

# University of Arkansas Cossatot Assessment Plan for CLOs

**Initial plan completed February 2019  
by the Assessment Committee**

# INTRODUCTORY INFORMATION

## Mission

UA Cossatot embraces diversity and is committed to improving the lives of those in our region by providing quality education, outstanding service, and relevant industry training.

## Core Values

- We believe in the humanity of each individual, and no one has the right, in word or deed, to lower the existence of another human being.
- We believe each student should have the opportunity to excel to his/her full potential to acquire skills for the workplace and to enrich himself/herself through general education to become more understanding and tolerant of human differences.
- We believe integrity, honesty, perseverance, patience, kindness, justice, and faith in one's personal efforts are hallmarks to which the College shall always strive toward and help our students to achieve these values.
- We believe a rural college must be comprehensive in its curriculum and open to the varying academic difference and past experiences of our stakeholders. Through superior service and mastery of teaching, we will help students to help themselves become the individuals they strive to be.

## Vision

UA Cossatot is an institution esteemed by the communities it serves for producing quality graduates, collaborating in economic development activities, and participating in the education of our citizens.

UA Cossatot, a well-developed system of three strategically located campuses, is taking the college to the communities it serves. It is convenient for the current workforce, the unemployed, and those seeking new skills.

UA Cossatot has a flexible, tenacious staff of risk takers who seek new and improved means to deliver comprehensive curricula and services to its constituents. Curricula are up-to-date and structured with diverse learning patterns to meet the needs of its students. Services are provided with commitment, compassion, and caring.

UA Cossatot enjoys the diversity of its student population and welcomes all students from the region, state, nation, and the world.

## UA Cossatot Philosophy of General Education

UA Cossatot believes that general education is providing the opportunity for students to acquire knowledge and skills necessary for living and working in today's global society.

The College has established a required core of general education courses for the Associate of Applied Science degrees, the Associate of Arts and Science degrees, and the Technical

Certificates. General education is integrated into teaching each college course so that one or more of these concepts are practiced.

Students who earn an Associate's degree or Technical Certificate are expected to demonstrate proficiency in the following competencies:

***Personal and Global Awareness***

Students will:

- demonstrate awareness and appreciation for cultural diversity.
- analyze and contrast historic, political, cultural, social, environmental, or economic factors that shape contemporary public issues.
- establish awareness of self in the context of society.
- acknowledge personal needs for health, fitness, and safety.
- exemplify integrity, ethical behavior, and social responsibility in academic, vocational, and personal pursuits.

***Problem Solving***

Students will:

- select appropriate strategies to gather data suitable to a problem or task.
- apply appropriate quantitative reasoning skills to solve problems.
- interpret data, perform calculations, and analyze the validity of results.
- identify information needed to clarify and solve problems/tasks.

***Critical Thinking***

Students will:

- evaluate information for usefulness and validity.
- apply scientific reasoning and processes in new and varied contexts utilizing technology and real world situations.
- examine issues by identifying and challenging assumptions and biases, including one's own, and by distinguishing substantiated fact from opinion or misinformation.

***Communication***

Students will:

- read for comprehension in order to restate and summarize written information.
- write clearly, concisely, and accurately.
- speak clearly and logically and use appropriate nonverbal communication.
- listen for comprehension in order to interpret and explain information.
- organize information and cite resources properly.

# CLO ASSESSMENT PLAN

## Introduction

Assessment at UA Cossatot is a faculty driven process. Faculty are involved in every step of the assessment process. The primary goal of CLO assessment is to improve curriculum design and graduate well-rounded students who have the potential to achieve their learning and career goals. To achieve its assessment goals, the College collects assessment performance data and uses it to make changes in curriculum. CLO assessment at UA Cossatot is tied directly to the institution's mission to improve the lives of those in our region by providing quality education.

## Assessment Plan Structure

The Assessment Council was created to develop and implement the assessment process. Members are responsible for implementing the assessment plan, evaluating its success, and sharing results with faculty, staff, students, and the community. In addition, members lead conversations about learning and provide assessment data and recommendations to anyone making decisions at the course, program, and institutional levels. The assessment program is student-centered because assessment starts with the student and then loops back to the faculty when data are analyzed. The CLO assessment plan makes everyone on campus more accountable for student learning.

The Assessment Council and Institutional Research and Assessment director oversee the assessment process and guide faculty and administration in a three-year review cycle of the goals to ensure continued relevance.

Faculty, Division Chairs, Curriculum Committee, Assessment Council, and CAO are responsible for ensuring current and new courses remain aligned and relevant to students, employers, and transfer institutions.

## Assessment Council Members

Kim Dickerson, Division Chair of Medical Education  
Barbara Lacefield, Division Chair of Professional Studies  
Steve McJunkins, Division Chair of Skilled and Technical Sciences  
Crystal Sims, Division Chair of General Education  
Kay Cobb, Student Success Faculty  
Tamlia Heminger, OTA Faculty  
Lynze Greathouse, Math Faculty  
Laura Riddle, Director of Distance Learning  
Kyte Vogan, Direction of Institutional Research and Assessment  
Robert Guillory, Life Science Faculty

## The Assessment Process

Step 1: Faculty determine how well each CLO is covered within each class and identify the class that would best assess the particular CLO. (Form – Curriculum Map)

Step 2: The Assessment Council reviews Curriculum Maps and identifies classes that are best suited to assess each outcome.

Step 3: Faculty identify the assignment(s) to be used to assess the outcome (Form – Student Learning Assessment Planning Form).

Step 4: Faculty set the alignments in Blackboard and/or keep assignments submitted in other ways.

Step 4: Artifacts are collected throughout the semester.

Step 5: Artifacts are assessed using rubric developed by the Assessment Council.

Step 6: Assessment results are reviewed with faculty and changes made as necessary to better assess student learning.

Step 7: Assessment results are shared with the public.

Three Year Assessment Cycle		
Year 1	Outcome 1	Fall Semester of Even Years
	Outcome 2	Spring Semester of Odd Years
Year 2	Outcome 3	Fall Semester of Odd Years
	Outcome 4	Spring Semester of Even Years
Year 3	Analyze Data and prepare for next assessment cycle	

## Tools to Assess Learning

The Assessment Council and faculty are responsible for collecting and evaluating course embedded assessments. The Director of Institutional Research and Assessment coordinates with the CAO to tabulate information collected from new student and graduate surveys. The division chair and faculty for each program accomplish assessment of program learning outcomes.

The College uses multiple processes to measure learning in general education:

1. embedded assessments at the course level collected by faculty
  2. information collected from new student, graduate, and end of course surveys
  3. program learning outcomes assessment
1. Course-embedded assessments are used to evaluate student performance for each CLO. All syllabi list the course outcomes as well as the CLOs and college's and appropriate division's mission statement. Faculty identify assignments to be used to assess CLOs and report these to the Assessment Council. Not all outcomes will be assessed during any one semester, nor will all faculty be assessing outcomes at any given time.
  2. Surveys and end-of-course evaluations eliciting student opinions will be used to collect additional data about program assessment. The content of these surveys will be based on CLOs and PLOs. The Director of Institutional Research and Assessment in cooperation with program coordinators and division chairs will conduct the surveys. For evaluation of

occupational programs, students will get surveys the semester they complete their program of study and again after graduation. This information will become part of an assessment report.

3. Program Learning Outcomes will be used to evaluate program specific outcomes in all academic divisions.

#### Evaluation of the Assessment Plan

The Assessment Committee has evaluated and approved the revisions in this assessment plan. However, this council will meet at least once per year to continue to evaluate the plan.

#### Assessment Plan Goals

The UAC Student Outcomes Assessment Plan has five major goals:

1. To provide leadership, direction, and training for faculty and to encourage the development of effective assessment activities for the classroom.
2. To enable faculty to collect, analyze, and document patterns of evidence that demonstrate strengths and weaknesses of the assessment activities used in the classroom.
3. To ensure the data collected by the faculty are used to improve student learning.
4. To channel classroom assessment results into program improvements.
5. To provide the faculty, administration, students, and community with assessment results for institutional improvement.

More detail for these goals is included in the charts below.

**1. To provide leadership, direction, and training for faculty and to encourage the development of effective assessment activities for the classroom.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Assessment Committee education	Assessment Committee members will attend assessment workshops/conferences.	Ongoing	\$2000/yr	Assessment Council
In-service	Assessment Committee will sponsor assessment workshops to implement the Assessment Plan.	Every In Service - Ongoing	—	Assessment Council
In-service speakers	The Assessment Committee will arrange for in-service speakers on assessment.	Ongoing	—	Assessment Council
Assessment plan evaluation	Committee will review the plan structure and committee activities.	Ongoing	—	Assessment Council

**2. To enable faculty to collect, analyze, and document patterns of evidence that demonstrate strength and weaknesses of the assessment activities used in the classroom.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Develop and update student outcomes matrix by program	Enable the Council to evaluate courses and outcomes and assign outcomes for assessment.	Ongoing	—	Assessment Council
Establish course embedded assessments	Identify courses and develop course- embedded assessments to measure CLOs	Ongoing	—	Faculty
Review current Assessment Plan	Analyze current plan and make recommendations for change.	Yearly	—	Assessment Council

**3. To ensure the data collected by the faculty are used to improve student learning.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Provide faculty support in linking assessment to academic change	Organize and review assessment activities and provide in-service training.	Ongoing	—	Assessment Council
Provide faculty training budget	Provide a budget for faculty assessment training at workshops/conferences.	Once each semester	\$1,000/yr	Assessment Council
Provide faculty dedicated time to work on assessment activities	Give faculty the opportunity to work on assessment in an assessment day at the end of the semester.	Once each semester	—	CAO & Division Chairs

**4. To channel classroom assessment results into program improvement.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Round table discussions	Conduct round table discussions to disseminate assessment information collected by faculty	Ongoing during in-service	—	Assessment Council
Develop a program review instrument	Develop a plan to review programs that will include information on learning		—	Administrator
Coordinate classroom assessments with course and program outcomes	Identify course-level assessments to measure program performance	Ongoing	—	CAO & Division Chairs
Identify indirect measures of learning collected by internal review.	Collect data for the outcomes assessment report	Ongoing	—	Division Chairs

**5. To provide the faculty, administration, students, and community with assessment results to be used for institutional improvement.**

<b>Activity</b>	<b>Description</b>	<b>Cycle/Target Date</b>	<b>Cost of Implementation</b>	<b>Responsibility</b>
Complete annual student learning assessment report (SOAR)	Write an annual SOAR which includes course-level and program level documentation	Yearly	-----	Assessment Council
Publish assessment data (college and program) on college website.	Develop a location on the college website to disseminate assessment information and results to students, faculty and the public.	Fall 2019	—	Assessment Council
Identify ways to communicate assessment processes clearly to the faculty	Develop In-service training, a faculty assessment handbook, and a webpage	Ongoing	—	Assessment Council
Communicate assessment processes to the administration and Board of Visitors.	Provide reports to Chancellor's Cabinet and the BOV.	Ongoing	—	Assessment Council

#### Disseminating the Plan and Creating Discussions about Learning

The assessment data collected by faculty and staff will be sent to the Director of Institutional Research and Assessment, who will assemble the data into a meaningful document. The data collected will be forwarded to the CAO, Assessment Council members, division chairs, program coordinators, and faculty members. Division chairs will conduct faculty and advisory committee meetings to discuss data, identify areas for improvement, and make necessary adjustments based on data collected. Once a year, this information will be presented to college faculty and staff during a staff/faculty meeting. This yearly report will also be available on the college's website.