

The General Studies Degree program at IUPUI boasts one of the highest enrollments of any major on campus. As an adult interdisciplinary degree program students are encouraged to build their own degree within the degree framework using courses from all or any departments at IUPUI. Because of the multidisciplinary nature of the degree combined with the fact that the General Studies program has traditionally only offered a Learning Community, and Capstone course most assessment work is left to the academic programs offering classes in the schools.

In 2004 the program invited a program review which allowed the opportunity to assess the organization and effectiveness of the program. Since that time several of the recommendations of the review committee have been put into place. The program is now directed by an individual with an Academic Appointment, closely aligning the academic mission of the degree program to it's organizational structure. There are continuing efforts to more fully develop the relationship between the program and it's Faculty Advisory Committee (GSFAC). The GSFAC is now closely aligned with the Council for Lifelong Learning, has two representatives sitting on the system-wide Faculty Committee, has more direct responsibility for curricular matters in the program, and is developing an advisory relationship with the school's new dean.

The following Matrix describes desired learning outcomes in the Learning Community and Capstone courses, as well as the planned Threshold course.

PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
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<p>Threshold students to see career planning as life-planning and to view a career as a vocation.</p>	<p>Students will be able to articulate a connection between career choice, degree planning, and personal values/ethics/desires</p>	<p>Texts: Working: It's Meaning and It's Limits, Ed. Meilaender, Gilbert C. (2000), Film: The Man Who Planted Trees</p> <p>Lessons designed to move students from personal discovery to degree building to career planning. IE: creating and articulation personal vision statements, mapping the PUL to personal principles.</p>	<p>Learning will be measured by a pre-test post-test reflection essay about the students ability to connect personal calling and career choice.</p>	<p>N/A</p>	<p>N/A</p>
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Students self report whether they have a deeper understanding.

Interactive projects, guest speakers, lessons on the meaning of the PUL's.

Student essays and final presentations.

Students reach the desired outcome

A campus tour has been added.

Learning
Community

To provide students w/
an introduction to the major and the principles of undergraduate learning from which they will build their degree

Capstone Course

Provide a concluding experience for the major that assists the students in understanding and articulating the interdisciplinary nature of their degree and the measure of their individual learning experience.

Students would be able to demonstrate the learning they have acquired during the process of earning the degree in a written, oral and or visual manner.

Students work on analysis and reflection pieces at a distance via Oncourse. 5 times during the semester they attend a 3 hour interactive classroom session where they work on the development of their PUL learning portfolio designed around the E-port.

Students are assessed on a written portfolio with evidence as well as an oral presentation of their portfolio.

Portfolios should be individualized.

Students have the option of creating one of 3 different portfolios depending upon the goal for their degree.

