Educational Items</u> : 92% said they would "get the same degree iv they had to do it over again". 96% said they would "recommend the BGS to a friend". <u>Personal Relevance Items</u> : 86% report "moderate to a lot" of influence from the BGS.

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(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
<p>Goal 1: Count the combination of disciplines students choose to complete BGS degree. Subsequently develop learner outcomes for most common combinations.</p>	<p>Count the frequency of students' primary areas of concentration.</p>	<p>Data provided by Office of Planning and Analysis.</p>	<p>Top 5 primary areas: - Criminal Justice: 18% - Sociology: 16.4% - Psychology: 12.7% - Chemistry: 11.5% - Communication: 10.3% No data provided on secondary areas.</p>
<p>Goal 2: Students will be able to provide rationale for the selection of primary and secondary areas as they relate to knowledge and employment. Assessment tied to ability to answer questions listed in second column.</p>	<p>60% of students will be able to: 1) explain how the 3 areas of their BGS degree form a coherent whole; 2) compare and contrast the research methods or theories in 2 different areas that comprise BGS degree; 3) explain how the three areas chosen helped prepare you for a career in chosen field.</p>	<p>11 students answered three essay questions during a 45" session. BGS committee members evaluated each student's essays using criteria from the AAC & U's "Critical Thinking Value Rubric". (See narrative below Table 2). Students at the "Benchmark 1" level failed. Students at the level of "Milestone 1 or 2" passed.</p>	<p>- 73% of the students passed essay 1 and were able to explain how their 3 areas formed a coherent whole; - 82% of the students passed essay 2 and were able to compare methods; - 64% of the students passed essay 3 and were able to explain how 3 areas prepared them for a job.</p>
<p>Goal 3: Soon-to-graduate BGS students can document the value of their degree to their personal education and the employment dimension of their lives.</p>	<p>Over 60% of students will be able to document the value of their degree to their personal education and their employment prospects.</p>	<p>409 Exit Surveys were collected and analyzed in past 3 years. Five-point Likert-type questions asked. If students marked a "4" or "5", item was counted as "recognizing influence from the BGS degree".</p>	<p><u>Employment Items:</u> Q37: 67% reported impact from BGS degree; Q38: 87% believed BGS degree would open up jobs <u>Educational Items:</u> Q4: 82% rated their satisfaction with the BGS program as high.</p>

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The BGS continues to be a very popular degree program within the University. There was an average of 273 BGS majors for each of the past 3 years, with over 100 BGS students graduating each year. Students graduating with a BGS degree praise it's flexibility - especially non-traditional students who have work experience. Students expressed appreciation at being able to design educational programs which crossed departmental boundaries, and sometimes colleges within the university. While most students' primary areas were in LAS (e.g. Criminal Justice, Sociology and Psychology), some students crossed boundaries by taking secondary areas in the colleges of Engineering, Education and Fine Arts. Particularly creative combinations included students who chose primary and secondary areas that allowed them to create a program in instructional media - i.e. taking classes in English and in engineering; and a student who created a studio arts concentration by taking classes in anthropology, fine arts and women's studies.

Students' evaluations of the BGS program are very positive overall. For example, regarding satisfaction with the BGS program, over 80% were "satisfied" or "very satisfied" with the overall program. Students were satisfied with feedback provided by faculty. Over 80% of students rated as "high" their competence in communication, math skills, problem solving and team work. Several of the written comments made by the 11 students from whom we collected essays this year were critical of new or relatively inexperienced advisors, but the majority expressed satisfaction with the advising process.

The BGS committee recommends that the two goals listed below be used for the next evaluation of the BGS program. These goals are the same as the goals used in the previous evaluations except that we are dropping the previous "Goal 1" which involved identifying the most frequently chosen primary and secondary areas, and developing a special assessment strategy for the most frequently chosen areas. We have concluded that the three essay questions we have been using are broad enough to be applicable to any set of primary and secondary areas which students select. And we have dropped the

goal of counting the most frequently chosen primary and secondary areas, as they are not student-learner outcomes.

The BGS committee makes the following recommendations for future evaluation of the BGS program:

The committee will draw on data provided by the Office of Planning Analysis to determine students' choices for their primary area of concentration. The committee thinks this information will be useful for descriptive purposes.

Goal 1: a) Students will be able to provide a rationale for the primary and secondary areas they have chosen, and be able to explain how these areas constitute a coherent whole; b) Students will be able to compare and contrast the same aspect of two different areas that comprise their BGS major - either research methods or theories used by two of the areas by indicating how they are similar and different; and c) Students will be able to explain how the areas chosen for their BGS degree fit with their career interests. At least 70% of the students will be able to write essays which will score above the "Benchmark 1" level of the AAC & U's Critical Thinking Value Rubric;

In order to determine whether goals 1 a through 1 c are met the committee will apply the AAC & U's "Critical Thinking Value Rubric" to score students' essays. The expectation is that 70% of the students will score above the "Benchmark 1" level.

Goal 2: Soon-to-graduate BGS students will be able to document the value of their degree to different aspects of their lives.

In order to determine whether goal 2 is met the committee will analyze satisfaction data via the Undergraduate Student Exit Survey, and the Alumni surveys.

1. In order to increase the number of students who participate in the evaluation of the BGS which involves writing essay writing, we propose to make the following changes:

a) In addition to recruiting by personalized letters, we will recruit 30 BGS students in the spring of 2017 to write essay questions by having members of the BGS committee visit classes in which at least 5 BGS students are enrolled in order to request their participation. We think BGS students will be more responsive to personalized appeals;;

b) Give students at least 1 week to answer the essay questions about which we are asking them to write essays - in the past we have only given them 45 minutes- , and then invite students to a group discussion of their written answers. We will also offer students a meal at the conclusion of this discussion, along with a \$30 Quiktrip gift cards.