15-16 AY Final Annual Assessment Report

Introduction

Prior to this academic year (AY), the University of Arkansas at Pine Bluff followed the 2006 Student Academic Assessment Plan. University-wide assessment evolved during the 2015-2016 AY. The University made a concerted effort to conduct authentic assessments of student learning outcomes (SLO). Learning outcomes, aligned with university and school missions and goals, were explicitly identified. Knowledge and skills aligned with competencies identified by departments were also clearly identified. Assessments were comprehensive, quantitative, standardized, and included archiving of artifacts that support conclusions. The assessment process was expanded to include outcomes in co-curricular programs. Although assessments in co-curricular programs were generally indirect, these qualitative methods followed best practices for assessment of such programs. Efforts are underway to identify specific steps to improve learning outcomes, based on summaries of assessment data.

Previously, assessment was focused primarily on academic programs and characterized by collection of data on enrollment, retention, grade point averages, and student satisfaction. While most academic units adopted the transition-point approach to assessment, there was disagreement among units regarding the specific time when students entered or exited programs. Assessments were commonly based on grades in lower-level and general education classes, and performance on the Common Exam and the Collegiate Assessment of Academic Proficiency (CAAP). Many conclusions regarding assessment were based on opinions, rather than data. The decentralized nature of existing data challenged the University's ability to assess learning outcomes across the campus. There was little effort to identify explicit learning outcomes in co-curricular programs and no effort to include co-curricular program assessment in annual assessment reports.

An Office of Assessment was established in 2015 and is staffed by an Assessment Director and an Assessment System Administrator. A revised assessment plan was implemented in 2015 to make the assessment process more authentic and data-driven. The University adopted LiveText as its assessment management system. LiveText facilitates a coordinated assessment effort among all curricular programs. University-level and School-level learning outcomes were identified. Digital artifacts demonstrating proficiency relative to student learning outcomes were archived in LiveText. Individual instructors used standardized rubrics to assess the artifacts. The American Association of Colleges and Universities VALUE Rubrics were adopted for assessment of many learning outcomes. Curriculum maps for each Department indicate where learning outcomes are introduced, practiced, and assessed for mastery. Knowledge and skills relative to discipline-specific competencies were assessed during senior assessments. The Office of Assessment summarized data from curricular programs. Each academic unit received an individualized summary. Some departments have requested more detailed analyses from the Office of Assessment. The practice of longitudinal assessment at transition points was retained in

the Student Assessment Plan. Entry-level data were acquired from the student information system (Datatel). Mid-level assessment was based on CAAP exam scores and sub-scores, which the Office of Assessment acquires directly from ACT®. Exit-level data are comprised of senior assessments, which take the form of senior projects, senior comprehensive exams, or standardized exams recognized by specialized accrediting bodies (e.g. Peregrine Academic Services, ETS® Praxis Series). In all cases, the senior assessment identifies knowledge, skill or competency areas that can be individually analyzed in addition to the overall performance on the senior assessment. The Office of Assessment compiled and analyzed a decade of transition-point assessment data. Alumni assessment occurs in some units, but is not occurring in a systematic or coordinated fashion across the campus. This remains a challenge for the Office of Assessment.

The Office of Assessment worked with co-curricular programs to identify at least one thing that students gain from interaction with the respective programs. Assessments take the form of surveys, case studies, interviews, focus groups, or other indirect methods. Indirect assessment data are summarized, either by the co-curricular program or by the Office of Assessment. Summaries are prepared and distributed to the respective programs. Each co-curricular program then identifies steps to improve learning outcomes and reports back to the Office of Assessment.

University-wide and School-wide Assessment Summaries

The spring 2016 semester was the first complete semester during which LiveText was available to faculty and students. Ninety-five percent of instructors and seventy percent of students registered their LiveText accounts. One hundred and three instructors (51%) completed at least one rubric based assessment of a student learning outcome during the spring 2016 semester. Most instructors modified generic assignments, with standardized AAC&U VALUE rubrics, supplied by the Office of Assessment. However, several instructors went further, and created their own course-level learning outcomes with rubrics created by the instructor.

Quantitative assessment of curricular programs indicates some level of success in student learning. The first presentation of rubric-based assessment data, relying on artifacts archived in LiveText, was presented to the faculty on May 13, 2016. Subsequent to this presentation, the Office of Assessment continued to summarize and synthesize data. Written Communication and Reading were the two university-wide student learning outcomes assessed during the 2015-2016 AY. The percentage scores for Written Communication were approximately 75% across most classes (freshmen - seniors), though graduate students average approximately 85% (see Academic Affairs Division results in Appendix 1). Tentative plans to improve this learning outcome include more practice writing across all curricula, with particular attention paid to citation procedures. The percentage scores for Reading were all at or below 70%, with generally lower scores in the Analysis and Interpretation aspects of Reading. Tentative plans to improve Reading include more instruction in analysis and interpretation across curricula.

Schools identified learning outcomes that were also assessed according to AAC&U VALUE Rubrics. The School of Agriculture, Fisheries, and Human Sciences (SAFHS) assessed Information Literacy and Quantitative Literacy. Scores were generally higher in Quantitative Literacy than Information Literacy, though graduate students generally scored at or above 80% on both learning outcomes. Tentative plans to improve learning outcomes include instruction in ethical use of information and more application of quantitative skills to "real world" problems (see SAFHS results in Appendix 1). The School of Arts and Sciences assessed Information Literacy and Teamwork. Seniors average percentage scores for the two learning outcomes reached 80% and 88%, respectively. The School of Business and Management (SBM) assessed Critical Thinking and Ethical Reasoning. Both of these learning outcomes presented challenges to business and accounting majors. Senior's percentage scores for Critical Thinking and Ethical Reasoning averaged 57% and 51%, respectively. The School of Education (SOE) assessed Intercultural Knowledge and Lifelong Learning. Education majors appeared more competent with Intercultural Knowledge (senior average of 96%) than Lifelong Learning (senior average 52%). Oddly, graduate student performances were reversed, with scores for Intercultural Knowledge and Lifelong Learning averaging 55% and 75%, respectively (see SOE results in Appendix 1).

Departmental Assessment Summaries

Senior projects, senior comprehensive exams, and standardized exams formed the basis of assessment of discipline-specific knowledge, skills, and competencies (KSCs). For example, Art students created artwork that was displayed in a showing. Art professors used a standardized rubric to assess Art KSCs. Professor's assessments were averaged and reported for overall performance, and competency by individual KSC areas (see Art results in Appendix 1).

Most departments have constructed senior comprehensive exams which assess KSCs within the discipline. Performances on senior comprehensive exams varied, with some units having high average scores (e.g. see Biology and Human Sciences results in Appendix 1), while other units experiences somewhat lower scores. In all cases, the identification of specific competencies addressed by each question allowed analyses by individual KSC. Therefore, departments can identify the most challenging competency areas and take steps to improve learning outcomes in those areas (e.g. see Agriculture results in Appendix 1).

Several units have adopted standardized exams as their senior assessment. For example, Accounting and Business Administration use Peregrine Standardized Tests as their senior assessment. These tests are also organized to allow assessment of individual KSCs. Macroeconomics was identified as a challenge for Business Administration students and Corporate Taxes was identified as a challenge for Accounting students (see Business Administration and Accounting results in Appendix 1). Curriculum and Instruction and Health, Physical Education, and Recreation use the Principles of Learning and Teaching (PLT) exam and various Content Knowledge area test (ETS Praxis Test Series) as their senior assessment.

Performance on the PLT: Grades 7-12 test has been steady, averaging between 55% and 67% during the 2006-2016 period (see Curriculum and Instruction results in Appendix 1).

Numerous academic identified steps to be taken to improve learning outcomes (see Appendix 1). Strategies for improving student learning outcomes included targeted additional instruction (particularly in weak areas identified by assessments), more opportunities to practice learning outcomes, using a capstone course as a vehicle for preparing for the senior assessment, and creating study guides specific to senior assessments. School-level strategies for improving student learning outcomes reflect those already identified at the unit level.**Co-Curricular Assessment Summaries**

Student learning outcomes in co-curricular programs revolve around themes of persistence and completion, leadership development, and career readiness. Assessments have occurred in 14 different co-curricular programs. The Quality Initiative, the Student Success Center, the Viralene J. Coleman Computerized Writing Center, Disabilities Services and Veterans Affairs, and the Harold Complex Living and Learning Center have identified learning outcomes focused primarily on persistence and completion. Through a variety of activities, students gain social and academic skills important to success in their college endeavors. Assessments occur through interviews, surveys, and academic monitoring (see results of these co-curricular programs in Appendix 2). Plans to improve learning outcomes include more frequent and personalized contact between students and program staff. Other future plans include more detailed methods of assessing learning outcomes.

Leadership skills are learning outcomes identified by Athletics, Student Involvement and Leadership, and Military Science. Assessment methods include summarizing reports, surveys, and direct observations. These co-curricular programs are reporting success in developing leadership skills in UAPB students who participate in these co-curricular programs (see results of Athletics, Student Involvement and Leadership, and Military Science in Appendix 2).

Career readiness skills have been identified as learning outcomes by the STEM Academy, the Carolyn F. Blakely Honors Program, and Career Services. Assessment methods include surveys, focus groups, and reflection pieces. Assessment data indicate that students who interact with these programs are more likely to obtain internships, attend graduate school, or find employment than the general student population (see results for STEM Academy, the Carolyn F. Blakely Honors Program, and Career Services in Appendix 2).

Longitudinal Assessment

For the period fall 2006 to fall 2015, entry level data suggested a significant positive temporal trend in average ACT score and average high school GPA. Average ACT scores rose from 16.3 in 2006 to 18.2 in 2015. Average high school GPA rose from 2.7 in 2006 to 2.9 in 2015. ACT sub scores in Math, English, Reading, and Science all rose during this period.

Mid level data were mixed, in that some sub scores of the CAAP exam showed a positive temporal trend, while other sub scores showed a negative trend or no trend. Scores for Writing, Science, Usage Mechanics, Rhetoric, Social Studies Sciences, Basic Algebra, and College Algebra showed no temporal trend. There were significant positive trends in Math and Reading, and a significant negative temporal trend in Arts and Literature.

Exit level data are based on senior assessments, which take one of three forms. Senior assessments are based on a senior project, a senior comprehensive exam, or a standardized licensure exam (e.g. Peregrine Standardized Tests, Praxis Test Series). Exit level data were adjusted to a percentage scale (i.e. 0% to 100%). There was a significant positive temporal trend in senior assessments scores. Average senior assessment score rose from 51.2% in 2006 to 67.5% in 2016.

The increases over time in average ACT score and average high school GPA are likely due to changes in the admission requirements for the university. Admission standards began to increase in fall 2010, and averages have increased monotonically since that time. Hence, the university seems to be admitting students better prepared for higher education. It stands to reason that increases in CAAP sub scores would eventually follow a similar positive time trend. However, this improvement might take longer to appear, because of the lagged nature of those scores (i.e. the better prepared students admitted during fall 2015 won't take the CAAP exam for another year). We noted a 16.3% increase in the average senior assessment score, which suggests either improved student learning of discipline specific KCS or a cultural change wherein more students each year are making a genuine attempt to perform well on senior assessments. It will remain difficult to discern among these two possibilities until students are ultimately required to pass their senior assessment.

Patterns of learning were evident between transition points. Math sub scores on the ACT had significant positive relationships with Math, Basic Algebra, and College Algebra sub scores on the CAAP exam. Likewise, Reading and English sub scores on the ACT had significant positive relationships with Reading and Writing sub scores on the CAAP exam. Science sub scores on the ACT had a significant positive relationship with Science sub scores on the CAAP exam. Although the relationships were significant in each case, the amount of variability in the CAAP sub score explained by the ACT sub score ranged from 7% to 31%, meaning that between 69% and 93% of the variability in CAAP sub score was explained by something other than the skills students possessed upon entry.

CAAP sub scores in were also related to performance on senior assessments. Math, Basic Algebra, College Algebra, Reading, Writing, and Science sub scores on the CAAP exam all had significant positive relationships with performance on senior assessments, regardless of discipline. The amount of variability in senior assessment scores explained by any CAAP sub score ranged from 1.4% to 4.5%. Hence, the vast majority of the variability in senior assessment scores was not related to performance on any part of the CAAP exam. It appears that

foundational coursework at the lower level is only partially related to student learning of discipline specific knowledge skills and competencies assessed by the senior assessment.

Future Assessment Activities

The university-wide student learning outcomes identified last year will be assessed again during the 2016-2017 AY. However, University-wide SLOs will change to Oral Communication and Critical Thinking for the 2017-2018 and 2018-2019 AYs. The Office of Assessment will organize norming events for rubrics used to assess University-wide and School-wide SLOs, now that instructors have become familiar with the rubrics. We anticipate departments will adopt rubrics to address departmental student learning objectives, in addition to the discipline-specific knowledge, skills, and competencies already identified. This is already occurring in some units independently accredited by specialty accreditation agencies.

LiveText will remain the university's assessment management system. The Office of Assessment will encourage faculty to conduct rubric-based assessments of two student learning outcomes during the fall 2016 semester. This should address challenges in data interpretation due to small sample sizes. The Office of Assessment will also begin holding workshops for individuals with administrative privilege in LiveText. Workshops will demonstrate LiveText data reporting and analytics, so that administrators may begin their own data summary and analyses efforts.

The Office of Assessment will work more closely with co-curricular programs to clarify learning outcomes and methods of assessment. In some cases, learning outcomes are indistinct. Though qualitative assessments are acceptable, the Office of Assessment will work toward assessments more quantitative in nature. These improvements will help co-curricular programs better serve students and improve learning outcomes.

An important challenge faced by the Office of Assessment is follow up with graduates. Graduate surveys would indicate whether learning was appropriate and sufficient for careers or graduate studies. Alumni surveys occur in some curricular units. However, surveys are not standardized and data are not centralized. The Office of Assessment will work during the 2016-2017 AY to create standardized alumni surveys, a common survey platform, and standardized procedure for collection, compilation, and analyses of graduate survey data.

Moving forward, continuous improvement of academic and co-curricular programs will be driven by data from authentic assessments of student learning outcomes. This will include an increasing amount of attention to senior assessments, culminating in the requirement that students score above a benchmark prior to graduation. One cycle of the assessment process will be complete after units consider this preliminary report, the data referenced herein, and identify specific steps for improvement of student learning. Instructors and academic units will implement the improvement steps and begin the second cycle of the iterative assessment process during the fall 2016 term.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
Academic Affairs	Written Communication	Percentage hovers at just under 75% and does not increase with class. Graduate student percentage at 85%. Lowest aspect scores are in Sources of Evidence and Syntax and Mechanics. Highest aspect score is Context and Purpose of Writing.	Norming events are likely called for, since underclass student appear to write as well as upper-class students. More practice writing across all curricula would be useful. Perhaps, more work in citation procedures is warranted.
	Reading	Percentage for all classes at 70% or below. Graduate student percentage at 86%. Lowest aspect scores were in Analysis and Interpretation. Highest aspect cores in Comprehension and Genre.	More instruction in analysis and interpretation appears necessary. Probably also need norming events for the AAC&U Reading rubric. Sample sizes are low, so more assessments of key assignments are also important.
SAFHS	Information Literacy	Percentages ranged from 32% for sophomores to 61% for seniors, with graduate students averaging 84%. There was improvement with class, but seniors are not where they should be at graduation. Graduate students scored at the 84% level. Underclassmen particularly challenged by the Use Information Ethically aspect of Information Literacy.	Additional instruction in the ethical use of information, including proper citation of others' work, plagiarism and correctly presenting others' conclusions is needed. Additional instruction in evaluating information, its relevance, veracity and reliability is needed.
	Quantitative Literacy	Small sample sizes are obvious, especially for underclassmen. Percentages range from 46% to 68% for undergraduates. Graduates score at the 80% level. Lowest aspect score was often Application/Analysis (i.e. ability to draw appropriate conclusions).	More opportunities to apply quantitative literacy to "real world" problems so that students can make the connection between mathematical operations and their uses are needed. Integration of mathematical operations with writing is needed to assist students to understand how to interpret mathematical results in "plain English".

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Agriculture	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies	Percentages average about 42% on the comprehensive exam. Agriculture coops, ag finance, and ag marketing are challenging skill areas for students.	
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies	Sample size is low (one student), but that individual was challenged by ag finance and animal science.	
	Animal Science Discipline Specific Knowledge, Skills, and Competencies	Average percentage was 53%. Plant science, soils, and ecology were challenging areas. Student average was high in genetics.	
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies	Only two students took this exam in the 15-16 AY. Average percentage was 20% and students were challenged in multiple knowledge areas.	
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies	Only one student took this exam, and that student scored a 71%. Lowest knowledge area score was 63% in ag economics.	
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies	One student took this exam. The student averaged 68%. The student scored perfectly in investigation and negotiation. The lowest knowledge area score was in entomology.	
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies	One student took this exam. The student scored 67%. The student was particularly challenged in the knowledge areas of ag engineering and entomology.	
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies	The one student that took this exam scored 52%, and the lowest knowledge area scores were in pollution, epidemiology, and industrial safety.	

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Aquaculture and Fisheries	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies	Fifty percent of students taking the comprehensive exam during the academic year passed at a cut off of 70%. Aquaculture and Ichthyology are the KSCs on which students scored lowest.	Aquaculture and Ichthyology scores do not concern me that much. Both courses have been taught my multiple instructors overt the past few years (AQUA: Perschbach-team taught-Park; ICH: SLochmann-SJones). The only way to improve exam scores is to require a minimum passing score (which they now do). The only way to prepare for this exam is to re-study old lectures, exercises, and exams (which no one will do). Strategy: Add a component to Senior Seminar class that reviews all courses one by one, leading up to students taking the Sr Comp Exam in early April. Each AQFI instructor would need to prepare either a review sheet (e.g., Powerpoint reviewing all key points) or provide a list of 100 questions to students to study (e.g., master exam from which 17-18 questions will be drawn). Drawback: If done this way, students taking Sr Seminar in spring (with the exam in April) and still needing 1-2 exam courses the next fall for a December graduation would be disadvantaged. On the other hand, if they review for the exam in spring and wait until fall to take it, they will likely not retain what they reviewed the previous spring. Another option is to simply provide these review files to students and let them study on their own. Regardless, we would need

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			to discuss this among our faculty to determine a consensus.
Human Sciences	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies	Two students averaged 35%. Basic food principles and cultural diversity of foods were challenging knowledge areas.	
	Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies	Sixteen students average 75% on this exam during the 15-16 AY. Families across cultures and financial management were challenging knowledge areas.	
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies	Three students took the exam and the average score was 64%. Textiles and merchandising were challenging knowledge areas.	
Arts and Sciences	Information Literacy	Freshman and sophomore percentages (62% and 68%) were quite a bit lower than junior and senior percentages (80% and 80%). Lowest aspect was Use Information Effectively across all classes.	
	Teamwork	Teamwork was fairly high across classes, ranging from 70% for freshman to 92% for juniors. Facilitation of Others Contributions was a challenging aspect for all classes.	
Art	Art Discipline Specific Knowledge, Skills, and Competencies	Three students completed senior assessments in Spring 2016. The percentages ranged from 64% to 76%, with an average of 69%. The two most challenging knowledge areas were Planning and Planning Driven Execution, which averaged 59% and 65%, respectively.	

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Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
Biology	Biology Discipline Specific Knowledge, Skills, and Competencies	Sample size was 32 students taking the exam during spring 2016. The average percentage on the exam was 93%, with no student scoring lower than 72%. All knowledge areas were strong, with Cell Biology presenting the greatest challenge (average of 87%).	Performance was good in biology. However, students should be encouraged to do more or do better (moral boosting). There should be more practice exams. Check students' performance in a combination of multiple choice, fill-in, and essay exams. Increase hands-on learning or field trips.
Chemistry and Physics	Chemistry Discipline Specific Knowledge, Skills, and Competencies	Two students took the exam in fall 2015 and eight students took the exam in spring 2016. Percentages ranged from 55% to 78%, with an average of 72%. The three most challenging knowledge areas were Chemical Bonding, Intermolecular Forces, and Electrophilic Additions, which all averaged 35%.	Also weak areas in the General Chemistry section were valence and the periodic table. These are very important foundational topics which relate to a genuine understanding of Chemistry. Instructors in General Chemistry will specifically target each of the weak areas and reinforce learning via homework assignments. Instructors in advanced level courses will also drill the students in these areas when teaching material which utilizes these concepts. In Organic Chemistry, more time will be spent on electrophilic additions.
	Physics Discipline Specific Knowledge, Skills, and Competencies	The single student that took the Physics comprehensive exam scored a 91%. The most challenging knowledge area was General Physics, with a score of 40%. The next most challenging area was Elasticity, with a score of 71%.	The weak areas cited in Physics will be handled in a similar manner to those described for Chemistry. Concepts in General Physics will be reinforced with homework assignments. Concepts covered in General Physics will be reinforced in more advanced Physics courses.

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Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
English, Theatre, and Mass Communication	English Discipline Specific Knowledge, Skills, and Competencies	Sixty-one percent was the average score on the English comprehensive exam. History of English Literature and Modern English Grammar were the two most challenging knowledge areas.	
	Theatre Discipline Specific Knowledge, Skills, and Competencies	Two Theatre majors took this comprehensive exam during the 15-16 AY. They scored 58% and 83% on the exam. Directing was among the most challenging knowledge areas for both students.	
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies	Students averaged 48% on the comprehensive exam, with scores ranging from 34% to 69%. The two most challenging knowledge areas were Public Relations and News Media Writing, with averages of 39% and 40% respectively.	
Industrial Technology	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies	Most students scored above a benchmark of 70% on this comprehensive exam, with an average score of 74%. The two most challenging knowledge areas were Computer Control and Robotics, and Automation Production Systems with scores of 49% and 51%, respectively.	

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Math and Computer Science	Computer Science Discipline Specific Knowledge, Skills, and Competencies	Average percentage of students taking the computer science comprehensive exam was 95%. Only one student scored lower than the 70% benchmark. The knowledge areas of Numerical Analysis and Data Structure and Database Systems were attempted less frequently (43% and 13% of the time, respectively). Logic skills was the most challenging knowledge area, with an average score of 85%.	
Music	Sound Recording Discipline Specific Knowledge, Skills, and Competencies	Only four students took the sound recording comprehensive exam. Average percentage was 56%. The most challenging knowledge area was digital recording, with an average score of 51%.	
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies	The sole student that took the music (non-teaching) comprehensive exam scored 55%. The most challenging knowledge area was terminology and definitions, on which the student scored 43%.	
Social and Behavioral Sciences	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies	Student scores on the comprehensive exam ranged from 24% to 88%, with an average of 57%. The weakest knowledge area was Correction Programs with an average of 43%.	An addendum to the Senior Comprehensive Examination will be created dealing specifically with correction issues.

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	History Discipline Specific Knowledge, Skills, and Competencies	One student took the History comprehensive exam during the spring 2016 semester. That student averaged 69%. The student averaged 50% in 6 of the 12 knowledge areas. Averages were higher than 50% on the remaining knowledge areas, with scores as high as 100% in Sectional Crisis and Western Politics.	A small sample that may reflect student's own subject area interests. Make students aware of the importance of the comprehensive exam and make certain that teaching reflects the emphasis of the exam. Refer students to the department handbook and arrange a plan of preparation with the students who are graduating.
	Political Science Discipline Specific Knowledge, Skills, and Competencies	Two students took the Political Science comprehensive exam. One scored 48% and the other scored 58%. The weakest knowledge areas were Research and History of American Government.	Require seniors to complete and submit a research proposal. Require seniors to prepare and deliver a lecture on History of American Government.
	Psychology Discipline Specific Knowledge, Skills, and Competencies	Student scores on this comprehensive exam averaged 41%. The two most challenging knowledge areas were Conditioning and Applied Industrial Psychology, both of which averaged only 15%. German Psychology and American Psychology were almost as low (20% for both of these knowledge areas).	More instruction on Statistics (particularly z-distributions and hypothesis testing), Psychology of Learning (particularly conditioning) and History of Psychology is required. This can be done during the senior seminar. Additionally, the comprehensive exam study guide is currently under revision to more specifically address each KSC.
	Sociology Discipline Specific Knowledge, Skills, and Competencies	Scores on the Sociology comprehensive exam ranged from 50% to 98%, with an average score of 68%. The lowest two knowledge area scores were for Research Methods and Sampling, which both averaged 46%.	

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Social Work	Social Work Discipline Specific Knowledge, Skills, and Competencies	Twenty students took the Social Work comprehensive exam. All students scored above the 70% benchmark. Scores ranged from 71% to 95%. The two most challenging knowledge areas were Engaging at all Levels, and Evaluating Practice at all Levels, both of which averaged 76%.	Instructors will demonstrate activities through roleplay, videos, and other hands on activities in order for students to grasp the full meaning of content related to engaging at all levels and evaluating practice to increase the average percentage.
School of Business and Management	Critical Thinking	Percentages range from 32% for sophomores to 57% for seniors. Sample sizes for underclassmen relatively low. Lowest aspect scores are for Student's Position and Conclusions and Related Outcomes	
	Ethical Reasoning	Sample sizes are low. Seniors only get to the 51% level. Weakest aspects are Ethical Issue Recognition and Application of Ethical Concepts.	
Accounting	Accounting Discipline Specific Knowledge, Skills, and Competencies	Students averaged 56% on the examination. The greatest challenges appeared to be in the knowledge areas of Corporate Taxes and the Accounting Cycle. Best performance in a knowledge area was the Accounting Business Environment, where students averaged 70%.	
Business Administration	Economics and Finance Discipline Specific Knowledge, Skills, and Competencies	Two students took the Economics and Finance exam. The average of those two was 45%. The most challenging knowledge areas were Macroeconomics and Global Business which both averaged 10%.	

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	Business Strategies and Policies Discipline Specific Knowledge, Skills, and Competencies	Students averaged 57% on this exam. The most challenging knowledge area was again, Macroeconomics.	
	Marketing Discipline Specific Knowledge, Skills, and Competencies	Scores ranged from 35% to 54% and averaged 45%. The most challenging knowledge areas were Global Business and Production and Operations Management, with scores averaging 34% and 31%, respectively.	
School of Education	Intercultural Knowledge	Samples sizes are low. Percentages range from 42% for juniors to 96% for seniors. Graduate student scored 55%.	
	Lifelong Learning	Percentages declined with class, from 75% for freshman to 52% for seniors. Graduate student percentage was 75%. Reflection appeared to be a challenging aspect of Lifelong Learning across classes.	
Curriculum and Instruction	Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies	Students averaged 43%, with no student reaching the 70% benchmark. The most challenging knowledge area was client assessment, which averaged 28%.	
	Principles of Learning and Teaching	PLT: Early Childhood scores appear to have declined, with the exception of 2016. PLT: Grades 5-9 dipped in the middle of the 10-year period, but appear to have recovered. PLT: Grades 7-12 appear to have remained steady, averaging between 55% and 67%. Progress in content knowledge areas has been mixed since 2006, but the Mathematics Content Knowledge area appears to be a particular challenge for our students.	

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Health, Physical Education & Recreation	HPER Discipline Specific Knowledge, Skills, and Competencies	Students averaged 47% on the examination. Content Knowledge was the weakest area during both administrations of the exam.	The department administered the exam without providing study materials. Beginning in summer 1 2016, study materials were provided. This exam is part of the RECR 4600 or RECR 4601 course. The study materials are similar questions that are on the exam. The department will examine ways to improve the content knowledge section of the exam.
	Principles of Learning and Teaching	Average scores on the Health and Phys Ed content Knowledge portion of the standardized exam have improved between 2006 and 2016 by about 10 percentage points.	The department will continue to work and provide resources as students take the required state exam(s) for teacher licensure. The department is building a resource area for students.
University College	Information Literacy	Sample sizes were low, but students generally scored well, averaging in the 90% range, except for the two juniors, who averaged only 42%. Using information effectively was a challenge for those two juniors.	
General Studies	Discipline Specific Knowledge, Skills, and Competencies	Students averaged 88% on the exam. Every knowledge area averaged above the 70% benchmark, though critical thinking at 76% was the lowest knowledge area average score.	University College plans to convert from a senior comprehensive exam to a senior project during the 2016-2017 academic year. This would allow assessment of a few KSCs and eliminate the challenge of a senior comprehensive exam covering KSCs from the diverse knowledge areas and disciplines represented in General Studies

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
African-American Male Student Persistence Initiative: Leadership Development (UAPB Quality Initiative)	Students will gain "leadership abilities and positive self-concepts."	Fifty-two percent of survey respondents had joined a campus organization. Ninety-eight percent of survey respondents said they planned to return to campus in Fall 2015.	Plans include expanding the positive results of the Quality Initiative to the entire freshman population. Plans also include the implementation of a leadership institute that would continue to support and develop student leadership abilities beyond the freshman Quality Initiative experiences.
Carolyn F. Blakely Honors Program	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people willing to make their respective communities and nation a better place to live, work, and learn.	More than half of the students who responded to the senior exit survey reported plans to attend graduate/professional school or to gain employment in their field of study. Forty four percent of students indicated that they were unsure or employed outside of their major. Ninety four percent of students indicated involvement in their community.	To improve the outcome, students will be given an assessment at the beginning of their entry into the Honors Program that will be compared to their exit assessment. The preliminary assessment will discuss their community outreach and future plans, and the exit assessment will determine the extent to which they are achieving their goals. Students will also be provided with resources that will assist with the attainment of academic and professional goals.
International Programs: China Initiative	Students will: 1) increase their knowledge and understanding of Chinese culture and history; 2) increase their knowledge and use of the Chinese	100% of the students believe that education abroad should be an integral aspect of the UAPB educational experience. Documentation of students' knowledge of Chinese culture and history was evidenced through receipt of academic	Ad hoc email communications according to need or circumstance will continue as well as the re-entry debriefing session. However, this year we shall require that students submit a written update at least

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
	language; 3) learn how to be flexible and adaptable in a foreign culture; and 4) become partners with OIPS in promoting education abroad at UAPB.	transcripts and photo journals. All students attended Chinese language courses and were regularly in situations requiring some use of the language. The degree to which students learned how to be flexible and adaptable varied by student and program; however, at least three of the five students reported being in a situation that required adjusting to an uncomfortable context and/or thinking outside of the box. Finally, all five students have either participated in, attended or made presentations during education abroad outreach sessions during the 2015-2016 academic year.	once a week during the period that they are abroad.
Military Science	Students are qualitatively evaluated on an "Exceeds Expectations", "Satisfactory", and "Needs Improvement" scale (E/S/N) IAW Cadet Command LDP. Expectations are 10% E, 80% S, and 10% N Scores for 17 Core Competencies which create an overall evaluation. A minimum overall score of Satisfactory is required to continue in the program.

Core Competencies | Of the freshman and sophomore cadets that participated in military science labs, 100% improved in their confidence in their critical thinking skills.

Of the junior cadets (population of 20 cadets), 20% received "Exceeds Expectations", 75% received "Satisfactory", and 5% (1 cadet) received "Needs Improvement.

From cadre comments taken from evaluation reports, 60% had comments discussing an improvent in communication and confidence.

From cadre comments taken from evaluation reports, 80% had comments discussing no significant improvement in | Military science labs in the 2016-17 school year will have tactical focus squad level scenarios to promote critical thinking, technical and tactical knowledge, and preparing self. |

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
	are: Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge, Leads Others, Extend Influence beyond CoC, Lead by Example, Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results. Cadets will develop their critical thinking skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.	preparing self or developing others.	

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Military Science	Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness. Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.	Of contracted cadets, 100% showed a 10% increase in APFT scores. The final average APFT score was increased by 36 points to 236 points. Three contracted cadet lost enough weigh to move from over-weight to within Army weight standards.Non-contracted cadets where not evaluated; however cadets that participated for two or more PT sessions a week on average reported an increase in overall health and fitness.	The PT program is exceeding the Army standard. There are no plans to make any changes.
Watson Memorial Library	Students will gain an understanding of research resources available through the Watson Memorial Library	More than 90% of respondents felt the information provided was useful and 100% of respondents said they would recommend the Virtual Library Tour to others	Create a Virtual Library Tour for Instructors similar to the Tour for students. Work with instructors to identify research resource needs for specific projects assigned by the instructors. Implement subject specific guides (LibGuides) to library research resources. Continue the library marketing plan for the Library Liaison and Information Literacy programs. Write grants to enhance library funding for resources and outreach. Continue to solicit feedback from the UAPB Library Committee and the Title III evaluator.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Viralene J. Coleman Computerized Writing Center	We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.	Of the students we were able to contact, 51% received satisfactory remarks on their assignments/projects, while 49% were still awaiting assessment or their project was still in progress.	In order to increase our response rate and get better assessment data, we plan to utilize a pre and post diagnostic during our tutoring sessions and workshops.
Career Services	Students will understand the job search process and skills for obtaining a job.	In the fall 2015 term, 49% of students taking the survey have a resume on file. In the spring 2016 term, 58% of students taking the survey had a resume on file. On average students felt that Career Services was helpful to very helpful when it came to helping with career development/placement. Responses for fall 2015 and spring 2016 averaged 4.7 and 4.6, respectively.	Career Services has revised the survey to collect more specific information regarding expected outcomes. The new survey will be implemented in fall 2016.
Office of Student Involvement & Leadership	Students involved with the Office of Student Involvement & Leadership gain valuable experience in network building, planning events, leadership and professional pursuits.	Nearly 40% of the approved RSO submitted their completed RSO packet to the OSIL by the suggested date. Organizations are continuing to make corrections to their packet information	The use of additional media such as Campus Bulletin, posters, and email continuance blast will be used to provide incentives of knowledge and awareness of the deadlines to submit their packet information. Meetings with the presidents and advisors of all RSOs yearly (1-Fall; 1-Spring) to assure everyone is receiving the same information and be kept updated on deadlines. Also,

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
			this will be a time for comments and concerns to be addressed. Notify the organizations earlier in the Spring Semester vs. waiting until the end of the semester to remind them. Although most organizations are accustomed to remembering the packet information, the office will try to assist in sharing the information at the beginning of the second semester (End of January) as notification of deadlines for the end of the year.
Disability Services	Even playing field like students without disabilities	Students have little difficulty receiving benefits once the proper paperwork is submitted to each instructor. Discretion for some instructors. Exam being taken at the same time as the class was a small issue.	Make sure students have a one on one with the instructor (office hours) and not just hand the paperwork to them in front of the class. Have instructors fill out proctor sheets prior to the exam.
Veteran Affairs	Chapter Benefits from the government	100 percent of individuals who were eligible for benefits received those benefits within six week.	Have students submit paperwork as soon as possible to have benefits available once school has started.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Title IX - Affirmative Action/Student Life	Student will gain an understanding of I. Title IX/Sexual Assault/Consent II. How to report these matters III. Resources Available	There was an increase in students awareness of the subject matter of Title IX as it relates to Sexual Assault increased, there is a need to expand their understanding of terms like consent, be reminded of the reporting methods, and be familiar with the resources available.	Develop partnerships with student organizations about the subject matter and encourage campus programing. Additional venues will be used to disseminate the information; Student orientation, auxiliary organizations (band, athletics, pan Hellenic organizations, etc.)Faculty and staff may serve as a resource so they will be trained on the subject matter.
STEM Academy	STEM Academy students gain experience in comportment in the business/research environment through summer internships.	The assessment shows that students attending the STEM Summer Academy have a higher retention rate and are more likely to apply and obtain internships than the overall student body.	One of our goals is to increase the number of students obtaining internships, permanent employment and attending graduate school to obtain Masters and Ph.D.s in the STEM areas.
Student Success Center/Living Learning Center Peer Tutoring Program	After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.	The percentage of students earning a grade "C" or better in the tutored course at the end of Fall 2015 by tutoring site were: Writing Center, 95%; Math Lab, 77%; Delta LLC, 95.5%; and Harrold LLC, 93.7%.	1. Improve the quality of the tutoring program through training and evaluation of tutors. 2. Increase collaboration with instructors in courses where most students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Implement an early alert program to address student problems early in the semester to increase the chances of success by providing proactive interventions.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Harrold Complex Living Learning Center	Students will grow academically, socially, emotionally, and personally because of resources available through the Harrold complex living learning center. Students will pass their courses as a result of participating in the tutoring program at the Harrold complex living learning center.	The Title 3 report is not due till July, but normally the results show more students pass their courses as a result of attending the tutoring program at the Harrold complex living learning center.	Encourage more student participation in the Harrold complex living learning center. Increase more subjects being tutored in the Harrold complex living learning center.
UAPB Athletics	Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.	1. On average, survey respondents were in moderate agreement (i.e. averages above 3) with all statements regarding athletics contributing to leadership development and the self-perception of athlete as campus role model. 2. In all data together, among females, and among males, survey respondents agreed most with the statement "Competing in intercollegiate athletics at the University helps me to become a leader" (average of 4.11, 4.04, and 4.18, respectively). 3. In all data together, among females, and among males, responses varied most to the statement "The athletics Department has provided training and/or resources to help me become a leader" (Std Dev of 1.35, 1.39, and 1.32, respectively).	

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
		4. The average level of agreement with all statements generally appears to increase slightly with classification, and was strongest for 5Y Seniors.	

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