

# IUPUC General Studies Degree Program Assessment Report

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## Introductory overview

The Bachelor of General Studies (BGS) is a degree completion program for adult learners. Many BGS students are transfer students from community colleges and other universities. Some BGS students enter the program with college credit through prior learning assessment (PLA) of their professional experience. The flexibility of the BGS degree requirements allows adult learners to apply these diverse sources of college credit towards a bachelor's degree. Traditional degree programs, on the other hand, may be unable to recognize the range of returning adult students' college credit and require additional semesters or years for degree completion. Therefore, the BGS serves the very important purpose of providing many adult learners with a realistic opportunity to complete the baccalaureate degree they are well on their way to earning. The BGS is not, however, intended for traditional students. Traditional students should complete a bachelor's degree program in their area of interest.

The BGS degree complements flexibility with rigor and value. Amongst the 120 credit hours required for graduation<sup>1</sup>, students must earn 30 at the upper division and 18 in a BGS concentration. Concentrations are available in arts and humanities, life and physical sciences, and social sciences. The remaining credit hours are distributed between the general education core, baccalaureate competencies, and electives.

Students value the BGS for four primary reasons. First, the BGS qualifies students for jobs. Employers recognize that completion of a baccalaureate degree, regardless of major, is indicative of the skills and

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<sup>1</sup> Please see Appendix 1, BGS Degree Requirements.

dispositions required for professional success. Specifically, the BGS concentrations in the arts and sciences impart proficiency in important aspects of every professional occupation: written and oral communication, analytical and critical thinking, and collaboration. BGS graduates gain knowledge of society, culture and history that benefits their employers with a heightened appreciation for their colleagues' experiences and for community engagement.

Second, the BGS entitles students for promotions at work. Some BGS students are employed in career fields that require college degrees for professional advancement. Typically, these students have confirmed with their employers that the BGS degree will qualify them for additional roles and responsibilities including management and leadership.

The remaining two reasons apply to all BGS students. The BGS rewards all students with the lifetime achievement of earning a college degree. Some BGS students are retired or near retirement<sup>2</sup> and are seeking to fulfill their personal "bucket list" goal of being a college graduate. Listed lastly but perhaps most importantly, the BGS offers students the transcendent experience of learning. This is augmented by the flexibility of the curriculum which allows students to explore their interests.

## Administration

The BGS Program Director, Dr. Laura Watson Clinical Assistant Professor of Nursing, administers the program. In keeping with the BGS concentrations in arts, humanities, and social sciences, the program is housed in the Division of Liberal Arts. In her capacity as Program Director, Dr. Watson is supervised by the Head of the Division of Liberal Arts, Dr. George Towers. Drs. Watson and Towers will consult with the newly appointed Academic Advisor for BGS students, Ms. Amy Kleinert, regarding programmatic decisions. The program is also supported by the BGS Faculty Advisory Council. Dr. Watson, Dr. Towers, and Ms. Kleinert are joined on the council by the faculty representative, Dr. Surya Thapa Magar, Lecturer in Mathematics. The Council meets regularly to provide oversight of the program degree requirements, certification of graduates, monitoring student performance of program competencies and recommending program improvements through appropriate venues.

## Assessment

### Student Learning Outcomes (SLOs) for the Bachelor of General Studies at IUPUC

Program SLOs are organized in three competency areas, Core Competencies, Degree Requirements, and Integration and Application as shown below. Please see Appendix 2 for the intersection of the IUPUC BGS SLOs with the IUPUI Profiles of Undergraduate Learning.

1. Core Competencies
  - a. *Communication - Written/Oral*: Students communicate effectively in written and spoken language to diverse audiences. Students comprehend, evaluate and respond respectfully to the ideas of others.
  - b. *Diversity*: Students appreciate local and global diversity and are respectful and empathetic during personal interactions. Students collaborate effectively and resolve

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<sup>2</sup> Last academic year, 2020-21, 25% (4 of 16) of BGS students were over age 50.

conflicts.

*c. Mathematical/Quantitative Reasoning:* Students demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. Students compute, organize data, and problem-solve effectively using quantitative tools.

*d. Information Technology:* Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

2. Degree Requirements

*a. Arts and Humanities:* Students interpret and critique the historical, cultural, and literary dimensions of human experience. Students develop appreciation of the aesthetic value of these subjects.

*b. Science and Math:* Students investigate, evaluate, and develop skills to comprehend and apply basic principles of scientific methodology and differentiate among facts and theories.

*c. Social and Behavioral:* Students compare, contrast, and construct an understanding of the role social, economic, cultural, and political institutions play in shaping human thought and behavior. Students function as engaged members of society, who are willing and able to assume leadership roles.

3. Integration and Application

*a. Lifelong Learning:* Students assess their own knowledge, skills, and abilities and develop plans of study for baccalaureate as well as ongoing personal and professional pursuits of knowledge.

*b. Synthesis of Learning:* Students demonstrate integration of baccalaureate learning in an academic focus area.

### Alignment of SLOs with GNST-G 400 BGS Capstone

The nature of the BGS creates a challenge for program assessment. The majority of BGS students enter the program with a significant amount of prior coursework. In addition, with the exception of GNST-G 400 BGS Capstone, BGS students' coursework is delivered by IUPUC's other academic programs (see Appendix 1, BGS Degree Requirements). Therefore, assessment of the BGS SLOs is conducted entirely in GNST-G 400. Dr. Towers designed this course and has scheduled it each spring semester since it was first offered in 2015. The course is comprised of seven modules, each of which houses assessments of student learning which are aligned with one or more of the BGS SLOs and focuses on an IUPUI Profile of Undergraduate Learning. These alignments are listed in Tables 1 and 2.

<b>Module number and title</b>		<b>BGS SLO(s)</b>	<b>IUPUI Profile of Undergraduate Learning</b>
1	Personal career statement	1.a	Communicator
2	Your career in social context	2.a, 2.c	Community Contributor
3	Technology in your professional future	1.d	Innovator
4	Your career by the numbers	1.c, 2.b	Problem Solver
5	Who are your colleagues? Demographics and diversity in your career	1.b	Community Contributor
6	Is your career a good fit for you?	3.a	Innovator
7	College to career	3.b	Problem Solver

Module	Assessment	Topic / title	BGS SLO	IUPUI Profile
1	Assignment 1	Career statement	1.a	Communicator
1	Discussion 1	Your IUPUI+ Profile	1.a	Communicator
1	Discussion 2	Choosing a career	1.a	Communicator
2	Discussion 3	Why do we work?	2.a	Community contributor
2	Assignment 2	Your career in social context	2.b	Community contributor
2	Discussion 2	Why IUPUC?	1.a	Communicator
3	Discussion 4	Tech & future of work	1.d	Innovator
3	Assignment 3	Tech in your professional future	1.d	Innovator
4	Assignment 4	Your career by the numbers	1.c	Problem Solver
4	Discussion 5	Jobs in demand	1.c	Problem Solver
5	Discussion 6	Diversity in the workplace	1.b	Community contributor
5	Assignment 5	Diversity in your field	1.b	Community contributor
6	Discussion 7	Lifelong learning	3.a	Communicator
6	Assignment 6	Is your career a good fit?	3.a	Communicator
7	Discussion 8	Purpose of general education	3.b	Problem Solver
7	Assignment 7	College to career	3.b	Problem Solver

## Data

Student performance data from the spring 2016, 2017, 2019, and 2022 semesters was compiled for each assessment and tabulated for each BGS SLO and IUPUI Profile<sup>3</sup>. Student performance was classified as Commendable (the student earned 90 – 100% of possible credit), Satisfactory (70-89%), or Unsatisfactory (0-69% or not completed).

BGS Student Learning Outcomes	C	S	U	C%	S%	U%
1.a Communication - Written/Oral	86	3	10	87%	3%	10%
1.b Diversity	42	14	10	64%	21%	15%
1.c Mathematical/Quantitative Reasoning & 2.ii Science & Math	51	11	4	77%	17%	6%
1.d Information technology	40	9	10	68%	15%	17%
2.a Arts & Humanities	14	3	5	64%	14%	23%
2.b Social & Behavioral Sciences	16	11	6	48%	33%	18%
3.a Lifelong learning	49	12	5	74%	18%	8%
3.b Synthesis of learning	48	11	7	73%	17%	11%
Total	346	74	57	73%	16%	12%

Key: C = Commendable; S = Satisfactory; U = Unsatisfactory

<sup>3</sup> The class was not offered in spring 2018, 2020, or 2021 due to low enrollment. Students who needed the class to graduate in those semesters took the class as independent study.

IUPUI Profile	C	S	U	C%	S%	U%
Communicator	135	15	15	82%	9%	9%
Community contributor	72	28	21	60%	23%	17%
Innovator	40	9	10	68%	15%	17%
Problem Solver	99	22	11	75%	17%	8%
Total	346	74	57	73%	16%	12%

Key: C = Commendable; S = Satisfactory; U = Unsatisfactory

This data leads to the overarching observation that students learn in the areas addressed by the SLOs. In all BGS SLOs and IUPUI profiles the rate of satisfactory and commendable performance is at least 77%. In all but BGS SLO 2.b, most students performed commendably.

### Areas for Improvement

Areas for relative improvement appear to be BGS SLOs 2.a Arts & Humanities and 2.b Social & Behavioral Sciences. Since assessments of these SLOs are also used to assess the IUPUI Profile Community Contributor, its rate of commendable performance is the lowest amongst the IUPUI Profiles. Module 2 addresses these SLOs with the discussion, “Why do we work?”, and the assignment, “Your career in social context.” The division of discussion grades between initial and feedback posts may account for relatively low performances. Sixty percent of the grade is based on the initial post and 40 % on the feedback post. Therefore, if students fail to return to the discussion to post feedback, they forfeit 40% of the grade. Inspection of the data indicates that this has occurred at a relatively high rate (23%) on this discussion. While this anomaly might be random or due to students’ aversion to the subject matter, it is easily addressed by the instructor issuing additional reminders and emphasizing the importance of posting feedback in the learning process.

Another remedy is to connect additional assessments to these SLOs. Table 3 shows that 2.a and 2.b are the BGS SLO with the least amount of data. For example, Module 5, “Who are your colleagues? Demographics and diversity in your career,” can be explicitly related to BGS SLO 2.b Social and Behavioral Sciences.

### Enrollment

Table 5 tracks unduplicated headcount for the BGS program and for IUPUC’s undergraduate enrollment and offers comparison with the same enrollment categories at IUPUI. Table 5 reveals two trends. First, BGS enrollment has fallen dramatically since 2013. Second, while the IUPUC BGS program’s share of IUPUC’s undergraduate enrollment has also fallen, it has remained nearly identical to the program’s share at IUPUI.

I suggest that two overarching institutional developments have contributed to this decline. First, since 2013, IUPUC has added undergraduate degree programs in English (2013), Communication Studies (2015), Sociology (2018), Criminal Justice (2018), and Community Health Advocacy (2018). In prior years, adult students interested in these degrees might have opted to pursue the BGS. This would have been especially true of those whose family and work obligations made it impossible to drive to Indianapolis to complete some of these majors at IUPUI. With the diversification of IUPUC’s degree programs, the loss of BGS students to new programs was a by-product of institutional growth.

Fall	IUPUC BGS	IUPUC UG ENR	BGS / IUPUC	IUPUI BGS	IUPUI UG ENR	BGS / IUPUI
2013	52	1,583	3.3%	841	19,986	4.2%
2014	56	1,644	3.4%	666	20,133	3.3%
2015	36	1,539	2.3%	513	19,678	2.6%
2016	39	1,424	2.7%	465	19,577	2.4%
2017	28	1,404	2.0%	439	19,466	2.3%
2018	30	1,321	2.3%	434	18,896	2.3%
2019	33	1,278	2.6%	437	18,475	2.4%
2020	24	1,150	2.1%	411	18,303	2.2%
2021	20	921	2.2%	337	16,860	2.0%
2022	16	820	2.0%	311	15,545	2.0%

Second, IUPUC’s adult learner population has fallen dramatically. This is shown in Table 6. The changing age composition of the IUPUC student population has brought with it a sharp reduction in the pool of students for whom the BGS is appropriate. Table 6 also shows that the BGS program has consistently enrolled between 6% and 8% of IUPUC’s adult students. That this ratio has remained relatively constant despite the significant growth in alternative degree programs at IUPUC speaks to the underlying stability and value of the BGS program.

Fall	Adult BGS students (age 25+)	Adult IUPUC students	BGS share of IUPUC adult students
2013	45	622	7%
2014	45	598	8%
2015	28	497	6%
2016	26	449	6%
2017	22	393	7%
2018	26	359	8%
2019	25	320	8%
2020	22	287	6%
2021	14	240	6%
2022	11	189	6%

Demographic trends amongst BGS students are depicted in Table 7. As should be the case, most BGS students are adult learners. The adult share of IUPUC BS enrollment has fluctuated between 69% and 92% over the last 10 years with a median annual value of 78.5%. The drop off from 22 adult BGS students in 2020 to half that number in 2022 and the commensurate decline in adult learners’ share of BGS enrollment from 92% to 69% suggests that recruitment of adult students be a high priority for the program. As overall IUPUC undergraduate enrollment is consistently two-thirds female, it is unsurprising that women are the majority of BGS students.

Enrollment in GNST-G 400 BGS Capstone has followed these trends. As shown in Table 7, enrollment in the class is typically about one-fourth of program enrollment since 2015-16. That the capstone’s highest share of BGS headcount occurred in 2021-22 is due to the backlog of students who were unable to take the class in 2019-20 and 2020-21. As indicated above, the class was initially scheduled for spring 2020 and spring 2021 but cancelled due to low enrollment. The low program enrollment causes a scheduling dilemma: do we offer the class to only a few students, or do we cancel it due to low enrollment? We have adopted the former approach this year and the latter in spring 2020 and 2021. Since we threaten to impede students’ graduation by cancelling, I offer graduating seniors the opportunity to take the class as an independent study if the class is cancelled.

AY	Enrollment in GNST-G 400	BGS HC	GNST-G 400 ENR. / BGS HC
2014-15	5*	56	9%
2015-16	11	36	31%
2016-17	7	39	18%
2018-19	7	30	23%
2021-22	7	20	35%
2022-23	4	16	25%
Average	7	33	21%

\* Low enrollment in spring 2015 was due to exempting current BGS students from the new Capstone requirement.

### Opportunities for growth

Veterans are an area of opportunity for the BGS program and for IUPUC. Since many veterans have earned PLA credit through their military service that does not directly apply to traditional majors, the BGS offers them an ideal degree path. As Table 8 shows, the BGS program has recovered its 25% share of IUPUC veteran enrollment. But, that relative rebound does not reflect the overall drop in veteran enrollment from 114 in 2014 (7% of IUPUC enrollment) to 34 in 2022 (4%). Using the BGS as a recruiting tool, perhaps IUPUC can turn around the decline in student veterans.

Fall	BGS HC	BGS adults (age 25+)	% of BGS	BGS Females	% of BGS	% of IUPUC	BGS Veterans & dependents	% of BGS	% of IUPUC
2013	52	45	87%	35	67%	69%	NA	NA	NA
2014	56	45	80%	33	59%	68%	11	20%	7%
2015	36	28	78%	23	64%	66%	9	25%	7%
2016	39	26	67%	28	72%	65%	6	15%	8%
2017	28	22	79%	17	61%	66%	1	4%	7%
2018	30	26	87%	20	67%	66%	5	17%	7%
2019	33	25	76%	17	52%	65%	7	21%	7%
2020	24	22	92%	18	75%	68%	2	8%	5%
2021	20	14	70%	16	80%	69%	0	0%	6%
2022	16	11	69%	13	81%	68%	4	25%	4%

## Strategic plan

The strategic plan has three components: curriculum, program growth, and alumni engagement (see Table 9). In 2022, Dr. Watson undertook initiatives to advance the plan’s objectives. In terms of curriculum, she convened the BGS Faculty Advisory Council regularly and reviewed the program’s policies and procedures.

The preceding discussion of enrollment trends speaks to the importance of the strategic plan section on program growth. Recruitment initiatives included the design and publication of an updated trifold recruiting brochure; outreach to stop-out students identified by Ms. Barb Dobbs, IUPUC’s Institutional Research expert; and, collaboration with Mr. James Boldman, the Director of Ivy Tech Columbus’ Associate of General Studies degree program, to recruit transfer students completing his program. A review of the plan suggests additional goals, for example, focused recruitment of veteran students.

The goal of the final section of the plan, alumni engagement, is to work with the IUPUC development office to raise scholarship funds to support BGS students. This is an exciting prospect that would stimulate program visibility and growth. For example, we envision that relatively small scholarships for returning BGS students could provide the encouragement needed to resume dormant college careers. A new goal for this section is the administration of an alumni survey. In preparing this report, I learned from Ms. Dobbs that responses from IUPUC’s BGS graduates are no longer broken out of IU graduate surveys as they had been for the previous program report.

GOALS	OUTCOME/OBJECTIVES	TARGETS
Curriculum: Review and as needed, revise the Bachelor of General Studies degree curriculum to ensure consistency with the needs of adult learners.	Working with the General Studies Faculty Advisory Council, review degree requirements to determine if changes/additions may be made to be a more attractive option for adult learners.	Identify any changes to be made to degree curriculum and have a plan/schedule outlined for implementation.
Program Growth: Research and identify new recruitment markets for the program.	<p>Recruiting: Continue and expand outreach initiative to BGS and other appropriate IUPUC stop-out students.</p> <p>Fund raising: Explore and lobby for funding option(s), e.g., scholarships, to incentivize and support stop-out students to return for the BGS.</p> <p>Promotion: Develop and disseminate promotional materials. Plan recruiting events. Attend existing recruiting events.</p>	<p>Identify and contact BGS and psychology stop-out students from the past 5 years, outlining the hours needed for degree completion and inviting them to return to IUPUC.</p> <p>Gather examples of funding models at other colleges and universities.</p> <p>Work with appropriate campus personnel to review options available at IUPUC.</p>



**Table 9. BGS Strategic Plan**

GOALS	OUTCOME/OBJECTIVES	TARGETS
Engage Alumni Engage alumni to assess, improve and grow program.	Solicit funds from BGS alums for program's Foundation account and student scholarships.	●Work with Development and Alumni to discuss possibility and process for campaign.

# Bachelor of General Studies (BGS) degree program



## GENERAL STUDIES DEGREE PROGRAM

INDIANA UNIVERSITY-PURDUE UNIVERSITY  
Columbus

Name: \_\_\_\_\_ Date of Admission \_\_\_\_\_

University ID#: \_\_\_\_\_

iupuc.edu/general-studies  
812.348.7393 // generalstudies@iupuc.edu

### A. GENERAL EDUCATION CORE (30 credit hours)

Core communication (6 credit hours)		
ENG-W131	3	
COMM R110	3	
Analytical reasoning (6 credit hours)		
*List A course	3	
*List A or B course	3	
Cultural understanding (3 credit hours)		
*From list	3	
Life and physical sciences (6 credit hours)		
*From list	3	
*From list	3	
Arts and humanities (3 credit hours)		
*From list	3	
Social sciences (3 credit hours)		
*From list	3	
Arts and humanities or social science elective (3 credit hours)		
*From arts and humanities or social science list	3	

### B. BACCALAUREATE COMPETENCIES CORE (12 credit hours)

Researched writing*	3	
Computer*	3	
Ethical inquiry*	3	
Capstone: GNST-G 400	3	

\* See list on reverse for appropriate courses.

Effective date for plan requirements: Fall 2014

### C. REQUIRED CONCENTRATION (18 credit hours) Choose from two different subjects in one of these areas: arts and humanities or life and physical sciences or social science\*

DEPARTMENT	COURSE	HOURS	GRADE

### E. GENERAL ELECTIVES (39 credit hours or balance of 120 credit hours)

DEPARTMENT	COURSE	HOURS	GRADE

### D. ELECTIVES: Division of Liberal Arts and Division of Science\* (21 credit hours)

DEPARTMENT	COURSE	HOURS	GRADE

### Summary of credit hour requirements by area:

A. (30) \_\_\_\_\_ C. (18) \_\_\_\_\_ E. (39) \_\_\_\_\_  
 B. (12) \_\_\_\_\_ D. (21) \_\_\_\_\_

### Additional requirements:

- 30 semester hours in 300 and 400-level courses. \_\_\_\_\_
- Maximum of 30 semester hours in any one subject or 30 hours in any one professional school. \_\_\_\_\_
- 21 semester hours taken after admission to G.S. program. \_\_\_\_\_
- 30 semester hours taken within the IU system. \_\_\_\_\_
- Two-year college credits applied (64 credit maximum). \_\_\_\_\_
- Four-year college credits applied (90 credit maximum). \_\_\_\_\_
- Total degree hours completed (120 minimum). \_\_\_\_\_
- IU cumulative GPA (2.0 minimum). \_\_\_\_\_
- GS cumulative GPA (2.0 minimum). \_\_\_\_\_
- Graduation date: \_\_\_\_\_

### A. GENERAL EDUCATION CORE COURSE OPTIONS<sup>†</sup>

REQUIREMENT	CREDIT HOURS	APPROVED COURSES
Analytical reasoning: Choose one course from list A and one course from either A or B.	6	List A: MATH-M 118 • M 119 • 13000 • 13200 • 15300 • 15400 • 15900 • 16500 • 16600 • 22100 or 22200 List B: CSCI-N 201 or 207 • ECON-E 280 • ENGR 19700 • PHIL-P 265 • PSY-B 305 • STAT 30100
Cultural understanding	3	ANTH-A 104 • ASL-A 131 • 132 • EDUC-E 201 • PSY-B 203 • SPAN-S 131 • 132 • 203 • 204 • SWK-S 102 • TCEM-T 208 • 234
Life and physical sciences	6	ANTH-A 103 • AST-A 100 • 105 • BIO-K 101 • 103 • BIOL-N 100 • 108 • 212 • 213 (1) 214 • 215 (1) 217 (5) 251 • 261 (5) • CHEM-C 100 • 101 • 105 • 106 110 • 115 (2) • 121 (2) • 125 (2) • 126 (2) • GEOG-G 107 • GEOL-G 107 • 109 • 110 • 115 • 117 (1) • 119 (1) • 120 (1) • PHYS 15200 • 20000 • 21800 21900 • 25100 • PSY-B 201
Arts and humanities	3	ENG-L 115 • 202 • 203 • 205 • 207 • HER-E 101 • H 100 • MUS-E 241 • Z201 • PHIL-P 110 • 120 • REL-R 133 • 212
Social science	3	BUS-W 200 • X 100 • COMM-C 180 • M 150 • ECON-E 201 • 202 • EDUC-P 254 • ENG-G 205 • FOLK-F 101 • GEOG-G 110 • HIST-H 105 • 106 • 108 • 109 • 113 • 114 OLS-25200 • OLS-27400 • POLS-Y 101 • 103 • PSY-B 110 • SOC-R 100 • 121 • SPEA-J 101 • V 221 • WOST-W 105

<sup>†</sup>This list is not comprehensive, but features courses frequently offered at IUPUC. Consult your advisor for information.

### B. BACCALAUREATE COMPETENCIES COURSE OPTIONS

REQUIREMENT	CREDIT HOURS	APPROVED COURSES
Researched writing	3	ENG-W 231 • 270
Computer literacy	3	CGT 11000 • CSCI N 100 • 201 • 207 • 241 • ENGR 19700
Ethical inquiry	3	COMM-R 310 • PHIL-P 110 • 120 • 393 • PSY-B 203 • WOST-W 105

### C. REQUIRED CONCENTRATION OPTIONS

ARTS AND HUMANITIES	LIFE AND PHYSICAL SCIENCES	SOCIAL SCIENCE
Communications	Astronomy	Anthropology
English	Biology	Economics
Fine arts	Chemistry	Geography
Folklore	Computer science	History
Foreign languages	Geology	Political science
Journalism	Mathematics	Psychology
Music	Physics	Sociology
Philosophy	Statistics	Women's studies
Religious studies		

Appendix 2: Crosswalk of IUPUC BGS SLOs with IUPUI Profiles of Undergraduate Learning																
Profiles >	Communicator				Problem Solver				Innovator				Community Contributor			
Dispositions >	EI	LA	BR	CIE	TC	C	ASE	P	I	CD	CC	MD	BC	EC	BE	AC
<b>BGS SLOs</b>																
1.a Communication	x	x	x	x												
1.b Diversity			x			x					x		X	x	x	x
1.c Quantitative reasoning	x				x		x	x	x		x	x				
1.d Information technology	x				x	x	x	x	x	x	x	x			x	x
2.a Arts & humanities	x												x	x	x	
2.b Science & math	x				x		x	x	x	x	x	x				x
2.c Social & behavioral	x				x	x	x	x	x	x	x	x	x	x	x	x
3.a Lifelong learning				x				x	x	x	x	x				x
3.b Synthesis of learning	x				x		x	x								x

**Key for dispositions:**

**Communicator**

- EI = Evaluates information
- LA = Listens attentively
- BR = Builds relationships
- CIE = Conveys ideas effectively

**Problem Solver**

- TC = Thinks critically
- C = Collaborates
- ASE = Analyzes, synthesizes, & evaluates
- P = Perseveres

**Innovator**

- I = Investigates
- CD = Creates / designs
- CC = Confronts challenges
- MD = Makes decisions

**Community Contributor**

- BC = Builds community
- EC = Respectfully engages own and other cultures
- BE = Behaves ethically
- AC = Anticipates consequences