

UNIVERSITY OF CENTRAL ARKANSAS

ACADEMIC ASSESSMENT PLAN

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: Bachelor of General Studies (BGS)

College: College of Arts, Humanities, and Social Sciences (CAHSS)

Department: N/A

Program Level (check all that apply)

- ☐ Associate's
- ☒ Bachelor's
- ☐ Undergraduate Certificate
- ☐ Master's
- ☐ Doctoral
- ☐ Graduate Certificate

Date Plan Submitted:

College Dean & email: Dr. Thomas Williams; twilliams73@uca.edu

College Curriculum Committee Chairperson & Email: Dr. Mark Mullenbach; MarkM@uca.edu

Coordinator & email: Dr. Jacob M. Held; jmhheld@uca.edu

1. Introduction (identify college, unit, and degree programs)

- Purpose

The Bachelor of General Studies (BGS) degree is a flexible, multidisciplinary program that provides an opportunity for the atypical university student to earn a four-year degree.

- Unit Mission Statement

The BGS degree is designed for students who have the equivalent of an associate degree with at least 60 hours of college credit including the State Minimum Core but have not completed a bachelor's degree. BGS students complete two academic minors with at least a 2.0 GPA in each minor and an overall 2.0 GPA. BGS students also complete General Studies Tutorial (GEST 3380) and General Studies Capstone (GEST 4380). BGS students are required to complete all

university requirements, including 120 total hours, 40 upper-division credit hours, and UCA upper-division core requirements.

Students in the BGS program will meet the academic standards definitive of a four-year university degree by demonstrating:

- 1) Disciplinary expertise in two fields of their choice, defined by the minor requirements of the respective programs.
- 2) The ability to synthesize and analyze knowledge and processes from various disciplines in relation to contemporary issues.
- 3) The ability to define and address contemporary issues from a multidisciplinary perspective.
- 4) The ability to effectively communicate the above in both written and oral formats.

2. Student Outcomes

- SLO 1: Student effectively communicates complex ideas in writing.
- SLO 2: Student effectively communicates complex ideas orally.
- SLO 3: Student integrates knowledge or processes from two academic disciplines to explain contemporary issues.
- SLO 4: Student analyzes and resolves a problem/issue drawing from multiple disciplines.

3. Assessment Cycle

- Annual. Student artifacts will be collected every fall from GEST 3380 and every spring from GEST 4380.
- *(NB: presumes a set schedule wherein GEST 3380 runs each fall and GEST 4380 runs each spring. Since we have itinerant students, and limited resources, it is untenable to run each class every semester at this point, nor is it necessary as these students are not time bound to a strict schedule.)*

4. Curriculum Map

- Office of Assessment will provide examples and consultative services to meet this requirement.

Course	SLO 1	SLO 2	SLO 3	SLO 4
GEST 3380	I/A	I/A	I	
GEST 4380	R/A	R/A	R/A	I/A

5. Assessment Methods and Measures (Formative and Summative recommended)

Student Learning Outcomes	Assessment Method and Measures
SLO 1: Student effectively communicates complex ideas in writing.	Formative: In GEST 3380, students will produce a research proposal. A passing grade in 3380 will be contingent on the successful completion of the research proposal. Proposals will be assessed using the Goal B rubric of the Effective Communication competency of the UCA Core. All students should score a 3 or

	<p>higher on each learning outcome of the Goal B rubric.</p> <p>Summative: In GEST 4380, students will produce the research project articulated in GEST 3380. Projects will be assessed using the Goal B rubric of the Effective Communication competency of the UCA Core. 50% of students should score a 4 on each learning outcome of the Goal B rubric. No student will score below a 3 on any outcome under rubric B.</p>
SLO 2: Student effectively communicates complex ideas orally.	<p>Formative: In GEST 3380, students will produce a brief presentation on their research proposal. A passing grade in 3380 will be contingent on the successful completion of the presentation. Proposals will be assessed using the Goal A rubric of the Effective Communication competency of the UCA Core. All students should score a 3 or higher on each learning outcome of the Goal A rubric.</p> <p>Summative: In GEST 4380, students will produce a presentation of their completed research project. Presentations will be assessed using the Goal A rubric of the Effective Communication competency of the UCA Core. 50% of students should score a 4 on each learning outcome of the Goal A rubric. No student will score below a 3 on any outcome under rubric A.</p>
SLO 3: Student integrates knowledge or processes from two academic disciplines to explain contemporary issues.	<p>Formative: In GEST 3380, students will produce a research proposal. Research proposals will clearly integrate material/processes from at least two distinct academic disciplines. As a minimal requirement of the proposal, all students will do so in order to successfully complete the project, and thus pass the course.</p> <p>Summative: In GEST 4380, students will produce the research project articulated in GEST 3380. Projects will draw substantively from two or more distinct academic disciplines, integrating each to address and analyze an issue. Projects will be assessed using the first two outcomes of the Critical Inquiry Goal A Rubric from the UCA Core (Knowledge and Information), with a focus on interdisciplinarity. 50% of students should score a 4 on each learning</p>

	outcome of the applied rubric. No student will score below a 3 on either outcome.
SLO 4: Student analyzes and resolves a problem/issue drawing from multiple disciplines.	Summative: In GEST 4380, students will produce the research project articulated in GEST 3380. Projects will draw substantively from two or more distinct academic disciplines, integrating each to address and analyze an issue. Projects will be assessed using the third outcome if the Critical Inquiry Goal A Rubric from the UCA Core (Analysis). 50% of students should score a 4. No student will score below a 3.

6. Data Collection and Review

- When will data be collected for each outcome?
 - Every fall for GEST 3380 and every spring for GEST 4380.
- How will data be collected for each outcome?
 - The instructor of record for GEST 3380 and GEST 4380 will apply the relevant rubric to the assignment noted in the table above and record the scores. The scores will be provided, every semester, to the program coordinator.
- What will be the benchmark/target for each outcome?
 - See table above
- What individuals/groups will be responsible for data collection?
 - The instructor of record will score the student work and provide those data to the program coordinator.

7. Participation in Assessment Process

- Who will participate in carrying out the assessment plan?
 - Faculty who teach in the BGS program and the program director.
 - Faculty who teach in the program will annually discuss the Core rubrics and course expectations to assure that they are well calibrated in terms of course and coursework expectations and standards. The program coordinator will facilitate these discussions in the interest of quality assurance.
- What will be their specific role/s?
 - See #6 above

8. Data Analysis

- How will the data and findings be shared with faculty?
 - The program director will annually collate that year's data and produce a report both documenting that year's findings as well as comparisons with previous years' data. The report will be shared with the BGS committee in CAHSS as well as all instructors of record currently teaching, or assigned to teach, courses in the BGS program.
- Who was involved in analyzing the results?
 - The program coordinator will produce the initial report, with the BGS committee reflecting upon and addressing any additional issues.

9. Plan for Using Assessment Results to Improve Program

- This program is designed to facilitate students to degree completion who might otherwise not be able to earn a four-year degree. Its goal is thus, completion for atypical students. The academic content of the program is defined by the two minors a student chooses, and thus beyond the purview of this academic assessment plan. The academic rigor of the program is defined by the UCA Core competency outcomes. Thus, in terms of academic assessment, improvement is defined by how well students perform on the UCA Core competencies. Since these define this program, students will be expected to achieve at a level above and beyond other UCA students who have independent academic standards beyond Core, and more relevant to their disciplines, to which they are accountable. BGS student data will be evaluated to see if benchmarks have been achieved, and how, in relation to students writ large, they perform on the UCA Core rubrics that all students are assessed for as per the UCA Core assessment plan. When BGS students fail to achieve the set benchmarks the program coordinator will meet with the BGS committee and affiliated faculty to discuss course content and expectations. In consultation with CETAL or CWC or WAC/WID courses or coursework will be redesigned to address the issues assessment has highlighted and affiliated faculty will be afforded opportunities to develop more effective pedagogies around these outcomes.

10. What are the plans to evaluate students' post-graduate success?

N/A (The BGS is a degree program for atypical students who define success in relation to their unique circumstances. Thus, unlike other degrees there is no clear or obvious career or post-degree path that defines the BGS and so there is no metric by which one could judge its "success.")

11. What are the plans to evaluate teaching effectiveness?

The program coordinator will annually review course grade data as well as student course experience surveys. Problems will be addressed promptly. Best practices and plaudits will be shared among the affiliated faculty to promote continuous improvement. In addition, a productive relationship with CETAL and CWC will be promoted.

For questions or concerns please contact:
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