

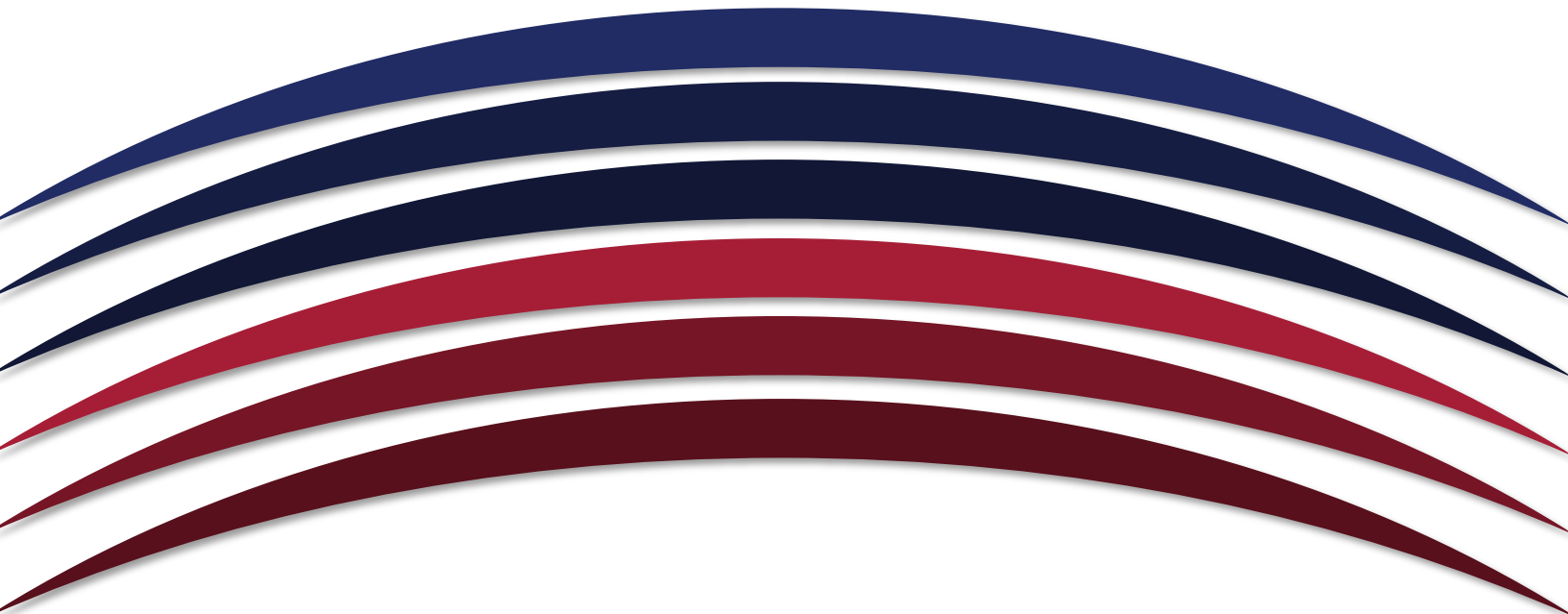


# UNIVERSITY OF ARKANSAS PULASKI TECH

## Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

**Other Assessment Considerations:**

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10<sup>th</sup> falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

**Part A: Identification and Assessment Plan**

1. Name of program: General Education Program
2. Name of individual compiling report: Gen Ed Committee
3. Date of submission: Click here and type comments over this text.
4. Is the assessment plan (*Check one*)  
☐ an initial plan for the program    ☐ a revision of an old plan    ☐ unaltered from previous year
5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

*It is the intent of University of Arkansas - Pulaski Technical College to provide general education that students will need either to succeed in a career or to transfer for further higher education. The college will ensure that the general education offers is designated to promote breadth and depth of knowledge and to encourage intellectual inquiry.*

*The college recognizes the importance of general education and related studies as integral components of technical education. The college will strive through general education to lead the student to do the following:*

- *Increase his or her capabilities to communicate through writing, speaking, and reading.*
- *Perform computations, reason logically, and think independently, and critically.*
- *Develop a basic understanding of people, cultures, and society.*
- *Develop and appreciation of lifelong learning.*
- *Develop teamwork and workplace skills.*

*General Education Program Learning Outcomes:*

*Upon completion of a degree or certificate program, successful students will be able to:*

1. *Critical Reasoning*
  - a. *Analyze information from credible sources. (Information Literacy) This may include the ability to:*
    - i. *Locate relevant information.*
    - ii. *Critically evaluate the quality and usefulness of the information.*
    - iii. *Synthesize the information.*
    - iv. *Communicate the information in an ethical manner consistent with the standards of the field or program of study.*
  - b. *Apply critical thinking skills to achieve a desired goal. (Critical Thinking) This may include the ability to:*
    - i. *Apply appropriate methods to solve problems or address issues.*
    - ii. *Use evidence to justify conclusions.*
  - c. *Use quantitative methods to solve problems. (Quantitative Reasoning) This may include the ability to:*
    - i. *Analyze and interpret quantitative information.*
    - ii. *Apply quantitative concepts and skills to solve real world problems.*
2. *Communicate effectively with diverse audiences in multiple contexts. (Communication) This may include the ability to:*
  - a. *Develop, organize, and present orally well-supported ideas and formally and informally with consideration of community and context.*
  - b. *Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.*
  - c. *Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.*
  - d. *Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.*
  - e. *Consider diverse communities in multiple contexts.*

3. *Demonstrate awareness of cultural differences. (Cultural Awareness) This may include the ability to:*
  - a. *Explain how similar actions can be understood differently depending on cultural context.*
  - b. *Evaluate the impact of culture on individuals and groups.*

*(Academic Catalog page 83-84)*

## Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

Program Learning Objectives	Course	Assessment Method and/or Data Source
1. 1.4 Hypothesize, Analyze, Interpret, and Reflect on Scientific Phenomena. (Scientific Reasoning)	BIOL 1400 Biology for Non Majors	Direct- Standardized Test, Direct- Individual Project.
2. .1.4 Hypothesize, Analyze, Interpret, and Reflect on Scientific Phenomena (Scientific Reasoning)	BIOL 1401 General Biology	Direct- Standardized Test, Direct- Written Lab Report
3. 1.4 Hypothesize, Analyze, Interpret, and Reflect on Scientific Phenomena (Scientific Reasoning)	CHEM 1405 General Chemistry	The assessment method is direct using questions reflecting the outcomes from the course final exam per semester.
4. 1.3 Use quantitative methods to solve problems. (Quantitative Reasoning)	MATH 1300 Mathematical Reasoning	Direct- two-hour, multiple choice, comprehensive, paper/ pencil final exam
5. 1.3 Use quantitative methods to solve problems. (Quantitative Reasoning)	MATH 1302 College Algebra	Direct- two-hour, multiple choice, comprehensive, paper/ pencil final exam
6. 1.4 Hypothesize, Analyze, Interpret, and Reflect on Scientific Phenomena. (Scientific Reasoning)	PHYS 1400 Earth Science	Direct- comprehensive final exam and project.
7. 1.4 Hypothesize, Analyze, Interpret, and Reflect on Scientific Phenomena. (Scientific Reasoning)	PHYS 1401 Physical Science	Direct- Final Exam
8. 1.3 Use quantitative methods to solve problems. (Quantitative Reasoning)	ECON 2323 Principles of Macroeconomics	Direct - pre and post assessment paper
9. 3 Demonstrate awareness of cultural differences. (Cultural Awareness)	HIST 1311 History of Civilization I	Direct - essay with common rubric
10. 3 Demonstrate awareness of cultural differences. (Cultural Awareness)	HIST 1312 History of Civilization II	Direct - essay with common rubric
11. 1.1 Analyze information from credible sources. (Information Literacy)	HIST 2311 U.S. History to 1877	Direct - essay with common rubric
12. 1.1 Analyze information from credible sources. (Information Literacy)	HIST 2312 U.S. History since 1877	Direct - essay with common rubric
13. 1.2 Apply critical thinking skills to achieve a desired goals. (Critical Thinking)	POLS 1310 American National Government	Direct - research paper
14.1.2 Apply critical thinking skills to achieve a desired goal. (Critical Thinking)	PSYC 2300 Psychology and Human Experience	Direct - Final Exam

15. 3 Demonstrate awareness of cultural differences. (Cultural Awareness)	SOCI 2300 Introduction to Sociology	Direct - Scenarios and Short Essay
16. 2 Communicate effectively with diverse audiences in multiple contexts. (Communication)	SPCH 1300 Introduction to Speech Communication	Direct - common speech with standard rubric
17. 3 Demonstrate awareness of cultural differences. (Cultural Awareness)	ANTH 2310 Cultural Anthropology	Direct - ethnographic reading followed by questions and completion of a kinship diagram
18. 2 Communicate effectively with diverse audiences in multiple contexts. (Communication)	ARTS 2300 Introduction to Visual Arts	Direct - visual analysis - 3-5 page paper analyzing a work of art.
19. 2 Communicate effectively with diverse audiences in multiple contexts. (Communication)	MUSC 2300 Introduction to Music	Direct - essay with subjective and objective observations about a concert performance.
20. 1.2 Apply critical thinking skills to achieve a desired goal.	PHIL 1310 Introduction to Philosophy	Direct - common short answer responses evaluated using a standardized rubric.
21. 2 Communicate effectively with diverse audiences in multiple contexts. (Communication)	THEA 2300 Introduction to Theater	Direct - essay - informed review of a performance.
22. 2 Communicate effectively with diverse audiences in multiple contexts. (Communication)	ENGL 1311 Composition I	Direct - essay - articulates a clear thesis statement and incorporates secondary sources, for a specific audience, using a standardized rubric.
23. 2 Communicate effectively with diverse audiences in multiple contexts. (Communication)	ENGL 1312 Composition II	Direct - essay - articulates a clear thesis statement and incorporates secondary sources, for a specific audience, using a standardized rubric.
24. 1.2 Apply critical thinking skills to achieve a desired goal.	ENGL 2337 World Literature, Beginning to 1650	Direct - essay - literary analysis, which articulates a clear thesis statement and incorporates secondary sources, using a standardized rubric.
25. 1.2 Apply critical thinking skills to achieve a desired goal.	ENGL 2338 World Literature, 1650 to Present	Direct - essay - literary analysis, which articulates a clear thesis statement and incorporates secondary sources, using a standardized rubric.

- For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

*No additional data available.*

- Describe the process of analyzing the assessment data for the last academic year.

*The twenty-five core courses identified as the general education core submitted an assessment report in September. The report is compiled by the data provided by all faculty teaching the course during that academic year; in this report, it was 2018-2019. Each course has a designated faculty lead that is responsible for typing and submitting the final report; however, all faculty, full and part-time, are responsible for submitting data and contributing to the conversation that adds to the collective report.*



*The twenty-five reports are then collected and submitted to each of the three school assessment leads (School of Math, Science, and Allied Health, School of Technical and Professional Studies, and School of Fine Arts, Humanities, and Social Sciences). The school assessment leads and the assessment chair publish all of the reports on the UA-PTC website.*

*The General Education Committee then takes the twenty-five reports and uses those to complete the Program Report. For the 2018-2019 year, a workgroup was established to manage the project. The workgroup included the General Education Committee chair, assessment chair, and other committee members.*

4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
1. 1.1 Analyze information from credible sources. (Information Literacy)	This program learning objective was assessed in HIST 2311 and HIST 2312.
2. 1.2. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)	This program learning objective was assessed in ENGL 2337, ENGL 2338, PHIL 1310, POLS 1310 and PSYC 2300. In ENGL 2337, students are being assessed for critical analysis in an essay; findings indicate that 88.5% of students met the benchmark for the course. In ENGL 2338, students are being assessed for critical analysis in an essay; findings indicate that between 90% (Fall 18) and 79.6% (Spring 19) of students met the benchmark for the course. In PHIL 1310 students are being assessed (using a standardized rubric) in critical thinking by being asked to evaluate a topic and critically analyze it; findings indicate that 80% of students met the benchmark for the course.
3. 1.3 Use quantitative methods to solve problems. (Quantitative Reasoning)	This program learning objective was assessed in ECON 2323, MATH 1300 and MATH 1302. Assessment records show that the students are being assessed in analyzing and interpreting quantitative information (MATH 1302) Findings indicate that students have not met the anticipated threshold in their ability to synthesize information from a variety of sources to solve problems and interpret results. Assessment records also show that students are being assessed in how well students apply quantitative concepts and skills to solve real world problems. (MATH 1300) Findings show that in the first year of teaching this course the outcomes were generally successful except for analyzing reports from media to determine completeness and accuracy noting assumptions both stated and unstated.
4. 1.4 Hypothesize, Analyze, Interpret, and Reflect on Scientific Phenomena. (Scientific Reasoning)	This program learning objective was assessed in BIOL 1400, BIOL 1401, CHEM 1405, PHYS 1400 and PHYS 1401. In BIOL 1401: findings indicated that the standard instructions and rubric need revision and clarification. It didn't produce meaningful data. (This was a pilot assessment), PHYS 1401: Scores for this objective increased from 2017 to 2018. Adjustments made since 2017 have had a positive effect. PHYS 1400: this

	objective was assessed in a research paper and the intended threshold was met.
5. 2 <i>Communicate effectively with diverse audiences in multiple contexts. (Communication)</i>	This program learning objective was assessed in ARTS 2300, ENGL 1311, ENGL 1312, MUSC 2300, SPCH 1300 and THEA 2300. In ARTS 2300 students wrote a paper which analyzed a work of art. Between 89% and 96% of students assessed met the benchmark for the course. In ENGL 1311, students wrote a composition; 88% of students met the benchmark for the course. In ENGL 1312, students wrote a composition; 90% of students met the benchmark for the course. In MUSC 2300 students write a paper with objective and subjective observations. Assessment data was collected based on objective observations and 87% of students met the benchmark for the course. In THEA 2300 students wrote an informed review of a performance. 95% of students met the benchmark for this course.
6. 3 <i>Demonstrate awareness of cultural differences. (Cultural Awareness)</i>	This program learning objective was assessed in ANTH 2310, HIST 1311, HIST 1312 and SOCI 2300. In ANTH 2310 two different forms of assessment were administered to establish cultural awareness. Since the data collected is for a new assessment, results are not clear and specific benchmarks have not been set. The success rates ranged from 60% to 85% depending on the assessment and class modality.
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5. What is the action plan for assessment for the next academic year? Explain.

*This is the first reporting cycle in this new process for general education. The standard reporting format is new for faculty, and the required participation for both full and part-time is a new expectation set during the hiring process.*

*Completing one full cycle of the general education program review allows for feedback to at all levels of the program and impacted units servicing general education:*

- ☐ *Individual course*
- ☐ *Department*
- ☐ *Academic Advising and Case Management Advising (Faculty Advising)*
- ☐ *Student Services*

*Some of the specific actions moving forward for the next academic year include:*

- ☐ *Clear, specific, detailed course level assessment reports*
- ☐ *A higher level of engagement of general education faculty in the assessment reporting process*



- ☐ Incorporation of feedback from transfer institutions to strengthen general education program
  - ☐ Incorporate more feedback from other avenues such as graduation surveys, employer surveys, alumni surveys, and other relevant information
6. What changes were implemented this year based on last year's findings?

*Based on the findings, the General Education Curriculum and Alliances Committee has changed the learning outcomes so they are better able to assess the outcomes of the general education program. The current general education learning outcomes are very similar to our institutional learning outcomes and we have decided that a distinction needs to be made between these.*

*The General Education Committee has also adopted a mission statement to clearly illustrate the goals of our general education classes. The adopted mission statement is:*

*It is the goal of the general education program at the University of Arkansas – Pulaski Tech to develop a foundation for the lifelong pursuit of learning in all students and prepare them for university transfer. Core classes are designed to enable students to develop to their fullest potential by communicating effectively and developing knowledge and skills necessary for critical inquiry in an ever-changing world.*

*Our newly adopted learning outcomes are:*

**Communicate Effectively:** *Create oral presentations or written compositions that are informative, well-reasoned, researched, organized, and demonstrate knowledge of conventions*

**Reason Quantitatively:** *Apply mathematical methods using symbolic, graphical, numerical, and written representations to solve problems using modeling and/or general problem solving processes, and use appropriate technology to construct or analyze quantitative data to draw conclusions about the reasonableness of the results.*

**Analyze Works:** *Analyze major works of fine arts or literature and articulate the analysis using terminology, research, or methodologies appropriate in the field.*

**Synthesize Concepts:** *Synthesize information through research, a historical, or social lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.*

**Make Scientific Inquiries:** *Apply the scientific method, understand the criteria for scientific evidence and use that evidence to draw conclusions and make informed decisions.*

*In addition, while some areas reported that they have direct methods of assessment, this is unclear when analyzing data. While often times vernacular was used in course analysis which indicated that direct measures were taking place, often times the actual assessment method was an exam,*

*essay or project in which only the benchmarks and scores were reported. While this is an informative piece of assessment, overall scores are indirect rather than direct assessment methods. In order to establish that assessment in the various areas has actually occurred more direct assessment needs to be articulated in the course reports.*

7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

*Departments are continuing to refine and review the assessment process for each course. UA-PTC is implementing a wide variety of professional development workshops internally to foster a culture of assessment within the schools and units across campus. These open channels of communications are facilitated with stakeholders regularly moving forward.*

*All of these changes are strengthening the general education program and the relationships with the transfer institutions.*

8. What budgetary resources, if any, are needed for your program based on your assessment findings?

*In order to achieve priority 1 of the strategic plan, Cultivate Student Success, resources will need to be allocated to the general education program. Equipment updates are needed in some key courses such as BIOL 1401, CHEM 1405, and PHYS 1401. Additional professional development for faculty teaching the twenty five general education core courses is needed. Specifically, professional development in the area of assessment will help faculty complete reports that better reflect the assessment happening in the classroom. General education program relies heavily on physical space at all UA-PTC campuses as well as general office equipment and supplies. This includes but is not limited to the following:*

- ☐ *classroom furniture*
- ☐ *paper, printers, computers*
- ☐ *faculty (full and part-time)*
- ☐ *computer labs*
- ☐ *classroom technology*
- ☐ *science labs*
- ☐ *computer software and hardware*
- ☐ *classroom calculators*
- ☐ *library support*
- ☐ *staffing of a wide variety of support units on campus*