

**IUPUC General Studies Degree
Program Assessment Report for 2013-2014
June 27, 2014**

Program Purpose and Curricular Structure

General studies is a degree completion program for adult learners who have diverse backgrounds and goals. The Bachelor of General Studies (BGS) is a flexible, multidisciplinary curriculum that allows students to create a plan of study applicable and relevant to their academic and career needs while developing the foundation for a lifetime of learning.

The General Studies Faculty Advisory Council (GSFAC) is charged with oversight of the program degree requirements, certification of graduates, monitoring student performance of program competencies and recommending program improvements through appropriate venues. Council membership consists of two faculty members each from the Divisions of Liberal Arts and Science and one faculty member from the Division of Business.

The nature of the BGS creates a challenge for program assessment. The majority of BGS students enter the program with a significant amount of prior coursework. In addition, with no faculty or courses of its own, the general studies program relies upon coursework delivered by other divisions within the university. Assessment findings for general studies majors can be used to inform those divisions, but the ability to initiate real change can be limited. The program's capstone course which is currently in development will provide the most useful direct measure data. Targeted indirect measures could also provide useful data.

In May of 2012, IUPUC's Faculty Senate formally created a General Education Board whose members are responsible for oversight of the general education curriculum and monitoring performance of IUPUC's Student Learning Outcomes (SLOs) (Appendix A). These outcomes are closely aligned with IUPUI's Principles of Undergraduate Learning. A table aligning the campus SLO's with the PUL's can be found in Appendix B.

Student Learning Outcomes for the Bachelor of General Studies at IUPUC

Upon completion of the General Studies Degree program, students will acquire the following competencies:

- I. **Core Competencies**
 - i. ***Communication - Written/Oral:*** Students communicate effectively in written and spoken language to diverse audiences. Students comprehend, evaluate and respond respectfully to the ideas of others. (SLO 1,2; PUL 1,2)
 - ii. ***Diversity:*** Students appreciate local and global diversity and are respectful and empathetic during personal interactions. Students collaborate effectively and resolve conflicts. (SLO 8; PUL 5)

- iii. **Mathematical/Quantitative Reasoning:** Students demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. Students compute, organize data, and problem-solve effectively using quantitative tools. (SLO 3; PUL 1,3)
 - iv. **Information Technology:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use. (SLO 5; PUL 1,2,3,5,6)
- II. **Degree Requirements**
- i. **Arts and Humanities:** Students interpret and critique the historical, cultural, and literary dimensions of human experience. Students develop appreciation of the aesthetic value of these subjects. (SLO 6; PUL 2,3,4,5,6)
 - ii. **Science and Math:** Students investigate, evaluate, and develop skills to comprehend and apply basic principles of scientific methodology and differentiate among facts and theories. (SLO 4; PUL 1,2,3,4)
 - iii. **Social and Behavioral:** Students compare, contrast, and construct an understanding of the role social, economic, cultural, and political institutions play in shaping human thought and behavior. Students function as engaged members of society, who are willing and able to assume leadership roles. (SLO 7; PUL 1,2,3,4,5)
- III. **Integration and Application**
- i. **Lifelong Learning:** Students assess their own knowledge, skills, and abilities and develop plans of study for baccalaureate as well as ongoing personal and professional pursuits of knowledge. (SLO 12, PUL 5)
 - ii. **Synthesis of Learning:** Students demonstrate integration of baccalaureate learning in an academic focus area. (SLO 9,10, PUL 2,3, 4)

Evidence of Learning Plan

Direct Measures

1. *Core competencies and Degree Requirements* (I and II) are assessed through the IUPUC General Education Board and disaggregated for individual programs for review. The IUPUC SLOs are assessed on a five year cycle.
2. *Integration and Application* (III) will be assessed through the capstone course, GNST-G400, General Studies Senior Capstone Seminar. (Course will be required of all BGS students admitted to the program beginning fall, 2014 semester. Students admitted prior to requirement will be encouraged to complete the capstone as a “free elective”.) Course will be offered and assessed at least annually. First assessment estimated for 2015-16 academic year.

Indirect Measures

1. IUPUC Alumni Survey (Annual)
2. Retention and Graduation Rates (Annual beginning with 2014-15)
3. Academic Advising Services Survey (Next survey in 2015-16)

2013-14 Direct Assessment Findings

IUPUC SLO's 3, 4 and 5 (quantitative analysis, natural science and information science) were assessed this academic year, with the results disseminated to programs at the writing of this report. Present BGS degree requirements allow a number of flexible options for students to complete the analytic skills requirement including accounting and logic courses, which were not assessed for SLO 3. BGS students most often complete computer science courses offered by IUPUI in an online format. These courses are not assessed by the IUPUC General Education Board. Thus, there was not separate data disseminated for general studies program students. SLO 4, Natural science did afford enough general studies students to disaggregate a report for one semester. (Appendix C) Since data arrived when faculty are away from campus for the summer, review of these findings will occur in fall semester when the GSFAC is reconvened.

2013-14 Indirect Assessment Findings

In the summer of 2013, IUPUC Office of Institutional Research conducted its first survey of IUPUC graduates. Spanning the dates of December 2010 to December 2012, 384 graduates were surveyed, of which 52 received the BGS. Of those, 8 students responded to the survey. 88% percent of the respondents reported full-time employment with 72% in a new or better job than before graduation. BGS graduates are continuing as "life-long learners" with 51% percent reporting that they are pursuing additional education, including 38% in formal degree programs.

Actions to be taken in Response to Findings

Although the findings are positive for the 8 students who responded, we need to research ways to improve response rates for future surveys. Is this generic instrument providing the kind of specific data regarding the general studies program graduates that we need? Developing a graduation exit survey specific to our program will be explored during the 2014-15 academic year.

Other Relevant Assessment Work Completed in 2013-14 Academic Year

- BGS curriculum and degree requirements revised to align with the IUPUI/IUPUC General Education Core and the IUPUC Baccalaureate Competencies. New requirements approved by IUPUC Faculty Senate.
- Developed template for a BGS capstone course, GNST-G400, General Studies Senior Capstone Seminar. New course approved by IUPUC Faculty Senate and beginning IU course remonstrance process.

Relevant Assessment Work for the 2014-15 Academic Year

- Review 2013-14 SLO assessment data by the General Studies Faculty Advisory Council.
- Complete assessment rubric for the capstone course (GNST-G 400).
- Campus assessment of SLO 6 (arts and humanities) will occur.
- Collaborate with the Division of Liberal Arts to develop a shared academic advising services survey.
- Consider the adoption of other indirect measures for program assessment such as exit survey of discontinuing students, graduation survey, and other assessments being conducted by the IUPUC OIR or by IUPUI that include IUPUC BGS student data.

IUPUC General Education Student Learning Outcomes

I. Foundational Skills

A. Core Communications

1. Discover, explore, and analyze ideas, taking into account diverse sources and viewpoints; present the results in writing with attention to appropriate genre, audience expectations, and rhetorical conventions.
2. Demonstrate both a) proficiency in oral discourse in a variety of formats and b) the ability to evaluate oral presentations according to established criteria.

B. Mathematical Modeling

3. Solve problems and be able to make inferences by application of appropriate mathematical models; create appropriate mathematical models such as graphs, tables and equations.

II. Areas of Knowledge

A. Natural, Quantitative, and Information Sciences

4. Demonstrate the ability to explain and use natural scientific vocabulary and concepts, the ability to describe methods applicable to answering scientific questions, and the ability to articulate criticism of scientific debates and discoveries; demonstrate the ability to obtain, analyze, interpret and criticize qualitative observations and quantitative measurements to explain natural phenomena and to test hypotheses.
5. Perform the basic operations of personal computer use and critically assess technological worth; filter, analyze, and critique information and experience.

B. Arts and Humanities

6. Demonstrate an understanding and appreciation of the complexity of the human experience, the arts and aesthetics, and the great ideas and cultures of the world; Interpret and critically evaluate the creative products of human expression.

C. Social and Historical Studies

- 7a. Understand the methods social scientists use to explore social phenomena; describe forces (e.g. economic, social, political) that influence behavior.
- 7b. Understand how people have existed, acted and thought in the past in various parts of the world; describe the social and historical forces that impacted them and how those forces might influence contemporary society.

III. Modes of Inquiry

A. World Languages and Cross-Cultural Inquiry

8. Demonstrate both a) an understanding and appreciation of the complexity of world cultures and b) the ability to think transnationally or transculturally about social, political, economic, aesthetic, or technological issues.

B. Researched Writing

9. Demonstrate the ability to determine the nature and extent of research materials needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from appropriate sources.

C. Ethical Inquiry

10. Demonstrate personal and social responsibility by using knowledge in the service of society.
11. Demonstrate ethical reasoning; convey understanding of how ethical issues and values frame and shape human conduct and ways of life.

IV. Commitment to a Life of Learning

12. Demonstrate dispositions and skills associated with ongoing pursuit of improving knowledge and competency.

Table: Student Learning Outcomes and Principles of Undergraduate Learning Alignment

	PUL 1 Core Communication and Quantitative Skills	PUL 2 Critical Thinking	PUL 3 Integration and Application of Knowledge	PUL 4 Intellectual Depth, Breadth, and Adaptiveness	PUL 5 Understanding Society and Culture	PUL 6 Values and Ethics
SLO 1 Common rubric items	a,b,c,d					
SLO 2 Common rubric items	a,b,d,e	f				
SLO 3 Common rubric items	a,b,c,d		ef			
SLO 4 Common rubric items	d	c	h, i	a, b, e, f, g		
SLO 5 Common rubric items	b	c	a		d	e
SLO 6 Common rubric items		e	d	a	c	b
SLO 7 Common rubric items	a	b, d, e, f, h	c	i, j	b, g	
SLO 8 Common rubric items					a, b, c, d, e, f	
SLO 9 Common rubric items	a, b, c, d					
SLO 10 Common rubric items		b	a		c, d	
SLO 11 Common rubric items						a, b, c, d, e
SLO 12 Common rubric items			b, c, d, e	a		

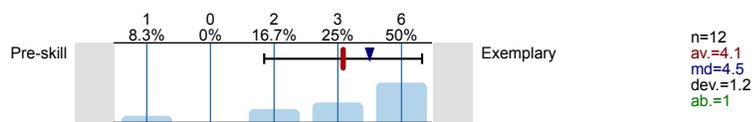
SLO_4 -- Natural Science
Spring 2014
No. of responses = 13



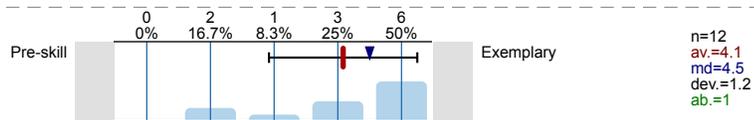
Survey Results

4. Use scientific concepts and methods to explain natural phenomena and test hypotheses.

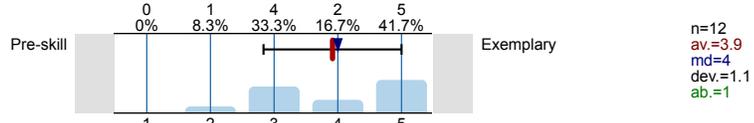
4.1 Explain and use natural scientific vocabulary and concepts.



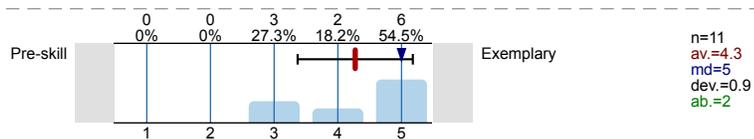
4.2 Describe scientific methods.



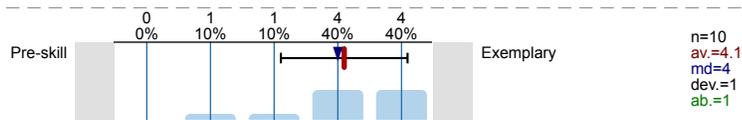
4.3 Think critically about scientific debates and discoveries.



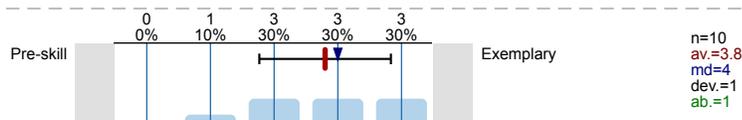
4.4 Make initial observations about natural phenomena



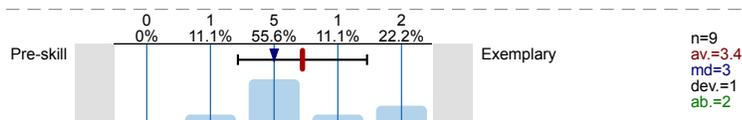
4.5 Formulate hypothesis



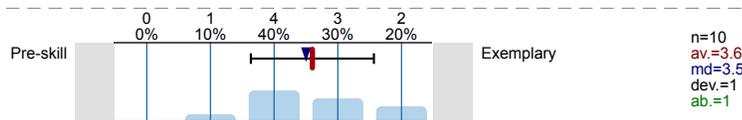
4.6 Design a test for that hypothesis



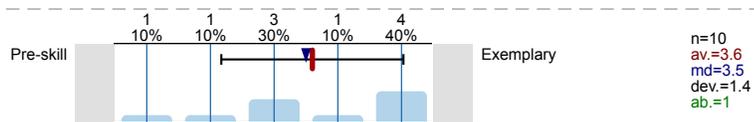
4.7 Collect observation and measurement data



4.8 Analyze and/or process data collected



4.9 Think critically about analytical results



Student program

GENSTDS 100%

n=13

Profile

Subgroup: Spring 2014: SLO4 - Overall Report - GENSTDS

Values used in the profile line: Mean

4. Use scientific concepts and methods to explain natural phenomena and test hypotheses.

4.1 Explain and use natural scientific vocabulary and concepts.	Pre-skill					Exemplary	n=12	av.=4.1	md=4.5	dev.=1.2
4.2 Describe scientific methods.	Pre-skill					Exemplary	n=12	av.=4.1	md=4.5	dev.=1.2
4.3 Think critically about scientific debates and discoveries.	Pre-skill					Exemplary	n=12	av.=3.9	md=4.0	dev.=1.1
4.4 Make initial observations about natural phenomena	Pre-skill					Exemplary	n=11	av.=4.3	md=5.0	dev.=0.9
4.5 Formulate hypothesis	Pre-skill					Exemplary	n=10	av.=4.1	md=4.0	dev.=1.0
4.6 Design a test for that hypothesis	Pre-skill					Exemplary	n=10	av.=3.8	md=4.0	dev.=1.0
4.7 Collect observation and measurement data	Pre-skill					Exemplary	n=9	av.=3.4	md=3.0	dev.=1.0
4.8 Analyze and/or process data collected	Pre-skill					Exemplary	n=10	av.=3.6	md=3.5	dev.=1.0
4.9 Think critically about analytical results	Pre-skill					Exemplary	n=10	av.=3.6	md=3.5	dev.=1.4

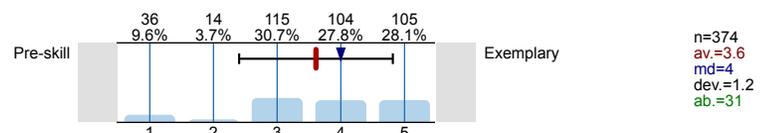
SLO_4 -- Natural Science
Spring 2014
No. of responses = 410



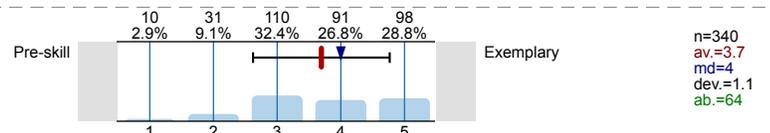
Survey Results

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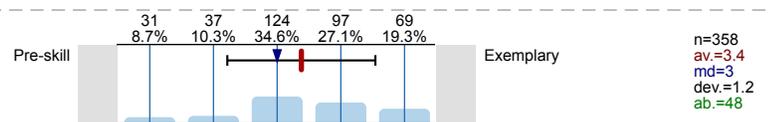
4.1 Explain and use natural scientific vocabulary and concepts.



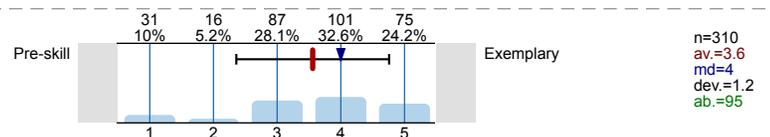
4.2 Describe scientific methods.



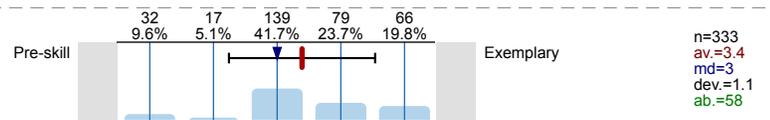
4.3 Think critically about scientific debates and discoveries.



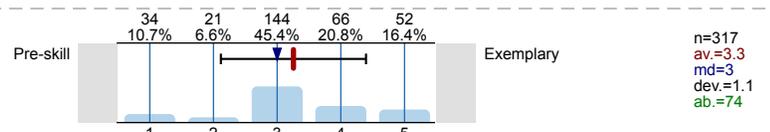
4.4 Make initial observations about natural phenomena



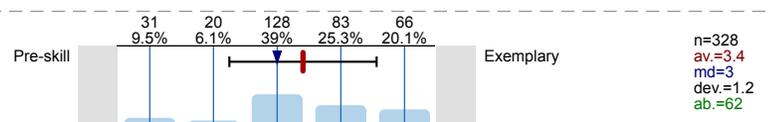
4.5 Formulate hypothesis



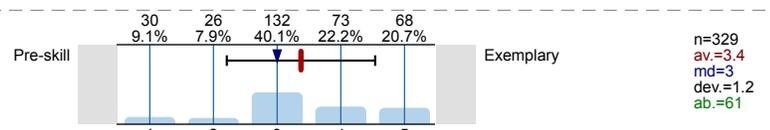
4.6 Design a test for that hypothesis



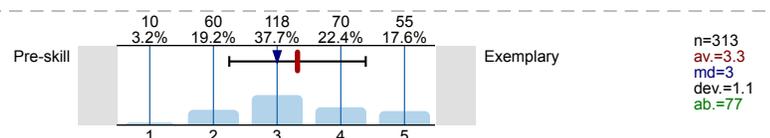
4.7 Collect observation and measurement data

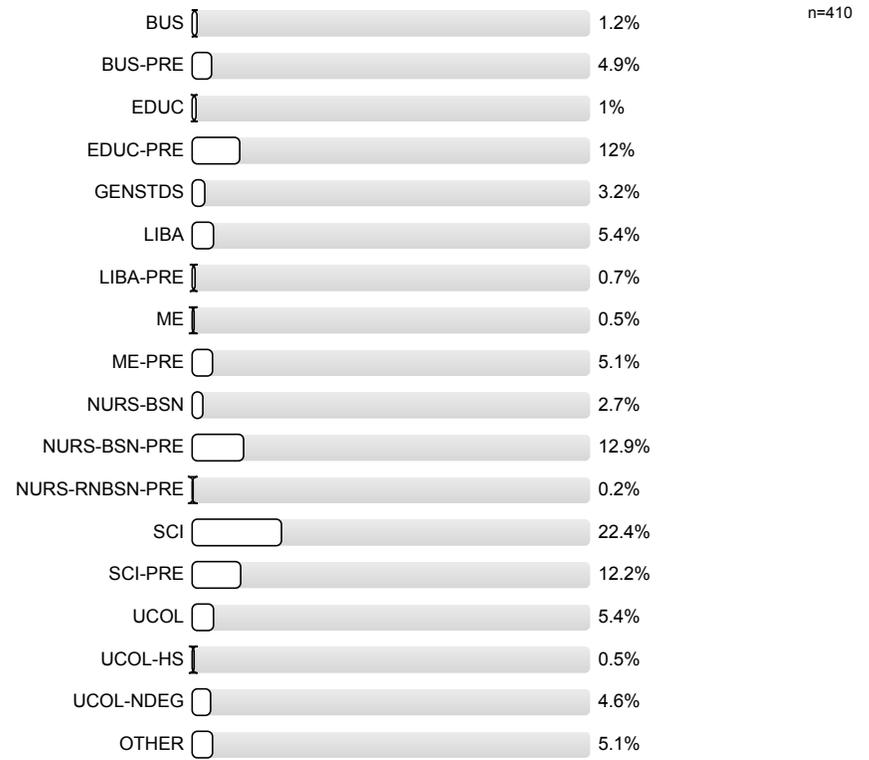


4.8 Analyze and/or process data collected



4.9 Think critically about analytical results



Student program

Profile

Compilation: Spring 2014: SLO4 - Overall Report

Values used in the profile line: Mean

4. Use scientific concepts and methods to explain natural phenomena and test hypotheses.

4.1 Explain and use natural scientific vocabulary and concepts.	Pre-skill		Exemplary	n=374 av.=3.6 md=4.0 dev.=1.2
4.2 Describe scientific methods.	Pre-skill		Exemplary	n=340 av.=3.7 md=4.0 dev.=1.1
4.3 Think critically about scientific debates and discoveries.	Pre-skill		Exemplary	n=358 av.=3.4 md=3.0 dev.=1.2
4.4 Make initial observations about natural phenomena	Pre-skill		Exemplary	n=310 av.=3.6 md=4.0 dev.=1.2
4.5 Formulate hypothesis	Pre-skill		Exemplary	n=333 av.=3.4 md=3.0 dev.=1.1
4.6 Design a test for that hypothesis	Pre-skill		Exemplary	n=317 av.=3.3 md=3.0 dev.=1.1
4.7 Collect observation and measurement data	Pre-skill		Exemplary	n=328 av.=3.4 md=3.0 dev.=1.2
4.8 Analyze and/or process data collected	Pre-skill		Exemplary	n=329 av.=3.4 md=3.0 dev.=1.2
4.9 Think critically about analytical results	Pre-skill		Exemplary	n=313 av.=3.3 md=3.0 dev.=1.1



Alumni Survey Report October 2013

The IUPUC Office of Institutional Research conducted its first survey of IUPUC graduates in the summer of 2013. The goal of this survey was to understand the outcomes of IUPUC graduates, in order to improve the quality of the IUPUC experience. Graduates from December 2010 to December 2012 were asked about their current employment and any further education, as well as how effective IUPUC was in helping them achieve their goals.

The survey was sent to 384 graduates. Three reminders were sent from Dr Wafa and Division Heads to those who had not responded. A total of 86 alumni responded to the survey for a response rate of 22%. Four of the responses were incomplete, but they were included in the survey results where there was information provided.

Total Responses by Division

Arts & Science	13
Business	26
Education	10
General Studies	8
MBA	10
Nursing	19
Total	86

This report provides campus-level information on general characteristics, current employment, additional education, job placement services, and the overall IUPUC experience. Division level information is provided on employment and education.

Due to the small number of respondents Liberal Arts and Science graduates were combined into Arts & Science.

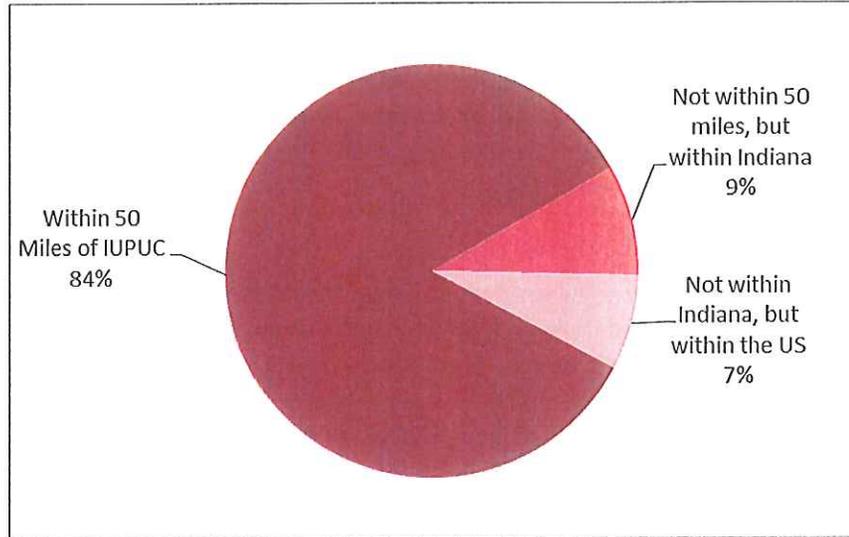
Summary of Responses

- The majority of respondents are employed full-time (78%) in a field that is directly related to their major.
 - The average importance of job placement services was 1.92 (3=Very Important, 1=Not at all).
 - For the 42% who are pursuing additional education, the majority felt that they were well prepared.
 - The average rating of the IUPUC experience was 2.92 (4=Excellent, 1=Poor), with "Personal attention from faculty" and "Overall quality of education" as the areas with the highest ratings.
 - The two largest categories of salary were "Under \$30,000" and "\$60,000 or above" at 25% each.
 - The majority of the respondents (84%) currently live within 50 miles of IUPUC.
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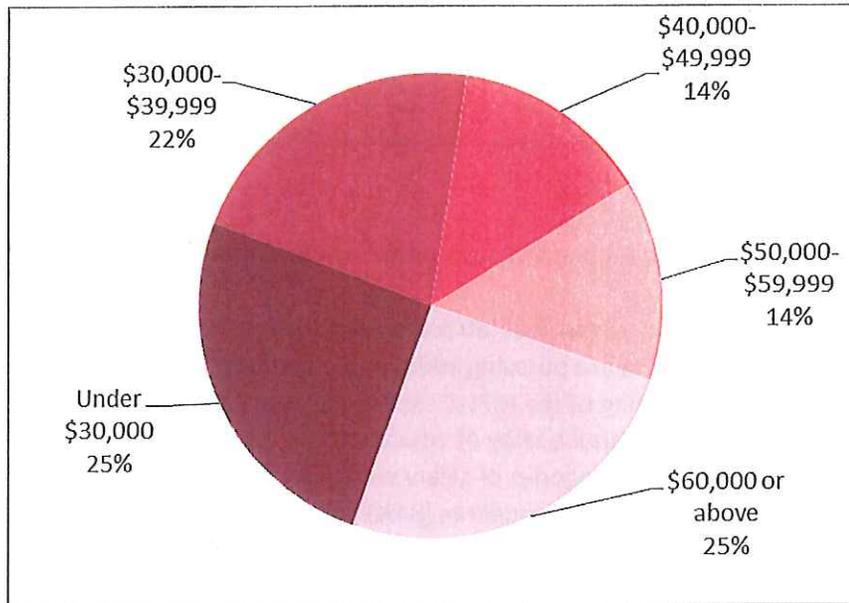
For additional information or questions, contact the IUPUC Office of Institutional Research at 812.375.7506 or iupucoir@iupuc.edu.

General Characteristics

Where do you currently live? (n=81)

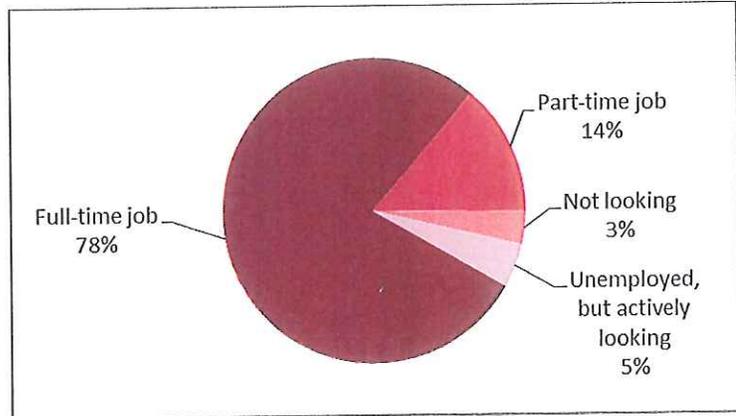


What is your annual salary? (n=79)

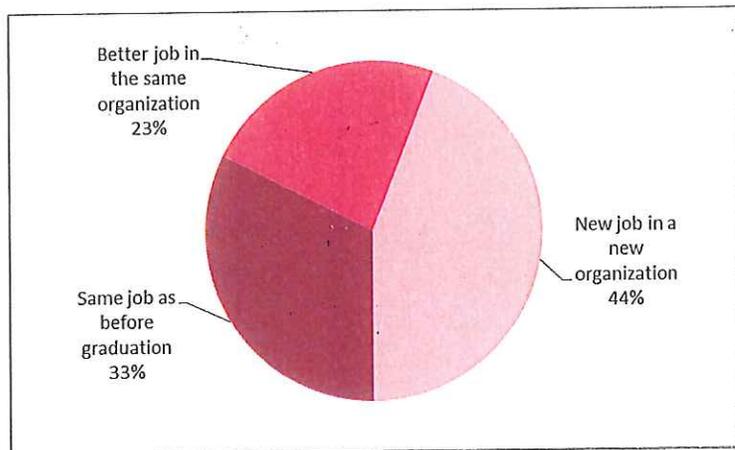


Employment

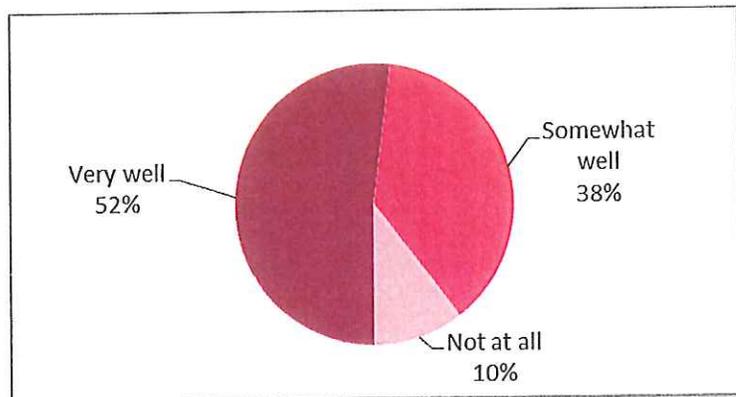
What is your current employment status? (n=86)



Is your current job? (n=77)

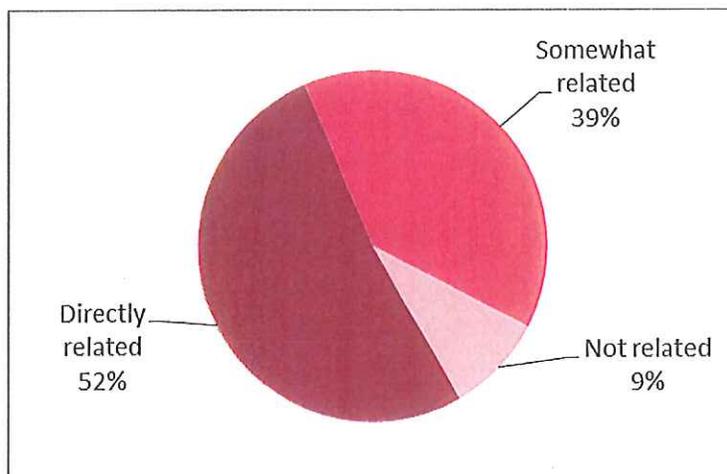


How well did IUPUC prepare you for your current job?



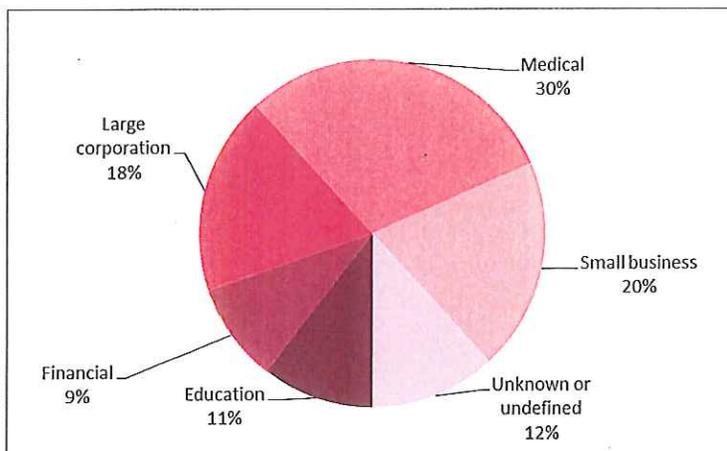
Employment

How closely related is your job to your major area of study? (n=77)



Type of organization (n=86)

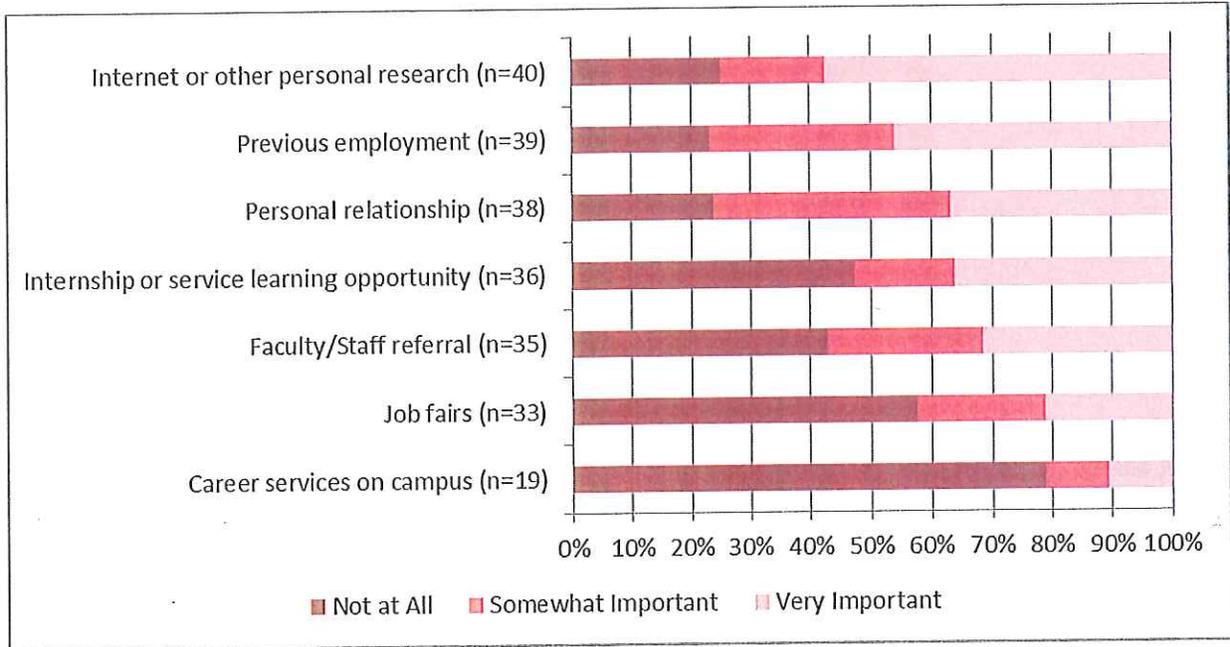
Types of organizations were determined based on the employers provided by the respondents and not by the respondents themselves.



Job Placement Sources

How important were these sources in helping you find a new job?

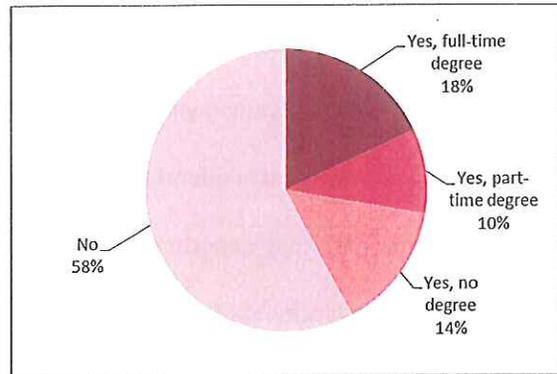
This question was asked of those respondents who found a new or better job.



Education

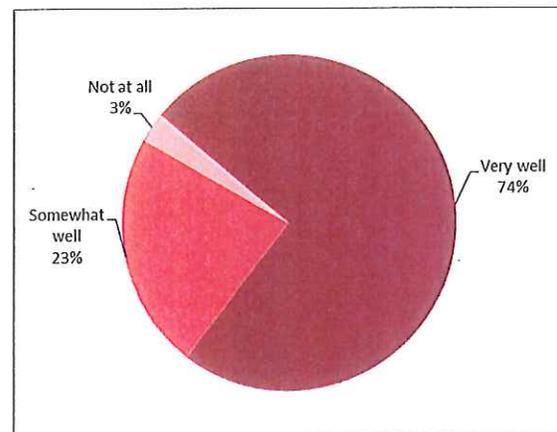
Are you currently pursuing additional education? (n=83)

Of the 20 respondents that provided information on where they are pursuing additional education, 8 are continuing their education at an IU campus.

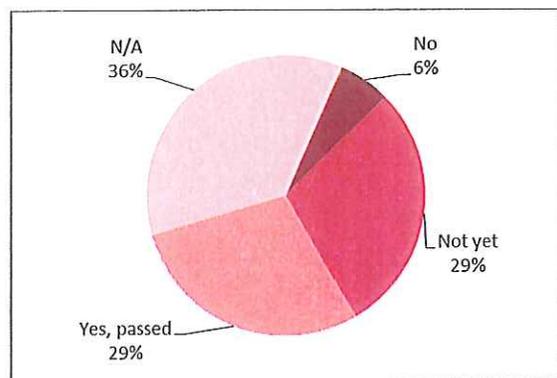


How well did IUPUC prepare you for continuing your education? (n= 35)

This question was only ask for those who are pursuing additional education

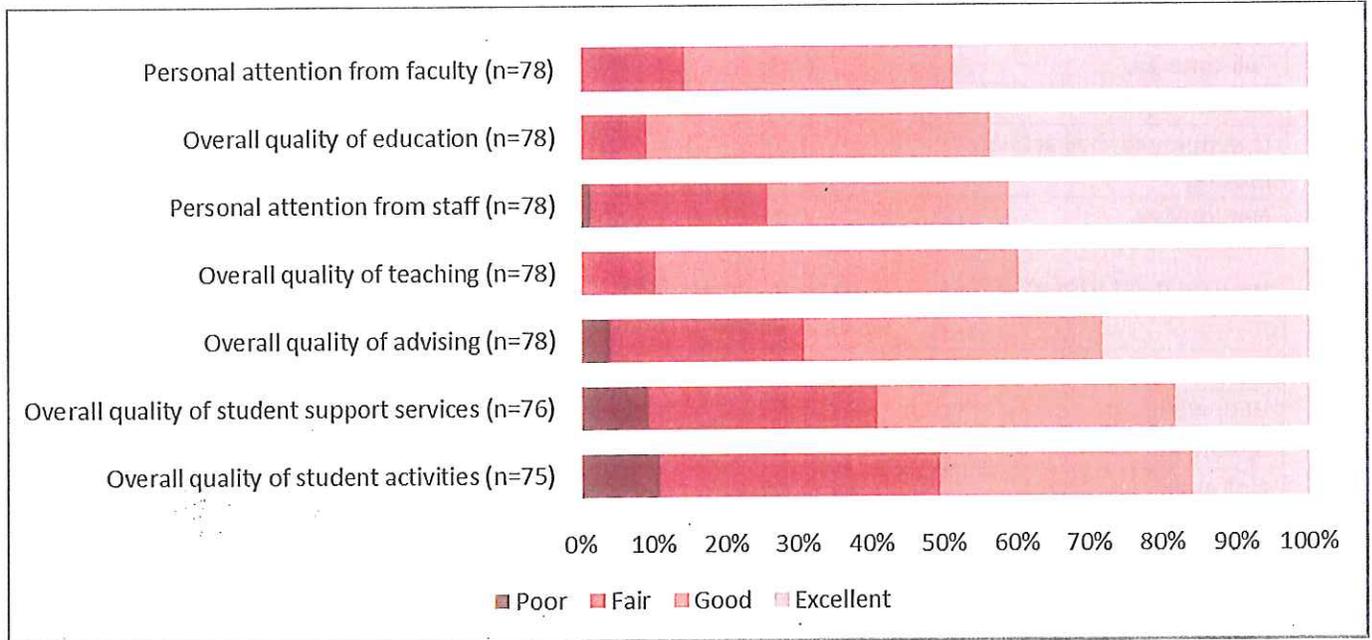


If a professional exam or certificate is available, have you taken it? (n=83)



IUPUC Experience

How would you rate your experience at IUPUC in the following areas?



Division Reports *

What is your current employment status?

	Arts & Science	Business	Education	Gen Studies	MBA	Nursing
n=	13	26	10	8	10	19
Full-time job	46%	88%	50%	88%	100%	84%
Part-time job	23%	4%	50%	0%	0%	16%
Unemployed, but actively looking	15%	8%	0%	0%	0%	0%
Not looking	15%	0%	0%	13%	0%	0%

How well did IUPUC prepare you for your current job?

	Arts & Science	Business	Education	Gen Studies	MBA	Nursing
n=	9	24	9	7	10	14
Very well	33%	46%	33%	57%	50%	78%
Somewhat well	44%	50%	44%	43%	40%	11%
Not at all	15%	4%	20%	0%	10%	11%

How closely related is your job to your major area of study?

	Arts & Science	Business	Education	Gen Studies	MBA	Nursing
n=	9	24	9	7	10	18
Directly related	11%	54%	44%	14%	30%	100%
Somewhat related	56%	42%	44%	57%	70%	0%
Not related	33%	4%	11%	29%	0%	0%

Is your current job:

	Arts & Science	Business	Education	Gen Studies	MBA	Nursing
n=	9	24	9	7	10	18
Same job as before graduation	22%	25%	22%	29%	50%	44%
Better job in the same organization	22%	21%	0%	29%	50%	22%
New job in a new organization	56%	54%	78%	43%	0%	33%

Are you currently pursuing additional education?

	Arts & Science	Business	Education	Gen Studies	MBA	Nursing
n=	13	26	8	8	10	18
Yes, full-time degree	46%	4%	13%	13%	0%	39%
Yes, part-time degree	8%	4%	25%	25%	10%	11%
Yes, no degree	0%	27%	13%	13%	10%	6%
No	46%	65%	50%	50%	80%	44%

* Due to rounding errors, some totals may not equal 100%