University of Arkansas Cossatot

Assessment Plan

College Core Abilities and Co-Curricular Activities

Initial plan completed February 2019
by the Assessment Committee

Co-Curricular added July 2019

Revised April 2022; May 2023;
December 2025

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

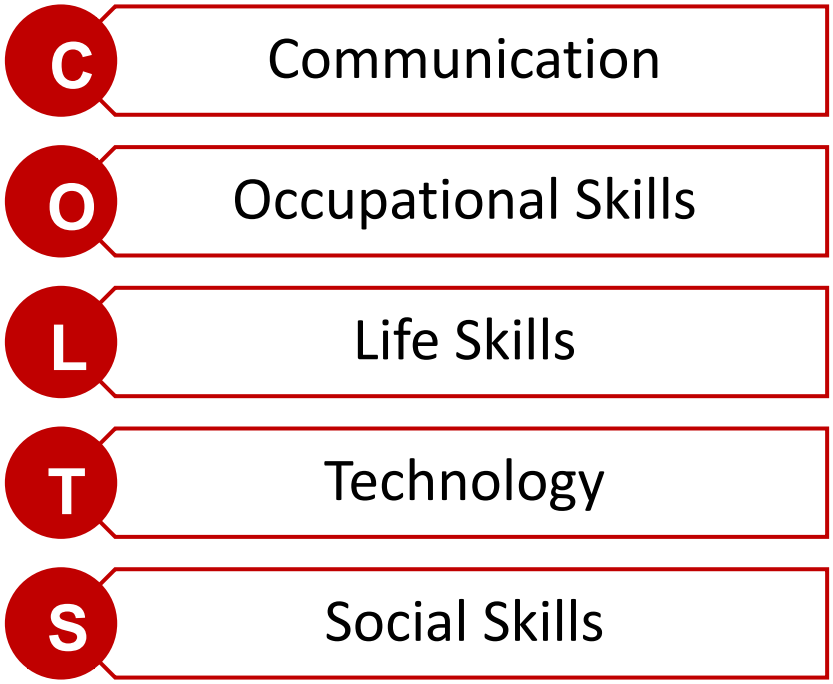
UA Cossatot seeks to be a leading community college and the local gateway to higher education and training by providing innovative and creative opportunities to learn, grow, and achieve with a focus on equitable educational opportunities, students and their success, and a commitment to communities and their development.

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 degree or Technical Certificate are expected to demonstrate proficiency in the following core abilities:



The core abilities represent the college learning outcomes (College Core Abilities).

The *Communication* core ability includes skills such as reading, writing, speaking, citations, and teamwork.

The *Occupational Skills* core ability consists of safety and employability skills and encompasses pertinent occupation-specific skills for the Skilled and Technical Sciences and Medical Education students, although Professional Studies and General Education may have some as well.

The *Life Skills* core ability measures student learning in the areas of leadership, problem solving and critical thinking.

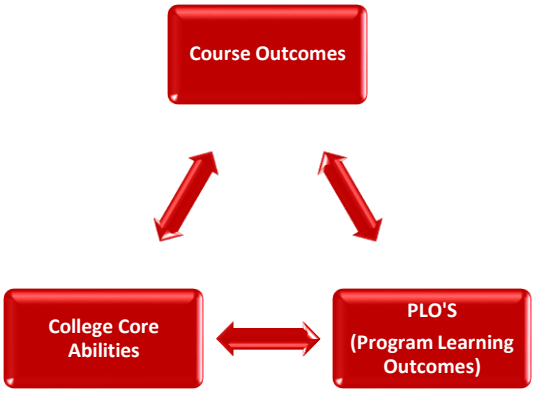
The *Technology* core ability includes all technological skills that students use for learning, including but not limited to microscopes, computers (hardware, software), calculators, and industry specific tools.

The *Social Skills* core ability comprises social responsibility, public issues, academic integrity, and ethics.

COLLEGE CORE ABILITY ASSESSMENT

Introduction

Assessment at UA Cossatot is a faculty driven process. Faculty are involved in every step of the assessment process. The primary goal of the core ability 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. College core ability 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 College Core Ability assessment plan makes everyone on campus more accountable for student learning. The Assessment Council was disbanded in 2025 once the assessment process had been established. The Assessment Chairs oversee the assessment process and guide faculty and administration in a three-year assessment cycle.

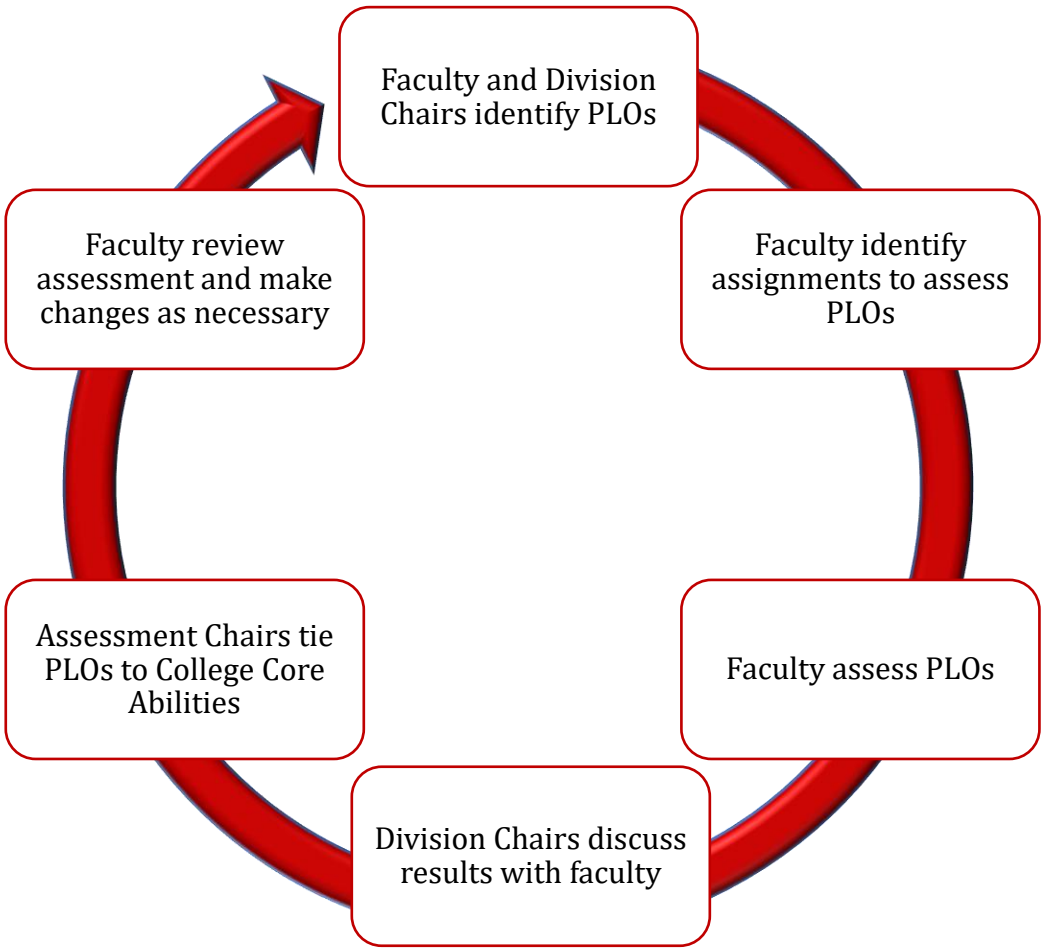
Faculty, Division Chairs, Curriculum Committee, Assessment Chairs, and CAO are responsible for ensuring current and new courses remain aligned and relevant to students, employers, and transfer institutions.

Assessment Chairs

Sarah Chesshir, Division Chair of Professional and Technical Programs
Crystal Sims, Division Chair of General Education and Transfer

The Assessment Process

Step 1: Faculty work with division chairs to determine/update PLOs.
Step 2: Faculty and Division Chairs work together to complete curriculum maps, identifying courses to be used for PLO assessment.
Step 3: Faculty and Division Chairs create a timeline for PLO assessment. At least one PLO must be assessed each fall and spring semester.
Step 4: Faculty identify the assignment(s) to be used to assess the PLOs.
Step 5: Faculty set the alignments in Blackboard and/or keep identified assignments submitted in other ways.
Step 6: Faculty collect identified assignments throughout the semester.
Step 7: At the end of the semester, program faculty assess the collected assignments (100% of total collected) using existing methods.
Step 8: Faculty complete a Program Assessment Report Form (each semester) and submit to appropriate division chair. (Program Assessment Report Form)
Step 9: The division chairs collect Program Assessment Report Forms and review results with program faculty.
Step 10: The Assessment Chairs correlate PLOs to the College Core Abilities.
Step 11: The Assessment Chairs make recommendations for next steps.
Step 12: Division chairs and/or directors discuss recommendations with program faculty.
Step 13: Assessment results are shared with the public via the College website.



Evaluation of the Assessment Plan

The Assessment Chairs will review this Assessment Plan at least once every three years.

Assessment Plan Goals

The UAC Student Outcomes Assessment Plan has five major goals:

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

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

1. Provide leadership, direction, and training for faculty and encourage the development of effective assessment activities for the classroom.

Activity	Description	Date	Responsibility
Assessment Chair education	Assessment Chairs attend assessment workshops/conferences.	Ongoing	Assessment Chairs
Faculty development	Assessment Chairs provide training for faculty. Faculty may attend assessment workshops or webinars.	Ongoing	Assessment Chairs and Faculty

2. Enable faculty to collect, analyze, and document patterns of evidence that demonstrate strengths and weaknesses of the assessment activities used in the classroom.

Activity	Description	Date	Responsibility
Review PLOs	Review PLOs to ensure they align with College Core Abilities and specialized accreditation and/or transfer partners.	Every three years	Division Chairs and Faculty
Review assignments selected for PLO	Identify and/or develop assignments used to measure PLOs.	Ongoing	Faculty
Collect and assess identified assignments	Align assignments in Blackboard or collect paper assignments to assess PLOs.	Each semester	Faculty

3. Ensure the data collected by faculty is used to improve student learning.

Activity	Description	Date	Responsibility
Provide faculty support in linking assessment to academic change	Organize and review assessment activities and provide in-service training.	Ongoing	Assessment Chairs and Division Chairs
Provide Assessment Chairs dedicated time to work on assessment activities	Give Assessment Chairs the opportunity to work on assessment throughout the semester.	Each semester	Assessment Chairs

4. Channel assessment results into program/college improvements.

Activity	Description	Date	Responsibility
Departmental meetings	Division chairs will review the assessment activities with faculty to ensure they meet the needs of the program.	Each semester	Division Chairs and faculty

5. Provide faculty, administration, students, and community with assessment results for institutional improvement.

Activity	Description	Date	Responsibility
Complete Program Assessment Report Form	Complete program assessment for one PLO each semester.	Each semester	Faculty
Compile assessment results	Complete college core ability assessment using data from PLO assessment.	Each semester	Assessment Chairs
Publish assessment data (College Core Abilities and PLOs).	All PLO and College Core Ability assessment results will be shared with the public via the College website.	Yearly	Assessment Chairs

CO-CURRICULAR ASSESSMENT

Introduction

UA Cossatot defines co-curricular activities as experiences that are hands-on, future focused, put ideas into practice, and showcase achievements. Through participation in co-curricular activities, students have the opportunity to establish relationships, develop multicultural awareness, and create a sense of community while developing leadership and social skills.

HLC defines co-curricular activities as learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples include study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

Co-curricular activities are typically characterized by their separation from academic courses: they are not graded, students do not earn academic credit for participation, they may take place outside of regular operational hours, and they may be conducted or governed by outside organizations.

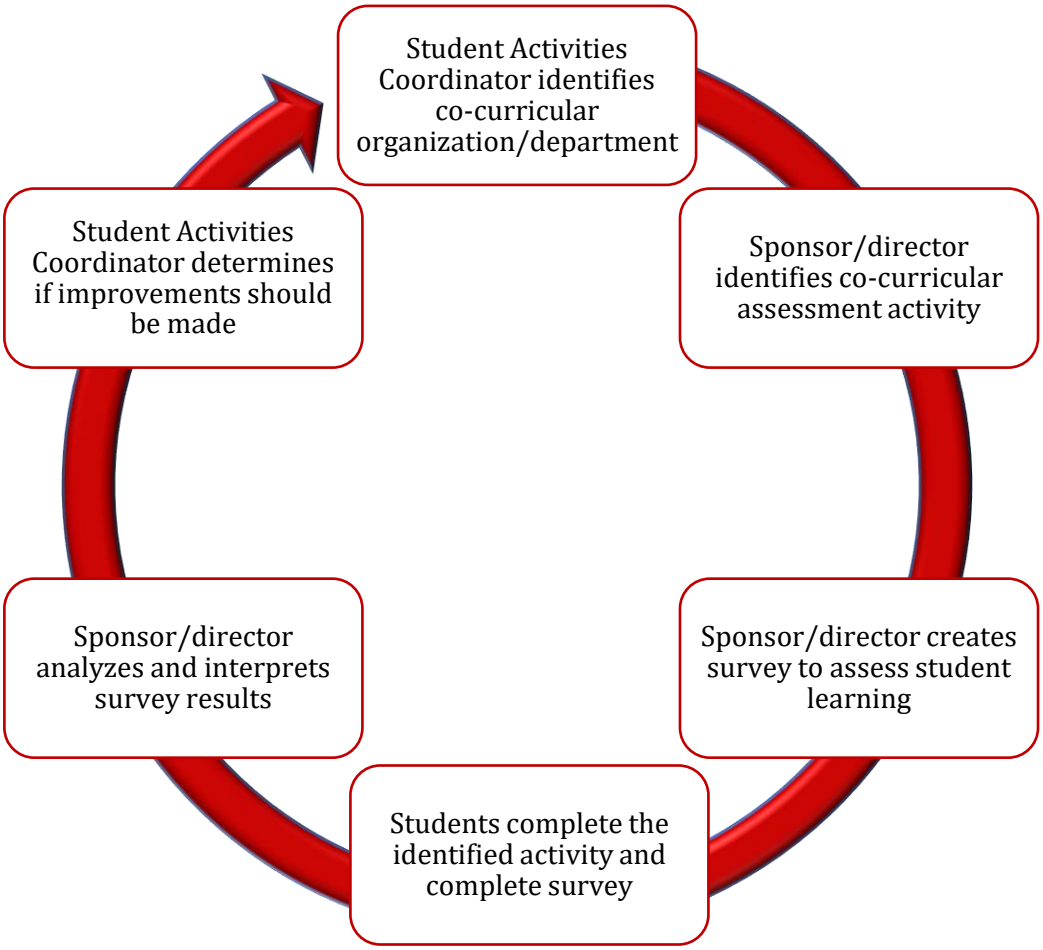
The Assessment Process

Step 1: Identify academic and non-academic organizations/departments to be used for co-curricular assessment.
Step 2: The organization sponsor/department director identifies an assessment activity and creates a survey template to be used to assess student learning.
Step 3: The sponsor/director completes the Co-Curricular Assessment Planning Form (Co-Curricular Assessment Planning Form) and submits the form to the Student Activities Coordinator.
Step 4: Students complete the identified activity and complete survey.
Step 5: The sponsor/director analyzes and interprets survey results to determine how well the learning outcome was met.
Step 6: The sponsor/director completes the Co-Curricular Assessment Report Form (Co-Curricular Assessment Report Form) and submits the report to the Student Activities Coordinator.
Step 7: The Student Activities Coordinator determines if activity, data collection, evidence, and improvements are quantifiable and meets with sponsor/director as necessary.
Step 8: All co-curricular assessment results are sent to the Assessment Chairs.
Step 9: Assessment results are shared with the public via the College website.

Co-Curricular Assessment Methods

All co-curricular activities are assessed using a survey.

Co-curricular Process Cycle



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Co-Curricular Assessment Student Survey

Contact Name:

Program / Department:

Core Ability	Survey Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Example: *Communication_1*	*Example:* *This activity improved my verbal communication skills.*					

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Co-Curricular Bank of Student Survey Statements

Instructions: *Create the assessment survey using this statement bank. Survey statements should range from a minimum of five statements to a maximum of ten statements.*

Core Ability: Communication

Communication_1	This activity improved my verbal communication skills.
Communication_2	This activity provided me with skills to communicate with a diverse student population.
Communication_3	This activity improved my communication skills through writing.
Communication_4	This activity gave me the opportunity to improve my communication skills.
Communication_5	Participation in this activity provided me the ability to utilize effective communication skills.
Communication_6	I feel that participation in this activity has taught me how to conduct research.

Core Ability: Occupational Skills

Occupational Skills_1	I will use what I learned today to achieve my occupational goals.
Occupational Skills _2	This activity taught me about challenges people in my chosen occupational field face.
Occupational Skills _3	I feel that participation in this activity has taught me more about my chosen occupational field.
Occupational Skills _4	This activity provided me with knowledge and understanding of appropriate occupational practices in the field.
Occupational Skills _5	Participating in this activity has taught me the importance of being knowledgeable in my content area.
Occupational Skills_6	I feel that I have learned about safety practices by participating in this activity.
Occupational Skills_7	I feel that participation in this activity has improved my employability skills.

Core Ability: Life Skills

Life Skills_1	This event provided me with skills to manage my time.
Life Skills _2	This activity improved my ability to think independently.
Life Skills _3	This activity allowed me to learn and demonstrate the principles of effective teamwork and collaboration.
Life Skills _4	This activity improved my ability to think about problems from

	multiple perspectives.
Life Skills _5	This activity improved my ability to work with others who think differently than I do.
Life Skills_6	This activity helped me respect the views of people who see things differently than I do.
Life Skills_7	This activity has given me the opportunity to improve my leadership skills.
Life Skills_8	This activity has provided me with confidence in who I am as an individual.
Life Skills_9	I feel that participation in this activity has taught me how to think critically.

Core Ability: Technology

Technology_1	This activity improved my knowledge of computer software (MS Word, Excel, PowerPoint, etc.)
Technology _2	I feel that participation in this activity has taught me more about current technology.
Technology _3	This activity provided me knowledge of appropriate uses of technology in my field.
Technology _4	I believe that participation in this event allowed me to see the value of technology in my professional life.

Core Ability: Social Skills

Social Skills_1	This event has provided clarification on social responsibility and what I believe is right.
Social Skills _2	I feel that participation in this activity has taught me to be a better citizen.
Social Skills _3	This activity helped me better understand my personal values and beliefs.
Social Skills _4	My involvement in this activity helped me understand how political and social issues affect the community.
Social Skills _5	My participation in this activity increased my awareness of social responsibility.
Social Skills _6	As a result of this event, I feel more responsible to engage in my community.
Social Skills _7	This activity helped me recognize my personal values and ethics.
Social Skills _8	This event increased my awareness about diversity and multicultural sensitivity.