

UNIVERSITY OF ARKANSAS AT PINE BLUFF
STUDENT ASSESSMENT PLAN



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MISSION AND VISION OF THE UNIVERSITY OF ARKANSAS AT PINE BLUFF

Mission Statement

The University of Arkansas at Pine Bluff (UAPB) is a public comprehensive HBCU 1890 Land-Grant institution. The University embraces its land-grant mission of providing cutting edge research, teaching, outreach, and service programs that respond to social and economic needs of the state and region. Its mission is to promote and sustain excellent academic programs that integrate quality instruction, research, and student learning experiences responsive to the needs of a racially, culturally, and economically diverse student population. Ultimately, the University is dedicated to providing access and opportunity to academically deserving students and producing graduates who are equipped to excel through their contributions and leadership in a 21st century national and global community.

Vision Statement

The University of Arkansas at Pine Bluff will be widely recognized as the University of Choice for students, faculty, staff, and future employers of our students. UAPB will be renowned nationally and internationally for excellence in teaching, research, service, and outreach with exceptional academic programs and globally competitive students. As a pre-eminent land-grant institution, UAPB will enrich the lives of people in the Arkansas Delta and beyond.

OVERVIEW OF THE UNIVERSITY

The University of Arkansas at Pine Bluff is a historically Black state supported land grant institution. Branch Normal College opened in September 1875. In 1927, the Governor appointed an independent Board of Trustees for the college. In 1929, the school was expanded into a standard four-year degree-granting institution and in 1933 was certified as a standard four-year college. In July 1972, Arkansas Agricultural, Mechanical and Normal College merged with the University of Arkansas and became the University of Arkansas at Pine Bluff.

In keeping with its mission to provide “opportunity to academically deserving students” the University established admission standards in the fall of 2012. A high school grade point average of 2.0 or above and an ACT score of 19 or above (or SAT score equivalent to 980 or above) are the general requirements for all students. Students graduating from Arkansas high schools without an overall grade point average of 2.0 and an ACT score of 19 may be granted conditional admission, with the understanding that the student must maintain an average of “C” or better in order to continue studies at the University.

The University of Arkansas at Pine Bluff is in Jefferson County in the south-central part of the state. Many of the institution’s students come from schools in the surrounding counties. Currently, 60% of the undergraduate degree-seeking students reside on campus. Females comprise 55% and males comprise 45% of the student body. The institution’s student body is 87.9% Black or African-American, 3.4% Non-Resident Aliens (International Students), 3.2% White, 2.5% Hispanic, 1.8% two or more races, 0.5% American Indian/Alaskan Native, 0.4%

Asian/Pacific Islander, and 0.3% Native Hawaiian. In the fall semester of 2023 2,100 students were enrolled with the University.

The University of Arkansas at Pine Bluff offers 32 Bachelor's programs, 5 Certificate programs, 8 Associate's programs, 11 Master's programs, and 1 Doctoral (Ph.D.) program. Undergraduate degrees are awarded by four schools and one college: the School of Agriculture, Fisheries and Human Sciences; the School of Arts and Sciences; the School of Business and Management; the School of Education; and University College. Graduate degrees are awarded in the School of Agriculture, Fisheries and Human Sciences (Aquaculture and Fisheries; Agricultural Regulations), the School of Arts and Sciences (Computer Science and Technology; Addiction Studies), the School of Business and Administration (Business Administration), and the School of Education (Educational Leadership; Early Childhood Education; Computer Science Education; Vocational Rehabilitation; Secondary Education; Teaching). The single Doctoral Program exists within the Department of Aquaculture and Fisheries.

BRIEF HISTORY OF THE UNIVERSITY'S ASSESSMENT PLAN

In the fall of 1991, the Interim Vice Chancellor for Academic Affairs commissioned a Committee on Assessment. The institution-wide committee, chaired by the Associate Dean for Academic Studies, consisted of eleven members including representatives from Comprehensive Testing, Institutional Research, five academic schools, University College, Placement, and the Registrar's Office. The assessment plan prepared by the Committee on Assessment included: (1) university-wide assessment procedures for the first time Entering Freshmen students as mandated by the State Board of Higher Education; (2) a plan with procedures for assessment of the General Education (State Minimum) Core curriculum as mandated by the State Board of Higher Education; (3) English Proficiency Examinations (Sophomores/Juniors) as mandated by the State Board of Higher Education; (4) Comprehensive Examinations (Seniors) for content area from each degree-granting program; (5) activities for teacher education majors (as mandated by the State Board of Education for Certification) and nursing majors (as mandated by the State and National Boards of Nursing for Licensure). The University formalized its assessment activities by adopting the Student Academic Assessment Plan in 2006.

Since 2006, expectations and ideas regarding assessment have evolved. There is greater emphasis placed on explicitly identifying student learning outcomes, evaluating student learning outcomes using rubrics, cataloging evidence of student learning outcomes, collection and analysis of assessment data, and use of assessment analyses in decision-making processes across academic and co-curricular units. In July 2015, the University hired a Director of Assessment. Several changes to the Student Academic Assessment Plan were implemented in response to the evolving assessment expectations mentioned above. Recently, focus has turned toward degree program student learning outcomes to ensure that students are meeting learning objectives within all degree programs offered by all academic departments.

The Office of Assessment is now the repository of data from standardized assessments at entry level (ACT, SAT, high school GPA, class rank), mid-level (the ETS Proficiency Profile), exit level (Comprehensive Exam or Senior Project), and follow up level (Alumni Survey). Each transition point represents one formative or summative assessment.

The University of Arkansas at Pine Bluff implemented LiveText as its assessment management system in the fall of 2015. LiveText is the repository of assessments of Institutional learning outcomes (a six-year rotation of six learning outcomes with two learning outcomes assessed each year). The artifacts demonstrating the learning outcomes are archived in the LiveText system. The six institutional student learning outcomes are a subset of the Association of American Colleges and Universities VALUE Rubrics.

LiveText is also the repository for assessments of degree program learning outcomes. The artifacts demonstrating degree program learning outcomes are also archived in the LiveText system. Standardized rubrics and degree program curriculum maps associated with the assessments of degree program student learning outcomes are constructed before each academic year. The rubrics used for these learning outcomes are consistent across the degree program, allowing comparisons among classifications of students (i.e., freshmen, sophomores, juniors, seniors, graduate students).

The Director of Assessment is working with Graduate Coordinators from the M.Sc. programs and the Ph.D. program to identify entry, mid level, exit, and follow up transition points and assessments. These data are being compiled within the respective units. This effort effectively extends comprehensive assessment to all programs at the graduate level.

The Office of Assessment supports assessment activities for the Higher Learning Commission Assessment Report (Criteria 4), Assessment Annual Reports, and unit self-studies necessary for unit accreditation or for the Arkansas Department of Higher Education. The Office of Assessment is collaborating with units to facilitate appropriate feedback loops to improve learning outcomes.

The Office of Assessment is responsible for collaborating with non-academic units (e.g., Athletics or Student Affairs) to develop assessments of unit-defined student learning outcomes consistent with the assessment plan. The Student Academic Assessment Plan was renamed the Student Assessment Plan to reflect the importance of co-curricular units in student learning and success.

The Assessment Director is responsible for authoring an Annual Assessment Report. This includes summaries of data sources and learning outcomes at all transition points; analysis and interpretation of temporal trends in learning outcomes; analysis and interpretation of relationships among learning outcomes at different transition points; and clear articulation of plans to improve learning outcomes.

The Assessment Office acquired, from ACT, electronic data representing all the CAAP rising junior exam scores since fall of 2006. The Assessment Office also acquired senior comprehensive exam scores since 1999. These data were formatted for entry into a Microsoft Excel file that included approximately ten years of entry point data. The Assessment Office adds to the dataset annually and conducts analyses on temporal trends in learning outcomes and relationships among learning outcomes at different transition points (entry, mid-level, and exit).

LONGITUDINAL ASSESSMENT TRANSITION POINTS

Entry Level

Entry Level assessments include information provided to the University through the application process and initially entered into our Student Information System. These assessments include college entrance exam scores (ACT, SAT, ACCUPLACER), high school GPA, class rank, and demographic data. The University College is the academic unit responsible for monitoring student performance on entrance examinations and placement in developmental courses designed to remove academic deficiencies.

The University Freshmen Assessment and Placement Plan is designed to ensure that college freshmen are adequately prepared for college-level work. Entering freshmen with ACT scores below 19 are given an opportunity to take the Next Generation Accuplacer Examination. Achieving scores of 255 in elementary algebra, 255 in college math, 260 in English, and 252 in reading will qualify the student for regular college admission. Students failing to achieve these scores will, according to their scores, be placed in one or both of the two developmental courses: English 1310 (Blended and/or paired), and/or Enhanced Quantitative Literacy 1359 or Elementary Algebra 1310. There is no longer a separate Reading course being offered. It has been combined with the English 1310. Students scoring less than 450 on the SAT English, less than 460 on the SAT math, and less than 470 on the SAT reading will be placed in the appropriate developmental courses.

Mid-Level

Mid-level assessments include a standardized test assessing learning relative to the state minimum core for all baccalaureate programs (i.e., the ETS Proficiency Profile). The Office of Assessment has the responsibility of assessing the academic achievement of students who have completed the University's approved core of courses, which shall apply toward the general education core curriculum requirements for baccalaureate and associate degrees. The plan for the State Minimum Core required for Baccalaureate Degrees was approved by the State Board of Higher Education for implementation in the fall of 1993. The Proficiency Profile is the instrument to measure mastery of the core curriculum. Student who had acquired between 45 and 60 credit hours, but have not taken the Proficiency Profile are instructed, via email, to take an online version of the Proficiency Profile. An academic hold is placed on their account if students do not take the Proficiency Profile after being notified once and reminded twice.

Exit Level

Learning outcomes related to discipline-specific knowledge are assessed with a Senior Assessments (see Appendix 2). In 2014, the University determined that students must pass their Senior Assessment with a score of 70% or higher. This requirement became effective for the freshman class entering the University in the Fall 2015 semester. Senior Assessments are administered within Departments.

A Senior Assessment in the form of a Comprehensive Examination should be organized into

sections related to specific knowledge areas, skills, or competencies (KSCs) such that performance on the exam can be disaggregated to assess mastery of specific KSCs. Comprehensive Examinations may be completed on Scantron Form No. F-1712-PAR-L-1 if a department wishes the Office of Assessment to score the exam. Scantron forms, along with the actual exam and an answer key, should be brought to Mr. Arthur Thomas in the Assessment Office. The actual exam or answer key should indicate which questions correspond to specific KSCs. Scantron forms are scored, and the data, in electronic format, are returned to the Department along with the overall performance (on a percentile basis) of each student. If an academic department scores the Comprehensive Examination, individual composite scores as well as all data necessary to conduct summaries of performance by KSCs should be provided to the Office of Assessment.

If students do not pass the Comprehensive Exam on their first attempt, the exam must be re-administered. It is the responsibility of the department Chair to ensure that all students pass the department's Comprehensive Exam prior to graduation. Scores for re-administrations of the exam should also be provided to the Office of Assessment. Mr. Arthur Thomas is responsible for entering the final passing grade for graduating seniors into the University's Student Information System.

Some academic units are using standardized tests generated by accrediting agencies or other professional entities as their Comprehensive Examination. For example, the School of Education is using the ETS® Praxis exam and the School of Business is using the ETS® Major Field Test in Business. These types of standardized exams serve as the Comprehensive Examination. The Assessment Office receives electronic scores from these standardized exams, allowing summaries of performance by knowledge, skill or competency areas.

A Senior Assessment can take the form of a Senior Project. Departments must construct a rubric with four levels of accomplishment for each knowledge, skill, or competency demonstrated by the Senior Project. This rubric must be provided to the Assessment Office. The Senior Project will be assessed by the Department according to the rubric. Departments must submit to the Office of Assessment individual composite scores for the Senior Project as well as all data necessary to conduct summaries of performance by knowledge, skill or competency area (see Appendix 2).

The Assessment Office has responsibility for reporting completion of the Senior Assessment in the university's Student Information System. Departments must report the results of their senior assessments to the Office of Assessment for the Office of Assessment to fulfill its reporting requirement.

The assessment of students' civic, social, cultural, and economic attitudes, skills, values, and behavior are assessed through Exit interviews. The exact format of the Exit Interviews is up to each Department or degree program. However, the Assessment Office has requested Departments and degree programs include the following five questions in their Exit Interviews.

1. Have you looked for a job?
2. Have you looked for a job in your major field of study?

3. Do you have a job?
4. Do you have a job in your major field of study?
5. Have you been accepted to graduate school?

Follow Up Level

Follow up assessments include satisfaction surveys of alumni, the community, employers, and graduate programs regularly accepting our graduates. Satisfaction surveys assess alumni's preparation for life, the world or work and/or graduate studies. They measure programs and extra-curricular activities and their effects on the achievement of learning outcomes vital to a student's complete development. Although satisfaction surveys are a transition point assessment, they are not tied to the other transition point assessments described earlier. Nevertheless, they are an integral part of assessing whether academic units are producing graduates competitive in the job market and in graduate school.

ASSESSMENT OF INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Assessment Office has identified six student learning outcomes that are aligned with the mission and vision of the University. These institutional learning outcomes are a subset of outcomes identified by the Association of American Colleges and Universities (AAC&U) in their VALUE Rubrics. They include Written Communication, Foundations and Skills for Lifelong Learning, Oral Communication, Critical Thinking, Problem Solving, and Teamwork. The Assessment Office and units develop curriculum maps of key assessments of those institutional learning outcomes across academic and co-curricular units. The campus assesses two institutional learning outcomes each year in a 6-year rotation (see Appendix 1). Key assessments of institutional student learning outcomes are archived in LiveText and assessed according to the AAC&U Value Rubrics. LiveText facilitates reporting on learning outcomes within and among academic units and classifications (e.g., freshman, sophomores and juniors, seniors, graduate students).

ASSESSMENT OF DEGREE PROGRAM STUDENT LEARNING OUTCOMES IN DEPARTMENTS

Beginning in the 2024_25AY, Departments are being asked to identify three degree program student learning outcomes within every degree program offered by a department for assessment each academic year. Departments create curriculum maps to indicate when and where the two institutional student learning outcomes and three degree program student learning outcomes will be assessed during the academic year. Departments create rubrics for their degree program student learning outcomes and, using LiveText, assess and archive the evidence of learning outcomes, and standardize the reporting format.

Departments and degree programs may have assessment needs relative to explicitly stated learning outcomes for accreditation at the unit level. The Assessment Office works with accredited/licensed/state-certified academic units to fulfill their assessment requirements and undertake program reviews for accreditation in two specific ways. The Assessment Office helps create curriculum maps, key assessments, and rubrics in LiveText related to professional

standards outlined by accrediting agencies. The Assessment Office also helps units design database tables of unit-specific key assessments.

The Arkansas Higher Education Coordinating Board revised their policy for review of existing academic programs (AHECB Policy 5.12) in 2008. The policy states that, “Accredited/licensed/state certified programs will follow the usual review practices and schedule of the accrediting/approval body.” Academic units not program-specific accredited will be “externally reviewed every 7-10 years.” The Assessment Office helps academic units not accredited by a discipline-specific accrediting entity to undertake self-studies by creating curriculum maps, key assessments, and rubrics in LiveText related to unit goals, by designing database tables of unit-specific key assessments, and by assisting with analysis and interpretation of relationships within and among unit-specific key assessments and transition point key assessments.

ASSESSMENT OF STUDENT LEARNING OUTCOMES IN CO-CURRICULAR UNITS

Assessments occur in a variety of co-curricular units. Co-curricular units of the Academic Affairs division include Academic Skills and Developmental Services; the Student Success Quality Initiative, TRIO Student Support Services; the Carolyn F. Blakely Honors Program, Military Science, the Watson Memorial Library, the Viralene J. Coleman Computerized Writing Center, Band, Vesper Choir, the Office of International Programs and Studies, and the STEM Academy. Co-curricular units of the Student Affairs division include Career Services, Counseling and Student Wellness, the Emerging Scholars Leadership Institute, Disabilities Services, Veterans Affairs, Student Health Services, Student Involvement and Leadership, and the Student Union Programming Board. Co-curricular units in the Office of Enrollment Management and Student Success include the Student Success Center and the LIONs Program. Each of these co-curricular units works with the Assessment Office to identify specific student learning outcomes and key assessments of those outcomes. Assessment in co-curricular units may include indirect methods of assessment, including surveys, focus groups, or case studies. In this way, all the units on campus are included in the assessment of student learning outcomes.

USE OF ASSESSMENT DATA TO IMPROVE STUDENT LEARNING

The goal of assessment is to improve student learning. Students, instructors, and co-curricular personnel are all involved in the collection of data to support assessment of student learning. Adequate analysis and interpretation of assessment data is necessary to support the decision-making process at the University, Department, degree program, and co-curricular unit levels. The Assessment Office includes a director, responsible for all aspects of assessment of student learning at UAPB. One of the primary responsibilities of the Director is assessment data analyses and interpretation of analyses in conjunction with academic and co-curricular units.

The Assessment Office also employs a LiveText System Administrator. This individual has responsibility for administration of the campus end of LiveText, for interacting with the LiveText Implementation Coordinator, and for training instructors and students in the use of LiveText. The LiveText Administrator is responsible for maintaining a data set that includes transition point (entry level, mid-level, exit level) key assessment data and unit-specific key

assessments from all academic and co-curricular units. In addition, the LiveText Administrator is responsible for maintaining the web pages for the Assessment Office, administering the ETS Proficiency Profile, and administering the follow-up alumni survey.

Appendix 1. Six-Year Rotation of Institutional Student Learning Outcomes

Written Communication	Years 1&2		
Foundations and Skills for Lifelong Learning	Years 1&2		
Oral Communication		Years 3&4	
Critical Thinking		Years 3&4	
Problem Solving			Years 5&6
Teamwork			Years 5&6

Appendix 2. Senior Assessments

Senior comprehensive exams and senior projects represent a key assessment of discipline-specific knowledge, skills, and competencies (KSCs). Together with entry-level and mid-level key assessments, senior assessments are critical to longitudinal assessment of student learning outcomes.

Graduating Seniors are required to pass a comprehensive exam or project and a baseline of 70% for passing has been set for the university. As of the fall 2015 semester, responsibility for administration of the senior comprehensive exam was moved to individual academic departments. Each department is required to maintain an up-to-date comprehensive exam or senior project rubric. The Office of Assessment strongly urges departments to create unique comprehensive exams for every concentration within a degree program, based on skills and competencies that all students within a concentration should acquire. For example, The Agriculture Department offers a baccalaureate degree in Agricultural Sciences. There are, however, several concentrations within the Agricultural Sciences degree program (e.g., Agricultural Business, Animal Science, Plant and Soil Science). With different senior comprehensive exams for each concentration, Agricultural Business students get a comprehensive exam unique to the Agricultural Business concentration, while Animal Science students get a different comprehensive exam unique to the Animal Science concentration. Conceivably, some of the questions on the Agricultural Business and Animal Science exams would be the same, as the two concentrations might require a course or competency common to both concentrations.

A manner of test organization allowing for assessment of individual KSCs is required. Departments may generate sets of questions from different knowledge or competency areas. Departments are urged to group at least four questions within a competency or knowledge area (See **Creating a Senior Assessment in the Form of a Senior Comprehensive Exam**, below). For example, a comprehensive exam constructed in Industrial Technology might have questions on robotics, electronics, and mechanics. Questions 1-4 could be robotics questions, questions 5-8 could be electronics questions, and questions 9-12 could be mechanics questions. The overall exam score would represent learning relative to all KSCs within Industrial Technology, but the sub score on questions 1-4 represents robotics knowledge, learned in robotics classes. Using such a scheme, sub score performances can be linked to specific KSCs, making the comprehensive exam more informative.

The Office of Assessment has a Scantron scoring machine. This machine allows the data from Scantron answer sheets to be created in digital format. If the student's name and Student ID (flush left) are reported on the Scantron answer sheet, the record of each student's performance on the comprehensive exam can be written directly into a data set. If comprehensive exam performance data are created digitally, sub scores can be easily calculated and reported to departments, along with the number of questions attempted, number of correct answers, and

percentage of correct answers. We urge Departments to use the Office of Assessment to have senior comprehensive exams graded.

It is acceptable to substitute performance on a standardized or other licensure exam for a senior comprehensive exam. The University recognizes that accrediting bodies using standardized tests have explicit criteria regarding passing scores. Any Department that uses a standardized test will use the criteria recognized by the testing entity or accrediting agency to determine a passing performance. Standardized licensure exam results should be reported to the Office of Assessment in a digital format to allow incorporation of the scores into existing data sets. Finally, just as with comprehensive exams created and administered by departments, standardized licensure exams are most useful when they are organized to allow assessment of learning in specific competency or content areas, rather than simply providing a pass/fail or percent correct answers reporting format.

Some departments prefer a senior assessment in the form of a senior project (e.g., senior art exhibit, senior recital). This is acceptable, provided certain conditions are met. The senior project should be designed to allow assessment of a comprehensive range of knowledge, skills, or competencies. A department should develop a 4-point grading rubric for a senior project. Each row of the rubric should correspond to a specific skill or competency demonstrated by the senior project. Each cell of the rubric should correspond to a clearly defined level of accomplishment, where level 4 = mastery of the skill or competency. Departments are responsible for defining the KSC areas and for assessing the senior project using the senior project rubric (see **Creating a Senior Assessment in the Form of a Senior Project**, below). The composite rubric score on the senior project, as well as data on performance in each knowledge, skill, or competency area should be provided to the Office of Assessment, thereby allowing analysis of overall performance and performance in each knowledge, skill, or competency area.

The University is requiring that senior comprehensive exams or senior projects be incorporated into a senior capstone course. Students planning to complete their degree at the end of a summer session should have taken the capstone course (with embedded senior assessment) during the preceding spring term. The timeline for Senior Assessments is:

1. Revisions of a Senior Assessment (Senior Comprehensive Exam or Senior Project Rubric) should be completed by the last day of instruction the semester before they are implemented. Electronic copies of the up-to-date Senior Comprehensive Exam (with correct answers) or the Senior Project Rubric should be provided to the Provost's Office and the Assessment Office by the aforementioned deadline.
2. No later than September 10 or January 31, the date/time/location of a Senior Comprehensive Exam administration or the Senior Project due date should be announced by departments. Since senior assessments are now embedded in a senior capstone course, this notification of date/time/location of a senior assessment should also be included in the syllabus of the capstone course.

3. Bi-weekly reminders of exam date or project due date should be provided throughout the semester.
4. No later than October 20 or March 15, the first administration of a Senior Comprehensive Exam should occur. This deadline is necessary so that re-administration of a senior comprehensive exam, in the event of an initial failure, can be undertaken prior to other graduation deadlines.
5. By October 21 or March 16, Senior Comprehensive Exams and an answer key should be delivered to the Assessment Office. Comprehensive Exams will be graded, and data returned to Departments by October 31 or March 25.
6. No later than October 31 or March 25, the Senior Project should be assessed, according to the rubric, by the department assessor or capstone course instructor. The Senior Project assessment data (i.e., rubric scores) should be submitted to the Assessment Office by October 31 or March 25.
7. No later than November 19 or April 15, a second administration of a Senior Comprehensive Exam should occur or a second assessment of a revised Senior Project should occur if necessary to meet the 70% baseline for passing.
8. By November 20 or April 16, Senior Comprehensive Exams and answer keys for the second administration should be delivered to the Assessment Office. Comprehensive Exams will be graded, and data returned to Departments by November 25 or April 20.
9. Assessments of a revised Senior Project should be brought to the Assessment Office by November 25 or April 20.
10. The Assessment Office enters results of Senior Assessments into the Student Information System by November 30 or April 25.

For policy questions regarding these changes, please contact the office of the Provost/Vice-Chancellor for Academic Affairs. For questions regarding exam or rubric formatting, assessment, or assessment reporting, please contact the Director of Assessment.

Creating a Senior Assessment in the form of a Comprehensive Exam

This procedure assumes that each degree program has a multiple-choice comprehensive exam in MS Word format or embedded in Blackboard. It assumes that a separate answer key exists for the exam.

1. On the exam, highlight each correct answer and change the font color to red.
2. Group your questions by clearly identified knowledge, skill, or competency area (if this has not already been done). Alternatively, provide the Office of Assessment with a table indicating which questions correspond to respective KSC areas.
3. Tests can be up to two hundred questions long if using the Scantron form.
4. Check questions numbering and format. **Students should never see this file!**
5. Print out a hard copy of the exam for each of your graduating seniors.
6. The department may acquire Scantron answer sheets (**Scantron Form No. F-1712-PAR-L-1**) from the Assessment Office or on their own.
7. The exam proctor should fill out the answer key on a Scantron form.
8. The proctor administers the exam by providing each student a copy of the exam and a Scantron answer sheet.
9. Students fill out Scantron forms using No. 2 lead pencil. Students should include their UAPB ID and their Last and First Names.
10. When students have completed the exam, they return the Scantron sheet and the hardcopy of the comprehensive exam to the proctor.
11. The proctor delivers the Scantron answer key and the Scantron answer sheets to the Assessment Office.
12. The Assessment Office grades the comprehensive exam and provides an electronic data set of the results to the department.
13. The data set will be organized one student per row. Fields (i.e., columns) in each row will include Degree Program, Student Last Name, Student First Name, Student ID, followed by student's performance on each question (1=right, 0=wrong). The last column of the row will be the percentage of correct answers a student provided (i.e., the exam score).
14. The Office of Assessment is responsible for entering senior comprehensive exam scores in the student information system.

Creating a Senior Assessment in the form of a Senior Project

If a Senior Assessment takes the form of a Senior Project, then the following procedures should be followed.

1. The department will generate a rubric for the Senior Project based on a 4-point competency scheme (see Figure 1, below).
2. The department will identify all the knowledge, skill, or competency (KSC) areas addressed by the Project. Each KSC area represents a row (or aspect) of the rubric. Each KSC area should be adequately described in the numbered cells of the first column of the rubric.
3. The department should generate verbiage in each cell of the rubric which (columns 2-5) clearly describes the level of learning displayed by the student receiving that score. Level 1 (column 5) represents the poorest level of learning in the KSC area, while level 4 (column 2) represents the highest level of learning.
4. When the rubric is complete, an electronic copy of the Project Rubric should be archived with the chair, the Assessment Office, and the individual in a department assessing Senior Projects.
5. The department should arrange for at least one assessment for each student undertaking a Senior Project.
6. Each assessor should complete their assessment on a unique copy of the rubric. The assessor should include on the rubric the senior's UAPB ID and their Last and First Names.
7. The assessor then assesses each KSC area addressed by the Project.
8. All assessments of senior projects, including the complete rubric, should be provided to the Office of Assessment.
9. The Assessment Office is responsible for entering the results of the Senior Project in the university's student information system.

Figure 1.	Senior Project Rubric			
	Level 4 (4 pts)	Level 3 (3 pts)	Level 2 (2 pts)	Level 1 (1 pt)
Complete description of first knowledge, skill, or competency	Description of complete mastery of first KSC goes here	Description of partial mastery of first KSC	Description of minimal mastery of first KSC	Description of no mastery of first KSC
Complete description of second knowledge, skill, or competency	Description of complete mastery of second KSC	Description of partial mastery of second KSC	Description of minimal mastery of second KSC	Description of no mastery of second KSC
Complete description of third knowledge, skill, or competency	Description of complete mastery of third KSC	Description of partial mastery of third KSC	Description of minimal mastery of third KSC	Description of no mastery of third KSC
Complete description of fourth knowledge, skill, or competency	Description of complete mastery of fourth KSC	Description of partial mastery of fourth KSC	Description of minimal mastery of fourth KSC	Description of no mastery of fourth KSC
Complete description of fifth knowledge, skill, or competency	Description of complete mastery of fifth KSC	Description of partial mastery of fifth KSC	Description of minimal mastery of fifth KSC	Description of no mastery of fifth KSC
Complete description of sixth knowledge, skill, or competency	Description of complete mastery of sixth KSC	Description of partial mastery of sixth KSC	Description of minimal mastery of sixth KSC	Description of no mastery of sixth KSC
Complete description of seventh knowledge, skill, or competency	Description of complete mastery of seventh KSC	Description of partial mastery of seventh KSC	Description of minimal mastery of seventh KSC	Description of no mastery of seventh KSC
Complete description of eighth knowledge, skill, or competency	Description of complete mastery of eighth KSC	Description of partial mastery of eighth KSC	Description of minimal mastery of eighth KSC	Description of no mastery of eighth KSC
Add more rows, as necessary. Number of rows equals number of ksc demonstrated by the senior project				