UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020 – 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

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 10th 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: *October 16, 2020*

4. Is the assessment plan (*Check one*)

☐ an initial plan for the program X 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 offered is designated to promote breadth and depth of knowledge and to encourage intellectual inquiry.
All University of Arkansas Pulaski Technical College graduates are expected to (Institutional Learning Outcomes):
1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.
- Demonstrate teamwork.

Philosophy of General Education

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 offered is designed 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 an 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 12-13, 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

2. 5. Make Scientific Inquiries: Apply the scientific method, understand the criteria for scientific evidence and use that evidence to draw conclusions and make informed decisions.	BIOL 1300 Biology for Non Majors	Direct - Standardized Test Direct - Individual Class Project
3. 5. Make Scientific Inquiries: Apply the scientific method, understand the criteria for scientific evidence and use that evidence to draw conclusions and make informed decisions.	BIOL 1302 General Biology	The assessment method is direct. Three quizzes are given throughout the semester to assess CLO's 1, 2, and 3 which are linked to PLO 5.
4. 2. Reason Quantitatively: Apply mathematical methods using symbolic, graphical, numericcal, 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 and the reasonableness of results.	MATH 1300 Mathematical Reasoning	The assessment method is direct. We administer a two-hour, multiple choice, comprehensive common final exam to all sections and modalities.
5. 2. Reason Quantitatively: Apply mathematical methods using symbolic, graphical, numericcal, 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 and the reasonableness of results.	MATH 1302 College Algebra	Administer a 2 hour, comprehensive, multiple-choice exam. It is a direct method.
6. 5. Make Scientific Inquiries: Apply the scientific method, understand the criteria for scientific evidence and use that evidence to draw conclusions and make informed decisions.	PHYS 1400 Earth Science	The final cumulative exam (CLO's 2-6) and Research paper (CLO 1) are all direct assessments given as exams and research paper assignments.
7. 5. Make Scientific Inquiries: Apply the scientific method, understand the criteria for scientific evidence and use that evidence to draw conclusions and make informed decisions.	PHYS 1401 Physical Science	Direct
8. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	ECON 2323 Principles of Macroeconomics	Direct - pre and post assessment paper
9. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	HIST 1311 History of Civilization I	History uses direct assessment methods. All history instructors use essays and writing exercises as the primary assessment instrument each semester with a common rubric
10. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	HIST 1312 History of Civilization II	History uses direct assessment methods. All history instructors use essays and writing exercises as the primary assessment instrument each semester with a common rubric
11. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of	HIST 2311 U.S. History to 1877	History uses direct assessment methods. All history instructors use essays and writing exercises as the primary assessment instrument each semester with a common rubric

terms and concepts relevant to the social sciences.		
12. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	HIST 2312 U.S. History since 1877	History uses direct assessment methods. All history instructors use essays and writing exercises as the primary assessment instrument each semester with a common rubric
13. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	POLS 1310 American National Government	Direct. Fall 2019: Students will complete an in-person group project and will submit a research paper individually. Spring 2020: Students will submit an essay based on cumulative knowledge of the course.
14. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	PSYC 2300 Psychology and Human Experience	Direct assessment methods used as a final exam in the course. Discussion has begun to include other types of assessment, including adding a final project, practical application and writing assignments.
15. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	SOCI 2300 Introduction to Sociology	The tool used during the present cycle to assess CLO 4, a class project entitled Social Stratification in the Global Perspective, is a direct assessment method.
16. 1. Communicate Effectively: Create an oral presentation or written work that is informative, well-reasoned, organized, researched, and demonstrated knowledge of convention.	SPCH 1300 Introduction to Speech Communication	Direct - common speech with standard rubric
17. 4. Synthesis Concepts: Synthesize information through a historical, social, cultural, or psychological lens that demonstrates proficiency in the usage of terms and concepts relevant to the social sciences.	ANTH 2310 Cultural Anthropology	Direct - ethnographic reading followed by questions and completion of a kinship diagram
18. 3. Analyze Critically: Critically analyze major works of fine arts or literature and articulate the analysis using terminology, methodologies, or research appropriate in the field.	ARTS 2300 Introduction to Visual Arts	Direct - visual analysis - 3-5 page paper analyzing a work of art.
19. 3. Analyze Critically: Critically analyze major works of fine arts or literature and articulate the analysis using terminology, methodologies, or research appropriate in the field.	MUSC 2300 Introduction to Music	Direct - essay with subjective and objective observations about a concert performance.
20. 3. Analyze Critically: Critically analyze major works of fine arts or literature and articulate the analysis using terminology, methodologies, or research appropriate in the field.	PHIL 1310 Introduction to Philosophy	Direct - Students are asked to respond to essay prompts by explaining philosophical issues in a clear and concise manner, and then by developing their own criticisms or arguments in agreement with those topics.
21. 3. Analyze Critically: Critically analyze major works of fine arts or literature and articulate the analysis using terminology, methodologies, or research appropriate in the field.	THEA 2300 Introduction to Theater	Direct - through a final paper where students attend and write in an informed review of a performance (play or musical)
22. 1. Communicate Effectively: Create an oral presentation or written work that is informative, well-reasoned, organized, researched, and demonstrated knowledge of convention.	ENGL 1311 Composition I	Direct - essay - articulates a clear thesis statement and incorporates secondary sources, for a specific audience, using a standardized rubric.

23. 1. Communicate Effectively: Create an oral presentation or written work that is informative, well-reasoned, organized, researched, and demonstrated knowledge of convention.	*ENGL 1312 Composition II*	*Direct - essay - articulates a clear thesis statement and incorporates secondary sources, for a specific audience, using a standardized rubric.*
24. 3. Analyze Critically: Critically analyze major works of fine arts or literature and articulate the analysis using terminology, methodologies, or research appropriate in the field.	*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. 3. Analyze Critically: Critically analyze major works of fine arts or literature and articulate the analysis using terminology, methodologies, or research appropriate in the field.	*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.*

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

    See Appendix A General Education Course Data

    Fast Facts for UA-PTC 2019-2020

    Enrollment Report Fall 2019 Spring 2020

LO1: Communicate Effectively:

ENGL 1311 - English Composition I - Writing and Reading - Students will use writing and reading for inquiry, learning, thinking, and communicating. Rhetorical Situations - Students will respond appropriately to various rhetorical situations, purposes, and audiences. Academic Integrity - Students will integrate original ideas with those of others.

ENGL 1312 - English Composition II - Rhetorical Situations - Students will respond appropriately to various rhetorical situations, purposes, and audiences. Writing and Reading - Students will use writing and reading for inquiry, learning, thinking, and communicating. Academic Integrity - Students will integrate original ideas with those of others.

SPCH 1300 - Students are evaluated on their knowledge of conflict management styles and communication effectiveness in interpersonal relationships. A rubric is used to determine if a student has mastered a clear understanding and can make a connection in a real-life situation. The rubric determines if a student exceeded the required proficiencies, met the required proficiency, or did not meet the required proficiency.

LO2: Reason Quantitatively:

MATH 1300 - Mathematical Reasoning - Problem Solving Strategies (SLO 1) - Identifying problem-solving strategies and applying them to contemporary everyday problems, both in work and in personal lives. Media (SLO 2) - Analyzing reports from media to determine completeness and accuracy noting assumptions both stated and unstated.

Information (SLO 3) - Critiquing public consumer and political information for better understanding, completeness, and accuracy

MATH 1302 - College Algebra - Basic Function Operations (SLO 1) - The student will demonstrate the ability to perform and solve basic function operations and algebraic problems using appropriate vocabulary. Critical Thinking (SLO 2) - The student will demonstrate critical thinking to formulate decisions and problem solving based on reasoning and analysis. Technology Use (SLO 3) - The student will demonstrate the appropriate use of technology to supplement and enhance conceptual understanding, visualization and inquiry. Synthesize Information (SLO 4) - The student will demonstrate the ability to synthesize information from a variety of sources to solve problems and interpret results. Absolute Values (SLO 5) - The student will demonstrate a basic understanding of functions including Absolute Values. Quadratic (SLO 6) - The student will demonstrate a basic understanding of functions including Quadratic. Polynomials (SLO 7) - The student will demonstrate a basic understanding of functions including Polynomial. Rational (SLO 8) - The student will demonstrate a basic understanding of functions including Rational. Logarithmic (SLO 9) - The student will demonstrate a basic understanding of functions including Logarithmic. Exponential (SLO 10) - The student will demonstrate a basic understanding of functions including Exponential. Inequalities (SLO 11) - The student will demonstrate a basic understanding of functions including graphing of inequalities and quadratic inequalities. System of Equations (SLO 12) - The student will demonstrate an understanding of the application of systems of equations. Matrices (SLO 13) - The student will demonstrate an understanding of matrices.

LO3:Analyze Critically:

ARTS 2300 - Introduction to Visual Art - Identify and analyze the role of art in various cultures. Writing & Terminology - Write a short analysis based on an original work of art using terminology appropriate to the course. Nature and function - Analyze the nature and function of the visual arts. Elements and principles - Identify and analyze visual elements and principles of design.

ENGL 2337 - World Literature from the Beginning to 1650 - Analytical Writing Component - Students will complete a significant analytical writing component.

ENGL 3228 - Students will study a minimum of four works. The class will require students to read and discuss primary and secondary sources critically, with an awareness of cultural and historical significance.

MUSC 2300 - Students compose a two-page essay with subjective and objective observations about a concert performance. This is a culminating assignment that should

demonstrate knowledge gained from listening and reading assignments during the semester. Each paper is evaluated according to a rubric so this is direct assessment.

PHIL 1310 - Students are asked to respond to essay prompts by explaining philosophical issues in a clear and concise manner, and then by developing their own criticisms or arguments in agreement with those topics.

LO4:Synthesis Concepts:

HIST 1311 - History of Civilization I - Critical Thinking - The student will develop and utilize critical thinking and communication skills in order to gain a global and historical perspective. Historical Understanding - Study of world civilizations since the early period.

HIST 1312 - History of Civilization II - Critical Thinking - The student will develop and utilize critical thinking and communication skills in order to gain a global and historical perspective. Historical Understanding_1 - Study of world civilizations since the early period.

HIST 2311 - U.S. History to 1877 - The student will develop and utilize critical thinking and communication skills in order to gain historical perspective.

POLS 1310 - Students are prepared for active citizenship and demonstrate an ongoing interest in national and global politics.

SOCI 2300 - To ensure that students can describe the relationship between social institutions, socialization, social inequality, and global disparities in health, wealth, and human development.

LO5:Make Scientific Inquiries:

BIOL 1302 - Biology - CL01: Define the levels of the organization and related functions of bacteria, plants, and animals. CL02: Describe the characteristics and basic needs of living organisms. CL03: Analyze the processes of growth and inheritance in individuals and populations.

PHYS 1400 - Earth Science - ES CLO2: Rocks, Minerals and Fossils - The student will be able to explain, describe, discuss, recognize, and/or apply knowledge and understanding towards the composition of the earth such as Rocks, Minerals and Fossils ES ES CLO3: History of the Earth - Students will be able to explain the principles and techniques used by geologists to construct the geologic time scale and apply towards the understanding

history of the earth. CLO4: Scientific method/inquiry - Students will analyze the influence of scientific thought on individuals and society. ES CLO5: Atmosphere, climate, and weather and oceans - Students will be able to compare the geography, composition, circulation, and temporal cycles of the oceans and how radiation and atmospheric processes control weather and climate.

16. 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 2019-2020. 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 2019-2020 year, a workgroup was established to manage the project. The workgroup included the General Education Committee chair and two additional other committee members.

The first year of this cycle was 2018-2019; it also was the first year of General Education assessment ever at UA-PTC. Now a PLO assessment cycle needs to be established.

Academic Year 2019-2020
- PLO: Communicate Effectively
- PLO: Reason Quantitatively

Academic Year 2020-2021
- PLO: Communicate Effectively
- PLO: Reason Quantitatively

Academic Year 2021-2022
- PLO: Analyze Critically
- PLO: Synthesis Concepts
- PLO: Make Scientific Inquiries

Academic Year 2022-2023
- PLO: Analyze Critically
- PLO: Synthesis Concepts
- PLO: Make Scientific Inquiries

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

Program Learning Objectives	Assessment Findings/Conclusion
1. *Communicate Effectively: Create an oral presentation or written work that is informative, well-reasoned, organized, researched, and demonstrated knowledge of convention.*	Overall the students did well, they may need additional support for the portfolio; however, the spring is a difficult gauge for that due to COVID-19 (ENGL 1311); Reading and Writing needs additional review; however all other areas seem to be working well (ENGL 1312);Traditional students seemed to have the biggest impact from COVID-19 (SPCH 1300)
2. *Reason Quantitatively: Apply mathematical methods using symbolic, graphical, numericcal, 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 and the reasonableness of results.*	Students are performing well; they are being asked to apply, analyze and evaluate instead of understand or remember (MATH 1302);

Communicate Effectively:

Table 1: Fall 2019 Portfolio. Yellow cells indicate performance below 75% threshold.

2019 Fall Portfolio	Total Evaluations	Rhetorical Knowledge	Critical Thinking	Academic Integrity	Use of Invention Techniques	Collaborative Writing Processes	Knowledge of Conventions	Self-Reflection
Traditional corequisite	312	282	246	248	277	264	260	243
Traditional non-corequisite	237	203	200	194	211	193	199	188
Traditional (corequisite and non-corequisite)	549	485	446	442	488	457	459	431
Online	87	75	67	63	76	72	70	77
All Concurrent	104	91	88	84	94	87	92	84
Total all students Fall 2019	740	651	601	589	658	616	621	592

Table 2 Spring 2020 Portfolio. Yellow cells indicate performance below 75% threshold.

Spring 2020 Portfolio	Total Evaluations	Rhetorical Knowledge	Critical Thinking	Academic Integrity	Use of Invention Techniques	Collaborative Writing Processes	Knowledge of Conventions	Self-Reflection
Total Traditional/Corequisite	103	87	86	78	87	81	87	81
Total Traditional/Non-Corequisite	71	66	65	63	50	50	64	49
Total Traditional students	174	153	151	141	137	131	151	130
Total Online	66	47	50	47	51	50	56	46
All Students	240	200	201	188	188	181	207	176

Table 3. Academic Year 2019-2020 Course Learning Outcomes by Course Types. Yellow cell indicates performance below 75% threshold.

AY 2019-2020	Total Evaluations	Rhetorical Knowledge	Critical Thinking	Academic Integrity	Use of Invention Techniques	Collaborative Writing Processes	Knowledge of Conventions	Self-Reflection
Total Traditional/Corequisite	415	369	332	326	364	345	347	324
Total Traditional/Non-Corequisite	308	269	265	257	261	243	263	237
Total Traditional (corequisite and non-corequisite)	723	638	597	583	625	588	610	561
Total Online	153	122	117	110	127	122	126	123
Total Concurrent	104	91	88	84	94	87	92	84
Total all students	980	851	802	777	846	797	828	768

Fall 2019

Speech Communication students,

Introduction Speech Self-Assessment

	Total # of evaluations	Exceeded average proficiency: Organization, Purpose, Delivery	Met average proficiency: organization, purpose, delivery	Did not met the average proficiency: organization, purpose, delivery
	506			
Traditional	295	170	24	101
Online	194	108	12	74
Concurrent	17	17		

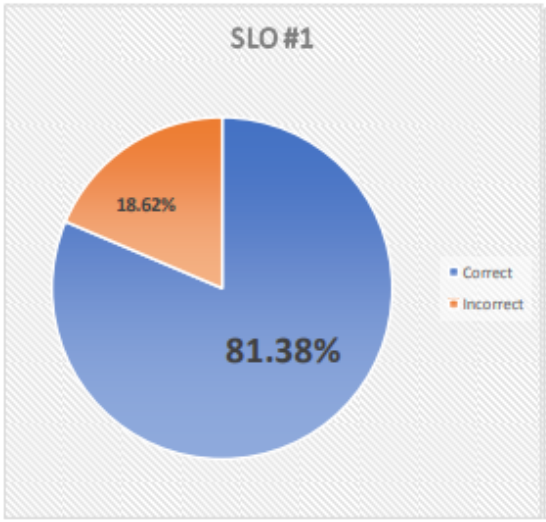
Spring 2020

Introduction Speech Self-Assessment

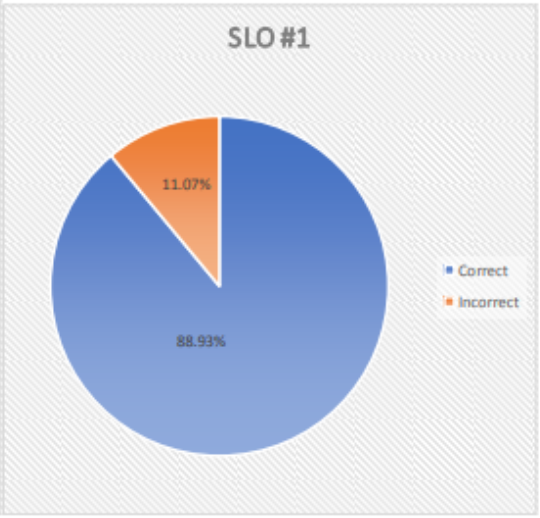
	Total # of evaluations	Exceeded average proficiency: Purpose, organization, delivery	Met average proficiency: purpose, organization, delivery	Did not met average proficiency: purpose, organization, delivery
	387			
Traditional	214	125	30	59
Online	154	78	19	57
Concurrent	19	16	1	2

Reason Quantitatively:

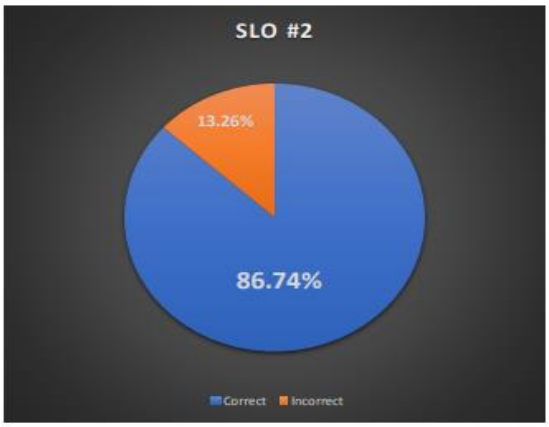
Fall 2019 CLO #1



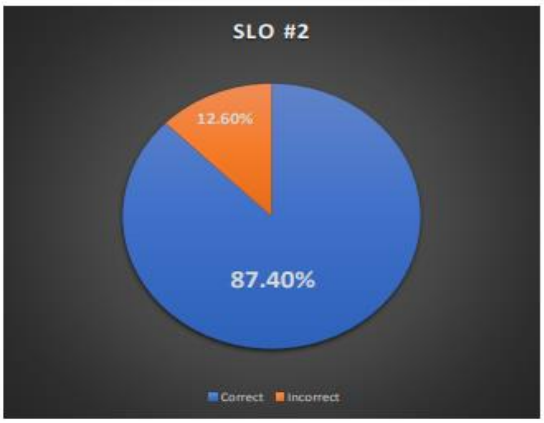
Spring 2020 CLO #1



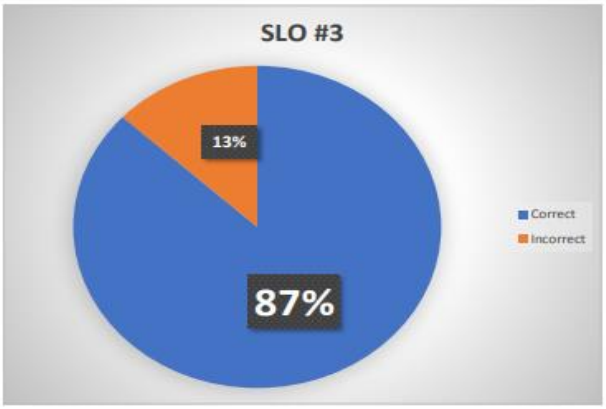
Fall 2019 CLO #2



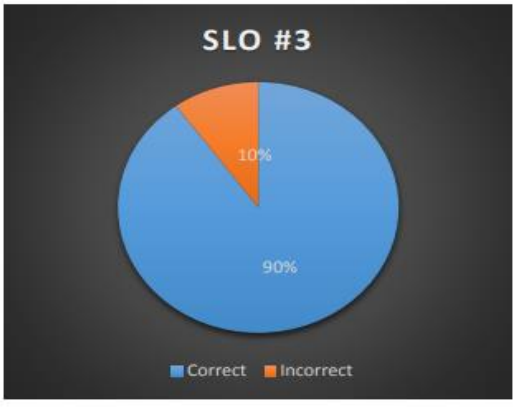
Spring 2020 CLO #2



Fall 2019 CLO #3



Spring 2020 CLO #3



- CLO #1The ability to perform and solve basic function operations and algebraic problems using appropriate vocabulary
- CLO #2Critical thinking to formulate decisions and problem solving based on reasoning and analysis
- CLO #3 The appropriate use of technology to supplement and enhance conceptual understanding, visualization, and inquiry
- CLO #4 The ability to synthesize information from a variety of sources to solve problems and interpret results

3. What is the action plan for assessment for the next academic year? Explain.

This is the second reporting cycle in this process for general education; however, we have new learning objectives. The standard reporting format is newer for faculty, and the required participation for both full and part-time is a new expectation set during the hiring process. Everyone has experienced the first round of documentation, and now they are assessing that process. We will get better as we continue to go through this process. It will be easier moving forward because we have finally settled on our mission and our learning objectives, now we can focus on data collection.

Now that we have the general education program assessment process in place we can duplicate this process for our institutional learning outcomes.

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
- ❑ The addition of cumulative statistical data, charts, and graphs would be helpful
- ❑ 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

4. 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 group, streamline, and identify courses feeding into each course associated with a specific PLO. Adopting the new PLOs and the mission statement will allow the general education program to adopt some stability. This stability can allow the faculty to focus on refining and making adjustments in core gen ed classes and within the progan can occur.

Our newly adopted learning outcomes are:

*1) **Communicate Effectively:** Create an oral presentation or written work that is informative, well-reasoned, organized, researched, and demonstrates knowledge of convention.*

*2) **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.*

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

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

*5) **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 oftentimes vernacular was used in course analysis which indicated that direct measures were taking place, oftentimes 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.

Additionally, the committee recommends training to clarify how to use assessment assignments to establish course level data and strategies for managing norming workshops.

5. 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.

Current assessment practices need refinement. Because information on the GELOS depends upon reports from the CLOs, we need to ask for information in addition to the CLO annual reports. While we have data from general education courses, we still have questions. We need to effectively communicate assessment needs with stakeholders, particularly course leads and department chairs, so that we can get targeted info: total sums, comparable thresholds, assessment measures that match objectives, and budgetary items.

We need total sums (how many were assessed, what is the threshold, what number met or exceeded the threshold). We do not need to know the separate modalities (online, traditional, corequisite, concurrent, etc.). We need hard data, not narrative descriptors like "most." We need aggregate data, not data for each subpopulation. We need to be able to collate information that is currently diverse. To do this, we will create and distribute a targeted one-page form for course level reports; we will also need to educate our faculty.

We have a lot of variation in threshold levels. If we had a more similar threshold, we might be able to assess better. If 90% of students meet or exceed expectations, and the threshold is only 60%, then either the threshold needs to change, or the measure needs to change. These decisions may lie outside of the scope of the General Ed report, but the variation is notable.

Measures need to match objectives. We want to know what each of the identified courses do to meet the individual objective. We will then use this to more confidently define whether we have met the GELOS. To do this, we will ask that the course leads of each of the 25 identified courses explain what part of their assessment measures the associated GELO. This will not result in a permanent change to course level reports, but it will help us understand if we have gaps in measuring our GELOs. Identified gaps include missing information and missing reports; these gaps indicate a need to educate our faculty.

The last question of the course level reports needs to be modified. For that question, course leads need to make budgetary requisitions. We need to know what equipment and resources are needed to complete our objectives. To do this, we will request that the assessment committee modify the final question of the report form.

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

Additional professional development for faculty teaching the twenty five general education core courses is needed. Due to the changing needs of higher education and the ongoing health pandemic, online facilitation skill development, ideas, and collaboration ideas would be beneficial. Professional development in the area of assessment will help faculty complete reports that better reflect the assessment happening in the classroom. Reports need to reflect more specific details and less wording like "most students achieved the threshold" or we were "near" our goals. It would also help to see the cumulative data in a visual chart or graph within the reports.

- ❑ training on assessment features in Blackboard
- ❑ training on Excel to manage assessment data and statistics
- ❑ offer platforms for faculty sharing within discipline and outside of discipline

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
- ❑ WiFi support in buildings
- ❑ additional laptops available for students to checkout through the library system