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WILLIAM WOODS  
UNIVERSITY

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**BGS Annual Assessment 2023-2024**

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# Annual Assessment 2023-2024

## Bachelor of General Studies

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The Bachelor's in General Studies program is dedicated to fostering intellectual curiosity, critical thinking, and interdisciplinary learning. We aim to provide students with a flexible and comprehensive education that prepares them for a rapidly evolving employment landscape. Through a diverse curriculum and personalized guidance, we empower students to explore their passions, develop essential skills, and cultivate a broad understanding of the interconnectedness of knowledge.

The General Studies Degree is designed for students that want to explore a variety of disciplines to achieve educational and professional goals. This degree offers course selection flexibility, meets the individual needs of students, and is beneficial for employment in various industries. This program provides students with the academic foundation to advance their careers and/or continue their graduate education.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)  
Online  
Hybrid

##### Students Majors 2023-2024

5

##### Student Majors 2022-2023

4

##### Student Minors 2023-2024

##### Student Minors 2022-2023

#### Concentrations 2023-2024

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

NA

#### Concentrations 2022-2023

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

NA

**Student Demographics**

*What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?*

This program is not one that the university is actively recruitne, but it is a program that aligns with the goals of the institution. Stuentns are able to connect course content to meet future goals when the combination of courses doe not already exist.. It is also a solid option for transfer stuents to pull together different disciplines into a program that meets thier personal needs.

**Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

50

**Is the Program Externally Accredited**

Yes

No (selected)

**External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

NA

**Admissions and Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

The major is listed in the course catalogue, but does not appear on the broader website describing the degrees offered by the university. This should be rectified (the program should be listed in the Humanities departemnt, but is not)

**Marketing Material**

Screenshot\_2024\_06\_07\_at\_11\_18\_55\_William\_Woods\_University\_\_\_General\_Studies\_BGS.png

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

### Additional Standards/Outcomes

Identifier	Description
BGS.1	Students will be able to integrate coursework from multiple fields of study
BGS.2	Students will be able to effectively communicate both verbally and in writing with diverse audiences.
BGS.3	Students will demonstrate learner autonomy, critical thinking, problem solving and time management.
BGS.4	Students will demonstrate an ability to apply ethical standards to scholarly and professional environments.
BGS.5	Students will be able to develop a purposeful plan for life after graduation.

### Alignment to the Institutional Objectives

*Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.*

The Bachelor of General Studies degree at William Woods University aligns seamlessly with the institution's goals of offering an academically rigorous, liberal arts-based, professions-oriented education. This program epitomizes the university's commitment to providing a diverse curriculum through its interdisciplinary approach, allowing students to engage in various fields of study. By fostering intellectual curiosity and critical thinking, the program supports the development of well-rounded individuals prepared to thrive in a rapidly evolving global society. The degree's flexibility and emphasis on personalized guidance ensure that students can tailor their education to meet their unique educational and professional aspirations. This alignment prepares students for immediate employment in various industries and equips them with the foundational skills necessary for advanced academic pursuits, contributing to the high-impact educational experience that William Woods University strives to offer.

Institutional\_objectives\_2.docx

### General Education Alignment to Program

*How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?*

The Bachelor of General Studies degree at William Woods University aligns with the university's general education objectives by fostering a seamless transition from foundational skills to advanced interdisciplinary learning. General education courses instill critical thinking, effective communication, quantitative reasoning, and cultural awareness, which are essential for the diverse and flexible curriculum offered in the General Studies program. For instance, the writing and speaking skills developed in general education courses are crucial for advanced research and project-based courses within the program. Similarly, the quantitative reasoning acquired in general education mathematics courses supports statistical and analytical tasks in higher-level program courses. Cultural awareness and social understanding, emphasized in general education humanities and social sciences courses, are further developed in interdisciplinary courses that explore global perspectives and contemporary social issues. By building on the foundational skills from general education, the General Studies program ensures that students are well-prepared for complex problem-solving, interdisciplinary research, and effective communication, aligning with the educational goals of William Woods University.

## NSSE Objectives Discussed Spring 2022

### Program Alignment to NSSE Objectives

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

The Bachelor of General Studies (BGS) degree at William Woods University supports 4C by fostering critical analysis and evaluation skills through its interdisciplinary curriculum.

**4C - Analyzing an idea, experience, or line of reasoning in depth by examining its parts:** The BGS program incorporates activities such as interdisciplinary research projects, case studies, and thematic coursework that require students to dissect complex ideas and experiences. Activities compel students to break down complex topics into their component parts, facilitating a deeper understanding of the underlying principles and concepts. For example, in order to craft a persuasive cover letter students, examine the issue through the lenses of Ethos, Pathos, and Logos individually before synthesizing the rhetorical techniques in a final assignment. The impact on student learning is significant, as these analytical exercises enhance critical thinking abilities, promote intellectual curiosity, and prepare students to tackle multifaceted problems in various professional and academic contexts.

## Curriculum Map

A - Assessed  
R - Reinforced  
I - Introduced  
M - Master

### Bachelor of General Studies

	<b>WWU 490</b>
<b>BGS.1</b> Students will be able to integrate coursework from multiple fields of study	M, A
<b>BGS.2</b> Students will be able to effectively communicate both verbally and in writing with diverse audiences.	M, A
<b>BGS.3</b> Students will demonstrate learner autonomy, critical thinking, problem solving and time management.	M, A
<b>BGS.4</b> Students will demonstrate an ability to apply ethical standards to scholarly and professional environments.	M, A
<b>BGS.5</b> Students will be able to develop a purposeful plan for life after graduation.	M, A

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

The curriculum was introduced this past academic year.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Bachelor of General Studies

Standard/Outcome				
BGS.1 Students will be able to integrate coursework from multiple fields of study				
Assessment Measures				
WWU 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 90% proficiency been met yet? Met	All students demonstrated proficiency	Screenshot_2024_06_07_at_11_02_05_User_List__WWU_490__General_Studies_Capstone__Spring_2_2324__williamwoods.png	

Standard/Outcome				
BGS.2 Students will be able to effectively communicate both verbally and in writing with diverse audiences.				
Assessment Measures				
WWU 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 90% of students will be proficient. been met yet? Met	100% of students were proficient. (Data required)	Screenshot_2024_06_07_at_11_03_00_User_List__WWU_490__General_Studies_Capstone__Spring_2_2324__williamwoods.png Screenshot_2024_06_07_at_11_03_17_User_List__WWU_490__General_Studies_Capstone__Spring_2_2324__williamwoods.png	

Standard/Outcome

BGS.3 Students will demonstrate learner autonomy, critical thinking, problem solving and time management.

Assessment Measures

<b>WWU 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 90% proficiency been met yet? Met	All students demonstrated proficiency	Screenshot_2024_06_07_at_11_04_07_User_List__WWU_490__General_Studies_Capstone__Spring_2_2324__williamwoods.png	

Standard/Outcome

BGS.4 Students will demonstrate an ability to apply ethical standards to scholarly and professional environments.

Assessment Measures

<b>WWU 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% proficiency been met yet? Met	Students demonstrated proficiency	Screenshot_2024_06_07_at_11_04_53_User_List__WWU_490__General_Studies_Capstone__Spring_2_2324__williamwoods.png	

Standard/Outcome

BGS.5 Students will be able to develop a purposeful plan for life after graduation.

Assessment Measures

<b>WWU 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

	Has the criterion 90 % Proficiency been met yet? Met	All students demonstrated proficiency	Screenshot_2024_06_07_at_11_05_49_User_List_WWU_490_General_Studies_Capstone_Spring_2_2324_williamwoods.png	
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**Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

As the program is new we have not had Student Performance reviews, but students in the Capstone course successfully engage with the required criteria. Evaluation and Assesment done by Dr. Josh Turkewitz.

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## Program Activities

### Student Performance Review

*Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

Program didn't have SPR, as it was introduced this year.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

### Senior Showcase/Symposium

*Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?*

NA

### Tools used for Assessment

*Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.*

### Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### Service Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

NA

### Co-Curricular and LEAD Events

*Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.*

NA

### Student Accomplishments

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.*

NA

**Alumni Accomplishments**

*Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).*

NA

**Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.*

Dr. Josh Turkewitz attends online conferences and webinars in his academic field (Philosophy) with a focus on helping students become better reasoners able to evaluate, articulate, and coherently defend their beliefs. He also recieved a grant to attend the CIC Workshop/Conference on Teaching Philosophy in July 24-28 2024.

# Assessment Rubric

<u>Clear</u>	<u>3.00 Exceeds</u>	<u>2.00 Meets</u>	<u>1.00 Falls Below Expectations</u>	<u>N/A</u>
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	It will be difficult for the program to implement specific strategies for NSSE as it is a mix and match of courses unique to each student. The only place this could occur is in the one required course WWU 490			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	there is only one required course for the program so it is difficult to assess twice and strategize said assessment			

Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	there is only one required course for the program so it is difficult to assess twice and strategize said assessment			
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	screenshots provided of the assignments with the grade - assessment should look at the objectives and evaluate the students work toward the program standards			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:	program is unique to each student so there are not designated faculty that would provide activities for the program.			

Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:	there are not designated faculty so this would not be provided.			

## Appendix: Supporting Documentation

# General Studies BGS


General Studies (BGS) - 120 Credits


The General Studies Degree (BGS) is designed for students that want to explore a variety of disciplines to achieve educational and professional goals. The program provides students with the academic foundation to advance their careers and/or continue their graduate education. Students and their advisors (in consultation with a general studies faculty advisor) collaborate to choose courses and plan this four-year degree. The program allows students to create their own academic path, integrating coursework from across the curriculum. Students can customize their studies to explore various topics and fields or focus their coursework around a central theme or academic discipline


## Major Requirements


**Core Credits: 1.00**


<a href="#">WWU 490</a>	General Studies Capstone	1
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Assignment 1: Writing Your Degree Narrative 


 100 / 100, 100 %


 100 / 100, 100 %


Week 3: Pathos Assignment 


 95 / 100, 95 %

 95 / 100, 95 %


Week 8: Elevator Pitch(1) 


 95 / 100, 95 %


 95 / 100, 95 %


Week 2: Logos Assignment 

 100 / 100, 100 %

 100 / 100, 100 %

Week 4: Appeal in Your Professional Field – Understanding and Demonstrating Ethos 

 95 / 100, 95 %

 100 / 100, 100 %

Week 7a: Letter to Your Future Self <span>▼</span>	Week 7b: Achievement Planner Exercise: Realizing Your Conception of the Goo <span>▼</span>
 95 / 100, 95 %	 100 / 100, 100 %
 100 / 100, 100 %	 95 / 100, 95 %