

DEPARTMENT _____

PROGRAM ASSESSMENT PLAN

Bachelor of Liberal Arts – General Studies

Program Faculty

Table of Contents

I.	Degree Title	3
II.	Student Assessment	3
	Student Learning Goals	3
	Student Outcomes	3
	UAS Competencies	4
III.	Curriculum Map	4
	Map	4
	Syllabi	4
IV.	Program Assessment Methods and Measures	4
	Rubric – Student Levels of Proficiency	4
V.	Assessment Cycle	5
	Student Assessment	5
	Program Assessment	5
VI.	Conclusion	5

I. Degree Title

Bachelor of Liberal Arts – General Studies University of Alaska Southeast

II. Student Assessment

Overview of the BLA degree:

The Bachelor of Liberal Arts in Art, General Studies, Human Communication, or Language Arts & Communications provide a broad foundation in the liberal arts as well as training in a specialized course of study. Learners are exposed to multicultural perspectives through their coursework and are given the opportunity to take advantage of national and international study. Students engage in time-honored methods of inquiry: creative endeavor, critical interpretation, dialogue, historical and logical analysis, and scholarly investigation. A number of the B.L.A. programs capitalize on the unique natural setting of Southeast Alaska as the center for both state government and the visual and performing arts. Students take part in outdoor excursions and projects as part of their course work. Through internships, students gain practical experience in a variety of professional settings (e.g., museum work, performance, human services, teaching, editing, public relations, government, or writing).

BLA – General Studies degree:

A student pursuing the B.L.A. in General Studies must select two (2) disciplines from the following course classifications: humanities (art, communications, philosophy, history, theatre, languages), mathematics and logic, natural sciences, or social sciences (anthropology, history, political sciences, psychology, sociology, including law science) with at least 12 credits in each. Eighteen of the 30 credits must be upper division.

Depending upon the discipline choices a student makes in their general studies degree, careers in business, government, social, health and human services, public relations, as well as dramatic and performing arts are options available. Upon graduation, highly motivated B.L.A. students may choose to pursue graduate school in a discipline that they emphasized in their under-graduate program or in the UAS MAT Elementary Education program. Students seeking admittance into the MAT Secondary will want to consult with the appropriate advisor as they complete their general studies degree to ensure acquiring the necessary content credits for admittance and for future credentialing.

A. Student Learning Goals and Outcomes

As there is no disciplinary home for this degree; there are no faculty housed in general studies; and students may choose from a wide selection of disciplinary areas which can result in a myriad of disciplinary combinations, it is not possible at this time to develop specific learning goals for this degree. In addition, as students are required to take a varied number of credit hours in the GER and breadth requirements of this degree (e.g., 4 in math), then only 15 credits in their depth area (e.g. in math a total of 19 credits), it is difficult to envision that goals (minimum 5) and outcomes (minimum 3 per goal) could be met in so few courses and student assessment would be valid. As there is a myriad of disciplinary combinations possible in this degree, it is not feasible to create goals and outcomes for each possible disciplinary area combination.

B. UAS Competencies

Competencies would need to be addressed on an individual basis for each student in the degree program as there is no departmental home and each student has a unique course of study.

III. Curriculum Map

A. General Studies Curriculum Map

With the large number of disciplinary area combinations possible in the degree program, every course in every discipline would have to be included in a curriculum map. This is not deemed judicious.

B. Syllabi

With the large number of disciplinary area combinations possible in the degree program, every course syllabi in every discipline would have to be included in the assessment plan. This is not deemed judicious.

IV. Program Assessment Methods and Measures

Is it possible that a student could select one of the two discipline choice areas in the general studies degree and fulfill the student assessment criteria in that area? Many disciplines (e.g., biology, math, humanities) require capstone or senior courses with sequenced prerequisite courses that a general studies student would not complete in their normal course of studies, within the credits required in the general studies degree program. Other disciplines (e.g., social science SSCI courses) require that additional credits be taken in that specific discipline in addition to the general degree requirements. Would it be possible that a student in the BLA general studies program with total GER, breadth and depth area required credits in a disciplinary area (e.g., 36 in the social sciences) be able to present a student Social Sciences Student Portfolio equivalent to a that of a student in the BASS degree program who will have completed 67 credits in the social sciences? How would those two students properly be assessed? It seems unlikely that a student in general studies could complete the assessment plan requirements in any one individual disciplinary area.

For the BLA in General Studies degree program, a separate and unique assessment plan would have to be developed for each student in the program, reflecting their particular combination of discipline choices. This is not deemed judicious.

B. Rubric – Student Levels of Proficiency

With a lack of student assessment goals and outcomes, a useful rubric can not be developed to assess student levels of proficiency.

V. Assessment Cycle

A. Student Assessment

B. Program Assessment

C. Schedule

D. Procedures

E. Timeline

With no viable assessment plan, an assessment cycle can not be developed.

VI. Conclusion

With a lack of student assessment learning goals and outcomes, and program assessment methods and measures, a viable assessment plan for the BLA General Studies degree program can not be developed.