

Texas State University

Outcomes Report

General Information

Academic Year:	2022-2023
College:	University College
Department:	General Studies
Program:	General Studies (BGS)
Program Code:	24.01
Outcome Type:	Student Learning (UG)
Degree:	Undergraduate
Coordinator/Contact:	Lisa Chrans
Status:	Data Entry Closed

Mission Statement

The core function of the Bachelor of General Studies (BGS) program is to provide an individualized, interdisciplinary degree that allows students with a broad range of academic interests to achieve personal educational goals. The primary purpose of the BGS is to help each student who enters the program to develop a unique career goal that is matched by three Texas State disciplines (minors). The BGS program serves students in the following groups: (1) those who have a clear interest that overlaps the boundaries, or blends the disciplinary areas, of other academic majors at Texas State; (2) those who have invested in a traditional degree program but wish to redirect their career goals while building on some of the courses already completed; and (3) those who have difficulty choosing an existing major and are willing to assemble three disciplines (minors) based on career research, and identified interests and abilities.

Evidence of Improvement

The 2021-2022 Action Plan continued to identify Student Learning Outcome 2 ("BGS students produce professional-quality writing") for targeted improvement from the 2020-2021 academic year assessment cycle. In methods used to assess Student Learning Outcome 2 ("a job application assignment consisting of a cover letter, resume, and thank you letter directed towards a real-world job advertisement"), BGS faculty reported a .1 % improvement in Method 1 and a 3.7% improvement in Method 2 from the 2021-2022 result. While these represent small percentage increases, results have trended up since the 2020-2021 assessment cycle. BGS faculty provided additional resources to support effective writing skills including the promotion of writing mechanics software and visits to the Texas State Writing Center to edit resumes and cover letters.

The 2021-2022 Action Plan continued to identify Student Learning Outcome 3 ("BGS students integrate scholarly or professional research") for targeted improvement from the 2020-2021 academic year assessment cycle. Outcome 3 requires students "to link occupational research to prospective career outcomes in writing." In methods used to assess this outcome ("conduct occupational research using open educational resources and complete a comprehensive career-related written project"), BGS faculty reported an improvement in Method 1 and Method 2 by 5.3% and 3.8% respectively. BGS faculty attribute the percentage increases to the partnership with Alkek Library staff dedicated to GNST 4350 for student workshops in scholarly research, and the addition of a library guide for the interdisciplinary project Canvas site.

In academic year 2022-2023, Outcome 1, Method 2 required an assignment for students "to define a topic of relevance to their intended occupation or life's path, and then explain how they will use their three academic disciplines in support of a project to address the topic." The aggregate percentage of students who received a score of 80% or above on this assignment was 76% (95/125). This result represents a 5.9% improvement from the previous 2021-2022 academic year assessment cycle, when 70.2% (97/138) of students received a score of 80% or above on the assignment. This is due to the commitment by BGS faculty to emphasize connecting students' three academic disciplines to their project topics. Students were able to explain in writing how their academic disciplines support their topics that lead to applied solutions.

In academic year 2022-2023, Outcome 5, Method 1 required students to perform a formal presentation that "summarizes the results of a written career research assignment, with the presentation evaluated specifically for the students' ability to use technology effectively." The aggregate percentage of students who received a score of 80% or above was 80.9% (119/147). This result represents a 11.4% improvement from the previous 2021-2022 academic year assessment cycle, when 69.5% (98/141) received a score of 80% or above on the assignment. BGS faculty attribute this increase to a new online presentation platform called YuJa that Texas State adopted to provide a user-friendly alternative for video creation. BGS faculty also emphasized further detail and practice of students' formal presentations using technology.

Action Plan

While multiple student learning outcomes showed improvement (Outcomes 2, 3); Outcome 1 (Method 2); Outcome 4 (Method 2); Outcome 5 (Method 1), based on the results from the 2022-2023 assessment cycle, BGS faculty have determined that Student Learning Outcome 1 (Method 1) ("BGS identify personal strengths, interest, and academic preparation [including their three disciplines] and describe the link between these qualities and career potentials") will be a target area for improvement. The aggregate percentage of students who received a score of 80% or above on an assignment requiring them "to identify skills, interests, values, and other personal details" was 70% (103/147). This result represents a 5.9% (second year) decline from 2021-2022 results, when 75.9% (107/141) of students received a score of 80% or above on the assignment. The multi-year decrease calls for a faculty examination to determine reasons and solutions for encouraging students to (1) complete their first assignment in GNST 4300 on time and (2) provide copious detail as specified by assignment rubrics.

BGS faculty will also target Student Learning Outcome 4 (Method 1) for improvement. Outcome 4 evaluates students' summarization of their "career research in visually supported oral presentations exhibiting professional quality oral presentation skills." The aggregate percentage of students who received a score of 80% or above on this assignment for the 2022-2023 academic year assessment cycle was 74.8% (110/147). This

result represents an 8.9% decrease over the previous 2021-2022 academic year assessment cycle, when 83.7% (118/141) received a score of 80% or above on the assignment. The career presentation assignment encapsulates assignments, activities, and lessons for the entirety of the GNST 4300 course. BGS faculty will investigate reasons for a lack of presentation detail according to assignment rubrics and stress the importance of filling performance gaps with practice using technology.

BGS faculty plan to address the aggregate percentage of students who received a score of 80% or above on Outcome 5 (Method 2), a "formal presentation that summarizes the results of their final course research project, with the presentation evaluated specifically for the students' ability to use technology effectively." For the 2022-2023 academic year assessment cycle, the 84.8% (106/125) result represents a 3% decrease over the previous 2021-2022 academic year, when 87.8% (121/138) of students received a score of 80% or above on the assignment. The online platform used for this assignment, Symposium, has been a challenge for some students in terms of filming and loading a video presentation. The BGS faculty will continue to discuss providing less complicated instructions for students, while addressing the discrepancies in video presentation requirements as specified by each faculty member.

It should be noted that 2021-2022 marked the first assessment cycle in which the BGS program separated data corresponding to the three learning modalities (face-to-face, online synchronous, online asynchronous) that have become the mainstay on the post-Covid 19 pandemic curricular landscape. Comparing the three modalities in terms of effectiveness has proven challenging as different outcomes have provided significantly varied results. For example, in the case of Student Learning Outcome 1 ("students identify personal strengths, interests, and academic preparation [including their three disciplines] and describe the link between these qualities and career potentials"), both methods in the one outcome differ in their results of modality effectiveness.

For Method 1, (an assignment requiring students to write about "skills, interests and values as connected to occupational potentials"), the aggregate breakdown of the three teaching modalities for 2022-2023 were as follows: face-to-face, 74.6% (50/67); online synchronous, 53.8% (7/13); online asynchronous, 68.6% (46/67). The results indicate students participating in a face-to-face section achieved a higher percentage than those in an online synchronous or online asynchronous section. However, for Method 2, ("define a topic of relevance to their intended occupation or life's path, and then explain in writing how they will use their three academic disciplines in support of project topic"), the aggregate breakdown of the three teaching modalities for 2022-2023 were as follows: face-to-face, 42.1% (8/19); online synchronous (no classes offered); online asynchronous, 82.0% (87/106). This result states students in online learning settings produced significantly better results than students in the more traditional face-to-face setting.

The results among the other outcomes also conflict, mostly based on which course (GNST 4300 or GNST 4350) is evaluated and a drop in student numbers for face-to-face learning vs. online asynchronous sections. This raises the need for further investigation as to whether the modality is a factor, or if other factors are at play such as grading standards that vary among faculty. Most BGS faculty teach in one modality rather than in multiple modalities. Also, students' levels of preparedness as seen by other measures (e.g., GPA, grades in previously taken English courses) may alter sufficiently for each course and can indicate that modality is not definitive. Further discussion is needed and steps to initiate consistency among the two courses and the three modalities are in progress for the 2022-2023 assessment cycle.

For a third year in a row, the BGS degree program witnessed a decline in declared majors from 469 students in Fall 2020, to 376 students in Fall 2021, to 334 in Fall 2022. BGS faculty anticipated some enrollment decline in the wake of Mass Communication amending a major entrance requirement. This resulted in fewer students gravitating to BGS from a Mass Communication major.

There are significant changes coming to the Bachelor of General Studies degree as of Fall 2022. The program is moving to the College of Education, so additional marketing and support resources should prove valuable in growing the major again. A major name change was also approved for fall, Integrated Studies. While the program grew significantly with the name General Studies, current informal discussions with students indicate their approval for this change to assist with employer perception and create a more distinct description of the major.

The GNST 4300 and 4350 courses are undergoing a restructure to form a two-part capstone. This will alter the student learning outcomes that have been in place for several years. This is an opportunity for an update that will occur in the next assessment cycle.

Outcome 1

BGS students identify personal strengths, interests, and academic preparation (including their three disciplines) and describe the link between these qualities and occupational potentials.

Outcome 1 - Method 1

BGS students complete coursework in Interdisciplinary Preparation (GNST 4300), which, in addition to coursework completed in three disciplines, is one of two required upper-division courses in the BGS program. Among other assignments, GNST 4300 requires students to complete a "self-assessment assignment" identifying skills, interests, values, and other personal details; results from the assignment provide students with potential occupational areas of interest. Students are then required to describe and analyze the results of the self-assessment in written form, which may consist of either a formal written essay or detailed questionnaire. The assignment is evaluated by the respective course instructors using a scoring rubric. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 1 - Method 1 - Result

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Fall 2022 Semester reported that 67.6% (44/65) of their students received a score of 80% or above on an assignment requiring students to identify skills interests, values, and other personal skills, which purpose is to align students with potential occupational areas of interest. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 71.8% (23/32); online synchronous (no courses offered); online asynchronous, 63.6% (21/33).

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Spring Semester 2023 reported that 71.9% (59/82) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 77.1% (27/35); online synchronous, 53.8% (7/13), online asynchronous, 73.5% (25/34).

The aggregate percentage of students who received a score of 80% or above on an assignment requiring them to identify skills, interests, values,

and other personal details, which purpose is to align students with potential occupational areas of interest for the 2022-2023 academic year assessment cycle was 70% (103/147). This result represents a 5.9% (second year) decline from 2021-2022 results, when 75.9% (107/141) of students received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 74.6% (50/67); online synchronous, 53.8% (7/13); online asynchronous, 68.6% (46/67).

Outcome 1 - Method 2

BGS students complete coursework in Interdisciplinary Project (GNST 4350), which is the culminating capstone course of the BGS program. GNST 4350 requires students to produce a comprehensive written project that uses their three disciplines (minors) to address a real-world problem; the problem should be relevant to their occupational goal or life's path. For the purposes of effective planning and time management, the project is divided into various constituent components, each evaluated separately. The components are then integrated into a cohesive artifact at the end of the semester. One or more of the component assignments requires students to define a topic of relevance to their intended occupation or life's path, and then explain how they will use their three disciplines in support of a project to address the topic. In so doing, students are required to describe the relevant aspects of their disciplines in terms of both content knowledge and transferable skill-sets. This knowledge is acquired through researching departmental websites, student learning outcomes as articulated on course syllabi, and peer-reviewed academic and/or trade journals. Students may consult with faculty members in the respective disciplines. Students may also describe employment and internship experiences, community service, or other activities of relevance to their project. In evaluating this component of the GNST 4350 project, faculty instructors use a rubric. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 1 - Method 2 - Result

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Fall Semester 2022 reported that 67.7% (40/59) of their students received a score of 80% or above on an assignment requiring them to define a topic of relevance to their intended occupation or life's path, and then explain how they will use their three academic disciplines in support of a project to address the topic. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 33.3% (3/9); online synchronous (no courses offered); online asynchronous, 74% (37/50).

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Spring Semester 2023 reported that 83.3% (55/66) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 50% (5/10); online synchronous (no classes offered); online asynchronous, 89.2% (50/56).

The aggregate percentage of students who received a score of 80% or above on an assignment requiring them to define a topic of relevance to their intended occupation or life's path, and then explain how they will use their three academic disciplines in support of a project to address this topic for the 2022-2023 academic year assessment cycle was 76% (95/125). This result represents a 5.9% improvement from the previous 2021-2022 academic year assessment cycle, when 70.2% (97/138) of students received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 were as follows: face-to-face, 42.1% (8/19); online synchronous (no classes offered); online asynchronous, 82.0% (87/106).

Outcome 2

BGS students produce professional-quality writing.

Outcome 2 - Method 1

BGS students complete coursework in Interdisciplinary Preparation (GNST 4300), which, in addition to coursework completed in three disciplines, is one of two required upper-division courses in the BGS program. Among other assignments, GNST 4300 requires students to produce a "job application" assignment consisting of a cover letter, resume, and thank you letter directed toward a real-world job advertisement. The assignment occurs after students explore career options based on a systematic self-assessment of academic course work, occupational experiences, and career expectations, and after they are provided detailed instruction on the protocols of cover letter and resume writing. Among other requirements, the assignment is evaluated by GNST faculty based on writing quality. Writing quality is defined as the ability to construct professionally appropriate prose free from spelling and/or mechanical errors. Student writing should demonstrate effective paragraph development and transitions between major ideas. Students are also expected to render the assignment in the appropriate format (if applicable). Student writing skills as demonstrated in the assignment will be evaluated by the respective course instructors using a rubric. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 2 - Method 1 - Result

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Fall Semester 2022 reported that 61.5% (40/65) of their students received a score of 80% or above on a job application assignment consisting of a cover letter, resume, and thank you letter directed towards a real-world job advertisement. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 56.2% (18/32); online synchronous (no courses offered); online asynchronous, 66.6% (22/33).

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Spring Semester 2023 reported that 68.2% (56/82) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 42.8% (15/35); online synchronous, 76.9% (10/13); online asynchronous, 91.1% (31/34).

The aggregate percentage of students who received a score of 80% or above on a job application assignment consisting of a cover letter, resume, and thank you letter directed towards a real-world job advertisement for the 2022-2023 academic year assessment cycle was 65.3% (96/147). This result represents a 0.1% improvement from the previous 2021-2022 academic year assessment cycle, when 65.2% (92/141) received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 49.2% (33/67); online synchronous, 76.9% (10/13); online asynchronous, 79.1% (53/67).

Outcome 2 - Method 2

BGS students complete coursework in Interdisciplinary Project (GNST 4350), which is the culminating capstone course of the BGS program. GNST 4350 requires students to produce a comprehensive written project that uses their three disciplines (minors) to address a real-world problem; the problem should be relevant to their occupational goal or life's path. For the purposes of effective planning and time management, the project is divided into various constituent components, each evaluated separately. The components are then integrated into a cohesive artifact at the end of the semester. One or more of the component assignments is evaluated by GNST faculty based on writing quality. Writing quality is defined as the ability to construct professionally appropriate prose free from spelling and/or mechanical errors. Student writing should demonstrate effective paragraph development and transitions between major ideas. Students are also expected to render the assignment in the appropriate format (if applicable). In evaluating students in GNST 4350 for writing quality, faculty instructors will use a rubric on a selected component of the project. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 2 - Method 2 - Result

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Fall Semester 2022 reported that 61% (36/59) of their students received a score of 80% or above on an assignment evaluated for writing quality. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 55.5% (5/9); online synchronous (no courses offered); online asynchronous, 62% (31/50).

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Spring Semester 2023 reported that 78.7% (52/66) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 50% (5/10); online synchronous (no courses offered); online asynchronous, 83.9% (47/56).

The aggregate percentage of students who received a score of 80% or above on an assignment evaluated for writing quality for the 2022-2023 academic year assessment cycle was 70.4% (88/125). This result represents a 3.7% improvement from the previous 2021-2022 academic year assessment cycle, when 66.7% (92/138) of students received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 52.6% (10/19); online synchronous (no courses offered); online asynchronous, 73.5% (78/106).

Outcome 3

BGS students integrate scholarly or professional research.

Outcome 3 - Method 1

BGS students complete coursework in Interdisciplinary Preparation (GNST 4300), which, in addition to coursework completed in three disciplines, is one of two required upper-division courses in the BGS program. Among other assignments, GNST 4300 requires students to produce an assignment that links occupational research to prospective career outcomes that align with students' identified interests and abilities. In a formal essay or detailed questionnaire, students are expected to describe the duties, working conditions and environments of their intended occupation using such resources as the Standard Occupational Classification (SOC) code and the Occupational Outlook Handbook (OOH). They are expected to describe the prevailing wage and working conditions, using data from the Bureau of Labor Statistics (BLS) and industry-specific wage surveys. Using the SOC and OOH, they are also required to describe typical education and training requirements for the occupation. Finally, they are required to use independent research (using such resources as relevant department websites, student learning outcomes as articulated on course syllabi, peer-reviewed academic research, or trade journals, and/or consultations with faculty members in the respective disciplines) to explain how each of their BGS disciplines prepares them for their intended occupation. In evaluating student research skills on the assignment, faculty instructors will use a rubric. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 3 - Method 1 - Result

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Fall Semester 2022 reported that 64.6% (42/65) of their students received a score of 80% or above on an assignment requiring students to link occupational research to prospective career outcomes that align with students' identified interests and abilities. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 56.2% (18/32); online synchronous (no courses offered); online asynchronous, 72.7% (24/33).

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Spring Semester 2023 reported that 81.7% (67/82) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 74.2% (26/35); online synchronous, 84.6% (11/13); online asynchronous, 88.2% (30/34).

The aggregate percentage of students who received a score of 80% or above on an assignment requiring them to link occupational research to prospective career outcomes that align with students' identified interests and abilities for the 2022-2023 academic year assessment cycle was 74.1% (109/147). This result represents a 5.3% improvement from the previous 2021-2022 academic year assessment cycle, when 68.7% (97/141) of students received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 65.6% (44/67); online synchronous, 84.6% (11/13); online asynchronous, 80.5% (54/67).

Outcome 3 - Method 2

BGS students complete coursework in Interdisciplinary Project (GNST 4350), which is the culminating capstone course of the BGS program. GNST 4350 requires students to produce a comprehensive written project that uses their three disciplines to address a real-world problem; the problem should be relevant to their occupational goal or life's path. For the purposes of effective planning and time management, the project is divided into various constituent components, each evaluated separately. The components are then integrated into a cohesive artifact at the end of the semester. One or more of these components require students to integrate scholarly or professional quality research sources. The sources may include (but

are not limited to) peer-reviewed books or articles in scholarly or professional trade journals, survey instruments, interviews, statistics, or information and/or data acquired through student field work. Students should be able to describe the resources and explain the relevance of the resources to their project. Students should be able to use appropriate in-text citation and to produce a correctly formatted bibliography or works cited page. Students are also expected to evaluate the reliability of their sources. GNST 4350 faculty evaluate student research quality on a selected component of the project through a rubric. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 3 - Method 2 - Result

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Fall Semester 2022 reported that 45.7% (27/59) of their students received a score of 80% or above on an assignment requiring students to integrate scholarly or professional quality research sources. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 55.5% (5/9); online synchronous (no courses offered); online asynchronous, 44% (22/50).

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Spring Semester 2023 reported that 63.6% (42/66) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 50% (5/10); online synchronous (no courses offered); online asynchronous, 66% (37/56).

The aggregate percentage of students who received a score of 80% or above on an assignment requiring students to integrate scholarly or professional quality research sources for the 2022-2023 academic year assessment cycle was 55.2% (69/125). This result represents a 3.8% improvement from the previous 2021-2022 academic year assessment cycle, when 51.4% (71/138) of students received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 52.6% (10/19); online synchronous (no courses offered); online asynchronous, 55.6% (59/106).

Outcome 4

BGS students summarize their research in visually supported oral presentations exhibiting professional-quality oral presentation skills.

Outcome 4 - Method 1

BGS students complete coursework in Interdisciplinary Preparation (GNST 4300), which, in addition to coursework completed in three disciplines, is one of two required upper-division courses in the BGS program. Among other assignments, GNST 4300 requires students to deliver a formal presentation that summarizes the results of a written career research assignment completed previously in the course. The presentation may be delivered face-to-face, or remotely through teleconferencing technology such as Zoom and/or YouTube Studio. The length of the presentations may vary, but they typically range from 3-5 minutes. The presentation will be evaluated by GNST faculty using a rubric. It is expected that students achieve no less than 80 percent on the assignment (or equivalent).

Outcome 4 - Method 1 - Result

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Fall Semester 2022 reported that 67.6% (44/65) of their students received a score of 80% or above on an assignment requiring them to deliver a formal presentation that summarizes the results of a career research assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 65.6% (21/32); online synchronous (no courses offered); online asynchronous, 69.6% (23/33).

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Spring Semester 2023 reported that 80.4% (66/82) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 82.8% (29/35); online synchronous, 69.2% (9/13); online asynchronous, 82.3% (28/34).

The aggregate percentage of students who received a score of 80% or above on this assignment for the 2022-2023 academic year assessment cycle was 74.8% (110/147). This result represents an 8.9% decrease over the previous 2021-2022 academic year assessment cycle, when 83.6% (118/141) received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 74.6% (50/67); online synchronous, 69.2% (9/13); online asynchronous, 76.1% (51/67).

Outcome 4 - Method 2

BGS students complete coursework in Interdisciplinary Project (GNST 4350), which is the culminating capstone course of the BGS program. GNST 4350 requires students to produce a comprehensive written project that uses their three disciplines to address a real-world problem; the problem should be relevant to their occupational goal or life's path. Typically, during the final week of the course, students deliver a formal presentation about the results of their project. The presentation may be delivered face-to-face, or remotely through teleconferencing technology such as Zoom and/or YouTube Studio. The length of the presentations may vary, but they typically range from 3-5 minutes. The presentation will be evaluated by GNST faculty using a rubric. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 4 - Method 2 - Result

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Fall Semester 2022 reported that 81.3% (48/59) of their students received a score of 80% or above on an assignment requiring them to deliver a formal presentation about the results of their final course research project. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 100% (9/9); online synchronous (no courses offered); online asynchronous, 78% (39/50).

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Spring Semester 2023 reported that 87.8% (58/66) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 100% (10/10); online synchronous (no courses offered); online asynchronous, 85.7% (48/56).

The aggregate percentage of students who received a score of 80% or above on an assignment requiring them to deliver a formal presentation about the results of their final course research project for the 2022-2023 academic year assessment cycle was 84.8% (106/125). This result represents a .7% improvement over the previous 2021-2022 academic year assessment cycle, when 84.1% (116/138) of students received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 100% (19/19); online synchronous (no courses offered); online asynchronous, 82% (87/106).

Outcome 5

BGS students summarize their research in visually supported oral presentations exhibiting professional-quality technology skills.

Outcome 5 - Method 1

BGS students complete coursework in Interdisciplinary Preparation (GNST 4300), which, in addition to coursework completed in three disciplines, is one of two required upper-division courses in the BGS program. Among other assignments, GNST 4300 requires students to deliver a formal presentation that summarizes the results of their written career research assignment completed earlier in the course. The presentation may be delivered face-to-face, or remotely through teleconferencing technology such as Zoom and/or YouTube Studio. The length of the presentations may vary, but they typically range from 3-5 minutes. To support their presentation, students are required to use technology such as PowerPoint, Prezi, Storyboard, or YouTube Video (among other options). In evaluating students in GNST 4300 for their ability to visually support their presentation through technology, faculty instructors will use a rubric. It is expected that students achieve a score of no less than 80 percent on the assignment (or equivalent).

Outcome 5 - Method 1 - Result

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Fall Semester 2022 reported that 75.3% (49/65) of their students received a score of 80% or above on a formal presentation that summarizes the results of a written career research assignment, with the presentation evaluated specifically for the students' ability to use technology effectively. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 65.6% (21/32); online synchronous (no courses offered); online asynchronous, 84.8% (28/33).

Faculty teaching GNST 4300 (Interdisciplinary Preparation) for the Spring Semester 2023 reported that 85.3% (70/82) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 82.8% (29/35); online synchronous, 69.2% (9/13); online asynchronous, 94.1% (32/34).

The aggregate percentage of students who received a score of 80% or above on a formal presentation that summarizes the results of a written career research assignment, with the presentation evaluated specifically for the students' ability to use technology effectively for the 2022-2023 academic year assessment cycle was 80.9% (119/147). This result represents a 11.4% improvement from the previous 2021-2022 academic year assessment cycle, when 69.5% (98/141) received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 74.6% (50/67); online synchronous, 69.2% (9/13); online asynchronous, 89.5% (60/67).

Outcome 5 - Method 2

BGS students complete coursework in Interdisciplinary Project (GNST 4350), which is the culminating capstone course of the BGS program. GNST 4350 requires students to produce a comprehensive written project that uses their three disciplines to address a real-world problem; the problem should be relevant to their occupational goal or life's path. Typically, during the final week of the course, students deliver a formal presentation about the results of their project. The presentation may be delivered face-to-face, or remotely through teleconferencing technology such as Zoom and/or YouTube Studio. The length of the presentations may vary, but they typically range from 3-5 minutes. To support their presentation, students are required to use technology such as PowerPoint, Prezi, Storyboard, or YouTube Video (among other options). In evaluating students in GNST 4350 for their ability to visually support their presentation through technology, faculty instructors will use a rubric. It is expected that students achieve no less than 80 percent on the assignment (or equivalent).

Outcome 5 - Method 2 - Result

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Fall Semester 2022 reported that 81.3% (48/59) of their students received a score of 80% or above on a formal presentation that summarizes the results of their final course research project, with the presentation evaluated specifically for the students' ability to use technology effectively. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 100% (9/9); online synchronous (no courses offered); online asynchronous, 78% (39/50).

Faculty teaching GNST 4350 (Interdisciplinary Project) for the Spring Semester 2023 reported that 87.8% (58/66) of their students received a score of 80% or above on the assignment. The percentage breakdown for the three teaching modalities was as follows: face-to-face, 100% (10/10); online synchronous (no courses offered); online asynchronous, 85.7% (48/56).

The aggregate percentage of students who received a score of 80% or above on a formal presentation that summarizes the results of their final course research project, with the presentation evaluated specifically for the students' ability to use technology effectively for the 2022-2023 academic year assessment cycle was 84.8% (106/125). This result represents a 3.0% decrease over the previous 2021-2022 academic year assessment cycle results, when 87.8% (121/138) of students received a score of 80% or above on the assignment. The aggregate breakdown of the three teaching modalities for 2022-2023 was as follows: face-to-face, 100% (19/19); online synchronous (no courses offered); online asynchronous, 82% (87/106).

Outcome 6

The academic program will promote and realize diversity among its student population.

Outcome 6 - Method 1

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Student gender diversity will be expected to reflect the university's.

Outcome 6 - Method 1 - Result

The number of males versus female students enrolled in the General Studies degree program during the 2022 Fall semester provided the gender data. In this program, 154 out of 334 students (46.1%) were female, and 180 out of 334 students (53.9%) were male. The gender distribution percentages remain close to last year's 45.2% female and 54.7% male percentages. The gender distribution for Texas State undergraduates for Fall 2022 was 60.5% female and 39.5% male, making the BGS program skew opposite than the university's gender data.

The BGS program's gender male percentage of enrollment is significantly higher (54.7%) than the Texas State undergraduate overall count (39.5%), serving students with different needs, including those whose original degree path has changed. The BGS program has traditionally received students from several academic majors that have higher GPA requirements for entrance or continuance than the standard required for graduation, and this may account for the difference. The BGS degree serves students with varied personal and professional needs, including those whose original degree path has changed. Also, 86.7% of the age group represented are aged 21+ years, catering to a nontraditional student population. Given that the that BGS student gender diversity does not reflect the overall university, Outcome 6, Method 1 should be rewritten to reflect the current program population.

Outcome 6 - Method 2

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Student racial and ethnic diversity will be expected to reflect percentages in the population of the university.

Outcome 6 - Method 2 - Result

The number of students of various ethnic backgrounds enrolled in the General Studies degree program during the Fall 2022 semester provided the data to assess ethnic and racial diversity. In this program, 97 out of 334 students (29%) reported their race/ethnicity as Hispanic, representing a slight percentage increase from the Fall 2021 semester with 108 out of 376 (28.7%).

In this program, 56 out of 334 students (16.7%) reported their race/ethnicity as Black, non-Hispanic, representing a slight percentage decrease from the Fall 2021 semester with 67 out of 376 (17.8%).

In this program, 165 out of 334 (49.4%) students reported their race/ethnicity as White, non-Hispanic, representing a slight percentage increase in percentage from the Fall 2021 semester, with 177 out of 376 (47.1%).

In this program, 3 out of 334 students (0.01%) reported their ethnicity as Asian, representing a decrease in number from the Fall 2021 semester with 4 students (0.01%). In this program, 2 out of 334 (0.1%) students reported their identity as Native American/Alaskan Native, representing the same number from the Fall 2021 semester with 2 students (0.0%).

In this program, 5 out of 334 students (0.01%) reported their ethnicity as multi-race (non-Hispanic, non-Black), representing a decrease in number from the Fall 2021 semester with 10 students out of 376 (0.03%). In this program, 3 out of 334 students (0.01%) reported their ethnicity as non-resident international students, representing a decrease in number from the Fall 2021 semester with 6 students (0.02%).

The BGS program's Black, non-Hispanic percentage enrollment is significantly higher (16.7%) than the Texas State undergraduate overall count (10.9%), serving students with different needs, including those whose original degree path has changed. Given that the that BGS student race/ethnic diversity does not reflect the overall university for some populations, Outcome 6, Method 2 should be rewritten to reflect the current program population.

Outcome 7

The academic program will promote and realize efficiency in the delivery and completion of the program.

Outcome 7 - Method 1

Delivery efficiency will be measured by reviewing the total number students enrolled in the academic program during the fall semester. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Delivery efficiency will be expected to increase from year to year.

Outcome 7 - Method 1 - Result

In the fall of 2022, the BGS program had 334 declared students, compared to 376 in Fall 2021, a third year of enrollment decline after six consecutive years of growth. The BGS program had previously received a significant number of students from Mass Communication because of an admission to the major that is now removed. With a major name change to Integrated Studies and a move to College of Education, the program should anticipate significant growth in the next assessment cycle.

Outcome 7 - Method 2

Completion efficiency will be measured by the number of students graduating in the fall, spring, and summer terms compared to the number of students enrolled in each term. Data will be obtained from the university's certified enrollment records for fall, spring, and summer semesters. The

number of graduates is expected to be at or above the university rate of graduation for this level of program.

Outcome 7 - Method 2 - Result

Data from academic year 2021-2022 (Fall 2021, Spring 2022, Summer 2022) are used for this measure. The BGS program had 182 graduates (93-fall, 44-spring, 45-summer). This represents a decrease of 18 graduates over the previous academic year.

Approval History

Approval History Event

Outcomes Approved Level 1
Outcomes Approved Level 2
Outcomes Audit Report Submitted
Results Approved Level 1
Results Approved Level 2
Results Audit Report Submitted

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