UNIVERSITY OF ARKANSAS
PULASKI TECH

Annual Assessment Guide

UA-PTC Office of Assessment

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Institutional Learning Outcomes

ILO #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.

ILO #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.

ILO #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.

ILO #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.

ILO #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.

ILO #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.

ILO #7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

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

ILO Planned Timeline

- 2020-21 – Communication and Quantitative Reasoning (report in Spring 2022)
    - Completed Communication Report
    - Completed Quantitative Reasoning Report
- 2021-22 – Information Literacy and Technology Literacy (report in Spring 2023)
    - Completed Information Literacy Report
    - Completed Technology Literacy Report
- 2022-23 – Critical Thinking and Cultural Awareness (report in Spring 2024)
- 2023-24 – Professionalism and Communication (report in Spring 2025)
- 2024-25 – Quantitative Reasoning and Information Literacy (report in Spring 2026)
- 2025-26 – Technology Literacy and Critical Thinking (report in Spring 2027)
- 2026-27 – Cultural Awareness and Professionalism (report in Spring 2028)

General Education Learning Outcomes

Mission: 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.

The Associate of Arts (AA) degree is a 60-credit hour transfer degree designed for transfer to a four-year institution.

The Associate of Science (AS) degree is a 60-credit hour transfer degree designed for students planning to seek a baccalaureate degree in liberal arts and sciences, business, and education, and technology and engineering. Many of the AS degrees are part of 2+2 agreements with various transfer institutions in Arkansas.

Programs of Study included in the General Education Assessment Process include the following:

- Associate of Arts
- Associate of Science in Liberal Arts and Sciences
- Associate of Science in Business
- Associate of Science in Education
- Associate of Science in Technology and Engineering
- Associate of General Studies*   Certificate of General Studies**

Once students have completed one of the above listed Associate degrees at UAPTC the student will be able to:

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

Supporting Courses:

- ENGL 1311 – Comp I
- ENGL 1312 – Comp II
- SPCH 1300 – Speech Communication

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.

Supporting Courses:

- MATH 1302 – College Algebra
- MATH 1300 – Mathematical Reasoning

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

Supporting Courses:

- ARTS 2300 – Intro to Visual Art
- MUSC 2300 – Intro to Music
- THEA 2300 – Intro to Theater
- PHIL 1310 – Intro to Philosophy
- ENGL 2337 – World Lit from the Beginning to 1650
- ENGL 2338 – World Lit from 1650 to the Present

4) **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.

Supporting Courses:

- ANTH 2310 – Cultural Anthropology
- ECON 2323 – Principles of Macroeconomics
- HIST 2311 – U.S. History to 1877
- HIST 2312 – U.S. History since 1877
- POLS 1310 – American National Government
- HIST 1311 – History of Civilization I
- HIST 1312 – History of Civilization II
- PSYC 2300 – Psychology and the Human Experience
- SOCI 2300 – Intro to Sociology

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.

Supporting Courses:

- BIOL 1400 – Biology for General Education
- BIOL 1401 – Biological Science
- PHYS 1400 – Earth Science
- PHYS 1401 – Physical Science

UA-PTC Co-Curricular Assessment

CO-CURRICULAR DEFINITION:
Purposeful and assessable learning opportunities that support academic programming designed to facilitate the development of the whole student. For more detailed information and the UAPTC Co-Curricular Planning Form, visit the Co-Curricular Assessment website.

Co-curricular programming on our campus maps all outcomes to our institutional learning outcomes.

Examples of Co-Curricular Programming

- Ottenheimer Library
- Learning Assistance Center
- Honor Societies
- Student Government
- Student Clubs
- Writing Competitions
- Student Publications
- Field Trips
- Drama Productions
- Student Information Fairs
- Business etiquette training

UA-PTC Assessment Cycle

- **Course-level report –** due September 15th
- **Program-level report –** due October 10th
- **Institution-level report –** due April 1st
- **Co-curricular report** – due 30 days after event

To ensure that assessment is taking place at many levels across the campus, professional development regarding assessment is vital to this process. Our training involves a step-by-step process where faculty are informed about assessment on the section-level, course-level, program-level, and institution-level.

Assessment is what all instructors do on a daily basis when we are in the classroom and when we are at home working on our lesson plan. We are constantly engaged in ongoing assessments as we tweak things here and there in our classrooms through the teaching and learning process. These mini-assessments or section level assessments help us make positive changes in our classrooms to better facilitate the learning process.

We encourage faculty to use Nuventive as an archive for all assessment data whether it is at the course-level or program-level.

At the section-level:

1. Start with a learning objective for the course
2. Teach the lesson (activities, assignments, etc.) to reach that outcome
3. Determine an assessment to measure whether students got the lesson and can do the skill or got the knowledge (the objective)
4. Based on the data, determine whether to teach that lesson that way again or change it

At the course-level reports are due on September 15th (data from the previous year):

Assessment methods are chosen and evaluated based on:

*The course outcomes
*Agreed upon best practices and national standards

Assessment data is then collected, analyzed and discussed by instructors of the course.

Once data has been evaluated and recommendations have been made, changes at the course level may occur pertaining to:

*Rubrics
*Assessment methods
*Course outcomes
*Budget requests
*Curriculum/standard changes

At the program-level reports are due on October 10th (data from the previous year):

1. Faculty and program leads in their field look at data collected on the course level to make sure that students are getting all of the skills and knowledge from the individual courses needed for a certain degree, transfer, or employability.
2. This information is analyzed and reported out using the Program Report Form annually. Once the form has been completed the Assessment Committee evaluates the program assessment process. Recommendations to the program assessment process are made by the Assessment Committee to the respective program leads.
3. Program level reports are also given to the provost so that institutional recommendations can be made.
4. For courses housed under "Gen Ed" the General Education Curriculum and Alliances committee makes recommendations. These recommendations may move up to the Assessment Committee (i.e. we have found that we should look at more courses in gen ed to establish that we are communicating effectively) or the recommendations may move down to the department or discipline level (i.e.
we need more data to demonstrate quantitative reasoning within MATH 1300)

At the institution-level:

1. AAC will follow the ILO cycle schedule and with the assessment team, Faculty Assessment Chair, Co-Curricular Chair, and School Leads, the two ILOS will be divided into teams.
2. Teams will collect data and evidence in fall, following the course maps provided for each outcome.
3. By the spring semester, team leads will begin drafting the ILO report, using the template. Multiple drafts will be completed to ensure accuracy.
4. By April, institution-level recommendations are made to the college and the ILO reports will be posted on the assessment webpage.

Planning for Instruction and Writing Student Learning Outcomes

Faculty are expected to collaborate when planning for instruction and assessment. All faculty should fully participate in the development and implementation of the annual assessment plan. This fosters professional communication between faculty and consistency for the students.

Student learning outcomes state what students are expected to know and be able to do upon completion of a course, a sequence of courses within one discipline or an entire program. Course learning outcomes may contribute, or map to, discipline/program learning outcomes, and are required in group instruction course syllabi. Learning outcomes should be clear, measurable, and reflect what will be included in the course or program requirements (assignments, exams, projects, etc.). Typically, there are 3-7 course learning outcomes and 3-7 discipline/program learning outcomes, but this may vary.

Steps for Writing Outcomes

The following are recommended steps for writing clear, observable and measurable student learning outcomes. In general, use student-focused language, begin with action verbs and ensure that the learning outcomes demonstrate *actionable* attributes.

1. **Begin with an Action Verb**

Begin with an action verb that denotes the level of learning expected. Terms such as *know*, *understand*, *learn*, *appreciate* are generally **not** specific enough to be measurable.

Levels of learning and associated verbs may include the following:

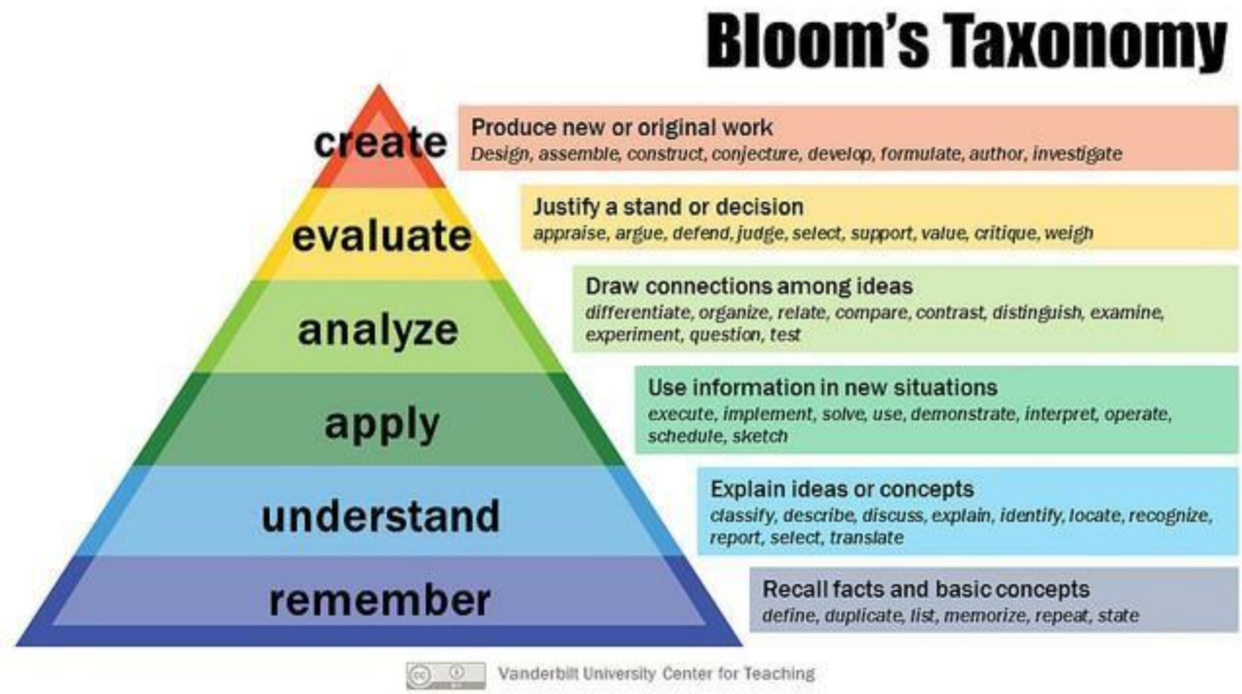
- Remembering and understanding: recall, identify, label, illustrate, summarize.
- Applying and analyzing: use, differentiate, organize, integrate, apply, solve, analyze.
- Evaluating and creating: Monitor, test, judge, produce, revise, compose.
- Consult Bloom's Revised Taxonomy for more details on page 7.

2. **Follow with a Statement**

The statement should describe the knowledge and abilities to be demonstrated. For example: • Identify and summarize the important feature of major periods in the history of western culture

- Apply important chemical concepts and principles to draw conclusions about chemical reactions
- Demonstrate knowledge about the significance of current research in the field of psychology by writing a research paper

REVISED BLOOM'S TAXONOMY OF LEARNING: THE "COGNITIVE" DOMAIN



In 1956, Benjamin Bloom and colleagues differentiated six levels of learning in the "cognitive" domain and proposed a list of skills that would indicate understanding at each level. In 2001, Anderson, Krathwohl and colleagues revised the taxonomy. The lowest levels (which are most commonly tested in exams) are based on knowledge of factual information.
Understanding at higher levels is indicated by more complex skills in evaluation, synthesis, or the creation of new information. To the right, find a sampling of verbs that represent learning at each level.

Text adapted from:

- *Bloom, B.S. (Ed.) 1956. Taxonomy of Educational Objectives: The classification of educational goals. Handbook 1, Cognitive Domain. New York.*
- *Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman.*

These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge:

Remember

- Memorize
- Recall
- Define

Understand

- Classify
- Describe

- Discuss
- Explain
- Identify

Apply

- Implement
- Use
- Demonstrate
- Sketch

Analyze

- Differentiating
- Organizing
- Compare
- Examine

Evaluate

- Argue
- Defend
- Judge
- Critique

Create

- Design
- Construct
- Develop
- Produce
- Investigate

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

Factual Knowledge

- Knowledge of terminology
- Knowledge of specific details and elements

Conceptual Knowledge

- Knowledge of classifications and categories
- Knowledge of principles and generalizations
- Knowledge of theories, models, and structures

Procedural Knowledge

- Knowledge of subject-specific skills and algorithms
- Knowledge of subject-specific techniques and methods
- Knowledge of criteria for determining when to use appropriate procedures

Metacognitive Knowledge

- Strategic Knowledge
- Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
- Self-knowledge

Course Learning Outcomes vs. Program Learning Outcomes

Program Learning Outcomes

- Characterize the end goal of the entire sequence of courses within a program
- Students' cumulative learning across courses at the end of the program

Course Learning Outcomes

- Identify the individual skills that make up the entire program within individual courses.
- Incremental knowledge and skills that students develop bit by bit throughout the program
- Aligned with – but typically narrower than – program outcomes

Glossary for Learning Outcomes Assessment

Narrowly defined, it is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Broadly defined, it includes all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Under this definition, assessment encompasses teacher observation, classroom discussion, and analysis of student work, including homework and tests (Black & William, 1998). Activity is the emphasis, so any process that produces data that can be used for analysis and improvement of student achievement and learning would qualify as assessment. This broad definition allows for a variety of approaches and methods that can include processes to gather data throughout the course as well as those to evaluate student learning at the conclusion of the course.

Assessment Cycle
The assessment cycle refers to a systematic cycle of collecting and reviewing information about student learning. The complete cycle involves of the following steps: clearly stating expected goals for student learning, offering learning experiences, measuring the extent to which students have achieved expected goals, and using the evidence collected to improve teaching and learning (Susie, 2009; Walvoord, 2010).

Assessment Plan
A global document that demonstrates alignment of a discipline or program's learning outcomes to the institutional learning outcomes (ILO) while explaining each of the following: program learning outcomes (PLO), course learning outcomes (CLO), student learning outcomes (SLO); direct and/or indirect assessment methods to be used to demonstrate the attainment of each outcome/objective; a brief description of the assessment methods; an indication of which learning outcomes are addressed by each method, the intervals at which student learning data (evidence) is collected and reviewed; and the individual(s) responsible for the collection, review and reporting of said evidence.

Benchmark
A benchmark is often referred to as a target or a threshold. A specific standard against which an outcome or product is measured. A benchmark determines the acceptable level of achievement for stated outcome(s) or learning objective(s). Source: https://www.rit.edu/academicaffairs/outcomes/in stitutional-assessment/glossary

Bloom's Taxonomy
One of several classification methodologies used to describe increasing complexity or sophistication in the affective, cognitive and psychomotor domains. The cognitive domain consists of the following six levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. See the Bloom's Primer PowerPoint on this Website for a concise overview of the Cognitive Domain categorized in Bloom's Taxonomy.

Co-Curricular
Purposeful and assessable learning opportunities that support academic programming designed to facilitate the development of the whole student.

Competencies
See Student Learning Outcomes.

Continuous Improvement
A cyclical process used to identify and collect evidence of learning through which instructional changes are implemented with the intent to improve student learning.

Course Learning Outcomes (CLOs)
The result of a student's learning upon completion of a course. These outcomes are aligned with any stated course objectives.

Course-level Assessment
Method(s) of assessing student learning within the classroom environment, using course goals, outcomes and content to gauge the extent of learning that is taking place. Source: https://www.rit.edu/academicaffairs/outcomes/in stitutional-assessment/glossary

Curriculum Map
A matrix representation of a program's learning outcomes that depicts where in the sequence of courses or units specific learning outcomes are taught within a program or course.

Direct Measures
Assessment or testing processes used to directly evaluate student work. These measures provide tangible and clear evidence of student learning. Examples of these types of measures include: exam questions, portfolios, performances, projects, reflective essays, computer programs, and observations.

Discipline Learning Outcomes (DLOs)
The result of a student's learning upon completion of a specific sequence of courses within a specific discipline of study.

Formative Assessment
Brief check of student learning with the intent of monitoring student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments are often used to help students to identify their strengths and weaknesses, their gaps in knowledge, and their target areas that need additional practice. For instructors, formative assessment helps faculty recognize where students are struggling throughout the instructional process. These assessments are generally low stakes, meaning they have low or no point value. Examples of formative assessments include asking students to: draw a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture; or turn in a research proposal for early feedback.

General Education Assessment
Student assessment that measures a post-secondary institution's general education competencies. Typically, these core competencies are measured across disciplines.

General Education Learning Outcomes (GELOs)
The UA-PTC General Education Learning Outcomes are the same UA-PTC Institutional Learning Outcomes (ILOs) as adopted by the Assessment Committee in the Spring of 2018. The GELOs are considered the learning outcomes for the core competencies in the UA-PTC Associates of Arts, Associates of Science Liberal Arts and Sciences, and the Associates of Arts in General Studies.

Indirect Measures
These are a form of assessment that obliquely provide evidence of learning, indicating loosely that students are probably attaining a learning goal. These measures use perceptions, reflections or secondary evidence to make inferences about student learning. These require inference between the student's action and a direct evaluation of

said action. As these forms of assessment do not directly measure learning, they are not typically relied upon for assessing student learning or for assigning a grade to student learning. These forms of indirect assessment include course grades, student self-rating scale surveys, student satisfaction surveys, placement rates, retention and graduation rates, and honors and awards earned by students.

Institutional Learning Outcomes (ILOs)
The knowledge, skills, abilities and attitudes a student is expected to be able to demonstrate following completion of a program of courses. These are sometimes referred to as core competencies. At UA-PTC, these are the seven delineated outcomes to which all program learning outcomes, course learning outcomes, student learning outcomes, and course objectives are aligned. For detailed descriptions of the ILOs, please refer to https://www.uaptc.edu/sla/learning-outcomes/studentlearning-outcomes

Learning Outcomes
Measurable statements regarding changes or
improvement or growth in the knowledge, skills, attitudes, and habits of mind that students acquire as a result of the learning experience.

Program
A cohesive set of aligned courses that sequentially build a set/series of knowledge, skills, abilities, and attitudes, resulting in a certificate or degree. A program may also refer to a set of co-curricular activities offered by a postsecondary institution's student services and administrative units.

Program Learning Outcomes (PLOs)
The result of a student's learning upon completion of a degree program or certificated program, or program of study. Also see Discipline Learning Outcomes (DLOs)

Rubric
A scoring guide usually in the form of a matrix that
explicitly states the criteria and standards for student work. The traits of student work are separately and specifically named, and each trait is evaluated from high to low.

Student Learning Assessment
Synonymous with the term measurement, it is commonly used in the higher education context to refer to a systematic cycle of collecting and reviewing information about student learning. This assessment evaluates the curriculum as designed, taught, and learned. It involves the collection of data aimed at measuring successful learning in the individual course and improving instruction with the ultimate goal towards improving learning and pedagogical practice. The complete cycle involves: clearly stating expected goals for student learning, offering learning experiences, measuring the extent to which students have achieved expected goals, and using the evidence collected to improve teaching and learning (Suskie, 2009; Walvoord, 2010).

Summative Assessment Assessments designed to determine a students' academic development after a set unit of material or at a given benchmark or after learning activities leading to a Student Learning Outcome (Dunn & Mulvenon, 2009). The intent of summative assessments is not to provide specific direction for improvement to students but rather to arrive at a final determination of a student's performance. Examples of summative assessments include, but are not limited to final exams, course portfolios, performance, and capstone projects.

Validity
In assessment it is an indication that a test method accurately measures what it is designed to measure with limited effect from extraneous data or variables.

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