Program Narrative for Liberal Arts

I. Program Overview

The Liberal Arts program is designed for students who begin their education at UCBA, but complete a BA or BS degree at UC’s McMicken College of Arts and Sciences. A liberal arts education provides students with an opportunity to engage in intellectual inquiry and develop skills that help prepare them to be successful students and responsible citizens. In addition to fulfilling the core requirements for a bachelor’s degree, the Liberal Arts program helps students develop their skills in critical thinking and analysis that are vital to a successful undergraduate education. The program begins with Introduction to the Liberal Arts (INTR 1010), a first-year seminar, where students develop writing, communication, and critical thinking skills. Students also explore disciplines that they will be able to major in once they transfer to the Uptown Campus. Students in the Liberal Arts program have a great deal of freedom and flexibility in choosing courses within the program. This provides students with the ability to make progress towards a degree without the necessity of declaring a major until they transfer. Majors in the Liberal Arts program are required to take a Capstone course (INTR 2080), where they will complete an electronic portfolio that showcases their work at UCBA. Once students complete their coursework at UCBA, they may transfer to more than 30 programs at the Uptown Campus, including history philosophy, English, political science, women’s studies, and Africana Studies.

II. Program Outcomes

a. Students will demonstrate proficiency in oral and written communication, producing rhetorically effective texts and presentations that are appropriate for various audiences and purposes.

b. Students will analyze, synthesize, and evaluate knowledge and information in multiple disciplines.

c. Students will locate, use, and document information responsibly.

d. Students will be successful in their baccalaureate programs at UC (This will be assessed by data collected by UCBA IR, separate from the program assessment plan).

III. Curriculum/Program Map

Students who major in Liberal Arts have a great deal of freedom in choosing their own courses within the program. Since only two courses are compulsory, students will fulfill requirements for the major by taking the First Year Experience course, the
Capstone course, and by choosing from a variety of courses in order to meet BoK requirements. Due to the flexibility that Liberal Arts majors enjoy in selecting courses, it is not possible to construct a program map, as there are a variety of choices available to students that will enable them to meet the program-level learning outcomes. All Student Learning Outcomes will be introduced and developed in the FYE course and assessed in the Capstone course. The First Year Experience course will introduce students to the electronic portfolio requirement that will be completed in the Capstone course during the student’s final semester. The electronic portfolio will enable students to demonstrate how their unique course of study has enabled them to meet the program-level learning outcomes and will serve as the basis for assessment.

IV. Methods/Measures

An electronic portfolio will be the method for assessing program-level learning outcomes for Liberal Arts majors. In the First Year Experience course (INTR 1010), students will be introduced to the electronic portfolio process. Students will be given instructions on how to build an electronic portfolio and populate it with a range of artifacts that reflect the varied nature of their liberal arts education. In addition to populating the portfolio with artifacts, students provide a written rationale for the inclusion of each item. During their final semester in the program, Liberal Arts majors will enroll in the Capstone course (INTR 2080), where they will complete their electronic portfolios and prepare a piece that reflects on all the artifacts that have been included in the portfolio. Evaluation of the electronic portfolios will be based upon a rubric and the results will be utilized for assessment purposes. A sample portfolio requirement outline and assignment is attached.

V. Assessment Infrastructure

Faculty who teach the First Year Experience course (INTR 1010) will be responsible for introducing students to the electronic portfolio process. In their second and third semesters, Liberal Arts majors will be reminded to gather and include artifacts for their portfolios. Faculty who teach the Capstone course (INTR 2080) will be responsible for assessing the electronic portfolios. A rubric will be used to evaluate the portfolios. The rubric evaluates both the extent to which artifacts in the portfolios fulfill the program-level learning outcomes and also the quality and depth of student reflections on their own work and intellectual development. The results will be reported to the English Department and
VI. Findings

The electronic portfolio requirement will be first introduced in the First Year Experience courses offered in Fall 2013. The first Capstone courses will not be offered until Spring 2015 and therefore no findings will be available until then.

VII. Use of Findings

Data gathered from the assessment of electronic portfolios will be presented during a joint meeting of the English Department and the History, Philosophy and Political Science Department held at the beginning of the fall semester. Faculty will discuss the results and determine whether any adjustments to the Liberal Arts program or pedagogical methodologies are necessary.

Benchmark of 85%

Liberal Arts Electronic Portfolio Project

(Note: This project will first be introduced in FS 2013, it is a work in progress.)

I. Overview

The Electronic Portfolio will be created and evaluated in the FYE course, Introduction to the Liberal Arts INTR 1010 (3 cr.).

The Electronic Portfolio will be completed and assessed in the LART Capstone Course INTR 2080 (1 cr.).

In the FYE course the electronic portfolio project will be introduced and students will create a basic format for the portfolio and be introduced to the requirements for the final product.

II. INTR 1010 Electronic Portfolio Assignments

- Students will create a WordPress blog which will include
(1) An introductory statement about themselves as learners/students

(2) A separate page for each of the requirements 1-5 for foreign language and history. Students will indicate which particular courses/areas of study they currently think they will pursue at UCBA and why

(3) A separate page for each of the following: QR, NS, HU, SS, NS, CT and an indication of which courses in these areas they currently think they would like to pursue at UCBA and why.

(4) One artifact (and reflection) from the INTR 1010 assignments

(5) One artifact (and reflection) from one other course

III. Final Portfolio Requirements

Students will include the following in their final electronic portfolio:

(1) At least one artifact from the Introduction to the Liberal Arts course and short statement about how that assignment/course contributed to their learning.

(2) At least one artifact from either English Composition I or English 289 and a short statement about how that assignment/course contributed to their learning.

(3) At least one artifact from a Literature course.

(4) A least one artifact from a Foreign Language (or Sign Language course) and a short statement about how that assignment/course contributed to their learning.

(5) At least one artifact from a History course and a short statement about how that assignment/course contributed to their learning.

(6) One artifact and short statement from at least one of the following BoK categories:

   Quantitative Reasoning
Natural Sciences

Social Sciences

Humanities & Literature

Contemporary Topics

(7) A final reflective essay written as part of the Capstone Project

(8) Artifacts and reflections related to student experiences such as any or all of the following

may also be included:

Study Abroad

European Studies

Service Learning

Student Life Activities

History Club

National Arts and Humanities Month

National Poetry Month

Informal college activities & social life