

Degree Program Student Learning Report

Revised August 2017

Department of English & Humanities

Bachelor in General Studies

For 2018-2019 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
<p>Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.</p>	<p>Central to the mission of the School of Arts and Sciences is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities. Our strategy is to foster an academic setting of diverse curricula that inherently incorporates an environment of service and collegiality.</p>	<p>The mission of the Department of English and Humanities at Rogers State University is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly globalized culture of the 21st century.</p>	<p>The Bachelor of General Studies degree provides students with a rigorous alternative to a specialized education in a single discipline. The student will have the flexibility to choose two separate disciplines from a variety of fields in Math and Science, Liberal Arts, and Business and Technology. The degree consists of 18 to 24 hours of the core knowledge in each of the two chosen disciplines, allowing the student the flexibility to pursue their interests as well as prepare for the challenges of work, citizenship, and intellectual life. This General Studies degree, in combination with a minor course</p>

University Mission	School Mission	Department Mission	Degree Program Mission
			of study, provides students with a foundation of knowledge, critical thinking and problem-solving skills to succeed in many fields.

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School of Arts and Sciences offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology	Foster the skills of critical and creative thinking, writing, communication, and research among our students.	Demonstrate effective use of technologies appropriate to the task and respective discipline (SLO 2) Demonstrate the ability to locate resources for academic purposes and to evaluate their authenticity, validity, and reliability (SLO 3) Create persuasive and well-reasoned arguments appropriate to topic and purpose (SLO 4) Communicate in writing and speech with an awareness of audience by using language conventions appropriate to the occasion and task (SLO 5)
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School of Arts and Sciences educates its majors to think independently and have the knowledge, skills and vision to work in all types of situations and careers	Foster the values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	Display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives (SLO 6)

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
	and communicate with all types of people.		
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School of Arts and Sciences offers general education courses of high quality and purpose that provide a foundation for lifelong learning.	Serve the University and the community by providing quality general education courses that prepare students for their roles as citizens and cultural participants.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School of Arts and Sciences fosters a community of scholars among the faculty and students of the institution.	Offer innovative programs and quality teaching within the classroom and through distance education.	Develop a level of mastery in two area concentrations (SLO 1)
To provide university-wide student services, activities and resources that complement academic programs.		Facilitate the formation of groups of citizen-scholars consisting of faculty and students that meet outside the traditional classroom setting.	
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School of Arts and Sciences will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
No changes proposed		

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comment
The Degree Program Mission is not an actual mission statement but a description of the degree.	N	A departmental or interdepartmental committee should determine changes to the program mission. However, no such committee exists now. The E-H Department Head, Dean of Arts and Sciences, and Vice President of Academic Affairs are currently discussing the formation and operation of such a committee.
The Results tables for all the SLOs other than SLO 6 use a scale of 1-6 without an explanation of its meaning.	Y	The SLR now includes the scoring scale with its descriptors beneath each scoring standard.

SLO 1: The word of the SLO (Part A) is vague as to what is a “level of mastery” since having none is also a “level of mastery”. Perhaps “an appropriate level of mastery”	N	The BGS committee, once formed, will review and revise SLO wording as necessary.
SLO 2: The assessment measurement (Part B) does not match the SLO (Part A). The SLO refers to “effective use of technology” but that is not measured by the construction of a Research and Methodology Statement.	N	The BGS committee, once formed, will review alignment between SLOs and measures and recommend changes as necessary.
SLO 4: Neither of the two assessment measurements (Part B) align with the SLO (Part A). A Literature Review and a Research and Methodology do not measure “persuasive and well-reasoned arguments.”	N	The BGS committee, once formed, will review alignment between SLOs and measures and recommend changes as necessary.
SLO 6: The second sentence of the Assessment Measure (Part B) needs to be reworded into a sentence.	Y	The BGS Coordinator reviewed all assessment measures for grammatical correctness and clarity, rewording as necessary.
SLO 6: A student survey asking if “the program helped them to draw connections across the courses and connecting coursework to academic, professional and social lives” (Part H) does not measure if they themselves “display aptitude in drawing connections...” (Part A)	N	The BGS committee, once formed, will review SLO 6 and recommend changes to the design and delivery of the student survey/focus group.

PART 4
Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome					
SLO #1: Students will develop a level of mastery in two area concentrations.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will meet with their mentors at least once a week to provide progress updates. Mentors will assess students based on the quantity and quality of these meetings.	At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher. ----- Scoring Scale: 5: Demonstrates <i>mastery</i> in the measured area. 4: Demonstrates <i>developing mastery</i> in the measured area. 3: Demonstrates <i>competence</i> in the measured area.	Includes data from students completing the Senior Seminar (BGS 4003).	N = 3	3 of 3 students (100%) met the performance standard. Distribution of Scores: SCORE NUMBER OF STUDENTS 5 3 4 0 3 0 2 0 1 0	Yes

A.
Student Learning Outcome

SLO #1: Students will develop a level of mastery in two area concentrations.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
	2: Demonstrates <i>developing competence</i> in the measured area. 1: Demonstrates <i>little or no competence</i> in the measured area.				

H.
Conclusions

Given the small sample size, one must be circumspect when drawing conclusions. Nevertheless, what the data suggest is a positive connection between student performance and mentoring. Because students in the BGS select from a diverse range of minors, it is important for them to receive academic support from faculty in their respective disciplines. Their mentors direct them to resources and assist them in using the methods common to their fields. Feedback from the students was favorable. They benefited greatly from their mentors' expertise. The face-to-face meetings and email communications with mentors were excellent additions to the usual weekly meetings with the instructor. No changes to this measure are anticipated.

A.
Student Learning Outcome

SLO #2: Students will demonstrate effective use of technologies appropriate to the task and respective discipline.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
<p>Students will submit a Research and Methodology Statement outlining their theses and/or formulating their research questions.</p>	<p>At least 75% of the students completing the Junior Seminar (BGS 3003) will receive a score of 4 or higher.</p> <p>-----</p> <p>Scoring Scale: Scoring Scale: 5: Demonstrates <i>mastery</i> in the measured area. 4: Demonstrates <i>developing mastery</i> in the measured area. 3: Demonstrates <i>competence</i> in the measured area. 2: Demonstrates <i>developing competence</i> in the measured area. 1: Demonstrates <i>little or no competence</i> in the measured area.</p>	<p>Includes data from students completing the Senior Junior Seminar (BGS 3003).</p>	<p>N = 3</p>	<p>2 of 3 students (66%) met the performance standard.</p> <p>Distribution of Scores:</p> <table border="0"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	1	4	1	3	1	2	0	1	0	<p>N</p>
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**A.
Student Learning Outcome**

SLO #2: Students will demonstrate effective use of technologies appropriate to the task and respective discipline.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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**H.
Conclusions**

Given the small sample size, one must be circumspect when drawing conclusions. This was the first written assignment in BGS 3003. It was an important first step in helping a student envision what direction his or her capstone project might take. In general, student performance was very good. The performance standard was not met, but that was owing partly to the small sample size. No changes to this measure are anticipated.

**A.
Student Learning Outcome**

SLO #3: Students will demonstrate the ability to locate resources for academic purposes and to evaluate their authenticity, validity, and reliability.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
<p>Students will submit an Annotated Bibliography listing sources to be used in their Capstone research.</p>	<p>At least 75% of the students completing the Junior Seminar (BGS 3003) will receive a score of 4 or higher.</p> <hr/> <p>Scoring Scale: 5: Demonstrates <i>mastery</i> in the measured area. 4: Demonstrates <i>developing mastery</i> in the measured area. 3: Demonstrates <i>competence</i> in the measured area. 2: Demonstrates <i>developing competence</i> in the measured area. 1: Demonstrates <i>little or no competence</i> in the measured area.</p>	<p>Includes data from students completing the Junior Seminar (BGS 3003).</p>	<p>N = 3</p>	<p>3 of 3 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <table border="0" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">SCORE</th> <th style="text-align: left;">NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	2	4	1	3	0	2	0	1	0	<p>Yes</p>
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A. Student Learning Outcome					
SLO #3: Students will demonstrate the ability to locate resources for academic purposes and to evaluate their authenticity, validity, and reliability.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					
Given the small sample size, one must be circumspect when drawing conclusions. Nevertheless, the annotated bibliography assignment did provide students with a valuable opportunity to collect and review sources that would prove useful in their capstone research. No changes to this measure are anticipated.					

**A.
Student Learning Outcome**

SLO #4: Students will create persuasive and well-reasoned arguments appropriate to topic and purpose.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
<p>Students will submit a Literature Review to be incorporated into their Capstone Projects.</p>	<p>At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher.</p> <hr/> <p>Scoring Scale: 5: Demonstrates <i>mastery</i> in the measured area. 4: Demonstrates <i>developing mastery</i> in the measured area. 3: Demonstrates <i>competence</i> in the measured area. 2: Demonstrates <i>developing competence</i> in the measured area. 1: Demonstrates <i>little or no competence</i> in the measured area.</p>	<p>Includes data from students completing the Senior Seminar (BGS 4003).</p>	<p>N = 3</p>	<p>3 of 3 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <table border="0" style="margin-left: 20px;"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	2	4	1	3	0	2	0	1	0	<p>Yes</p>
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Student Learning Outcome

SLO #4: Students will create persuasive and well-reasoned arguments appropriate to topic and purpose.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
Students will submit a Research and Methodology Section to be incorporated into their Capstone Projects.	<p>At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher.</p> <hr style="border-top: 1px dashed black;"/> <p>Scoring Scale: 5: Demonstrates <i>mastery</i> in the measured area. 4: Demonstrates <i>developing mastery</i> in the measured area. 3: Demonstrates <i>competence</i> in the measured area. 2: Demonstrates <i>developing competence</i> in the measured area. 1: Demonstrates <i>little or no competence</i> in the measured area.</p>	Includes data from students completing the Senior Seminar (BGS 4003).	N = 3	<p>3 of 3 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <table style="margin-left: 20px;"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	2	4	1	3	0	2	0	1	0	Yes
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A.
Student Learning Outcome

SLO #4: Students will create persuasive and well-reasoned arguments appropriate to topic and purpose.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
Students will submit a Findings Section to be incorporated into their Capstone Projects.	<p>At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher.</p> <hr style="border-top: 1px dashed black;"/> <p>Scoring Scale: 5: Demonstrates <i>mastery</i> in the measured area. 4: Demonstrates <i>developing mastery</i> in the measured area. 3: Demonstrates <i>competence</i> in the measured area. 2: Demonstrates <i>developing competence</i> in the measured area. 1: Demonstrates <i>little or no competence</i> in the measured area.</p>	Includes data from students completing the Senior Seminar (BGS 4003).	N = 3	<p>3 of 3 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <table style="margin-left: 20px;"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> </tr> <tr> <td>4</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	3	4	0	3	0	2	0	1	0	Yes
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**A.
Student Learning Outcome**

SLO #4: Students will create persuasive and well-reasoned arguments appropriate to topic and purpose.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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**H.
Conclusions**

Given the small sample size, one must be circumspect when drawing conclusions about these three measures. The BGS Capstone project, as it is currently conceived, is a collection of several parts including a literature review, a research and methodology section, and a section on findings. Students develop these parts separately and then combine them at the end of the semester into the completed project—with the necessary connective tissue, introduction, and conclusion. When the program was first developed, this was deemed a good way to assess students and to walk them through their research and project development. Students and mentors seem to be pleased overall with the current arrangement, but changes may be needed. The BGS committee would be best poised to suggest and implement these changes.

**A.
Student Learning Outcome**

SLO #5: Students will communicate in writing and speech with an awareness of audience by using language conventions appropriate to the occasion and task.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
Students will develop and defend a BGS Capstone Project.	<p>At least 75% of the students completing the Senior Seminar (BGS 4003) will receive a score of 4 or higher.</p> <p>-----</p> <p>Scoring Scale: 5: Demonstrates <i>mastery</i> in the measured area. 4: Demonstrates <i>developing mastery</i> in the measured area. 3: Demonstrates <i>competence</i> in the measured area. 2: Demonstrates <i>developing competence</i> in the measured area. 1: Demonstrates <i>little or no competence</i> in the measured area.</p>	Includes data from students completing the Senior Seminar (BGS 4003).	N = 3	<p>3 of 3 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> </tr> <tr> <td>4</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	3	4	0	3	0	2	0	1	0	Yes
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A. Student Learning Outcome					
SLO #5: Students will communicate in writing and speech with an awareness of audience by using language conventions appropriate to the occasion and task.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					
Given the small sample size, one must be circumspect when drawing conclusions. Still, overall performance on this measure was excellent. Feedback from mentors on the finished projects was very positive. No changes to this measure are anticipated.					

**A.
Student Learning Outcome**

SLO #6: Students will display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
Students will partake in a focus group to answer questions and discuss the relationship between the program and their academic, professional, and social lives.	<p>At least 75% of the students completing the Senior Seminar (BGS 4003) will rate these abilities in drawing connections across courses and connecting coursework to academic, professional, and social lives as satisfactory or better.</p> <p>-----</p> <p>Survey Scale: 5: Very Satisfied 4: Satisfied 3: Somewhat satisfied 2: Somewhat dissatisfied 1: Dissatisfied</p>	Includes data from students completing the Senior Seminar (BGS 4003).	N = 3	<p>3 of 3 students (100%) met the performance standard.</p> <p>Distribution of Scores:</p> <table style="margin-left: 20px;"> <thead> <tr> <th>SCORE</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> </tr> <tr> <td>4</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	SCORE	NUMBER OF STUDENTS	5	3	4	0	3	0	2	0	1	0	Yes
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**H.
Conclusions**

Given the small sample size, one must be circumspect when drawing conclusions. As the program grows and more students register for the 3003/4003 sequence, we will be in a better position to assess student satisfaction with the program. With the formation of a BGS committee, there will also be an

A. Student Learning Outcome					
SLO #6: Students will display aptitude in drawing connections across courses and connect coursework to academic, professional, and social lives.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
opportunity to invite additional faculty to participate in the focus group. Perhaps we can also use the RSU graduation survey in future assessment reports, but again, that will be a decision for the BGS committee to make.					

**PART 5
Proposed Instructional or Assessment Changes**

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
The BGS Coordinator recommends that a committee—departmental or interdepartmental—oversee the instruction and assessment of the program.	An oversight committee potentially would affect all SLOs.	In its development stage, the BGS had a steering committee in charge of the program’s design and implementation. Since then, the committee has effectively dissolved through inactivity. Given the increasing student demand for this program, there is a pressing need once again to rely on the collective wisdom that only a committee can provide. Such a committee could annually review syllabi, suggest changes to instructional methods and measures, and collaborate on assessment reports. A committee would be useful also in developing a strategic plan to promote the

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
		program. The BGS Coordinator is hopeful that by next academic year a BGS committee will be in place and ready to discuss SLR recommendations in order to implement in a timely manner changes for improvement.

PART 6

Summary of Assessment Measures

- A. How many different assessment measures were used? Eight (8)
- B. List the direct measures (see appendix): (1) Mentor Meetings, (2) Research and Methodology Statement (BGS 3003), (3) Annotated Bibliography, (4) Literature Review, (5) Research and Methodology Section (BGS 4003), (6) Findings Section, (7) Capstone Project
- C. List the indirect measures (see appendix): Focus Group

PART 7

Faculty Participation and Signatures

- A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Francis A Grabowski III	Collected, confirmed, and evaluated data for BGS 3003 and BGS 4004. Reported and evaluated data from the Graduating Senior Survey. Prepared Student Learning Report and approved final draft.	

- B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M. Macke	Mary Macke	6-6-19
Dean	Keith N. Martin	Keith Martin	6/17/19

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.