

# UNIVERSITY OF CENTRAL ARKANSAS ACADEMIC ASSESSMENT PLAN

## **Requirements**

1. *Submit with New Program Proposal*
  - a. *Programs are encouraged to consult with the Office of University Assessment.*
  - b. *Contact information [assessment@uca.edu](mailto:assessment@uca.edu)*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

## **Basic Information**

Program Name: General Education, Associate of Arts (AA)

College: College of Arts, Humanities, and Social Sciences (CAHSS)

Department: N/A

Program Level (check all that apply)

- Associate's
- Bachelor's
- Undergraduate Certificate
- Master's
- Doctoral
- Graduate Certificate

Date Plan Submitted:

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College Curriculum Committee Chairperson & Email: Dr. Mark Mullenbach; [MarkM@uca.edu](mailto:MarkM@uca.edu)

Coordinator & email: Dr. Jacob M. Held; [jmhheld@uca.edu](mailto:jmhheld@uca.edu)

### **1. Introduction** (identify college, unit, and degree programs)

- Purpose

To continue the UCA commitment to provide programs that support the community, the Associate of Arts degree program in General Education serves to recognize academic achievement and establish a milestone in a student's learning trajectory—whether as the first half of a bachelor's degree or as a standalone two-year degree.

The Associate of Arts degree:

- Validates the hard work and dedication of UCA students.
- Provides a strong foundation in the core competencies of the UCA Core, including Critical Inquiry, Effective Communication, Responsible Living, and Diversity.

- Is fully transferable to other Arkansas institutions of higher education, and, thus, provides credit hours that may be applied toward a baccalaureate degree at UCA or at another institution of higher education.
- Mission

As a degree in general education and rooted firmly in the general education curriculum at UCA, the AA degree provides a comprehensive, liberal education to undergraduate students. It is designed to:

- Help students develop the knowledge and skills recognized as fundamental to a broad liberal education and necessary for success in a diverse and ever-changing world.
- Develop and build knowledge and skill areas across the curriculum.

## 2. Student Outcomes

- SLO 1: Critical Inquiry – Student will demonstrate the ability to analyze new problems and situations to formulate informed opinions and conclusions.
- SLO 2: Effective Communication – Student will demonstrate the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.
- SLO 3: Diversity – Student will demonstrate the ability to analyze familiar cultural assumptions in the context of the world’s diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.
- SLO 4: Responsible Living – Student will demonstrate the ability to address real-world problems and find ethical solutions for individuals and society.

## 3. Assessment Cycle

- Annual, on a rotating 4 year cycle. Student artifacts are be collected every spring and fall from courses designated in the UCA Core. The cycle of assessment is determined by the UCA Core Council and will be followed for assessment of the AA degree.

## 4. Curriculum Map

- Office of Assessment will provide examples and consultative services to meet this requirement.
- N/A (The AA degree does not have a structured curriculum, other than courses in the lower division core, or any course with a prefix denoted under the directed electives list located here: <https://uca.edu/ubulletin/programs-by-program/interdisciplinary/gened-aa/>)

## 5. Assessment Methods and Measures (Formative and Summative recommended)

*(NB: The assessment of the AA degree, as a general education degree, will operate within the general assessment processes of the UCA Core, UCA’s general education program)*

As with UCA Core assessment generally, the Office of Assessment will collect student artifacts, recruit a scoring team for each outcome from those instructors who teach UCA Core classes within that respective outcome, generate a systematic random sample of

student artifacts to be scored, and the scoring team will score the artifacts contained within the sample via an electronic scoring system.

Artifacts are collected from all courses designated under the competency to be assessed that academic year.

## **6. Data Collection and Review**

- Data collected via the scoring teams will be input into AQUA. The Office of Assessment generates an annual report of UCA Core assessment data for review by the UCA Core council every fall. These reports are then posted online on the UCA Core webpage. For the AA degree a special report will be generated focusing on those courses exclusive to the LD Core. This data will provide a snapshot of what education all students, and thereby AA students, receive in virtue of completion of the LD Core.
- As a benchmark, at least 50% of all students will score at a 2 or higher on the 4 point rubric for all SLOs assessed under the competency under review each academic year. Given that the rubric begins at 1, and a score lower than 1 is impossible, a majority of students scoring above a one will be suggestive that the lower division Core is providing minimally acceptable instruction in these foundational areas of our students' general education.

## **7. Participation in Assessment Process**

- Who will participate in carrying out the assessment plan?  
The Assistant Provost for Academic Assessment and General Education (AAGE) and  
Assessment  
Research Associate
- What will be their specific role/s?
  - The AAGE will organize the collection of artifacts and the assessment process. The Research Associate will manage the assessment software.

## **8. Data Analysis**

- The UCA Core Council will review data and make decisions regarding programmatic and curricular structure.
- The AAGE will work with CETAL or other stakeholders/providers (e.g. CWC) to develop programming for faculty or curriculum revisions. Actions might include workshops, seminars, assignment/course design assistance, etc.

## **9. Plan for Using Assessment Results to Improve Program**

- The academic rigor of the AA degree is defined by the UCA Core competency outcomes. Thus, in terms of academic assessment, improvement is defined by how well students perform on the UCA Core competencies. Student data will be evaluated to see if the benchmarks noted above have been achieved. When the benchmarks are not met the AAGE will meet with relevant providers and stakeholders to discuss course content and expectations. In consultation with CETAL or CWC or WAC/WID courses or coursework will be redesigned to address the issues assessment has highlighted and affiliated faculty will be afforded opportunities to develop more effective pedagogies around these outcomes.

## **10. What are the plans to evaluate students' post-graduate success?**

N/A

## **11. What are the plans to evaluate teaching effectiveness?**

The AAGE will review course grade data with an eye on DWF rates. Problems will be identified, and conversations will be had with relevant administration officials (chairs, deans...) In addition, a productive relationship with CETAL and CWC will be promoted.

For questions or concerns please contact:  
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