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Inquiry as Practice in the Implementation of a Bachelor of General Studies Degree in the College of Undergraduate Studies at the University of Central Florida

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INQUIRY AS PRACTICE IN THE IMPLEMENTATION
OF A BACHELOR OF GENERAL STUDIES DEGREE
IN THE COLLEGE OF UNDERGRADUATE STUDIES
AT THE UNIVERSITY OF CENTRAL FLORIDA

by

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A dissertation in practice submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the School of Teaching, Learning, and Leadership
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ABSTRACT

Prior to the Fall 2019 implementation of the Bachelor of General Studies (BGS) degree at the University of Central Florida (UCF), the Interdisciplinary Studies (IDS) degree programs were the primary option for students with a range of majors, accumulated credits, and diverse curricular interests. While the IDS degree required students to fulfill requirements in two disciplinary areas of study and a minor, the BGS degree program was introduced to provide students greater flexibility with coursework. The BGS degree was a solution to the complex educational problem of practice presented by the increasing number of undergraduate students with 120+ credit hours enrolled at the university with no clear pathway to graduation.

This design-based research study integrated both theory and practice and had as its goals, a.) the development and approval of the BGS institutional effectiveness evaluation plan, b.) course curriculum maps aligned with learning outcomes, and c.) development of communication strategies based on data from a nonexperimental survey research design that described the university faculty and academic advisors' knowledge of the BGS degree program, and their perception and beliefs about the importance of university issues that each reflected a different dimension of organizational culture.

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CHAPTER ONE: INTRODUCTION

This design- and research-based study supports the implementation of a new Bachelor of General Studies (BGS) degree at the University of Central Florida (UCF). The BGS degree addresses the problem presented by an increasing number of students enrolled at UCF with 120 or more credit hours, but who had not yet been able to graduate (University of Central Florida, 2018). The requirement for degree completion and graduation from most programs at the university includes earning a minimum of 120 credit hours, with at least a “C” average (University of Central Florida, 2020g).

This first chapter presents the organizational context for this problem, followed by the history and conceptualization on the local, state, and national/international levels, key stakeholders, causes and factors that contributed to the problem, and the proposed research design choices, solutions, data, instrumentation, and literature used in the study and described in greater detail in the chapters that follow. This chapter also includes an overview description of the three design-based projects developed to support the BGS degree program: an Institutional Effectiveness (IE) evaluation plan, curriculum maps aligned with course and program outcomes, plus strategic employee communication. Lastly, the chapter provides a description of the design principles and key milestones.

In the chapters that follow, Chapter 2 includes an explanation of the processes used to develop a map for the program curriculum and the framework for the Institutional Effectiveness evaluation plan. Chapter 3 details how the interview and survey data were collected and analyzed, and the ways in which these research results and practical theory were applied in the creation of the communication plan. Finally, Chapter 4 provides the legislative and performance-

based funding context for the university and the BGS degree program, and discusses how the BGS implementation is supported through this design- and research-based study.

Problem of Practice

A problem of practice is defined as “A persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes (Carnegie Project on the Education Doctorate, 2019).

Organizational Context

The BGS degree program addressed the problem of practice that was presented by the University of Central Florida’s increasing number of students enrolled with 120 or more credit hours and no clear pathway to graduation. The university offered a Liberal Studies degree that was replaced in 2007 by the Interdisciplinary Studies degree. This led to program revision and an external review recommendation to narrow the coursework accepted by IDS. The revised IDS program required students to choose two disciplinary areas of study and a minor, plus complete the IDS Cornerstone and Capstone courses. In comparison, the newly created BGS degree program provides greater flexibility by accepting students’ coursework in any area(s) of study. The BGS degree program is a departure from the highly structured disciplinary requirements of the university and is aligned with the development and application of integrative critical thinking skills, leadership, and project management knowledge.

To better understand the underlying program theory that is applicable to the problem the BGS degree program addressed, it was helpful to first engage in a strategic assessment approach that made use of dialogue and consensus building with the groups impacted by both the problem and solution (Leeuw, 2003). Both program theory and the use of a logic model helped to clarify

the intended impact of the BGS program, and how the program would achieve its objectives. Program theory was first established as a way to identify and understand whether a program achieved its goals. Donaldson defined program theory as “the process through which program components are presumed to affect outcomes and the conditions under which these processes are believed to operate” (2007, p. 22). Suchman (1967) identified two reasons that programs fail, with the first being that the program is not implemented as planned, and the second that the program is implemented as planned, but the results and the essentials of the theory behind the program failed. Program theory explains the logic of the program, or an understanding of the program and what it aims to achieve. Program theory clarifies the relationship between the problem and the program that addresses it (Bickman, 1987).

In addition to program theory, a logic model (Knowlton & Phillips, 2013) was also used. The difference between program theory and a logic model is that program theory explains the reasoning that drives a program, whereas a logic model describes the stages of development of the program. The emphasis in the logic model is on the categories of stages it includes—the input, activities, outputs, outcomes, short-term, medium-term, and long-term goals. The program theory involved the “why” for the program, and the logic model developed the “how” and “what.” The program theory used for the BGS program relied on input from key stakeholders---those affected by the problem of practice---to develop an understanding about the knowledge and assumptions of why this program was envisioned to be a success, and how it would meet the needs of students and the university. Key stakeholders are discussed in greater detail later in this chapter, but in general terms they are defined as those who the BGS degree program will impact:

- university faculty

- the undergraduate advising community (including undergraduate faculty and advisors)
- university administrators, faculty, and staff with direct BGS program responsibility
- the intended beneficiaries of the program, including students, their families, their current or potential employers or graduate programs.

The results of the work with stakeholders is included in the interview results in Chapter Three. These results identified differences in perceptions of goals and program priorities among stakeholders, and were carefully examined and factored in to the program theory. The logic model for the BGS program was developed after the program theory, and continued to evolve as the program moved forward. The logic model in Appendix D is a snapshot of the program as it was being approved during the summer of 2019. Detailed information about program and course development discussed in the logic model was outside of the scope of this project, but it and the research that preceded it provided a foundation to work from in the development of curriculum maps and the Institutional Effectiveness evaluation plan.

History and Conceptualization

The history and conceptualization of the problem of practice takes into account the complex problem of practice and the many elements that factor in to it. This includes the ways in which the university, its programs, and the students it serves fit within the larger State University System of Florida, the alliances formed between state institutions and how they connect to the problem of practice, as well as an understanding of the BGS program and the ways it is situated on the local/organizational and national/international levels.

Local/Organizational

The University of Central Florida (UCF) is located in Orlando, Florida and is part of the State University System of Florida, the second largest system in the nation (Florida Board of Governors, 2020). UCF is ranked as among the top 20 most innovative universities in the nation, ahead of Cornell, Harvard, and Princeton (U.S. News & World Report, 2019), and in 2018, UCF had the largest undergraduate enrollment in the country with 58,913 students (U.S. News & World Report, 2019a).

The university has established partnerships with state colleges through DirectConnect, and collaborations within UCF including the UCF Online program with the university's Center for Distributed Learning (CDL). These partnerships have provided increased access to higher education to a growing number of students, and fulfill the UCF Connect's mission to provide targeted and intentional programs and expertise in program development and innovation to improve the lives and functions of its stakeholders (University of Central Florida, 2020h). DirectConnect guarantees admission to UCF for students who earn an associates' degree from one of UCF's partner colleges. UCF Online is an internal partnership between CDL, UCF Communications and Marketing, and UCF Connect—a partnership that includes DirectConnect, Continuing Education, and UCF Global (University of Central Florida, 2020h). UCF Online offers a select group of online degree programs, including IDS and BGS. Students who earn a two-year associate's degree are accepted into the university to continue on for a four-year bachelor's degree. These students can apply for an on-campus degree program, or an online degree program through UCF Online.

The increase in the number of students who transfer to the university after earning their associate's degree is one contributing factor to an increase in the number of students who have

accumulated enough credit hours to have earned a bachelor's degree (120 credits or more), but have not yet been able to graduate (University of Central Florida, 2020g).

Since 2009, the State of Florida has made a series of policy changes that first penalized students and then penalized both students and their university when a student took more than 120 credit hours towards a degree. In an effort to minimize the time to completion for students earning a bachelor's degree, the Florida Legislature implemented section 1009.286 Florida Statutes in 2009, a bill that required an excess credit hour surcharge of 100% or more of the normal tuition rate for each credit hour a student takes beyond the 120 required for a bachelor's degree (FLA. Legis. 1009.286). In addition, the university is penalized by a loss of performance-based funding dictated by the percentage of students who earn their bachelor's degree without excess credit hour surcharges. This performance-based funding metric is one of ten that the State University System of Florida uses to determine UCF's funding each fiscal year (State University System of Florida, 2019). As the number of students who have transferred to UCF has increased, so too have the number of students with 120 or more credit hours who have not yet graduated.

In the Fall 2018 semester, 9,298 students (University of Central Florida, 2018) were enrolled with 120 or more credit hours and no clear pathway to graduation. This problem affects the university's Collective Impact goals of increasing student access, success and prominence, and degree attainment metrics as well as affecting students and their ability to graduate with a bachelor's degree and move forward into the next step in their lives (University of Central Florida, 2015). In comparison, during the time-frame of Spring 2013 through Fall 2017, there were in total 2,966 students (University of Central Florida, 2018) enrolled with 120 or more credit hours, students who did not re-enroll, and who did not graduate from UCF with a degree.

The trend in the percentage of “First time in college” (FTIC) students who had 120 credit hours and had not graduated in four years had tripled in the Fall 2018 sample from the Spring 2013 through Fall 2017 sample. “First time in college” students (FTIC) are defined by UCF (2018a) as “those students who currently are in their first term as a UCF college student after high school.” This is important as it relates to another of the ten key performance-based funding metrics, the 4-year graduation rate (State University System of Florida, 2019) for first time in college students (FTIC). The university’s current 2019/2020 funding from the State of Florida was based in part on UCF’s 4-year FTIC graduation rate of 45.7% for 2019, a percentage that earned it a score of 6/10 in the state’s performance-based funding rubric (See Appendix F).

In comparison, the University of South Florida (a university with a well-established BGS degree program) reported a 58.6% 4-year FTIC graduation rate, a percentage that earned it a 10/10 in the performance-funding rubric (See Appendix A). These metrics and the reported percentages are what determine university funding each year, and for the current fiscal year they determined the proportion of \$560 million in performance funds that each of the schools received (Florida Board of Governors, August 6, 2019).

National/International

The Bachelor of General Studies degree program is often described in the literature as a degree completion program, one that is targeted to those students who are returning to college to complete a degree as nontraditional students (Hoyt & Allred, 2008). According to the National Center for Education Statistics, “About 60 percent of students who began seeking a bachelor’s degree at a 4-year institution in fall 2011 completed that degree at the same institution within 6 years” (IES National Center for Education Statistics, 2019). This means that nationwide, approximately 40% of students do not earn their degree within six years, either at the same

institution they started at, or at all. This complex problem of practice for educational and policy-making institutions is one in which the resources spent by all parties involved cannot be recovered. The addition of a generalist degree program such as the Bachelor of General Studies serves as an intervention at a large number of universities both in the United States and internationally, and acts as a bridge for those 40% who would otherwise become part of an attrition statistic.

If degrees are considered “reliable artifacts of instructional activity,” as posited by Carnegie Classification of Institutions of Higher Education (2019), then it would follow that the program and institution from which degrees are earned would evolve and adapt to an ever-changing society and world. In the past, most universities offered some form of a generalist degree, but as the era of specialization began, this type of degree fell out of favor and was replaced by a wide variety of narrowly focused disciplinary degrees. If the university is an open system (von Bertalanffy, 1968; Ackoff, 1971), then it would seem logical that it would constantly evolve and reinvent itself to meet the needs of the society in which it is situated. If, however, it just continues on in the same organizational configuration maintaining status quo, then it is in danger of becoming irrelevant, or “operationally closed, having subordinated all such interactions to a key internal process, named autopoiesis” (Lenartowicz, 2015, p. 958).

If the identity of a public university in the United States is grounded in preparing all students to be future academic researchers and scholars and to preserve knowledge, then it might be difficult to carve out a place within it for those students who seek career preparation or have more generalized educational goals. Implementing a structural change such as adding a generalist degree program poses a challenge to the autopoietic identity of today’s university, one that currently “Justifies academic professors being preoccupied with what their students *know*,

understand, are able to *question* and *explain*, and not with what concepts and qualities are currently considered *worthy a transaction* within the system of the economy—be it even a transaction of employment at the job market” (Lenartowicz, 2015, p. 959). While the goal of the BGS program is to provide students with the leadership and project management competencies that complement their prior coursework and academic experience, whether or not it will be the key to that transaction of employment at the job market or acceptance into graduate school will ultimately be up to each individual who graduates from the program.

A university that functions as an open system is a university that is aware of its own autopoietic patterns and tendencies, yet is also capable of intentionally initiating and embracing innovative change. New processes and programs that are patterned in such a way to allow the university to remain unchanged hold no promise for the type of transformative integrative learning required by today’s complex global economy. If a university is to function within its community, then it is necessary for it to evolve in order to meet the changing needs of society. Unlike the universities in the past, today’s students no longer attend classes solely on-campus, no longer complete a degree after attending just one institution, and knowledge is no longer accessible solely through the traditional master and apprentice model. As such, institutions of higher education nationwide and internationally are adapting and reinventing programs to meet the needs of those in the communities they serve.

The growing trend towards general education (AAC&U, 2016) includes a renewed value placed on explicitly designed integrative learning outcomes. The partnership formed by the Carnegie Foundation for the Advancement of Teaching and the Association of American Colleges and Universities promotes integrative learning and integrative learning experiences. “Integrative learning comes in many varieties: connecting skills and knowledge from multiple

sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually” (Huber, Hutchings, & Gale, 2005, p. 4). The notion of “integration” lends itself well to unifying the college experience for students, but that unity doesn’t happen accidentally. “The classes being taught at any moment on a campus represent rich potential conversations between scholars and across disciplines. But since these conversations are experienced as a series of monologues, the possible links are apparent only to the minority of students who can connect disparate ideas on their own” (Graff, 1991, p. A48; Graff, 1992, pp. 105-106).

The development of the BGS degree program on campuses nationwide is geared towards helping students value the transferability of knowledge, the process of unifying it, and the way that meaning is made when they link information and ideas from a variety of courses, disciplines, and life experiences. Sometimes aimed at non-traditional students, these degree programs around the world provide an answer to an often fragmented academic experience that includes stops and starts and attending more than one institution over a period of years. An example of a BGS program is found at the University of South Florida. The USF website clarified that the students who their program serves, are not always those who are thriving in another degree program, but instead they are often,

“...new transfer students who have at least 60 credits and a gap in education of 3 to 5 years. The typical student has left college at some point, is currently employed and wishes to advance their careers or gain a sense of personal accomplishment. Students currently enrolled at USF and are meeting satisfactory academic progress are not eligible for this program and are encouraged to continue their current path or complete a traditional degree” (University of South Florida, 2019).

Universities nationwide and internationally offer the Bachelor of General Studies degree program as part of their access mission, and as way to help all students be successful.

Implementing a BGS program at UCF provides one more way for students to connect all they have learned in their academic career to all they intend to accomplish with their undergraduate degree.

Key Stakeholders

Those affected by the problem of practice include the following:

- University faculty who advise students in their programs as well as faculty who teach for programs with students who are not meeting course or program requirements. This includes faculty whose advisees are disqualified from their program, or who have changed programs and lack necessary pre-requisite coursework;
- Administration members at the university including those who have decision and funding authority over the program. This can include academic advisors within programs, since until the introduction of BGS, students who were disqualified from their program had no other degree program option.
- The individuals with direct program responsibility including the director, faculty, and staff responsible for its development and implementation. The dean of the College of Undergraduate Studies also plays a supportive role in funding for the BGS program. The director, faculty, and staff who support the program are held accountable for the program's outcomes—operational as well as academic outcomes, in the on-campus as well as online setting.
- The Interdisciplinary Studies degree program, next to which the BGS program will function under the umbrella of the College of Undergraduate Studies, and those who are

the intended beneficiaries of the program—students, their families, their current and potential employers, and/or graduate programs.

While identifying key stakeholders of the BGS degree program is important, it is also necessary to provide an overview of the primary audience that this study addressed—the undergraduate advising community. This primary audience is only one of the three groups that comprise the key stakeholders. One goal of this study was to gather data about organizational culture to understand perspectives on the BGS degree and how it is situated within the university. This relates to a cognitive cause of the number of students with 120 or more credit hours, and the mental map that the undergraduate advising community might hold that promotes specialized degrees as the only degree with value in the university context. In order to affect a change in this mental map, strategic employee communication about BGS can utilize Vygotsky's (1978) Sociocultural Theory of Cognitive Development to help to intentionally reshape the mental map as it relates to generalist degree programs. This is done through the use of tools (both cultural tools and artifacts for adult learning) and language that take into consideration the fact that traditional disciplinary-based degrees are the frame of reference that many in this primary audience use.

This study also examined to what extent undergraduate faculty and advisors indicated their perception that increased rigor is demonstrated by some degree programs and not by others. At the symbolic level, the ways in which rigor is perceived can be almost tribal within disciplinary programs, and can be reflected in an organization's culture in the way that programs, colleges, and universities are externally ranked and recognized for various attributes valued by the key stakeholders.

Causes and Factors

The problem of practice addressed by the work in this dissertation was the increase in the number of students with 120 more credit hours and no clear pathway to graduation. One type of structural cause was identified as degree programs that students are disqualified from, are unable to be admitted to, or conversely, cannot pass final coursework requirements. Political causes were related to the increase of students accepted through alliances formed with state colleges through the UCF Online program, plus the UCF Connect programs including DirectConnect, Continuing Education, and UCF Global.

Additional causes and factors included the symbolic perspective and the beliefs and perceptions of faculty and academic advisors about the standards of rigor associated with a multidisciplinary general studies degree. These are often reflected in the dimensions of organizational culture, for example, by the attitudes and beliefs about the university as a closed vs. open system, pragmatic vs. normative, faculty-centered education vs. student-centered education, and the power distance that was related to the traditional disciplinary structure (Hofstede, 1990, 2010, 2011).

These causes and factors were helpful to identify for use in the development of strategic employee communication about the BGS degree. This type of communication can also utilize communication theory, such as McGuire's inoculation theory (1964). Originally developed to protect against influence, the theory posits that opinions are hard to change, but attitudes can be influenced with refutations linked to culture. Identifying the way the dimensions of culture are perceived within the practices of the university was an important first step in understanding how to affect change or challenge status quo using strategic employee communication as it relates to introducing a generalist degree into a traditionally silo-oriented disciplinary culture. If

“unchallenged beliefs can be swayed if the holder is not used to defending them” (Banas & Rains, 2010, p. 281), then knowing the framework in use can factor in to the design of communication strategies that link the value of a generalized degree to a culture accustomed to narrowly focused disciplinary degrees. Information about the symbolic causes is discussed in greater detail in Chapter 3.

Bolman and Deal (2013) identified universities as professional bureaucracies, but a university can also be described as a machine bureaucracy with a high degree of specialization. Colleges within the university, such as the College of Undergraduate Studies, operate as semi-autonomous units in a divisionalized structural configuration. This structural view clarifies the important role that these different causes and factors played in understanding this complex problem of practice. Upper administration approved the BGS degree, and university divisions at lower levels are carrying it out. The proposed research design choices, solutions, data and instrumentation, and literature are discussed in Table 1 within the context of this structure, relevant to this problem of practice and the key stakeholders impacted by it.

Table 1: Proposed Research Design Choices, Solutions, Data and Instrumentation, and Literature

Goal	Design Choices/Solutions	Data and Instrumentation	Literature
1. Develop an evaluation plan to assess the curriculum, operational goals, and program objectives	Develop logic model, develop evaluation plan using a program-based evaluation approach; Kirkpatrick Model.	Conduct informational interviews with program administrators, BGS faculty, and stakeholders. Collect data from student work based on nationally-normed rubrics aligned with program goals.	UCF (2019); Chen (1990); Kirkpatrick (2006); Fitzpatrick, Sanders, & Worthen (2011); Knowlton & Phillips (2013); Secolsky & Denison (2012).
2. Create curriculum maps for the two concurrent core courses in the program to ensure rigor;	Backwards design program objectives aligned with student learning outcomes for each course: Social change model of leadership and project management.	Student learning outcomes from each of the two courses based on core assignments. Informational interviews with BGS faculty.	Jacobs (2004); Uchiyama & Radin (2009); Udelhofen, (2005).
3. Design communication strategies useful for communicating BGS's role at the university and its value.	Create a working document of communication strategies for BGS to communicate its collaborative nature situated within the university's organizational culture. to meet a specific need..	Survey of stakeholder attitudes towards BGS.	Bolman & Deal (2013); Schein (2004); Hofstede (1984); Hofstede et al., (1990, 2010). Vygotsky (1978); McGuire (1961). Peters and Waterman (1982). Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983).

*Note that literature identified in this table is not limited to use in this chapter, but is instead used throughout the dissertation.

Purpose Statement

The purpose of this study was to use design- and research-based strategies to support the implementation of a new Bachelors of General Studies degree at the University of Central Florida. The completion of an Institutional Effectiveness (IE) evaluation plan, curriculum maps aligned with course and program outcomes, and strategic employee communication design projects supports program implementation.

The project followed an Inquiry as Practice (Carnegie Project on the Education Doctorate Working Principles and Design Concepts [CPED], 2019), and included the use of multiple perspectives, an analysis of research and scholarship, and data collection. In addition, applied research and practical theory were used in the design of the IE evaluation plan and curriculum maps, and in the development of the communications strategies.

Rationale

The Bachelor of General Studies was an initiative created by the College of Undergraduate Studies and designed to offer an integrative multidisciplinary degree program. This Dissertation in Practice (DiP) is a continuation of the author's prior qualitative and quantitative research (Bazata, 2018) documenting the need for a BGS degree program and the development of core coursework. The BGS Institutional Effectiveness evaluation plan and curriculum maps clarified student competencies, program objectives, goals, and outcomes, and will contribute to the Spring 2020 program and reaccreditation review. Data collected from interviews with key stakeholders provided context and a framework for the BGS degree, and an anonymous survey to undergraduate advising faculty and staff provided insight into the beliefs and perceptions about the BGS program, and helped to formulate strategic employee communication based on the university's organizational culture.

The complex problem of practice addressed in this dissertation involved an increase in the number of students with 120 or more credit hours and no clear pathway to graduation. This problem became the focus of this dissertation in practice in the second year of the author's doctoral coursework, Fall 2018. The preliminary needs assessment research (Bazata, 2018) was followed by the development of course curriculum and ongoing work towards the program's approval, launch, and support of its implementation including the design and development of the program's institutional effectiveness evaluation plan, curriculum maps, and strategic employee communications situated in the university's organizational culture.

Ensuring program integrity through the development of an effective formative program evaluation plan that was reviewed and approved through the Operational Excellence and Assessment Support (OEAS) and the University Assessment Committee (UAC) at the University of Central Florida (University of Central Florida, 2020e) and combined with accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, 2018), reflects the values of higher education, includes the highly cherished institutional autonomy and academic freedom, and represents the successful alignment of an institution's effectiveness and goals with its mission statement, purpose, and student needs.

The first step in identifying the BGS program's core purpose was to write its mission statement. The mission of the BGS degree program is to provide degree-seeking students with a flexible and self-designed multi-disciplinary curriculum that culminates with leadership and project management skills. It was important to differentiate the multi-disciplinary BGS from the Interdisciplinary Studies (IDS) program. They are both offered through the College of Undergraduate Studies, but their missions differ. The mission of the IDS degree program is to provide students with the ability to integrate the knowledge and modes of thinking gained by

learning and applying new perspectives through the use and application of the interdisciplinary process and approach (2020d). Both of the mission statements were written by the author of this study as part of the development of Institutional Effectiveness evaluation plans for each of the two different degree programs. These provided a foundation for the development of the program and course outcomes, and the assessment and evaluation plan described in this DiP.

Assessment and evaluation provide evidence of accountability of a course and program's success. Accountability in higher education is linked to graduates' ability to "demonstrate that they possess skills that employer's value. More specifically, graduates need to be able to identify where in their undergraduate studies they learned those skills" (Washer, 2007, p. 58).

Conversely, degree programs need to be able to identify where in their coursework and program those skills valued by employers are taught. It is important that BGS stakeholders are able to communicate that the leadership and project management knowledge and skills deemed most valued by employers are the ones BGS students learn in the program's two core courses. The National Association of Colleges and Employers' (2014) surveyed 606 organizations that hire new college graduates, with almost half from the for-profit private sector in the areas of accounting, engineering, law, computers, and advertising), in order to identify competencies valued by employers as key indicators of career readiness. The results identified professionalism, work ethic, critical thinking/problem solving, written communications, teamwork/collaboration, information technology application, and leadership as "essential to new college hire success when considering new college graduate candidates for their workplaces" (NACE, 2014). A carefully thought out evaluation plan paired with clear curriculum maps will provide an increased level of accountability for when and where these key competencies are taught in the BGS program, and how well student work reflects the expected outcomes.

The increased need for a degree program to be able to demonstrate an effective measurement of institutional accountability has been due in part, to the internationalization and globalization of higher education. Although not used in the United States, one model of this type of accountability is the competency-based European Qualifications Framework (EQF), an approach that provides levels of academic and professional competencies that constitute an associate's, bachelor's, master's, or doctorate-level degree. This differs, however, from the Competency-based Education (CBE) used by a number of "for-profit" colleges as "an educational model that allows students to learn and demonstrate their abilities at their own pace" (Medina, 2017, p. 1), and differs again from the accreditation process used in most of the nation's public and private universities. It is worthwhile to note that unlike the EQF, the United States does not possess a common framework for use in measuring educational outcomes and accountability in higher education. Instead, it relies on an accrediting body for university programs, which in the case of the University of Central Florida is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The accrediting process includes a self-study in which a program's educational outcomes are examined both by inside and external reviewers. Identifying the core competencies of a degree program is essential in accountability, and provides transparency in the alignment of course and program outcome expectations for stakeholders.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that Standards 8.1 through 8.2c student outcomes and competencies standards are met. The specifics of these outcomes are discussed in detail in Chapter Two. As part of the seven-year program review and reaccreditation process, the author of this study has been a committee member on the IDS program review committee, and in that role has provided

documentation to the SACSCOC accrediting body for the IDS program as a whole (including the BGS degree program). These self-study documents identified student achievement goals (target levels of performance), and evaluated and supported student achievement (outcomes), among other things. The criteria or items that are measured in an IE plan are evaluated against expected performance standards and aligned with the institution's mission and purpose. More about the use of backwards design and the way that the IE plan and curriculum maps are connected is discussed in Chapter Two.

The strategic employee communication discussed in this DiP are an important consideration that will be useful in addressing concerns raised by the faculty on the Undergraduate Policy and Curriculum Committee (UPCC) during the work toward the program's approval. While information about the program approval process is outside of the scope of this study, it is worthwhile to include that UPCC committee members voiced concerns that a BGS degree would recruit students from other degree programs. The agreement made with the UPCC during the meeting at which the author presented the final BGS catalog description and other content for program for approval, was that there would be no direct marketing of the program, and that as a collaborative program, students would be referred to it by faculty or academic advisors (Bowdon, 2019).

Research Questions

The research for this study was divided into two parts, with qualitative data from Study 1 providing the orientation to the problem of practice, and quantitative data from Study 2 providing additional insight and context.

Study 1: Institutional Effectiveness Plan and Curriculum Maps

Study 2: Strategic Employee Communication.

The qualitative data gathered through interviews for Study 1 were used to develop survey questions for Study 2, and were analyzed to answer the following research questions:

RQ1. What is the organizational culture of the university administrators and faculty member who were interviewed?

RQ2. Are faculty or academic advisors who advise students formally or informally more likely to suggest to an undergraduate student that they change degree programs to Interdisciplinary Studies?

RQ3. Are faculty and academic advisors more likely to have heard about the newly created BGS degree?

RQ4. What is the likelihood that faculty or academic advisors will suggest to an undergraduate that they change degree programs to BGS?

RQ5. Does the organizational culture of the undergraduate faculty and academic advisors who were surveyed differ from the dimensions of culture of the university administrators and faculty member who were interviewed?

Design Principles

Design Concept Definitions

The design concepts and definitions that follow were used and referred to in the design of the institutional effectiveness evaluation plan and curriculum mapping. They demonstrate the knowledge and skills of an Ed D. Practitioner who is applying the knowledge doctoral students acquire in the Ed.D. program and are expected to possess (CPED, 2019).

Inquiry as Practice

A process of formulating and asking questions focused on a complex problem of practice, paired with the use of research, theories, professional expertise and experience to design a

solution to address these problems. The use of Inquiry as Practice is based on use of data to understand the impact of innovation, to know which type of data to gather, and the best approach to use in the organization and analysis of it (CPED, 2019).

Problem of Practice

A problem of practice is a problem that the Carnegie Project on the Education Doctorate (2019) defined as one that drives the Ed. D. student's investigation of educational practices, as compared to the research problem that drives the Ph. D.'s student's investigation of a research problem. While research problems are identified through investigation of theory, problems of practice are identified through the investigation of practice. An Ed. D. student conducts a theoretical study to understand the problem identified in and solved through the professional practice of education.

Dissertation in Practice

A Dissertation in Practice (DiP) is different from a traditional dissertation in that the DiP is expected to have a generative impact, above and beyond that of the traditional dissertation in education. In this approach, the work is focused on a problem of practice that can be viewed through the lens of social justice to improve or increase educational opportunity. A DiP can use a problem that is addressed through a design for action in order to create positive change measurable through metrics or other means of assessment. According to the CPED Framework (2019) for Ed.D. program design and redesign, "The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice."

Generative Impact

The DiP was driven by the Problem of Practice and utilized a design-based plan of action in an effort to see a Generative Impact. The use of data in a design-based study determines the

degree of generative impact or success that results from the design for action and confirms or indicates what types of further improvements can be made.

Curriculum Mapping

The process of curriculum mapping uses the course content and skills taught and evaluates how they are assessed and aligned to academic standards (Udelhofen, 2005).

“Curriculum mapping is a procedure for collecting data about the operational curriculum” (Jacobs, 2004, p. 1), and the end result is a map that can be revised over time.

Universal Design for Learning

The Universal Design for Learning (Wiggins & McTighe, 2005) principles provide a integrative research-based framework that guides the design of instructional goals, assessments, and content based on the affective, cognitive, and strategic networks of learners’ brains (Rose & Meyer, 2002; Center for Applied Specialized Technology, 2018).

Backward Design

An approach in which curriculum design begins with the desired end results, followed by identification of the type of evidence that will provide proof that the results have been achieved. Tyler (1948) posited that “Educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared” (p. 1). These educational objectives make clear the changes that the intervention of the curriculum is designed to cause in the student.

Evaluation Plan

A formal investigation of the program based on the “Systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming”

(Patton, 1997, p. 23), and includes criteria useful in determining the program’s value (Fitzpatrick, Sanders, & Worthen, 2011).

Key Milestones

In order to complete this design-based study, a timeframe and plan with key milestones, evaluation goals and tasks was created and is represented in Table 2. This dissertation in practice was developed between the planning and implementation phases of the BGS degree program.

The main work of the dissertation is highlighted in gray in the table.

Table 2: Timeline for Design-Based Research

Evaluation Goals	Tasks	Timeframe
Goals: Conduct qualitative and quantitative research on need for this degree program. Clarify the BGS program goals.	Discussions with program director, and administration to clarify needs and program goals.	Fall 2018
Dissertation Chair: Dr. Boote Dissertation in Practice topic approved		Late Fall 2018
Goal: Clarify LDR 3115, IDS 4939 course objectives; Develop course content.	Develop Student Learning Outcomes; Develop courses: LDR 3115 Contemporary Issues in Leadership Provide guidance on the development of IDS 4939 Senior Seminar. Develop curriculum including week by week assignments, rubrics, assessments.	Fall 2018
Goal: Course curriculum and BGS program approval.	Completed courses submitted to Curriculog by program director to begin course review, revision, and approval process. Presentation to the University Policy and Curriculum Committee (UPCC) meeting to gain course and program approval.	Spring 2019
Goal: University and state approval.	Confirm catalog copy matches program goals. Prepared memo with director that addressed each of the	Late March 2019 meeting with UPCC resulted in program approval.

	concerns raised. Memo sent to UPCC members. Degree program approved.	Provost approval mid-April 2019.
DiP prospectus approved by Dissertation Chair, Dr. Boote		Spring 2019
Goal: Confirm student learning objectives meet course and program needs.	Meet with newly hired BGS faculty member to discuss specifics of assignments targeted for assessment of outcomes. Conduct a needs analysis with stakeholders to confirm IE evaluation will meet program needs.	May 2019 to continue through mid-August when deliverables are due.
Goal: Gain exempt status and IRB approval for interviews and anonymous survey.	Dissertation Committee Formed Submit IRB application for exempt status	July 2019
Goal: Have DiP proposal approved.	Dissertation proposal completed, submitted for review. IRB approved study under exempt status	Late July 2019
Goal: Prepare courses in Canvas for online delivery in Fall 2019. Begin curriculum maps for each individual course aligned with course and program outcomes.	Work with BGS faculty member and CDL to follow through with course design and delivery readiness, and to ensure that the program is ready for students starting in August. Ensure assignments and measurement criteria used in evaluation are clearly aligned.	August 2019
Dissertation Proposal defended to Dissertation Committee		August 2019
Goal: Gather data through interviews and survey. IE Plan creation and approval.	Conduct interviews with stakeholders to collect data useful in developing survey questions, and discuss program needs and goals. Request survey distribution list from UCF's Institutional Knowledge Management (IKM). Create and distribute using IKM distribution list, the anonymous survey to all faculty and academic administrators at end of classes Fall '19 semester. Send reminder e-mail at end of	August 2019 through late December 2019.

	semester, and again at start of the Spring '20 semester. Design Institutional Effectiveness evaluation plan aligned with course and program goals. Submit to College of Undergraduate Studies Assessment Division Chair for feedback, suggested revisions, and approval.	
Data collected and research phase completed. Analysis and reporting on results started.		December 2019

Positionality

In this study, the author’s positionality is that of a researcher, course developer, faculty member, assessment coordinator, and marketing/communications specialist for the College of Undergraduate Studies and its Interdisciplinary Studies program. The author was involved in all aspects of the BGS degree program development, but has focused this DiP on the three design- and research-based projects that support program implementation. While the author developed one of the two courses, she has not taught either course, and teaches instead the two required interdisciplinary studies courses, IDS 3933 Cornerstone for Interdisciplinary Studies, and IDS 4934 Capstone for Interdisciplinary Studies. The author’s Ed.D. program is Curriculum & Instruction, with a specialization and certification in College Teaching and Leadership.

Summary

This chapter presented the problem of practice and provided an overview of the BGS degree program in the local, organizational, and national setting. It included the rationale of the study and an overview of how its three projects support implementation of the degree program. In addition, this chapter considered the causes and factors of the problem from the structural, political, and symbolic perspectives within the university’s organizational culture.

The first of the three projects discussed was the institutional effectiveness plan, and the need for a plan that uses assessment to provide data useful in program accountability, improvement, and growth. The curriculum maps and key competencies were also briefly reviewed, and the way they are connected to and reflected by the institutional effectiveness was discussed. The chapter also included an overview of the strategic employee communication and how organizational culture and communication theory will contribute to it. Lastly, the study's design principles and a timeline of key milestones are included.

Chapter 2 of this dissertation in practice provides a detailed explanation of the processes used in the development of maps for the program's curriculum and framework for its Institutional Effectiveness evaluation plan. Next, Chapter 3 includes information about how the interview and survey data collection and analysis were used to guide the development of the communication plan. Lastly, Chapter 4 provides an explanation of the State University System of Florida's legislative and performance-based funding, its relationship to the university and the BGS degree program, and a discussion about how the BGS implementation is supported through this design- and research-based study.

CHAPTER TWO: INSTITUTIONAL EFFECTIVENESS PLAN AND CURRICULUM MAPS

Introduction

Colleges and universities use performance monitoring program data for a wide variety of reasons, both externally and internally (Secolsky & Denison, 2012). “Performance monitoring systems are evaluation tools that track a variety of measures of program or agency performance over time on a systematic basis” (Poister, 2004, p. 102). The purpose of performance monitoring is to generate objective information useful in decision making and accountability to stakeholders including accrediting organizations, university funding sources, faculty, and students, to name a few. As assessment coordinator for both the Interdisciplinary Studies and Bachelor of General Studies programs, the author of this study will add to the program’s strategic plan, a listing of initiatives that connect the BGS degree to the national and international context of similar academic programs at peer institutions. This will be accomplished by using UCF Academic Analytics’ benchmarking system in which the BGS program’s benchmarks are aligned with those used to measure key outcomes in similar general studies programs at peer institutions. Benchmarking is a type of assessment that evaluates student learning against specific standards and learning goals as a way to demonstrate a program’s accountability and success. It is also used to compare how one program does in relation to other similar programs. Shafer and Coate (1992) defined benchmarking as an “ongoing, systematic process for measuring and comparing the work processes of one organization [with] those of another for the purpose of identifying best practices that can lead to improvements...” (p. 31). Benchmarking the BGS program against similar programs in the nation will contribute to the way the BGS program at UCF does in comparison to BGS programs at other universities.

As discussed in the Rationale section of Chapter 1, although there are structural similarities in universities worldwide, the approaches to accountability in higher education differ in the United States than those used in Europe, for example. The United States relies on an accrediting body for university programs, and an accreditation process that includes a self-study in which a degree program's educational outcomes are examined. Accountability is guided by the standards of the accrediting organization, which is the Southern Association of Colleges for UCF. This differs from the competency-based European Qualifications Framework (EQF) approach, one that relies on a framework of specific levels of academic and professional competencies that must be met in European associate's, bachelor's, master's, and doctorate-level degrees. Regardless of the framework used, and "despite barriers of culture (or because of them), benchmarking has the potential to teach us how external perspective can enrich internal values" (Marchese, 1995, p. 5). Although it is important to measure how well the BGS program does in comparison to other BGS programs in the nation, it is also important to gather data to indicate how well the program meets its accreditation standards, and its own program goals and outcomes. The standards and outcomes used in the BGS program and measured through its Institutional Effectiveness plan, reflect not only the specific student achievement standards and program goals required for accreditation, but also the key competencies and learning outcomes deemed important by the BGS program's stakeholders.

The Institutional Effectiveness plan was designed in part, to demonstrate that the BGS program met the SACSCOC standards, 8.1-8.2c for student achievement (2018). The first standard states that "The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student

success.” For this, SACSCOS provides both a list of questions to consider for the standard and a list of sample documentation that will support results. This is where collaboration with stakeholders in the development of performance measures and metrics to discuss how the program will meet these standards becomes an essential part of developing an effective IE plan. This information was gathered through interviews with four key stakeholders to discuss what agreed-upon accomplishments would help students move through the program and demonstrate program success. The qualitative results were analyzed using thematic content analysis (Braun & Clarke, 2006; Guest, MacQueen & Namey, 2012) and interpreted using program theory (Chen, 1990) and a logic model. The methodology used in the interviews and additional information about program theory is described in greater detail in Chapter 3, Study 1: Qualitative Interviews.

The core competencies stressed by stakeholders included critical thinking, project management, and negotiation skills. Stakeholders were also firmly in favor of using for assessment of these competencies in the program’s coursework, the nationally-normed integrative learning criteria established by the American Association of Colleges and Universities (AAC&U, 2009). The accrediting organization, SACSCOC, also required in its Standard 8.1 that the ways in which the program meets its goals and outcomes for student achievement are appropriate to the program and institution’s mission. Since a mission statement had not yet been drafted, each of the interviewees was asked to describe what they believed to be the mission of the BGS program. The mission statement was composed based on the responses from the interviews, and serves as a summary of the aims and values of the BGS program and the basis for the IE evaluation plan:

Mission

“The mission of the Bachelor of General Studies degree program and its Integrative Studies major is to provide degree-seeking students with a flexible and self-designed multi-disciplinary curriculum that culminates with leadership and project management skills” (University of Central Florida, 2020j).

The data gathered from the interviews was used to create a program logic model (Appendix E), with short, medium, and long-term results based on the program’s inputs, strategies, and output. It was developed under the assumptions that the BGS degree would be recognized as a valid and useful bachelor’s degree, and that students would show interest in the degree, faculty would support it, and employers/graduate schools would respect its integrity and validity.

The SACSCOC standards (2018) also require evidence of the ways the program will improve in the area of student learning outcomes for the program, and in the area of academic and student services that support student success. An iterative process was used in determining student learning and operational outcomes, and how results from those will be used for program improvement. The steps in the iterative process of review outlined by SACSCOC (2020) are as follow:

1. Identify expected outcomes.
2. Identify appropriate ways to measure these outcomes.
3. Assess achievement of outcomes.
4. Analysis of what the results mean.
5. Use results for improvement.
6. Repeat.

The iterative process was grounded in the data from stakeholder interviews, and used in conjunction with Kirkpatrick's (2006) systems of evaluation to develop the BGS IE plan outcomes and measures. It was participant-oriented in that the process was directed by the input from stakeholders and ongoing discussions about outcomes and measures as the IE plan was evaluated and approved.

Institutional Effectiveness Methodology

A participant-oriented evaluation approach was used in the design of the IE evaluation plan for BGS that supported student learning outcomes, operational goals, and program objectives (Stake, 1967; Cousins & Earl, 1992). The use of the participatory approach was warranted because it was only through stakeholder involvement that meaningful outcomes could be developed, outcomes useful for program growth, and for differentiating BGS from the Interdisciplinary Studies (IDS) degree program, both of which are offered through the College of Undergraduate Studies.

Participatory evaluation was defined by King (2005, p. 291) as “an overarching term for any evaluation approach that involves program staff or participants actively in decision making and other activities related to the planning and implementation of evaluation studies.”

In their theoretical and practice-oriented evaluation work, Cousins and Earl (1992), defined it as “applied social research that involves a partnership between trained and practice-based decision makers, organization members with program responsibility, or people with a vital interest in the program” (p. 399).

While these two definitions are somewhat broad, it is the relationship between the evaluator and stakeholders that defines the type of participatory evaluation that was appropriate

for this study. Cousins and Whitmore's (1998) research identified three dimensions useful in guiding the choice of evaluation methods: control of the evaluation, selection of stakeholders to be involved, and the depth of collaborative participation of those stakeholders. Practical participatory evaluation (Cousins & Earl, 1992) emphasized the need for adaptation to context with stakeholders working together towards the goal of organizational learning and evaluative ways of thinking. This approach to evaluation was built on the following research-based evidence compiled by Fitzpatrick, Sanders, and Worthen (2011):

- Knowledge or information is “socially constructed,” meaning knowledge is based on one’s images or interpretations of reality, not the precise details of reality (Bandura, 1977, 1986).
- Like individuals, organizations develop their own views of reality among employees and within the organizational culture based on shared images and mental models of the organization (Argyris & Shoën, 1978; Senge, 1990).
- By establishing linkages with those in the organization, spending time in the organization to learn its images and culture, and involving primary stakeholders intensely, as partners, in doing the evaluation, the evaluator will increase the chances that the results will be used. More importantly, the primary stakeholders who work on the study can continue evaluation activities or evaluative ways of thinking.

Involving these primary stakeholders will enhance organizational learning by changing images and views and even ways of establishing those images and views, such as by questioning core assumptions and collecting data or information to determine what works (p. 205).

Practical participatory evaluation was used for this study because of its key elements of balanced control, high level of involvement of the stakeholders, and for its appropriateness for a newly developed degree program and the way that results provide guidance to make formative rather than summative decisions.

The process of developing an Institutional Effectiveness plan at the university involves a regimented protocol that requires training in use of the university's assessment portal, and an understanding of measurement that is based on clearly defined criteria. These processes were based on the protocols developed through UCF's Operational Excellence and Assessment Support (OEAS), a division of the university that supports efforts to "improve the quality of student learning outcomes and the effectiveness and efficiency of University operations through assessment and analytics" (University of Central Florida, 2020c). Also useful in defining assessment criteria were the Integrative Learning, Critical Thinking, and Written Communication rubrics created through the Valid Assessment of Learning in Undergraduate Education (VALUE) initiative (AAC&U, 2009). These rubrics include criteria that meet national standards for accountability established by the Voluntary System of Accountability (VSA), and are used nationwide for accreditation reviews and self-study reports. Criteria were operationalized for key course assignments in BGS with a definition of how the criteria would be applied so that both students and faculty could reference it, and data from the interviews and SACSCOC standards (2018) were factored in. The next step was to clarify the type of information that would be helpful for program growth and improvement.

Information Useful for Program Growth and Improvement

Kirkpatrick's (2006) system for evaluation was adapted to use with the BGS program, with the levels and questions in the system guiding the types of information that would be helpful and the general direction for the outcomes and measures. The Kirkpatrick model began as four steps that evolved into four levels, and it is based on reaction, learning, behavior, and results criteria (Kirkpatrick & Kirkpatrick, 2006). "Adaptation of this model to Higher Education helps to clarify the criteria and create plans for assessment of educational outcomes in which specific instruments and indicators are linked to corresponding criteria" (Praslova, 2010, p. 215). The use of this model is helpful in the way that it provides context for feedback from different stakeholders, including the university, the program director, faculty who teach the courses, students, and the students' future employers or graduate study programs. If the university is adapting to the changes the society demands, then the ways in which this program is functioning and is accountable can be contextualized within Kirkpatrick's four-level model. Of particular importance as it relates to BGS, is the relevancy that Kirkpatrick's model adds to the IE evaluation plan. The goal for the BGS IE plan was to create a tool that will provide useful and appropriate information that satisfies external assessment requirements as well as internal feedback useful for program growth.

Kirkpatrick's first level is reactions. For this study, the reaction was from faculty and program/divisional administrators, and the guiding question for it was "What was the reaction of faculty and academic advisors to what determines rigor in a degree program?" To gather data that would answer this question, the instruments and procedures used was an anonymous survey and the survey question results. The sample was a census of all full-time UCF faculty and academic advisors, and the distribution list used for this survey was generated by the university's

Institutional Knowledge Management (2019) division. Data analysis of the results was a descriptive analysis that was reported in Chapter 4.

The second level of Kirkpatrick's system is based on learning or performance. Evaluated for this was what BGS students learned based on the evaluation plan outcomes and measures, and whether or not these met stakeholder expectations. The outcomes based on learning or performance would need to include the ways in which the leadership and project management content taught in the two required core courses was demonstrated in student work at the end of the semester. The sample included a census of all BGS students in the program's courses.

Impact is the focus of the third level, and in this case, it was viewed as the BGS program's impact on degree completion rates, and time to degree metrics. To measure this, the change in degree completion rates and time to degree metrics for the BGS program after its first semester were used.

The last level that provided a basis for this evaluation was level 4, one aligned with transfer or behavior. This level guided the development of an outcome that measured the primary reason why each student transferred to BGS. It also measured the way that BGS students brought their leadership and project management skills into the community through community service work. The data gathered for why students chose BGS began in July 2019, just after the BGS program was approved, and continued through December, 2019. It was collected by the program's academic advisors during the time when each BGS student changed their major to BGS. The specifics for this measure were determined in early summer, at the beginning stage of the IE development so as to capture data from the start of the program. Application of Kirkpatrick's (2006) system for evaluation had provided direction in the development of the BGS program, and this last level was no exception.

The sample used in this level 4 of evaluation consisted of all incoming BGS students. The qualitative data was each student's response to their academic advisor's question "What was your primary reason for choosing BGS?" All student responses were recorded by the advisor and read back to the student during their meeting to ensure accuracy. The responses were typed into an Excel spreadsheet stored on the program's password-protected shared drive and accessible to all academic advisors.

These four levels of evaluation provided a preliminary framework for developing the eight specific IE outcomes and measures required by the university's Operational Excellence and Assessment Support (OEAS) system.

The types of information that would be helpful, as generated through the use of Kirkpatrick's (2006) system for evaluation, were how the program would demonstrate rigor, how students would demonstrate leadership and project management skills, the impact of BGS on degree completion rates and time to degree performance-based funding metrics, and why students were changing their major to BGS. This information provided the context to evaluate and connect the program's core capacities, desired results and understandings, and program outcomes. It also guided the development of the IE outcomes and measures.

Table 3: Core Capacities, Desired Results and Understandings

BGS Core Capacities	Desired Results and Understandings Program Outcomes
<p>Within the integrative framework of leadership and project management, BGS graduates will demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. Ask meaningful questions about complex issues and problems in today’s world. → 2. Locate and use multiple sources of credible knowledge, information, and perspectives. → 3. Compare and contrast information from different sources to reveal patterns and connections. → 4. Create an integrative framework and more holistic understanding of an issue. → 	<p>To attain these capacities and demonstrate the critical thinking skills needed for them, students will graduate from the BGS degree program with the following:</p> <ol style="list-style-type: none"> 1. An understanding of common human themes including an awareness of diverse cultures, and the cultural, historical, economic, and social implications of learning experiences. 2. Demonstrated accomplishments as successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds. 3. The capacity as well-informed citizens to demonstrate critical thinking skills through the use of reason, and application of analytical, statistical, and/or computational methods to a complex challenge in our globally-diverse and technologically rich environment. 4. The ability to assess and decipher information in a world full of conflicting sources. 5. An understanding and demonstration of project management and leadership skills, including decision-making, collaboration, and problem-solving.
<p>Assessment Process</p>	

The IE outcomes and measures (Appendix D) were developed from the SLOs that grew from the responses to the following impact assessment questions and were guided by the information from Kirkpatrick’s (2006) system of evaluation. Each is related either to course or program rigor and what is representative of it, leadership or project management skills, impact of BGS on key performance-funding metrics, or why students chose to transfer into the BGS program. The following impact assessment questions guided the development of the IE outcomes

and measures. Each of the following eight question responds to each of the eight outcomes and 16 measures found in Appendix D.

Impact Assessment Questions

1. Do BGS students demonstrate integrative leadership and project management skills?
2. What type of critical thinking skills are an outcome of this program?
3. Do graduating BGS students' demonstrate university-level communication skills?
4. Can Integrative Studies students articulate the value of their undergraduate academic work as it relates to their future career or study plans?
5. Has each student been exposed to the university's High Impact Educational Practices Initiative?
6. Does the BGS program support the university's mission to provide access to high-quality undergraduate education that leads to a degree?
7. Do BGS students perform community service?
8. How does the BGS program support the university's Collective Impact Strategic Plan and its 2020 Goal and Incentive Metrics for graduation rates?

In order to determine whether the outcomes and measures provided the information needed for program growth and improvement, data for each of the 16 measures and eight outcomes were collected at the end of the Fall 2019 semester (Table 4). This information provided a look at how well the IE outcomes and measures provided information needed to answer the impact assessment questions, and how well the curriculum was meeting the course and program goals. The results also identified the ways in which the BGS program aligns with and supports the university's goals in the UCF Collective Impact Strategic Plan.

Table 4: IE Results First Semester

Institutional Effectiveness Outcomes	LDR 3115 Contemporary Issues in Leadership	IDS 4939 Senior Seminar in Integrative Studies
1. Demonstrate a clear understanding of integrative approaches to leadership and project management.	Target: 75% Level 3 or better 1.1 96/101 Actual: 95%	Target: 75% Level 3 or better 1.2 77/97 Actual: 97.4%
2. Demonstrate strong critical thinking skills.	Target: 75% Level 3 or better 2.1 96/101 Actual: 95%	Target: 75% Level 3 or better 2.2 79/97 Actual: 81%
3. Demonstrate strong academic communication skills.	Target: 75% Level 3 or better 3.1 85/101 Actual: 84%	Target: 75% Level 4 3.2 69/97 Actual: 71%
4. Relate academic course of study to future plans of study or career paths.	Target: 75% “Strong” or better 4.1 72/101 Actual: 71.3%	Target: 75% “Strong” or better 4.2 85/97 Actual: 88%
5. Academic advisers in the Interdisciplinary Studies program will consult with all Integrative General Studies students enrolled in the program to discuss academic and career plans, a pathway to graduation, and high impact experience opportunities during the 2019/2020 academic year. This outcome supports the university’s campus-wide High Impact Educational Practices initiative.	5.1 Target: Number of 2019/2020 advising appointment numbers is equal to number of students enrolled in first and second semesters. Actual as of January 6, 2020: 205 advising appointments. Fall 2019: LDR 3115 50 students per class, x 2 sections = 100 students; IDS 4939 35 students per class x 3 sections = 105. Total of 205 students.	5.2 Target: Personalized interaction with program director via e-mail each semester as confirmed by enrollment list and e-mail distribution list included in Annual Report. <i>No data available.</i>
6. The Integrative General Studies program will show growth in enrollment and percentage of degrees awarded beginning with its first cohort	6.1 The total student enrollment in the Bachelor of Integrative Studies degree program	6.2 Since the Fall 2019 cohort is the first to be able to earn a BGS degree , we expect that

Institutional Effectiveness Outcomes	LDR 3115 Contemporary Issues in Leadership	IDS 4939 Senior Seminar in Integrative Studies
and through the 2019/2020 academic year.	<p>will show at least a 2% increase in the Spring 2020 semester over the initial enrollment of students in the first semester of Fall 2019.</p> <p>Fall enrollment: 230 (52 were FTIC)</p> <p>Spring enrollment: 312</p> <p>% difference</p> <p>$312 - 230 = 82$</p> <p>$82 / 230 = \mathbf{36\% \text{ increase}}$</p>	<p>the number of students earning a BGS degree in Spring 2020 will increase at least 2% from the Fall 2019, as measured by UCF's Institutional Knowledge Management.</p> <p>Time constraints limited data collection.</p> <p>Fall graduates: 87</p> <p>Projected Spring graduates: 105</p> <p>$105 - 87 = 18$;</p> <p>$18 / 87 = \mathbf{20\% \text{ increase}}$</p>
7. Integrative General Studies students will demonstrate the value of community service through service learning. This outcome supports the university-wide nature of the Integrative Studies program, the university's mission to establish UCF as a major presence in the community, and the Scale x Excellence = Impact for the High Impact Educational Practices initiative.	<p>7.1 Target: 80 % of the students contribute 10 hours each for the semesters</p> <p>Actual: 1,501 hours for 97/100 students, 97% of students averaging 15.5 hours each. (Eadens, 2020)</p>	7.2 Gap. No data

Institutional Effectiveness Outcomes	LDR 3115 Contemporary Issues in Leadership	IDS 4939 Senior Seminar in Integrative Studies
8. As described in UCF's Collective Impact Strategic Plan and its Challenge 2020 Goal and Incentive Metrics for the four- and six-year graduation rates, the BGS degree program will harness the scale and excellence of UCF to increase and enhance degree-seeking students' access to education and pathways to graduation.	8.1 At least 60% provide a response that the time to completion and cost were the primary reasons for their selection of the BGS degree. The percentage of 60% was chosen because it means that over half of the students were motivated by the reasons of time to completion and cost. Actual: 134/192 responses or 70% (IDS, 2020)	8.2 Of the BGS students who take IDS 4939 and file an intent to graduate form, at least 75% will graduate at the end of that last semester of enrollment. Fall 2019: 87/105 or 83% filed ITG and graduated Spring 2020: 89 filed ITG as of 1/11/20, but ITG remains open until 3/6/2020, so that number is expected to increase.

IE Plan's Relationship to the University's Strategic Plan

This program aligns with UCF's emphasis on access and capacity, and ability to lead a new wave in higher education. The Collective Impact Strategic Plan identified "pathways to education through partnership such as our 2+2 DirectConnect to UCF program with six Florida State College institutions" (p. 5), and its growing online education offerings. In a case study, conducted by Kurzweil and Brown (2015), the types of "scalable innovations" such as the partnership with DirectConnect and others, have made it possible for the university to break what the researchers referred to as the "Iron Triangle, by reducing cost, improving quality, and enhancing access simultaneously." The BGS degree program supports these university partnerships and the UCF goals of "Scale x Excellence = Impact" outlined in the Collective Impact Strategic Plan (UCF, 2015, p. 5).

Curriculum Mapping

Introduction

Curriculum mapping is a process of gathering information from the course curriculum and creating a visual map or representation that tracks and identifies when and how learning objectives and outcomes are addressed during a course. A curriculum map draws an explicit connection between content, learning objectives, and assessment measures. Subject-area coherence aligns and ensures the same learning standards in similar courses; and integrative coherence is focused on skills across the curriculum that students need in order to succeed and meet course and program outcomes (for example, academic writing skills) (Jacobs, 2004; Udelofen, 2005). The information that follows begins with a description of the logic used in developing the curriculum to provide insight into the use of backwards design (Wiggins & McTighe, 2005) and Understanding by Design (UbD) (Wiggins & McTighe, 2005) that were used to develop the curriculum as well as the curriculum maps.

The BGS core course development process for the curriculum included the use of big ideas and backwards design (Wiggins & McTighe, 2005). The concept of a “big idea” is defined as “a concept, theme, or issue that gives meaning and connection to discrete facts and skills” (p. 5). The ways in which educators can help learners contextualize learning and synthesize new ideas and knowledge is part of this process. Backwards design “calls for clarity about desired results and needed assessment evidence before identifying learning activities or selecting resources” (p. 319). Wiggins and McTighe’s (2005) Understanding by Design (UbD) is a conceptual framework on how to design a program that has understanding and learning goals as the first step. Curriculum mapping provided concrete evidence of rigor through the use of these

same processes, utilized Bloom's revised taxonomy (2001), and identified where learning outcomes and objectives were addressed within each course and the program.

Curriculum Design and Curriculum Maps

The two core courses in the BGS degree program are LDR 3115 Contemporary Issues in Leadership, and IDS 4939 Senior Seminar in Integrative General Studies. In the design and development of the Contemporary Issues in Leadership, LDR 3115, backwards design and the Understanding by Design (UbD) Framework (Wiggins & McTighe, 2005) were utilized. This included defining the core competencies plus desired results and understandings, as listed in Table 5.

Goal 1: Clarify Program Goals, Desired Results and Understandings

Using the UbD approach, the core capacities and desired results and understandings were defined and are represented in Table X. This initial stage of UbD required answers to questions about the desired understandings and big ideas, including "What should students know, understand, and be able to do? What content is worthy of understanding? What enduring understandings are desired?" (Wiggins & McTighe, 2005, pp. 22-27). Ideally, the goal is a broad, general statement of what the program is designed to achieve, and serves as a framework for the program objectives and learning outcomes (Wiggins & McTighe, 2005). The BGS program did not initially have this type of goal defined, but instead used Desired Results and Understandings as its goals. Part of the curriculum mapping process involved writing the BGS program goal, and then determining how it is reflected in the desired results and understandings of the program goals, and core competencies. Table 5 shows how the BGS core competencies translated into the desired results and understandings/program outcomes, and program goals.

Table 5: Core Competencies, Desired Results and Understandings/Program Outcomes (PO), and Program Goal

BGS Core Competencies	→	Desired Results and Understandings/ Program Outcomes (PO)	→	Redefined Program Goal
<p>Within the integrative framework of leadership and project management, BGS graduates will demonstrate their ability to:</p>		<p>To attain these capacities and demonstrate the critical thinking skills needed for them, students will graduate from the BGS degree program with the following:</p>		<p>The Bachelor of Integrative General Studies will prepare students to use leadership and project management skills within an integrative multidisciplinary framework in order to create innovative solutions to today’s complex problems</p>
<p>1. Ask meaningful questions about complex issues and problems in today’s world. →</p>		<p>1. An understanding of common human themes including an awareness of diverse cultures, and the cultural, historical, economic, and social implications of learning experiences.</p>		
<p>2. Locate and use multiple sources of credible knowledge, information, and perspectives. →</p>		<p>2. Demonstrated accomplishments as successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds.</p>		
<p>3. Compare and contrast information from different sources to reveal patterns and connections. →</p>		<p>3. The capacity as well-informed citizens to demonstrate critical thinking skills through the use of reason, and application of analytical, statistical, and/or computational methods to a complex challenge in our globally-diverse and technologically rich environment.</p>		
<p>4. Create an integrative framework and more holistic understanding of an issue. →</p>		<p>4. The ability to assess and decipher information in a world full of conflicting sources.</p>		
		<p>5. An understanding and demonstration of project management and leadership skills, including decision-making, collaboration, and problem-solving.</p>		

(University of Central Florida, 2020j)

Goal 2: Learning Outcomes and Course Content Alignment

The program goal articulated in Table 5 provided the foundation for identifying the learning outcomes and assessments for each of the courses in the BGS degree. The second stage in the UdB process provided answers to “What evidence can show that students have achieved the desired results (Stage 1)? What assessment tasks and other evidence will anchor our curricular units and thus guide our instruction? What should we look for to determine the extent of student understanding?” (Wiggins & McTighe, 2005, p. 146).

The following is an example how learning outcomes and course alignment were determined through the use of the first two stages of UbD. .

- Program Goal: The Bachelor of Integrative General Studies will prepare students to use leadership and project management skills within an integrative multidisciplinary framework in order to create innovative solutions to today’s complex problems.
 - Program Outcome (#2): Demonstrated accomplishments as successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds.
 - Core Competencies (#2): Locate and use multiple sources of credible knowledge, information, and perspectives (as one component of how students demonstrate their accomplishments as successful writers, speakers, and producers of digital materials...)
 - Define, describe, and apply the Social Change Model of Leadership.
 - LDR 3115 Social Change Service-Learning Leadership project, written communication assessment criteria.

The design questions used in this went from Stage 1: Desired Results, to Stage 2: Assessment Evidence. The last stage, Stage 3: Learning Plan, involved curriculum mapping for each of the core courses. This began with the development of course outcomes (Table 6) for each of the two courses. Course outcomes are listed in the first column of Table 6, with the corresponding assessments listed in the second column. These include a variety of assessment evidence that range from performance tasks to other evidence to evaluate student achievement of course outcomes.

Table 6: BGS Overall Learning Outcomes and Assessments for LDR 3115 and IDS 4939

Course	Overall Course Outcomes (CO) Students will be able to:	Assessments Faculty will evaluate/assess:
LDR 3115 - Contemporary Issues in Leadership	<p>1. Articulate the five practices of exemplary leadership and demonstrate how their understanding enhances their academic, professional, &/or civic engagement success.</p> <p>2. Define, describe, and apply the Social Change Model of Leadership.</p> <p>3. Identify civic engagement models that are based on social capital.</p> <p>4. Advance leadership and civic engagement skills through service-learning, written assignments, online discussions, final project presentation, and peer review.</p> <p>5. Reflect on the relationship between the individual and society within contemporary culture.</p>	<p>1. Synthesized content from readings, video, personal experience in a written assignment. Written discussion post dialogue with peers and faculty. Survey results of personal leadership strengths and written analysis of top 5 leadership talents categorized into 4 domains.</p> <p>2. Values, beliefs, personal bias written assignment. 7Cs of Social Change Model written assignment relating 7Cs to social change service learning project. Discussion post dialogue with peers and faculty.</p> <p>3. Written or video assignment with service-learning social cause selected for the service-learning project and its value-basis, goals, and advocates. Written personal working definition of civic engagement connected to personal values. Evidence of an action of civic engagement through social media or in person, discussion group with peers.</p> <p>4. Service-learning action plan (written or video). Faculty meeting in person, on the phone, or Skype. Written assignments, online discussion posts with peers and faculty, final project, and peer review. Working written definition of personal leadership philosophy based on interviews and research.</p> <p>5. Materia quiz on readings & video content on purpose and voice for deeper leadership. Written assignment on personal resiliency readings, video, and personal experience. Researched contribution to collaborative Google doc.</p>

Course	Overall Course Outcomes (CO) Students will be able to:	Assessment Faculty will evaluate/assess:
IDS 4939 - Senior Seminar in Integrative General Studies	<p>1. Understand and articulate bridges between all undergraduate coursework and professional goals.</p> <p>2. Develop demonstrated competencies in negotiation and conflict-management.</p> <p>3. Complete a signature work as the culmination of the undergraduate experience.</p> <p>4. Advance communication and collaborative skills through written assignments, presentation, and peer review.</p>	<p>1. Completion of My Plan course audit and written assignment based on results. Written metaphor assignment. Discussion post dialogue with peers and faculty. LinkedIn learning module. Individual project consultations with faculty. Professional statement written or video assignment, resume, and cover letter.</p> <p>2. Written and video negotiation exercises, in-person consultation with faculty for assessment of project management progress that includes demonstrated negotiation and/or conflict management strategies, quiz on negotiation skills.</p> <p>3. Written literature review, Materia quiz, final project, written project design proposal, discussion post dialogue with peers and faculty.</p> <p>4. Written project design proposal, written project design proposal, discussion post dialogue with peers and faculty.</p>

Curriculum Maps

The last stage of the UbD approach was to develop the learning plan and the major learning activities and corresponding assessments. It was at this point in the process that the individual modules for the BGS core courses were evaluated and aligned with course and program outcomes, and gaps or redundancies were noted.

Curriculum mapping originated with English (1980) and was redefined by Jacobs (2004) as a process that involves recording the content and skills taught and how they are assessed and aligned to academic or program outcomes. The value of this process went beyond simply creating a set of maps—it contributed to building a healthy program environment that offered opportunities for “collaboration, reflection on practice, and discussion of individual and collective belief systems about teaching and learning” (Udelhofen, 2005, p. xx). It has also provided a way to collect data based on authentic student learning in order to illustrate whether student learning outcomes are achieved.

In order to organize the course content into a curriculum map, a Microsoft Excel spreadsheet was adapted from a curriculum mapping tool used by Carnegie Mellon University’s Eberly Center for Teaching Excellence and Education and developed by Whiteman (2016). This provided a visual map to better understand how course outcomes supported program-level outcomes, and then to evaluate how well those outcomes met their targets in the IE plan. The weekly modules and the title of each were listed across the top row of the spreadsheet in the sequence they were taught. Three different variables were listed in the first column: skill level, instructional activities, and assessments. Skill levels were coded as Introductory, Advanced, or Mastery and identified whether students were expected to demonstrate introductory knowledge or skills (I), for example, recalling or explaining facts, concepts; advanced knowledge or skills

(A), for example applying a procedure or analyzing how parts relate to or contrast from one another; or mastery (M), for example, making judgments based on criteria, creating an innovative or novel approach, product, or artifact. Instructional activities were those activities occurring in and out of class that reinforced learning objectives and prepared students for assessments. Assessments were a description of how student knowledge or skills were assessed.

The last two rows of the table include the course outcomes (CO) and program outcomes (PO) that are supported by the assignments and activities in each module..

Table 7: Curriculum Map of LDR 3115 Contemporary Issues in Leadership

LDR 3115 Contemporary Issues in Leadership	Module 1	Module 2	Module 3
	Course Introduction & Overview of Leadership	Five Practices of Exemplary Leaders	Personal Leadership Strengths
Introductory, Advanced, or Mastery	I	I	I
Instructional Activities	Objective: Students will gain familiarity with the course and connect with peers in the course through robust discussions. Syllabus Quiz, Getting to Know You discussion, view Gladwell TedTalk, submit written assignment in which they apply the Gladwell content to their own educational journey.	Objective: Students will apply the Five Practices of Exemplary Leadership to a leader in their own lives. Read Five Practices of Exemplary Leadership, review Module 2 lesson, View Sinek video on Why Good Leaders Make You Feel Safe, Read five leadership practices, View Leadership Challenge video, dialogue in online discussion with peers and faculty	Objective: After completing the Strengthsfinder assessment, students connect their individual talents to leadership exemplary practices, & their own leadership experiences and opportunities. Complete Clifton Strengthsfinder instrument for top five strengths & download/submit certificate of completion, share results with class in discussion & learn more about peers' collective talents, submit written assignment about results, how well they reflect leadership experience and aspirations, and how they connect to the five practices of exemplary leadership.
Assessments	Written assignment plus discussion posts and dialogue with peers & faculty	Synthesized content from readings, video, personal experience in a written assignment; Written discussion post and dialogue with peers & faculty	Survey results and written analysis of top 5 leadership talents, categorized into 4 domains and including personal leadership experience and aspirations.
Course outcomes met by module	CO 1	CO 1	CO 1
Program outcomes met by module	PO1	PO1	PO1

(Adapted from Whiteman, 2016)

Course outcomes (CO) are listed in Table 6, and program outcomes (PO) are listed in Table 5.

LDR 3115 Contemporary Issues in Leadership	Module 4	Module 5	Module 6
	Values-based Social Change Model of Leadership	Social Change and Service-Learning	7C's of Social Change Model of Leadership
Introductory, Advanced, or Mastery	A	A	A
Instructional Activities	Objective: Students will explore and explain their values, beliefs, and biases and the relationship between them as they set a personal mission statement. Read: Social Change Model of Leadership pp 18-27.	Objective: Students will identify intersections between their social causes and that of colleagues within the course as they apply the concepts within the group values section of the Social Change Model of Leadership. Read: Social Change Model of Leadership pp. 31-68	Objective: Students will apply the 7Cs to their own service learning plans and apply them to a leader about whom they watch a documentary. Read: Social Change Model of Leadership
Assessments	Values, Beliefs, and Personal Bias written assignment; Connect personal values to a social-change oriented service-learning project; Discussion post and dialogue with peers with same social cause.	Written assignment identifying service-learning social cause, value-basis, goals, advocates; Written discussion posts within social change group peers & faculty.	7Cs written assignment identifying 7Cs in a leader and relating 7Cs to social change service-learning project.
Course outcomes met by module	CO 2	CO 2 & 3	CO 2
Program outcomes met by module	PO1, PO2	PO2, PO3	PO2, PO3

(Adapted from Whiteman, 2016)

Course outcomes (CO) are listed in Table 6, and program outcomes (PO) are listed in Table 5.

LDR 3115 Contemporary Issues in Leadership	Module 7	Module 8	Module 9
	Empathetic Leadership and Service-Learning Action Plan	Personal Leadership Philosophy	Civic Engagement
Introductory, Advanced, or Mastery	M	M	M
Instructional Activities	Objective: Students will set their own measurable target objectives through completion of a service action learning plan. Read/Watch: Empathy in the Workplace, A tool for effective leadership; The Defiant One; Additional materials in Module 7 Lesson including Leadership Lessons with Kim Loaiza;	Objective: Students will research or interview a leader to share their leadership philosophy. Then, students will create and clearly articulate their personal leadership philosophy in a written or videoed reflection. Read: Serrat: Personal Philosophy of Leadership; Written assignment with personal leadership philosophy based on research and interviews, plus assigned readings and videos	Objective: Students will create a personal definition of civic engagement and relate it to their passions through an action of civic engagement. Reading assignments.
Assessments	Service-learning action plan; Meet with faculty instructor in person, on the phone, or via Skype.	Written discussion post and dialogue with peers & faculty.	Written personal working definition of civic engagement related to values & beliefs and four constructs of civic engagement; Evidence of conducting an action of civic engagement through the use of social media or in person.
Course outcomes met by module	CO 4	CO4	CO3
Program outcomes met by module	PO3, PO4	PO2, PO3	PO3, PO5

(Adapted from Whiteman, 2016)

Course outcomes (CO) are listed in Table 6, and program outcomes (PO) are listed in Table 5.

LDR 3115 Contemporary Issues in Leadership	Module 10	Module 11	Module 12
	Purpose and Voice for Deeper Leadership	Personal Resiliency	Differentiated Lessons in Leadership
Introductory, Advanced, or Mastery	M	M	M
Instructional Activities	Objective: Students will read and digest Chapter 5 in <i>Deeper Learning in Leadership</i> as measured by their application of its concepts through a Materia assessment on the chapter. Read: Deeper Learning...Chapter 5; View TED Talk: Boyd Varty, What I learned from Nelson Mandela.	Objective: Students will engage in an activity of self-care beyond normal routine and categorize it as they apply the concepts from the module content. Read: Self-Care Wheel from <i>Transforming the Pain: A Workbook on Various Traumatization</i> . Read “To be a great leader, you need to start by leading yourself, Lars Sudmann. Read Viktor Frankl & the Meaning of Life. Watch TED Talk (choose 1): Adam Grant: Are you a Giver or Taker? Or, Tim Lebercht: 4Ways to Build a Human Company in the Age of Machines.	Objective: Students will review targeted materials to their area of interest with regard to leadership and add to a collective learning document to learn from their peers. Read Module 12 and watch Jill Bolte: Stroke of Insight TED Talk; Select leadership track most relevant to student academic/ professional background and interest and complete content and research lesson associated with it.
Assessments	Materia assessment readings and video content to demonstrate understanding of presence, flow, oscillation, and complex concepts related to purpose and voice for deeper leadership.	Written assignment to verify students have demonstrated concepts of self-care for leaders categorized into one of five domains, and as described in assigned readings and video.	Researched contribution to collaborative Google Doc on a leader in a selected leadership track.
Course outcomes met by module	CO 5	CO5	CO 5
Program outcomes met by module	PO4, PO5	PO3, PO4, PO5	PO4, PO5

(Adapted from Whiteman, 2016)

Course outcomes (CO) are listed in Table 6, and program outcomes (PO) are listed in Table 5.

LDR 3115 Contemporary Issues in Leadership	Module 13	Module 14
	Final Project and Peer Review	Final Project
Introductory, Advanced, or Mastery	M	M
Instructional Activities	Objective: Students will complete their service-learning projects, draft a response to the reflection questions, and submit that or a portion of it for peer review.	Objective: Students will complete their service-learning projects as they finalize their submission based on peer feedback from the prior module.
Assessments	Written assignment on leadership and civic engagement service learning project. Online peer review and feedback.	Final Project and Survey about service-learning project.
Course outcomes met by module	CO 4	CO 4
Program outcomes met by module	PO5	PO5

(Adapted from Whiteman, 2016)

Course outcomes (CO) are listed in Table 6, and program outcomes (PO) are listed in Table 5.

Table 8: IDS 4939 Senior Seminar in Integrative General Studies

IDS 4939 Senior Seminar	Module 1	Module 2	Module 3	Module 4
	Examining Your Personal Journey	Project Design	Thesis Statement Development	Project Sources & Literature (2-week Module)
Introductory, Advanced, or Mastery	I	I	I	A
Instructional Activities	Objective: Review information on GEP, prior educational experience, and personal assessment results, discuss their personal educational journey and connection to the GEP program. Module 1 lesson about the General Education Program Guide students to review unofficial transcripts of coursework completed to this point and complete My Plan assessments to identify current interests & passions.	Objective: Students will apply the fundamentals of an information search as they design a plan for their project for the course. Read Part 1 of the MLA Handbook. Read Chapter 2 of <i>Ignorance</i> by Stuart Firestein. Complete the Obojobo lesson: Focusing an Information Search. Participate in the Discussion Forum, to help other students brainstorm about project design.	Objective: Students will create an informed thesis statement based upon their preliminary research and experience. Written assignment with informed/researched thesis statement; Quiz on negotiation reading material; Obojobo module and quiz on lit review	Objective: Students will research their final project topic utilizing the high quality sources guidance from this module and synthesize their findings as the start of the research for the Final Project assignment. Re-review MLS Handbook part 1, Review Module Lesson;
Assessments	Online written discussion; Written assignment based on completion of My Plan; Written metaphor in Reconnection assignment	Obojobo module and quiz; Written project design proposal; Discussion with classmates and feedback	Written assignment with informed/ researched thesis statement; negotiation quiz; Obojobo module and quiz on lit review	Written literature review assignment; Obojobo module and quiz on citing sources; Materia assessment on evaluating sources
Course outcomes met by module	CO 1	CO 1	CO 3	CO 3
Program outcomes met by module	PO1	PO2, PO5	PO2	PO2, PO4

Course outcomes (CO) are listed in Table 6, and program outcomes (PO) are listed in Table 5.

(Adapted from Whitman, 2016)

IDS 4939 Senior Seminar in Integrative General Studies	Module 5	Module 6	Module 7	Module 8
	Professional Statements	Individual Project Consultations	Negotiations (3-week module)	Where from Here & Final Project
Introductory, Advanced, or Mastery	A	A	A	M
Instructional Activities	Objective: Develop professional statement on how BGS degree ties into career goals and be able to deliver it in written and oral form. Review Module 5 lesson and reading material. Watch Lizzie Velasquez TED Talk: How do you define yourself? View What is Personal Branding video. Read 10 Golden Rules in Personal Branding.	Objective: individual consultation and feedback from peers, students will improve their final project. Students will engage in lifelong learning completing a LinkedIn learning module.	Objective: Develop negotiations and conflict resolution skills and demonstrate them with practical exercises. Read “Getting to Yes” text as directed. View William Ury: Getting to Yes in the Real World TED Talk, and Getting to Yes negotiating agreement without giving in video.	Objective: Students will exhibit research competency, including project design and source review through their final project submission. Students will enhance integrative learning by completing a final project related to UCF’s GEP outcomes while demonstrating strong written communication skills through this final project as assessed using the AAC&U VALUE rubric for Written Communication
Assessments	Professional Statement written or video assignment to connect BGS students to their career goals; Resume and cover letter written assignment; Materia online assessment	LinkedIn Learning module; Discussion posts and dialogue with peers & faculty; Individual project consultations with faculty	Written or video negotiation exercises; In-person consultation with faculty for assessment of project management progress	Final project
Course outcomes met by module	CO 1	CO 1	CO 2	CO 3, CO 4
Program outcomes met by module	PO1, PO2	PO2	PO4, PO5	PO3, PO5

Course outcomes (CO) are listed in Table 6, and program outcomes (PO) are listed in Table 5.

(Adapted from Whitman, 2016)

Summary

In summary, the Institutional Effectiveness evaluation plan included outcomes that were measured through the use of criteria from the Integrative Learning, Critical Thinking, and Written Communication rubrics developed by the American Association of Colleges and Universities (2009). These were embedded in the rubrics in key course assignment assessments, with data collected and reviewed at the end of the first semester for the current study. These efforts were grounded in program evaluation theory (Chen, 1990; Fitzpatrick, Sanders, & Worthen, 2011; Knowlton & Phillips, 2013; Secolsky & Denison, 2012) and the data gathered provided evidence useful in determining either effective design or the need for improvement in course curriculum or operations management. The results provided insight that will be useful in guiding systematic program improvement.

The curriculum for LDR 3115 and IDS 4939 met their respective course outcomes, however IDS 4939 may benefit from additional course content focused on the core competencies outlined in its course outcomes. It currently has four modules that meet the first course outcome, three modules that meet the third course outcome, but only one module that meets the second outcome and one that meets the fourth. This may be a function of fewer modules, and also of outcomes such as developing negotiation skills that require time and persistence. The course outcomes can be more clearly defined and expanded on to provide more clarity. As it currently stands, the IDS 4939 course outcomes are:

1. Understand and articulate bridges between coursework and professional goals.
2. Develop demonstrated competencies in negotiation and conflict-management.
3. Complete a signature work as the culmination of the undergraduate experience.

4. Advance communication and collaborative skills through written assignments, presentation, and peer review.

In addition, the IDS 4939 modules can should be expanded to increase learning opportunities for program outcome 3, an outcome that asks students to demonstrate their capacity as well-informed citizens to demonstrate critical thinking skills through the use of reason, and application of analytical, statistical, and/or computational methods to a complex challenge in our globally diverse and technologically rich environment. Additional course content that meets these criteria should include key competencies in project management that clearly differentiate the course from LDR 3115 Contemporary Issues in Leadership. Although leadership is one component of project management, the Senior Seminar is designed to provide students with the knowledge and tools of effective project management including project scope management, project time management, and project cost management (Udo & Koppensteiner, 2004). To this end, content that is based on the *A Guide to the Project Management Body of Knowledge*, published by the Project Management Institute and recognized by the American National Standards Institute (ANSI) as a guide to ensuring projects are managed correctly. Suggested additions to the outcomes of the course include student's demonstration of their ability to:

- Identify project objectives, desired benefits, and results and risks to be managed,
- Subdivide major deliverables into smaller, more manageable projects.
- Use tools such as a Gantt chart to breakdown structures to subdivide the project into components and tasks, and to define all project work.

Strategies for additional course content can include the use of guided questions in discussion prompts, with the value of the course content in the students' academic and

professional lives used as the focus of their work. This use of inquiry as practice is helpful with guiding students' thinking about the complex issues covered in each of these courses.

CHAPTER THREE: STRATEGIC EMPLOYEE COMMUNICATION

Introduction

The organizational culture of the university is a variable that is closely associated with both employee communication and internal public relations strategies (Smircich, 1983; Sriramesh, Grunig, and Buffington, 1992). Employee communication is the way information is communicated within the organization, and is defined as a sub-discipline of communication and a practice area of internal public relations (Grunig, Grunig, & Dozier, 2002). Employee communication has two components, communication content and the communication climate (Smidts, Pruyn, & van Riel, 2001), both of which are influenced by organizational culture (Sriramesh, Grunig, & Buffington, 1992, Rhee & Moon, 2009).

The purpose of this portion of the study was to understand which dimensions of organizational culture (Hofstede, Neuijen, Ohayv, & Sanders, 1990) were represented by those faculty and academic advisors who participated in the anonymous survey. This understanding would provide a foundation for strategic employee communication about the BGS degree program. The question that the research in this portion of the study addresses is:

RQ1. What is the organizational culture of the university administrators and faculty member who were interviewed?

To gain a better understanding of the organizational culture of the undergraduate advising community at the university, the author used an exploratory sequential design (Creswell, 2008) in this research. In the qualitative study, interviews were conducted with a small sample, and in the quantitative study, surveys were distributed to all of the university's full-time faculty and

academic advisors. The qualitative results provided an orientation of the complex problem, and were followed up with quantitative research that provided additional insight and context.

The analysis of the qualitative results was done using thematic content analysis (Braun & Clarke, 2006; Guest, MacQueen & Namey, 2012) and then interpreted using program theory (Chen, 1990) and a logic model. The program theory provided a type of map that clarified the “program’s destination, the pathways toward the destination, and markers along the way” (Shakman & Rodriguez, 2015, p. 11), and made explicit what the program was, and what the program was not. It was important to clarify what the program was, because of the need to differentiate the BGS from the IDS degree program for key stakeholders. BGS and IDS are separate and different degree programs. Students in the BGS degree program major in Integrative Studies, while students in the IDS degree program, major in interdisciplinary studies. The terms “integrative” and “interdisciplinary” are often synonymous in the literature (Association for Interdisciplinary Studies, 2020).

Program theory incorporated “program resources, program activities, intermediate outcomes, and ultimate goals” (Wholey, 1987, p. 78) to provide the author with a big picture within the context of the interview data. The logic model followed the program theory and was not a fully developed plan, nor an evaluation design or method, but it did provide an overall look at program planning, implementation, and evaluation. As discussed in Chapter 1, the logic model included the input, activities, outputs, outcomes, short-term, medium-term, and long-term goals. The program theory involved the “why” for the program, and the logic model developed the “how” and “what.”

Conceptual Framework

Before the interviews could be conducted or the survey developed and administered, it was important for the author to review the problem of practice through the structural, political, and symbolic lenses to confirm that the interview questions would provide the information that was needed. While the BGS program was designed to solve the problem of practice and help students graduate, it was also designed to have a positive impact on the university in the key metrics associated with funding through the State of Florida University System.

Areas of concern, related to strategic employee communication about the BGS program, included those voiced by faculty at the University Policy and Curriculum Committee (UPCC) committee members about whether the BGS program would actively recruit students away from their degree programs. This type of concern is representative of the “divisionalized semi-autonomous units” (Bolman & Deal, 2013, p. 80) such as those that comprise the university, in that the silo-like disciplinary structure creates a separate unit or organization within the larger university. Understanding the overall organizational culture was important for understanding how best to present the BGS degree program to the different degree programs across the university. The university culture is unique in that it has an institutional identity overall, and additional sub-cultures or identities within the various divisions and degree programs.

Communication reinforces the cultural identity of the organization and all that it values. For the present study, culture is understood to be “the collective programming of the mind that distinguishes the members of one group or category of people from others” (Hofstede, 1984, p. 51), and includes the day-to-day patterns or ways of living that define one group from another (Damen, 1987). The characteristics of organizational culture are related to the ways things have historically been done, are socially constructed, and are usually hard to change (Hofstede,

Neuijen, Ohayv, & Sanders, 1990. While there may be many variations on a theme, culture is based on the shared knowledge people use to process and respond to their world. It is learned, it is shared, and it is how people interact with each other. It isn't just surface-type actions, but it is deeper-level values and the behaviors, attitudes, and knowledge that are specific to an institution, and often between classes of employees within that institution.

A common misunderstanding about dimensions of culture is that these dimensions are personality types or that they correlate at the individual level. "People want to score themselves on a dimension, or worse, try to score someone else. This is called stereotyping, which is not what the dimensions are for" (Hofstede & Minkov, 2013, p. 4). The dimensions of culture are useful in distinguishing cultural groups or populations and include both dimensions of national culture and organizational culture. Hofstede's (1984) dimension of national culture examined in this survey were individualism vs. collectivism, and power distance, and the remaining four examined were dimensions of organizational culture. These included professional vs. parochial, process-oriented vs. results-oriented, and pragmatic vs. normative (Hofstede, 2011). In Hofstede's (1998) research into cross-organizational differences, the results showed cultural differences in practices for participants from different organizations within the same country, and cultural differences in values for participants from different countries.

The term "Practices" is relative to the symbolic frame within organizational theory, one defined as "the symbols, heroes, and rituals specific to one culture as opposed to others; they are the visible part of cultures, while values represent the invisible part" (p. 482). Bolman and Deal (2013) identified symbols within the context of a frame, or a mental model, as "a set of ideas and assumptions that you carry in your head to help you understand and negotiate a particular territory" (p. 10). The ways in which organizational culture is manifested were organized into

four categories: “symbols, heroes, rituals, and values” (Hofstede, Neuijen, Ohayv, & Sanders, 1990, p. 291) as demonstrated in Figure 1 with Symbols being classified as shallow, and values as deep. “Symbols, heroes, and rituals can be subsumed under the term practices, because they are visible to an observer although their cultural meaning lies in the way they are perceived by insiders” (p. 291). The terms symbols, heroes, rituals, and practices were selected by Hofstede et al. (1990) from Deal and Kennedy (1982).

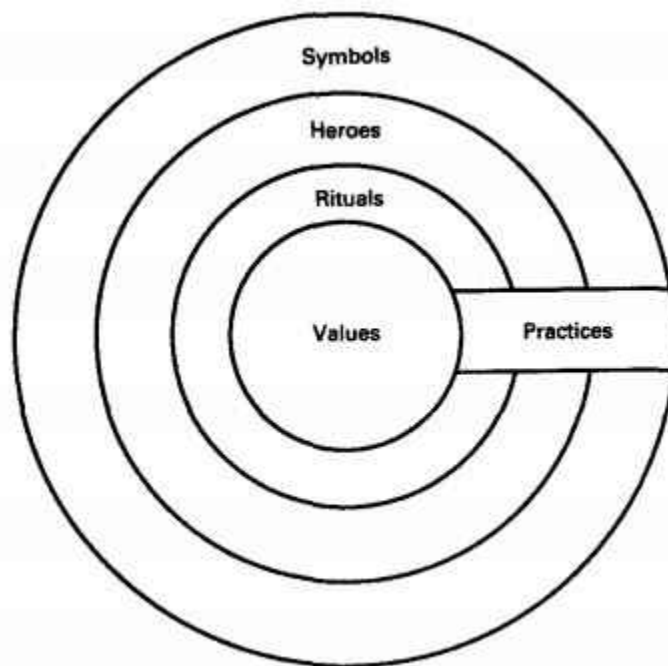


Figure 1: Manifestations of Culture: From Shallow to Deep
Source: Hofstede, Neuijen, Ohayv, & Sanders, 1990, p. 291

The interviews provided the an overall understanding of how key stakeholders envisioned the BGS program to fit within the structure of the university, who would benefit from it, and the program’s short, medium, and long-term goals.

The survey questionnaire was situated within the context of the interview results, and aimed to collect information on the cultural dimensions represented in the interview results.

These included the dimension of power distance (Hofstede, 1984), as represented by interview responses about a general studies degree vs. the traditional disciplinary degree and how BGS is student-centered (low power distance) as opposed to a faculty-centered structure (high-power distance). Students in the BGS degree program select the coursework that they determine fits their needs, while students in traditional disciplinary programs have their coursework prescribed by the degree program and the faculty who run it.

Also included in the survey were questions identified in the interviews as “Practices,” as described by the dimensions of organizational culture including parochial vs. professional, process-oriented vs. results-oriented, and pragmatic vs. normative. “Practices” items refer to perceived practices and describe what the respondent feels “is” as opposed to what he or she feels “should be” (Hofstede, et al., 1990, p. 294).

The survey was conducted in order to determine a.) where faculty and academic advisor responses placed them on the spectrum of these five different dimensions of culture (Hofstede, 1990, 2010, 2011), both as one group and as two separate groups; b.) faculty and academic advisors’ knowledge of the extent of this problem of practice as evidenced by their response to the percentage of students they believed had 120 credit hours or more, but were unable to graduate, again both as one group and as two separate groups, and c.) the level of knowledge about the university’s graduation metrics and its Collective Impact plan of faculty and academic advisors as a whole, and as two separate groups.

Cultural Dimensions

Individualism vs. Collectivism. “The degree to which people in a society are integrated into groups” (Hofstede, 2011, p. 11). In an individualistic culture, “the purpose of education is how to learn,” whereas in a collectivist culture, “the purpose of education is learning how to do”

(Hofstede, 2011, p. 11). A sense of community is a collectivist cultural dimension, while one in which everyone is expected to look out for themselves is representative of an individualistic dimension of culture (Hofstede, 2011).

Parochial vs. Professional. Hofstede's parochial and professional dimensions are based on the work by Merton (1968) in which these constructs were examined within a sociology framework. Merton identified a parochial dimension as one in which an employee derived their identity from the organization, whereas a professional dimension was one in which highly educated members of the organization derived their identity primarily from their profession. If the predominant dimension was parochial, then it would follow that members of the organization may have found it difficult to embrace new organizational framework that differed from the traditional disciplinary silos that define university structure. Those who viewed the university as a professional culture, however, identified primarily with their profession and did not derive their identity from their organization. This may mean that as an organizational culture, faculty and academic advisors at the university with a professional cultural dimension may be more willing to embrace collaborative efforts and the ways in which they can positively relate these to their professional identity.

Power distance. "Power distance is defined as the extent to which the less powerful members of institutions and organizations within a society expect and accept that power is distributed unequally" (Hofstede, 2011, p. 9). Small power distance is representative of a student-centered education setting, and large power distance indicates a teacher-centered one (Hofstede, 2011). High power distance cultures have an emphasis on tradition, which minimizes changes to the hierarchical structure (Hofstede, 1997).

“Positive teacher student relations and preference for cooperative learning environment predict higher school belongingness across cultures” (Hofstede, 1984; Cortina, Arel, Smith-Darden, 2017, p. 1). “School belongingness is usually defined as the feeling of connectedness with the school community, and it is assumed to contribute to academic motivation constructs, such as engagement and self-efficacy which, in turn, improve academic achievement” (Cortina, Arel, Smith-Darden, 2017, p. 1).

Pragmatic vs. Normative. “Pragmatic units are market-driven; normative units perceive their task towards the outside world as the implementation of inviolable rules...in the normative units, the major emphasis is on correctly following organizational procedures, which are more important than results” (Hofstede, 1998, p. 484). Pragmatic organizations value results over procedures, use a pragmatic attitude vs. a dogmatic one, and are flexible and adaptive.

Process-oriented vs. Results-oriented. In a process-oriented organization, risks are avoided, and bureaucratic routines dominate, while a results-oriented culture is comfortable in unfamiliar situations and a common concern for outcomes dominates (Hofstede, 2011). Peters and Waterman (1982) found that strong organizational cultures are results-oriented. This measure has its basis in Burns and Stalker’s (1961) organizational sociology with their conclusions about the differences between mechanistic and organic management systems. Mechanistic systems are those that Hofstede, Neuijen, Ohayv and Sanders (1990) identified as process-oriented (p. 302), and organic management systems are called by Hofstede et al. (1990), results oriented. Process-oriented or mechanistic systems are characterized by “the abstract nature of each individual task, which is pursued with techniques and purposes more or less distinct from those of the concern as a whole; i.e., the functionaries tend to pursue the technical accomplishment of the ends of the concern” (Burns & Stalker, 1961, p. 120). They went on to

characterize organic management systems by “the ‘realistic’ nature of the individual task, which is seen as set by the total situation of the concern” (p. 121).

UCF Collective Impact core metrics: Graduation rates. The last three issues are based on the UCF Collective Impact metrics and include participants’ perceptions or knowledge about the university’s priority of graduation rates for transfer, non-traditional, and FTIC students.

The questions in this nonexperimental research design provided data that described the university faculty and academic advisors’ knowledge, perceptions, and beliefs about university priorities about the BGS degree program, core metrics in UCF’s Collective Impact Plan (2017), and five dimensions of culture (Hofstede, 2011). Responses were evaluated as a whole and also as two separate groups of faculty and academic administrators.

Study 1: Qualitative Interviews

The purpose of this interview was to gather data from BGS key stakeholders based on their perceptions and attitudes about the degree program, its place at UCF, its anticipated outcomes, who it will benefit and how, and its mission.

Although the qualitative research portion of this study was not phenomenological, per se, it did involve the phenomenon of university administrators who were living through and experiencing the problem of the “gates” within university degree programs, with the term “gates” being representative of the requirements students must meet in order to be admitted to or graduate from a degree program. For example, the capstone course in the mechanical engineering program is a gate that leads to program completion and graduation, one that requires students to earn a C or better in order to graduate. Students are allowed to retake a course in order to replace a grade, but students who do not pass this type of final course are unable to graduate. Another example of a gate is found in pre-requisites required for admission to a degree

program. Students may have changed majors and have not been able to complete the pre-requisites the program requires for admission. These pre-requisites are a type of gate that does not allow students into the degree program.

The context and background for this research was provided by the four interviewees' ongoing professional experience with this problem and their efforts to address it. The interview consisted of eight questions that were written to gain insight into the new degree program and its impact through the structural, political, and symbolic organizational perspectives. Each participant discussed the experience they had had with a segment of the student population who faced challenges associated with meeting program requirements in B.S. and B.A. degree programs, and the frustrations that they reported students faced due to the fact that the university did not have a degree program from which these students could choose to graduate.

Methods

Sample

Interviews were conducted with three different university administrators and one full-time faculty member. These individuals were chosen because they were familiar with the BGS initiative, and the degree program that was developed from it. Since the program was new to the university, these were the only individuals who understood the purpose of the BGS initiative, the way it would be situated within the university, and the challenges to organizational culture that the degree program might encounter. All participants gave verbal consent for the interview to be recorded, and also acknowledged the fact that they were able to stop or leave the interview at any time.

Interview Protocol

The purpose of the interviews was to examine the organizational factors affecting faculty and academic advisors' perceptions and attitudes about the BGS degree program. Interviews were conducted in order to gain a better idea of the future that key stakeholders envisioned for the BGS program, and the challenges they anticipated it would encounter once launched. After asking participants to share information about themselves including professional history, the first set of questions was based on their structural perspective of how the BGS degree would fit within the current structure of the university, and what shaped the curriculum for the program.

Questions (Appendix A) were based on how they envisioned the BGS degree program would fit within the current structure of the university, and any obstacles that they anticipated. The next set of questions asked participants about their short, medium, and long-term outcomes for the program within three areas: learning (awareness/knowledge of the program within the university, attitudes toward it, skills associated with it, motivations—university and student); action (anticipated behavior of stakeholders, practice [whether stakeholders would refer students to the program], decision-making, and policies); and conditions (social, economic conditions that contributed to the problem of practice and how this solution works to benefit stakeholders). Questions also asked participants to explain how they thought students would benefit from the BGS program, and who they perceived to be a good fit for it (student, faculty, and administrators). The last questions asked participants what they saw as the mission of the BGS program, how they believed it would provide a sense of agency or self-legitimization to students, and what each participant believed a degree represents to students and employers.

All of the interviews were conducted on the university campus, with two of the interviews conducted in the interviewees' offices, and two conducted in the author's office. Interviews were recorded using the iOS Voice Memo app, and notes were taken during each

interview. The recordings were transcribed verbatim using computer-based artificial intelligence technology offered in the Transcribe – Speech to Text app, and the transcriptions were reviewed and edited while listening to the audio recording of each interview.

The transcriptions were coded and evaluated for themes and patterns. The data were analyzed using thematic content analysis (Braun & Clarke, 2006; Guest, MacQueen & Namey, 2012) with program theory as the theoretical framework. The themes that emerged were based on motivations and expected outcomes. The process of organizing the data began with identifying significant statements from each interview. These were the responses to the questions asked, and included the process of creating formulated meanings from these significant statements. Formulated meanings were organized into clusters of themes, followed by the emergent themes. Examples of the findings from this process are provided in Tables 9 and 10.

Table 9: Findings: Formulated Meanings from Significant Statements

Significant Statements	Formulated Meanings
It doesn't mean they don't value higher education. It means they do value it.	Students value higher education and earning a degree.
For those students we don't have a good solution.	The university lacks a general education degree program.

Table 10: Findings: Emergent Themes for the BGS Degree

Formulated Meanings	Theme Cluster	Emergent Theme
Students value higher education and earning a degree.	Students may have accumulated more academic experience and knowledge than many of their degreed counterparts.	Student motivation and outcomes.
The university lacks a general education degree.	A general education degree is offered at many universities worldwide, yet there currently isn't one at our university.	University motivation and outcomes for a general education degree and how it fits within the culture of the university.

The analysis was done using thematic content analysis (Braun & Clarke, 2006; Guest, MacQueen & Namey, 2012) and then interpreted using program theory. Chen (1990, 2005) said program theory is a way of identifying the steps that must be taken in order to reach a specific goal, the impact the program has the potential to generate, and the stakeholder assumptions that provide the basis for the program's anticipated success.

This overall look at BGS through the eyes of the four participants was helpful in understanding their idealistic view of it, contrasted by the obstacles a general studies degree was anticipated to face in a traditionally disciplinary institution. The results of the interviews provided themes around which survey questions were conducted. The data provided context for the priorities, assumptions, and external factors involved in the BGS program, and the results were used to guide the design of the survey that was distributed to all full-time faculty and academic advisors.

Results

The two main themes that emerged were a) student motivations (who these students are, and their primary reason for changing their degree to BGS); b) the university's motivations for establishing the BGS degree (both the perceptions of the degree and impact).

Participants 1 through 3 were members of the university's administration, and Participant 4 was a full-time faculty member, all were familiar with the BGS initiative and involved with it.

Student Motivations

When asked "Who is a good fit for this program?" all participants noted that determining "fit" was related to the variety of reasons that students come to the university to earn degrees, and the fact that students have a range of backgrounds and earn degrees for different purposes. Participant 3 commented that students in existing programs, including Interdisciplinary Studies, often come to advisors and say that they need a degree because a job or job promotion requires it. The university, this participant clarified, has not had a "general" degree to offer students other than the IDS degree. Participant 2 placed an emphasis on the perceived value of the degree and the fact that a desire for a general degree does not mean students do not value higher education—it means that they do value it, and they see a tangible benefit from completing a degree. This

point was further elaborated in discussion with Participant 2 that some students have conveyed that they need to earn a degree, “any degree,” after having accumulated, in some instances, up to 200 credit hours or more. The responses to this question related to the university’s Collective Impact Strategic Plan and key funding metrics in it. It also related to the cultural dimensions of individualism vs. collectivism with students experiencing the loss of sense of community or belonging when they leave a degree program. Helping students know they are still part of the larger community of UCF was mentioned by all four participants.

In response to the question “How will students benefit from this program?” Participant 1 responded that based on the student population in general studies programs at other universities, the students benefit from the program because they gain leadership and project management skills, and can apply these in their employment or professional life. Also mentioned was the fact that at other universities with BGS programs, students are often first-generation, transfers, non-traditional, or military. This point was also raised by the other three participants, with the military segment of the student population being one that was highlighted by all four of the individuals who were interviewed. Students in the military have typically moved around and accumulated enough credit hours to graduate, but are not part of a degree program. They benefit from earning a BGS degree and the summative experience of its senior seminar course. Two interviewees stressed that the BGS degree program would benefit students by increasing access, and is representative of how the university is working to come up with new and innovative ways to help all students to be successful. Participant 3 expanded on how access to education is an important part of the university’s mission and explained,

If you look nationally at programs like general studies you see this really intriguing mix of students and you do see a healthy number of adult learners.

There are many individuals who are well into their careers and in order to get to that next rung on their promotional ladder at their company, they need a college degree. It's not specific to a discipline—they just need to have that degree. I think we will see students who are attracted by the idea that I can utilize my courses that I took a decade ago when I was pursuing “X” degree, and I'm not starting from scratch (Participant 3).

Participant 3 added that students who will benefit from this program include all students, first time in college (FTIC) students as well as those students who have changed their major multiple times and have a specific skill set, but are not part of a degree plan. Participant 2 said that “The BGS affords an opportunity for students who felt pretty strongly about starting with one major, but once they got into the coursework or internships, said they found that it wasn't as good of a fit as they first thought it would be.” The dimensions of culture represented in these responses were results-oriented as opposed to process-oriented, and pragmatic vs. normative. The “process” for BGS students has been long and hard, according to all participants, and providing a program that results in graduation was their solution. These responses also demonstrated a pragmatic vs a normative dimension of culture, one in which practicality, flexibility, and adaptability were valued.

All participants discussed that the option to shift from a traditional disciplinary course of study to one that is more general can meet the needs of students who may otherwise choose not to graduate. In addition, as the degree is established at the university, participants discussed that there will be different sets of students who find this degree useful, including those who “want to self-design their own curriculum, who see even interdisciplinary studies with two areas and a minor as too constraining” (Participant 2). These results, as well as those that follow, also

demonstrated the results-oriented, pragmatic dimensions of culture, and contributed to questions in the survey to confirm or negate whether survey participant responses agreed.

Two participants provided examples of how a student could have 120 or more credit hours, but still not have met graduation requirements. They explained that students who transfer to IDS from other majors have often taken courses in only one area of study, and for that reason they do not have the credit hours to transfer into the two areas of study required for the IDS degree. This limited how much credit the IDS program could give them for their coursework, and added on a significant number of courses, credit hours, and time to completion for those students. With the BGS degree, all of the credits transfer and students can graduate after completing the two required BGS courses.

When asked about short-, medium-, and long-term outcomes for the program, Participant 2 summed up how they understood students' view of a degree within the context of the program's long-term outcome, and said,

Completing any bachelor's degree including the BGS is emblematic of someone who can select an intermediate to long-term goal, schedule their time, and then persist through personal, financial, and academic challenges to reach that goal.

That, in and of itself is an accomplishment, regardless of what your focus for the content was, so that will be a long-term outcome of this program.

This type of response represented the dimension of culture called professional, as opposed to parochial (Hofstede, 2011). A professional organizational culture emphasizes and values collaborative efforts and the ways in which they can positively relate them to their professional identity, whereas a parochial culture would be one that values the traditional disciplinary silos that keep units separate and distant.

University Motivations

Themes that emerged about university motivations included the motivation to help students graduate, and to decrease the time to graduation metric from six- to four years. Participants also addressed stakeholder perceptions of the degree program, including the need to demonstrate rigor and validity of the BGS degree, and the fact that students who graduate with a BGS degree are required to meet all of the requirements of any other baccalaureate degree conferred.

In response to being asked “How do you think the graduation metric shift from a 6-year to 4-year graduation factors into the BGS degree program?” Participant 1 said that “One of the institutional imperatives is to improve the four-year graduation rate...and if they [students] may be on a path to do so in the next semester or two...we encourage them to keep to that path if that is what they have chosen.” In other words, those students who will exceed the 4-year completion time, but still have a clear pathway to graduation in their declared major should remain in that degree program. BGS was initially designed for the students who have exceeded that 120 credit hour threshold and still have no end in sight in terms of being able to graduate. These types of responses were representative of the pragmatic dimension of culture (Hofstede, 2011).

When asked about who and what shaped the curriculum for this degree program, the participants communicated that BGS priorities were students’ core competencies in leadership and project management skills, including competency in negotiations and decision-making. A summative experience for students to complete in one semester was important to participants, one focused on the leadership or project management skills valued by employers (NACE, 2014). They also stressed that an opportunity to help students realize their personal strengths was vital. Participant 4 said that “In some ways it is a little like putting back together the pieces of someone

who might feel like they are broken...to have a program where students realize their strengths, and realize that things they might have thought were weaknesses are opportunities to grow...and to help students to develop a growth mindset.” These responses indicated the cultural dimensions of individualism vs. collectivism (Hofstede, 1984), which led to survey questions to better understand which dimension was present in faculty and academic advisors responses.

One participant oversaw a Bachelor of General Studies program at a former university and said “I saw its ability to transform lives.” Participant 2 commented that it’s helpful to look “at the value of a degree from two very distinct perspectives. One perspective is that whatever you major in, you know that stuff, so if you were an accounting major you should know accounting, if you were an electrical engineering [major] you should know that...that’s really a content knowledge focus. But then there is this other part of what completing a bachelor’s degree means. If one thing is content knowledge—you should know skill sets... Then this other perspective is more emblematic of an individual who can select an intermediate to long-term goal, schedule their time, persist through personal and financial, not to mention academic challenges to reach that goal, and that, in and of itself, is an accomplishment regardless of what your focus for the content was. So, that will be a long term outcome of this program.” These results were related to a results-oriented culture as opposed to a process-oriented one (Hofstede, 2011), and were further examined through survey questions.

When asked about the mission of the BGS program, Participant 2 said “Providing a pathway to degree completion leveraging existing coursework knowledge.” And when asked how BGS will impart a sense of self-legitimization, Participant 3 said the hope is that BGS “gives students that agency to say, this was the path that worked for me, and somebody was thoughtful enough to create it, and then to communicate to me, and let me know it existed, and I

know now that I can probably walk around and be a UCF alum.” These responses were closely aligned with the pragmatic cultural dimension (Hofstede, 2011), as opposed to a normative one.

Participant 4 focused on students and said that the mission of BGS was to “help students with self-actualization, [something] that a lot of degree programs don’t do.”

The responses that follow highlight the differences in a professional vs. parochial organizational culture (Hofstede, 2011). In a parochial culture, a new organizational framework would be difficult for members to accept, and the traditional disciplinary silo-based one would be preferred. When asked about how the BGS degree program fits within the current structure of the university, Participant 2 highlighted the fact that there may be a historical precedent for the university’s initiative for the new BGS degree and that it “may be part of the natural offshoot of the liberal arts education that we had back in the mid-60s if you take the current iteration of what we called a liberal arts education as the general education program, which is [something that is] common to all baccalaureate degrees...offered through the state of Florida.”

An additional point made was that “Part of making the university’s access mission is to have places like the College of Undergraduate Studies actively coming up with new and innovative ways to help all students to be successful” (Participant 3). An emphasis was placed on the fact that there are many programs within the university that have an elite reputation with world-class research professors, and that “students have to go through all these gates to even get in, and then they’ve got to maintain a high standard because when they graduate there’s another level of expectation about who they are. But for students, for any number of reasons, who don’t quite get there, it’s not as though they have lost all of that great learning.”

Participant 3 gave an example of a student who left the business program, but did not also leave behind the accounting knowledge they gained with the B they made in the class. The point

made was that the student's decision to leave the College of Business did not equate to a loss of coursework knowledge, and that the university is motivated to find another path for those types of students to graduate. "We need to be able to say to them, "you are so important to us as a university—we admitted you, we wanted you to succeed, we've been with you through this journey, and we want to get to the end together—here's a way for you to do that" (Participant 3). This response was representative of a low power distance, or a student-centered education.

The themes that emerged about student and university motivations provided a foundation for the knowledge and perceptions of faculty and academic advisors and guided the development of the survey questions that examined to what degree the dimensions of culture existed within the survey participants' responses.

Summary

The themes in the interview data were based on motivations, both for students and the university. The interviewees believed that decreased time to graduation would be students' primary motivation, and an increase in completion rates and an increase in the number of students who graduate within four years, or six years were ways that BGS would benefit the university. The main points in the interview data and the corresponding dimensions of culture for each were as follows:

1. Students who have been unable to graduate from their chosen degree program or gain entry to it, were accumulating credit hours, well over the 120 required for a bachelor's degree. The data collected showed that the three administrators interviewed had more experience with and an understanding of this problem of practice, than the faculty member. The faculty member was more aware of the personal, financial, and professional issues this problem caused for students, while the administrators were aware of the ways it impacted the university and the key

performance metrics associated with funding. Survey questions developed from this point measured faculty and academic advisors' knowledge about the percentage of students who have 120 or more credit hours and are unable to graduate. What are their estimates and how close is this to the actual number? Are faculty more aware of this number than academic advisors, or vice versa? Also related to this point was the cultural dimension of individualism vs. collectivism, or "the degree to which people in a society are integrated into groups" (Hofstede, 2011, p. 11), who is responsible for addressing this problem, and whether the purpose of education is either viewed as and how to learn (individualism), or how to "do" (collectivism).

2. There are different types of students earning degrees at the university for different reasons. Identifying students who are a good fit for the BGS program was related to the reasons why a student was earning the degree. Survey questions developed from this point were based on perceptions about whether undergraduate students with more than 120 credit hours should be eligible to earn an undergraduate degree; if degree programs that prepare students to solve today's complex problems was a university priority; and if there was a perceived difference in the university's priority of graduation rates for different types of students including first time in college (FTIC) students, transfer students, and non-traditional students. These main points all related to the university's Collective Impact Strategic Plan and the core metrics related to state funding. Also present in this data were the parochial vs. professional cultural dimension (Hofstede, Neuijen, Ohayv, & Sanders, 1990) one that indicates the willingness of faculty and academic advisors to embrace collaborative efforts within the university. A parochial dimension would be one in which faculty and advisors would find it difficult to accept anything different than the traditional disciplinary silos that define the organizational structure of the university. A professional dimension would be more open to working collaboratively (Hofstede, Neuijen,

Ohayv, & Sanders, 1990). Other dimensions of culture that these results reflect are pragmatic vs. normative (Hofstede, 1998), where a pragmatic organization values results more than procedures; and a process-oriented vs results-oriented culture (Hofstede, 2011), where a results-oriented culture can accept unfamiliar situations and demonstrates a strong concern for outcomes.

3. Leaving a degree program does not mean a student has left behind the knowledge gained in coursework, or no longer belongs at the university. Students who leave a degree program, either voluntarily or if they are disqualified due to GPA requirements or other reasons, rely on their faculty advisor or academic advisor to direct them to other options. Survey questions developed from this point asked whether faculty and advisors had ever suggested a student change degree programs to IDS, and how likely it would be they would suggest a student change degree programs to BGS. Also developed from this point were statements to evaluate perceptions about power distance as it relates to a student-centered education vs a faculty or departmental-centered one, and the sense of belonging across different programs within the university (Hofstede, 1984; Cortina, Arel, Smith-Darden, 2017).

4. The university is motivated to step in if a student leaves a degree program, and offer other degrees for students to graduate in order to help students meet their goals, and to help the university meet its own goals in terms of completion rates and time to degree.

Survey questions developed from this point were based on the sense of community, (individualism vs. collectivism) both within degree programs and within the university, and on whether collaborative efforts between degree programs was a priority, parochial vs. professional (Hofstede, Neuijen, Ohayv, & Sanders, 1990).

5. It is the university's institutional imperative to increase access to education for students, and find ways to decrease time to completion. The survey questions developed from this point were based on perceptions about the effort the university is devoting to lower time to completion, and whether faculty and academic advisors believed that the organizational culture related to this is results-oriented or process-oriented (Hofstede, Neuijen, Ohayv, & Sanders, 1990).

Study 2: Survey of Faculty and Academic Advisors

The interview data provided the basis for the survey questions in that it related the underlying reasons why the interviewees believed it was important for the university to address the problem of students with 120 credit hours or more, but no clear way to graduate. The survey was developed and distributed to gain a better understanding of the perceptions and beliefs of those members of the university who interact with and advise students about alternative options for graduation. Also important was an understanding of the importance of community, and whether faculty and advisors view it as a priority within degree programs. Additional information about faculty and academic advisors' level of knowledge about the percentage of students at the university who have accumulated enough credit hours to graduate, but who cannot graduate for a variety of reasons, and the way this relates to the key metrics associated with university funding; whether the university prioritizes degree programs that prepare students to solve complex issues relevant to today's world; if faculty or academic advisors would be open to referring students to new degree programs such as BGS; whether faculty or academic advisors see the university's focus as one that is on results vs. procedures; and the priority of collaborative efforts at the university. The results of the interviews indicated the answer to RQ1:

RQ1. What is the organizational culture of the university administrators and faculty member who were interviewed?

Answer: The organizational culture envisioned by the administrators and faculty was one that was community-oriented and collectivist as opposed to individualistic; professional and open to an organizational framework that differed from the traditional disciplinary structure that is representative of a parochial culture; had a low power distance indicative of a student-centered education; was pragmatic and results-oriented as represented by a willingness to be flexible and adaptive; and included faculty and academic administrators who were equally knowledgeable about the UCF Collective Impact core metrics and university priorities about graduation rates for transfer, non-traditional, and first time in college (FTIC) students.

The survey questions in the second part of the study were developed in order to provide data about whether faculty and academic advisors responses reflected the same dimensions of culture and knowledge about the problem of practice and UCF core metrics as those found in the interviews, and if there were any statistically significant differences between faculty and academic advisors responses.

The purpose of this survey was to examine the organizational factors affecting faculty and academic advisors' perceptions and beliefs towards the University of Central Florida's BGS degree program. In an effort to gather this data, the author developed the Bachelor of Integrative General Studies online anonymous survey in Fall, 2019. The questions in this nonexperimental research design provided data that described the university faculty and academic advisors' knowledge, perceptions, and beliefs about university priorities, and the BGS degree program. The results utilized communication theory appropriate to the goal of promoting common ground for key stakeholders, and collaborative efforts in an institution historically organized along disciplinary lines (Brewer, 1999).

Methods

Research Questions

Based on the directive to not market the BGS degree program directly to students (Bowdon, 2019), the university will instead rely on faculty and academic advisors to refer students. The author sought to answer several questions with the results from the survey:

RQ2. Are faculty or academic advisors who advise students formally or informally more likely to suggest to an undergraduate student that they change degree programs to Interdisciplinary Studies?

RQ3. Are faculty and academic advisors more likely to have heard about the newly created BGS degree?

RQ4. What is the likelihood that faculty or academic advisors will suggest to an undergraduate that they change degree programs to BGS?

RQ5. Does the organizational culture of the undergraduate faculty and academic advisors who were surveyed differ from the dimensions of culture of the university administrators and faculty member who were interviewed?

Instrument

The survey was pilot-tested with two faculty members and revisions were made in response to the feedback and suggestions they provided. There was one initial filter question, and nine survey questions in total. The questions used in the survey were based on two different instruments. The Higher Education Research Institute (HERI) Faculty Survey Instrument (2016-2017) provided the basis for the first five and last three knowledge-based questions adapted for the purpose of this survey, plus the initial filter question, “Do you advise undergraduate students?” Ten different statements comprised question six with responses in a four-point Likert

scale with a forced choice (Allen & Seaman, 2007) from strongly agree, agree, disagree, and strongly disagree. The first, and fourth through seventh statements were based on Hofstede's (2011) work *Dimensionalizing Cultures: The Hofstede Model in Context*. The second, third, and eighth through tenth questions were based on metrics in UCF's Collective Impact Plan (2017). The survey was anonymous, meaning that no individually identifiable information was collected. In any reports that used data, it was only reported after it was combined with other participant's responses. Only the researcher and her dissertation chair, Dr. David Boote, had access to the response information collected. This information will be retained for a period of five years, and will be stored within a password protected account in the Qualtrics survey system through which the data and reports were generated.

Participants

The participants of this study were full-time faculty and academic advisors who worked at UCF for at least nine months of the year. Their participation in the study was voluntary, and they were free to withdraw their consent and discontinue participation in this study at any time without prejudice or penalty. It was stated clearly in the Explanation of Research invitation to participate that their decision to participate or not participate in this study would in no way affect their relationship with UCF, including continued enrollment, grades, employment or relationship with the individuals who may have an interest in this study.

Participants had to be at least 18 years of age or older to take part in the research study. Study subjects inclusion/exclusion criteria stated that individuals who were employed full-time as faculty or academic advisors were eligible for inclusion in this study. Individuals employed part-time as faculty or academic advisors were excluded. To have participated in this study, participants had to meet the requirements of both the inclusion and exclusion criteria.

Procedure

The list of participants for the survey was generated by the Institutional Knowledge Management (IKM) and emailed to the author on November 27, 2019 in response to the data request “IKM-505 Contact List of Full-Time Faculty and Advisors.” The data provided by IKM was from the university’s PeopleSoft database, and based on data pulled on November 15, 2019. The list included 9-month and 12-month faculty as well as all academic advisors. Full-time was defined as anyone working at or above a 0.75 FTE. The term “FTE” refers to the number of hours the employee is contracted for out of a 40-hour work week, with 20 hours being .50 FTE, and 40 hours being 1.0 FTE. The list included names, job titles, email addresses, as well as college and home department names. Those missing a college name were working in non-academic units such as the Advanced Materials Processing and Analysis Center at UCF (AMPAC) and Institute for Simulation and Training (IST).

Since the survey was anonymous, the columns with names and personally identifiable information were deleted from the distribution list, and the remaining list of e-mails was uploaded to the Qualtrics Contacts tab in order to create a contact list. The survey was distributed to all 2062 participants on the distribution list three times. The first distribution was on December 4, 2019, the first day of the final exam period in the first semester that BGS was offered. The second distribution was on December 16, 2019, the day that grades were due from faculty to the UCF Registrar. The third and final distribution was on January 6, 2020, the first day of the Spring 2020 semester. The survey was closed at 12 noon on January 9, 2020. Three e-mails were returned undelivered after each mailing, and 2059 e-mails were delivered. Of that number, there were 338 total filtered response counts. Of that number, 334 participants responded “Yes” to giving consent to participate, two responded “No,” and two participants had

opened and left the survey open at least 24 hours before it closed, which equals the total of 338. The number of participants who responded was 337/2059, or 16.4%. In the second filter question, “Do you advise undergraduate students?” The total number of participants who responded “Yes,” they advise students was 197, or, 58.2% out of the 337. Of that 197, 161 or 47.5% completed the survey. It is not possible to say what proportion of the total population that this sample represents because there is no accurate count of the number of faculty and staff who advise undergraduate students.

Participants completed the 5-minute web-based online Qualtrics survey. The consent letter informed them that the survey was anonymous and that only the researcher and her dissertation chair would have access to the results. Since the distribution was anonymous, each of the 2062 participants received the e-mail invitation all three times that it was sent. Three e-mails were returned undelivered, which meant that those e-mail addresses were not functional. The total number of e-mail invitations was 2059.

Validity

Limited evidence for the validity of the scores is provided by the fact that established instruments used in the HERI Faculty Survey (2013), Hofstede, Neuijen, Ohayv, and Sanders (1990), and Hofstede (1980, p. 326-331) organizational culture instruments have been previously reported in the literature.

Results

There were 161 responses, with 128 or 79.5% from faculty, and 33 or 20.5% from advisors. These were the filtered responses of the 341 participants who took the survey, with a total of 161 who said that they advise students, either formally or informally. Responses were

divided into two groups, Faculty and Academic Advisors. The data were analyzed using SPSS data analysis software.

The first question asked if the participant had ever suggested to an undergraduate student that they change degree programs to Interdisciplinary Studies. It was important to know whether one of the two groups, faculty and staff, were more likely to have suggested to an undergraduate that they change their degree to IDS. In order to determine this, the odds of one group as opposed to the other were computed using a 2 x 2 contingency table with Faculty and Academic Advisors, plus Yes or No. The odds were calculated using a .95 confidence interval.

Table 11: Survey Question 1

	Yes	No	Totals	Odds Ratio
Academic Advisors	29	4	33	27
Faculty	27	101	128	
Total	128	33	161	

p = .05

The results showed that of the individuals who completed the survey, academic advisors were 27 times more likely to refer a student to IDS than a faculty member. The differences between the two groups was statistically significant with p = .05.

The same approach was taken for the second question, with participants responding Yes or No to whether they have heard about the university's BGS degree program.

Table 12: Survey Question 2

	Yes	No	Totals	Odds Ratio
Academic Advisors	30	3	33	23
Faculty	38	89	123	
Total	68	92	156	

p = .05

The results showed that Academic Advisors were 23 times more likely to have heard about the BGS degree program as faculty.

The third question provided the mission of the BGS degree program and then asked participants how likely it would be that they would suggest to an undergraduate student that they change degree programs to BGS. The nonparametric test, Mann-Whitney U test, was selected to use within the SPSS statistical analysis program in order to compare differences between the faculty and academic responses. The assumptions for this analysis required that the dependent variable was measured as ordinal, which it was: the four-point scale for responses met that assumption. The second assumption met was that the independent variable consisted of two independent groups, faculty and academic advisors. The third assumption met was that an independence of observations existed, or that faculty and academic advisors were each in their own group, and there was no overlap. The last assumption was that the distributions have the same shape, which is an assumption that could not be determined in this study, and the reason why the M_{rank} or mean rank was used. The Mann-Whitney U test results showed a statistically significant difference in question three: faculty tended to be less likely ($M_{\text{rank}} = 73.11$) than staff ($M_{\text{rank}} = 111.17$), $U = 1116.50$, $N = 161$, $p = .000$, to suggest to undergraduates that they change degree programs to BGS.

There were no statistically significant differences between faculty and staff advisors on a number of survey items. Question 4 asked participants to indicate how true or not true a set of statements were for them. Since the same assumptions were met as in Question 3, the results for Question 4 were also analyzed using the Mann-Whitney U test and the mean rank. The results showed that there was no statistically significant difference in levels of agreement for “Not

everyone admitted to my degree program will be able to graduate from it” between faculty ($M_{\text{rank}} = 78.18$) and academic advisors ($M_{\text{rank}} = 87.22$), Mann-Whitney $U = 1,801.00$, $N = 159$, $p = .292$.

There were also no difference in levels of agreement between faculty and advisors that “Narrowly focused undergraduate disciplinary degree programs are more rigorous than programs with a broader focus” between faculty ($M_{\text{rank}} = 79.94$), and academic advisors ($M_{\text{rank}} = 82.75$), Mann Whitney $U = 1,976.00$, $N = 160$, $p = .747$, or “Undergraduate students with more than 120 credit hours should be eligible to earn an undergraduate degree” between faculty ($M_{\text{rank}} = 77.49$) and academic advisors ($M_{\text{rank}} = 89.95$), Mann-Whitney $U = 1,713.00$, $p = .151$. While the difference test between the two groups was important in these, it is also important to note that for each of these statements, both faculty and academic advisors responded that they agreed undergraduate disciplinary programs are more rigorous than programs with a broader focus, with the majority of responses at slightly above “agree” for both faculty and closer to “strongly agree” for academic advisors. If an M_{rank} is 50, the responses would be equally divided between “agree” and “disagree,” and an M_{rank} of 75 would indicated an equal division between “agree” and “strongly agree.” The faculty $M_{\text{rank}} = 79.94$ indicated agreement and academic advisors $M_{\text{rank}} = 82.75$ indicated an even stronger agreement that narrowly focused undergraduate disciplinary degree programs are perceived as more rigorous than programs with a broader focus. Faculty also agreed that undergraduate students with more than 120 credit hours should be eligible to earn an undergraduate degree with an $M_{\text{rank}} = 77.49$, and academic advisors agreed more strongly with $M_{\text{rank}} = 89.95$, although the difference was not statistically significant.

Question 5 asked faculty and academic advisors to approximate the percentage of current UCF undergraduate students who have earned more than 120 credit hours. The Mann-Whitney U test was again selected for these results, and showed no statistically significant difference

between the faculty and advisors' knowledge about the percentage of students with 120 credit hours who are unable to graduate within the next two semesters. There was no statistically significant difference between the Faculty ($M_{\text{rank}} = 71.57$) and academic advisors ($M_{\text{rank}} = 82.39$) $U = 1,604.00$, $N = 147$, $p = .193$ knowledge about the percentage of UCF undergraduates with more than 120 credit hours. Of interest, however, is that 33.3% of academic advisors and 12.3% of faculty selected the correct percentage of current UCF undergraduates in Fall '18, which was between 11% and 13%. The results are illustrated in Table 13.

Table 13: Survey Question 5

	Answer	Academic Advisors	Faculty
1	<0.1%	0	3.5%
2	Between .1 to 1%	3%	4.4%
3	Between 1% and 3%	15.2%	14%
4	Between 3% and 5%	9.1%	15.8%
5	Between 5% and 7%	24.2%	17.5%
6	Between 7% and 9%	12.1%	10.5%
7	Between 9% and 11%	3%	21.9%
8	Between 11% and 13%	33.3%	12.3%
	Total	100%	100%

Results for question 6 indicated how strongly participants agreed or disagreed about whether each of 10 different issues are university priorities. This question examined the faculty and academic advisors' knowledge, perceptions, and beliefs about university priorities related to core metrics in UCF's Collective Impact Plan (2017) and the five dimensions of culture (Hofstede, 2011) identified in the interview results: individualism vs. collectivism, power distance, parochial vs. professional, process-oriented vs. results-oriented, and pragmatic vs. normative. The results were evaluated as a whole, and also as two separate groups. The results

are reported in Tables 14 and 15, with an asterisk (*) next to statistically significant results.

Table 14 indicates the dimension of culture represented by the data from sample.

In Table 15, the results for the Mann-Whitney U test indicated two areas that showed a statistically significant difference between the perceptions of faculty and academic advisors: The first is that faculty ($M_{\text{rank}} = 83.55$) showed a statistically significant difference from academic advisors ($M_{\text{rank}} = 66.44$) that it is a university priority to offer degree programs that prepare students to solve today's complex problems ($U = 2,526.50$, $p = .028$). The second is that academic advisors ($M_{\text{rank}} = 95.20$) were significantly more in agreement than faculty ($M_{\text{rank}} = 75.36$), that FTIC graduation rates are a priority ($U = 1,544.50$, $p = .015$).

Table 14: Survey Question 6: Dimensions of Culture

Issues you believe are currently a priority at University of Central Florida. Select from Strongly Agree to Strongly Disagree in response to your belief about the priority of each issue at the university.

Question: University priority	Dimension of Culture	Faculty M _{rank}	% Faculty Agree	Academic Advisor M _{rank}	% Academic Advisors Agree	U Value	p value
A sense of community in degree programs.	Individualism vs Collectivism	M _{rank} = 79.69	77	M _{rank} = 81.20	78.7	U = 2,039.50	p = .853
Collaborative efforts between degree programs.	Parochial vs Professional	M _{rank} =77.13	69.7	M _{rank} = 90.95	81.8	U = 1,717.50	p = .099
Maintaining the traditional disciplinary degree structures.	Power Distance	M _{rank} = 79.28	55.9	M _{rank} = 77.94	54.6	U = 2,081	p = .869
Academic pathways that increase completion rates.	Pragmatic vs Normative	M _{rank} = 78.04	76.2	M _{rank} = 87.50	78.8	U = 1,831.5	p = .258
Time to degree for all students of 4 to 6 years.	Process- Oriented vs Results- Oriented	M _{rank} = 79.92	84.4	(M _{rank} = 80.30	87.9	U = 2,069	, p = .963

N = 160, p=.05

Table 15: UCF Collective Impact core metrics

Question:	UCF Collective	Faculty M _{rank}	% Faculty	Academic	% Academic	U Value	p value
University priority	Impact Knowledge		Agree	Advisor M _{rank}	Advisors Agree		
Graduation rates for transfer students from Direct Connect or other institutions.	UCF Collective Impact	M _{rank} =76.95	83.5	M _{rank} = 87.00	87.5	U = 1,744.00	p = .210
Graduation rates for non-traditional students.		M _{rank} =78.22	79.4	M _{rank} = 84.33	81.8	U = 1,903.00	p = .451
* Graduation rates for FTIC (First Time in College) students who start immediately following high school graduation.		M _{rank} = 75.36	86.8	M _{rank} = 95.20	93.9	U = 1,544.50	p = .015
* Degree programs that prepare students to solve today's complex problems.		M _{rank} = 83.55	95.9	M _{rank} = 66.44	84.9	U = 2,526.50	p = .028
Integrative learning opportunities for students.		M _{rank} = 78.37	87.6	M _{rank} = 83.79	84.9	U = 1,921.00	p = .506

N = 160, p=.05

The remaining survey questions provided data about the number of courses faculty were teaching during the semester that the survey was administered, and whether respondents were full-time or part-time status.

Summary

The analysis of the survey results showed that the faculty and academic advisors who completed the survey perceived issues related to the BGS program in similar ways, for example the responses in which participants indicated a level of agreement about whether a sense of community in degree programs is a priority. The responses provided insight into perspectives about individualism vs. collectivism with faculty (77%) and academic advisors (78.7%) in agreement that a sense of community in degree programs is a university priority, indicating collectivism (Hofstede, 1984) as a dimension of culture. Professionalism is reflected in the results, with 69% of faculty and 81.8% of academic advisor responses agreeing that collaborative efforts between degree programs is a university priority. It is interesting to note that academic advisors indicated a stronger association with the professionalism dimension of culture than faculty. The results were almost equally divided over power distance, with faculty (55.9%) and academic advisors (54.9%) tending slightly towards a higher power distance. These results are oriented toward a slightly higher power distance and more formal traditional organizational culture and traditional disciplinary degree structures within the university, a structure that tends to be more faculty-oriented and less student-oriented. The majority of faculty (76.2%) and academic advisors (78.8%) agreed that academic pathways to increase completion rates is a priority at the university, with this result indicating a more pragmatic organizational culture than normative one. Faculty (84.4%) and academic advisors (87.9%) also agreed that the time to

degree for all students of 4 to 6 years is a university priority, a response that indicated a results-oriented cultural dimension as opposed to a process-oriented one.

The analysis also showed a few areas in which there were statistically significant differences, for example, while both faculty and academic advisors agreed that it is a university priority to provide degree programs that prepare students to solve today's complex problems, 95.9% of faculty were significantly more in agreement than academic advisors 84.9%. In addition, when asked about the priority of FTIC graduation rates, 93.9% of academic advisors were significantly more in agreement than the 86.8% of faculty.

The research questions posed earlier in this chapter are answered through the survey data as follows:

RQ2. Are faculty or academic advisors who advise students formally or informally more likely to suggest to an undergraduate student that they change degree programs to Interdisciplinary Studies?

Answer: Of the faculty and academic advisors who completed the survey, academic advisors were 27 times more likely to refer a student to IDS than a faculty member, with $p=.05$

RQ3. Are faculty and academic advisors more likely to have heard about the newly created BGS degree?

Answer: Academic Advisors were 23 times more likely to have heard about the BGS degree program than faculty with $p = .05$

RQ4. What is the likelihood that faculty or academic advisors will suggest to an undergraduate that they change degree programs to BGS?

Answer: Faculty tended to be less likely to suggest to undergraduates that they change degree programs to BGS ($M_{\text{rank}} = 73.11$) than staff ($M_{\text{rank}} = 111.17$).

RQ5. Does the organizational culture of the undergraduate faculty and academic advisors who were surveyed differ from the dimensions of culture of the university administrators and faculty member who were interviewed?

Answer: The dimensions of culture matched, with the exception of power distance (Hofstede, 1984). In this dimension, survey results from faculty and academic advisors were slightly more likely to favor a higher power distance and more faculty-oriented culture than a lower one. The interview results from faculty and administrators emphasized a lower power distance and more student-oriented culture. This is an important and valuable point representative of cultural differences that exist between the administrators interviewed in the first part of the study and the faculty and advisors surveyed in the second part. These differences will factor in to the strategic employee communication developed for the BGS degree program.

Goal 3: Strategic Employee Communication

The data gathered through interviews with key BGS stakeholders and survey results from a sample of individuals who advise undergraduate students at the university provided information and the cultural context of undergraduate advising useful for planning an strategic employee communication to support the implementation of the program.

The role that culture and social relationships play in promoting cognitive change or learning has been closely associated with Vygotsky's (1978) sociocultural theory (SCT). His work has applications to learning as it relates to promoting cognitive change in an organizational culture. Vygotsky's analysis of the ways that individuals create and assign meaning in their

social interactions through the use of language demonstrates that “as learning environments change, the available mediational tools and signs that can impact cognitive functioning also change” (Bonk & Kim, 1998, p. 69). If organizational communication can be viewed as a type of instruction or teaching relationship, then undergraduate faculty and academic advisors can learn what is happening with undergraduates in general, and with the BGS program, specifically. One tool useful for this is a targeted list of undergraduate faculty and academic advisors that is regularly updated. This list would be an important tool that the College of Undergraduate Studies or the BGS program can use to communicate with and survey undergraduate faculty and advisors about issues affecting undergraduate education. This communication would act as a mediational tool that is used at regular intervals for strategic employee communication and an exchange of information. If the goal is cognitive change about the value of a generalist vs. narrowly disciplinary degree program, then it is first necessary to understand the undergraduate advising sociocultural context, an understanding that can be negotiated and learned by both the faculty and academic advisors and the College of Undergraduate Studies and BGS program. Part of that understanding includes the sociocultural setting of the university’s undergraduate advising culture, and the dimensions of culture that were demonstrated by the participants in the survey.

Cultural Dimensions

The dimensions of culture discussed earlier in the chapter were confirmed by the survey results. A collectivist or community-oriented dimension was indicated with 77% of faculty and 78.7% of academic advisors in agreement that a sense of community in degree programs was a university priority. Also identified was the professionalism dimension of culture, one that emphasized collaborative efforts between degree programs was a priority at the university with academic advisors (81.8%) in higher agreement than faculty (69.7%). Power distance was

determined to be almost equally divided between high and low power, with faculty (55.9%) learning slightly more to high power distance than academic advisors (54.6%). This dimension of culture was indicated by the way participants responded to the priority of maintaining the traditional disciplinary degree structures as a priority at the university. Survey results indicated a more pragmatic culture than normative one, with faculty (76.2%) and academic advisors (78.8%), in agreement that academic pathways that increase completion rates is a university priority (Hofstede, Neuijen, Ohayv, & Sanders, 1990). Lastly, the survey results indicated a results-oriented organizational culture among the undergraduate advising faculty and academic advisors who responded to whether time to degree for all students of 4 to 6 years” was a priority at the university (Hofstede, Neuijen, Ohayv, & Sanders, 1990). These results provided the cultural context within which strategic employee communication will serve as a type of teaching and learning relationship with faculty and academic advisors involved with undergraduate students.

To connect with faculty and academic advisors on the value of the BGS degree program, a localized communication strategy that is grounded in the key elements of the UCF culture will help to effectively deliver the message about the value of BGS to stakeholders. The data from the faculty and academic advisors indicated that the strategic employee communications should be written with an emphasis on the cultural dimensions of collectivism (community), professionalism (cooperation and trust), balanced power-distance (lower power distance of student-centered learning balanced with the higher power distance of the expertise and authority of the faculty and university), pragmatism (practical results are more important than procedures, as is a blunt pragmatic communication style), and a results-oriented organizational culture with less bureaucracy and more concern for outcomes and the flexibility to adapt to student needs.

These cultural dimensions were indicated in the interview results and supported with the survey results, with the exception of power distance and way that the balance of power is perceived by academic advisors and faculty as being slightly more formal and oriented towards faculty as opposed to students.

Although many public relations and communication practitioners rely on the linear model of communication (Shannon & Weaver, 1949) to distribute information, this approach of getting the message out has not proved to be reliable or effective. “Just because a message gets a lot of exposure doesn’t mean anyone will pay attention to it, understand it, believe it, or act differently because of it” (Austin & Pinkelton, 2001, p. 269). It is important to remember that information can be sent and received for differing purposes, can have differing interpretations, and may fail to take into account the differences in power relationships between the communicator and those who receive the message. For this reason, it is essential to view strategic employee communication about the BGS degree as a type of learning opportunity for faculty and academic advisors, learning that takes place within the sociocultural context of the university (Vygotsky, 1978).

The university is comprised of divisionalized semi-autonomous units (Bolman & Deal, 2013) that function in a the silo-like disciplinary structure and create separate units or organizations within the larger university. Communication within this type of setting should be distributed only to the extent that it will help to achieve the stated goals of increasing the awareness and value of the BGS degree program to all stakeholders (Austin & Pinkelton, 2001). This type of communication can be regarded as a two-way symmetrical model that uses communication to promote mutual benefits and resolve conflict using open and honest communication.

Gruning and Hunt's (1984) two-way symmetrical model of communication is relevant and useful in that it provides a theoretical framework grounded in systems theory that identifies organizations as either open or closed systems. The open systems model (Gruning & Hunt, 1984; Broom & Dozier, 1990) posited that organizations interact with, impact, and are impacted by their environment, and that in order to avoid threats to their survival, they must:

Exchange information, energy, and material with their environments. Organizations operating in closed systems exist in a vacuum without interacting with or exchanging things with any organization or person...organizations that close themselves off from this exchange process become inert or disintegrate. In other words, they become irrelevant or ineffective (Austin & Pinkelton, 2001, pp. 270-271).

If the university is viewed as a closed system, this is relevant to the types of information shared, or not shared, about the BGS degree program within the separate, semi-autonomous units of the university. The survey results that indicated a lack of information about the true number of students with 120 credit hours or more and no clear way to graduate, were representative of a more closed than open system when it comes to the exchange of information. Only 12% of faculty and 33% of academic advisors knew that between 11-13% of undergraduates have 120 credit hours or more and no degree program from which to graduate within the next two semesters. This data supports the claim that the university is operating as a closed system.

The survey results also indicated a statistically significant difference between faculty and academic advisor responses in knowledge about performance metrics related to university funding. For example, survey results showed that the difference between academic advisors and faculty in whether the university prioritizes graduation rate for FTIC students was statically significant, with academic advisors tending to prioritize it more than faculty. This may be

because academic advisors know that the FTIC graduation rates are one of ten key metrics used by the Florida Board of Governors' Performance-based funding Model to determine university funding (State University System of Florida, 2019), and that it is based on the enrollment data collected at time of an FTIC's first semester of enrollment after high school graduation, including the student's initial degree program and major. This information may not appear to be relevant or useful to faculty, unless they are also allowed to understand how this metric impacts their program and department's funding. If an FTIC student declares into a program and does not qualify to graduate from it, the BGS degree is an option that faculty and academic advisors might want to consider as an option. This is the type of open exchange process that has the ability to increase the awareness and value of the BGS degree program, and the focus of the type of sociocultural learning that strategic employee communication hopes to achieve. The survey results suggest that the university operates as a closed system in some areas. A more open information exchange would provide important context in employee communication and help the BGS program to grow. Building on the concept of a more open-communication system and the two-way symmetrical model of communication, orienting faculty and academic advisors to the problem of practice, and how the BGS program impacts it is of mutual interest and benefit to all stakeholders.

Co-orientation theory (McLeod & Chaffee, 1972; Newcomb, 1953) operates under the assumption that individuals interact with each other based on the way they understand each other's views and intentions---the way they are co-oriented toward an issue and toward each other. "It detects perceptions about an issue among organizational members as well as among organizational insiders and outsiders and investigates their in-between relationships, such as their levels of actual agreement and perceived agreement" (Goutzamani, 2016). Co-orientation theory

takes into account the perception of stakeholder agreement as compared to actual stakeholder agreement, and holds that it is the perceptions that affect behavior more than the actual agreement itself (Scheff, 1967). Co-orientation is relevant to strategic employee communication in the way two groups (for example, faculty and university administrators) are oriented toward an object such as the BGS degree, as well as the way those two groups are oriented toward each other (McLeod & Chaffee, 1972). It is a useful way to understand stakeholders in that it requires common variables, and functions based on common ground and mutuality. Strategic employee communication based on co-orientation will create content and communicate it in a two-way transaction based on trust, control mutuality (how much control the parties believe they have over the goals), relational commitment (faculty and program's ability to commit to being all in), and relational satisfaction (Stafford & Canary, 1991).

An important element of putting the co-orientation theory into practice with undergraduate faculty and academic advisors is being able to communicate “why” they should share the university's view on the importance of BGS to students and the university as a whole. Building on the example of FTIC graduation rates and “why” this metric relates to both the administrative and faculty sides of the university, are the variables of student success and university funding. The survey results showed that faculty (12%) and academic advisors (33%) believed a much smaller percentage of students had 120 credit hours and no program to graduate from, than the actual number. It also indicated that the difference between the faculty and academic advisors' perception of the university priority of FTIC graduation rates was statistically significant, with academic advisors being better informed Academic advisors ($M_{\text{rank}} = 95.20$) significantly more in agreement that FTIC graduation rates are a priority at the university than faculty ($M_{\text{rank}} = 75.36$). Regular communication by either or both the College of Undergraduate Studies

and the BGS program with undergraduate faculty and academic advisors about issues affecting undergraduate education will be an important part of strategic employee communication. It will be an essential way to raise awareness and promote an understanding the impact of the increasing number of students at the university facing 100% or more excess credit hour surcharges on each credit hour above 120, the impact on both students and on university funding.

Co-orientation and its application in communication efforts could promote the long-term success of the BGS degree program (Grunig & Huang, 2001). Ultimately, success will be based on how well the university can integrate the needs of its many semi-autonomous units into its own organizational goals in a way that co-orient the units as opposed to dividing them with faculty on one side and the upper administration on the other, each with different goals. Strategic employee communication will need to include an answer to why faculty should care about the BGS degree program, contextualizing in ways similar to the following examples that are based on the interview and survey data. As part of a comprehensive and coordinated communication plan, the College of Undergraduate Studies or the BGS program can conduct ongoing surveys targeted at the undergraduate faculty and academic advisors as a way to stay up-to-date with issues affecting undergraduate education.

The cultural dimension of collectivism was foundational to the development of the BGS program, with one upper-level administrator clearly articulating the message to students that the reason why this degree program was created was because students are valued—"we admitted you, we wanted you to succeed, we've been with you through this journey, and we want to get to the end together—here is a way to do that" (Participant 3). This connects to the survey results that 96% of faculty and 85% of academic advisors agreed that it is a university priority that today's degree programs prepare students to solve today's complex problems.

Strategic employee communication contextualized with the professionalism dimension of culture could emphasize the survey results that faculty and academic advisors' agreed that collaborative efforts between degree programs is a priority of the university. Information about academic pathways that increase access to students and completion rates connect to the cultural dimension of pragmatism. Combining the collaborative efforts between degree programs and the new pathways to graduation provided by the BGS program (and the leadership and project management skills the program teaches) can provide an additional framework for faculty and academic advisors. This can contribute to the sociocultural learning that will help facilitate common ground and an understanding of why BGS matters to them. This type of social constructivism helps develop meaning in the way that BGS information is communicated, and the context in which it is received and understood.

A key point to address is the survey result that faculty tended to be less likely to suggest to undergraduates that they change degree programs to BGS. If the cognitive framework faculty use is for disciplinary degree programs, then it will be important to address this with strategic employee communication that reframes BGS as a degree program designed to fit the highly integrative world outside of the university. The survey results indicated that 88% of faculty and 85% of academic advisors agreed that integrative learning opportunities for students was a priority at the university, and that 70% of faculty and 82% of academic advisors agreed that collaborative efforts between degree programs was a priority. This data provides a framework to build on for strategic employee communication about BGS as a collaborative degree program.

Summary

In summary, the localization strategy most useful for communicating information about the BGS degree program and how its implementation supports university priorities will focus on

the cultural dimensions of collectivism (community), professionalism (cooperation and trust), balanced power-distance (lower power distance of student-centered learning balanced with the higher power distance of the expertise and authority of the faculty and university), pragmatism (practical results are more important than procedures, as is a blunt pragmatic communication style), and having a results-oriented organizational culture (fewer bureaucratic routines and greater concern for outcomes, and willingness to adapt to needs).

Both the College of Undergraduate Studies and the BGS program can keep an updated targeted list of undergraduate faculty and academic advisors to use as a tool to communicate with undergraduate faculty and advisors to facilitate learning and discussion about issues affecting undergraduate students, and the BGS degree. In doing this, content should focus on how BGS fits within the goals of the many semi-autonomous departments at UCF, and within the university's larger organizational goals. This co-orientation involves the way that undergraduate faculty and academic advisors and the university view and understand the BGS degree program in relation to their own needs and goals. Additional research into the needs of the different semi-autonomous units and how these fit within the university's goals could help direct these efforts to further identify common ground and facilitate learning about the value of the BGS degree program.

CHAPTER FOUR: SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Introduction

The implementation of the Bachelor of General Studies (BGS) degree at the University of Central Florida addressed the problem of an increasing number of students who have earned 120 or more credit hours, but who have not yet been able to graduate. The BGS degree was developed as an integrative multidisciplinary degree program that provides flexibility by accepting students with coursework in any areas of study. While this program will help students, it will also help the university better meet two of the ten key performance-based funding metrics used by the State University System of Florida to determine the university's funding each fiscal year.

The Bachelor of General Studies degree is not new to higher education, in fact, it is not new to UCF. It was first established at the university in 1969, but in 1972 the BGS degree program changed to a Bachelor of Arts in General Studies, and Bachelor of Science in General Studies degrees. These degree programs changed to Liberal Studies in the early 1980s until 2006, and changed in 2007 to the Interdisciplinary Studies degree program (University of Central Florida, 2019a). The 2019 BGS degree program at UCF joined other general studies programs offered at universities nationwide, including the University of South Florida and the University of West Florida. During the academic year 2017/2018, the total number of General Studies bachelor degrees awarded nationally was 44,262 (National Center for Education Statistics [NCES], 2020). Florida awarded 1,231 of these degrees, substantially fewer than the top states that awarded the degree including California (5,750), New York (4,088), and Texas (3,354).

Before the 2019 implementation of the BGS degree, students with a range of majors, accumulated credits, and diverse interests often chose to graduate through the Interdisciplinary Studies (IDS) degree program. IDS required students to fulfill coursework requirements in two areas of study and a minor (University of Central Florida, 2020d), which gave students a total of three areas of coursework, two more than required by the more narrowly focused traditional disciplinary degree programs. While acceptance into the IDS degree program provided students with a way to graduate, the requirement for students to complete coursework for additional areas of study often added excess hours surcharges to students' tuition (University of Central Florida, 2020b), and impacted students' ability to graduate in four years. In the Fall 2018 semester, the Psychology B.S. degree program had the highest number of students with 120 credit hours or more, followed by the Health Sciences Pre-Clinical B.S., and then the Interdisciplinary Studies B.S. degree program (University of Central Florida, 2018). By allowing students to utilize all of their previous coursework, the BGS degree program provided a solution to the problem of an increasing number of students who have earned 120 credit hours, but are unable to graduate. While the BGS degree benefits students, it will also contribute towards helping the university meet two of the ten key metrics used by the State of Florida to determine funding, with one of those two required for the university to achieve the designation of "preeminent research university" status (Florida Board of Governors, 2019).

This DiP was designed to support the implementation of the BGS degree program through the development of an effective Institutional Effectiveness (IE) program evaluation. The IE plan underwent extensive review by three upper-level university administrators, through the Operational Excellence and Assessment Support (OEAS) at the University of Central Florida (University of Central Florida, 2020e), and the University Assessment Committee before

approval was granted. In addition, this DiP included individual curriculum maps that utilized UbD (Wiggins & McTighe, 2005) that supported the IE plan, and ensured that the course objectives, goals, and outcomes met the program outcomes and goals, with gaps in content noted and additional content recommendations included. Lastly, the undergraduate advisors' organizational culture and knowledge about BGS and university priorities was examined in order to develop internal strategic employee communication about the value of the BGS degree to students and the university.

Purpose of the Study

The purpose of this design-based research study was to evaluate and innovatively support a solution to the complex problem of practice (CPED, 2015) presented by the increasing number of undergraduate students at the university with 120 credit hours, but without a way to graduate. An Institutional Effectiveness plan was developed after clarifying the Bachelor of General Studies mission statement, program goals, and the course outcomes for each of the two core courses. In addition, individual course curriculum maps utilizing backwards design (Wiggins & McTighe, 2005) were created to demonstrate how the curriculum supported the course and program outcomes, and to identify any curriculum gaps. Lastly, the purpose of the study was to gather data from the university undergraduate advisors to gain an understanding of their knowledge about BGS, and their perceptions and beliefs about university priorities and organizational culture (Hofstede, 1984, 2011; Hofstede, Neuijen, Ohayv, & Sanders, 1990). This data was used to make recommendations for strategic employee communication about BGS to the undergraduate advisors and faculty, and to situate the degree program within the local, state, and national context.

Summary of the Study

This design-based research study was conducted to support the implementation of the recently developed and launched BGS degree program as an innovative solution that addressed the complex problem of an increasing number of students who have earned more than 120 credit hours, (University of Central Florida, 2020g) the required number of course credit hours for a bachelor's degree, but who have no clear way to complete and earn a four-year degree. This study was completed in order to ensure rigor in the degree's core courses through the development of Institutional Effectiveness (University of Central Florida, 2019b) evaluation plan. The author created individual curriculum maps for each of the two core courses using backwards design (Wiggins & McTighe, 2005) and the principles of Understanding by Design (Wiggins & McTighe, 2005) to align course content with student learning objectives, course outcomes, and program goals, and to identify any gaps in the curriculum and make content recommendations. A survey was developed based on patterns and themes distilled from interviews with four key BGS stakeholders, with the survey data collected from undergraduate faculty and academic advisors that helped the author to better understand the organizational culture (Hofstede, 1984, 2011; Hofstede, Neuijen, Ohayv, & Sanders, 1990) of survey participants, as well as their perceptions and beliefs about university priorities and institutional knowledge. The results were used to formulate strategic employee communication about the value of the BGS degree to students and the university.

This research was conducted using Inquiry as Practice (Carnegie Project on the Education Doctorate Working Principles and Design Concepts [CPED], 2019), an approach that supports advanced professional educators in the use of multiple perspectives, an analysis of research and scholarship, and data collection. Applied research and practical theory were used in the design of

the Institutional Effectiveness plan and curriculum maps, and in the development of strategic employee communication.

Summary of the Proposed Changes

The addition of the Bachelor of General Studies degree program at one of the nation's largest universities improved students' access to education by providing flexibility in the coursework accepted, and program outcomes that included core competencies in leadership and project management. While successful implementation of the degree program will help both students and the university by increasing degree efficiency, it is imperative that BGS demonstrates its accountability in its course and program goals and outcomes as demonstrated through an Institutional Effectiveness plan reviewed and approved through the Operational Excellence and Assessment Support (OEAS) at the University of Central Florida (University of Central Florida, 2020e). The OEAS is focused on improving the quality of student learning outcomes, and provides support to academic programs with its continuous quality improvement and guidance in assessment that is based on results from measured outcomes as a way to assess and improve programs. The Institutional Effectiveness Assessment for the BGS degree program was developed by the author of this study, and was overseen, reviewed, given extensive feedback, and approved by the Divisional Review Committee in the College of Undergraduate Studies. Additionally, the BGS IE plan and all IE plans at the university are reviewed by the University Assessment Committee (UAC). The measured outcomes are developed based on program goals and outcomes that reflect and validate that BGS graduates possess and demonstrate the core competencies associated with and expected from one of the nation's largest institutions of higher education and a four-year bachelor's degree.

Goal 1: Clarify Program Goals, Desired Results, and Understandings

The first goal required clarification of a program goal and differentiation of it from the program outcomes, initially represented as Desired Results and Understandings. This was accomplished using the UbD approach (Wiggins & McTighe, 2005) and writing an overarching program mission statement that was aligned with the program goals and outcomes. Interviews with key stakeholders provided the basis for the program's mission, goals, outcomes, and core competencies (Table 5).

BGS mission statement: The mission of the BGS program is to provide degree-seeking students with a flexible and self-designed multi-disciplinary curriculum that culminates with leadership and project management skills.

BGS goal: The Bachelor of Integrative General Studies will prepare students to use leadership and project management skills within an integrative multidisciplinary framework in order to create innovative solutions to today's complex problems. As the mission, goals, and outcomes were developed, they were used in the Institutional Effectiveness plan (Appendix D).

BGS program outcomes:

1. An understanding of common human themes including an awareness of diverse cultures, and the cultural, historical, economic, and social implications of learning experiences.
2. Demonstrated accomplishments as successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds.
3. The capacity as well-informed citizens to demonstrate critical thinking skills through the use of reason, and application of analytical, statistical, and/or computational methods to a complex challenge in our globally-diverse and technologically rich environment.
4. The ability to assess and decipher information in a world full of conflicting sources.

5. An understanding and demonstration of project management and leadership skills, including decision-making, collaboration, and problem-solving.

(University of Central Florida, 2020j)

The interview data also provided the direction for course content development and learning outcomes (Table 7). The core competencies for the program were identified and connected to the program outcomes within the integrative framework of leadership and project management, two core competencies identified by the National Association for Colleges and Employers (NACE) as highly sought after in recent college graduates (2014).

Goal 2: Learning Outcomes and Course Content Alignment

The second goal was to align core competencies and program outcomes with course content and outcomes (Tables 7 and 8). This process was followed by an evaluation of the course content that contributed to each of the course and program outcomes and culminated with the development of the Institutional Effectiveness evaluation plan.

It was important to review the audience for which this work was being completed. Key stakeholders in this portion of the work included all intended beneficiaries of the program—students, their families, their current and potential employers, and/or graduate programs, as well as those who the program disadvantages, including other degree programs that may experience in the future, a change in student enrollment or funding. The perception of the BGS program (University of Central Florida, 2020j) by faculty and academic advisors was an important factor to take into consideration because the degree was not going to be directly marketed, but instead was going to rely on faculty advisors and academic advisors to refer students to it. The rigor and validity of the courses and degree, as it was perceived by key stakeholders, was of utmost importance. The goal of the program was to provide ample opportunity for students to acquire

and showcase the knowledge and tools of leadership and effective project management (Udo & Koppensteiner, 2004) in their areas of disciplinary expertise. Whether students had a background in psychology, business, or health sciences, their work in BGS was designed to allow them to draw on the knowledge they had gained in their previous college coursework and reframe it within a multidisciplinary and integrative context of leadership and project management. This approach did not diminish the importance of their prior work and accomplishments, but instead provided an opportunity for students to build on it with their final BGS leadership and capstone projects (University of Central Florida, 2020j).

The Institutional Effectiveness evaluation plan was developed based on select criteria used in nationally-normed rubrics developed by the Association of American Colleges and Universities (2009). These criteria were adopted for use in the IE plan, with each being operationalized based on current literature and research, and used in authentic assessment of student work. Aligning course content with learning and program outcomes in an Institutional Effectiveness (University of Central Florida, 2019b) evaluation plan that had been reviewed and approved by the Operational Excellence and Assessment Support (OEAS) and University Assessment Committee (UAC) added authority and a level of validity to the degree program and the university standards it represented.

Goal 3: Strategic Employee Communication

Key stakeholders in the BGS program included the faculty and academic advisors who will refer students to the degree. It was essential to understand the organizational culture before working on strategic employee communication. The anonymous survey sought to identify faculty and academic advisors' knowledge about the problem of practice, perceptions of BGS, and dimensions of organizational culture (Hofstede, 1984, 1990, 2011).

The data on organizational culture gathered from undergraduate faculty and academic advisors indicated a close similarity to the data collected in the earlier interviews, with the exception of power distance (Hofstede, 1984). The other cultural dimensions identified in the survey results were collectivism (community) (Hofstede, 2011), professionalism (cooperation and trust) (Merton, 1968), balanced power-distance (lower power distance of student-centered learning balanced with the higher power distance of the expertise and authority of the faculty and university), pragmatism (practical results are more important than procedures, as is a blunt pragmatic communication style) (Hofstede, 1998), and frame the university within its results-oriented (Hofstede, 2011; Peters & Waterman, 1982) organizational culture.

Results also indicated a significant difference between faculty and academic advisors in their perception of how many students are at the university with 120 credit hours and no clear pathway to graduation. This difference may indicate a lack of information from the university on this problem, or faculty's lack of involvement in issues related to the administrative aspects of the organization. In order to achieve this third goal, it will be helpful for the College of Undergraduate Studies and BGS degree program to generate and keep updated a list of undergraduate faculty and advisors to communicate with about undergraduate issues. Co-orienting these groups toward the goal of increasing the number of undergraduate students who graduate without excess credit hour surcharges and increasing the FTIC graduation rate will be possible with a more open-system approach to communication. This two-way symmetrical communication approach can foster trust, control mutuality (how much control the parties believe they have over the goals), relational commitment (faculty and program's ability to commit to being all in), and relational satisfaction (Stafford & Canary, 1991).

Discussion

Local/Organizational Impact

This dissertation in practice was conceived and started between the planning phase and the initial implementation of the BGS degree at UCF. The main work of this dissertation, the three design-based projects, is reported in the previous chapters. However, several months after the initial implementation of the program, it is now, at the time of writing, possible to report additional information about the State University System's performance-based funding metrics that further justify the program and its implementation.

In an effort to incentivize Florida universities and students to minimize the time to completion for earning a bachelor's degree, the Florida Legislature implemented section 1009.286 Florida Statutes in 2009, a bill that established an excess credit hour surcharge for each credit hour a student takes above the total number of credit hours required for degree completion. Requirements for degree completion and graduation from most programs at the university include earning a minimum of 120 credit hours, with at least a "C" average (University of Central Florida, 2020g). Excess credit hour surcharges set by the State Legislature for each credit hour over 120 for students who, for example, started at the university in the Fall 2011 semester or later, added a 100% additional charge to the normal tuition rate (FLA. Legis. 1009.286).

UCF's 2019 percentage of bachelor's degrees awarded without excess hours was 77.8%, with a 1.4% improvement, a score that earned the university a 9/10 rating for this metric's performance-based funding score (Florida Board of Governors' 2019 Performance-Based Funding Model Final Metric Score Sheet). This metric includes FTICs as well as students who attend the university through partnerships with DirectConnect institutions, UCF Online, and non-traditional students.

As represented in Table 16, the results for the Fall 2018 data included 32% of the total students (N=9240) with 120 credit hours or more were FTICs, while for the Spring 2013 through Fall 2017 data, only 11% were FTIC (N = 2966). The number of FTIC students in Fall 2018 with 120 credit hours, but having not yet earned a bachelor’s degree was three times as large as the number of FTIC students during the time period of Spring 2013 through Fall 2017. This increase from 11% of previously enrolled FTIC students measured during Spring 2013 to Fall 2017 to 32% of FTIC students in the Fall 2018 semester is relevant to the discussion about performance-based funding metrics, specifically Metric 4, the percentage of FTIC students who earn a bachelor’s degree (120 credit hours) in four years (Florida Board of Governors’ 2019 Performance-Based Funding Model Final Metric Score Sheet).

Table 16: Increase in number of FTIC students with 120 credit hours and no bachelor’s degree Spring 2013-Fall 2017 vs. Fall 2018

Academic Period:	Spring 2013 through Fall 2017 FTIC	Fall 2018 FTIC	Spring 2013 through Fall 2017 Transfers	Fall 2018 Transfers
Credit hours:				
120	18/325 or 6%	169/2971 or 6%	121/2641 or 5%	246/6269 or 4%
121-139	202/325 or 62%	1811/2971 or 61%	1395/2641 or 53%	3483/6269 or 56%
140+	105/325 or 32%	991/2971 or 33%	1125/2641 or 42%	2540/6269 or 40%
Total FTIC with 120 or more credit hours, but not having yet earned a bachelor’s degree:	325/2966 = 11% of N	2971/9240 = 32% of N		

Spring 2013 through Fall 2017 N = 2966
Fall 2018 N = 9240

Source: IKM: SDCF_Data_Dim, Degree_Fact, Early_Enrollment_Fact, Term_XRef

To further motivate public universities in Florida to increase efficiency with the time students take to complete a bachelor's degree, the State Legislature and Governor signed into law, Senate Bill 4 (Ch. 2018-4) which changed the 6-year graduation rate metric to a 4-year graduation rate metric, including only full-time FTIC students (Board of Governors' Performance-based funding Model (10 Metrics) Questions and Answers, 2019). Nationwide, the 4-year graduation rate for full-time bachelor's degree-seeking students who graduated in 2015 from a public institution was 36.9% (NCES, 2018, Table 326.10). The 4-year graduation rate for FTICs at UCF in 2019 was 45.7%, a percentage that earned it a score of 6/10 in the state's performance-based funding rubric. In the author's preliminary BGS needs assessment analysis conducted in 2018, data about students with 120 credit hours or more and no bachelor's degree, based on admission type (first time in college FTIC and Transfer) from Fall 2018 (N = 9240) was evaluated and compared to data from 2013 through 2017 (N = 2966) (Bazata, 2018). In the two groups that were compared, the number of FTICs in Fall 2018 was triple the number during the time period of Spring 2013 through Fall 2017.

Even though UCF's graduation rate of 45.7% is almost 10% higher than the national average of 36.9%, that number is actually over 20% higher than the national average $[(45.7 - 36.9) / 36.9 = 23.8\%]$. Even so, the university must do better in order to qualify for a higher proportion of the performance-based State funding. That 45.7% and the 6/10 that it earned the university in the performance-based funding metric can be compared to two other universities in Florida with BGS degree programs. The University of South Florida (USF) reported a 4-year graduation rate of 58.6% with a 1.2% increase over the previous year, and the University of West Florida's graduation rate was 31.3% with a 6.1% increase. Both earned 10/10 points towards the total score for performance-based funding (Florida Board of Governors' 2019 Performance-

Based Funding Model Final Metric Score Sheet). The nationwide statistics, Florida’s Board of Governors’ Performance-based funding, and UCF data are presented in Table 17.

Table 17: National and State of Florida Graduation Statistics, 4-year and 6-year

Graduation rate at public institutions	Nationwide	State of Florida Performance-based funding Metric 4: 4-year graduation rate	UCF 2019 Final Metric Score
4-year	36.9%	50% 2025 Strategic Plan Benchmark 60% Preeminent Research University Benchmark	45.7% with 2.0% improvement
6-year	60%	6-year graduation rate removed by FL Board of Governors from performance-based funding metrics.	

Source: Nationwide, U.S. Department of Education, National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2013 and Winter 2013-14 through Winter 2017-18, Graduation rates component; and IPEDS Fall 2011, Institutional Characteristics component, Table 326.10. Florida Board of Governors, 2025 System Strategic Plan. 2019 Performance-Based Funding Model Final Metric Score Sheet.

While the point of this data was not to discuss the merits or disadvantages of the performance-based funding model on which the university’s funds are based, it is helpful to note that the difference between 6/10 and 10/10 in either the 4-year graduation rate (Metric 4) or the percentage of students who graduate without excess hour surcharges (Metric 9) translated into a difference in the proportionate share of the \$560 million in performance funds that were divided among the State University of Florida System’s schools for the 2019-2020 fiscal year funding (Florida Board of Governors’ August 6, 2019). In the 2019 performance based funding for the universities with Bachelor of General Studies programs, USF earned a total of 92/100 points, and UWF earned 94/100. UCF earned 88/100 for its performance-based funding scores in the fiscal year immediately preceding the BGS degree option. The total performance-based funding allocation based on the 88/100 score for UCF was \$77,682,252 (Florida Board of Governors,’ October 30, 2019), funds that were distributed among the many departments and programs that

comprise UCF. An increase in funding for a public institution means an increase in the ways it can add to its programs and support its faculty, staff, students, and community. An increase will only happen, however, as the result of innovative ways to increase university performance levels in the areas measured by the State of Florida’s ten key metrics.

The College of Undergraduate Studies at UCF has strived to foster innovative degree programs that increase student access, success, and degree attainment (University of Central Florida, 2020i). The BGS degree program officially launched with the Fall 2019 semester with a cohort of 147 students, 87 graduated at the end of the semester. The percentage of students per college ranged from 42% from the College of Undergraduate Studies, Interdisciplinary Studies

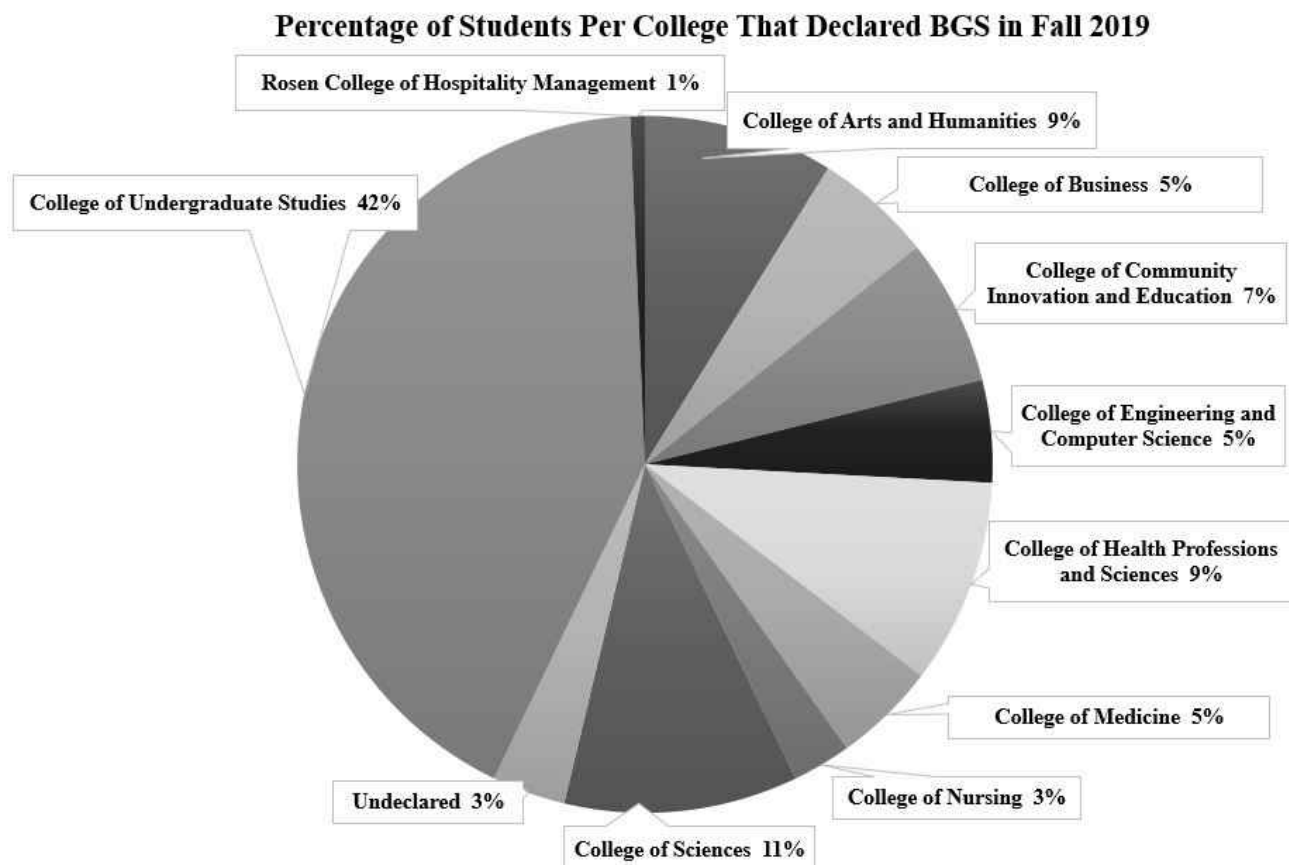


Figure 2: Percentage of Students Per College That Declared BGS in Fall 2019 (Source: Interdisciplinary Studies Advising, 2019)

program, to 11% from the College of Sciences, and 9% from Colleges of Health Professions and Sciences. For the Spring 2020 semester, 89 students had filed an intent to graduate by January 11, 2020, but because the intent to graduate remains open until the first week in March, that number was expected to grow.

Implementation and Evaluation

The newly developed program mission, aligned with the program goals and competencies, curriculum maps, content alignment recommendations, as well as the Institutional Effectiveness evaluation plan were developed to be fully implemented by the Summer 2020 semester. Preliminary results from the IE plan (University of Central Florida, 2019b) from the Fall semester provided guidance in the area of course content recommendations and were an indicator useful in discussing and evaluating the program's academic and operational goals with the program director and full-time faculty member. Evaluation and assessment will be an ongoing process, as the courses continue to evolve to meet student and program goals. This assessment process and its clearly defined outcomes and measures will be useful in guiding program improvement and student performance, using the curriculum maps to update and improve upon course content with a continuous evolving approach.

National/International Impact

While the BGS degree program has been described in the literature as a degree completion program (Hoyt & Allred, 2008), it also provides a way for students nationwide to customize a degree based on their interests or their career or graduate study goals, and earn a bachelor's degree when they may otherwise have become one of the 40% of students nationwide who start, but do not finish their degree, after 6 years from when they started (IES National Center for Education Statistics, 2019). At the heart of the discussion about the value of a general

studies degree is whether a four-year bachelor's degree is designed to prepare students for a career or to become future academic researchers and scholars. Students who earn this degree, nationwide, meet all of the same requirements as students who earn a Bachelor of Science or Bachelor of Arts degree at an accredited university (SACSCOCS, 2018). In addition to the knowledge they have from their previous coursework, BGS students at UCF also graduate with core competencies in leadership and project management, identified by employers as among the top five most valuable skills for college graduates (NACE, 2014). The BGS degree program and other similar types of innovative approaches to education are what have contributed to UCF's ranking among the nation's top 20 most innovative universities (*U.S. News & World Report 2020 Best Colleges Rankings*).

The addition of a general studies degree at one of the nation's largest universities improves student access to education. General studies degree programs are a solution to a complex problem of practice that four-year educational institutions have struggled with as a result of their increased partnerships with other institutions including the two-year state colleges whose graduates are granted admission after earning an associate's degree. Nationwide, the number of students graduating from a two-year college with an associate's degree in general studies has steadily increased from 196,755 degrees awarded in 2002 to 331,173 in 2017-2018 (U.S. Department of Education, 2020). When these graduates with a general studies associate's degree transfer into a four-year degree program at the university, there had not been an option for them to continue with general studies until the BGS degree program was established. According to the National Center for Education Statistics (2009), 243 colleges offer a four year degree program in general studies, including Cornell, Drexel University, Temple University, University of Michigan, and University of South Florida.

Positionality and Lessons Learned

Defining positionality in this study is important because the role of the author has evolved over the course of this research. Work on the BGS degree program began as a request from the IDS program director to provide an analysis of the number of students with over 120 credit hours at the university. It evolved into course development work, and then to presenting the program for review to the University Policy and Curriculum Committee for approval. Designing an evaluation plan was a natural offshoot of the assessment work the author had already been charged with as assessment coordinator for the Interdisciplinary Studies program.

Working on the development of this degree program as an Ed.D. in Curriculum and Instruction doctoral candidate at UCF, has provided the opportunity to see all that is involved with the process, and to better understand this complex problem of practice from multiple organizational perspectives. The Operational Excellence and Assessment Support (OEAS) unit and the University Assessment Committee (UAC) supported and provided feedback during the development of an effective participant-oriented Institutional Effectiveness evaluation plan, and ensuring that course and program goals and outcomes met the standards of rigor associated with a four-year degree.

An important lesson learned is the value of backwards design in the development of course curriculum maps and alignment with the program's mission, goals, and outcomes. This has contributed not only to the author's ability to recognize gaps in course content, but to also develop an effective evaluation plan that is based on authentic student learning assessment.

Lastly, with respect to how this positionality affected the generative impacts of this dissertation, it inclined the author to help students graduate and toward showing that this program can have a positive impact on the university's bottom line.

Limitations

Limitations of this study included time constraints. The curriculum maps and Institutional Effectiveness plan are limited until the program has been running for a few years, with the hope that both will improve over time and with use. In addition, the assessment of outcomes using the IE plan developed for the BGS program included data gathered from only one semester of student work. Having had at least a full academic year of learning outcomes would have been more helpful in evaluating how well the course content aligned with the course and program outcomes.

Another limitation is the survey response rate. The survey results would have been stronger if a greater proportion of academic advisors had responded. The limited response may have been related to the survey administration timing at the end of the semester, when grades were due, and again at the start of the following semester as classes were just starting. It would have been interesting and helpful to have collected data to determine additional information about the faculty and advisors' knowledge about the BGS degree program, and on what basis they would or would not advise a student to change majors to it.

It would also have been helpful to have data from potential students and employers about their perceptions of the program.

This design-based research and the methods used to collect data for it would have benefitted from evolving over time, with more comprehensive data collected that reflected a larger segment of the faculty and academic advisors, a deeper delve into what defines rigor in a degree program, and feedback from alumni and employers about the value of the BGS degree.

Recommendations

The first recommendation is to complete curriculum maps after the individual courses have run over a full academic year. This longer period of time will provide a more comprehensive look at how the courses developed to meet student learning objectives, course goals, and program outcomes. The curriculum maps provided the content and sequence of how the course was envisioned to be conducted, but it would have been more beneficial if the maps provided a description of the content the faculty actually taught in the real-time day-to-day, week-to-week developments that occurred during the delivery of the course. It takes time to fully develop a curriculum and identify areas where student learning or course objectives are not being met, where redundancies might appear, or where gaps exist. Developing curriculum maps during the first semester the coursework was taught did not allow for enough time for the faculty teaching them to identify any of these challenges, or make curriculum improvement. Curriculum mapping is an ongoing and evolving process (Jacobs, 2004), one that the BGS program and its faculty will want to review regularly.

Another recommendation includes increasing the time that data is collected to measure program effectiveness through the Institutional Effectiveness plan. Determining how well the outcomes and measurements are aligned with course outcomes and program goals will require having at least a few semesters of data collected, and time to evaluate if what is being measured will be helpful for program evaluation and improvement, or if adjustments need to be implemented. Additional recommendations for the IE process include a continued participatory approach with stakeholders that will facilitate productive conversations and decisions about adjustments or changes that can contribute to meeting the program's high-level goals.

In terms of changes to the survey, it would be helpful for the College of Undergraduate Studies to maintain a list of all undergraduate advisors at UCF. This targeted list could be updated regularly, and would make future survey data collection easier. It will also be helpful to maintain a list that separates the undergraduate advising community into undergraduate faculty advisors and academic advisors in order to use a differentiated communication strategy that takes into account the different perception of power distance for each of the two groups. These types of lists will make it easier for the College of Undergraduate Studies and the BGS program to communicate with undergraduate faculty and academic advisors about issues affecting undergraduate education, as part of the larger strategic employee communication plan.

Lastly, building or having access to an alumni and employer database in order to survey BGS alumni and their employers about their experience in BGS would provide insight into program improvement and an understanding of how BGS has related to graduates' post-graduation career or academic plans.

Summary

The purpose of this dissertation in practice was to collect and analyze the literature and data for the BGS degree program to ensure that its design supported program goals and growth. In order to fulfill its purpose, the primary goal of this study was to develop an Institutional Effectiveness (IE) plan to assess the curriculum, operational goals, and program objectives. The study fulfilled its goals by developing the Institutional Effectiveness (IE) plan, and by creating curriculum maps aligned with course and program outcomes in order to identify content gaps, and developing strategic employee communication useful for identifying and imparting the value of the BGS degree within the university.

The participant-oriented approach was used to develop the Institutional Effectiveness evaluation plan, with input and feedback from key stakeholders. The plan was supported by nationally-normed (AAC&U, 2009) research-based criteria and operationalized for use within the integrative framework used to teach the program's leadership and project-management course content. The plan was submitted for review and approval by the university's divisional chair of assessment and evaluation in addition to two outside expert reviewers. After feedback and revisions were made, the plan was approved for use. Data were collected from the first semester that LDR 3115 Contemporary Issues in Leadership and IDS 4939 Senior Seminar in Integrative Studies, and evaluated using the Institutional Effectiveness evaluation plan.

Curriculum mapping (Udelhofen, 2005) was supported by research-based procedures, including backwards design and Universal Design for Learning (Rose & Meyer, 2002; Wiggins & McTighe, 2005; Center for Applied Special Technology, 2018), and resulted in the identification of content gaps that will more clearly align the Senior Seminar with the desired course and program learning outcomes. This process used Inquiry as Practice to pose questions on program outcomes, course outcomes, and then course module outcomes with the answers guiding the development of clear framework for the curriculum maps. This was repeated for each of the two courses, with some of the course modules having recommendations for additional content.

This study has sought to provide a starting point for the structural change within the university involved with adding a generalized degree program to what has traditionally been a disciplinary institution. The results of an anonymous survey provided direction with communication strategies useful in communicating the value of the general studies degree to faculty, academic administrators, and key stakeholders. The organizational culture of those

faculty and academic administrators who responded to the survey provided insight into the dimensions of culture (Hofstede, 2011), their knowledge about the BGS degree, and likelihood of referring a student to the program. This data was useful in laying a foundation for future communication efforts about BGS within the university, efforts that should appeal to the cultural dimensions of collectivism (community), professionalism (cooperation and trust), balanced power-distance (lower power distance of student-centered learning balanced with the higher power distance of the expertise and authority of the faculty and university), pragmatism (practical results are more important than procedures, as is a blunt pragmatic communication style), and having a results-oriented organizational culture (fewer bureaucratic routines and greater concern for outcomes, and willingness to adapt to needs). It will also be essential to include factual evidence that backs up claims, and to connect the value of the BGS program to the overall access mission of the university, the community it serves, and the lives its programs have the power to transform.

APPENDIX A: INTERVIEW GUIDE AND QUESTIONS

Interview Guide: University Initiative for the Bachelor of General Studies Degree: Integrative Studies Major

The purpose of this interview portion of the study was to examine the organizational factors affecting faculty and academic advisors' perceptions and attitudes about the BGS degree.

Data	Question	Prompts & elicitations
Icebreaker Personal and professional history	Q1: Can you tell me a little about yourself?	Preferred pseudonym Undergraduate degree, Graduate degree(s) Academic/Non-academic work experience
Structural: BGS's place at UCF, who runs it, how it fits with current structure at the university; Symbolic: Open systems vs. closed systems; Pragmatic vs. Normative, Hofstede et al., 1990, 2010)	Q2: How does the BGS degree program fit within the current structure of the university? Who and what shaped the curriculum for this degree program?	Is it run as a UCF Online program, or for both those students and UCF main campus ones? What college is it affiliated with? What programs will compete with it?
Structural, Political: Program outcomes	Q3: What are the assumed short-term (6-12 month) outcomes for the program? Q4: Medium-term (1-5 year) outcomes? Q5: What is the ultimate impact of the long-term (5-10 year) outcomes?	Learning: in the areas of awareness, knowledge, attitudes, skills, opinions, aspirations, motivations. Action: In the areas of behavior, practice, decision-making, policies, social action. Conditions: In the areas of social, economic, civil, and environmental.
Motivation: Students who will benefit from this new degree program.	Q6: How will students benefit from this program?	Individual outcomes
Human Resources: Students, faculty, and administrators for the program.	Q7 .Who is a good fit for this program?	What type of student, faculty, and administrator backgrounds lend themselves to this program?

Symbolic: Social-psychological role identity theory (Jazvac-Martek, 2009).	Q8. Can you talk a little about the mission of the BGS program and how it will connect to its students in terms of the self-legitimization or sense of “agency” that a degree program provides? What is a degree symbolic of to students and employers?	Lack of structure or clear pathway to graduation for students with no degree program, excess hours, student loan debt...
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Generally useful prompts and elicitations:

- Silence: Pauses suggest to the interviewee that you want them to continue talking.
- Seeking elaboration: 'What did you mean...?' or 'Can you give more detail...?'
- Probing for details: 'Do you have any examples?' or 'Could you say more about...?'
- Specifying questions: 'What happened when you said that?' or 'What did he say next?'
- Reflecting meaning: 'Do you mean that...?' or 'Is it correct that...?'
- Reflecting emotion: 'You sound [emotion] when you say that?' or 'Is it correct that you feel [emotion]...?'

APPENDIX B: SURVEY QUESTIONS

Survey Questions for EdD Doctoral Dissertation in Practice: University Initiative for the Bachelor of General Studies Degree: Integrative Studies Major
Bachelor of Integrative General Studies (BGS)

January 8th 2020

Consent - Title of Project: University Initiative for the Bachelor of Integrative General Studies (BGS) Degree and Integrative Studies Major

Principal Investigator: Devon Bazata, Doctoral student

Faculty Supervisor: Dr. David N. Boote

You are being invited to take part in a research study. Whether you take part is up to you. The purpose of this study is to examine the organizational factors affecting faculty and academic advisors' perceptions and attitudes towards the University of Central Florida's Bachelor of Integrative General Studies (BGS) degree program. You are being asked to participate in an anonymous survey. Most people can complete the 9 question survey in 5 minutes or less. You can complete the survey at a time and place of your choosing. Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with UCF, including continued enrollment, grades, employment or your relationship with the individuals who may have an interest in this study. The survey is anonymous, meaning that no individually identifiable information will be collected. In any reports that use data, it will only be reported after it has been combined with other participants' responses. No identifiable information will be collected, only the researcher will have access to the response information that is collected. This information will be retained for a period of five years, and will be stored within a password protected account in the Qualtric survey system through which the data and reports were generated. You must be 18 years of age or older to take part in this research study. Study subjects inclusion/exclusion criteria: Individuals who are employed full-time as faculty or academic advisors are eligible for inclusion in this study. Individuals employed part-time as faculty or academic advisors are excluded. To participate in this study, you must meet the requirements of both the inclusion and exclusion criteria.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints: Devon Bazata, Graduate Student, Curriculum & Instruction Doctoral Program, College of Community Innovation and Education, (407) 823-4091 or Dr. David N. Boote, Faculty Supervisor, Department of Learning Sciences and Educational Research in the College of Community Innovation and Education at (407) 823-4160 or by email at David.Boote@ucf.edu.

IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.

I have read the purpose and risks of this survey and provide my consent to participate in it.

Yes No

Do you advise undergraduate students? (Condition: "No" is selected. Skip to: End of survey.)

Yes No

Q1 - Have you ever suggested to an undergraduate student that they change degree programs to Interdisciplinary Studies?

Q2 - Have you heard about the university's Bachelor of Integrative General Studies?

Q3 - The mission of the Bachelor of Integrative General Studies degree program is to provide degree-seeking students with a flexible and self-designed multi-disciplinary curriculum that culminates with two core courses that teach leadership and project management skills. Students in this degree program may be coming to it with a range of previous majors, key med credits, and a wide variety of curricular interests, and they must successfully complete the required two core courses in the major and overall degree requirements. Students interested in declaring this major must have completed 75 or more credit hours and meet with an academic advisor in the College of Undergraduate Studies - Interdisciplinary Studies to complete the declaration process.

How likely or unlikely is it that you would suggest to an undergraduate student that they change degree programs to the Bachelor of Integrative General Studies?

Q4 - Please indicate how true or not true the following statements are for you.

#	Question	Definitely true	Probably true	Probably not true	Definitely not true	Total
1	Not everyone admitted to my degree program will be able to graduate from it.					
2	Narrowly focused undergraduate disciplinary degree programs are more rigorous than programs with a broader focus.					
3	Undergraduate students with more than 120 credit hours should be eligible to earn an undergraduate degree.					

Q5 - Approximately what percentage of current UCF undergraduate students have earned more than 120 credit hours but have no pathway to graduation from UCF?

#	Answer
1	<0.1%
2	Between .1 to 1%
3	Between 1% and 3%
4	Between 3% and 5%
5	Between 5% and 7%
6	Between 7% and 9%

7	Between 9% and 11%
8	Between 11% and 13%
Total	

Q6 - Issues you believe are currently the highest priority within any academic program at University of Central Florida. Select from Strongly Agree to Strongly Disagree in response to your belief about the priority of each issue at the university.

Question	Strongly agree	Agree	Disagree	Strongly disagree
A sense of community in degree programs.				
Degree programs that prepare students to solve today's complex problems.				
Integrative learning opportunities for students.				
Collaborative efforts between degree programs.				
Maintaining the traditional disciplinary degree structures.				
Academic pathways that increase completion rates.				
Time to degree for all students of 4 to 6 years.				
Graduation rates for transfer students from Direct Connect or other institutions.				
Graduation rates for non-traditional students.				
Graduation rates for FTIC (First Time in College) students who start immediately following high school graduation.				

Q7 - Are you considered a full-time employee of UCF for at least nine months of each academic year?

	Answer
1	Yes
2	No
	Total

Q8 - In terms of primary responsibilities, are you faculty or staff?

Q9 - How many undergraduate courses are you teaching at UCF during the Fall 2019 semester?

Answer	%
One	
Two	
Three	
Four	
Five or more	
Total	

APPENDIX C: SURVEY RESULTS

Default Report

Bachelor of Integrative General Studies (BGS)

January 16th 2020, 2:53 pm MST

Consent - Title of Project: University Initiative for the Bachelor of Integrative General Studies (BGS) Degree and Integrative Studies Major Principal Investigator: Devon Bazata, Doctoral student Faculty Supervisor: Dr. David N. Boote You are being invited to take part in a research study. Whether you take part is up to you. The purpose of this study is to examine the organizational factors affecting faculty and academic advisors' perceptions and attitudes towards the University of Central Florida's Bachelor of Integrative General Studies (BGS) degree program. You are being asked to participate in an anonymous survey. Most people can complete the 9 question survey in 5 minutes or less. You can complete the survey at a time and place of your choosing. Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with UCF, including continued enrollment, grades, employment or your relationship with the individuals who may have an interest in this study. The survey is anonymous, meaning that no individually identifiable information will be collected. In any reports that use data, it will only be reported after it has been combined with other participants' responses. No identifiable information will be collected, only the researcher will have access to the response information that is collected. This information will be retained for a period of five years, and will be stored within a password protected account in the Qualtric survey system through which the data and reports were generated. You must be 18 years of age or older to take part in this research study. Study subjects inclusion/exclusion criteria: Individuals who are employed full-time as faculty or academic advisors are eligible for inclusion in this study. Individuals employed part-time as faculty or academic advisors are excluded. To participate in this study, you must meet the requirements of both the inclusion and exclusion criteria. Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints: Devon Bazata, Graduate Student, Curriculum & Instruction Doctoral Program, College of Community Innovation and Education, (407) 823-4091 or Dr. David N. Boote, Faculty Supervisor, Department of Learning Sciences and Educational Research in the College of Community Innovation and Education at (407) 823-4160 or by email at David.Boote@ucf.edu. IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu. I have read the purpose and risks of this survey and provide my consent to participate in it.

Filter Question A.

Do you give your consent?

#	Answer	%	Count
1	Yes, I give my consent.	99.41%	336
2	No, I do not give my consent.	0.59%	2
	Total	100%	338

Filter Question B.

Advising - Do you advise undergraduate students?

#	Answer	%	Count
1	Yes	58.46%	197
2	No	41.54%	140
	Total	100%	337

Question 1 - Have you ever suggested to an undergraduate student that they change degree programs to Interdisciplinary Studies?

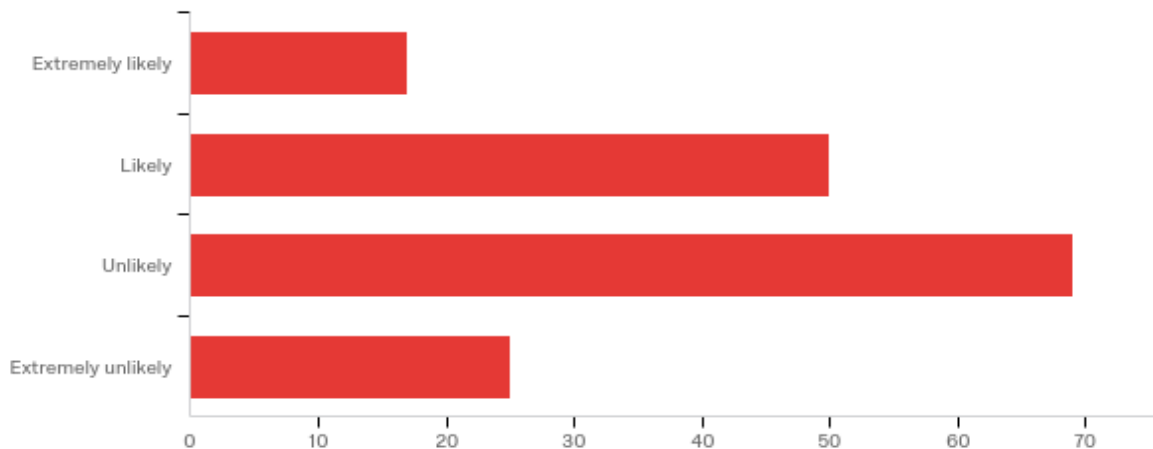
#	Answer	%	Count
1	Yes	34.78%	56
0	No	65.22%	105
	Total	100%	161

Question 2 - Have you heard about the university's Bachelor of Integrative General Studies?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
	Have you heard about the university's Bachelor of Integrative General Studies?	0.00	1.00	0.42	0.49	0.24	160

#	Answer	%	Count
1	Yes	42.50%	68
0	No	57.50%	92
	Total	100%	160

Question 3 - The mission of the Bachelor of Integrative General Studies degree program is to provide degree-seeking students with a flexible and self-designed multi-disciplinary curriculum that culminates with two core courses that teach leadership and project management skills. Students in this degree program may be coming to it with a range of previous majors, accumulated credits, and a wide variety of curricular interests, and they must successfully complete the required two core courses in the major and overall degree requirements. Students interested in declaring this major must have completed 75 or more credit hours and meet with an academic advisor in the College of Undergraduate Studies - Interdisciplinary Studies to complete the declaration process. How likely or unlikely is it that you would suggest to an undergraduate student that they change degree programs to the Bachelor of Integrative General Studies?

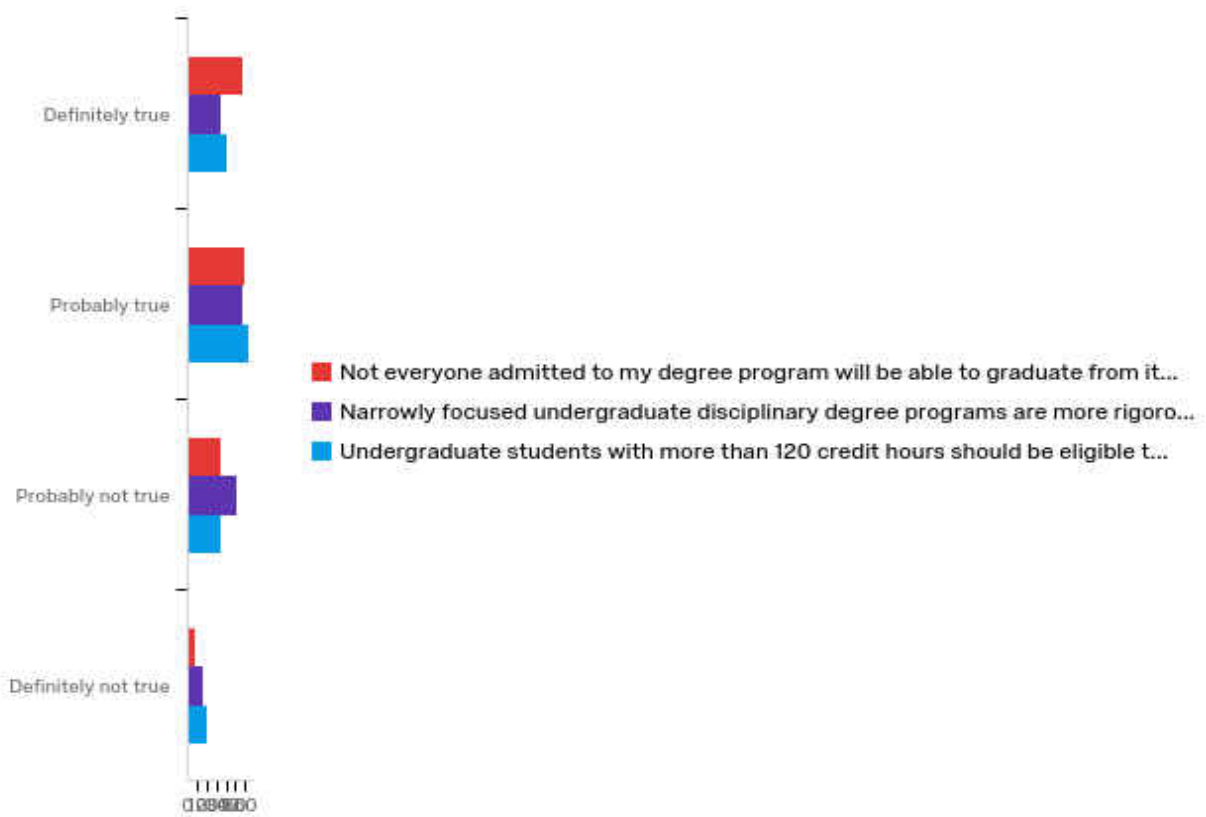


Question 3 (continued)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely or unlikely is it that you would suggest to an undergraduate student that they change degree programs to the Bachelor of Integrative General Studies?	1.00	4.00	2.37	0.87	0.75	161

#	Answer	%	Count
4	Extremely likely	10.56%	17
3	Likely	31.06%	50
2	Unlikely	42.86%	69
1	Extremely unlikely	15.53%	25
	Total	100%	161

Question 4 - Please indicate how true or not true the following statements are for you.

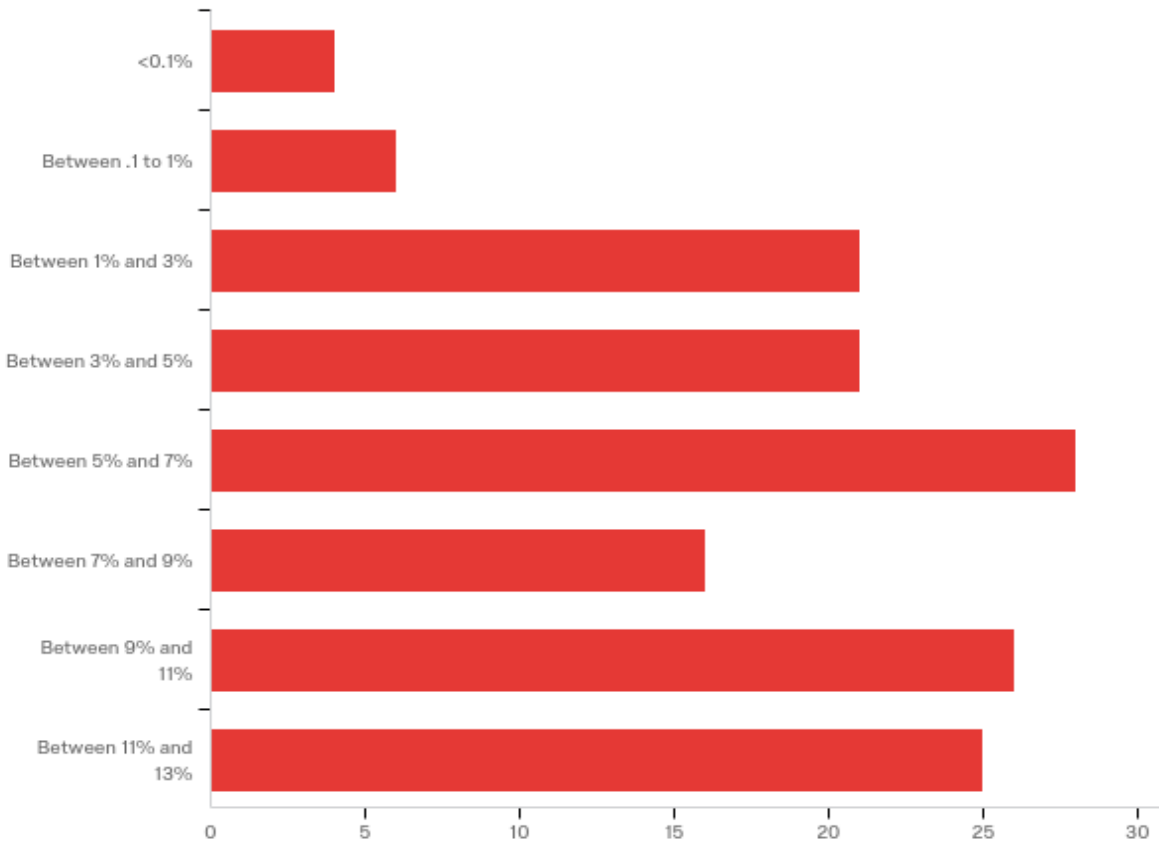


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Not everyone admitted to my degree program will be able to graduate from it.	1.00	4.00	3.06	0.87	0.75	159
2	Narrowly focused undergraduate disciplinary degree programs are more rigorous than programs with a broader focus.	1.00	4.00	2.69	0.92	0.85	160
3	Undergraduate students with more than 120 credit hours should be eligible to earn an undergraduate degree.	1.00	4.00	2.79	0.97	0.94	159

Question 4 (continued)

#	Question	Definitely true	Probably true	Probably not true	Definitely not true	Total
	Not everyone admitted to my degree program will be able to graduate from it.	36.48% 58	37.74% 60	21.38% 34	4.40% 7	159
	Narrowly focused undergraduate disciplinary degree programs are more rigorous than programs with a broader focus.	21.88% 35	35.63% 57	32.50% 52	10.00% 16	160
	Undergraduate students with more than 120 credit hours should be eligible to earn an undergraduate degree.	25.79% 41	39.62% 63	22.01% 35	12.58% 20	159

Question 5 - Approximately what percentage of current UCF undergraduate students have earned more than 120 credit hours but have no pathway to graduation from UCF?

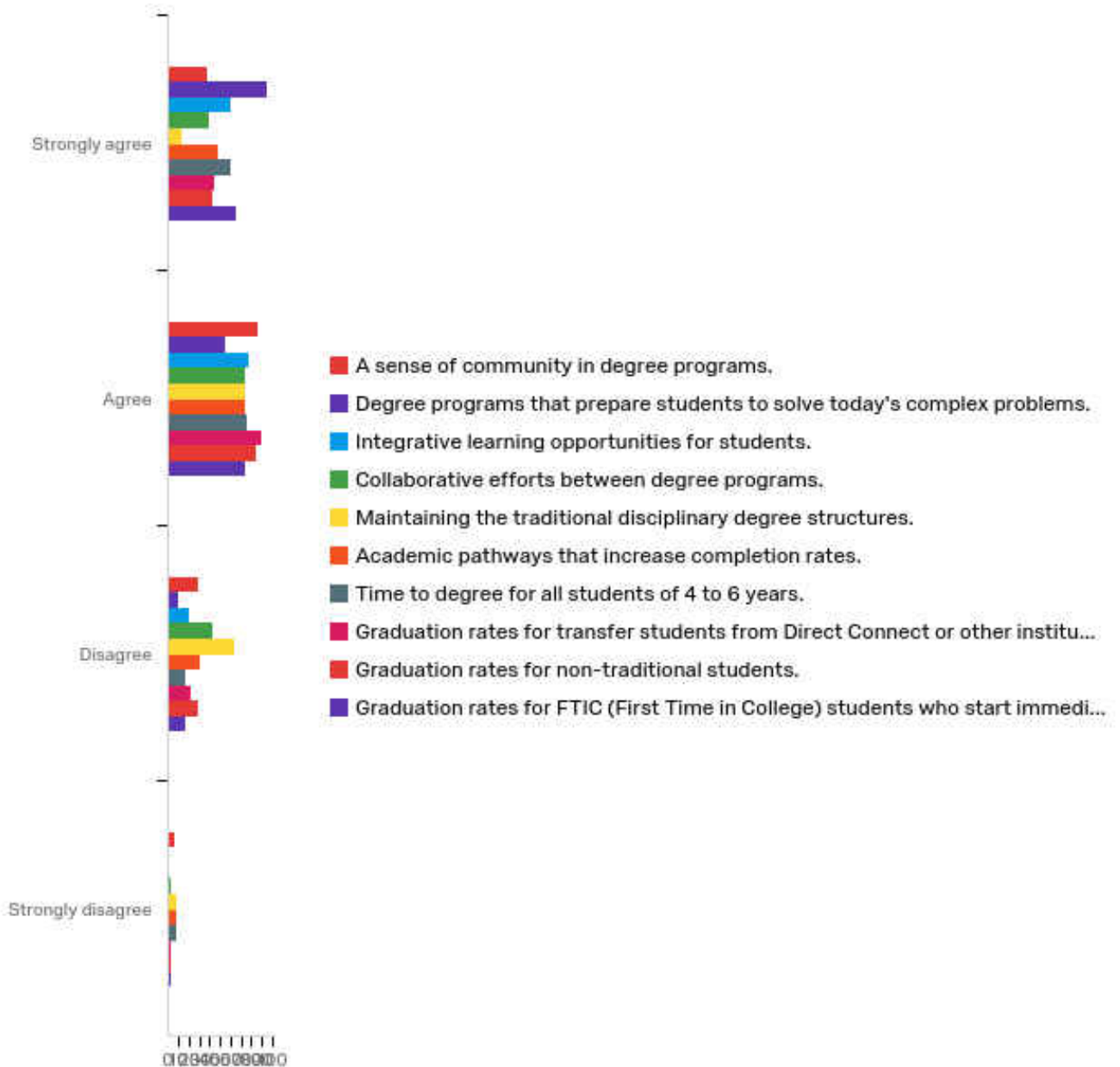


Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Approximately what percentage of current UCF undergraduate students have earned more than 120 credit hours but have no pathway to graduation from UCF?	1.00	8.00	5.31	1.94	3.77	147

Question 5 (continued)

#	Answer	%	Count
1	<0.1%	2.72%	4
2	Between .1 to 1%	4.08%	6
3	Between 1% and 3%	14.29%	21
4	Between 3% and 5%	14.29%	21
5	Between 5% and 7%	19.05%	28
6	Between 7% and 9%	10.88%	16
7	Between 9% and 11%	17.69%	26
8	Between 11% and 13%	17.01%	25
	Total	100%	147

Question 6 - Issues you believe are currently the highest priority within any academic program at University of Central Florida. Select from Strongly Agree to Strongly Disagree in response to your belief about the priority of each issue at the university.



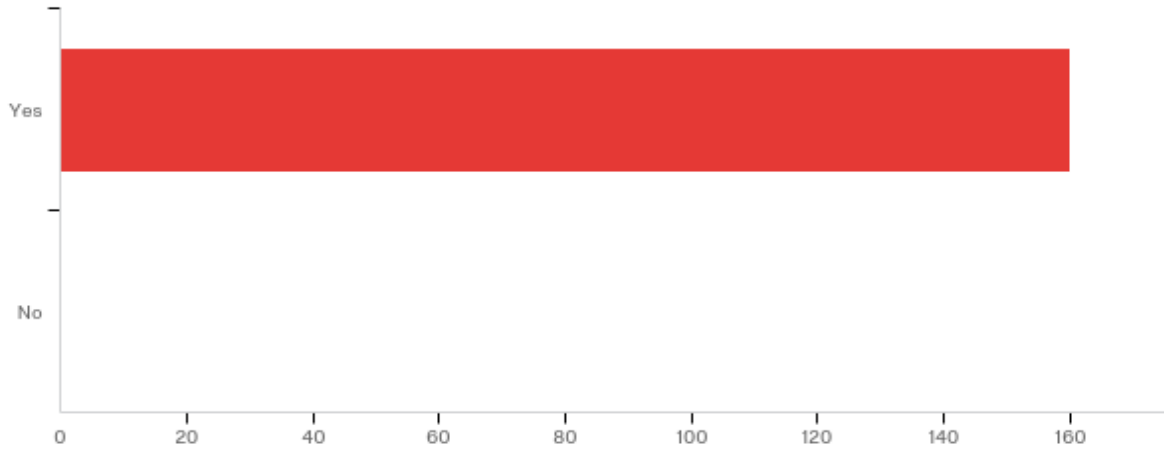
Question 6 (continued)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A sense of community in degree programs.	1.00	4.00	2.97	0.75	0.57	159
2	Degree programs that prepare students to solve today's complex problems.	1.00	4.00	3.53	0.63	0.40	159
3	Integrative learning opportunities for students.	1.00	4.00	3.24	0.69	0.47	158
4	Collaborative efforts between degree programs.	1.00	4.00	2.95	0.77	0.59	159
5	Maintaining the traditional disciplinary degree structures.	1.00	4.00	2.59	0.70	0.50	157
6	Academic pathways that increase completion rates.	1.00	4.00	3.03	0.82	0.67	159
7	Time to degree for all students of 4 to 6 years.	1.00	4.00	3.19	0.79	0.62	159
8	Graduation rates for transfer students from Direct Connect or other institutions.	1.00	4.00	3.11	0.68	0.46	157
9	Graduation rates for non-traditional students.	1.00	4.00	3.06	0.70	0.50	158
10	Graduation rates for FTIC (First Time in College) students who start immediately following high school graduation.	1.00	4.00	3.29	0.70	0.48	158

Question 6 (continued)

Question	Strongly agree	Agree	Disagree	Strongly disagree	Total
A sense of community in degree programs.	23.27% 37	54.72% 87	18.24% 29	3.77% 6	159
Degree programs that prepare students to solve today's complex problems.	59.75% 95	33.96% 54	5.66% 9	0.63% 1	159
Integrative learning opportunities for students.	37.97% 60	48.73% 77	12.66% 20	0.63% 1	158
Collaborative efforts between degree programs.	25.16% 40	46.54% 74	26.42% 42	1.89% 3	159
Maintaining the traditional disciplinary degree structures.	8.28% 13	47.13% 74	40.13% 63	4.46% 7	157
Academic pathways that increase completion rates.	30.19% 48	46.54% 74	18.87% 30	4.40% 7	159
Time to degree for all students of 4 to 6 years.	37.74% 60	47.80% 76	10.06% 16	4.40% 7	159
Graduation rates for transfer students from Direct Connect or other institutions.	28.03% 44	56.69% 89	14.01% 22	1.27% 2	157
Graduation rates for non-traditional students.	26.58% 42	53.80% 85	18.35% 29	1.27% 2	158
Graduation rates for FTIC (First Time in College) students who start immediately following high school graduation.	41.77% 66	46.84% 74	10.13% 16	1.27% 2	158

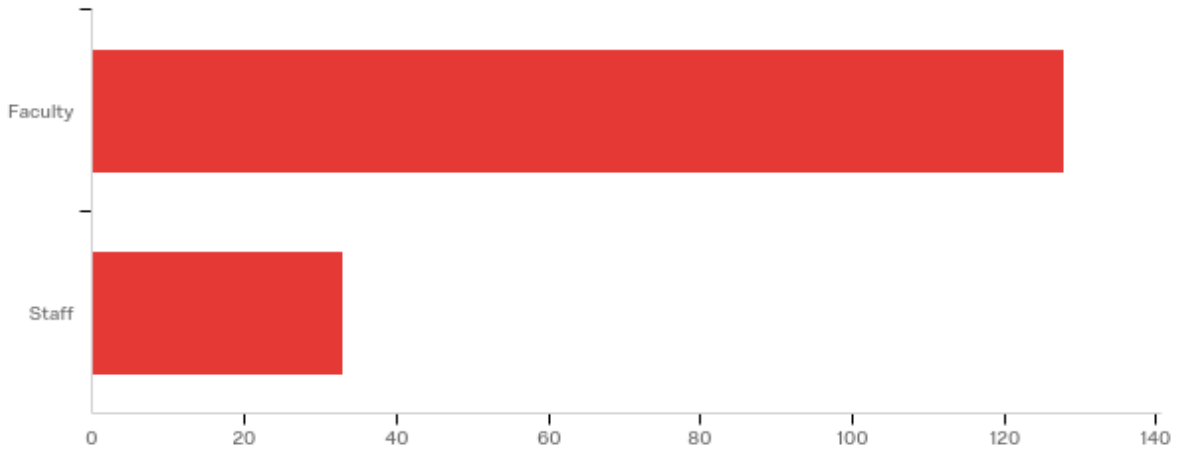
Question 7 - Are you considered a full-time employee of UCF for at least nine months of each academic year?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you considered a full-time employee of UCF for at least nine months of each academic year?	1.00	1.00	1.00	0.00	0.00	160

#	Answer	%	Count
1	Yes	100.00%	160
0	No	0.00%	0
	Total	100%	160

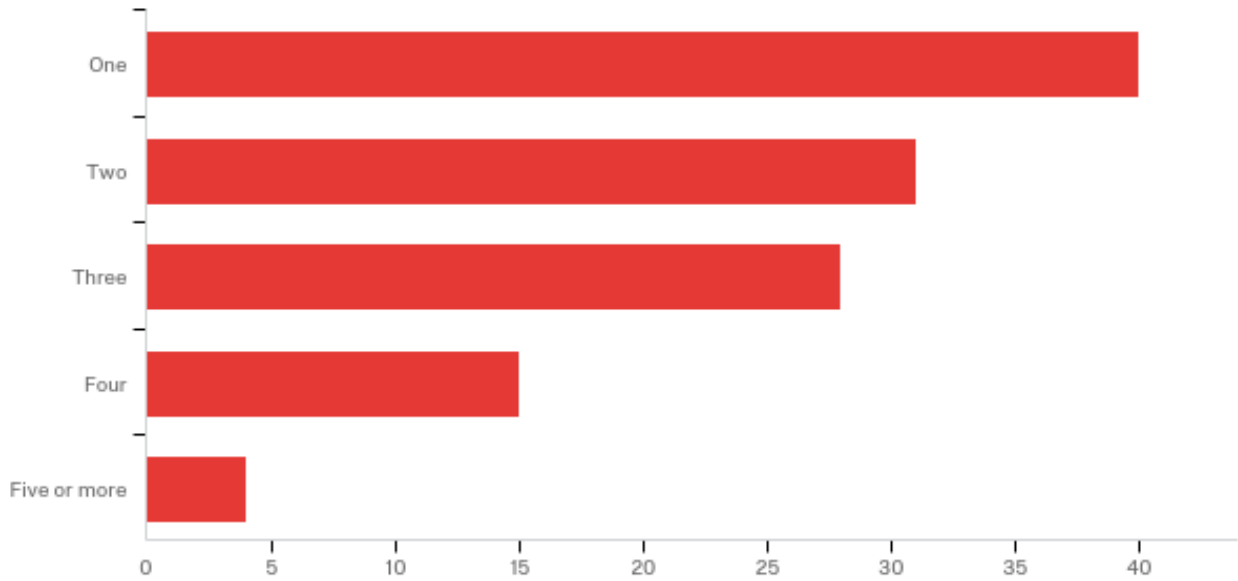
Question 8 - In terms of primary responsibilities, are you faculty or staff?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In terms of primary responsibilities, are you faculty or staff?	0.00	1.00	0.80	0.40	0.16	161

#	Answer	%	Count
1	Faculty	79.50%	128
0	Staff	20.50%	33
	Total	100%	161

Question 9 - How many undergraduate courses are you teaching at UCF during the Fall 2019 semester?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many undergraduate courses are you teaching at UCF during the Fall 2019 semester?	1.00	5.00	2.25	1.15	1.33	118

#	Answer	%	Count
1	One	33.90%	40
2	Two	26.27%	31
3	Three	23.73%	28
4	Four	12.71%	15
5	Five or more	3.39%	4
	Total	100%	118

APPENDIX D: INSTITUTIONAL EFFECTIVENESS EVALUATION

Institutional Effectiveness Assessment

Home / Plans and Results

Select Assessment Plan



Plan Year

2019-2020

Program/Unit

Integrative General Studies - B.G.S.

Last Updated 12/17/2019 1:37:00 PM

Plan Due Date

Results Due Date

- Previous Plan Reviews
- Previous Results Reviews
- UCF IE Assessment Rubrics
- UCF Collective Impact Strategic Plan
- Print Instructions

Plan Approved for DRC Report

2019-2020 Plan Phase

Coordinator(s) Danielle Eadens, Devon Bazata

DRC Reviewer(s) John Sacher

DRC Chair Kimberly Schneider

Rubric Level Maturing

2019-2020 Results Phase

Coordinator(s) Danielle Eadens, Devon Bazata

DRC Reviewer(s) John Sacher

DRC Chair Kimberly Schneider

Rubric Level

Mission and Assessment Process



Mission

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

The mission of the Bachelor of General Studies degree program and its Integrative Studies major is to provide degree-seeking students with a flexible and self-designed multi-disciplinary curriculum that culminates with leadership and project management skills. Students in this degree program may be coming to it with a range of previous majors, accumulated credits, and a wide variety of curricular interests. The program allows students to draw on their multidisciplinary course work to refine and demonstrate their attainment of four core capacities:

1. The ability to ask meaningful questions about complex issues and problems in today's world.

Mission and Assessment Process Comments & Required Changes

Scroll to see all comments

Devon Bazata
My apologies for not mentioning the name and course number for the two core courses. I have added them to the description under "Mission." They are LDR 3115: Contemporary Issues in Leadership, and IDS 4939

Mission and Assessment Process Comments & Recommended Changes

2. The ability to locate multiple sources of credible knowledge, information, and perspectives.

3. The ability to compare and contrast information from different sources to reveal patterns and connections.

4. The ability to create an integrative framework and more holistic understanding of an issue.

To attain these capacities and demonstrate the critical thinking skills needed for them, students will graduate with a Bachelor of General Studies degree, Integrative Studies major with the following:

- An understanding of common human themes including an awareness of diverse cultures, and the cultural, historical, economic, and social implications of learning experiences.
- Demonstrated accomplishments as successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds.
- The capacity as well-informed citizens to demonstrate critical thinking skills through the use of reason, and application of analytical, statistical, and/or computational methods to a complex challenge in our globally-diverse and technologically rich environment.
- The ability to assess and decipher information in a world full of conflicting sources.
- An understanding and demonstration of leadership skills, including decision-making, collaboration, and problem-solving.

Students must complete all University-wide graduation requirements (general education, foreign language, Gordon Rule, etc.) in addition to the two core courses that are required for the BGS degree/Integrative Studies major: LDR 3115 Contemporary Issues in Leadership, and IDS 4939 Senior Seminar in Integrative General Studies.

Key stakeholders of the BGS degree program include:

- University faculty and administration members who have decision and funding authority over the program;
- The individuals with direct program responsibility including the director, faculty, and staff responsible for its development and implementation;
- Students who seek to earn a degree that is grounded in the knowledge they have gained through their university coursework and experience, and valued within the academic and professional community;

Scroll to see all comments.

Kimberly Schneider
Courses have been included.
12/17/2019 1:36:47 PM

Kimberly Schneider
Harrison Gonge for Kimberly Schneider: The report contains a detailed description of the

Mission and Assessment Process Review

Please consider the following

- Concise
- Lists stakeholders
- States purpose
- States primary functions, learning outcomes, and/or operations
- Supports the institution's mission
- Uniquely related to the Academic Program/Administrative Unit

John Sacher
09/17/2019 12:13:25 PM

- Revision or explanation needed
- Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

- Revision or explanation needed
- Satisfactory

- The Interdisciplinary Studies degree program, next to which the BGS program will function under the umbrella of the College of Undergraduate Studies, and those who are the intended beneficiaries of the program—students, their families, their current and potential employers, and/or graduate programs;
- The people who the program disadvantages, including other degree programs that will experience a change in student enrollment or funding opportunities.

Assessment Process

Identify the assessment process followed.

- Who is conducting the assessment?
- What are they doing?
- What do you want to assess (what are your outcomes)?
- How do you plan to assess them (tools, measures)?
- How will you review and analyze the data?
- How are you going to use the assessment results to improve your program/unit?
- How will you communicate the results to other faculty or staff members? Will the results be presented at an assessment committee meeting, faculty or staff meeting, curriculum committee meeting or in some other forum?

The BGS program is directed by the Interdisciplinary Studies Director. The director, staff, and faculty (the Committee) will collect required data and meet to analyze results. The Fall semester of the 2019-2020 academic year will be the first time that this program is offered. This IE plan includes outcomes and measures that are based on course and program outcomes as well as operational outcomes relevant to program growth. It is designed to provide data that is useful for systematic program evaluation and improvement, but due to the Fall 2019 implementation of this program, the results will reflect only the first two semesters and not a full academic year.

Assessment strategies utilized will include common rubrics used in assignments in all sections of the two required courses, LDR 3115 Contemporary Issues in Leadership, and IDS 4939 Senior Seminar in Integrative General Studies. These rubrics include criteria from the American Association of Colleges and Universities nationally-normed Integrative Learning, Critical Thinking, and Written Communication VALUE rubrics.

Assessment strategies for operational outcomes will include data collection useful in guiding organizational learning in the areas of program growth, student interactions with advising

staff and program director, community service contributions, and graduation rates.

Outcome and Measures

Outcome 1 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

Integrative General Studies students will demonstrate a clear understanding of integrative approaches to leadership and project management.

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply.

- Communication
- Critical Thinking
- Discipline specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List: AACU Integrative Learning Rubric.pdf

Measure 1.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable - the revised document can be attached to your results.

Students in LDR 3115 Contemporary Issues in Leadership will analyze an issue through the lens of social justice and create a project that provides the opportunity to apply the leadership skills taught in the course. Our assessment strategy expects that 75% of students will demonstrate this understanding by performing at a

Outcome 1 & Measures Comments & Required Changes

Outcome 1 & Measures Comments & Recommended Changes

Scroll to see all comments

Kimberly Schneider
Harrison Donga for Kimberly Schneider; Measures for outcome 1 are appropriate. Consider to coordinate with faculty teaching these courses to ensure the target measures are included or are part of the assignments.

Outcome 1 & Measures Review

John Sacher
09/17/2019 12:13:25 PM

"3" level or better on their final project in the evaluation criteria of "Transfer," as defined in the nationally-normed Integrative and Applied Learning VALUE Rubric.

"Transfer" is defined as "Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations" and the rubric defines Level 3 as "Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues." Level 4 is defined as "Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways" (AAC&U, 2009).

Association of American Colleges and Universities (AAC&U). (2009). Integrative Learning VALUE rubric. Retrieved from <https://www.aacu.org/sites/default/files/files/VALUE/IntegrativeLearning.pdf>

Revision or explanation needed

Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

Revision or explanation needed

Satisfactory

Strategies for Measure 1.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Measure 1.2 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable - the revised document can be attached to your results.

Students in IDS 4939 Senior Seminar will analyze a complex issue or problem and create a senior project that demonstrates the negotiation and project management skills taught in the course. Our assessment strategy expects that 75% of students will demonstrate this understanding by performing at a "3" level or better on their final project in the evaluation criteria of "Transfer," as defined in the nationally-normed Integrative and Applied Learning VALUE Rubric.

"Transfer" is defined as "Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations" and the rubric defines Level 3 as "Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues." Level 4 is defined as "Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways" (AAC&U, 2009).

Association of American Colleges and Universities (AAC&U). (2009). Integrative Learning VALUE rubric. Retrieved from <https://www.aacu.org/sites/default/files/files/VALUE/IntegrativeLearning.pdf>

Strategies for Measure 1.2 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Outcome 2 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

BGS students will demonstrate strong critical thinking skills. As defined by the American Association of Colleges and Universities (2009), "critical thinking" is "as a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion."

Association of American Colleges and Universities (AAC&U). (2009). Critical Thinking VALUE rubric. Retrieved from <https://www.aacu.org/value/rubrics/critical-thinking>

Outcome 2 & Measures Comments & Required Changes

Outcome 2 & Measures Comments & Recommended Changes

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply:

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List: AACU Critical Thinking Rubric.pdf

Scroll to see all comments

Kimberly Schneider
Harrison Oonge for Kimberly Schneider: There is unnecessary redundancy in defining the criteria "explanation of issues". I commend BIGS for identifying solid measures for Outcome 2.
11/05/2019 8:27:46 AM

Measure 2.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

In the AAC&U Critical Thinking VALUE rubric, the category of critical thinking that is entitled "Explanation of Issues" is evaluated according to the following:

Level 4: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

Level 3: Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.

Level 2: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.

Level 1: Issue/problem to be considered critically is stated without clarification or description.

The outcome will be measured through the use of this "Explanation of Issues" criteria in the rubric used in the evaluation of the LDR 3115 students' final project. This outcome will be met if at least 75% of the students who submit a final project score at Level 3 or better.

Outcome 2 & Measures Review

John Sacher
09/17/2019 12:13:25 PM

- Revision or explanation needed
- Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

- Revision or explanation needed
- Satisfactory

Strategies for Measure 2.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Measure 2.2 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable - the revised document can be attached to your results.

In the AAC&U (2009) Critical Thinking VALUE rubric, the criteria "Explanation of Issues" is described as:

Level 4: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

Level 3: Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.

Level 2: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.

Level 1: Issue/problem to be considered critically is stated without clarification or description.

The outcome will be measured through the use of the "Explanation of Issues" criteria in the rubric used to evaluate students' IDS 4939 Senior Seminar final project. This outcome will be met if at least 75% of the students who submit a final project score at Level 3 or better.

Strategies for Measure 2.2 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Outcome 3 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

Integrative General Studies students will demonstrate strong academic communication skills.

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply.

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List: AACU Written Communication Rubric.pdf

Measure 3.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable - the revised document can be attached to your results.

All students enrolled in LDR 3115 will be evaluated for their academic communication skills through the use of the "Sources and Evidence" criteria of the final project rubric. Note that this criteria in the LDR 3115 final project rubric is the same as the "Sources and Evidence" criteria in the AAC&U (2009) nationally-normed VALUE rubric for Written Communication.

Sources and Evidence criteria evaluates a student's ability to demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of writing.

Outstanding/Level 4: Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

**Outcome 3 & Measures
Comments & Required Changes**

**Outcome 3 & Measures
Comments & Recommended
Changes**

Scroll to see all comments

Kimberly Schneider
Harrison Donge for Kimberly Schneider: See John's comments below. Overall, this is a key student learning outcome for this program.
11/05/2019 8:42:49 AM

Outcome 3 & Measures Review

John Sacher
09/17/2019 12:13:25 PM

- Revision or explanation needed
- Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

Strong/Level 3: Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.

Satisfactory/Level 2: Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

Limited/Level 1: Demonstrates an attempt to use sources to support ideas in the writing.

This outcome will be measured through the Sources and Evidence criteria and will be considered met if 75% of LDR 3115 students who submit a final project score at a Level 3/ "Strong" or better on the final project rubric.

Association of American Colleges and Universities (AAC&U). (2009). Written Communication VALUE rubric. Retrieved from <https://www.aacu.org/sites/default/files/files/VALUE/WrittenCommunication.pdf>

- Revision or explanation needed
- Satisfactory

Strategies for Measure 3.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Measure 3.2 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

All students enrolled in IDS 4939 Senior Seminar will be evaluated for their academic communication skills through the use of the "Sources and Evidence" criteria of the final project rubric. Note that this criteria in the IDS 4939 final project rubric is the same as the "Sources and Evidence" criteria in the nationally-normed VALUE rubric for Written Communication.

Sources and Evidence criteria evaluates a student's ability to demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of writing.

Outstanding/Level 4: Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

Strong/Level 3: Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.

Satisfactory/Level 2: Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

Limited/Level 1: Demonstrates an attempt to use sources to support ideas in the writing.

This outcome will be met if 75% of the IDS 4939 students who submit a final project score at a Level 4/ "Outstanding" or better.

Association of American Colleges and Universities (AAC&U). (2009). Written Communication VALUE rubric. Retrieved from <https://www.aacu.org/sites/default/files/files/VALUE/WrittenCommunication.pdf>

Strategies for Measure 3.2 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Outcome 4 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

Integrative General Studies students will be able to relate their academic course of study to their future plans of study or career paths.

Outcome 4 & Measures Comments & Required Changes

Scroll to see all comments

John Sacher

Again, I wonder if both courses put precisely the same emphasis on future plans of study and career paths. I assume they don't, so we

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply.

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List: Outcome 4 Measure 4_1 Rubric.JPG AACU Integrative Learning Rubric.pdf

Measure 4.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

In LDR 3115, Contemporary Issues in Leadership, students must write a reflective discussion response in which they connect their personal values and beliefs to a service learning project for social change. Students are instructed to use the perspectives and understandings gained from both the Clifton Strengths Finder leadership assessment, and the Values, Beliefs, and Personal Bias assignment to identify a cause they can relate to their leadership strengths and personal values and beliefs. This cause is one they contribute to throughout the semester, one for which an action plan and service hours are completed.

This measure will use the "Connections to Experience" (academic, professional, and personal) criteria in the AAC&U (2009) Integrative Learning Rubric that is used to evaluate a students' ability to relate their academic, professional and personal experience to the area of interest related to their future plans. This outcome will be met if 75% of the students who submit their reflective discussion post score at the "Strong" level or better in the rubric.

Note that the criteria "Connections to Experience" is from the AAC&U Integrative Learning Rubric.

Association of American Colleges and Universities (AAC&U). (2009). Integrative Learning VALUE rubric. Retrieved from <https://www.aacu.org/sites/default/files/files/VALUE/IntegrativeLearning.pdf>

might wish to consider tweaking the percentages measuring success

Outcome 4 & Measures Comments & Recommended Changes

Scroll to see all comments

Kimberly Schneider
These are strong measures that are appropriate to the outcome and underscore the integrative nature of this program.
11/05/2019 8:07:49 AM

Outcome 4 & Measures Review

John Sacher
09/17/2019 12:13:25 PM

- Revision or explanation needed
- Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

- Revision or explanation needed
- Satisfactory

Strategies for Measure 4.1 **Examples**

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Measure 4.2 **Examples**

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

Students in IDS 4939 Senior Seminar will demonstrate their ability to connect their academic course of study to their future plans of study or career paths in their final Capstone project. This measure will use the Connections to Experience (academic, professional, and personal) criteria in the Integrative Learning Rubric.

This outcome will be met if 75% of the students who submit their reflective discussion post score at the "Strong" level or better in the rubric.

Note that the criteria "Connections to Experience" is from the AAC&U Integrative Learning Rubric.

Connections to Experience criteria:

Outstanding—Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.

Strong—Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.

Association of American Colleges and Universities (AAC&U). (2009). Integrative Learning VALUE rubric. Retrieved from <https://www.aacu.org/sites/default/files/files/VALUE/IntegrativeLearning.pdf>

Strategies for Measure 4.2 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Outcome 5 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

Academic advisers in the Interdisciplinary Studies program will consult with all Integrative General Studies students enrolled in the program to discuss academic and career plans, a pathway to graduation, and high impact experience opportunities during the 2019/2020 academic year. This outcome supports the university's campus-wide High Impact Educational Practices initiative.

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply.

- Communication
- Critical Thinking
- Discipline specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List:

Measure 5.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

**Outcome 5 & Measures
Comments & Required Changes**

**Outcome 5 & Measures
Comments & Recommended
Changes**

Scroll to see all comments

Devon Bazata

Thank you for the suggestion to use percentages. In terms of the email communications, I will confirm that the director does personalize each message. The goal is to welcome students into the program and encourage them to consider

Outcome 5 & Measures Review

Integrative General Studies students enrolled in the program will consult with an Interdisciplinary Studies academic adviser during the academic year.

This outcome will be considered met if the number of 2019/2020 advising appointment numbers is equal to the number of students enrolled in the program for the first and second semesters of its implementation.

John Sacher

09/17/2019 12:13:25 PM

- Revision or explanation needed
- Satisfactory

Strategies for Measure 5.1 [Examples](#)

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

- Yes No

Are you collecting data that would help with formulating a strategy?

- Yes No

Please explain

First semester of the degree program and data collection.

Kimberly Schneider

12/17/2019 1:36:59 PM

- Revision or explanation needed
- Satisfactory

Measure 5.2 [Examples](#)

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

All Integrative General Studies students will have personalized interaction with the IDS program director at least once during each semester. This measure will be met if the IDS program director sends a personalized email to 100% of the BGS students each semester as measured and confirmed by the enrollment list and e-mail distribution list, and included in the IDS Annual Report.

Strategies for Measure 5.2 [Examples](#)

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Outcome 6 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

The Integrative General Studies program will show growth in enrollment and percentage of degrees awarded beginning with its first cohort and through the 2019/2020 academic year. This outcome supports the university's mission to provide access to high-quality undergraduate education and student development and reflects the College of Undergraduate Studies' commitment to student success. This outcome is supported by the Interdisciplinary Studies Strategic Plan (of which the BGS program is part of) and its goal to continue growth in enrollments and degrees awarded at or above UCF averages over the next five years.

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply.

- Communication
- Critical Thinking
- Discipline specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List:

Measure 6.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable - the revised document can be attached to your results.

The total student enrollment in the Bachelor of Integrative Studies degree program will show at least a 2% increase in the Spring 2020 semester over the initial enrollment of 200 students in the first semester of Fall 2019.

Outcome 6 & Measures Comments & Required Changes

Scroll to see all comments.

John Sacher

This is fine, but in the future, you may wish to have at least one of your measures look at % of students who graduate rather than just at growth. It might be useful to know whether 40% or 80% of these students are graduating rather

Outcome 6 & Measures Comments & Recommended Changes

Scroll to see all comments.

Devon Bazata

Thank you for the suggestions. I have adapted the outcome to read that it will show growth in enrollment and in the percentage of degrees awarded. 6.2 measures the percentage of change and has a target of a 2% increase from the

Outcome 6 & Measures Review

John Sacher

09/17/2019 12:13:25 PM

Revision or explanation needed

Strategies for Measure 6.1 [Examples](#)

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain
First semester of the degree program and data collection.

Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

Revision or explanation needed

Satisfactory

Measure 6.2 [Examples](#)

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

Since the Fall 2019 cohort is the first to be able to earn a BGS degree, we expect that the number of students earning a BGS degree in Spring 2020 will increase at least 2% from the Fall 2019, as measured by UCF's Institutional Knowledge Management.

Strategies for Measure 6.2 [Examples](#)

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain
First semester of the degree program and data collection.

Outcome 7 Examples

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

Integrative General Studies students will demonstrate the value of community service through service learning. This outcome supports the university-wide nature of the Integrative Studies program, the university's mission to establish UCF as a major presence in the community, and the Scale x Excellence = Impact for the High Impact Educational Practices initiative.

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply.

- Communication
- Critical Thinking
- Discipline specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List:

Measure 7.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

The Community Service/Volunteer/Service contribution to the community by LDR 3115 Contemporary Issues in Leadership students will be evaluated based on the number of hours contributed by each student. This measure will be met if 80 percent of the students contribute 10 hours each for the semesters (note that the Fall '19 semester is the first cohort for this degree program).

Strategies for Measure 7.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Outcome 7 & Measures Comments & Required Changes

Scroll to see all comments

Devon Bazata
I've updated the measures for 7 to reflect John's suggestions below.
12/10/2019 4:25:43 PM

John Sacher
I think that it would make more

Outcome 7 & Measures Comments & Recommended Changes

Scroll to see all comments

Kimberly Schneider
Ok
12/17/2019 1:36:47 PM

Kimberly Schneider
Consider to revise Measure 7.1 in 2020-21 IE planning cycle to ensure that the measure can be

Outcome 7 & Measures Review

John Sacher
09/17/2019 12:13:25 PM

- Revision or explanation needed
- Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Revision or explanation needed

Satisfactory

Measure 7.2 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable - the revised document can be attached to your results.

The Community Service/Volunteer/Service contribution to the community by IDS 4939 Senior Seminar students will be evaluated based on the total number of hours contributed by each student. This measure will be met if 80 percent of the students contribute 10 hours each for the semesters (note that the Fall '19 semester is the first cohort for this degree program).

Strategies for Measure 7.2 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Outcome 8 & Measures Comments & Required Changes

Scroll to see all comments

Devon Bazata

As described in UCF's Collective Impact Strategic Plan and its Challenge 2020 Goal and Incentive Metrics for the four- and six-year graduation rates, the BGS degree program will harness the scale and excellence of UCF to increase and enhance degree-seeking students' access to education and pathways to graduation.

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.

Select all that apply:

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List:

Measure 8.1 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

Students who are accepted into each new cohort of the BGS degree program do so primarily for the reasons of time to completion and cost. The director of advising in IDS is collecting a response from each incoming BGS student as to why they applied to the BGS degree program. The data is being recorded in a spreadsheet stored on the director of advising's password-protected computer in Trevor Colbourn Hall, Suite 239, and results will be submitted as data for the IE plan. This measure will be considered met if at least 60% provide a response that the time to completion and cost were the primary reasons for their selection of the BGS degree. The percentage of 60% was chosen because it means that over half of the students were motivated by the reasons of time to completion and cost.

Strategies for Measure 8.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

- Yes No

I hope the revised measure for 8.1 is acceptable.

12/10/2019 4:31:05 PM

Kimberly Schneider

Revise measure 8.1 to ensure that it is measurable. Please

**Outcome 8 & Measures
Comments & Recommended
Changes**

Scroll to see all comments

Kimberly Schneider

Required revisions/changes have been completed.

12/17/2019 1:36:47 PM

John Sacher

8.1 is not a measure. It's a statement. It refers to "this

Outcome 8 & Measures Review

John Sacher

09/17/2019 12:13:25 PM

- Revision or explanation needed
- Satisfactory

Kimberly Schneider

12/17/2019 1:36:59 PM

- Revision or explanation needed
- Satisfactory

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Measure 8.2 Examples

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used, if the instrument is proprietary, please include an example question. A draft instrument is also acceptable - the revised document can be attached to your results.

Of the BGS students who take IDS 4939 and file an intent to graduate form, at least 75% will graduate at the end of that last semester of enrollment. This data is collected quantitatively through ITG's filed by IDS 4939 compared to the list of graduating seniors for each semester in the academic year, and will be collected by the IDS advising staff and submitted as data for the IE plan.

Strategies for Measure 8.2 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

First semester of the degree program and data collection.

Attachment List



Attachment List

Any Word document, PDF, Excel spreadsheet, chart, image, etc. that might help in the explanation of an outcome or measure.

Outcome 1 : AACU Integrative Learning Rubric.pdf

Outcome 2 : AACU Critical Thinking Rubric.pdf

Outcome 3 : AACU Written Communication Rubric.pdf
Outcome 4 : Outcome 4 Measure 4: 1 Rubric.JPG
Outcome 4 : AACU Integrative Learning Rubric.pdf

Relationship to Strategic Plan

Relationship to Strategic Plan

Examples

Explicitly describe how one or more of the outcomes or measures are linked to the metrics or promises of the UCF Collective Impact Strategic Plan. In addition, you may link to supporting strategic plans at any subordinate level.

This program aligns with UCF's Goal to "provide the best undergraduate education in Florida." The BGS degree program is collaborative in that degree programs can direct students to the BGS program after referring them to the Knights Student Success Center. Furthermore, the BGS Program and Integrative Studies major directly contribute to the Collective Impact Strategic Plan by:

- Positively contributing to the graduation rates by providing additional options to students that are unable to make progress in a previous program, or whose professional goals change. Unlike the IDS program, which requires students to select two areas of study and a minor, the BGS program enables students to reorient their studies by completing two core courses in leadership and project management in order to graduate. The number of students who have 120+ credit hours and no clear pathway to graduation impacts the degree programs they initially declare into, and influences the programs and its departments ability to meet the four- and six-year graduation metrics. Students may change majors, may not have the correct pre-requisites, or they may not be able to pass a final course required by their program for graduation. These types of situations can be viewed as gates that allow students into a degree program, and also allow students out of a degree program to graduate, with some students unable to get through those gates. BGS was developed to provide them with an alternative pathway to graduation and positively impact four and six year graduation rates in student's initial degree program.

Relationship to Strategic Plan Comments & Required Changes

Scroll to see all comments

Devon Bazata
Thank you, John.
12/10/2019 4:31:05 PM

John Sacher
Well done.
09/17/2019 12:11:51 PM

Relationship to Strategic Plan Comments & Recommended Changes

Scroll to see all comments

Devon Bazata
Thank you, Kim.
12/10/2019 4:31:05 PM

Kimberly Schneider
Excellent. The program
contributes directly to student
success metric of degree

Relationship to Strategic Plan Review

John Sacher
09/17/2019 12:13:25 PM

- Requiring high impact learning experiences of all its students, with the requirement for all BGS students to complete a Capstone course.
- As one of the degree programs that can be pursued fully online, BGS also contributes to UCF's goal of creating more access for students in complex life situations.

Revision or explanation needed
 Satisfactory

Kimberly Schneider
12/17/2019 1:36:59 PM

Revision or explanation needed
 Satisfactory

Rubric Review

Institutional Effectiveness Assessment Plan Rubric **Kimberly Schneider**

Beginning
 Emerging
 Maturing
 Accomplished
 Exemplary

Indicators:

1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.
The mission statement should be specific to the program or unit.

2. Assessment process describes the program or unit's assessment strategy; how that strategy is translated into outcomes and measures; and the process for reviewing, analyzing, and applying assessment data for program/unit improvement.
The assessment process statement should paint a clear picture of all major aspects of the program or unit's Institutional Effectiveness Assessment process. This may include a description of how the plan evolves over time and how it produces continuous quality improvement for the program or unit. This narrative should be written for "external" reviewers so that someone not familiar with the program or unit will, after reading this statement, have a good understanding of how the program or unit pursues data-driven continuous quality improvement.

Overall Comments & Required Changes

Scroll to see all comments

John Sacher
For a first year plan, I think that it's well developed and thought out. JMS
09/17/2019 12:10:43 PM

Overall Comments & Recommended Changes

Scroll to see all comments

Kimberly Schneider
These are great outcomes and measures. They will need more refining in 2020-21 IE cycle.
11/05/2019 9:34:11 AM

3. Number of outcomes:

- Administrative units: minimum of three outcomes
- Graduate academic programs: minimum of three student learning outcomes
- Undergraduate academic programs: minimum of eight student learning outcomes that incorporate academic learning compacts

For academic programs, course grades and/or GPA may NOT be used as the metric for a measure.

4. Number and type of measures: For the required outcomes per indicator #3 above, a minimum of two appropriate, quantitative measures, at least one of which is a direct measure.

What constitutes a "direct measure" is contextually dependent. For academic program plans, a "direct measure" is typically assessment of student learning, while a survey of students' self-perceived efficacy would be considered an indirect measure. For an administrative unit measuring customer satisfaction, a survey instrument could be a direct measure.

5. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.

For those outcomes and measures that satisfy the minimum requirements (per Indicators 3 and 4) each measure should identify a quantitative variable and establish a specific target outcome. This requirement does not apply to any additional outcomes/measures (beyond the minimum requirements) that a program or unit includes in its plan.

6. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.

Assessment instruments (unless proprietary) should be submitted along with the plan either as attachments or links to online instruments. In the event an instrument is still in development when the plan is submitted, a brief description of the planned instrument along with a timeline for implementation may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.

Additional Indicators:

7. The plan explicitly links one or more outcomes or measures to strategic planning.

Administrative units and academic programs should align one or more elements of an IE Assessment plan with the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level.

8. The plan clearly focuses on formative assessment to promote continuous quality improvement (e.g., establishes baseline data, sets stretch targets based on past performance, etc.).

IE Assessment is a formative process. The primary purpose is to collect data that will help identify opportunities for continuous quality improvement. This is best evidenced when baseline data reveal an opportunity for improvement and a "stretch" target is set accordingly. In general, when a target for a measure is 100% or when a measure is written to "maintain" a particular level of performance, it is unlikely that the measure has strong formative potential.

9. The plan builds on previous assessment by including at least one measure to assess the impact of an implemented change, demonstrating a "closed loop" IE Assessment process.

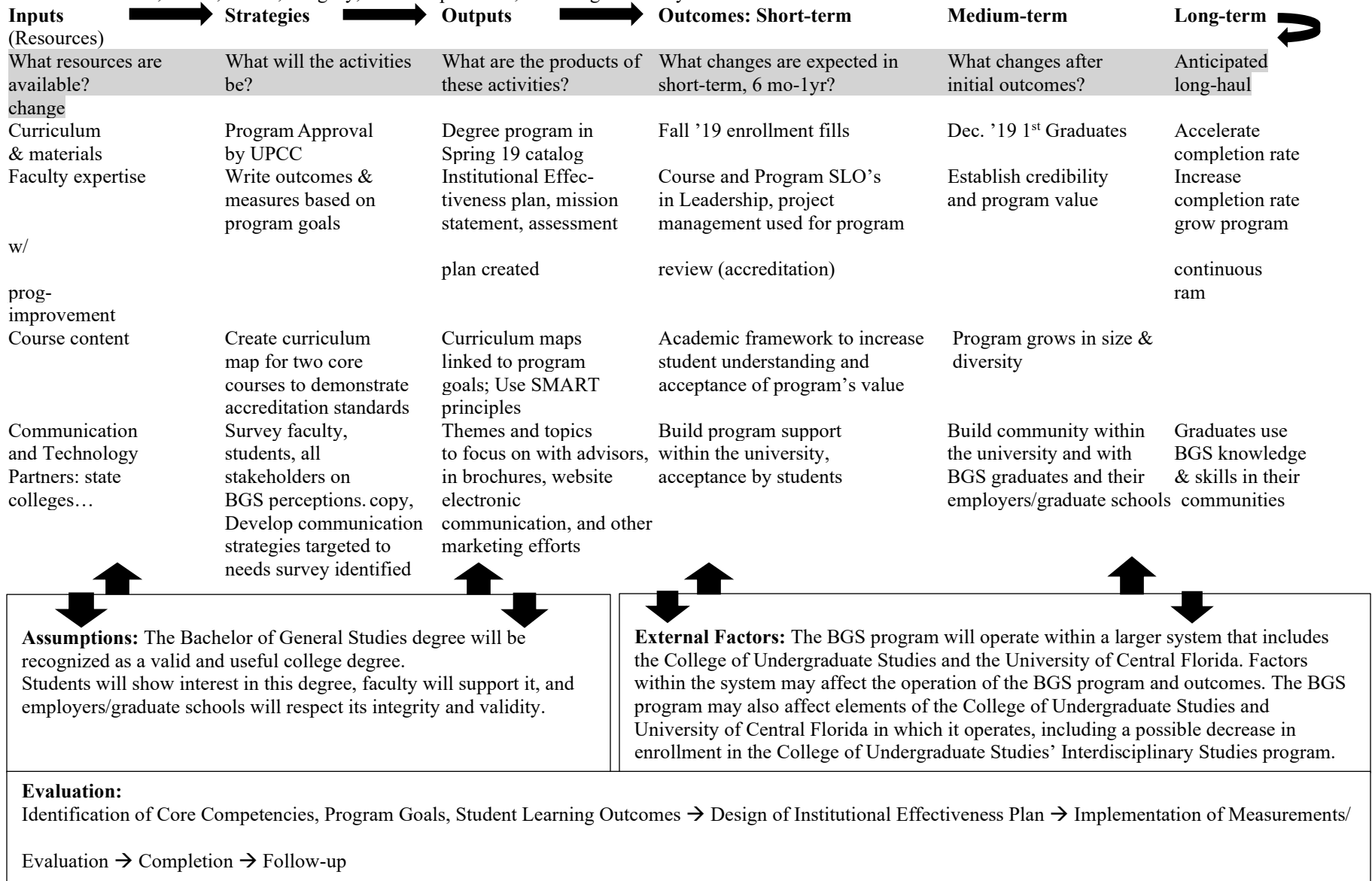
Collecting data that will be used to evaluate the impact of an implemented change is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop.

APPENDIX E: LOGIC MODEL

Program Logic Model for the Bachelor of General Studies Evaluation Plan

Problem statement: Identify, develop an evaluation plan, and strategies to communicate the core competencies of the BGS initiative degree program.

Priorities: Mission, vision, values, integrity, core competencies, local/larger scale dynamics



APPENDIX F: 2019 PERFORMANCE-BASED FUNDING MODEL FINAL METRIC SCORE SHEET

Performance-Based Funding Model Final Metric Score Sheet

Metric	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
1	6	7	8	7	7	1	7	9	8	8	10
2	6	9	8	9	9	4	9	10	9	8	8
3	10	10	10	10	10	10	10	10	10	10	10
4	1	10	10	10	10	10	6	10	7	10	10
5	2	3	0	8	10	0	8	10	0	7	10
6	7	9	10	8	7	9	10	10	10	10	10
7	10	10	7	10	6	7	9	6	7	9	9
8.a	8	10	10	8	9		10	10	7	10	7
8.b						6					
9	10	8	8	7	10	10	9	10	10	10	10
10.a	10										
10.b		10	10	10							
10.c					10						

10.d							10					
10.e								10				
10.f									10			
10.g										10		
10.h											10	
10.i												10
Total Score	70	86	81	87	88	67	88	95	78	92	94	

Source: Florida Board of Governors. (2019). *2019 Performance-Based Funding Model Final Metric Score Sheet*.
<https://www.flbog.edu/wp-content/uploads/2019-20-PBF-Final-Metric-Score-Sheet.pdf>

Metric 1 – Percent of Bachelor’s Graduates Employed and/or Continuing their Education Further 1 Yr. after Graduation

Metric 2 – Median Average Wages of Undergraduates Employed 1 Yr. after Graduation

Metric 3 – Net Tuition & Fees per 120 Credit Hours

Metric 4 – Four Year Graduation Rates (Full-time FTIC)

Metric 5 – Academic Progress Rate (2nd Year Retention with GPA above 2.0)

Metric 6 – Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Metric 7 – University Access Rate (Percent of Undergraduates with a Pell Grant)

Metric 8a – Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Metric 8b – Freshmen in Top 10% of Graduating High School Class

Metric 9 – Board of Governors' Choice (Percentage of Bachelor's Degrees Awarded Without Excess Hours)

Metric 10.a – Percent of R&D Expenditures Funded from External Sources

Metric 10.b – Bachelor's Degrees Awarded to Minorities

- Metric 10.c – National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News Report
- Metric 10.d – Percent of Undergraduate Seniors Participating in a Research Course
- Metric 10.e – Number of Bachelor Degrees Awarded Annually
- Metric 10.f – Number of Licenses/Options Executed Annually (Ranking)
- Metric 10.g – Percent of Undergraduate FTE in Online Courses
- Metric 10.h – Number of Postdoctoral Appointees
- Metric 10.i – Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)

APPENDIX G: IRB LETTER



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board
FWA00000351
IRB00001138
Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

EXEMPTION DETERMINATION

August 9, 2019

Dear Devon Bazata:

On 8/9/2019, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category
Title:	University Initiative for the Bachelor of General Studies Degree: Integrative Studies Major
Investigator:	Devon Bazata
IRB ID:	STUDY00000706
Funding:	None
Grant ID:	None

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Gillian Morien
Designated Reviewer

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