LAKE SUPERIOR
STATE UNIVERSITY

Academic Program Review
DUE DATE: November 21, 2018

The HLC Criteria for Accreditation, specifically Core Component 4.A, require institutions to maintain a "practice of regular program review[1]" as one component for ensuring the quality of our educational programs and evaluating our effectiveness in achieving our stated student learning outcomes. For academic units, "Program" means an academic School.

School:	**General Studies**
Degree Programs of the School: (indicate which, if any, hold specialized programmatic accreditation)	Liberal Arts AA General Studies AA General Studies BA/BS
Academic Program Review Submission Date:	November 21, 2018
Dean:	Donna Fiebelkorn, EdD
School Director:	Jillena Rose, MFA
Names of Faculty Members Completing Program Review Report:	

Guidelines for Completing the Academic Program Review

Questions in Part 1 are focused at the School level, and should reflect School-level data, findings, etc.

Questions in Part 2 should be completed for each distinct academic degree program in the School. In the cases where an academic degree holds specialized programmatic accreditation, Schools can cite the page(s) which address the prompt question. In all cases, attach evidence where available using the appendix cover sheet to identify how the evidence supports the relevant criteria or prompt.

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[1] https://www.hlcommission.org/Policies/criteria-and-core-components.html

PART 1: School-Level Review

School Mission and Goals

1. Provide the School's mission statement and explain its connection to the University mission.

   The mission of the School of General Studies is to provide students with the opportunity to develop a broad range of foundational knowledge and skills, and to pursue in-depth study within a field designated by the individual. This mission is uniquely connected with the University mission as graduates become effective contributors in their communities and are equipped for careers that are increasingly complex and varied in their definitions and requirements.

2. List the School-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan.
   https://www.lssu.edu/wp-content/uploads/2018/09/2018-2023-LSSU-Strategic-Plan.pdf

   Connected with Academics:
   - Establish two General Studies Advisory Committees, one of which includes representatives from each of the Schools at LSSU and the other which includes employers from the region.
   - Review and confirm the curriculum at both the bachelor's and associate's levels that provides for the development and demonstration of skills and knowledge at appropriate levels.
   - Clarify definitions and parameters of concentrations in keeping with recommendations from each School.
   - Establish inclusive advising process that supports students in connecting with the School of the academic discipline(s) of interest and with the School of General Studies.

   Connected with Enrollment:
   - Establish two General Studies Advisory Committees, one of which includes representatives from each of the Schools at LSSU and the other which includes employers from the region.
   - Establish inclusive advising process that supports students in connecting with the School of the academic discipline(s) of interest and with the School of General Studies.

Explain how the School works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Teaching and Learning Programs Evaluation and Improvement: (CC 4.A)

3. Explain how faculty determine program and course learning outcomes, course prerequisites, rigor of courses, expectations for student achievement, and student access to resources.

   The programs within the School of General Studies are designed to include the bachelor degree general education requirements, and established minors or discipline-specific concentrations. As such the reliance is on the respective Schools that house the academic coursework to assure the outcomes, prerequisites, rigor, expectations, and access to resources.

The only course that is specifically implemented for the General Studies bachelor degree is INTD490, which is ideally delivered in a collaborative format involving both the School of General Studies Director and a faculty member in one of the fields chosen by the specific student.

The program learning outcomes for the degrees housed in the School of General Studies, i.e. Liberal Arts associate, General Studies associate, and General Studies bachelor, were only established in summer 2018, as part of the program review process. Mapping the programs curricula to the outcomes is currently underway, and will be a key focus of the Academic Advisory Committee's work in spring 2019.

4. Explain how faculty ensure the equivalence of learning outcomes and achievement in all modes and locations where degrees are delivered. Provide examples of course syllabi from multiple delivery modes and locations of the same course(s).

   At this time, the only degree that is delivered at a location other than main campus is the General Studies Associate degree, and most of the students who are pursuing this degree are also enrolled in the Early Childhood Education bachelor degree. Since the courses that are completed for the General Studies associate are primarily online offerings that are also open to main campus students and that are taught by main campus faculty, the learning outcomes and achievement is the same for Regional Center and main campus students.

5. If applicable, attach the most recent report, findings and recommendations from specialized programmatic accreditations within the School.

   Not applicable

6. Report data from the past two years to show what students are doing after graduation from the programs in your School. For example, statistical data should report the numbers of students in specific areas (*i.e.,* business, government, education, military, unemployed, pursuing advanced degrees, etc.). Attach representative data.

   At this point, we have not maintained contact with graduates of the General Studies degrees and Liberal Arts degree to be able to provide any information regarding what they have been doing after graduation. Plans are in place to establish a system for tracking students from the point at which they declare a General Studies or Liberal Arts degree through graduation and beyond.

   An aspect of this work will also be to track the declaration of General Studies or Liberal Arts as a program at the time of acceptance to the University, through to completion of degree. Anecdotal information indicates that a portion of the students who initially declare General Studies or Liberal Arts do, in fact, have a specific discipline in mind and change programs before or shortly after their initial registration with the University. Clarifying this aspect of incoming students would help inform interactions and information that Admissions has with incoming students.

Assessment (CC 4.B and CC 4.C)

Explain how the School uses assessment to promote ongoing growth and improvement. As evidence for each question, you may choose to include content from the 'Use of Results' column in the 4-Column Program Assessment Report, or provide broader assessment results from an alternative source.

7. School-level goals and their connections to the university's CAFE Master Goals Strategic Plan were listed in Question 2 of this report. Select 3-5 of those goals as a focus for the School's 4-Column School Assessment Report; add the selected goals to the 4-Column report document, and attach the document.

   Attachment:

   School: Planning – General Studies
       Assessment: Planning Unit Four Column

Assessment: Planning Unit Four Column

School: Planning - General Studies

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Advisory Committees - Establish two General Studies Advisory Committees, one of which includes representatives from each of the Schools at LSSU and the other which includes employers from the-region. **Goal Status: Active** **Start Date: 11/01/2018** **Strategic Plan Outcome(s) addressed:** A2. We will cultivate student educational experiences that add value and allow students to reach their full potential.	Committee membership established and meetings held, with recommendations/decisions from the meetings acted upon.		
Curriculum - Review and confirm the curriculum at both the bachelor's and associate's levels that provides for the development and demonstration of skills and knowledge at appropriate levels. **Goal Status: Active** **Start Date: 11/01/2018**	Documentation of curriculum review and proposals, as appropriate.		
Concentrations - Clarify definitions and parameters of concentrations in keeping with recommendations from each School. **Goal Status: Active** **Start Date: 11/01/2018**	Documentation of review of, and confirmation for existing or recommendation for revision of each concentration.		

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Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Collaborative Advising - Establish inclusive advising process that supports students in connecting with the School of the academic discipline(s) of interest and with the School of General Studies. **Goal Status:** Active **Start Date:** 11/01/2018	General Studies specific Advising Surveys developed and implemented to monitor effectiveness of joint advising process.		

8. Describe how results from assessment have been used to improve your School. Include specific examples.

   The intentional assessment and review of the programs within the School of General Studies is just being implemented. The academic reorganization that began in the spring 2018 and was fully implemented for fall 2018 clarified the status of General Studies as a stand-alone school. Establishing a Director of the School and the clarifying that overarching, unifying program outcomes were necessary prompted an elevated consideration of the mission and outcomes of the programs housed within the School. This is a unique School for LSSU, which has presented different opportunities for collaboration across the academic Schools. Actualizing these opportunities is the focus of work going forward in spring 2019.

9. Describe how the School uses assessment results to inform and facilitate better planning and budgeting.

   As the School of General Studies fully implements an assessment plan for the degree programs and for the School, results will be used to inform and facilitate planning and budgeting.

10. In addition to LSSU's campus-wide programs designed to support retention and degree completion, list any additional activities of the School specifically intended to increase retention and degree completion.

    Intensive advising is provided by the Director for all students who declare a degree housed within the School to determine whether, in fact, they are intending to pursue the degree or have another specific discipline degree in mind. The earlier in the student's experience that this occurs, the more likely the student is to connect with and be on track in their preferred program of study.

Resources (CC 5.A and CC 5.C).

11. Describe how the School allocates resources to adequately support the mission. Include explanations of faculty/staff, fiscal, and infrastructure allocations. For example, describe the process used to ensure that each faculty member or instructor in the program is qualified to teach the courses they are assigned, as consistent with HLC guidelines. (https://www.hlcommission.org/Publications/determining-qualified-faculty.html)

    The School of General Studies is a unique academic entity at LSSU. For example, the courses that students complete for the program are housed in other Schools, so the processes that are used in each of those Schools are assumed by the School of General Studies to be adequate.

    As the School of General Studies and its constituent programs evolve there may well be additional faculty/staff, fiscal, and infrastructure allocations required. If that should be the case, assessment data will be presented to substantiate the need. At this time, the available resources are adequate.

12. Explain how the School ensures that the curriculum for each program is current. For example, evidence may include specialized program accreditation, advisory boards, input from industry, discipline standards, previous School reviews or reports, etc.

Establishing program outcomes in the fall 2018 semester was a significant step forward for the programs within the School of General Studies. Given the diversity of fields of study and distribution of coursework completed by the students who complete General Studies programs, it has been challenging to ensure that the curricula are current. The students are shaping their curricula that connect with their areas of interest and specialization. The common learning outcomes have less to do with specific content knowledge and more to do with critical learning and problem solving skills.

PART 2: Degree-Level Review

Degree Program: Liberal Arts AA

Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Assessment (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report.

    Attachment:

    Program (CoELA) – Liberal Arts AA

Assessment: Program Four Column

Program (CoELA) - Liberal Arts AA

Mission Statement: The mission of the Liberal Arts program is to allow students to assist students in developing a strong foundation for future careers or the pursuit of a bachelor's degree.
Assessment Contact: Prof. Jillena Rose

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Educational Pathway - Students will identify career pathways that complement their personal skills, characteristics and values **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 08/27/2018 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem. **Assessment Year:** AY18-19	Students in the Associate of Liberal Arts Degree Program do not have a common Experience with Which to measure program outcomes	**Finding Reporting Year:** 2017-2018 **Goal met:** No In order to measure the success of students toward these program outcomes, a common experience or a set of common of experiences need to be added to the program (08/29/2018)	**Use of Result:** Curriculum Action will be taken to require a 1 credit INTD290 Capstone course in which these learning outcomes are addressed effective in the Spring 2019 semester (08/29/2018)
Self-Assessment - Students will apply methods of academic inquiry and synthesis to identify academic and personal goals **Goal Status:** Active **Goal Category:** Student Learning	Students in the Associate of Liberal Arts Degree Program do not have a common Experience with Which to measure program outcomes	**Finding Reporting Year:** 2017-2018 **Goal met:** No In order to measure the success of students toward these program outcomes, a common experience or a set of common of experiences need to be added to the program (08/29/2018)	**Use of Result:** Curriculum Action will be taken to require a 1 credit INTD290 Capstone course in which these learning outcomes are addressed effective in the Spring 2019 semester (08/29/2018)

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Start Date: 08/27/2018 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem. **Assessment Year:** AY18-19			
Self-Awareness - Students will articulate the role their own cultural perspectives play in the decision making and problem solving processes associated with meeting academic and career goals **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 08/27/2018 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal. **Assessment Year:** AY18-19	Students in the Associate of Liberal Arts Degree Program do not have a common Experience with Which to measure program outcomes	**Finding Reporting Year:** 2017-2018 **Goal met:** No In order to measure the success of students toward these program outcomes, a common experience or a set of common of experiences need to be added to the program (08/29/2018)	**Use of Result:** Curriculum Action will be taken to require a 1 credit INTD290 Capstone course in which these learning outcomes are addressed effective in the Spring 2019 semester (08/29/2018) Budget Rationale (08/29/2018)

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

The program outcomes and related assessment processes were developed in the fall 2018 semester, so are just being implemented. Results of initial implementation will be incorporated into the program review process.

Quality, Resources and Support (CC 3.A)

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

The course-level learning outcomes are set by the Schools in which the courses are housed. The specifics of the Liberal Arts Associates include the bachelor level general education requirements and an approved minor. The School of General Studies has established program-level outcomes, along with an assessment plan, and will implement that in the 2018 – 2019 academic year.

Attachment:

Liberal Arts Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:
http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf

Associate of Arts
LIBERAL ARTS

Name_____ ID #_____

Liberal Arts Advisor_____ Minor Advisor _____

Intended date of graduation_____

GENERAL EDUCATION REQUIREMENTS:

DEGREE MAJOR REQUIREMENTS *
(complete the coursework for 1 minor)

English – 6 credits
ENGL 110 _____ _____
ENGL 111 _____ _____

Minor _____

Communication – 3 credits
COMM 101 _____ _____

Humanities – 7-8 credits
HUMN251 _____ _____

_____ _____ _____

Social Science – 6 credits

_____ _____ _____

_____ _____ _____

Electives

Social Science-Diversity – 3-4 credits

_____ _____ _____

Natural Science – 8 credits

_____ _____ _____

_____ _____ _____

Mathematics – 3-5 credits
MATH 110 or higher or PHIL 205

_____ _____ _____

_____ at least 62 credits
_____ 2.0 overall GPA
_____ Minor requirement – must earn at least six of the required credits at LSSU
_____ 16 of final 20 credits must be from LSSU (residence)

I certify that all departmental requirements are complete and the departmental GPA is 2.0 or higher.

Department Chair approval: _____ Date _____

Fall 2011

Intellectual Inquiry (CC 3.B).

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

    At the current time, given that this is an associate degree program that requires a minor, there has not been an emphasis on a capstone experience from which examples of such engagement are most often gathered. This program review process has raised the question of how to best address this need in the program. This will shape going forward.

PART 2: Degree-Level Review

Degree Program: General Studies AA

Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Assessment (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report.

    Attachment:

    Program (CoELA) – General Studies AA

Assessment: Program Four Column

Program (CoELA) - General Studies AA

Assessment Contact: Jillena Rose

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Educational Pathway - Students will identify career pathways that complement their personal skills, characteristics and values **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 08/27/2018 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. **Assessment Year:** AY18-19	Students in the Associate of General Studies Degree Program do not have a common Experience with Which to measure program outcomes.	**Finding Reporting Year:** 2017-2018 **Goal met:** No In order to measure the success of students toward these program outcomes, a common experience or a set of common of experiences need to be added to the program (08/29/2018)	**Use of Result:** Curriculum Action will be taken to require a 1 credit INTD290 Capstone course in which these learning outcomes are addressed effective in the Spring 2019 semester (08/29/2018)
Self-Assessment - Students will apply methods of academic inquiry and synthesis to identify academic and personal goals	Students in the Associate of General Studies Degree Program do not have a common Experience with Which to measure program outcomes.	**Finding Reporting Year:** 2017-2018 **Goal met:** No In order to measure the success of students toward these program outcomes, a common experience or a set of	**Use of Result:** Curriculum Action will be taken to require a 1 credit INTD290 Capstone course in which these learning outcomes

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
		common of experiences need to be added to the program (08/29/2018)	are addressed effective in the Spring 2019 semester (08/29/2018)

Goal Status: Active
Goal Category: Student Learning
Start Date: 08/27/2018
Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]
Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.
Assessment Year: AY18-19

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Self-Awareness - Students will articulate the role their own cultural perspectives play in the decision making and problem solving processes associated with meeting academic and career goals	Students in the Associate of General Studies Degree Program do not have a common Experience with Which to measure program outcomes.	**Finding Reporting Year:** 2017-2018 **Goal met:** No In order to measure the success of students toward these program outcomes, a common experience or a set of common of experiences need to be added to the program (08/29/2018)	**Use of Result:** Curriculum Action will be taken to require a 1 credit INTD290 Capstone course in which these learning outcomes are addressed effective in the Spring 2019 semester (08/29/2018)

Goal Status: Active
Goal Category: Student Learning
Start Date: 08/27/2018
Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]
Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.
Assessment Year: AY18-19

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

   The program outcomes and related assessment processes were developed in the fall 2018 semester, so are just being implemented. Results of initial implementation will be incorporated into the program review process.

Quality, Resources and Support (CC 3.A)

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

   The course-level learning outcomes are set by the Schools in which the courses are housed. The specifics of the General Studies Associate include the bachelor level general education requirements and courses within a specific concentration. The School of General Studies has established program-level outcomes, along with an assessment plan, and will implement that in the 2018 – 2019 academic year.

   Attachment:

   General Education Associate Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:
http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf

Associate of General Studies (AGS)
Degree Audit Sheet

Full Name_____ ID# _____ Advisor_____

Expected Date of Graduation_____ Student Email Address_____
Enter semester (e.g. F15) and grade (e.g. B-) for each class at LSSU. Enter TR for courses for which transfer credit has been awarded..

DEGREE REQUIREMENTS

Semester/Grade

Academic Concentration

(20 cr minimum*)
(100 level or higher, in a single concentration, see list of approved concentration areas)

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Free Electives (to total 62 credits for degree)
(100 level or higher)

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

General Education

(35 credits minimum)

Oral and Written Communication (9 cr minimum)
ENGL110 (required)   3 _____ _____
ENGL111 (required)   3 _____ _____
COMM101/201/225_____   _____ _____ _____

*Social Science (6 cr minimum)
(two courses, different disciplines, see list)

_____ _____ _____ _____
_____ _____ _____ _____

*Natural Science (7 cr minimum)
(two courses, see list)

_____ _____ _____ _____
_____ _____ _____ _____

*Humanities (6 cr minimum)
(two courses, different disciplines, see list)

_____ _____ _____ _____
_____ _____ _____ _____

*Mathematics (3 cr minimum)
(MATH110 or higher)

_____ _____ _____ _____

Diversity (3 cr minimum)
(one course, see list)

_____ _____ _____ _____

Graduation Criteria include:
☐ Total credits minimum 62
☐ Overall GPA 2.0 or higher in Concentration
☐ Overall GPA 2.0 or higher
☐ *At least10 credits from the concentration must be LSSU courses
☐ At least 15 of 62 credits must be LSSU courses
APPROVAL _____

*Met by MTA

Associate of General Studies Academic Concentrations
(100 level or higher, overall grade of "C" 2.0 in concentration)

Behavioral Sciences	Courses with SOCY, PSYC, SOWK prefixes
Business	Courses with ACTG, BUSN, ECON, FINC, INTB, MGMT, MRKT prefixes
Communications	Courses with COMM prefix
Computational Sciences	Courses with MATH, CSCI prefixes
Education	Courses with EDUC, CHLD, EDSE prefixes
Emergency Services	Courses with CJUS, FIRE, EMED prefixes
Engineering	Courses with EGME, EGEE, EGET, EGEM, EGNR, EGMT, EGRS prefixes
Fine Art	Courses with ARTS, DANC, FINE, MUSC, THEA prefixes
Health & Human Performance	Courses with HLTH, RECS, RECA, EXER prefixes
Humanities & Philosophy	Courses with HUMN, PHIL prefixes
Modern Languages & Literature	Courses with ENGL, FREN, SPAN prefixes
Natural Science	Courses with BIOL, CHEM, EVRN, GEOL, NSCI, PHYS prefixes
Nursing	Courses with NURS, PNUR prefixes
Social Sciences	Courses with ECON, GEOG, HIST, POLI prefixes

GENERAL EDUCATION
The following list is for information only, and was correct at the time of preparation.
See the University Catalog for a current list;
- **Social Science:** BUSN121, ECGE100, ECON201, ECON202, ECON302, GGGE100, GEOG201, GEOG302, HIST101, HIST102, HIST131, HIST132, HSGE100, POLI110, POLI160, POLI241, PSGE100, PSYC101, PSYC155, PYGE100, SOCY101, SOCY102, SOCY113, SOGE100.
- **Natural Science:** BIOL104, BIOL105, BIOL122, BIOL131, CHEM108 and CHEM109, CHEM110, CHEM115, CHEM116, GEOG106, GEOG108, GEOL115, GEOL121, GEOL122, NSGE100, NSCI101, NSCI102, NSCI103 and NSCI104, NSCI110, NSCI116, NSCI119, PHYS221, PHYS231.
- **Humanities:** ARTS250, ARTS251, ENGL180, HUMN203, HUMN240, HUMN251, HUMN252, HUMN255, HUGE100, MUSC220, MUSC221, NATV240, PHIL302, PHIL305, or six to eight credits from a second year of foreign language (e.g. SPAN261 and 262)
- **Cultural Diversity:** BUSN308, EDUC250, GEOG306, HIST203, HLTH328, NATV225, POLI234, POLI334, SDGE100, SOCY103, SOCY213, SOCY225, SOCY321
- **Mathematics:** MATH110 or higher

Intellectual Inquiry (CC 3.B).

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

    At the current time, given that this is an associate degree program that requires a broadly defined discipline-specific concentration, there has not been an emphasis on a capstone experience from which examples of such engagement are most often gathered. This program review process has raised the question of how to best address this need in the program. This will shape going forward.

PART 2: Degree-Level Review

Degree Program: General Studies BA/BS

Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Assessment (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report.

    Attachment:

    Program (CoELA) – General Studies BA/BS

Assessment: Program Four Column

Program (CoELA) - General Studies BA/BS

Assessment Contact: Jillena Rose

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Formal Communication - Students will articulate the complex ideas, theories, and practical application of research associated with the disciplines within their chosen concentrations **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 08/27/2018 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations. **Assessment Year:** AY18-19	**Direct - Capstone Project - including undergraduate research -** INTD 490 - Senior Directed Study. This course is designed to allow General Studies Majors the opportunity to develop and implement a project/paper using the skills and knowledge from their previous course work. Projects/papers should relate to the student's individual areas of study, and represent a synthesis of their previous learning under the supervision of an appropriate faculty member. Prerequisites: senior status and approval of the appropriate chair(s). Course Objectives: -- Utilize the knowledge and skills acquired in previous studies to investigate an issue or questions that draw upon research and information of both minors and concentrations in their degree. -- Demonstrate fluency with the vocabulary and perspectives of the two disciplines represented by the two minors or concentrations in	**Finding Reporting Year:** 2017-2018 **Goal met:** No 50% of General Studies Majors Failed INTD490. (07/15/2018)	**Use of Result:** Assignment and rubric distributed to all INTD490 instructors for inclusion in the course. This assessment will be implemented in the fall 2018 semester, in service of the redesign of the General Studies degree. (08/20/2018)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	their degree. -- Demonstrate a suitable ability to engage in scholarly research and write in a formal style using appropriate sources. -- Produce planning documents for an extended paper in a timely manner, to include a researched and supported proposal and a bibliography. **Criteria Target:** 80% Of students graduating with a General Studies Degree will earn an 80% or higher in their INTD490 Course **High Impact Program Practices 1:** Writing-Intensive Course(s) **High Impact Program Practices 2:** Capstone Course(s), Projects		
Analysis and Synthesis - Students will apply varied methods of inquiry appropriate to their disciplines to formulate a question or solve a complex problem as part of a senior capstone project **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 08/27/2018 **Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. **Assessment Year:** AY18-19	**Direct - Capstone Project - including undergraduate research -** INTD 490 - Senior Directed Study. This course is designed to allow General Studies Majors the opportunity to develop and implement a project/paper using the skills and knowledge from their previous course work. Projects/papers should relate to the student's individual areas of study, and represent a synthesis of their previous learning under the supervision of an appropriate faculty member. Prerequisites: senior status and approval of the appropriate chair(s). Course Objectives: -- Utilize the knowledge and skills acquired in previous studies to	**Finding Reporting Year:** 2017-2018 **Goal met:** No 50% of General studies Majors failed INTD490 (08/29/2018)	**Use of Result:** Assignment and rubric distributed to all INTD490 instructors for inclusion in the course. This assessment will be implemented in the fall 2018 semester, in service of the redesign of the General Studies degree. (08/29/2018)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	investigate an issue or questions that draw upon research and information of both minors and concentrations in their degree. -- Demonstrate fluency with the vocabulary and perspectives of the two disciplines represented by the two minors or concentrations in their degree. -- Demonstrate a suitable ability to engage in scholarly research and write in a formal style using appropriate sources. -- Produce planning documents for an extended paper in a timely manner, to include a researched and supported proposal and a bibliography. **Criteria Target:** 80% 0f students graduating with a General Studies Degree will earn an 80% or higher in their INTD490 Course **High Impact Program Practices 1:** Writing-Intensive Course(s) **High Impact Program Practices 2:** Capstone Course(s), Projects		
Professional Responsibility - Students will apply professional standards of respect and understanding when communicating with others about their educational experiences and lessons **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 08/27/2018 **Goal Level (Bloom/Webb):** Mid-	**Direct - Capstone Project - including undergraduate research - INTD 490 -** Senior Directed Study. This course is designed to allow General Studies Majors the opportunity to develop and implement a project/paper using the skills and knowledge from their previous course work. Projects/papers should relate to the student's individual areas of study, and represent a synthesis of their previous learning under the	**Finding Reporting Year:** 2017-2018 **Goal met:** No The INTD 490 Capstone project is currently the only experience common to General Studies Majors. The current course objectives do not ask instructors to measure this new outcome. (08/29/2018)	**Use of Result:** Assignment and rubric distributed to all INTD490 instructors for inclusion in the course INTD490 Course objectives and rubric will be revised to include a measure for this Student Learning Outcome. This assessment will be implemented in the fall 2018 semester, in service of the redesign of the General Studies degree. (08/29/2018)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal. **Assessment Year:** AY18-19	supervision of an appropriate faculty member. Prerequisites: senior status and approval of the appropriate chair(s). Course Objectives: -- Utilize the knowledge and skills acquired in previous studies to investigate an issue or questions that draw upon research and information of both minors and concentrations in their degree. -- Demonstrate fluency with the vocabulary and perspectives of the two disciplines represented by the two minors or concentrations in their degree. -- Demonstrate a suitable ability to engage in scholarly research and write in a formal style using appropriate sources. -- Produce planning documents for an extended paper in a timely manner, to include a researched and supported proposal and a bibliography. **Criteria Target:** 80% 0f students graduating with a General Studies Degree will earn an 80% or higher in their INTD490 Course **High Impact Program Practices 1:** Writing-Intensive Course(s) **High Impact Program Practices 2:** Capstone Course(s), Projects		

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

The program outcomes and related assessment processes were developed in the fall 2018 semester, so are just being implemented. Results of initial implementation will be incorporated into the program review process.

Quality, Resources and Support (CC 3.A)

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

The course-level learning outcomes are set by the Schools in which the courses are housed. The specifics of the General Studies degree include the bachelor level general education requirements and a combination of concentration(s) and minor(s). The School of General Studies has established program-level outcomes, along with an assessment plan, and will implement that in the 2018 – 2019 academic year.

Attachment:

General Studies BA/BS Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:
http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf

LAKE SUPERIOR
STATE UNIVERSITY

BA/BS of General Studies (BGS)
Degree Audit Sheet

Full Name_____ **ID#** _____ **Advisor**_____

Expected Date of Graduation_____ **Student Email Address**_____

*Enter **semester** (e.g. F15) and **grade** (e.g. B-) for each class at LSSU. Enter **TR** for courses for which transfer credit has been awarded..*

Academic Minor (attach audit):_____(list)

Academic Minor (attach audit): _____(list)

DEGREE REQUIREMENTS (60 credits):

MAJOR: complete two academic minors, or two academic concentrations, or one of each. No more than two (2) courses may be counted in common to meet the minimum requirements for minors, concentrations, or between minor and concentration.

Minors: Successfully complete academic minor(s) totaling at least 30 credits each. At least 10 credits in each minor must be LSSU credits. Complete additional courses in the same course prefixes used in the minor in cases where the minor does not meet the minimum of 30. Attach the minor audit sheet(s).

Concentrations: Complete at least 30 credits in defined academic concentrations. Concentrations must include at least 10 credits in LSSU credits, and at least 12 credits must be at the 300/400 level. Work with your academic advisor to identify a course sequence which has coherence and focus relevant to your academic plan.

Additional Major requirements (6):

PHIL Elective:_____ (not 205)   3 ____ ____

INTD490   3 ____ ____

General Education   **Semester/Grade**

(35 credits minimum)

Oral and Written Communication (9 cr minimum)

ENGL110 (required)_____   3 ____ ____

ENGL111 (required)_____   3 ____ ____

COMM101/201/225_____   __ ____ ____

*Social Science (6 cr minimum)
(two courses, different disciplines, see list)

_____ __ ____ ____

_____ __ ____ ____

*Natural Science (7 cr minimum)
(two courses, see list)

_____ __ ____ ____

_____ __ ____ ____

*Humanities (6 cr minimum)
(two courses – 1 w/lab, different disciplines, see list)

_____ __ ____ ____

_____ __ ____ ____

*Mathematics (3 cr minimum)
(MATH110 or higher)

_____ __ ____ ____

Diversity (3 cr minimum)
(one course, see list)

Credit/Semester/Grade

Academic Concentration (enter area): _____

_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____

Free Electives (to total 62 credits for degree)
(100 level or higher)

_____ ____ ____
_____ ____ ____
_____ ____ ____
_____ ____ ____

Academic Concentration (enter area): _____

_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____
_____ __ ____ ____

Graduation Criteria include:
□ Total credits minimum 124   ***Met by**
□ Overall GPA 2.0 or higher in Concentration   **MTA**
□ Overall GPA 2.0 or higher
□ At least 50% of 300/400 courses from LSSU
□ At least 30 of 124 credits from LSSU
APPROVAL _____

Minimum of 24 300/400 level credits

Bachelor of General Studies – Academic Concentrations (minimum of 30 credits per concentration, minimum of 10 from LSSU, minimum of 12 at 300/400-level, overall grade of "C" 2.0 in concentration)

Behavioral Sciences	Courses with SOCY, PSYC, SOWK prefixes
Business	Courses with ACTG, BUSN, ECON, FINC, INTB, MGMT, MRKT prefixes
Communications	Courses with COMM prefix
Computational Sciences	Courses with MATH, CSCI prefixes
Education	Courses with EDUC, CHLD, EDSE prefixes
Emergency Services	Courses with CJUS, FIRE, EMED prefixes
Engineering	Courses with EGME, EGEE, EGET, EGEM, EGNR, EGMT, EGRS prefixes
Fine Art	Courses with ARTS, DANC, FINE, MUSC, THEA prefixes
Health & Human Performance	Courses with HLTH, RECS, RECA, EXER prefixes
Humanities & Philosophy	Courses with HUMN, PHIL prefixes
Modern Languages & Literature	Courses with ENGL, FREN, SPAN prefixes
Natural Science	Courses with BIOL, CHEM, EVRN, GEOL, NSCI, PHYS prefixes
Nursing	Courses with NURS, PNUR prefixes
Social Sciences	Courses with ECON, GEOG, HIST, POLI prefixes

GENERAL EDUCATION
The following list is for information only, and was correct at the time of preparation.
See the University Catalog for a current list;

- **Social Science:** BUSN121, ECGE100, ECON201, ECON202, ECON302, GGGE100, GEOG201, GEOG302, HIST101, HIST102, HIST131, HIST132, HSGE100, POLI110, POLI160, POLI241, PSGE100, PSYC101, PSYC155, PYGE100, SOCY101, SOCY102, SOCY113, SOGE100.
- **Natural Science:** BIOL104, BIOL105, BIOL122, BIOL131, CHEM108 and CHEM109, CHEM110, CHEM115, CHEM116, GEOG106, GEOG108, GEOL115, GEOL121, GEOL122, NSGE100, NSCI101, NSCI102, NSCI103 and NSCI104, NSCI110, NSCI116, NSCI119, PHYS221, PHYS231.
- **Humanities:** ARTS250, ARTS251, ENGL180, HUMN203, HUMN240, HUMN251, HUMN252, HUMN255, HUGE100, MUSC220, MUSC221, PHIL302, PHIL305, or six to eight credits from a second year of foreign language (e.g. SPAN261 and 262)
- **Cultural Diversity:** BUSN308, EDUC250, GEOG306, HIST203, HLTH328, NATV225, POLI234, POLI334, SDGE100, SOCY103, SOCY213, SOCY225, SOCY321
- **Mathematics:** MATH110 or higher

Intellectual Inquiry (CC 3.B).

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

    While INTD490 provides a capstone experience for all students in the General Studies bachelor degree, there have not been consistent outcomes identified or implemented for the course. The current program review process has been helpful in focusing on the need to program-level outcomes that are applicable to all students in the General Studies bachelor degree. This framework will be developed in the Spring 2019 semester, with implementation for the 2019 – 2020 academic year.