Bachelor of General Studies 2014 Changes for Improvement

Goal #1 *(Students will be knowledgeable in the basic areas of reading, writing, mathematics, and science reasoning.)* used the CAAP exam to assess it. However, since the CAAP exam is no longer required for all students, this goal has been removed. This goal was also not a part of the Goal Statement for the BGS degree (e.g., *The Bachelor of General Studies degree prepares students for professional positions requiring a college-level ability in writing, critical thinking, technology use and information processing, as well as preparation in three of the following emphasis areas: allied health, business, education, fine arts, humanities, social sciences, wellness, technology, or science, engineering and mathematics.*), and the writing, critical thinking, technology use, information processing, and the three areas of emphasis which are part of the Goal Statement are covered in the five remaining goals.

Bachelor of General Studies 2013 Changes for Improvement

The assessment plan for the Bachelor of General Studies degree was developed during the 2013-2014 school year. Each student in the program chooses three areas of emphasis to pursue (allied health; business; education; fine art; humanities; social sciences; wellness; technology; or science, engineering, and mathematics); however, all students regardless of the three areas chosen, complete the GS 491 Capstone course, which is the writing intensive class for the major. The class is done independent study with a faculty member of the student’s choice, usually one who teaches in one of the student’s three areas of emphasis. Since the degree has been offered, each faculty member has come up with a plan for a research paper or project to fulfill the writing intensive requirements of the class; however, the parameters of the paper or project have not always been the same. Additional requirements for the class have also been set individually by each faculty member (such as the General Statement and Discussion Essay and the resume/via). While many faculty members have shared ideas and have had similar requirements in the class, which helped to form this assessment plan, there has not been overall uniformity of requirements. Therefore, for the 2014-2015 school year, any faculty member who works with a student on the GS 491 Capstone course will be required to have the student complete a General Statement and Discussion Essay (2a.); a 15-page research paper which encompasses and synthesizes their three areas of emphases (3a.), and which includes scholarly sources from their three areas of emphasis which are appropriately cited in the paper and the “works cited” page (4a.); and a competitive resume/vita which highlights the strengths and skills needed for their desired occupational field (5a.).

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