

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 “C” and a composite ACT score of 19 are the general requirements for all students. Students graduating from Arkansas high schools without an overall grade point average of “C” and a composite 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 located in Jefferson County in the south central part of the state. A majority of the institution’s students come from schools in the surrounding counties. Currently, 48% of the student body resides on campus and 52% commute. The institution’s student body is 91.23% Black or African American, 4.93% White, 1.81% Non-Resident Alien, 1.39% Hispanic, 0.41% Asian, 0.19% American/Alaska Native, and 0.04% two or more races. In the fall semester of 2015, approximately 2,666 students were enrolled with the University.

The University of Arkansas at Pine Bluff offers thirty baccalaureate programs, six (6) technical

certificate programs, four (4) associate programs, eight (8) master's programs, and one (1) 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. Master of Science degrees are awarded in the School of Agriculture, Fisheries and Human Sciences (Aquaculture and Fisheries and Agricultural Regulations), the School of Arts and Sciences (Addiction Studies), and the School of Education (elementary/early childhood and secondary programs). The one 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 programs; (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 standardized 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.

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 (remedial course grades, Common Exam or English Proficiency Exam, CAAP Exam or University College Exit Exam, GPA at Exit of University College), exit level (Comprehensive Exam, Capstone Course Grade, Exit Interview, GPA at graduation), and follow up level (Alumni Survey, Employer Survey, Graduate School Survey, Unit Self Study). Each transition point represents a table in a relational database. As much as possible, data sources are associated with a specific student ID, facilitating the relationship among tables in the database and tracking of individual students longitudinally from admission to graduation and beyond.

The University of Arkansas at Pine Bluff implemented LiveText as its assessment management system in the fall of 2015. The School of Education had formerly adopted LiveText to manage

student electronic portfolios. The initial steps of the LiveText rollout included hiring of a LiveText Administrator, a two-day LiveText training workshop (September 23-24, 2015), and adoption of four key assessments (two university-wide and two school/unit-wide) to be implemented in LiveText during the 2015-2016 academic year (see Appendix 1). In many, but not all cases, the student learning outcomes were associated with the Association of American Colleges and Universities Value Rubrics. Other standardized rubrics and a master curriculum map associated with the key assessments are under construction.

LiveText is the repository of key assessments of University-wide learning outcomes (a three-year rotation of six learning outcomes, two outcomes assessed per year). The artifacts demonstrating the learning outcomes of the key assessments are archived in the system. The rubrics used for these learning outcomes are consistent across the University, allowing comparisons among units.

The Director of Assessment is working with Graduate Coordinators from each of 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 entered into database tables specific to the respective unit. This effort effectively extends comprehensive assessment to all programs at the graduate level.

LiveText is the repository for other assessments of learning outcomes defined by the units (School or Program, Department, or degree program). The artifacts demonstrating these learning outcomes are archived in the system. Learning outcomes defined for units higher than the degree program have consistent rubrics, again allowing comparisons among sub-units of the unit.

The Office of Assessment is coordinating with units and support assessment activities for the Higher Learning Commission Assessment Report (Criteria 4), Assessment Annual Reports, and unit self studies necessary for unit accreditation or for Arkansas Department of Higher Education. The Office of Assessment is working with units to identify unit triggers for red or green flags (i.e. negative or positive alerts) and define feedback loops to improve learning outcomes.

The Office of Assessment is responsible for working with non-academic units (e.g. Finance and Administration 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 that co-curricular units play 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; establishment of triggers for red or green flags; and clear definitions of feedback loops (triggered by red or green flags) leading to improved learning outcomes.

The Assessment Office acquired, from ACT, electronic data representing all of the CAAP rising junior exam scores since fall of 2006. The Assessment Office also acquired all senior comprehensive exam scores since 1999. These data are being formatted for entry into a Microsoft Access database that includes approximately ten years worth of entry point data. Hence, the

Assessment Office is conducting analyses on temporal trends in learning outcomes and relationships among learning outcomes at different transition points (entry, mid-level, and exit) over the last ten years.

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), 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. Section 19 of Act 1052 of the 1987 Arkansas Legislature requires all state-supported colleges and universities to institute a Freshmen Assessment and Placement Program.

Students are assigned to developmental programs in reading, mathematics, and English on the basis of scoring below the State Minimum Standard on the ACT. Section 21 of Act 467 of 1989 increased the required scores for the Freshman Assessment and Placement Program for implementation beginning with the Spring Semester, 1990.

The University Freshmen Assessment and Placement Program is designed to ensure college freshmen are adequately prepared for college-level work. Students are placed in Developmental English 1310 when they score below 19 on the English portion of the Enhanced Act, below 40 on the TSWE, or below 42 on the ASSET Language Usage Test. Students are placed in Developmental Reading 1212 when they score below 19 on the reading portion of the Enhanced ACT, less than 340 on the verbal portion of the SAT, or below 41 on the ASSET reading Skills Test. Students scoring 19 or above on the ACT math subtest will be placed in College Algebra for STEM majors and Quantitative Literacy for Non-STEM majors. Students scoring 17 – 18 in Non-Stem majors can take the diagnostic test for placement in Enhanced Quantitative Literacy with a score of 80 or above. All other students scoring less than 80 on the diagnostic test and/or students scoring below math ACT of 18 will take the COMPASS pretest or an equivalent placement test.

Mid Level

Mid level assessments include performance in remedial classes (if necessary), standardized tests assessing English proficiency, performance in English Composition I & II, a standardized test assessing learning relative to the state minimum core for all baccalaureate programs, and GPA at the exit of University College. Since 2002, students take the Common Examination as part of English Composition I. Students who are unsuccessful in passing the Common Examination must enroll in English Seminar for additional assistance. The English Seminar does not replace the Common Examination. Transfer students who have completed English Composition I prior to enrollment at UAPB must take the English Proficiency Examination to fulfill this requirement. Transfer students should have completed the English Proficiency Examination by the second

semester of their sophomore year.

The Office of Student Counseling, Assessment, and Development 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 utilizing the Academic Profile was approved by the State Board of Higher Education for implementation in the fall of 1993. The CAAP (Collegiate Assessment of Academic Proficiency) is the instrument to measure mastery of the core curriculum. Student who have acquired more than 60 credit hours, but have not taken the CAAP exam, are referred to the Office of Student Counseling, Assessment, and Development and required to take the University College Exit Exam.

Exit Level

Learning outcomes related to discipline-specific knowledge are assessed with Senior Assessments (see Appendix 3). In 2014, the University determined that students must pass their Senior Assessment with a score of 70% or higher. This requirement becomes 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 is divided into sections related to specific courses and subdivided into knowledge, skill, or competency areas, such that performance on the exam can be traced back to mastery of specific competency areas within specific courses. Comprehensive Examinations should be completed on Scantron Form No. F-1712-PAR-L-1. Scantron forms, along with an answer key, are brought to the Assessment Office. Scantron forms are scored, and the data, in electronic format, are returned to the Department.

Some academic units are using standardized tests generated by accrediting agencies or other professional entities in place of a 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 the same purpose as the Comprehensive Examination. The Assessment Office receives electronic scores from these standardized exams, which could be linked back to performance at other transition points using the Student ID as the common database element.

A Senior Assessment can also take the form of a Senior Project. Departments must construct a rubric with 4 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, using Scantron Form No. F-1712-PAR-L-1. Each knowledge, skill, or competency area is a separate question on the Scantron form. Each answer is equivalent to a performance level (i.e. A=4, B=3, C=2, and D=1). Scantron forms, along with an answer key, are brought to the Assessment Office. Scantron forms are scored, and the data, in electronic format, are returned to the Department (see Appendix 3).

The Assessment Office will be responsible for reporting completion of the Senior Assessment in the Colleague system, beginning in the fall 2015 semester.

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, but should be linked to other transition point assessments through a student ID. Furthermore, the Assessment Office has requested Departments and degree programs include the following four 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 through a student ID and are not part of the longitudinal analyses 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 UNIVERSITY-WIDE STUDENT LEARNING OUTCOMES

The Assessment Office has identified six student learning outcomes that are aligned with the mission and vision of the University. The learning outcomes are a subset of outcomes identified by the American Association of Colleges and Universities (AACU) in their Value Rubrics. They include Reading, Written Communication, Oral Communication, Critical Thinking, Problem Solving, and Foundations and Skills for Lifelong Learning. The Assessment Office is developing curriculum maps of key assessments of those learning outcomes across academic and co-curricular units. The Assessment Office plans to assess two of the six learning outcomes each year in a 3-year rotation (Appendix 2, pg 20). Key assessments of University-wide student learning outcomes are archived in LiveText and assessed according to the AAUC Value Rubrics. LiveText facilitates reporting on learning outcomes within and among academic units.

ASSESSMENT OF STUDENT LEARNING OUTCOMES IN ACADEMIC UNITS

The Assessment Office worked with each School (SAFHS, SAS, SBM, SOE, University College) to choose two School-wide student learning outcomes for assessment during the 2015-2016 academic year (see Appendix 1). Each pair of School-wide student learning outcomes is aligned with goals articulated by the respective Schools. Schools are working with Departments to create

curriculum maps for each Department within the School, indicating key assessments relative to introduction, reinforcement, or assessment of mastery of the pairs of School-wide student learning outcomes. The key assessments are archived in LiveText and assessed according to the AAUC Value Rubrics or other rubrics standardized across Departments within Schools. We anticipate that Schools will assess a larger set of student learning outcomes in the future, using LiveText to create standardized rubrics, archive the evidence of learning outcomes, and standardize the reporting format.

Schools, Departments, and degree programs may have assessment needs relative to 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. If unit-specific key assessments are organized by Student ID, the relationships between transition point learning outcomes and discipline-specific learning outcomes can be examined. Examples of unit-specific key assessments would include portfolio assignments, capstone course assignments, professional licensure tests, or accrediting agency competencies.

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 program-specific accredited 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; TRiO Student Support Services; the Center for Teaching, Learning, and Advising; Honors College; Military Science, the Watson Memorial Library, Continuing Education, and the International Programs Office. The STEM Academy is a co-curricular unit in the division of Research, Innovation and Economic Development. Co-curricular units of the Student Affairs division include Career Services; Student Involvement and Leadership; and Student Counseling, Assessment, and Development. 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. The Director of Assessment plans to provide access to LiveText to personnel in co-curricular units if necessary. Co-curricular units could determine key assessments, determine which students are involved with activities of the co-curricular unit, have students upload evidence of learning outcomes to LiveText, and use standardized rubrics to assess learning outcomes, just as this is done by course instructors.

However, assessment in co-curricular units will also include indirect methods of assessment, including surveys, focus groups, or case studies. In this way, all of the units on campus are included in the assessment of student learning outcomes.

USE OF ASSESSMENT DATA TO IMPROVE STUDENT LEARNING

The basic 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, School, Department, degree program, and co-curricular unit levels. The newly constituted Assessment Office includes a Director, responsible for all aspects of assessment 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. To facilitate the interpretations of assessment data analyses, two levels of assessment point people have been identified by Vice Chancellors, Deans, Directors, and Department Chairs. Level 1 assessment point people generally have school-wide or unit-wide responsibilities for coordination of unit assessment activities, movement of school-wide data between the unit and the Assessment Office, and for interpretation of assessment data analysis with the Assessment Director, the unit head, and other unit personnel.

For example, the level 1 point person in the School of Business and Management is an individual other than the Dean. This individual would coordinate assessment activities for the School of Business and Management, interact with the Assessment Director to move assessment data to the Assessment Office, and meet regularly (several times/year) with the Dean, Assessment Director, and perhaps Department Chairs, to interpret analyses of School of Business and Management assessment data.

Level 2 assessment point people generally have department-wide responsibilities for coordination of departmental assessment activities. Level 2 assessment point people would be responsible for movement of departmental assessment data between the department and the Assessment Office, and for interpretation of assessment data analysis with the Assessment Director, the Department Chair, and instructors.

The Assessment Office hired a LiveText Administrator in October 2015. This individual has responsibility for administration of the campus end of LiveText, for interacting with the LiveText Implementation Coordinator, and for training instructors, students, and other unit personnel in the use of LiveText. The LiveText Administrator is responsible for maintaining a Microsoft Access database with tables that include transition point (entry level, mid level, exit level) key assessment data and tables that include 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.

Appendix 1. University-wide, School-wide, and Co-curricular Unit (shaded in gray) Student Learning Outcomes for AY 2015-2016 in the Division of Academic Affairs.

School or Unit	Department	SLO 1	SLO 2	SLO 3 (University-Wide)	SLO 4 (University-Wide)
Agriculture, Fisheries, and Human Sciences	All	QUANTITATIVE LITERACY Value Rubric: Explains information presented in figures and tables, summarizes data using diagrams, equations, tables and figures, formulates appropriate conclusions from data, and recognizes limits of conclusions which can be drawn from data	INFORMATION LITERACY Value Rubric: Conducts efficient and effective searches of electronic information sources based on research questions, rates quality of information according to discipline appropriate standards, organizes, summarizes, and synthesizes information from searches, cites information sources in an appropriate and ethical manner.	READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.	WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.

Arts and Sciences	All	<p>INFORMATION LITERACY Value Rubric: Conducts efficient and effective searches of electronic information sources based on research questions, rates quality of information according to discipline appropriate standards, organizes, summarizes, and synthesizes information from searches, cites information sources in an appropriate and ethical manner.</p>	<p>TEAMWORK Value Rubric: Critiques the relative merits of alternative ideas within a group, while remaining respectful of all contributions, engages multiple individuals by building on or synthesizing disparate ideas, works independently and collectively to meet group objectives, addresses conflict in constructive manner.</p>	<p>READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.</p>	<p>WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.</p>
Addiction Studies (grad)		<p>Examine behaviors and values of clients, consider circumstances and external pressures, and develop appropriate treatment plans.</p>	<p>Research community demographics, consider social norms and values, match circumstances with theories of avoidance and deterrence, and develop appropriate prevention plans.</p>	<p>READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.</p>	<p>WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.</p>

Business and Management

Both

CRITICAL THINKING

Value Rubric:

Relates issues relevant to a problem clearly and completely, selects and uses appropriate information to analyze and interpret different aspects of a problem, constructs a solution that accounts for the complexities of a problem, and evaluates the implications and +`consequences of favored and alternative solutions to a problem.

ETHICAL REASONING

Value Rubric:

Analyzes core beliefs regarding ethical behavior in discipline, decides appropriateness of practices based on different ethical perspectives and theories, and evaluates the assumptions and implications of alternative ethical behaviors in discipline.

READING Value Rubric:

Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.

WRITTEN COMMUNICATION

Value Rubric:

Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.

Education

Both

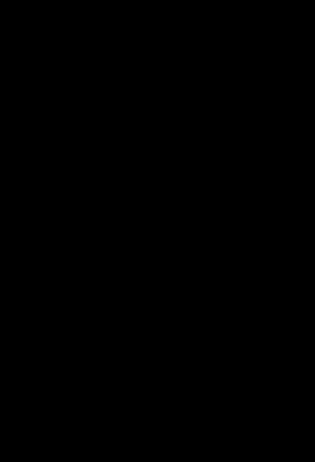
FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING Value Rubric: Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills.

INTERCULTURAL KNOWLEDGE Value Rubric: Recognizes how personal experiences shape cultural biases, evaluates the influences of history, politics, economics, beliefs, and practices on behaviors among cultures, demonstrates empathy with other cultural groups, facilitates communication that demonstrates a multicultural perspective

READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.

WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.

University College	General Studies	<p>INFORMATION LITERACY Value Rubric: Conducts efficient and effective searches of electronic information sources based on research questions, rates quality of information according to discipline appropriate standards, organizes, summarizes, and synthesizes information from searches, cites information sources in an appropriate and ethical manner.</p>	<p>Locate online and print materials to explore career opportunities, compare vocational requirements to personal aptitude and temperament, and make informed decisions regarding vocations</p>	<p>READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.</p>	<p>WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.</p>
	Basic Academic Services	<p>QUANTITATIVE LITERACY Value Rubric: Explains information presented in figures and tables, summarizes data using diagrams, equations, tables and figures, formulates appropriate conclusions from data, and recognizes limits of conclusions which can be drawn from data</p>	<p>WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.</p>	<p>READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.</p>	

University College	Academic Skills and Development Services	<p>READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.</p>	<p>Searches for definitions of unfamiliar words, uses thesaurus to increase vocabulary, and practices an expanded vocabulary in oral and written context.</p>	<p>Student Learning Objectives: Know how to read actively, learn from college textbooks, build a stronger reading vocabulary, locate main ideas, identify supporting details, understand implied main ideas, recognize basic organizational patterns, read and think critically, and prepare to take standardized test</p>	<p>WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.</p>
	Trio Student Support Services	<p>QUANTITATIVE LITERACY Value Rubric: Explains information presented in figures and tables, summarizes data using diagrams, equations, tables and figures, formulates appropriate conclusions from data, and recognizes limits of conclusions which can be drawn from data</p>	<p>WRITTEN COMMUNICATION Value Rubric: Writes with organization and purpose on subject, using credible sources and arguments, and following style and grammar appropriate for the discipline.</p>	<p>READING Value Rubric: Comprehends written material from their discipline, judges the material for quality and utility, and critiques the material orally during a discussion and in writing.</p>	

Honors College	Honors College	Demonstrates change in attitudes and beliefs because of participation in community service, perceives connection between academic endeavors and civic engagement, demonstrates participation and leadership in civic activities.	Identify post-baccalaureate opportunities, complete applications to graduate school, professional school, medical or law school, schedule and complete study routine for standardized tests, register for and take standardized test required for post-baccalaureate study.	
Military Science	Military Science	Demonstrate leadership by issuing appropriate commands during drills, instill confidence in subordinates by outlining solutions to problems confronting teams during group exercises, and perform leadership roles under simulated stressful circumstances.	Conduct self according to appropriate military behavior in formal and informal settings, display correct military comportment and posture under a variety of circumstances, and demonstrate knowledge of Army customs and courtesies in simulated interactions with members of superior and subordinate rank.	

Center for
Teaching and
Learning and
Advisement

Center for
Teaching and
Learning and
Advisement

Demonstrates ability to
log into the Blackboard
Learning Management
System, visit a specific
course, and send or
receive messages within
Blackboard

Demonstrate ability to
submit an assignment
within the Blackboard,
look up final grade on
the assignment, and
acquire feedback from
instructor



Appendix 2. Three-Year Rotation of University-wide Student Learning Outcomes

Reading	Year 1		
Written Communication	Year 1		
Oral Communication		Year 2	
Critical Thinking		Year 2	
Problem Solving			Year 3
Foundations and Skills for Lifelong Learning			Year 3

Appendix 3. Senior Assessments

Senior assessments represent a transition point key assessment of discipline-specific knowledge, skills, and competencies. Together with entry-level and mid-level key assessments, senior assessments are critical to longitudinal assessment of student learning outcomes. Recent changes in policies surrounding senior comprehensive exams include the requirement to pass (not just take) the exam and a baseline of 70% for passing. Another change involves administration and grading of the senior comprehensive exam. Until recently, comprehensive exams were administered and graded by Mr. Thompson, an employee in the School of Education. Scores were reported directly on the Scantron answer sheet and then transcribed into excel spreadsheets for distribution to departments and schools. Mr. Thompson is no longer with the University and responsibility for administration and grading of the senior comprehensive exam needs to change.

As of the fall 2015 semester, responsibility for administration of the senior comprehensive exam will belong to the academic departments. We urge each department to bring their comprehensive exams up to date. We urge 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 has two degree programs, Agricultural Sciences and Regulatory Science. There are, however, several concentrations within the Agricultural Sciences degree program (e.g. Agricultural Business, Animal Science, Plant and Soil Science, etc). 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 learning will be required. Departments probably have generated sets of questions from different classes or competency areas. We urge departments to group 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 knowledge within Industrial Technology, but the sub score on questions 1-4 represents robotics knowledge, ostensibly learned in robotics classes. Using such a scheme, sub score performances can be linked to specific competencies, knowledge areas, or courses, making the comprehensive exam considerably more informative.

Recently, a Scantron machine from the Nursing Program was transferred to the Assessment Office. This machine should allow the scores on Scantron answer sheets to be written directly to a digital file. 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 entered directly into a database table. Sub scores could be easily calculated and reported to departments, along with the number of questions attempted, number of correct answers, and percent of correct answers. We urge Departments to use the Office of Assessment to have senior comprehensive exams graded.

It seems reasonable to substitute performance on a standardized 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, per accrediting requirements, will use the criteria recognized by the accrediting agency to determine a passing performance. To use the results of the standardized licensure exam as the exit-level transition point assessment, one must be able to link performance at this transition point to performance at earlier transition points (entry-level and mid-level) through a common unique identifier such as student ID. Longitudinal analysis at entry, mid, and exit-level are not possible if one cannot link the exit-level key assessment (i.e. the comprehensive exam) to earlier key assessments. Standardized licensure exam scores should be reported to the department in a digital format to allow incorporation of the scores into existing databases without transcription. 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 competencies or content areas, rather than simply providing a pass/fail or percent correct answers reporting format.

Some units would prefer a senior assessment in the form of a senior project. This would be 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 a Scantron form (see **Creating a Senior Assessment in the form of a Senior Project**, below). The Scantron sheet and the list of corresponding KSC areas would be sent to the Assessment Office. One Scantron sheet (i.e. Senior Project assessment) should be generated for each graduating senior.

Students completing their degree at the end of a summer session should have taken the Senior Assessment during the preceding spring term. A tentative timeline for Senior Assessments should include:

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 Senior Comprehensive Exam (Instructor Copy) or the Senior Project Rubric should be provided to the Department Chair, Department Proctor/Assessor, and 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.
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 the Senior Comprehensive Exam or the Senior Project due date should occur.
5. By October 21 or March 16, the Scantron forms of Senior Comprehensive Exams and an answer key should be brought 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. A Senior Project assessment (on a Scantron form) should be submitted to the Assessment Office by October 31 or March 25. A separate assessment (i.e. Scantron form) should be submitted for each graduating senior.
7. No later than November 19 or April 15, a second administration of a Senior Comprehensive Exam should occur, or the due date for a revision of a Senior Project should occur (once students are required to pass the Senior Assessment).
8. By November 20 or April 16, Scantron forms of Senior Comprehensive Exams and answer keys for the second administration should be brought 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 Colleague by November 30 or April 25.

For policy questions regarding these changes, please contact the Interim Vice-Chancellor for Academic Affairs. For questions regarding test formatting, grading, grade reporting, or assessment with comprehensive exam results, 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. 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 (see 2015_AQFI Senior Comp Exam Questions with correct answers in red).
2. Group your questions by class in which the material is covered (if this has not already been done).
3. Type in the name of the class as a header for each section. Change the color of the font of the class name to green.
4. Group questions within each class by knowledge, skill, or competency (KSC) area.
5. Type in words to identify or describe each KSC area. Change the color of the font of the KSC area to blue.
6. Choose four questions to represent each KSC area (Choosing four questions allows cross comparisons with Senior Assessments in the form of Projects graded with a 4-point rubric).
7. Tests can be up to 200 questions (50 KSC areas) long.
8. Check questions numbering and format.
9. Select File=> Save As=> Append the word “_instructor” to the filename and save the file (see file 2015_AQFI Senior Comp Exam_Instructor). **Students should never see this file!**
10. Archive electronic copies of the instructor version of the comprehensive exam with the chair, the Assessment Office, and the individual in your department proctoring the exam.
11. Select File=> Save As=> Append the word “_student” to the filename and save the file.
12. Delete all green and blue fonts.
13. Choose Home=>Select=>Select All. Change the red font to black.
14. Re-check numbering and format.
15. Save the file again (see file 2015_AQFI Senior Comp Exam_Student)
16. Print out a hard copy of the exam for each of your graduating seniors.
17. The department may acquire Scantron answer sheets (**Scantron Form No. F-1712-PAR-L-1**) from the Assessment Office or on their own.
18. Proctor should fill out the answer key on a Scantron form using the instructor file.
19. Proctor administers the exam by providing each student a copy of the exam and a Scantron answer sheet.
20. Students fill out Scantron form using No. 2 lead pencil. Student should include their UAPB ID and their Last and First Names.
21. When students have completed the exam, they return the Scantron sheet and the hardcopy of the comprehensive exam to the proctor.
22. Proctor takes the Scantron answer key and the Scantron answer sheets to the Assessment Office.
23. The Assessment Office grades the comprehensive exam and provides an electronic version of the results to the department as an excel spreadsheet.

24. The excel spreadsheet 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 percent of correct answers a student provided (i.e. the exam score).
25. Departments will be responsible for notifying Academic Records regarding which individuals have taken the exam and their performance.

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 element) of the rubric. Each KSC area should be adequately described in the numbered cells of the second column of the rubric.
3. The 4-point scheme is necessary to allow cross comparisons with Senior Comprehensive Exams with 4 questions/KSC area.
4. The department should generate verbiage in each cell of the rubric which clearly describes the level of learning displayed by the student receiving that score. Level 1 represents the poorest level of learning in the KSC area, while level 4 represents the highest level of learning.
5. 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 your department assessing Senior Projects.
6. The assessor should complete one Scantron answer sheet for each student undertaking a Senior Project.
7. The department may acquire Scantron answer sheets (**Scantron Form No. F-1712-PAR-L-1**) from the Assessment Office or on their own.
8. The assessor should fill in the Scantron form using No. 2 lead pencil. The assessor should include the senior's UAPB ID and their Last and First Names.
9. The assessor then assesses each KSC area addressed by the Project. The first KSC area of the rubric (i.e. row 1 of the rubric) should be assessed using the boxes for Question 1 on the Scantron sheet (A=Level 4, B=Level 3, C=Level 2, and D=Level 1).
10. The number of questions answered on the Scantron sheet should equal the number of KSC areas (i.e. rows) in the rubric.
11. The assessor takes the Scantron answer sheets to the Assessment Office.
12. The Assessment Office records the results of the Senior Project assessment and returns the results to the department as an excel spreadsheet.
13. The excel spreadsheet will be organized one student per row. Fields (i.e. columns) in each row will include Degree Program, Student Last Name, Student First Name, and Student ID, followed by student's numerical performance on each KSC area. The last column of the row will be the average of all the point scores in each KSC area divided by 4 times 100 (i.e. the overall assessment of the Senior Project on a percentage basis).
14. Departments will be responsible for notifying Academic Records regarding which individuals have completed a Senior Project and their performance.

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				