UNIVERSITY OF
CENTRAL
ARKANSAS

2017-2018 UCA Core Assessment

Evaluative Brief Prepared by the Office of Assessment

Contents

Executive Summary

This brief outlines the UCA Core assessment of the Diversity outcome for the 2017-2018 academic year. It contains a brief context, sample information, results of the assessment, and recommendations. This brief is intended to inform the UCA Core Council's decisions related to continuous improvement of the UCA Core program.

Artifacts, or copies of student work, were collected during the 2017-2018 academic year from faculty who were teaching courses aligned to the Diversity outcome. The artifacts were uploaded by the Office of Assessment into Aqua by Watermark Insights, an assessment software. A team of evaluators was developed from the list of faculty teaching courses aligned to Diversity. This team was calibrated, then scored student work. Evaluations took place August 15th-17th, and each member of the scoring team was remunerated at $250 per day.

The assessment results demonstrate growth in both Diversity rubrics by student classification level (e.g., freshman, sophomore) and course level (i.e., lower division, upper division). The growth between student classification year over year and course level performance (e.g., upper division, lower division) were both lower than expected. The lowest scoring rubric row was Rubric B, Rows 1 and 3 aligning to Cultural Worldview Framework and Application. Several artifacts were marked as "N/A," illustrating a misaligned assignment to the respective rubric. Overall, there was a high level of inter-rater reliability.

It is recommended that the UCA Core Council considers the following:

- Explore assignment design training for UCA Core faculty.
- Explore curriculum scaffolding of the UCA Core.
- Work with faculty to ensure the assignment being chosen is the best representation of skill achievement for their assigned rubric.
- Continue to work with faculty and department chairs to ensure all course sections are submitting for UCA Core assessment.

Introduction

Context

In Spring of 2017, the UCA Core Council approved a new approach to assessing the UCA Core curriculum. The full proposal is available on the UCA Core website[1].

Purpose of this Brief

This brief provides documentation of institutional-level assessment of the UCA Core and recommendations made by the Office of Assessment to the UCA Core Council for potential improvement actions. The UCA Core contributes to meeting Higher Learning Commission (HLC) accreditation criteria 3B (1-2)[2].

"HLC Criteria 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

> (1) The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

> (2) The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develop skills and attitudes that the institution believes every college-educated person should possess."

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[1] *The full proposal is available here: http://uca.edu/core/files/2013/07/UCA-Core-Proposal-.pdf*
[2] *HLC Criteria 3B (1-2) can be viewed here: http://www.hlcommission.org/Policies/criteria-and-core-components.html*

Review Process

Evaluations for the artifacts collected during the 2017-2018 academic year from courses aligned to the Responsible Living rubrics took place August 15th – 17th, 2017. The evaluation team included:

- Rubric A (Own)
    - Riva Brown, Assistant Professor, School of Communication
    - Yuen Chan, Assistant Professor, Marketing and Management
    - John Gale, Associate Professor, Film, Theatre, and Creative Writing
- Rubric B (Other)
    - John Parrack, Professor, Language, Linguistics, Literatures & Cultures
    - Zachary Smith, Assistant Professor, History
    - Thomas Snyder, Associate Professor, Economics, Finance, and Insurance & Risk Management
- Rubric C (Creative Works)
    - Gilbert Baker, Assistant Professor, Music
    - Sonya Fritz, Associate Professor, English
    - Kyle Mattson, Associate Professor, School of Communication
    - Stephanie Vanderslice, Professor, Film, Theatre, and Creative Writing

The evaluation team was remunerated at $250 per day for three days. Evaluations were hosted in Aqua by Watermark Insights housed in the Office of Assessment.

A full standard explanation, assessment plan, and assessment report can be viewed online[3].

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[3] *The full standard set, assessment plan, and assessment report is available here: https://www.taskstream.com/ts/ucacore/UCACoreAssessmentPlanampHandbook*

Artifacts

Through the 2017-2018 academic year the Office of Assessment collected artifacts from faculty for the evaluation of the UCA Core Diversity learning outcome. Faculty who taught in this outcome during the 2017-2018 academic year completed a survey that provided their course syllabus, assignment instructions, and how the artifacts would be provided to the Office of Assessment.

For the 2017-2018 academic year, there were 4,008 student artifacts for evaluation against the UCA Core Diversity rubrics. The population included Fall, Spring, and Summer. The artifacts for 2017-2018 accounted for a 40.54**%** participation rate as calculated by student headcount, and a 67.53% participation rate as calculated by faculty participation by course section.

	Scored	Not Scored	Total
Overall	3493	515	4008
Rubric A	1216	205	1421
Rubric B	1201	272	1473
Rubric C	1076	38	1114

Overall, 87% of the total artifacts submitted were scored, including 85.57% of Rubric A, 81.53% of Rubric B, and 96.59% of Rubric C. The original team consisted of three Rubric A evaluators, three Rubric B evaluators, and four Rubric C evaluators because of the sample distribution. The fourth evaluator for the Rubric C team allowed them to score more quickly than the teams.

Throughout the evaluation process, interrater reliability was monitored to ensure reliability of the evaluations being completed. There was a 39.06% joint probability of agreement with a 0.737 bias. In other words, 39.06% of the evaluations that were scored by two evaluators had identical scores, and, overall, the evaluators scored less than one point apart.

Sample Demographics

	Rubric A			Rubric B			Rubric C		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Freshman	21	29	50	113	121	234	35	38	73
Sophomore	59	111	170	167	221	388	155	246	401
Junior	81	147	228	137	144	281	97	228	325
Senior	232	520	752	152	140	292	116	151	267
Post-Bacc	1	11	12	4	1	5	5	4	9
Graduate	0	4	4	0	1	1	1	0	1
Total	**394**	**822**	**1216**	**573**	**628**	**1201**	**409**	**667**	**1076**

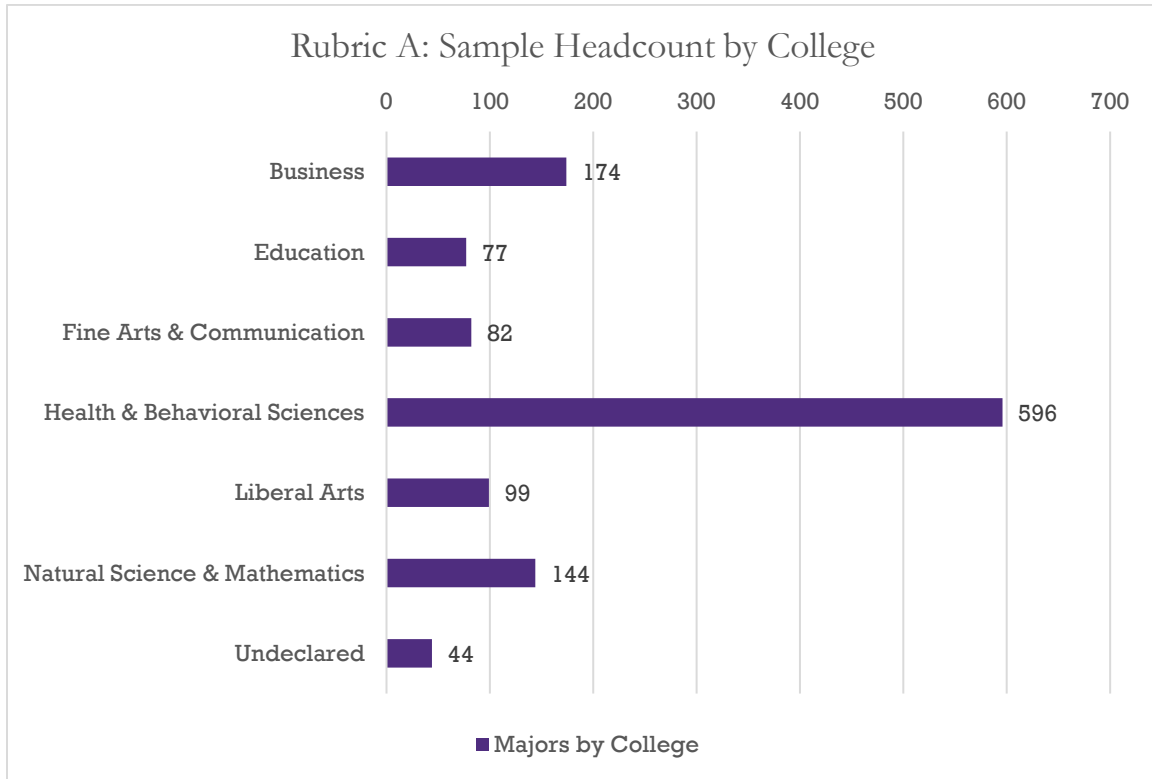|	Total		Overall
	Male	Female	Total
Freshman	169	188	357
Sophomore	381	578	959
Junior	315	519	834
Senior	500	811	1311
Post-Bacc	10	16	26
Graduate	1	5	6
Total	**1376**	**2117**	**3493**

Diversity Rubric A: Own

Rubric A: Population by Race and Gender

	American Indian or Alaskan Native	Asian	Black or African American	Unknown	Hispanic Latino	Non-Resident Alien	Two or more races	White
Freshman – Male	0	0	5	0	1	1	0	14
Freshman – Female	0	0	6	0	1	3	0	19
Sophomore – Male	0	2	14	0	3	1	1	38
Sophomore – Female	2	1	18	0	5	3	11	71
Junior – Male	0	2	16	0	2	8	1	52
Junior – Female	2	3	34	1	7	9	4	87
Senior – Male	1	12	31	0	17	14	16	141
Senior – Female	2	18	78	0	22	11	8	381
Post-bacc – Male	0	0	1	0	0	0	0	0
Post-bacc - Female	0	0	2	0	0	0	1	8
Graduate – Male	0	0	0	0	0	0	0	0
Graduate - Female	0	0	0	0	0	1	0	3
Total	7	38	205	1	58	51	42	814

Rubric A: Sample Headcount by College

College	Majors by College
Business	174
Education	77
Fine Arts & Communication	82
Health & Behavioral Sciences	596
Liberal Arts	99
Natural Science & Mathematics	144
Undeclared	44

The chart labeled Rubric A: Population by Race and Gender disaggregates the total sample within this rubric. The disaggregated race proportions were compared to the institutional Diversity Ledger for Fall 2017[4]. Overall, the representation of all races was proportional with the biggest difference between the Diversity Ledger and the sample being 1.21%.

Gender distribution was also compared between the Diversity Ledger and the sample. There were 8.82% more male participants in the sample when compared to the Diversity Ledger.

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[4] *Diversity Ledger available at: http://uca.edu/ir/facts-and-figures/diversity-ledger/*

Rubric A: Overall

	Row 1	Row 2	Row 3
■ Overall	2.22	2.25	2.34
■ Lower Division	1.95	1.99	2.01
■ Upper Division	2.31	2.34	2.47
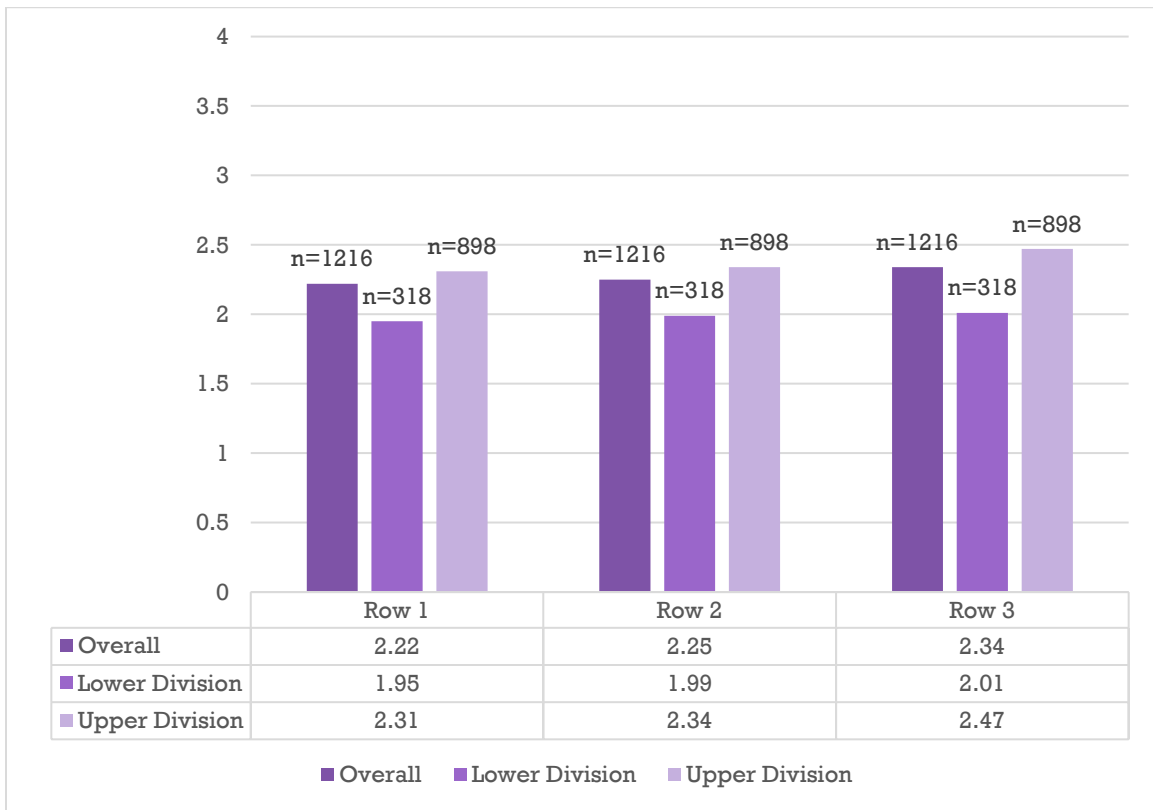
Rubric A: Overall Standard Deviations

	Row 1	Row 2	Row 3
Overall	0.92	0.92	0.89
Lower Division	0.89	0.95	0.87
Upper Division	0.92	0.89	0.86

Overall, the scores for Rubric A averaged toward the middle of the potential scores. For Rubric A, there was a noticeable difference between lower and upper division courses. Lower division courses scored in an expected range, however the upper division scores were lower than expected (e.g., lower division scores should be between 1 and 2, and upper division scores should be between 3 and 4).

Rubric A Row 1: Cultural Self-Awareness

	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
■ Overall	1.89	1.92	2.28	2.29	2.23	2.00

■ Overall
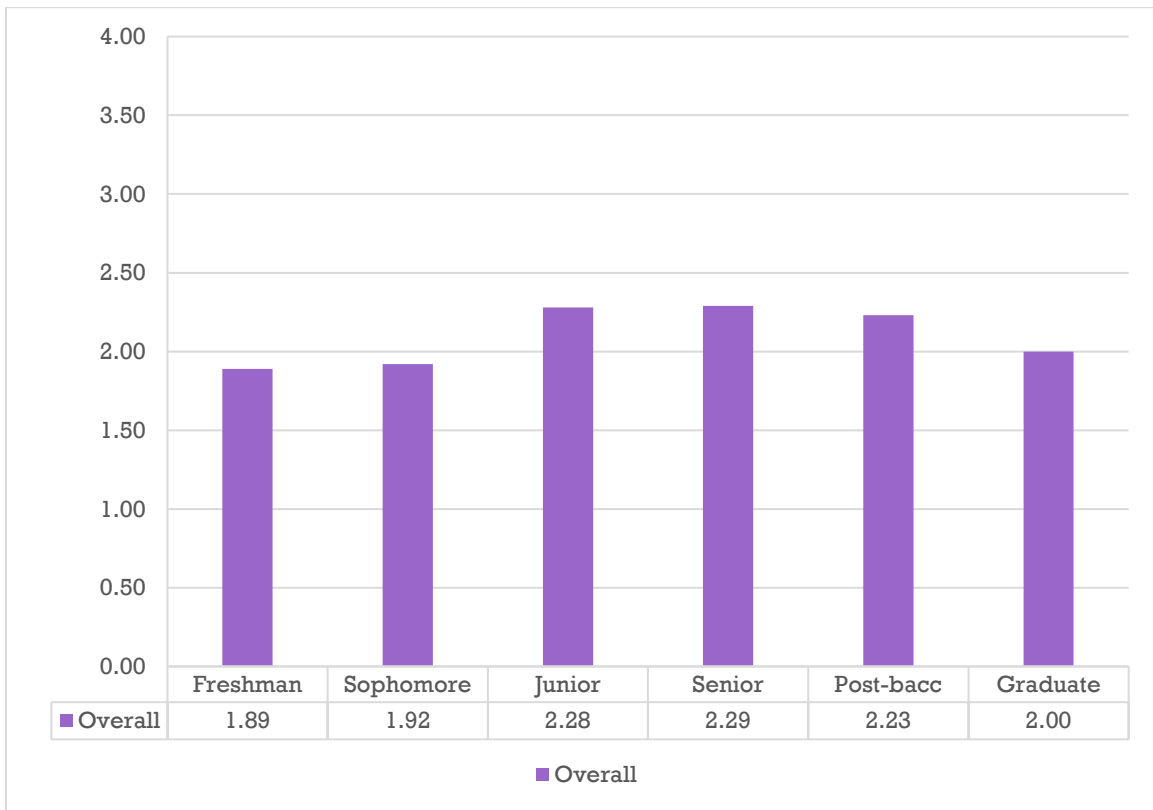
**There were no male students at the graduate level for this rubric.*

In Rubric A Row 1: Cultural Self-Awareness, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).

Rubric A Row 2: Empathy

	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
Overall	1.83	1.94	2.28	2.35	2.05	1.50
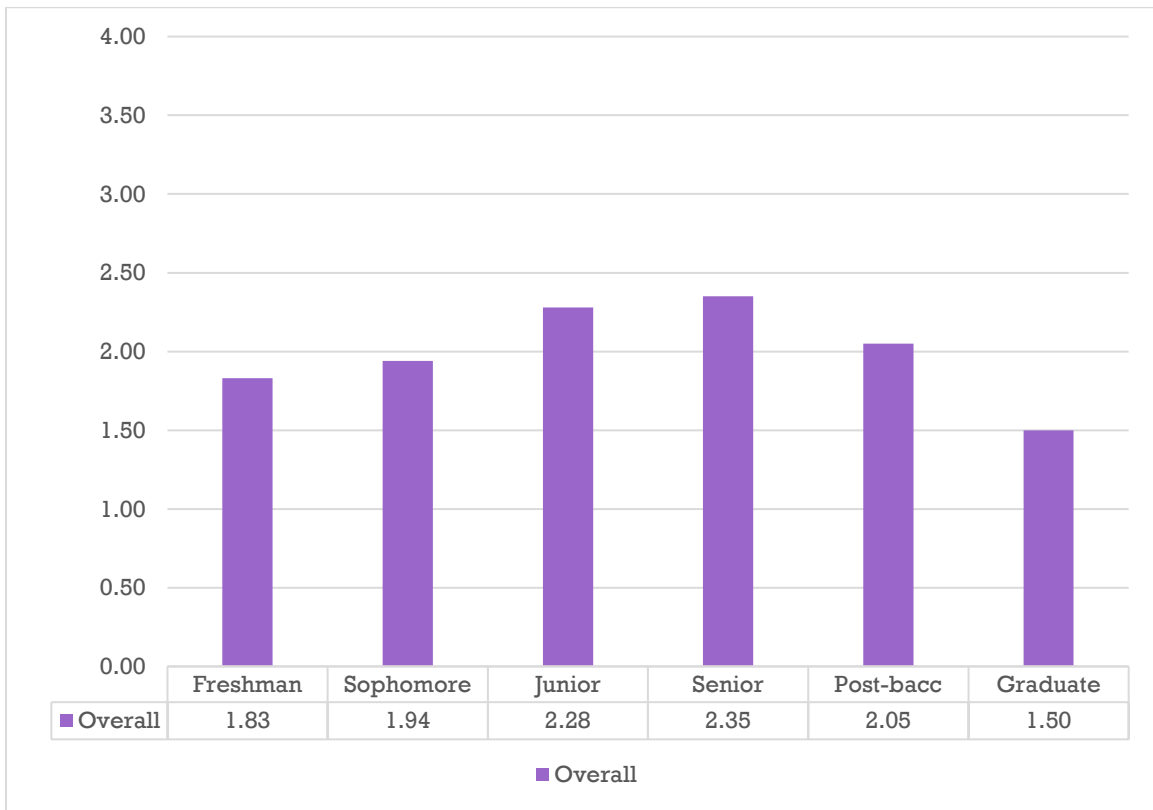
■ Overall

In Rubric A Row 2: Empathy, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).

Rubric A Row 3: Openness

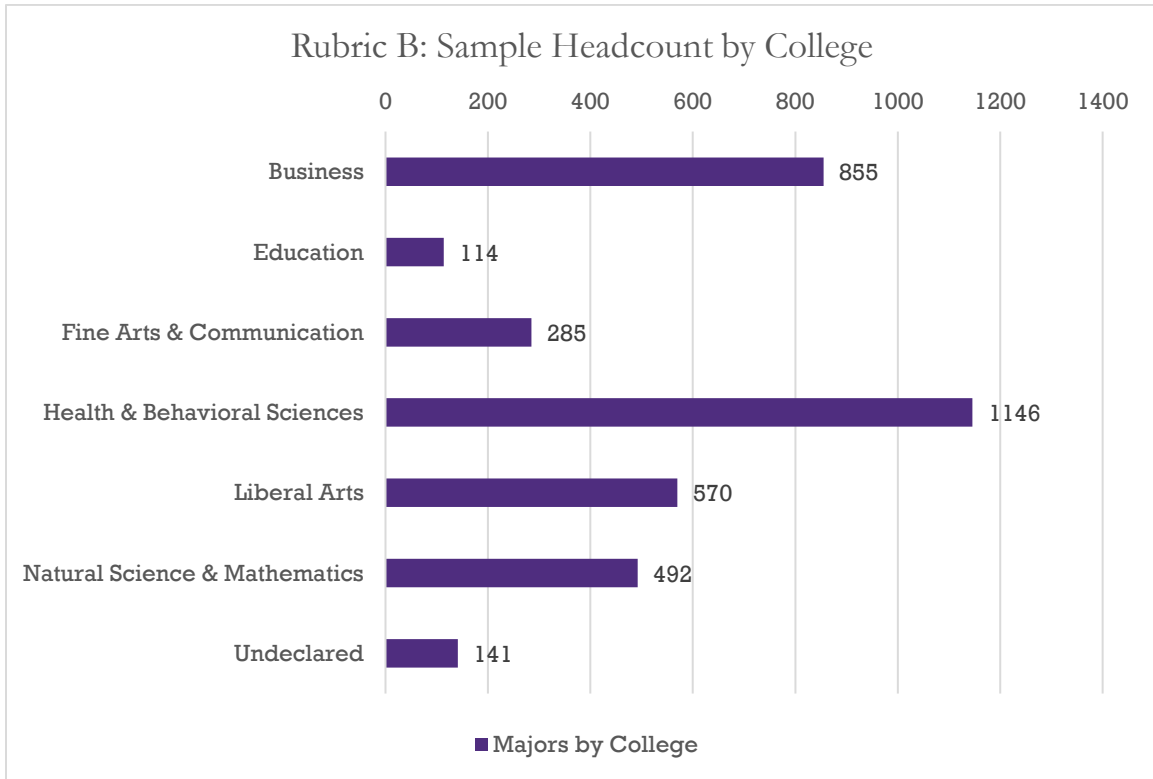|	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
■ Overall	2.00	1.99	2.40	2.44	2.32	2.00
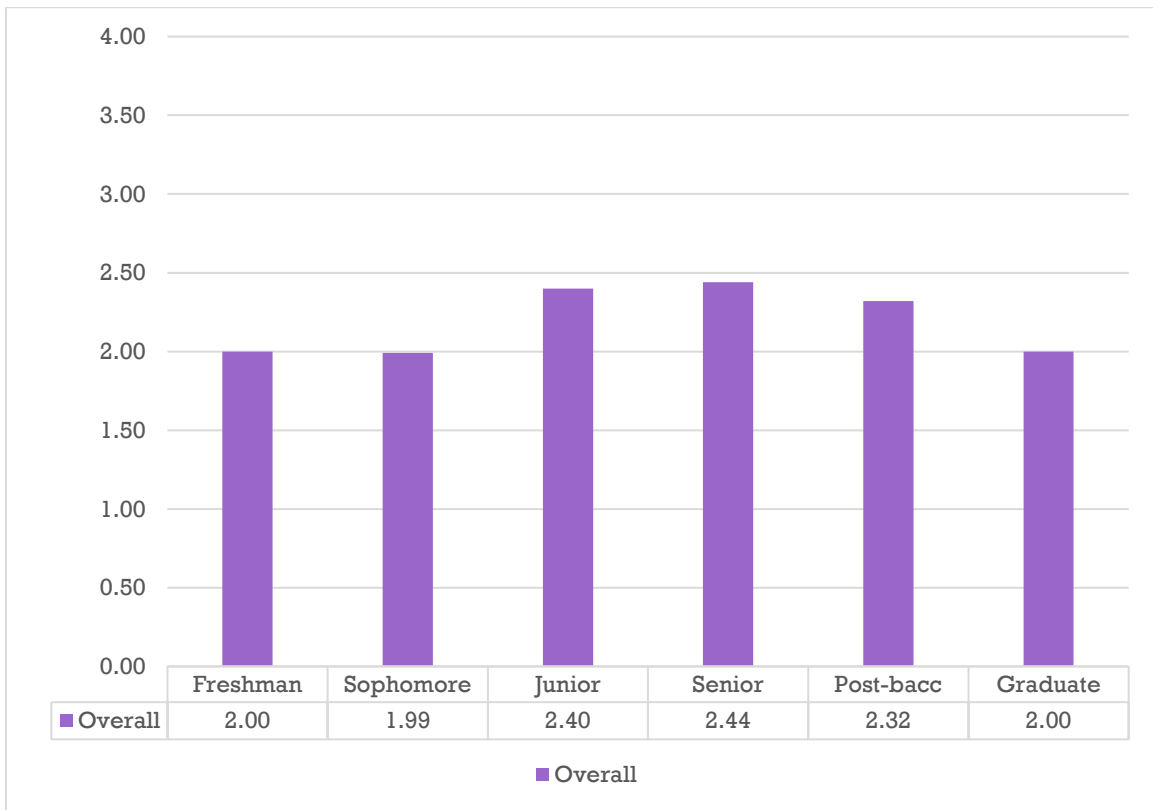
■ Overall

In Rubric A Row 3: Openness, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).

Diversity Rubric B: Other

Rubric B: Population by Race and Gender

	American Indian or Alaskan Native	Asian	Black or African American	Unknown	Hispanic Latino	Non-Resident Alien	Two or more races	White
Freshman – Male	1	4	16	1	10	11	3	67
Freshman – Female	0	2	25	0	7	11	4	72
Sophomore – Male	0	4	29	1	8	12	9	104
Sophomore – Female	1	6	43	0	13	8	8	142
Junior – Male	0	6	17	0	5	4	2	103
Junior – Female	2	2	26	1	1	5	10	97
Senior – Male	0	3	21	0	3	13	6	106
Senior – Female	0	4	25	1	4	4	4	98
Post-bacc – Male	0	0	1	0	0	0	0	3
Post-bacc - Female	0	0	0	0	0	0	0	1
Graduate – Male	0	0	0	0	0	0	0	0
Graduate - Female	0	1	0	0	0	0	0	0
Total	**4**	**32**	**203**	**4**	**51**	**68**	**46**	**793**

Rubric B: Sample Headcount by College

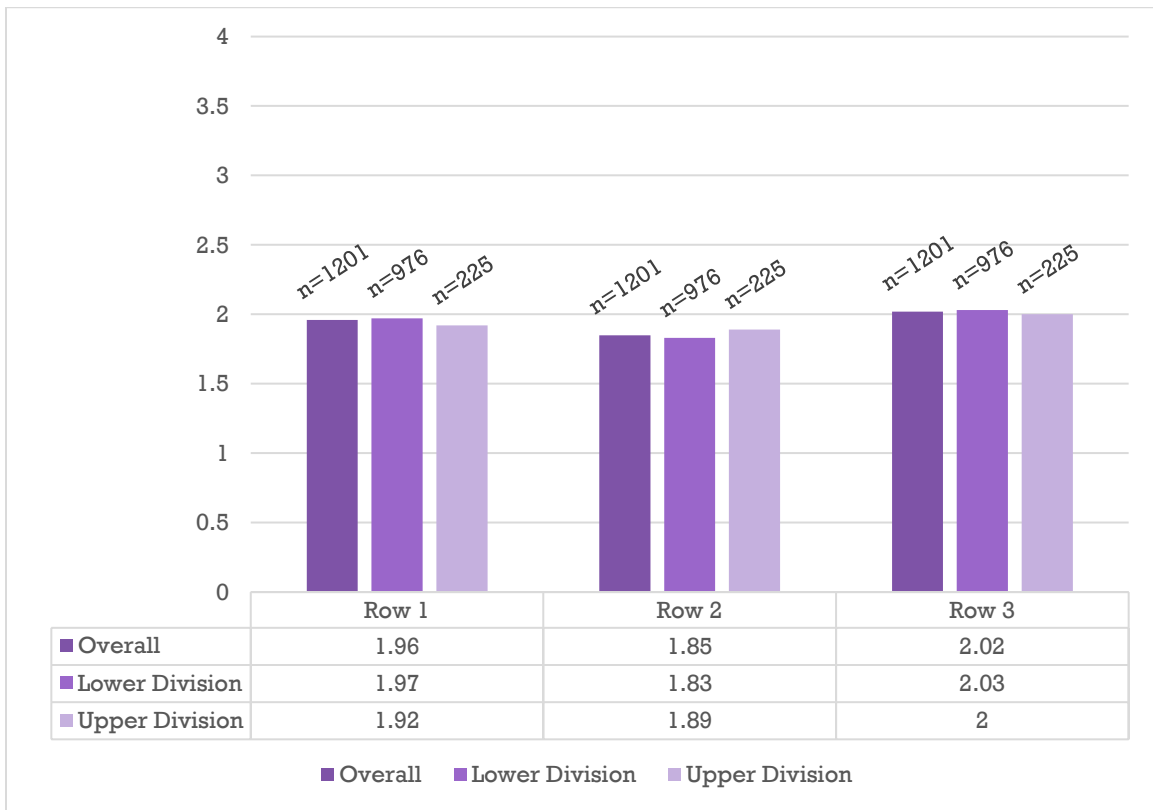| College	Majors by College
Business	855
Education	114
Fine Arts & Communication	285
Health & Behavioral Sciences	1146
Liberal Arts	570
Natural Science & Mathematics	492
Undeclared	141

■ Majors by College

The table labeled Rubric B: Population by Race and Gender disaggregates the total sample within this rubric. The disaggregated race proportions were compared to the institutional Diversity Ledger for Fall 2017[5]. Overall, the representation of all races was proportional with the greatest difference between the Diversity Ledger and the sample being 1.05%.

Gender distribution was also compared between the Diversity Ledger and the sample. There was a 6.41% increase between female participants in the sample and the Diversity Ledger.

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[5] *Diversity Ledger available at: http://uca.edu/ir/facts-and-figures/diversity-ledger/*
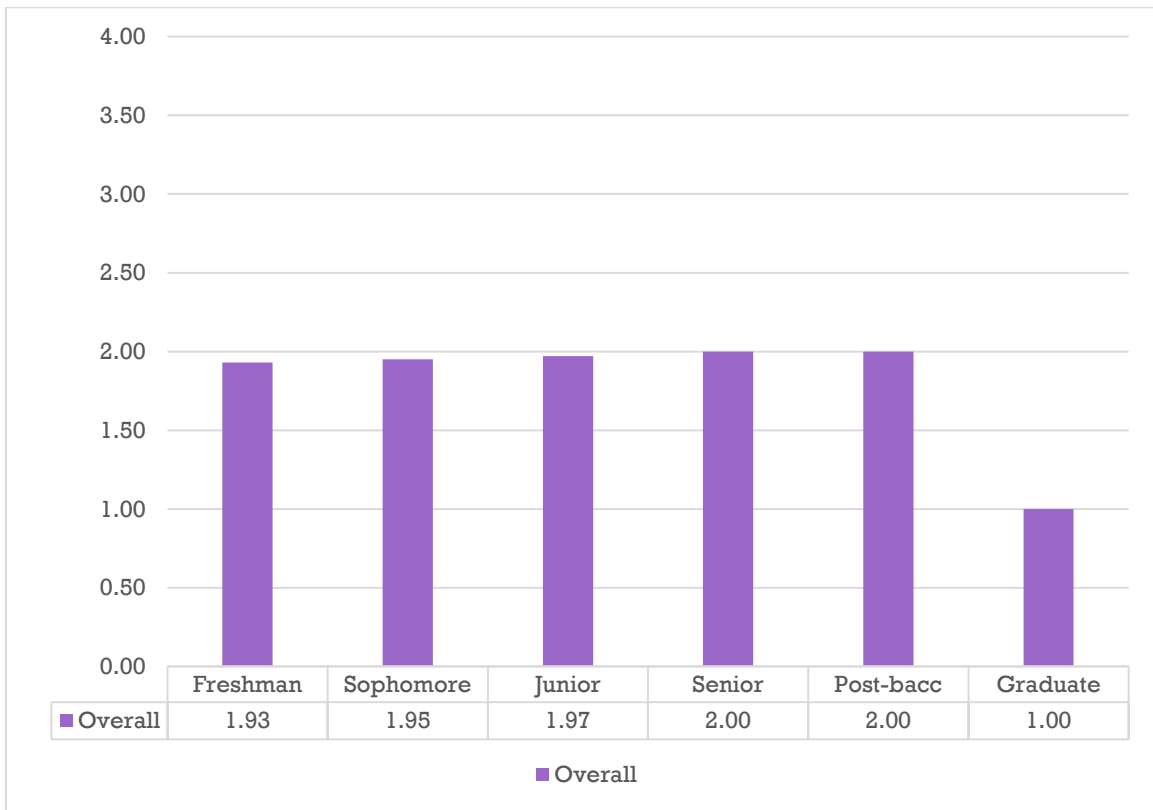
Rubric B: Overall

	Row 1	Row 2	Row 3
■ Overall	1.96	1.85	2.02
■ Lower Division	1.97	1.83	2.03
■ Upper Division	1.92	1.89	2

■ Overall   ■ Lower Division   ■ Upper Division

Rubric B: Overall Standard Deviations

	Row 1	Row 2	Row 3
Overall	0.70	0.77	0.73
Lower Division	0.65	0.73	0.66
Upper Division	0.85	0.91	0.94

Overall, the scores for Rubric B averaged toward the middle of the potential scores. For Rubric B, there was not a noticeable difference between lower and upper division courses. Lower division courses scored in an expected range, however the upper division scores were lower than expected (e.g., lower division scores should be between 1 and 2, and upper division scores should be between 3 and 4).

Rubric B Row 1: Cultural Worldview Framework

	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
■ Overall	1.93	1.95	1.97	2.00	2.00	1.00

■ Overall

* Note, the Graduate classification n=1

In Rubric B Row 1: Cultural Worldview Framework, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).

Rubric B Row 2: Curiosity

	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
■ Overall	1.75	1.83	1.90	1.90	1.90	2.00
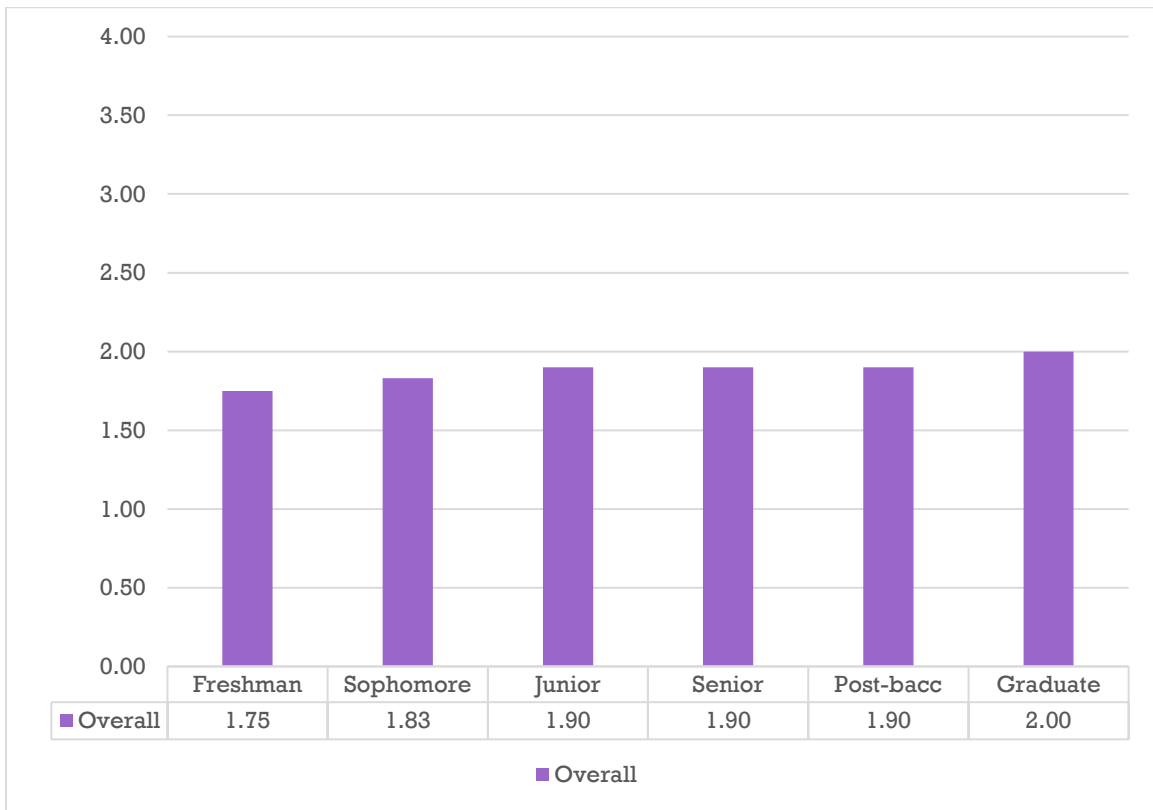
■ Overall

* Note, the Graduate classification n=1

In Rubric B Row 2: Curiosity, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).
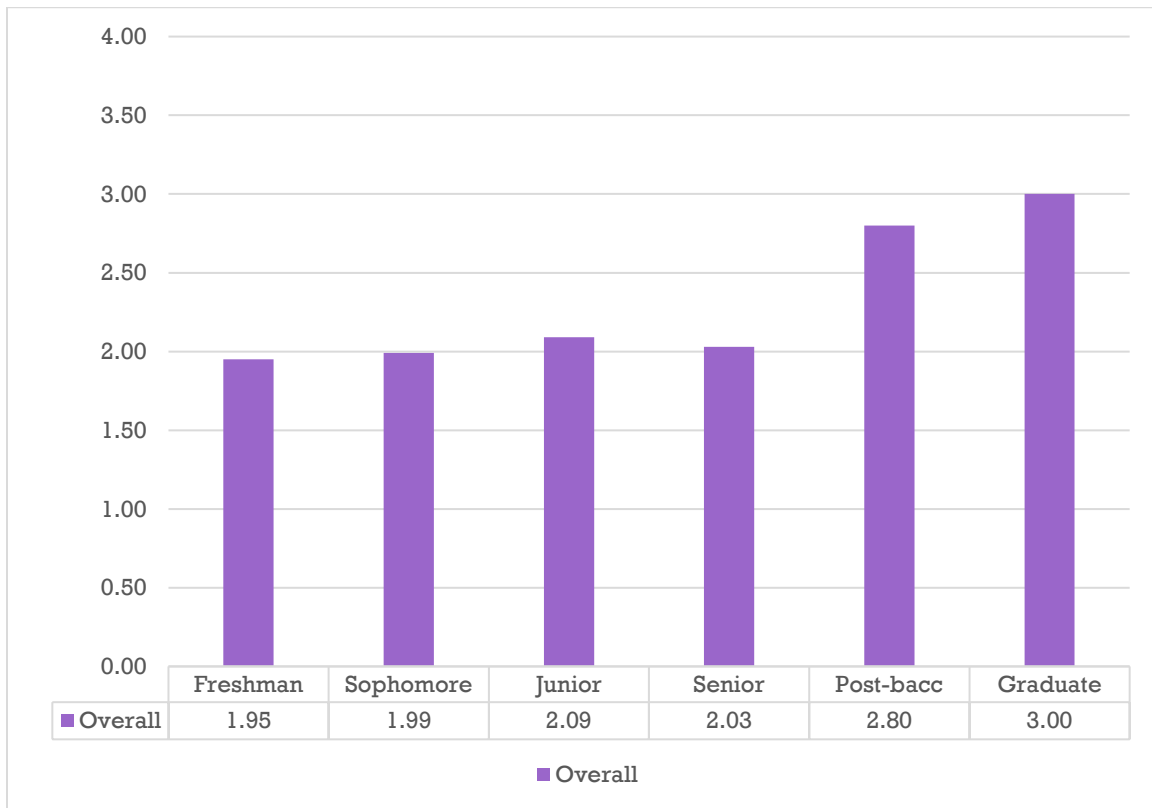
Rubric B Row 3: Application

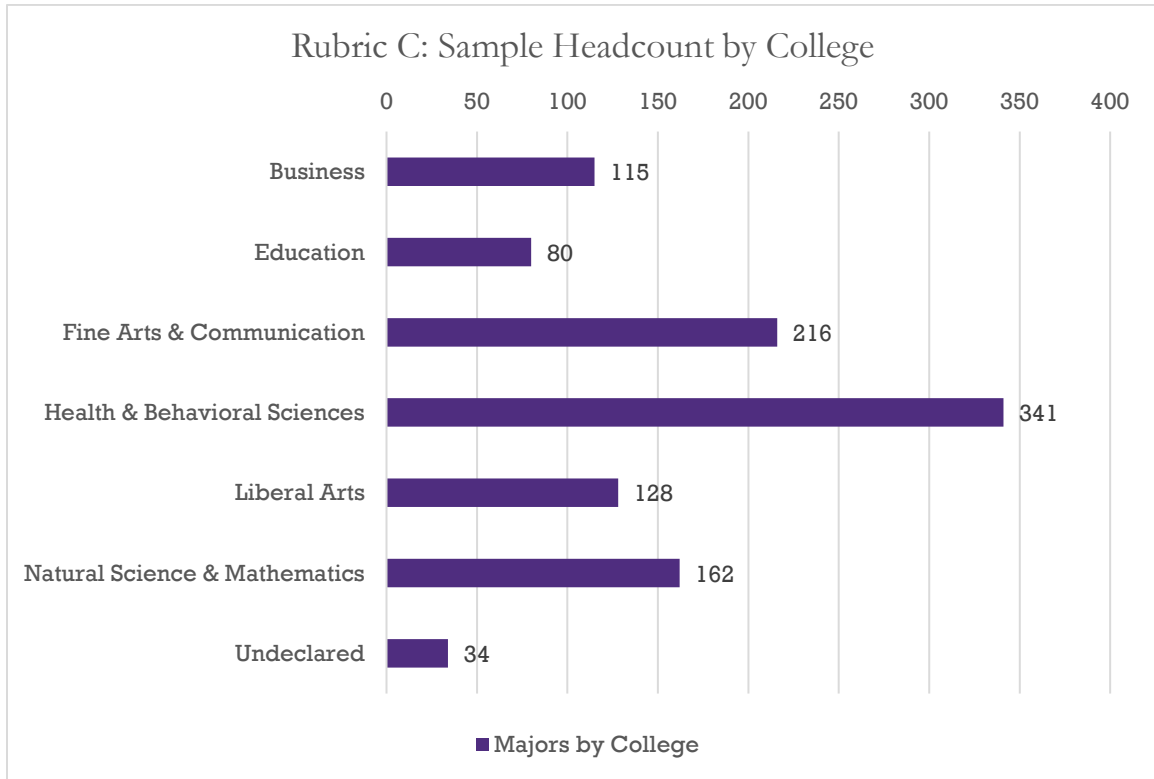|	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
■ Overall	1.95	1.99	2.09	2.03	2.80	3.00

■ Overall

* Note, the Graduate classification n=1

In Rubric B Row 3: Application, there is a visible positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.). Furthermore, Rubric B Row 3 showed significant growth from undergraduate to post-undergraduate and graduate student work.

Diversity Rubric C: Creative Works

Rubric C: Population by Race and Gender

	American Indian or Alaskan Native	Asian	Black or African American	Unknown	Hispanic Latino	Native Hawaiian or Other Pacific Islander	Non-Resident Alien	Two or more races	White
Freshman – Male	0	0	9	0	4	0	6	1	15
Freshman – Female	0	0	13	0	4	0	1	3	17
Sophomore – Male	1	1	23	0	7	0	6	11	106
Sophomore – Female	0	3	42	0	11	0	4	9	177
Junior – Male	0	4	11	0	3	0	5	4	70
Junior – Female	0	9	30	0	16	0	7	5	161
Senior – Male	0	4	7	1	7	0	6	4	87
Senior – Female	2	1	15	0	6	0	2	1	124
Post-bacc – Male	0	0	0	0	1	0	0	0	4
Post-bacc - Female	0	0	2	0	0	1	0	0	1
Graduate – Male	0	1	0	0	0	0	0	0	0
Graduate - Female	0	0	0	0	0	0	0	0	0
Total	**3**	**23**	**152**	**1**	**59**	**1**	**37**	**38**	**762**

Rubric C: Sample Headcount by College

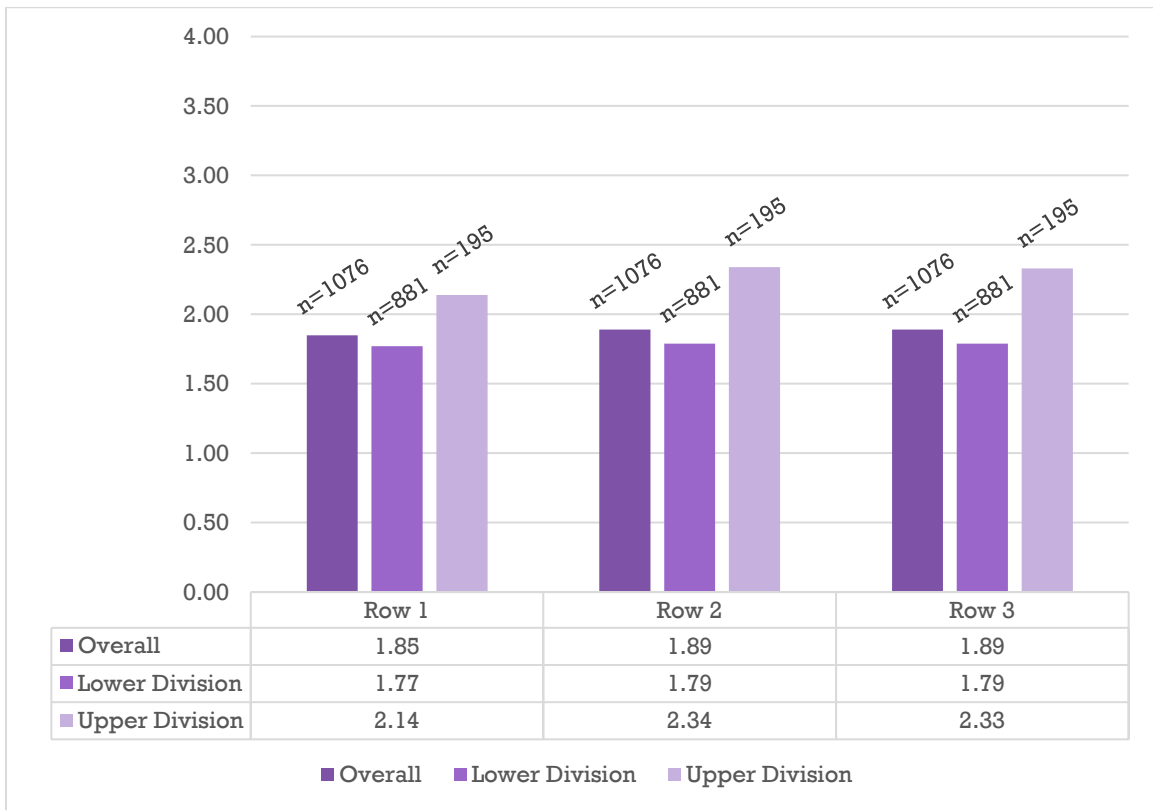| College	Majors by College
Business	115
Education	80
Fine Arts & Communication	216
Health & Behavioral Sciences	341
Liberal Arts	128
Natural Science & Mathematics	162
Undeclared	34

The table labeled Rubric C: Population by Race and Gender disaggregates the total sample within this rubric. The disaggregated race proportions were compared to the institutional Diversity Ledger for Fall 2017[6]. Overall, the representation of all races was proportional with the greatest difference between the Diversity Ledger and the sample being 2.17%.

Gender distribution was also compared between the Diversity Ledger and the sample. There was an 3.29% increase between male participants in the sample and the Diversity Ledger.

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[6] *Diversity Ledger available at: http://uca.edu/ir/facts-and-figures/diversity-ledger/*
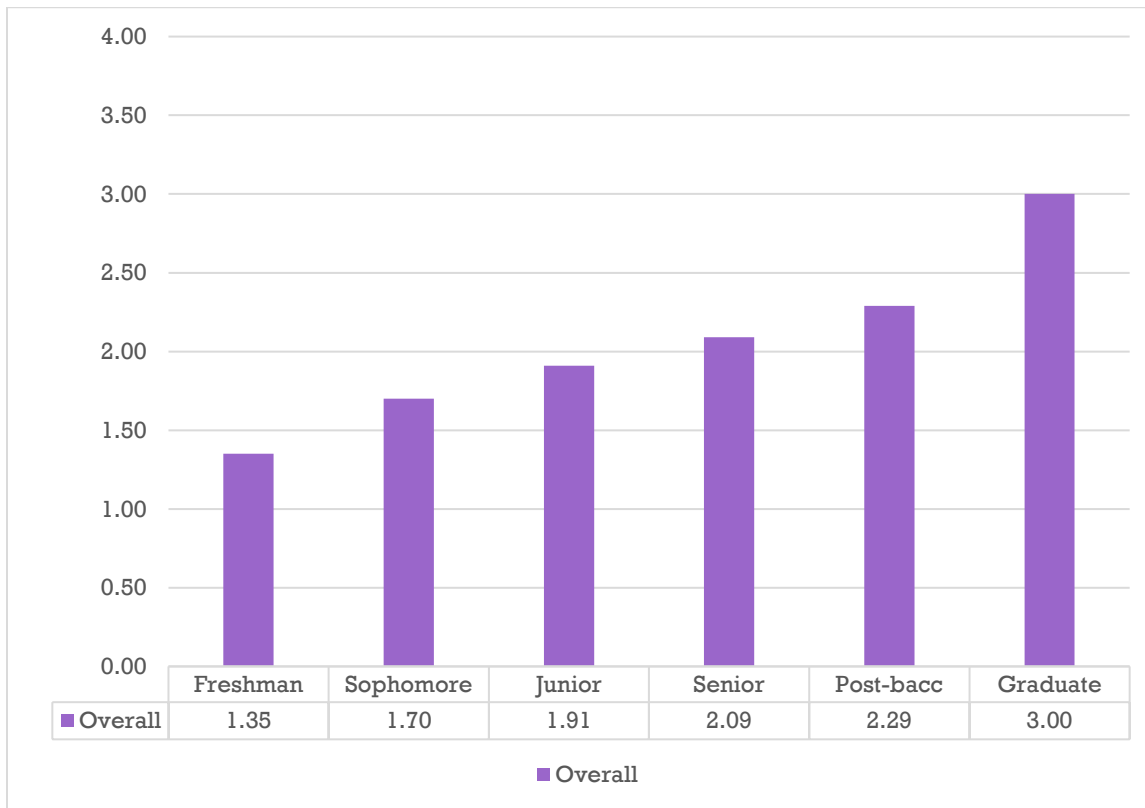
Rubric C: Overall

	Row 1	Row 2	Row 3
■ Overall	1.85	1.89	1.89
■ Lower Division	1.77	1.79	1.79
■ Upper Division	2.14	2.34	2.33

■ Overall ■ Lower Division ■ Upper Division

Rubric C: Overall Standard Deviations

	Row 1	Row 2	Row 3
Overall	0.87	0.91	0.93
Lower Division	0.83	0.88	0.90
Upper Division	0.93	0.91	0.94

Overall, the scores for Rubric C averaged toward the middle of the potential scores. For Rubric C, there was a noticeable difference between lower and upper division courses. Lower division courses scored in an expected range, however the upper division scores were lower than expected (e.g., lower division scores should be between 1 and 2, and upper division scores should be between 3 and 4).

Rubric C Row 1: Theory/Criticism/Technique

	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
■ Overall	1.35	1.70	1.91	2.09	2.29	3.00

■ Overall

* Note, the Graduate classification n=1

In Rubric C Row 1: Theory/Criticism/Technique, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).

Rubric C Row 2: Themes and Ideas

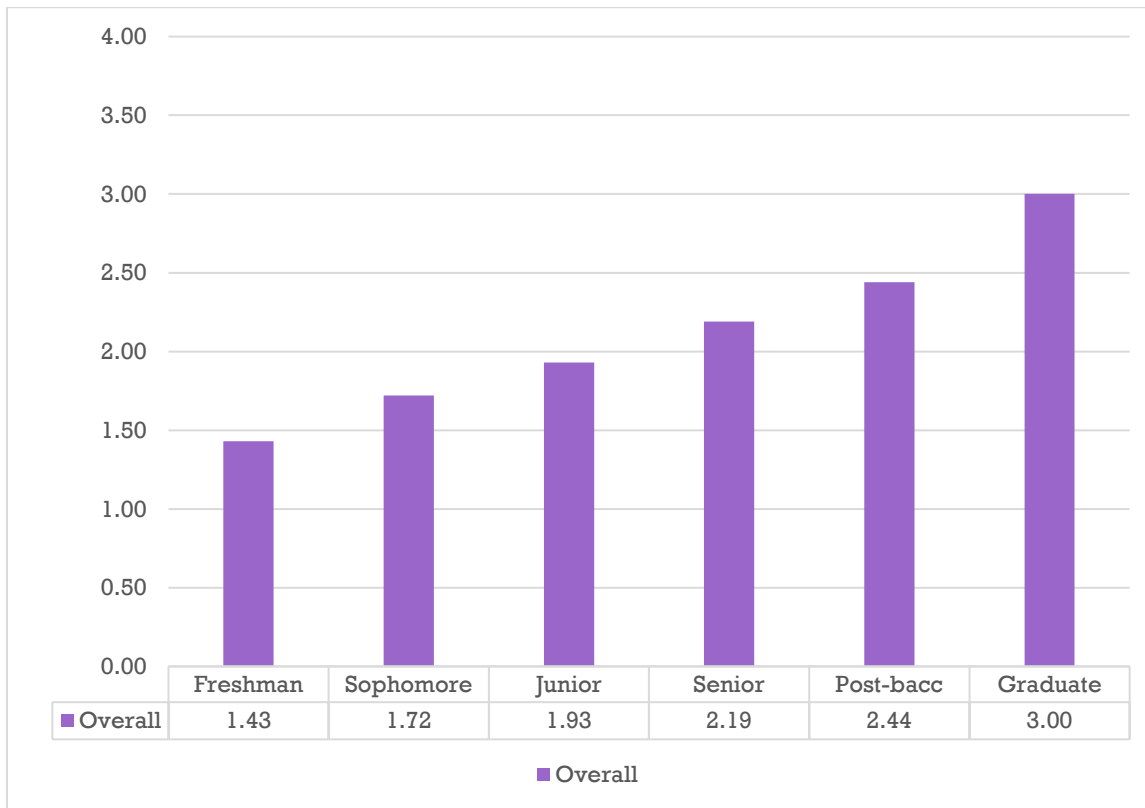|	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
Overall	1.38	1.71	1.94	2.22	2.36	3.00
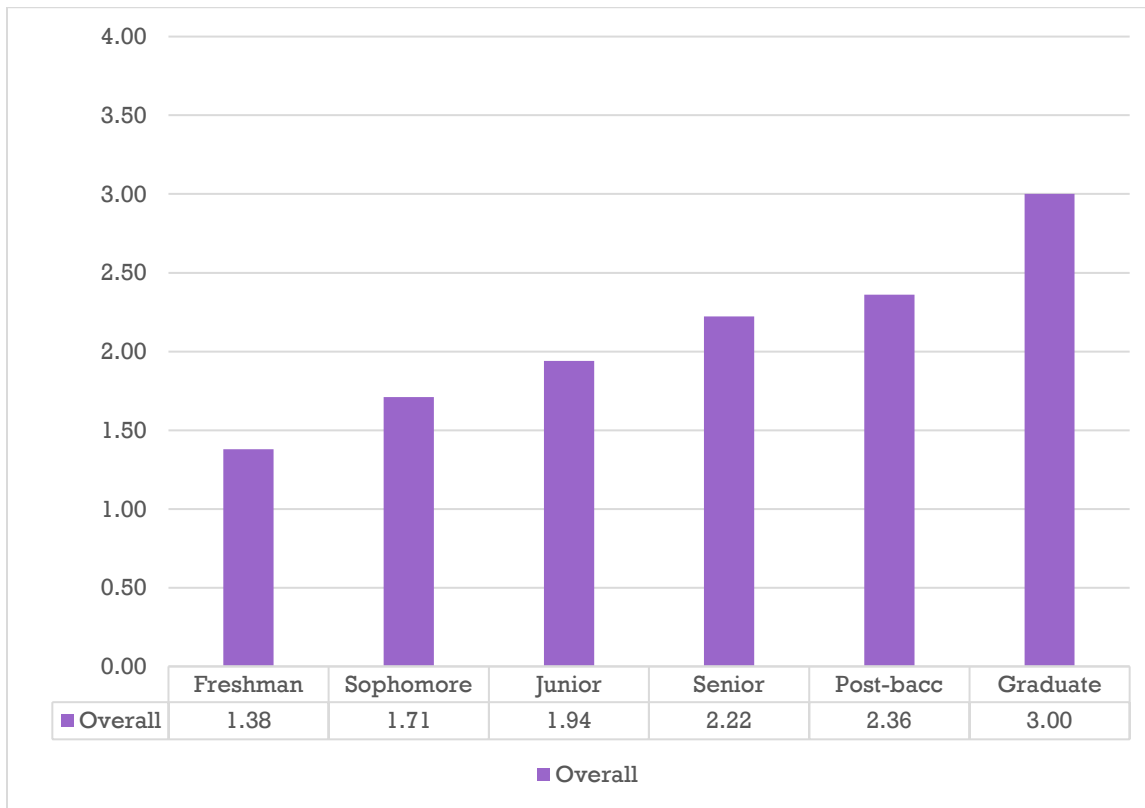
Overall

* Note, the Graduate classification n=1

In Rubric C Row 2: Themes and Ideas, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).

Rubric C Row 3: Context

Overall	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
Overall	1.43	1.72	1.93	2.19	2.44	3.00

* Note, the Graduate classification n=1

In Rubric C Row 3: Context, there is a visible positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.).
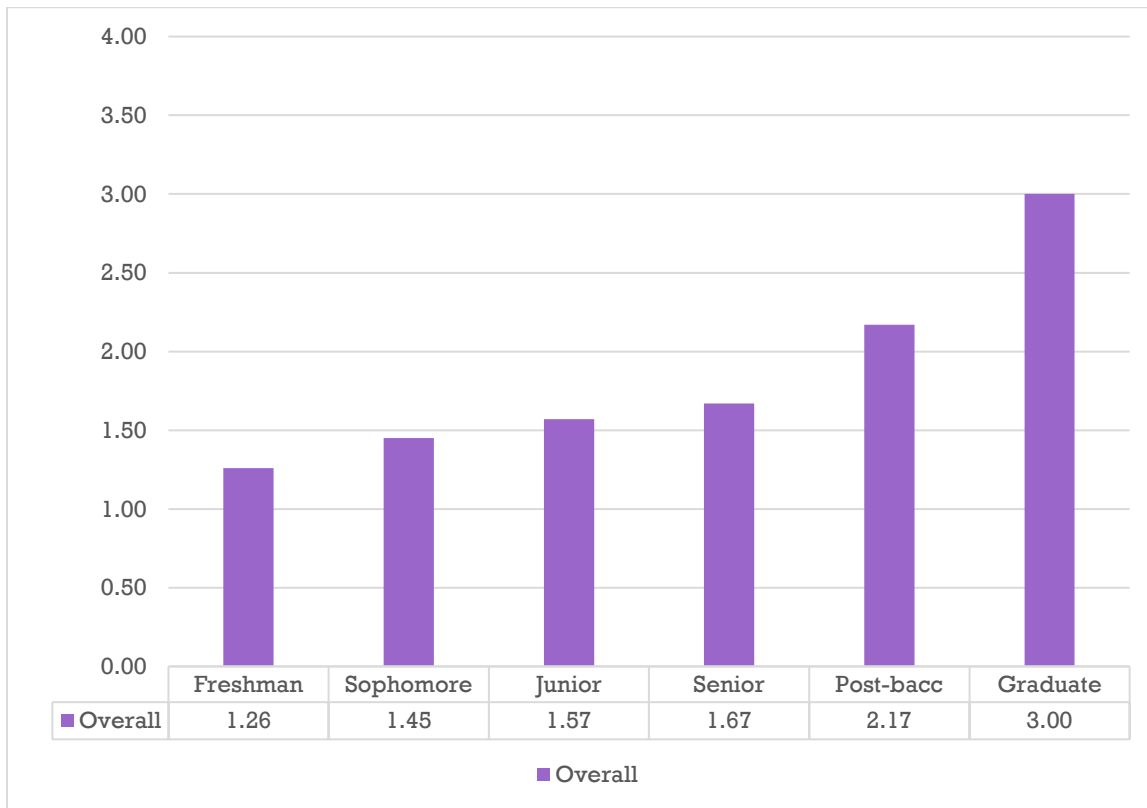
Rubric C Row 4: Reflection

	Freshman	Sophomore	Junior	Senior	Post-bacc	Graduate
■ Overall	1.26	1.45	1.57	1.67	2.17	3.00

■ Overall

* Note, the Graduate classification n=1

In Rubric C Row 4: Reflection, there is a positive trend from the Freshman to Senior classification levels. This suggests improvement of student performance year over year. However, the overall performance increases less than expected from Freshman to Senior classification (e.g., Freshmen score 1's, Sophomores score 2's, etc.). Furthermore, Rubric C Row 4 showed the most growth from undergraduate to post-undergraduate and graduate student work.

Considerations and Recommendations

The 2017-2018 implementation of the UCA Core assessment plan was the first full implementation of the assessment process. Overall, the process demonstrated a strong ability to provide reliable data that is both calibrated and generalizable.

The final results of the 2017-2018 UCA Core assessment process opens the door for conversations in many areas. The considerations and recommendations as presented to the UCA Core Council by the Office of Assessment, include, but are not limited to:

1. Scores did not advance based on student classification as expected (e.g., lower division scores should be between 1 and 2, and upper division scores should be between 3 and 4). This inconsistency can potentially be linked back to assignment design.
   a. Recommendation: Explore assignment design training for UCA Core faculty.
   b. Recommendation: Explore curriculum scaffolding of the UCA Core.
2. There were several artifacts marked as "N/A" by evaluators for not meeting one or more rows of the rubrics. For Rubric A, Row 1 had 59, Row 2 had 108, and Row 3 had 149 "N/A" scores. Rubric B, Row 2 had 183, Row 2 had 174, and Row 3 had 201 "N/A" scores. For Rubric C, Row 1 had 363, Row 2 had 287, Row 3 had 312, and Row 4 had 695.
   a. Recommendation: Work with faculty to ensure the assignment being chosen is the best representation of skill achievement for their assigned rubric.
3. Participation for 2017-2018 dropped from 77% to 41%. This is a significant decline in participation as calculated by student head count. As calculated by faculty member headcount, the participation rate is 68%, which means the faculty members who did not participate included several large course sections.
   a. Recommendation: Continue to work with faculty and department chairs to ensure all course sections are submitting for UCA Core assessment.