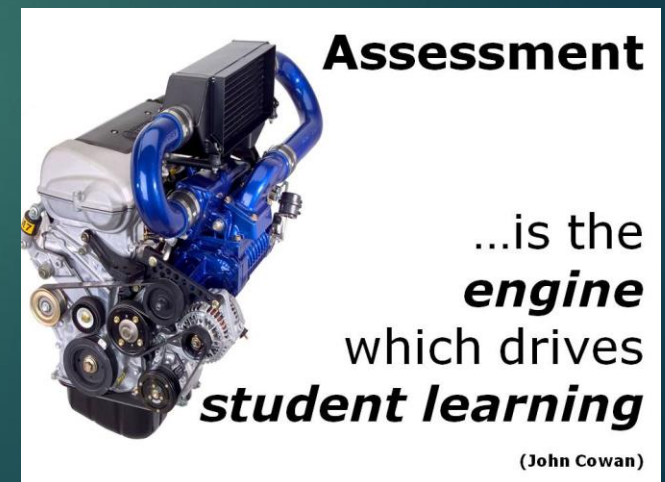




Office Of Assessment

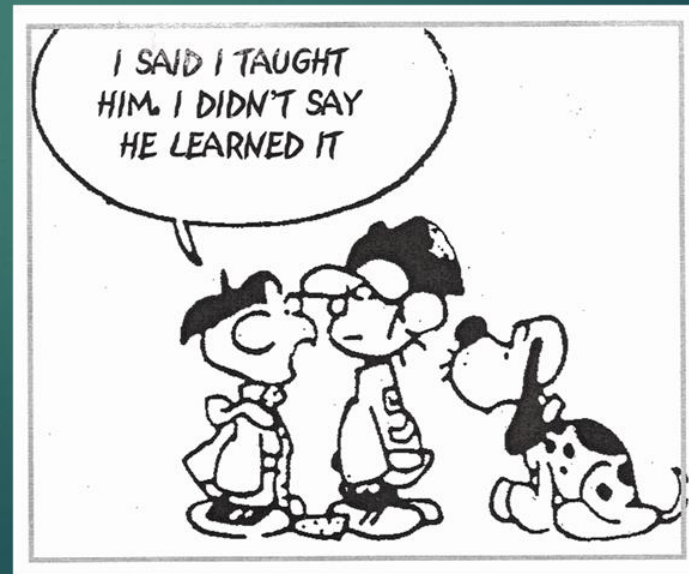
What is Assessment

- ▶ Assessment involves the use of empirical data on student learning to refine programs and improve student learning.
- ▶ Patterns of student learning across courses and programs and using this information to improve educational practices.



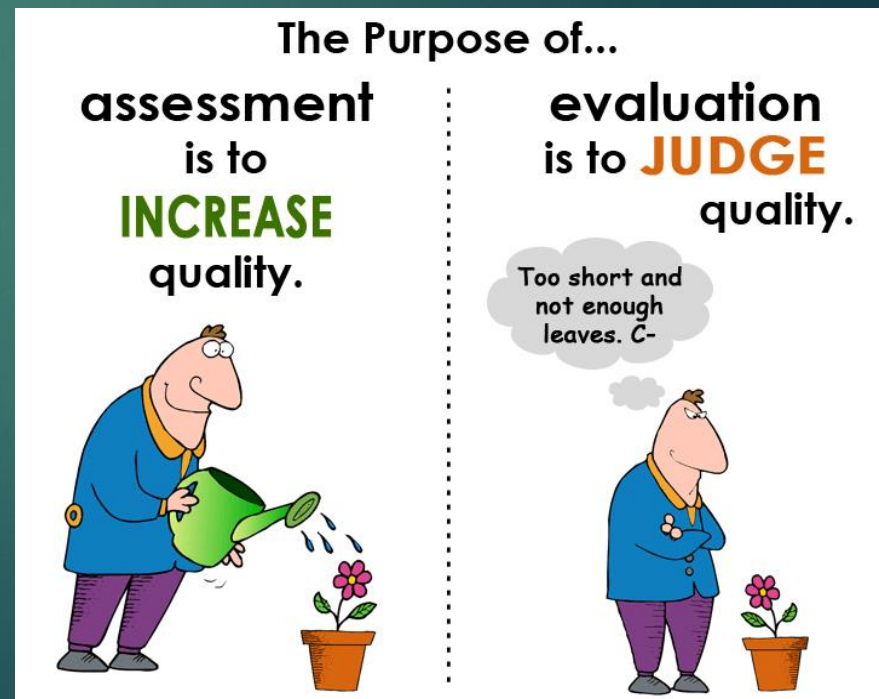
Assessment is NOT...

- ▶ Grading. Grades alone are insufficient evidence of student learning..
- ▶ Testing. Testing describes only one step in the assessment process, namely gathering and analyzing evidence of achievement of student learning outcomes.



Why we are here

- ▶ Not here to point fingers
- ▶ Not controlling the way you run your class
- ▶ We're here for **CONTINUOUS** improvement of student learning.



Assessment Website

- ▶ http://www.uapb.edu/administration/academic_affairs/assessment.aspx

The screenshot shows the University of Arkansas at Pine Bluff website. The header includes the university logo, name, and founding year (1873). Navigation links include About, Admissions, Academics, Campus Life, Athletics, Administration, Giving, and Directory. A search bar and social media icons are also present. The main content area is divided into several sections: Office of the Chancellor, Academic Affairs, Finance & Administration, Open Checkbook, Institutional Advancement and Development, Enrollment Management, Student Affairs, Faculty & Staff, Research, Innovation and Economic Development, and Programs. A red arrow points to the 'Office of Assessment' link under the 'ACADEMIC AFFAIRS' section. The footer contains 'GET INVOLVED', 'UAPB MAGAZINE', and 'STAY CONNECTED' sections.

www.uapb.edu

Email | Blackboard | WebAdvisor | myUAPB

UNIVERSITY of ARKANSAS AT PINE BLUFF 1873

About Admissions Academics Campus Life Athletics Administration Giving Directory

OFFICE OF THE CHANCELLOR
Chancellor's Bio
Faculty & Staff Awards
Planning and Institutional Research
Title III Program and Administration

ACADEMIC AFFAIRS
Academic Records
Center for Teaching, Learning and Advising
John Brown Watson Memorial Library
Office of Assessment
Publications

FINANCE & ADMINISTRATION
Affirmative Action
Budget Administration
Controllers Office
Facilities Management
Financial Aid
Human Resources
Purchasing & Procurement
Student Login Information
Technical Services

OPEN CHECKBOOK

INSTITUTIONAL ADVANCEMENT AND DEVELOPMENT
Alumni Affairs
Communications
Economic Research and Dev. Center
Office of Development

ENROLLMENT MANAGEMENT
Admissions
LIONS Program
Living Learning Center
Recruitment
Student Success Center

STUDENT AFFAIRS
Student Life
Student Involvement and Leadership
Disability Services
Student Counseling, Assessment and Development
Public Safety and Security
Career Services
Center for Pathways to Graduate and Professional School
Health Services
Residential Life
Dining Services

RESEARCH, INNOVATION AND ECONOMIC DEVELOPMENT
News
Events
On the Horizon
STEM Academy
Addiction Studies
M.S. in Computer Sci. & Tech.
M.Ed. in Secondary Ed.
MISRGO
Minority Research Center
Office of Research and Sponsored Programs
Grants Listing & Publications

FACULTY & STAFF
Administrative Forms
Senate
Undergraduate Catalog
Graduate Catalog
WebAdvisor

GET INVOLVED

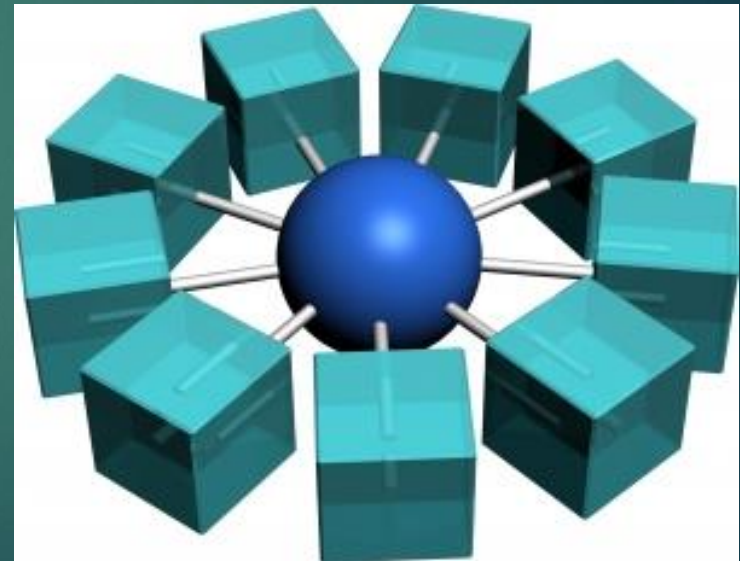
UAPB MAGAZINE

STAY CONNECTED

administration/academic_affairs/assessment.aspx

Student Assessment Plan and it's integral Parts

- ▶ The Office of Assessment is now the repository of data from standardized assessments
- ▶ Longitudinal Assessment



Transition Point Assessment

- ▶ Entry Level (ACT, SAT, Class rank , GPA)
- ▶ Mid Level (Rising Junior Exam, CAAP exam)
- ▶ Exit Level (SR. Comprehensive Exam)
- ▶ Follow Up (Alumni Survey)



Co-curricular Assessment

- ▶ Indirect Assessments

- ▶ Surveys
- ▶ Focus Groups
- ▶ Observations

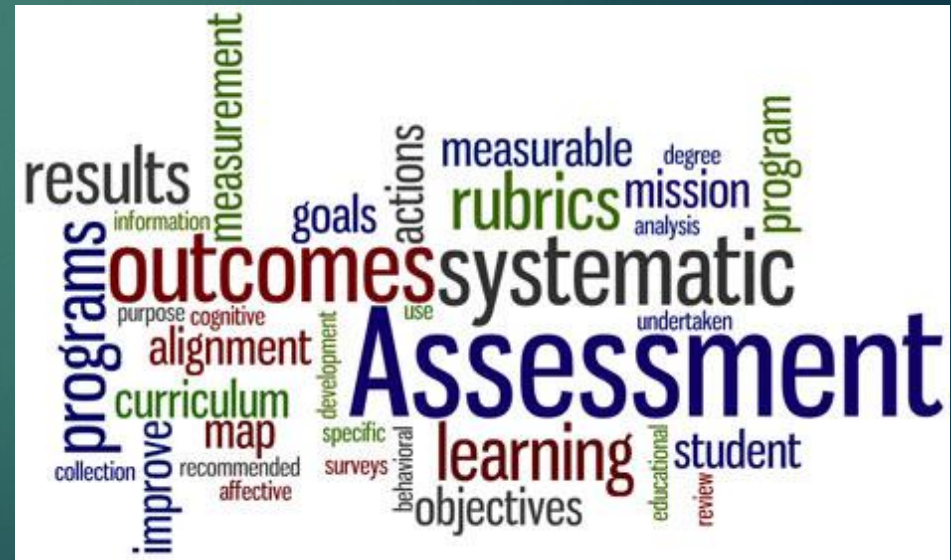
- ▶ Used to Assess Co-curricular Programs

- ▶ UAPB Athletics
- ▶ Career Services
- ▶ Watson Memorial Library



Rubric Based Assessment

- ▶ Direct Assessment
 - ▶ Tangible Artifact
- ▶ AAC&U Value rubrics
 - ▶ University wide
 - ▶ School wide
 - ▶ Concentration



Written Communication VALUE Rubric 2013  Edit  

Written Communication VALUE Rubric 2013

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pt)
Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). (1,000, 20%)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development (1,000, 20%)	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). (1,000, 20%)	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence (1,000, 20%)	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics (1,000, 20%)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Written Communication VALUE Rubric 2013  Edit  [Written Communication VALUE Rubric 2013](#)

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pt)
Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). (1,000, 20%)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development (1,000, 20%)	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). (1,000, 20%)	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
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Control of Syntax and Mechanics (1,000, 20%)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

What is LiveText

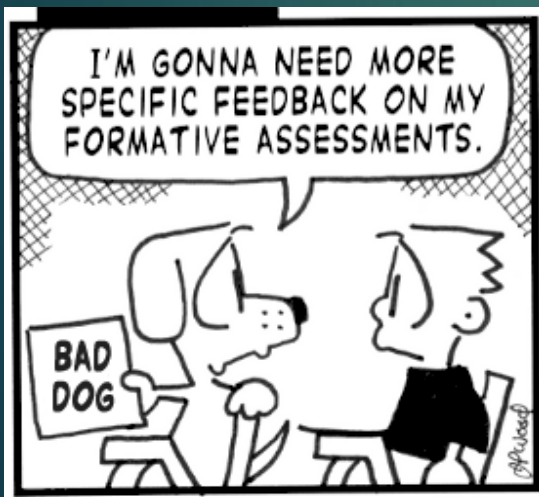
- ▶ Assessment Management System
- ▶ Repository of key assessments
- ▶ Archives Artifacts
- ▶ Accredited/licensed/state certified academic units to fulfill their assessment requirements
- ▶ www.livetext.com

LIVETEXT™

Learn what's possible.

How we use LiveText

- ▶ Instructors use LT to assess an assignment of a SLO
- ▶ Create reports and analyze data from the Rubric
- ▶ Return reports to departments so that weaknesses of skills can be addressed



Dept. Curriculum Maps

- ▶ Assignments to be assessed in LT should be determined in Curriculum Map
- ▶ Indicates key assessments relative to introduction, reinforcement, or assessment of mastery of student learning outcomes.



LT Training Sessions

- ▶ LiveText Training Sessions
 - ▶ Navigation
 - ▶ Edit of an Assignment
 - ▶ Rubric based Assessment of SLO



Contact Us



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