WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: **Bachelor of General Studies** _____

College: **Fairmount College of Liberal Arts and Sciences** _____

Date of last review **2003** _____

Date of last accreditation report (if relevant) _____

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

Degree: Bachelor of General Studies (BGS _____ CIP* code: NA (No codes for BGS, Interdisciplinary, or General Studies)

Degree: _____ CIP code:_____

Degree: _____ CIP code:_____

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

Faculty of the academic unit (add lines as necessary)

Name	Signature
(All faculty are in other departments in the College of Liberal Arts) _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Submitted by: **Ron Matson, Ph.D. Chair of the BGS Assessment Committee** **June 24, 2011 Date**
(name and title)

In yellow highlighted areas, data will be provided

1. 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:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

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? X No

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

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered).

The objectives of the BGS are as follows: **Goal One:** Count the combination 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 first 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.

Have they changed since the last review?

X Yes

e. If yes, describe the changes in a concise manner.

New goals and an assessment plan were developed in 2005. These changes made the assessment objectives learner centered and provided a plan for regular assessment as well as feedback mechanisms to promote continual improvement.

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 productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→ 2007	NA	NA						
Year 2→ 2008	NA	NA						
Year 3→2009	NA	NA						
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
					↓			
Year 1→					NA			

Year 2→											NA						
Year 3→											NA						
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																	
Year 2																	
Year 3																	

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

a. Provide a brief assessment of the quality of the faculty/staff using the data from the table above 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 specific faculty tied to the BGS Program or the BGS degree. All the faculty who teach BGS students are part of regular departments, most of whom are to be found in LAS. As regular faculty, they must be evaluated annually and 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 done 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.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach 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.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1→	2007	21	22.3 (Jr and Sr only)
Year 2→	2008	20	22.5 (Jr and Sr only)
Year 3→	2009	20	22.5 (Jr and Sr only)

KBOR data minima for UG programs: ACT≤20 will trigger program.

The nature of the two samples explains much of the difference. Many BGS students are Undecided/Deciding students who need a major classification. Hence, many are in their first two years; not juniors or seniors. In addition, most all the students will become LAS majors, yet we are comparing them to a University sample. I am sure the differences are significant, in a statistical sense, but I am not sure how different. We do know that the variance on ACT scores is high enough to erase some of the mean differences, even in larger samples like this one.

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

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1→	NA			
Year 2→	NA			
Year 3→	NA			

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principal learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Goal 1: Count the combination 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 first assessment loop.) Assessment is tied to examining the most often chosen combinations of three departments and ultimately writing an assessment strategy for those few.	Completed once in the past 5 years.	Sociology, Psychology, Criminal Justice, Biology, Chemistry, and Women's Studies are among the most common combinations and are most likely chosen as the student's primary department. The number of secondary departments, since there are two, is almost unlimited. Once we learn what we need from Goal Two, we can decide on a measurement strategy and develop outcomes for the most common combinations of primary and secondary areas.
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	Students have responded to the three questions in three different data collection points in the past two years. A total of 36 students completed comments on all three questions. The rubric developed to assess whether the students are meeting the desired quality of response includes, a) how articulate and well-written the essays are, b) the clarity of the content, and c) the logic/organization of the analysis required by the questions.	The goal was 60 percent, but only 49 percent of the students actually achieved proficiency on all three of the rubric items.

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.	Forty-nine questionnaires have been collected and analyzed in the past four years. Items were asked with a Likert-type response ranging from 1 to 5. For the purposes of this analysis, if the students marked a 3, 4, or 5 score for the item, it was counted as "recognizing influence from the BGS degree"	Employment Items: 87 percent report "moderate to a lot" of impact from the BGS Educational Items: This is a very mixed set of questions. While 53 percent said they were thinking about pursuing another undergraduate degree, 92 percent said they would "get the same degree if they had to do it over again." Ninety-six percent say they would "recommend the BGS to a friend." Personal Relevance Items: 86 percent report "moderate to a lot" of influence from the BGS. Since the standard set was 75 percent, the employment and personal dimensions of their lives see the most impact from the BGS degree choice. The five items relating to education as an outgrowth of the BGS got some very positive, but also some modest (53%) ascent.

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, 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 goals and objectives of the program as listed in 1e).

The BGS Assessment Committee developed a near-graduation questionnaire that students complete when they are getting their Application for Graduation signed by their advisor; most of whom are in the LAS Advising Center. Student data from this questionnaire, reported above in 3.c., 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. (Qualitative results can be found in Appendix B, and the qualitative summary is in 3.c., above).

Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
1			1 NA				
2			2 NA				
3 2007-2010	49	See above section. Best indirect measure would be found in the item asking if they would do the same degree again. Ninety-two percent said they would. The number of positive to very positive qualitative comments from students, when compared to neutral or negative comments, runs at about 4 positives for every neutral or negative. See Appendix B.	3NA				

*Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± If available.

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).

It must be noted again, that there are no 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.

Goals/Skills Measurements of: -Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Results	
	Majors	Non-Majors
NA, see above comments.		

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/

f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 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). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

3.a. The mean ACT for students in the BGS Program over the past three years (21) does not differ significantly from the ACT for WSU.

3.b. Not applicable, no grad program

3.c. Students are able to document the positive influence of the BGS degree on their lives. Actually, the student responses in the areas of personal and employment influence are very positive and robust. In the education dimension of their lives, the BGS gets more mixed results, but it shows at the same time the degree helped them to meet their educational goals (open-ended comments) and they overwhelmingly report they would choose the same degree again (92 percent).

3.d. While there are only indirect measures of satisfaction with the BGS degree on the questionnaire developed for measuring influence of the degree on their lives, both the qualitative and quantitative results paint a picture of overall satisfaction with the BGS. (See Appendix B)

3.e. Since there are no BGS classes and no BGS department as such, the KBOR 2020 GEP questions are answerable in reference only. Departments in LAS who teach the BGS students will be evaluating their departments on such standards and those outcomes will reflect directly on the BGS experiences in those departments/classes.

3.f. Admission requirements to the BGS are the same as any undergraduate degree in LAS. All students must maintain a 2.0 or above through graduation to receive the degree.

Learner outcomes in the assessment model can be improved through more rigorous application of the survey results, and formalizing the data collection around Goal Two would allow a more complete assessment of the writing, critical thinking, and students ability to articulate the coherence of the three chosen areas, employment relevance, and educational value of the BGS.

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

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	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**
Year 1→					120 in '08							Current year only ↓
Year 2→					163 in '09							
Year 3→					140 in '10							

Race/Ethnicity by Major***											Race/Ethnicity by Graduate***								
	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
Year 1→ 2008	0	7	5	8	36	0	188	0	0	1	4	1	8	17	0	88	0	7
Year 2→ 2009	0	7	4	12	43	0	209	0	18	0	7	2	7	12	0	128	0	7
Year 3→ 2010										0	4	1	2	18	0	101	0	14

* 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)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data 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 certainly has high demand when compared to many LAS departments. With more than 200 declared majors in any year and averaging about 140 degree granted each year, few other departments would reach those numbers. This degree meets student needs, especially at an institution like WSU where there are many returning students with previous enrollments at other colleges/universities. For some, the BGS gives them an option for a bachelor's degree that they might never have. In other cases, many of them traditional-age students, the BGS gives them an option to pursue the areas they wish that tie to specific intellectual or employment needs. In many other cases, students are pursuing pre-professional programs while at WSU and will eventually go off to medical, law, or graduate schools in different disciplines. Additionally, the BGS serves a very diverse population

within WSU addressing the needs of many minorities. Of the 400 BGS graduates in the past three years with a known race, 21 percent were members of minority groups.

Employment data for the BGS major is most difficult to find/track. About half of the students who graduate are "thinking about a graduate degree" and many who graduate already have jobs which may be enhanced by receiving the bachelor's degree. Since it is a generalist, interdisciplinary degree there is no simple way to track employment as their might be in professional schools. Since many of the BGS students take social science hours and specialties, it is likely that they take jobs in human service delivery segment of the economy. Sociology, psychology, criminal justice, biology, history, and communications are among the most popular primary emphases taken by BGS students. Most of these disciplines are social sciences and the BGS students often combine two or three of the social sciences to complete the BGS. Hence, employment in the social service sector is likely.

5. Analyze the cost of the program and 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).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2008	Year 2 - 2009	Year 3 - 2010
UG Majors	6500	7159	7991
Gr Majors	NA	NA	NA
Non-Majors	NA	NA	NA

a. Provide a brief assessment of the cost and 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:

In an interdisciplinary program that has no separate departmental designation, the BGS major codes run across about 20 LAS departments. Dr. David Wright made a special run to get the 2008, 2009, and 2010 numbers. This shows recent growth in SCH of about 23 percent. I am unable to make comparisons to graduate and non-majors since there is no specific department offering the classes, the numbers are generated using degree codes instead. Many departments in LAS, and others in different colleges wherein BGS students declare a secondary area, benefit from credit hours BGS students need for the completion of their degree. These data are not readily available.

Faculty who teach courses in standard LAS departments would report their research funding, etc. through their departments.

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).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
2008 - 2010	**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.	Students have responded to the three questions in three different data collection points in the past two years. A total of 36 students completed comments on all three questions. The rubric developed to assess whether the students are meeting the desired quality of response includes, a) how articulate and well-written the essays are, b) the clarity of the content, and c) the logic/organization of the analysis required by the questions.	The goal was 60 percent, but 49 percent of the students actually achieved proficiency on all three of the rubric items.
	Goal Three: Soon-to	Forty-nine questionnaires	Employment Items: 87

	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.	have been collected and analyzed in the past four years. Items were asked with a Likert-type response ranging from 1 to 5. For the purposes of this analysis, if the students marked a 3, 4, or 5 score for the item, it was counted as "recognizing influence from the BGS degree"	percent report "moderate to a lot" of impact from the BGS Educational Items: This is a very mixed set of questions. While 53 percent said they were thinking about pursuing another undergraduate degree, 92 percent said they would "get the same degree if they had to do it over again." Ninety-six percent say they would "recommend the BGS to a friend." Personal Relevance Items: 86 percent report "moderate to a lot" of influence from the BGS. Since the standard set was 75 percent, the employment and personal dimensions of their lives see the most impact from the BGS degree choice. The five items relating to education as an outgrowth of the BGS got some very positive, but also some modest (53%) ascent.

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 Bachelor of General Studies degree in the Fairmount College of Liberal Arts and Sciences is in it's forth decade of existence. There is still strong student demand for the degree and students who complete the degree are very positive about the impact the degree has on the personal and employment dimensions of their lives. And, students who choose the BGS might be unlikely to finish a degree without this interdisciplinary option.

The program has not been triggered by KBOR criteria.

Assessment of Goal 2 "Students will be able to provide a rationale for the selection of primary and secondary areas as they relate to knowledge and employment" still needs to be strengthened. Three separate attempts to collect the written data have yielded only 36 sets of responses and the quality of the work produced is not ideal and is often done without effort. In trying to affect this during the first two data collection efforts a total of only 12 students came to complete the questions at a computer lab. In the last collection effort, we sent about 225 e-mails to BGS Majors with more than 90 hours. The three questions that are part of Goal Two assessment were attached. Twenty-four completed all three questions in some way, but in many cases, there was little thought or effort expended. The student data collected in the LAS Social Science Computer Lab showed students taking more time, being thoughtful, and writing more complete responses. This data collection setting was loosely monitored by some of the Assessment Committee. The BGS Assessment Committee, which I chair, will have to revisit this goal and the methods of measuring the outcome. We like the goal, but we might need to move more creatively to a similar outcome with fewer of the methodological complications. What we are asking students to do is take about 90 minutes out of their lives and help us with assessment, less if they do it online at home, but other assessment efforts in the university using the same methodology have the same problems; no turnout for the assessment even if incentives are provided, i.e. the College Learning Assessment or CLA.

Certainly, the committee, along with the LAS Dean's Office, must revisit Goal 1 and Goal 2 and put more effort into getting a larger number of questionnaires for assessment of Goal 3. These would certainly need to be addressed before the end of the next 3 year cycle; by 2015. A revision of the BGS Assessment Plan would need revision at that time.

APPENDIX A

Bachelor of General Studies Assessment Plan

Revised Assessment Plan

Bachelor of General Studies

May, 2005

WSU Mission Statement

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.

High quality teaching and learning are fundamental goals in all undergraduate, graduate, and continuing education programs. Building on a strong tradition in the arts and sciences, the University offers programs in business, education, engineering, fine arts, and health professions, as well as in the liberal arts and sciences. Degree programs range from the associate to the doctoral level and encompass 75 fields of study; non-degree programs are designed to meet the specialized educational and training needs of individuals and organizations in south central Kansas.

Scholarship, including research, creative activity, and artistic performance, is designed to advance the University's goals of providing high quality instruction, making original contributions to knowledge and human understanding, and serving as an agent of community service. This activity is a basic expectation of all faculty members at Wichita State University.

Public and community service activities seek to foster the cultural, economic, and social development of a diverse metropolitan community and of the state of Kansas. The University's service constituency includes artistic and cultural agencies, business and industry, and community educational, governmental, health, and labor organizations.

Wichita State University pursues its mission utilizing the human diversity of Wichita, the state's largest metropolitan community, and its many cultural, economic, and social resources. The University faculty and professional staff are committed to the highest ideals of teaching, scholarship, and public service, as the University strives to be a comprehensive, metropolitan university of national stature.

Bachelor of General Studies' Role in the University Mission

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.

Program 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.

Program Goals/Learner Outcomes

Goal One: Count the combination of disciplines students choose to complete the BGS degree and subsequently develop learner outcomes for the more common combinations. (Program Goal, not learner-related in this first assessment loop.)

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.

Learner Outcome 1: A BGS major will be able to articulate how his or her program forms a coherent whole.

Learner Outcome 2: A BGS major will be able to compare and contrast knowledge from different disciplines.

Learner Outcome 3: A BGS major will be able to explain how the program fits his or her career interests.

Goal Three: Soon-to graduate BGS students can document the value of their degree to different aspects of their lives.

Learner Outcome 4: BGS graduates will affirm that their degree is influences them in the personal, educational, and employment dimensions of their lives.

Assessment of Program Goals

The assessment of BGS program and learner outcome goals will be accomplished through three different measurement instruments. First, Goal One is a program goal that will be assessed by looking at all the Senior Forms/Applications for Graduation wherein the students identify their primary and secondary areas in the BGS degree. The BGS Assessment Committee believes that the institution needs to know what patterns emerge from the students' combinations of disciplines. The long-term goal will be to develop learner outcomes for the more common combinations and thereby enhancing future learner outcome assessment. Student Assistant labor, remunerated, from the LAS Advising Center where the Senior Forms are kept will be used for this assessment. Second, Goal Two assessment is tied to a written essay of about 500 words. Once the data are collected from a stratified sample of about 10 students chosen from the Senior Form data, a focus group will be carried out to identify the rubric for evaluation. When the rubric is developed, 30 students will be selected based on a stratified sample of the most common combinations (Humanities, Social Science, Physical and Biological Sciences, etc) and their essays evaluated by a paid graduate student (paid with assessment funds) from the English department using the rubric developed from the focus group. Assessment of learner outcomes 1, 2, and 3 are tied to the essay. Third, Goal Three assesses the impact the BGS degree has on the lives of soon-to-graduate majors from the WSU program. 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. See Appendix A for a copy of the questionnaire. An undergraduate student with experience in data entry and analysis will be paid to complete analysis of the questionnaire. They will work under the supervision of one of the BGS Assessment Committee members.

All of the goals will be assessed for the first time during the 2005-06 academic year so a feedback loop will be initiated before the 2007 accreditation process. Subsequently, the assessments will be done in alternate years beginning in 2007-08 academic year.

Assessment Standards for Program and Learner Outcomes

Goal One: Count the combination of disciplines students choose to complete the BGS degree and subsequently develop learner outcomes for the more common sets of disciplines. There are no pre-determined standards for this goal. The data from the assessment will be descriptive and used in the feedback loop to examine the possibilities of learning outcomes for the more frequent combinations of disciplines.

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.

Learner Outcome 1: A BGS major will be able to articulate how his or her program forms a coherent whole. *(Standard is 60 percent)*

Learner Outcome 2: A BGS major will be able to compare and contrast knowledge from different disciplines. *(Standard is 60 percent)*

Learner Outcome 3: A BGS major will be able to explain how the program fits his or her career interests. *(Standard is 60 percent)*

Goal Three: Soon-to-graduate BGS graduates can document the value of their degree to different aspects of their lives.

Learner Outcome 4: BGS students will affirm that their degree influences them in the personal, educational, and employment dimensions of their lives. *(Standard by which influence is measured will be a mean of 75 percent for each item or index)*

Results

The first round of assessment results will be available once data are collected in the in the fall of 2005 and rubrics developed for assessment. The data from the questionnaires and Senior Forms will be analyzed as well as the essays read by April of 2006. The Assessment Committee will meet in the spring of 2006 to examine the results of the assessments and make recommendations for program changes.

Feedback Loop

At the end of every two year cycle, the data will be compiled and analyzed to see whether the target levels are met. All measures will be collected and compiled in the in the fall semester of the assessment year. Analysis of the data will occur during the spring semester. One April committee meeting, following the assessment year data compilation and analysis, will be devoted to a discussion and interpretation of the results and decisions made regarding student and program performance on the standards set. Programmatic changes will be instituted based on these decisions.

APPENDIX B

Bachelor of General Studies Survey

Qualitative Results Summary

The following are derived from the 49 questionnaires completed in the past three years and result from the following directive: “Please comment on your educational experience at Wichita State University.”

Comments

1) Wichita State has been a great experience. I enjoyed every aspect but one. I did not like the fact that in order to get a B.A. in Psychology, students must take 15 hours of a foreign language. It is for this reason that I decide to get a BGS degree. I believe asking a student to take 15 hours of Spanish, for example, is too much. WSU should cut back on that requirement.
2) Fantastic instructors for the most part. I didn’t feel well guided early on and consequently, my courses and end result are not where I would have like them to be. I was on too long of a leash lately essentially.
3) No comments.
4) Learning has been a definite personal experience that “no one” should pass by. The professors here at WSU, know what’s going on and try to help the students apply the information to the world problems and jobs. I found my way thru WSU and obtained a BGS! For an “older” student, I didn’t do half bad.
5) For future commuter students I would strongly recommend furthering Internet and telecourses and also for students working full-time while trying to afford to college especially those needing to go back to school to advance or other educational/occupational/technical advancement needs.
6) No comments.
7) No comments.
8) No comments.
9) I am a transfer student and most of my hours came from Friends University and Highland Community College. I am, though, optimistic of my time here at WSU.
10) No comments.
11) No comments.
12) No comments.
13) Wichita State was a great school to graduate from. I work during the day and WSU always provided classes that fit my schedule. Thanks WSU!
14) Great school. Small campus, you get to know the faculty. Easy to fine classes. Classes are of a good size.
15) No comments.
16) I really enjoyed my experiences at WSU. I love the campus and all of the faculty was helpful in every way. I feel I have gotten a great education here. There is such a huge selection of classes that will fit anyone’s needs. If I were to continue my education it would definitely be here at Wichita State!
17) I have enjoyed my ed experience at Wichita St. Soc. Classes have grabbed my interest toward that field. American Male was first soc. Class that I took and I loved it. I don’t know what career I am headed but I now want to continue my education regardless. I really value education after 3 yrs. of college. I want to learn about everything that will be beneficial to me in the future.
18) I have really enjoyed my time here at WSU. The advisors here have helped me much more than any other school’s advisors I have been to. The teachers are great too.

19) I wish more degree programs were more hands-on, or at least have some practical field experience. I would have used more opportunities with CJ if I had some "outings" to see the real CJ field.
20) No comments.
21) No comments.
22) "Good experience"
23) Awesome!
24) My experience at Wichita State University has helped me grow into who I truly am. My choices here have opened my ears and eyes along with my heart to new ideas. I feel with the help of the Advising department I was able to gain momentum to achieving my degree.
25) No comments.
26) No comments.
27) No comments.
28) I feel that I learned more about myself through the classes than about subject matter. I think that is the more important thing to understand when entering "the real world." Knowing one's limitations and understanding potential will allow success without hardship.
29) More than just a great experience in my life as far as school and track and field. Words couldn't express the experience.
30) I really enjoyed my educational experience at WSU. The classes were well organized and the faculty very well prepared to educate students.
31) My educational experience was very challenging yet very rewarding.
32) No comments.
33) Wichita State has allowed me to collaborate my courses from other universities and place them together to finally get a degree.
34) No comments.
35) I basically just want to graduate and have never been able to decide on a major that I want to do for the rest of my life.
36) No comments.
37) No comments.
38) This is the best school that I've attended yet, unfortunately I've attended many. I believe if I would have started my educational career at WSU, I would be a more successful person right now.
39) I have had good experiences at Wichita State. Because I'm in my thirties, I feel that I know enough to choose classes I'm interested in and immerse myself in the knowledge I can gain. While I am eager to earn my degree, I want to take my time and not rush through this part of my life. A lot of money and time has been spent, and I intend to make my education a worthy investment. For the most part, my instructors are knowledgeable and have cared about the subjects they teach.
40) My educational experience at WSU was great. It was rough coming from a community college to a major university, but once I fell into a groove—it was just wonderful!
41) No comments.
42) No comments.
43) It is very educational and I stay busy.
44) I've only been here for a semester. I transferred from KSU because my husband is employed by McConnell AFB. I have to say that in the short time I have attended WSU, I have quickly grown to love this campus. It is small, personable, and very diverse—something that was lacking at KSU. If I am not accepted for KU Med 2006, I will pursue a master's degree at WSU in order to keep learning. Overall, I have been pleased with WSU, its accessibility and everything that it offers.

45) No comments.
46) No comments.
47) No comments.
48) I have enjoyed coming to WSU. I have learned a lot while I am here. I would recommend this school to my friends.
49) All the colleges and universities I have attended were a lot smaller. Teachers were a little more accessible. The graduation process should be a little more defined for this program. But that could also be because my situation was a little unique.