1617AY Assessment Report

University of Arkansas–Pine Bluff

Division of Academic Affairs – Assessment Forum

October 24, 2017
Schools got school-level assessment summaries

Departments received departmental assessment summaries

What did the assessment show?

What will be done to improve learning outcomes?
On what did schools comment?

- Senior Assessment: 1
- School SLOs: 3
- Institutional SLOs: 2

Number of schools commenting on each category.
On what did departments comment?

- **Senior Assessment**: 16 departments commenting
- **School SLOs**: 10 departments commenting
- **Institutional SLOs**: 10 departments commenting
What did schools say Written Communication data showed?

- lowest aspect is Syntax and Mechanics
- lowest aspect is Sources of Evidence
- Context is best aspect
- not high enough

Frequency (no. of comments)
What did schools suggest to improve learning outcome?

- Use writing lab & other campus resources
- Opportunities to re-write

Frequency (no. of comments): 2
What did departments say Written Communication data showed

- lowest aspect is Sources of Evidence
- lowest aspect is Syntax and Mechanics
- no improvement across classifications
- improvement across classifications
- scores are low
- only reach 75% on average
- better students means better freshman scores

Frequency (no. of comments)
What did departments suggest to improve learning outcome

- more writing across curriculum
- norming events needed
- use writing lab & other campus resources
- work on citations
- continue and improve assessment
- develop student's vocabulary
- give students more examples of good writing
- have students read more about writing
- use Grammarly software package
- opportunities to re-write
- monitor and review
What did schools say Reading data showed?

- Comprehension is a problem aspect
- No improvement with classification
- Scores at 75%

Frequency (no. of comments)
What did schools suggest to improve learning outcome?

- Read to develop question set for discussion: 1
- More independent reading: 1
What did departments say Reading data showed

- lowest aspect is Analysis and Interpretation
- scores were low
- lowest aspect is Reader’s Voice
- highest aspect is Comprehension
- not enough assessment
- weak on Comprehension
- no improvement across classifications

Frequency (no. of comments)
What did departments suggest to improve learning outcome?

- More assessments
- Norming event needed
- Use reading lab/other university resources
- Teach analysis and interpretation of reading
- More reading assignments
- More analysis of assessment data
- In-class discussion of reading assignments
- Require more reading

Frequency (no. of comments)
What did schools say Senior Assessment data showed?
What did departments say Senior Assessment data showed:

- Students scored well
- Scores average below 70%
- Sample size is low
- All categories need improvement
- Lowest KSC areas are identifiable
- Less than half of students score above 70%
- Scores are low

Frequency (no. of comments)
What did departments suggest to improve learning outcome

- Inform instructors of student weaknesses
- Allow undergraduates to teach material
- Increase number and rigor of assessments
- Restructure/revise senior assessment
- Prepare study guide/review material
- Organize study sessions/tutorials/workshops
- Reorganize courses and coursework

Frequency (no. of comments)
Program level Student Learning Outcomes

University of Arkansas–Pine Bluff

Division of Academic Affairs – Assessment Forum

October 24, 2017
What transpired during the HLC visit to approve online Addiction Studies?
What does HLC now expect?

“The materials submitted by the institution to the visiting team does not include any information about the assessment process for the Addiction Studies program but has general statements about the organizational structure for assessment.”

“Thus, the institution needs to demonstrate the assessment and evaluation processes for the program in a convincing manner.”
No explicitly stated program level SLOs?

• Governing bodies

• Independent Sources

• Senior comprehensive exams
Program level SLOs when there is a governing body
Program level SLOs when there is a governing body

<table>
<thead>
<tr>
<th>The Transdisciplinary Foundations include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Understanding Addiction: Basic knowledge about substance use disorders,</td>
</tr>
<tr>
<td>II. Treatment Knowledge: Familiarity with behavior change and recovery models,</td>
</tr>
<tr>
<td>III. Application to Practice: Methods for applying intervention and recovery knowledge to practice, and</td>
</tr>
<tr>
<td>IV. Professional readiness: Issues related to self awareness, diversity, ethics, and continuing education.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>The Practice Dimensions include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Clinical Evaluation</td>
</tr>
<tr>
<td>a. Screening</td>
</tr>
<tr>
<td>b. Assessment</td>
</tr>
<tr>
<td>II. Treatment Planning,</td>
</tr>
<tr>
<td>III. Referral,</td>
</tr>
<tr>
<td>IV. Service Coordination</td>
</tr>
<tr>
<td>a. Implementing the Treatment Plan</td>
</tr>
<tr>
<td>b. Consulting</td>
</tr>
<tr>
<td>c. Continuing Assessment and Treatment Planning</td>
</tr>
<tr>
<td>V. Counseling</td>
</tr>
<tr>
<td>a. Individual Counseling</td>
</tr>
<tr>
<td>b. Group Counseling</td>
</tr>
<tr>
<td>c. Counseling Families, Couples and Significant Others</td>
</tr>
<tr>
<td>VI. Client, Family, and Community Education</td>
</tr>
<tr>
<td>VII. Documentation, and</td>
</tr>
<tr>
<td>VIII. Professional and Ethical Responsibilities</td>
</tr>
</tbody>
</table>
Program level SLOs when there is a governing body

### UNDERSTANDING ADDICTION

<table>
<thead>
<tr>
<th>1. Understand a variety of models and theories of addiction and other problems related to substance use.</th>
<th>SUPERVISOR</th>
<th>COUNSELOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWARENESS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Identifies a variety of models and theories of addiction and other problems related to substance use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Discusses a variety of models and theories of addiction and other problems related to substance use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPLIED KNOWLEDGE</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Applies knowledge of models and theories of addiction and other substance related problems to clinical practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MASTERY</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Uses knowledge of a variety of models and theories of addiction and other substance related problems to design interventions and resolve issues in clinical settings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program level SLOs when there is a governing body

### Understanding Addiction

**Assessment**

**Standards**

No standards added.

<table>
<thead>
<tr>
<th>Understanding Addiction</th>
<th>MASTERY (4,000 pts)</th>
<th>APPLIED KNOWLEDGE (3,000 pts)</th>
<th>UNDERSTANDING (2,000 pts)</th>
<th>AWARENESS (1,000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand a variety of models and theories of addiction and other problems related to substance use. (1,000, 25%)</td>
<td>Uses knowledge of a variety of models and theories of addiction and other substance related problems to design interventions and resolve issues in clinical settings.</td>
<td>Applies knowledge of models and theories of addiction and other substance related problems to clinical practice.</td>
<td>Discusses a variety of models and theories of addiction and other problems related to substance use.</td>
<td>Identifies a variety of models and theories of addiction and other problems related to substance use.</td>
</tr>
<tr>
<td>Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. (1,000, 25%)</td>
<td>Fully integrates knowledge of the contextual variables into treatment planning, service delivery and problem solving</td>
<td>Demonstrates sensitivity and utilizes knowledge of contextual variables in the planning and delivery of addiction services.</td>
<td>Appreciates the variety of contexts in which addiction and substance abuse occur, including factors that characterize individuals and groups and their living environments.</td>
<td>Recognizes a variety of contexts within which addiction and substance abuse exist.</td>
</tr>
</tbody>
</table>
Program level SLOs when there is no governing body

Ten most important classes for fish hatchery biologists

Fish culture
Fish health
Fish nutrition
Ichthyology
Fisheries management
Limnology
Water quality (civil engineering)
Oral communications/speech
Technical writing
Genetics
(Gabelhouse 2010)
Program level SLOs when there is no governing body

<table>
<thead>
<tr>
<th>Ten most important classes for fish hatchery biologists</th>
<th>Major Competencies</th>
<th>Hatchery Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish culture</td>
<td>Brood Stock &amp; Spawning</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Facilities Operation &amp; Maintenance</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Feeding &amp; Harvest</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Water Quality</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fish Transport</td>
<td>2</td>
</tr>
</tbody>
</table>
Program level SLOs when there is no governing body

Aquaculture Rubric

by UAPB Academic Affairs

Assessment

Definition

Aquaculture is the farming of aquatic plants or animals in ponds, lakes, rivers, or the ocean. Aquaculture includes breeding, rearing, and harvest of plants, macroinvertebrates, and finfish. Culturists make decisions regarding facilities operations, brood stock selection and spawning, nutrients and feeds, facilities and water quality maintenance, and fish transport and processing.

Standards

No standards added.

Rubric for Aquaculture

<table>
<thead>
<tr>
<th>Facilities Operation &amp; Maintenance (1.000, 20%)</th>
<th>Applied Knowledge (3.000 pts)</th>
<th>Understanding (2.000 pts)</th>
<th>Awareness (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and construct culture facilities. Troubleshoot and repair aeration, pumps, and equipment. Operates all machinery at a production facility. Supervises day to day operations.</td>
<td>Operates some equipment. Can install systems designed by others. Makes basic electrical and PVC repairs. Operates power tools and other equipment.</td>
<td>Conducts day to day operations in an efficient manner. Can explain the purpose of most activities.</td>
<td>Recognizes components of production operation. Handle culture animals.</td>
</tr>
</tbody>
</table>
Formative and Summative assessments

- **Perceptions**
  - Individual interviews
  - Surveys

- **Findings**

- **Validation**
  - Direct observations
  - Specific studies
  - Group consultations
  - Trend analysis
  - Institutional analysis
  - ...

- **Documentation**
  - Document review
  - Meta-analysis of available M&E information
  - ...


Formative and Summative assessments

**FORMATIVE**
- Improve Instruction
- Student Feedback

**SUMMATIVE**
- Measure Competency

https://www.youtube.com/watch?v=bT GnJnuVNt8
Triangulation of assessment data

https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Triangulation.html
Norming Events

University of Arkansas–Pine Bluff

Division of Academic Affairs – Assessment Forum

October 24, 2017
Why do we norm a rubric?
Steps of the Norming Process?

1. Review the Process
2. Discuss the Prompt
3. Review the Rubric
4. Review the Anchor Papers
5. Score Practice Papers
6. Compare Scores and Discuss

http://www.teachingmatters.org/toolkit/norm-setting-protocol
Facilitator

David Underwood, Ph.D. • 1st
Retired as Associate Vice President for Academic Affairs and Professor
Arkansas Tech University • Indiana University Bloomington

Experts

1. Pulaski Technical College
2. UA – Fort Smith
3. Arkansas State
8-1 Draft of Master Cover Letter ① ②

PART 1: Structure Your Cover Letter. ① Use this worksheet or the worksheet on the website to organize and outline your master cover letter. Don’t try to write a perfect letter at this point; just work on getting the essence of your message on paper. You will refine it later. Use the sample cover letters in Figures 8-5, 8-6, 8-7, and 8-8 for guidance.

PART 2. Write a Master Cover Letter. ② Using your cover letter outline, compose a draft master cover letter. Use a blank sheet of paper or draft it in a new word processing file. Make it concise and courteous. Most importantly, make sure it demonstrates how you can benefit the employer.
If we need half a day for a Norming Event in your school, when can you do it?