1. a: Mission and Goals

The mission of the General Studies program at IU East is to foster an academic environment that provides students with a flexible, broad-based IU undergraduate degree. The General Studies program assists students in acquiring the knowledge, values, and skills that will enable them to be effective members of society who are well-prepared for a rapidly changing and diverse global workplace. The goals and objectives of the General Studies program at IU East are as follows:

The committee felt the mission and goals were appropriate and well stated.

G1: To ensure the educational mission and goals.

O1.1: To establish a flexible curriculum that allows students to tailor their education to their current needs.
O1.2: To establish high-quality, highly effective multi-modal instructional systems that address various learning preferences of a diverse student body.
O1.3: To establish a well-specified assessment plan designed to produce actionable results by which the program can be improved.

G2: To ensure the professional preparation for a variety of careers.

O2.1: To provide a variety of internship and extra-curricular student activities designed to teach informal networking and professional skills.
O2.2: Establish curricula that includes a focus on professional preparation including CV/Resume building and writing cover letters, among others.

G3: To cultivate community partnerships which enhance the professional collaboration and representation in the university's service area.

O3.1: To establish relationships with local agencies for the purpose of assisting with local issues and concerns.
O3.2: To develop strategic opportunities for the partnership of IU East Faculty and Students to solve local issues and address local concerns.

1. b: Goal Alignment

The committee felt the goals aligned with the IU East Strategic goals in with four of the five strategic campus areas.

1. c: Goal Monitoring

The committee felt data collection to make informed decisions about the BGS
program was commendable. However the committee felt that data collection is in its early stages and questioned if the current makeup of the BGS committee could make difficult decisions regarding the degree.

2-1.a: Faculty and Staff

The selected faculty are well qualified and most possess terminal degrees.

2-1.b: Instructional Quality

The faculty are well trained with most with Quality Matters training with several having level training. Several faculty have won teaching awards. Instructional quality is an area of strength in this program.

2-1.c: Faculty Staffing

The committee felt that the two academic advisor on the BGS committee had a firm grasp on the nature and needs of students pursuing this degree. Contacting students in the program was effective as were all aspects of advising (e.g. transfers, veterans, and degree audits).

However the committee was concerned with some issues regarding faculty serving on the committee. First, the committee chair receives no compensation for the important role played on the future of this degree. The committee believes that the chair should be compensated, preferably with a course release, to allow for adequate attention to issues that affect the future of the degree. Second, the current makeup of the committee have no tenured faculty. This limits the ability of the committee to make decisions about possible degree changes. Members of the committee have limited institutional memory regarding the program which tenured faculty could provide. Lastly, some faculty were simply appointed to the committee with no orientation to their role. They are grateful for learning about the BGS degree and feel they have limited ability to offer insights to the committee.

The review committee therefore recommends that the campus commitment to this degree can be demonstrated by: 1) appointing faculty with institutional memory to compliment the dedication of current members, 2) offering professional development opportunities to promote program development, 3) looking at other models (policies and procedures) on other campuses, and 4) meet regularly to address issues that impact the program (e.g., assessment, curriculum development, faculty-student ratio, and growth vs capacity)

2-1.d: Support Staff

The current support staff appears to be adequate. As stated earlier, the advising staff is providing an excellent service and play a key role in student success.
2-1.e: Faculty Teaching Load

The teaching load is appropriate.

2-1.f: Faculty Scholarship Involvement

Even though faculty are housed in a variety of department their scholarship is impressive. This is clearly a strength of the program.

2-1.f: Faculty Service Involvement

Faculty involvement in service is commendable though not necessarily tied to the program.

2-2.a: Physical Facilities

Physical facilities are adequate.

2-2.b: Technology Infrastructure

IUE has an excellent infrastructure.

2-2.c: Equipment Inventory

Equipment is not an issue regarding this degree.

2-3.a: Budget

The committee recommends a budget be assigned to this degree. This should be a shared contribution from NSM and HSS. This would allow the committee to have a sense of what can be accomplished and when it can happen.

2-3.b: Enrollment and Retention Budgetary Contribution

This area is in its infancy and changes made to other aspects of the program can hasten progress here.

2-3.c: External Funding Sources

No external funds are likely to be associated with this program.

2-4.a: Library Resources

Library resources are adequate for this degree.
2-4.b: Library Technology

Library technology is sufficient for both faculty and staff.

2-5.a: Instructional Programs - Curriculum

The development of student learning outcomes and an assessment plan is appropriate. The assessment plan can be adjusted after data has been collected and analyzed.

2-5.b: Ongoing Curriculum Revision

The committee agrees that changes to the curriculum could happen at a relatively rapid pace and the capstone course is a critical development in the degree. The effectiveness of curriculum revision is dependent on other changes made in the program.

2-5.c: Advising and Mentoring

The committee believes the professional model of advising is appropriate for this degree. The current mentoring practice will be developed over time.

2-5.d: Course Scheduling

The collaborative nature of course scheduling meets the needs of a variety of BGS students.

2-5.e: General Education Course Offering

General education offerings is sufficient for the program.

2-5.f: Co-curricular Student Activities

The committee felt there were a variety of co-curricular activities that students could become involved in. Since some students are at a distance it would be worth pursuing co-curricular activities for online students.

2-6.a: Program Assessment

1. **Knowledge base.** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in their chosen concentration.

2. **Communicate clearly and effectively in written and oral forms.** Effective communication includes the ability to read, write, listen, speak, and use appropriate resources in delivering and responding to a message. A competent communicator is able to compose a clear message, relate purposeful and relevant ideas suitable to the intended
audience, and select appropriate written, verbal and nonverbal strategies to effectively communicate or respond to an intended message.

3. **Apply principles of inquiry to define and analyze complex problems through reasoning and discovery.** Reasoning, inquiry, discovery, and creativity are the processes by which individuals utilize resources and methods to understand and answer complex problems, and to form and revise beliefs. University educated individuals raise important questions and formulate them in a comprehensible way, developing and defending their conclusions based upon reliable evidence. These individuals demonstrate understanding of the ethical standards of doing their work and communicating the results and findings.

4. **Application.** Students will develop the ability to apply knowledge and critique, both orally and in writing, their creative and/or scientific work and the work of others, employing description, analysis, interpretation, and judgment. Students will demonstrate the ability to apply knowledge to oneself and the world.

2-6.b: Assessment-based Program Revisions

As stated earlier data collection associated with assessment is in its infancy. However the student learning outcomes are appropriate and the assessment plan will develop over time.

2-7.a: Outreach and Community Involvement- External Constituencies

Outreach and community action is adequate. It may be worthwhile forming a partnership with NSM in future pursuits.

2-7.b: Publicity and Marketing

The committee felt that publicity and marketing strategies are adequate.

2-7.c: Professional Association Involvement and Community Organizations

Membership of faculty in professional organizations is outstanding

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<td>Program Review - Self-Study</td>
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<td>Jessica Raposo</td>
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2-8.a: Program Strengths

The committee believes the strengths of the program include: 1) flexibility in meeting the needs for a variety of students, 2) faculty in the program are excellent and active scholars, 3) the program has “well-defined goals and objectives” and the learning outcomes are appropriate for the program and support the mission of the campus and IU, and 4) committee members want to improve the program and tenured faculty sharing this view will help deal with challenges that might await in the future.

2-8.b: Areas for Improvement

The two most immediate need to the program is 1) compensation to a permanent leader of the program to chair convene committee meeting, oversee the program, and coordinate the offering of the capstone experience, and 2) have at least two tenured faculty that possess institutional knowledge to serve on the committee. The reviewers strongly believed that a leader, whose importance is supported by the campus, and more seasoned committee members could take the degree most effectively into the future. Decisions regarding the future of the degree can be evidence-based as assessment efforts become more coordinated, analyzed, and implemented under a leader whose support by the campus is made clear.