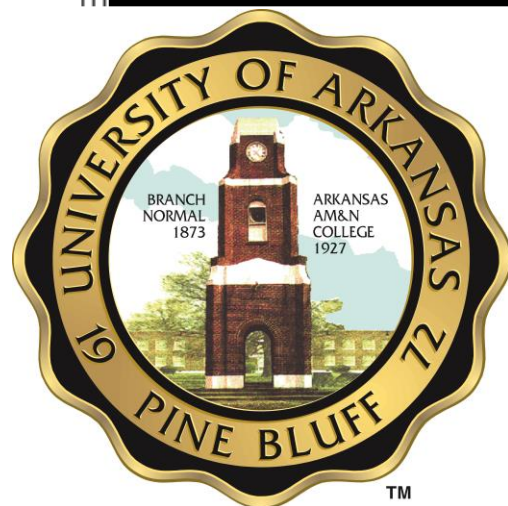# Student Success Plan

**June 29, 2012**

**Dr. Calvin Johnson**
Interim Chancellor

**Dr. Mary E. Benjamin**
Vice Chancellor for Academic Affairs

**University of Arkansas at Pine Bluff
Student Success Plan Planning Committee**

Dr. Mary Benjamin
Dr. Mary Brentley
Dr. Fredda Carroll
Dr. Janice Coleman
Dr. Charles Colen, Jr.
Mr. Leon Crumblin
Mr. Edward Fontenette
Mrs. Erica Fulton
Dr. James Garner
Dr. George Herts
Dr. Verma Jones
Dr. Linda Joshua
Ms. Genevia Kelsey
Dr. Jerry Lewis
Mrs. Carla Martin, Esq.
Dr. Linda Okiror
Dr. Yolanda Page
Dr. Jewell Walker
LTC Tommie Walker
Dr. Betty Williams

**The University of Arkansas at Pine Bluff**
**Student Success Plan**

**Overview**
The University of Arkansas at Pine Bluff (UAPB) is a land grant university with an historically black colleges and universities heritage. Since 1873, UAPB/AM&N has undergirded its open admissions policy with a broad complement of student support services to help ensure the success of its students who entered from all walks of life and with varying levels of readiness for college study. Some examples of these support services include reading laboratories, mathematics tutorials, and teachers who believed the students can master collegiate content and worked beyond the standard class time to help ensure student success. Out of these halls have come college presidents, lawyers, corporate executives, teachers, business men and women and a host of others who have ascended to the middle class and beyond. It is on this value foundation and institutional legacy along with its mission that UAPB has through collaborative planning with faculty, deans, department heads and directors developed the Student Success Plan to guide the institution's student recruitment, retention and graduation process with a link to professional employment and graduate or professional school.

The Student Success Plan also builds from lessons learned through well-established academic enrichment programs currently underway at the university including Upward Bound; the LION Program; Student Success Services; and the STEM Academy. Each of these programs has led to retention rates well in excess of the university average retention rate. In 2010, the first to second year retention rate for the entire baccalaureate cohort was 56.1% compared to Upward Bound (94.11%); the LION Program (61%); and the STEM Academy (80.0%).

Key components of the successful interventions across the programs included initial assessment; cohort grouping; consistent and continuing counseling and advisement; expectation for academic success; enrichment in mathematics; college survival skills; exposure to guest lecturers; participation in regional and national meetings; field trips, and a structured pre-collegiate experience.  Many of these components are integrated in this Student Success Plan.

The theoretical framework and models that underlie this plan include the Revised Bloom's Taxonomy and the sociocognitive perspective of Albert Bandura, Lev Vygotsky, Jerome Bruner, Howard Barrows, and the Buck Institute for Education. Bandura emphasizes that individuals are proactive and self-regulating rather than controlled by biological or environmental forces.  This major principle supports students' engagement in their learning as a factor that promotes learning.  With what Lev Vygotsky calls scaffolding, teachers present the types of classroom learning circumstances and situations that allow students to discover the intended concepts.   This places students in a critical thinking mode as they construct or create meaning from well-planned lessons (constructivism). With the dramatic changes in society over the last five decades, the Revised Bloom's Taxonomy provides an even more powerful tool to fit students' learning needs. The concepts in the Revised Taxonomy table start with the base thinking skill of "remembering" and move up the hierarchy of thinking skills to understanding, applying, analyzing, evaluating and finally, creating.  Teachers of students in developmental education programs, honors programs and all levels in between, recognize the importance of foundational knowledge as a direct instruction teaching technique in what Jean Piaget calls "concrete operational thinking" before they move to discovery learning (Jerome Bruner), problem-based learning (Howard Barrows), and project-based learning (Buck Institute for Education).

**Bloom's Taxonomy**

Specific assessment and instructional aides include:
1. C.I.T.E. Learning Styles Instrument (Babich, Burdine, Abright, and Randol), an instrument that helps teachers determine the learning styles preferred by their students. It is divided into three main areas:
   - Information gathering includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual language
   - Work Conditions focus on whether a student works better alone or in a group
   - Expressiveness considers if a student is better at oral or written communication
2. KHAN Academy Suite, an online collection of more than 3200 micro lectures via video tutorials. Subjects include mathematics, biology, chemistry, physics, and history.
3. North Star Developmental Courses, a program for learners who have not developed the reading, writing, or math skills that are required to be successful in their current learning environment.

Critical to this Student Success Plan is the assessment process which mirrors the University's three phase assessment plan: *entry; middle level; exit* (**Appendix I**: Student Academic Assessment Plan).

The purpose of the entry level assessment is to determine the student's academic strengths and challenges and to provide information to the student, advisor and teachers that will be essential in developing the matriculation plan for student success.

**Figure I.** Entry Level Assessment and Student Placement

**Step I: Testing, Evaluation and Placement**

**Cohort I**

Freshmen scoring
19 or higher on ACT
*No further
diagnostic measure
– Enter college
course*

**Cohort II**

Freshman scoring
*18 or less on ACT*
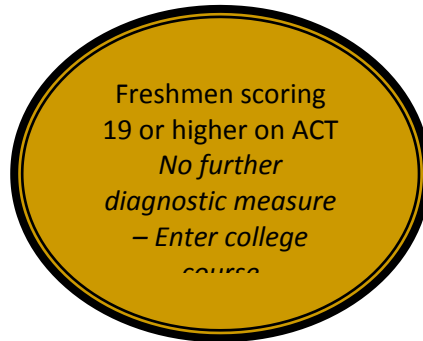
**Diagnostic Measure:**

**COMPASS**

| Subgroup A | | Placement |
|---|---|---|
| Math | 41 | Regular College Courses |
| Writing | 75 | Regular College Courses |
| Reading | 82 | Exempt from Reading Course |

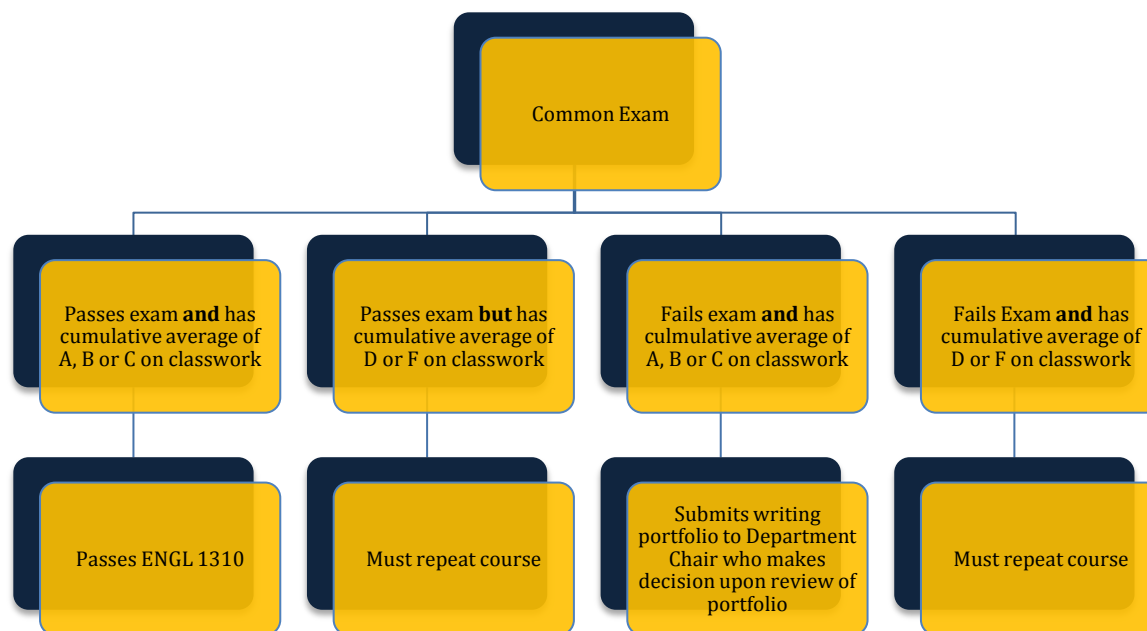| Subgroup B | | Placement: |
|---|---|---|
| | | Developmental Courses |
| Math | 40 or below | Algebra 1415 |
| Writing | 74 or less | English 1310 |
| Reading | 81 or less | Basic Reading 1210 (Use of MyReadingLab) |

## ENGL 1310 Common Examination

Entering freshmen with ACT scores below 19 as shown in Figure 1 are given an opportunity to take the COMPASS Examination. Achieving scores of 41 in mathematics, 75 in writing and 82 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 more of the three developmental courses: English 1310; Reading 1210 or 1211; and/or Mathematics 1415. The milestones, activities and thresholds needed to exit these courses and begin the courses carrying credit for degree completion are shown in Figures 2, 3, and 4.

The primary instrument used to evaluate the effectiveness of ENGL 1310 is the departmentally administered Common Examination. The Common Examination is offered once at the end of each semester.

The examination requires each student enrolled in ENGL 1310 to write a one paragraph essay (minimum 8-10 sentences, 125-150 words) on a topic selected by Common Exam Coordinator. Students are usually offered a choice of three topics and are asked to submit rough drafts, pre-writing, or outlines along with the copy of the essay that is to be graded. Exams are scored anonymously by the entire faculty of the Department of English.

Figure 2 provides a summary of the Common Exam evaluation process.

**Figure 2. Exiting ENGL 1310 at the University of Arkansas at Pine Bluff**

Common Exam

Passes exam **and** has cumulative average of A, B or C on classwork

Passes exam **but** has cumulative average of D or F on classwork

Fails exam **and** has culmulative average of A, B or C on classwork

Fails Exam **and** has cumulative average of D or F on classwork

Passes ENGL 1310

Must repeat course

Submits writing portfolio to Department Chair who makes decision upon review of portfolio

Must repeat course

## Basic Reading 1210 and 1211

Key components and activities of Reading 1210 follow. Students who score less than a 19 on the ACT Reading Sub-test or a similar test are required to enroll in two developmental reading courses. The first course is "Basic Reading 1210" and the second course is "Basic Reading 1211". Once they are enrolled in "Basic Reading 1211", they must score an 82 or higher on the Compass Reading post-test <u>and</u> have a C or higher class average to exit the reading program. Once enrolled in either Basic Reading 1210 or Basic

Reading 1211, classroom instructions include lessons dealing with improving reading comprehension and vocabulary. These lessons include emphasis on critical reading, reading for main ideas, making inferences, recognizing an author's tone and bias, and using context clues and structural analysis to unlock the meaning of new words. Students are also required to attend the computerized reading lab to complete computerized lessons that supplement classroom instruction.

The reading laboratory provides computerized instructional services and resources for students enrolled in Basic Reading (ASDS 1210 and ASDS 1211). Various software programs, including MyReadingLab, provide instruction in comprehension and vocabulary development.

The following flowchart demonstrates how students, once they are enrolled in either course, can exit the reading program:
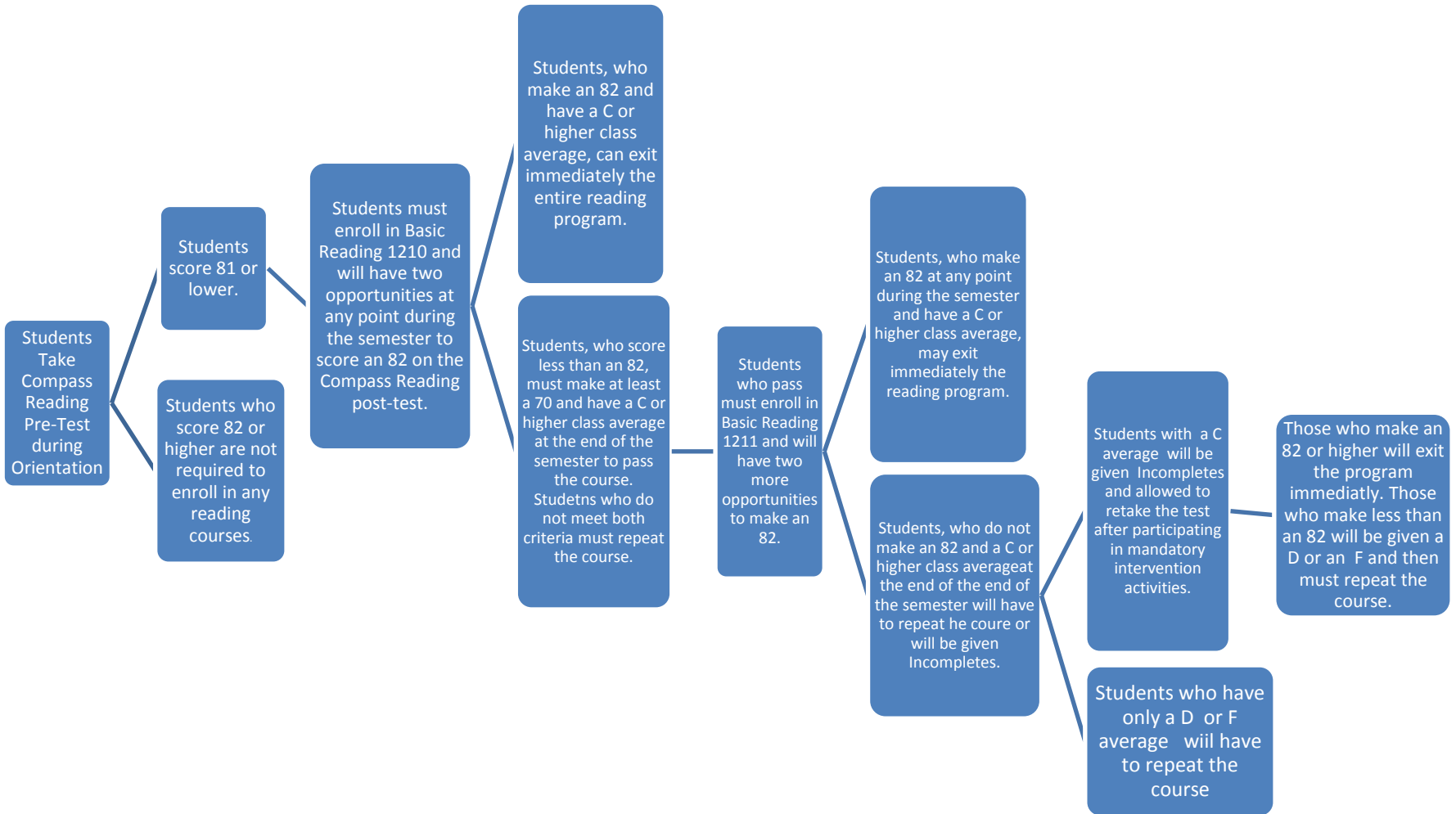
Students Take Compass Reading Pre-Test during Orientation

Students score 81 or lower.

Students who score 82 or higher are not required to enroll in any reading courses.

Students must enroll in Basic Reading 1210 and will have two opportunities at any point during the semester to score an 82 on the Compass Reading post-test.

Students, who make an 82 and have a C or higher class average, can exit immediately the entire reading program.

Students, who score less than an 82, must make at least a 70 and have a C or higher class average at the end of the semester to pass the course. Studetns who do not meet both criteria must repeat the course.

Students who pass must enroll in Basic Reading 1211 and will have two more opportunities to make an 82.

Students, who make an 82 at any point during the semester and have a C or higher class average, may exit immediately the reading program.

Students, who do not make an 82 and a C or higher class averageat the end of the end of the semester will have to repeat he coure or will be given Incompletes.

Students with a C average will be given Incompletes and allowed to retake the test after participating in mandatory intervention activities.

Students who have only a D or F average wiil have to repeat the course

Those who make an 82 or higher will exit the program immediatly. Those who make less than an 82 will be given a D or an F and then must repeat the course.

**Figure 3. Exiting the Reading Program at the University of Arkansas at Pine Bluff**

**Math**
The ICanLearn curriculum for Introduction to Algebra was developed by Alandrea Minor and Celeste Alexander, two UAPB mathematics teachers who participated in the Complete College America project. UAPB is one of ten (10) two-year colleges and universities participating in the Arkansas Department of Higher Education led innovation grant in mathematics education. The ICAN curriculum consists three (3) modules.

**Module 1** consists of Units 1, 2, and 3. Unit 1 has 11 lessons.  Unit 2 has 10 lessons. Unit 3 has 11 lessons. Topics covered include operation of numbers and expressions, algebraic expressions and equations.
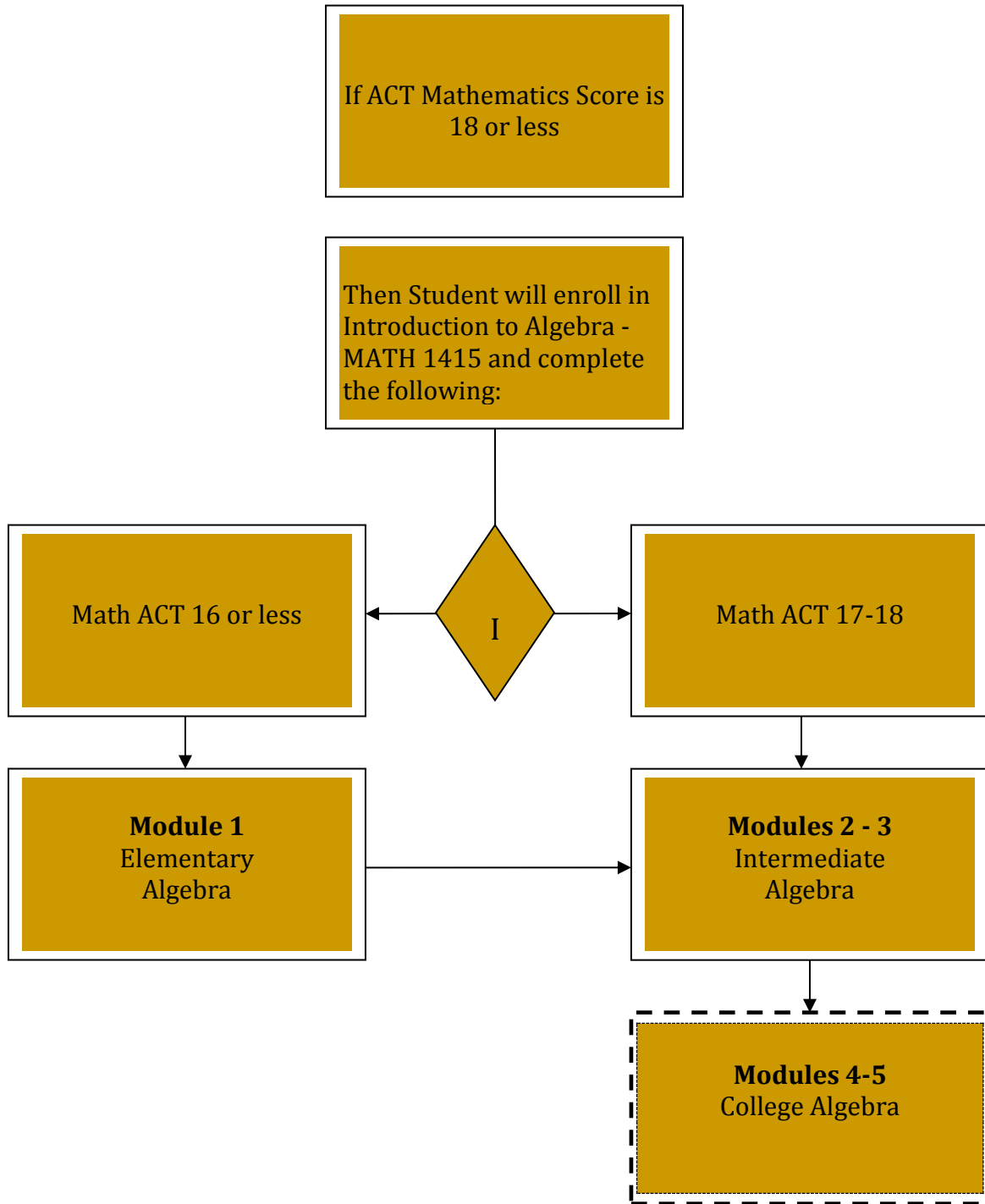
**Module 2** consists of Units 6, 7, and 11. Unit 6 has 10 lessons. Unit 7 has 9 lessons. Unit 11 has 4 lessons. Topics covered include polynomial operations, polynomial factoring and polynomial division.

**Module 3** consists of Units 10 and 12.  Unit 10 has 3 lessons. Unit 12 has 6 lessons. Topics include rational expressions and equations, and radical expressions and equations.

**Module 4 and 5** consists of Units 13 through 17. There is a diagnostics/placement test before each of the three (3) modules.  The placement test determines which of the lessons within each unit the student has not mastered. Each student is then placed in a program designed for their individual needs. They view video lessons of the skills they have not mastered followed by guided practice, followed by individual lessons, followed by homework, followed by a quiz.  If the students pass the quiz with a score of at least 80%, they are able to move on to the next lesson within the unit that they have not mastered.  After mastering all lessons within the unit, they move on to the next diagnostic/placement test for the next module. The diagnostic/placement test allows the instructor to easily determine which students need extra help and which students are ahead of the curve.

When a student has successfully completed all three (3) modules consisting of a total of 64 lessons, he/she has demonstrated mastery of all 64 skills required for the prerequisite college-level course.  Thus, he/she has met the exit standards of the course. If a student completes modules 4 and 5, he/she will have completed the requirements for college algebra.

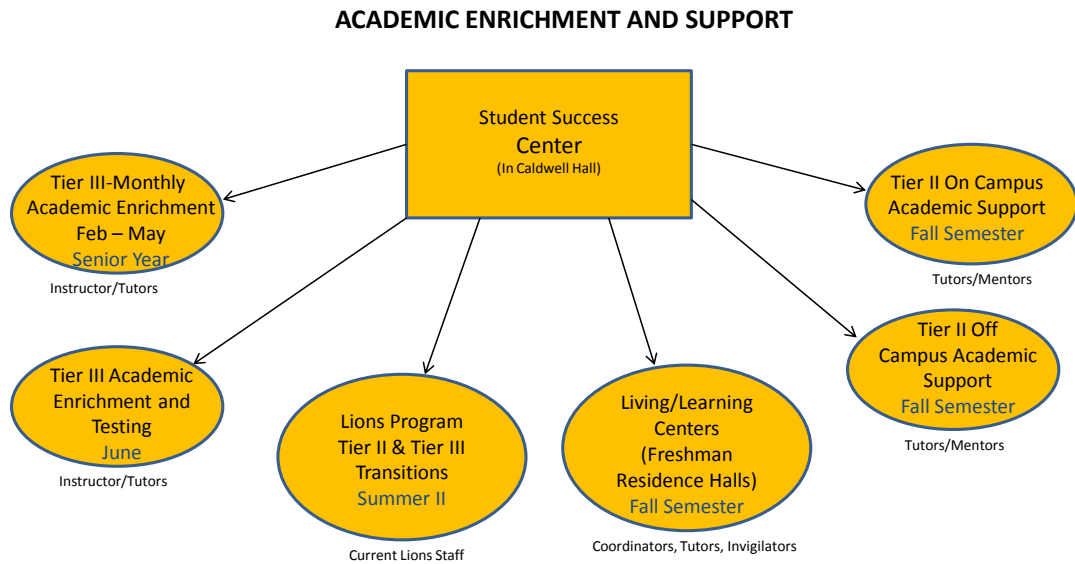**Figure 4: Exiting Algebra 1415 at the University of Arkansas at Pine Bluff**

If ACT Mathematics Score is 18 or less

Then Student will enroll in Introduction to Algebra - MATH 1415 and complete the following:

Math ACT 16 or less

I

Math ACT 17-18

**Module 1**
Elementary Algebra

**Modules 2 - 3**
Intermediate Algebra

**Modules 4-5**
College Algebra

**Student Support Services**

In keeping with the University's mission, it is necessary that academic support programs and resources be provided to assist students as they enter the University and in matriculating and graduating from the University.  Specific admission and matriculation requirements have been imposed based upon the student's ability to benefit from the conditional admissions program.

To enhance academic success, a Student Success Center will be established to provide academic tutoring support, professional and social skills training, mentoring and other enrichment activities. The Center will provide services to all students, including those living off campus (commuter students).

The Center will coordinate the following activities:
- Academic enrichment and testing for those prospective students scoring 13 or 14 on the ACT;
- The Learning Institute and Opportunities for New Students (LIONS) Program, a summer residential academic enrichment program;
- Living/Learning Centers in freshman residence halls; and
- Academic and mentoring support for on-and-off campus students.

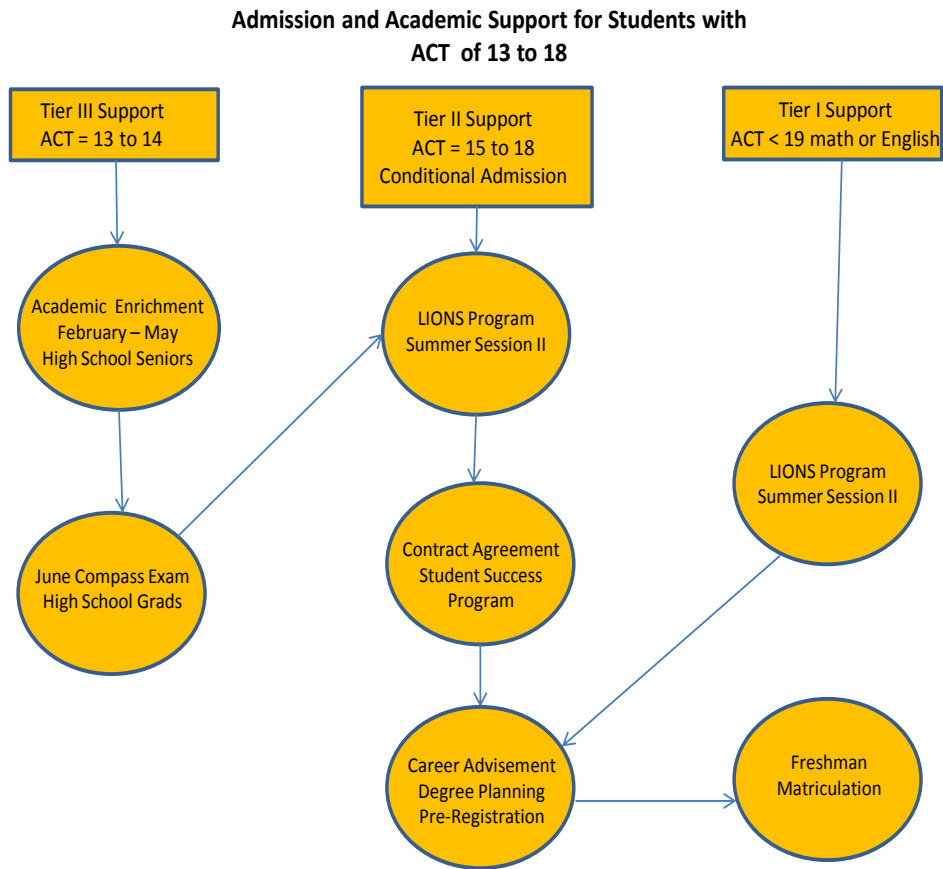The academic enrichment and support system is illustrated below.

**ACADEMIC ENRICHMENT AND SUPPORT**

Student Success Center
(In Caldwell Hall)

Tier III-Monthly Academic Enrichment Feb – May
Senior Year
Instructor/Tutors

Tier III Academic Enrichment and Testing
June
Instructor/Tutors

Lions Program Tier II & Tier III Transitions
Summer II
Current Lions Staff

Living/Learning Centers (Freshman Residence Halls)
Fall Semester
Coordinators, Tutors, Invigilators

Tier II On Campus Academic Support
Fall Semester
Tutors/Mentors

Tier II Off Campus Academic Support
Fall Semester
Tutors/Mentors

**Notes:**
Tier II = ACT of 15 to 18
Tier III = ACT of 13 and 14

Tier III = High School Seniors

**Entry Level and First-Year Student Support**

**Purpose**

The Admission and Academic Support Program is designed to assist students who are granted conditional admission to the University and provide the opportunity for them to be successful in required developmental course work.  Program components include pre-college academic enrichment, academic tutoring for the developmental courses in English and math along with college orientation and professional development workshops for college success.  This process is illustrated in the diagram below.

**Admission and Academic Support for Students with**
**ACT of 13 to 18**

Tier III Support
ACT = 13 to 14

Tier II Support
ACT = 15 to 18
Conditional Admission

Tier I Support
ACT < 19 math or English

Academic  Enrichment
February – May
High School Seniors

LIONS Program
Summer Session II

LIONS Program
Summer Session II

June Compass Exam
High School Grads

Contract Agreement
Student Success
Program

Career Advisement
Degree Planning
Pre-Registration

Freshman
Matriculation

Tier III = High School Seniors

**Entry and First Year Student Support – Some Components**

**First Year Students** (All)

**Pre-Registration**
- Review of educational (major) and career goal;
- Review of placement test scores (ACT, SAT) and/or assessment in reading, mathematics, and English (COMPASS Exam);
- Review of general education and degree program (curriculum) requirements (Give students a copy of general education requirements, degree plan and tracking form); and
- Course placement

**Registration**
Two advisement sessions (minimum)

Emphasis: Academic progress, career goal clarification, support resources and plans for future semesters.

**First year Students (conditionally and provisionally admitted 13-15 ACT)***

Same as for all students

**Plus**
- Contract requiring participation in Student Success Program
- Use of STARFish (an Academic Alert System to track students)

    STARFish is an automated student tracking, early alert, online appointment scheduling and assessment system. The system helps institutions identify at-risk students in real time, based on their daily course work performance along with faculty concerns and also connects the students to the resources designed to help them be successful (STARFish Solutions, www.STARFish.com).

***In 2010, a UAPB Special Committee on Admissions, Recruitment and Retention analyzed data on students by entry ACT score, persistence and graduation. The data showed that students with ACT scores of 13-15 were the largest number of enrollees (n=104) and one-fifth of these students persisted and graduated in 4-6 years, with that percentage increasing to more than one-fourth (26.9%) after 6 years. For the 16-18 group (n=99), slightly over one-fourth (28.3%) graduated in 4-6 years and more than one-third (35.4%) graduated after six years. (See **Appendix II:** Fall 2003 cohort students' graduation data).This data, our mission and the large number of students (mostly minority) seeking baccalaureate education, have resulted in a pathway for the 13-15 ACT student in the UAPB Student Success Plan.

## Mid-Level Student Support Services

**Purpose**

Mid-Level student support services provide continuous academic support for successful completion of students' first 30 credit hours, including all required developmental education. Components of mid-level academic support services include: follow-up advisement; an academic early alert system to track students' progress, year-long freshman orientation courses to foster engagement in the University community and required academic tutoring. Students meet with a Basic Academic Services advisor a minimum of twice per semester to:

- Explore the student's interests, strengths and weaknesses;
- Help the student clarify goals for the future;
- Match students' interest with the correct major/program;
- Review the selected curriculum plan;
- Review progress and make referrals to other campus services and resources;
- Plan progress toward graduation requirements;
- Acquaint the student with available campus resources, educational opportunities, university policies/regulations and procedures;
- Emphasize development as a "total person," inside and outside of classroom; and
- Serve as a mentor/advocate to the student

**Mid-Level Student Support Services**
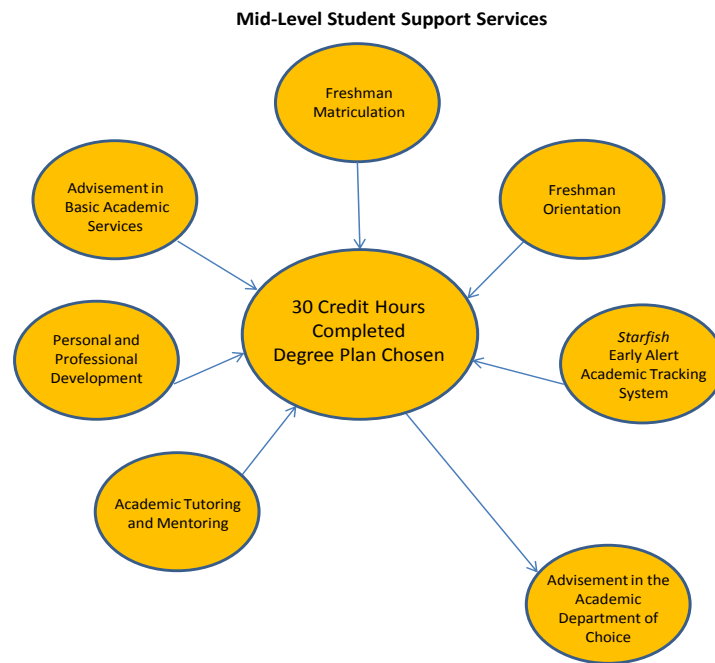
**EXIT Student Support Services**

**Purpose**

Students transition from Basic Academic Services to an academic advisor in the major upon completing 30 or more semester credit hours.  An electronic registration restriction is imposed on the student's academic record until the student receives academic advisement in the department of choice and the restriction is cleared by the academic advisor.  Other support for continued success includes:

- University College monitors transition to upper division status;
- Math and Writing laboratories;
- Academic Early Alert System;
- Academic tutoring in the major courses;
- Review of degree plan and degree audit;
- Faculty mentoring;
- Professional experiences for personal and professional development

**Exit-Level Student Support Services**
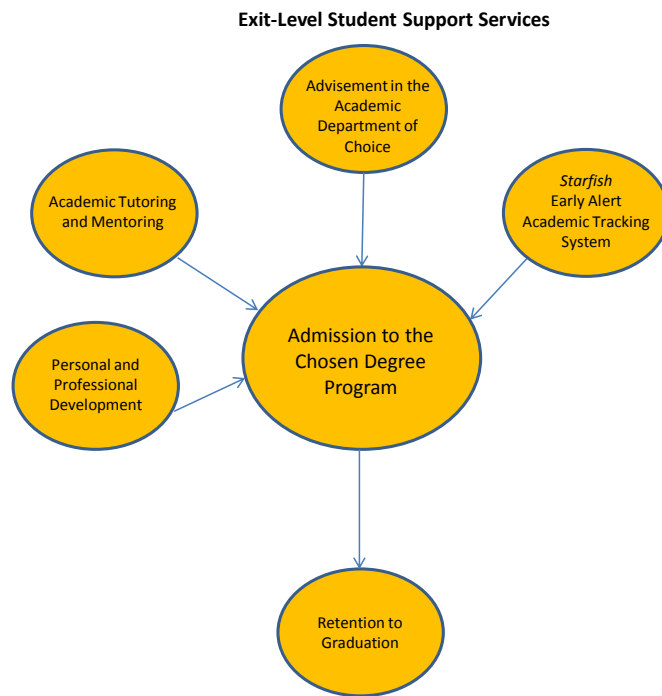
**Developmental Education Courses and Performance Measures**
Developmental courses are offered in English, Reading and Mathematics

**Basic English**

Developmental courses are offered in English, reading and mathematics.

Basic English-ENGL 1310 is a course that focuses on intensive instruction in the fundamentals of grammar, usage, and basic paragraph structure for students fail to demonstrate the minimum requisite score on placement exams.

Students must complete all course work and pass a common examination. A minimum grade of "C" is required to pass the course.

ENGL 1310's major goal is to make students cognizant of the idea that writing is a skill that can be mastered with practice; thus, students will be introduced to and required to employ the various stages of the writing process for each written paragraph. This goal is achieved when students write expository paragraphs that:
- contain a stated thesis supported by specific and appropriate detail
- maintain logical development and unity of focus
- contain complete sentences that communicate meaning
- lack serious errors in the usage of standard written English

English Composition – ENGL 1311 - is a course that focuses on instruction in the fundamentals of communication, selected readings, paragraph and essay development and written reports.

Students must complete all course work and pass a common examination. A minimum grade of "C" is required to pass the course.

ENGL 1311's major goal is to make students cognizant of the idea that writing is a skill that can be mastered with practice; thus, students will be introduced to and required to employ the various stages of the writing process for each written paragraph. This goal is achieved when students write expository paragraphs that:
- contain a stated thesis supported by specific and appropriate detail
- maintain logical development and unity of focus
- contain complete sentences that communicate meaning
- lack serious errors in the usage of standard written English

**Integrative Framework.** Through the Complete College America (CCA) Course Re-design Project, University College has provided a framework for developmental education teachers to meet, plan, review assessment and outcome data and make needed adjustments which have led to the development of English/reading blended courses and redesign of the developmental mathematics course.

**Developmental Reading Courses**
Developmental Reading (ASDS 1210) is a course that focuses on intensive instruction in developing comprehension, building vocabulary, and reading rate for students fail to demonstrate the minimum requisite score on placement exams. Student must complete all course work and pass the COMPASS post-test with a minimum score of 70. A minimum grade of "C" is required to pass the course.

Developmental Reading (ASDS 1211) is a course that focuses on additional instruction and development in basic college level reading skills. Emphasis is placed on the refinement and extension of comprehension, vocabulary, and test taking skills. Student must complete all course work and pass the COMPASS post-test with a minimum score of 82. A minimum grade of "C" is required to pass the course.

**Developmental Mathematics Course**
Mathematics 1415 is designed to guide the student in mastery of computations and understanding in areas of numbers and expressions, algebraic expressions, equations, polynomial operations and factoring. Student's study is self-paced and organized/monitored by the ICAN Learn curriculum. Depending on student's pace in mastering 64 sequential lessons, the student can complete the remedial mathematics and to college algebra in one semester.

**Developmental Courses & Strategies (i.e. blended, etc.)**

| Course Name | Course Number | Course Description | Course Measures |
|---|---|---|---|
| **Basic English** | ENGL 1310 | A course that focuses on intensive instruction in the fundamentals of grammar, usage, and basic paragraph structure. | Pass the common exam and pass the course with a grade of C or better. |
| **English Composition** | ENGL 1311 | A course that focuses on instruction in the fundamentals of communication, selected readings, paragraph and essay development and written reports. | Pass the common exam and pass the course with a grade of C or better. |
| **Language Arts Course in Basic English** | ENGL 1310 (B) | A blended course that combines ENGL 1310 and ASDS 1211. For students who score 15/16 on the ACT in reading and English. | Required writing and reading portfolio with a grade of "C" or better complete all activities on Aplia with 80% mastery on the reading and writing component and pass required post-tests. |
| **Paired Courses in Basic English and English Composition** | ENGL 1310/1311 (B) | A blended course that combines ENGL 1310 and ENGL 1311. For students who score 17/18 on the ACT in English. | Required writing and reading portfolio with a grade of "C" or better complete all activities on MySkillsLab with 80% mastery on the reading and writing component and pass required post-tests. |
| **Basic Reading** | ASDS 1210 | A course that focuses on developing comprehension, building vocabulary, and increasing reading rate. | Complete all course and lab work and pass the COMPASS post-test with a minimum score of 70. A minimum grade of "C" is required to pass the course. |
| **Basic Reading II** | ASDS 1211 | A course that focuses on additional | Complete all course and lab work |

| | | instruction and development in basic college level and reading skills. Emphasis is placed on the refinement and extension of comprehension, vocabulary and test taking skills. | and pass the COMPASS post-test with a minimum score of 82. A minimum grade of "C" is required to pass the course. |
|---|---|---|---|
| **Introduction to Algebra** | MATH 1415 | A survey course in college mathematics. Basic topics in arithmetic and algebra. Designed primarily for students not qualified to enroll directly in MATH 1330—College Algebra. Fundamental operations of the real number system, factoring, linear equations, functions and graphs, exponents, and radicals. Prerequisite: Placement by score on Math Placement Test. A minimum grade of "C" is required for passing. Credit hours not counted toward graduation requirement. | 75% of students enrolled in MATH 1415 will pass the course with a grade of C or better and 25% of the 75% will complete the non-stem majors requirement of College Algebra. |

The purpose of the exit level assessment is to evaluate the student's academic performance in order to ensure students are fully prepared for the requisite college-level courses. This assessment data will be reviewed during the Annual Evaluation Process when developing recommendations and identifying best practices.

| Exit Level Assessments & Outcomes | | |
|---|---|---|
| | **Assessment** | **Percent of Students Who Achieve the Threshold Listed Below** |
| **English (ENGL 1310)** | | |
| | Common Examination | Score "3" or "4" |
| | Instructor Evaluation | Grade "C" or higher |
| **Reading (ASDS 1210)** | | |
| | Compass Reading Post-test | Score 70 or higher |
| | Instructor Evaluation | Grade "C" or higher |
| **Reading (ASDS 1211)** | | |
| | Compass Reading Post-test | Score 82 or higher |
| | Instructor Evaluation | Grade "C" or higher |
| **Mathematics** | | |
| | ICanLearn Post-tests | Mastery of 64 skills* (See page 9 for description of skills) |

**Faculty Development**

An integral set of faculty development activities is planned to further ensure a shared vision for developmental education and student success and to advance the faculty's skills in delivery and their knowledge of developmental education. Major strands include strategies to ensure educational access to the underserved population; the Complete College America conceptual framework, contemporary and applicable theories and strategies to deliver developmental education; and continuing education in the discipline. Examples of the faculty development activities/settings include:

- ➢ Faculty/Staff Seminars: Fall and Spring (Student Success Plan to be presented) - ***Annually***
- ➢ Mary E. Benjamin Educational Access Conference: Spring - ***Annually***
- ➢ Complete College America: Cohort Meetings/Training – ***On-going***
- ➢ Attendance at state, regional, and national conferences on Developmental Education: ***Annually***
- ➢ Inter-departmental meetings in collaboration with other core groups involved in Developmental Education to ensure an integrative approach: ***Monthly***
- ➢ Attendance at professional development conferences in discipline: ***On-going***
- ➢ Training – ***Twice per semester, minimum***

**Major faculty development outcomes include:**
- ➢ Commonality of faculty syllabi in discipline;
- ➢ Innovative pedagogy for developmental educators;
- ➢ Enhanced performance in use of technology;
- ➢ Increased use of active learning/teaching strategies;
- ➢ Facility attendance, participation and presentations at on-campus and external developmental education meetings

**Annual Plan Evaluation**

An evaluation committee comprised of faculty, staff, and administrators, will evaluate the overall effectiveness of the Student Success Plan. The Committee will be guided by the UAPB Director for Academic Assessment and by an external evaluator.

**Evaluative Measures**

| Identify Measures | Person Responsible |
|---|---|
| Diagnostic Testing – Reading | Director for Reading |
| Diagnostic Testing – English | English Department Chair |
| Academic Early Warning System | English, Math, & Reading Instructors |
| Advising First Year Students | Basic Academic Services |
| Advising Upper Classmen | Major Department's Academic Advisors |
| Support of Students <19 ACT Score | Basic Academic Services & Dean of Enrollment Management Office |
| New Student/Freshman Orientation | Basic Academic Services |
| Academic Student Support | Dean for Enrollment Management, University College, Student Counseling, Assessment and Development |
| Post-test – Reading | Director for Reading |

| Post-test – Mathematics | Coordinator for Developmental Mathematics |
|---|---|
| Post-test – English | English Department Chair |
| Fall Faculty Seminar (Orientation to Student Success Plan) | Vice Chancellor for Academic Affairs |
| Center for Teaching & Learning Workshops | Associate Vice Chancellor for Academic Affairs |
| Use of Technology and Instruction | Director for Teaching & Learning Center |

**Use of Evaluative Data**

The evaluation committee will review the data obtained by the above referenced evaluative measures to determine what modifications, if any, are needed to ensure the success of our students. This data will also be utilized when preparing the Student Success Plan Report that will be submitted annually to the ADHE.

The outcome data will also be shared with the Student Success Committee for planning/ modifications and to the University Community at the Fall Faculty/Staff Seminar and at the May Faculty/Staff Meeting to heighten awareness while also helping to ensure university-wide embracement of the Student Success Plan.

**Appendix I**: Student Academic Assessment Plan

## Assessment at the Transition Points

I. **Entry Level Assessments**

  A. Objectives
    1. To evaluate past academic performance
    2. To determine appropriate college course placement
    3. To help students analyze values, self-concepts, and goals
    4. To develop study skills and career objectives
  B. Assessments
    1. Student transcripts and high school grade point average
    2. ACT scores
    3. COMPASS testing
    4. Nelson-Denney Reading Test
    5. Student scores in Basic English 1310, Freshman Composition I
    6. Praxis I (education majors)
    7. Entry level portfolio (education majors)

II. **Mid-Level Assessments**

  A. Objectives
    1. To improve students' performances in core curriculum
    2. To determine the progress of students in reading, writing, mathematics, and critical thinking
    3. To determine competence for upper-division study
    4. To determine competencies for entrance into training in the professions in business, nursing, teaching and other professions.
  B. Assessments
    1. Student cumulative grade point averages
    2. Common examinations in English, mathematics and biology
    3. Student performance in freshman English course (includes scores on English proficiency exam)
    4. CAAP/Rising Junior Examination
    5. Advisement forms
    6. Praxis II Series (education majors)
    7. Pre-nursing examinations
    8. Mid-Level Portfolios (education majors)

**III.     Exit Level Assessments**

    A.  Objectives
        1.  To ascertain student readiness for job placement or for graduate education
        2.  To ascertain readiness for technical, vocational, and professional education
    B.  Assessments
        1.  State and national examinations
        2.  Pre-professional and professional examinations
        3.  Graduating Student Survey
        4.  Licensure Examinations
        5.  Senior Seminar and other capstone courses
        6.  Internships and Experiential Activities
        7.  Exit Level Professional Portfolios
        8.  Senior Comprehensive Examination

**IV.     Follow-up Assessments**

    A.  Objectives
        1.  To determine the degree of satisfaction with educational experiences at UAPB among existing students
        2.  To evaluate the degree of satisfaction with educational experiences at UAPB among past graduates
        3.  To assess the degree of employer and/or graduate school satisfaction with UAPB's preparation of the employee or graduate
    B.  Assessments
        1.  Graduating Student Survey
        2.  Alumni Survey
        3.  Employer Satisfaction Survey
        4.  Graduate Record Examination

**Assessment Evaluation Protocol**

**University of Arkansas at Pine Bluff**
**Academic Assessment Program**

Departmental Assessment Summary Report: _____ (Year)

Department of _____

| Major Outcomes to be Measured | Assessment Strategies to be Used | Results of Outcomes Over the Last Year | Evidence of Changes as a Result of Intervention |
|---|---|---|---|
| | | | |

**Appendix II: Fall 2003 Cohort Students (First-Time Full-Time Degree Seeking) with Out-of-State Geographic Origin**

**Fall 2003 Cohort Students (First-Time Full-time Degree Seeking) with Out-of-State Geographic Origin**

Graduation/Success Rate at UAPB

| ACT Composite Score | # Students Enrolled | # Graduates in 4-Years | # Graduates in 5-Years | # Graduates in 6-Years | Total Graduates within 4-to-6 years | 4-6 Year Graduation Rate | # Graduates after the 6th Year | Total Graduates | Graduation Rate After the 6th Year | # Enrolled Fall 2010 | Success Total | Success Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Less Than 10 | 3 | 0 | 0 | 0 | 0 | 0.0% | 0 | 0 | 0.0% | 0 | 0 | 0.0% |
| 10 - 12 | 28 | 0 | 2 | 1 | 3 | 10.7% | 1 | 4 | 14.3% | 1 | 5 | 17.9% |
| 13 - 15 | 104 | 1 | 10 | 9 | 20 | 19.2% | 8 | 28 | 26.9% | 1 | 29 | 27.9% |
| 16 - 18 | 99 | 6 | 11 | 11 | 28 | 28.3% | 7 | 35 | 35.4% | 1 | 36 | 36.4% |
| 19 - 21 | 34 | 6 | 8 | 2 | 16 | 47.1% | 2 | 18 | 52.9% | 0 | 18 | 52.9% |
| 22 - 24 | 10 | 2 | 3 | 0 | 5 | 50.0% | 1 | 6 | 60.0% | 0 | 6 | 60.0% |
| 25 & Above | 1 | 0 | 0 | 0 | 0 | 0.0% | 0 | 0 | 0.0% | 0 | 0 | 0.0% |
| TOTAL REPORTING ACT SCORES | 279 | 15 | 34 | 23 | 72 | 25.8% | 19 | 91 | 32.6% | 3 | 94 | 33.7% |
| # Reporting SAT/ASSET Scores | 41 | 3 | 6 | 3 | 12 | 29.3% | 2 | 14 | 34.1% | 0 | 14 | 34.1% |
| TOTAL REVISED COHORT | 320 | 18 | 40 | 26 | 84 | 26.3% | 21 | 105 | 32.8% | 3 | 108 | 33.8% |
| EXCLUSIONS: Students Drafted | 0 | | | | | | | | | | | |
| TOTAL INITIAL COHORT | 320 | | | | | | | | | | | |

PIRPI:MWT:3.21.2011

**References**

Bloom, B. S., & Krathwohl, D. R.  (1956*). "*Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners." Handbook 1: Cognitive Domain. New York:  Longmans.

Golding, L. & Gray, I. (2006) "Continuing professional development for clinical psychologists: a practical handout." *The British Psychological Society*. Oxford: Blackwell Publishing.

http://www.arkansased.org/teachers/prof_dev_renewal.html.

http://www.starfishsolutions.com.

Jasper, M. (2006). "Professional Development, reflections, and decision-making." Oxford: Blackwell Publishing.

Krathwohl, D. R. (2002). "A revision of Bloom's taxonomy: An overview." *Theory into Practice*. *41(*4), 212-218.

Lawler, P. & King, K. P. (2000). *Planning for Effective Principles of Faculty Development*.  Malabar, FL: Krieger Publishing Company.

Speck, M. & Knipe, C. (2005). "Why can't we get it right? Designing high-quality professional development for standards-based schools." (2nd edition) Thousand Oaks: Crown Press.