**STUDENT LEARNING ASSESSMENT PROGRAM**
**SUMMARY FORM  AY 2012-2013**

Degree and Program Name: B.A. in General Studies

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Please use size 10 font or larger.

**PART ONE**

<table>
<thead>
<tr>
<th>What are the learning objectives?</th>
<th>How, where, and when are they assessed?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>Committee/ person responsible? How are results shared?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To demonstrate problem solving and critical thinking skills.</td>
<td>In BGS 3001, Portfolio Development, critical thinking is woven throughout this course. Students develop learning portfolios where they reflect upon and analyze college-level learning outcomes that have taken place outside the traditional classroom. Examining the actual experience and articulating learning requires the learner to critically evaluate the experience. Analyzing and evaluating learning outcomes are the</td>
<td>In BGS 3001, 100% will demonstrate previous college level learning through experiences outside of the classroom. This learning will be illustrated in writing that meets CAEL standards for prior learning assessment (PLA) which require critical analysis of the learning that has taken place.</td>
<td>In BGS 3001, students submit prior learning portfolios that are assessed by faculty for prior learning credit. During the 2012-2013 academic year, 80% of students submitting portfolios for evaluation were awarded credit for prior learning.</td>
<td>Tracking the success rate of portfolios allows us to compare our success rate to the national data. The instructor monitors the success of all portfolios submitted and provides this information to the BGS director. Currently there is only one instructor for the course. The data is used by the instructor to revise course materials as necessary.</td>
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Students in BGS 4001, Self-Directed Leadership, are required to write a literature review on some area of leadership. The attached Holistic Critical Thinking Scoring Rubric is used to assess their critical thinking skills on this assignment. It is expected that at least 85% will earn a 3 or 4. Currently 66% of the students are earning a 3 or 4.

Only one section of this course was offered this year, making this a small sample size. This section was taught by the director of the BGS Program. This experience reinforced her belief that a 3000 level course, focusing on critical thinking and research should be added to the BGS curriculum. This course is currently under development and will go before C.A.A. in the fall.

2. Demonstrate the ability to communicate effectively in writing. In BGS 2985, the final essay is used to assess this learning objective. The same scoring rubric is used by all BGS 2985 instructors. One hundred percent of students completing BGS 2985 with a grade of a C or higher should have basic college-level earn 70% or above on their final paper according. Currently approximately 90% are meeting this expectation.

Each instructor is responsible for assessing learning of his/her students. Instructors meet each semester to discuss issues of concern. Anchoring is currently being done to establish consistency between course instructors. Final papers with grades of A, B and C collected from each instructor and are being evaluated by other
3. Demonstrate the ability to communicate orally.
   In BGS 4001, students are required to give a presentation on a book they have read on leadership. The University speaking assessment is used to assess this. It is expected that at least 85% of students completing this course will score as competent or higher. The expectations are being met.
   Individual instructors are responsible for collecting this data.

4. To identify the value of higher education and the impact it has had on their lives
   A survey was sent to our graduates from 2006-2011 to determine satisfaction. Expectations are that 98% of BGS graduates will rate high satisfaction with our program. Of the respondents, 91% were satisfied or highly satisfied with their BGS degree, with 78% of those being highly satisfied.
   A unit has been added to BGS 2985 that focuses on the value of a general studies degree in relation to the skills employers are seeking.
   The 3000 level BGS course, currently under development, will expand on this with students determining their strengths and weaknesses as they relate to personal growth and future employment. This self-assessment will be followed by developing goals to be completed during the remainder of
To use technology to access needed information about Eastern Illinois University.

In BGS 2985, Adults in Transition, the ability to use technology is assessed by the students' ability to use and find critical information on EIU’s web pages, ability to successfully upload assignments, post discussion responses, follow links to find additional information, access Booth Library, submit assignments electronically and use email.

100% of the students are expected to be able to navigate through Desire to Learn and complete all course assignments in a timely manner. A Webquest assignment is required of all students where they learn to access information from the EIU website.

Since this course is only offered online or as a hybrid, it requires those students to accomplish those goals at 100% to pass the course.

Students’ who express difficulties accessing and navigating Desire2Learn are referred to the technology support person in SCE.

(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO
Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

As recommended by the CASA Director, in her responses to last year’s assessment plan, we have developed rubrics to measure student learning. Rather than depend solely on grades, the rubrics, along with instructor training on assessment, focus on learning outcomes rather than grades.
PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Last summer, BGS 2985 was updated. Courses objectives were aligned with instruction and assessment. All BGS 2985 instructors were involved with the redesign. They came together as a group for training shortly before the beginning of fall semester; the first time the revised course was offered. They again met as a group at the end of the semester. At this time, they evaluated the new course, focusing on the alignment between the objectives, instruction and assessment. Minor modifications were made, including revisions to the scoring rubrics.

BGS 4001, Self-Directed Learning, which is the Capstone course, was revised, and a stronger assessment component added. This course was also approved for online delivery by C.A.A. this spring.

A new course, BGS 3xxx, Critical Thinking and the Adult Learner, will be taken before C.A.A. during the Fall Semester of 2013. This course will support the learning goals that have been established by the BGS Program to include recognizing the role of critical thinking had in learning and reflecting upon its impact in various settings, assessing various adult learning theories as they relate to the students as adult leaners’, analyzing the process of transformative learning and its influence on the students’ lives, and becoming aware of resources available to BGS students and examining ways to add value to the degree in the workforce. The addition of this course, should add cohesion to the BGS degree.