

Assessment Data: Your building blocks to program improvement and closing the loop

**University Arkansas Pine Bluff 1890 Ext. Bldg.,
SA Haley Auditorium, Friday, July 12, 2019, 8:15 AM**

4. Review current UAPB assessment plan phases:

Assessment
&
Improvement
is a...

Great Big

6

Identify SLOs,
Assessments
& Rubrics

**Critical Thinking &
Oral Communication**



OFFICE OF ASSESSMENT

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Welcome

GOAL OF ASSESSMENT

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 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. The LiveText Administrator also works in the Office of Assessment. This administrator is responsible for all aspects of the University's assessment management system, including instructor training, reporting, and troubleshooting.



WHAT IS LIVETEXT?

The assessment management system, LiveText, will be the repository of key assessments of University-wide learning outcomes (a six-year rotation of seven learning outcomes, two to three outcomes assessed every two years). The artifacts demonstrating the learning outcomes of the key assessments will be archived in the system. The rubrics used for these learning outcomes will be consistent across the University, allowing comparisons among units.

UNIVERSITY-WIDE STUDENT LEARNING OUTCOMES

The Assessment Office has identified seven 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 (AAC&U) in their Value Rubrics. They include **Reading, Written Communication, Oral Communication, Critical Thinking, Problem Solving, Teamwork 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 to three of the seven learning outcomes every two years in a 6-year rotation. Key assessments of University-wide student learning outcomes are archived in LiveText and assessed according to the AAC&U Value Rubrics. LiveText facilitates reporting on learning outcomes within and among academic units.

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ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

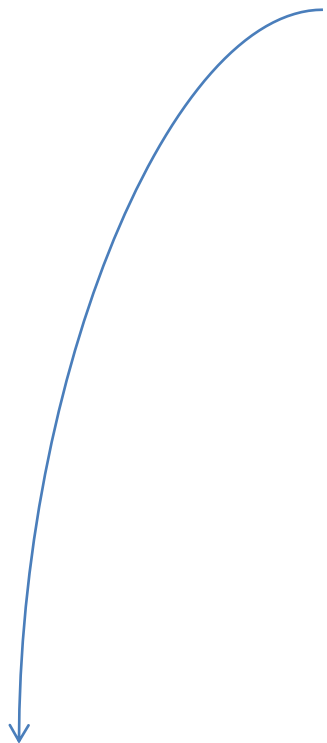
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Identify SLOs,
Assessments
& Rubrics

**Critical Thinking &
Oral Communication**

Map
activities
across
program



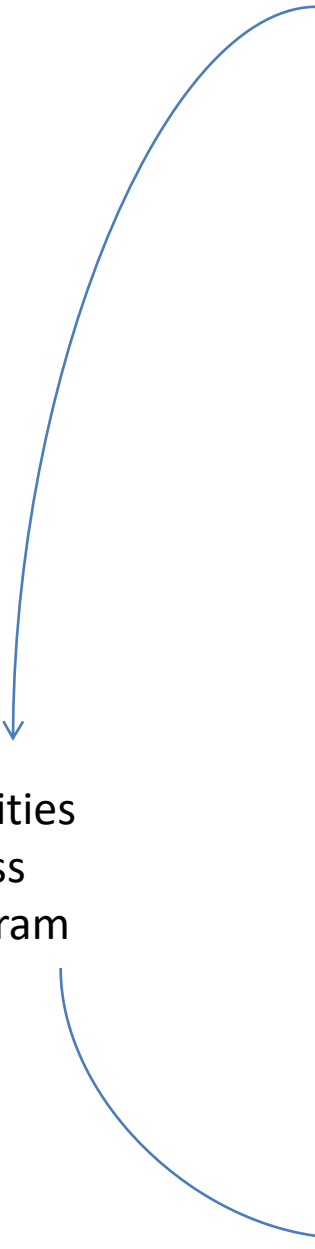
Department	Agriculture - 2017 - 2018				
		GLOBAL LEARNING	HUMAN NEEDS and the GLOBAL ENVIRONMENT	CRITICAL THINKING	ORAL COMMUNICATION
Semester (Fall, Spring, Both)	Course Name/Number	Assignment Name or Descriptor/ Expectation (I, R, or A)	Assignment Name or Descriptor/ Expectation (I, R, or A)	Assignment Name or Descriptor/ Expectation (I, R, or A)	Assignment Name or Descriptor/ Expectation (I, R, or A)
Fall 2017	Animal Science/AGRI 1321 - Lohakare	World trade of animals and animal products - I	Animal's contribution to human needs and it's impact on the environment - I		
Spring 2018	Plant Science/AGRI 1421 - Njue			Why does the United States use so much energy for its food supply - I	
Fall 2017	Plant Pathology/AGRI 2310 - Islam	Identification of Plant Diseases - R			
	Introductory Soils/AGRI 2331 - Chen		Discuss the impact of population growth on soil quality maintenance - R		
	Principles of Ag. Econ/AGRI 2312 - Mane				Macro-economic profile of a country - R
Fall 2017	Admin. Law & Govt Proced/AGRI 3312 - Farmer			Law and Government procedure analysis exercise - R	
Spring 2018	Man, Envir. & Pollut./AGRI 3399 - Farmer	Environmental & Pollution problem solving exercise - R			
	Soil Fertility/AGRI 3301 - Sixte		Effect of Soil Nutrient Management on Crop Production and Environment Quality - R		
Fall 2017	Intro. to Agric. Biotech/AGRI 2326 - Manoharan			Applications of Biotechnology in Plants - R	
Spring 2018	Agricultural Policy/AGRI 4352 - Dunbar	International Trade Paper - A			
	Plant Propagation/AGRI 3302 - Manoharan		The significance of plant propagation in food production - A		

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Interact, get
artifacts, do
assessments
(rubric-based)

**Critical Thinking &
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Fishery Analysis and Management System

Latest Submission

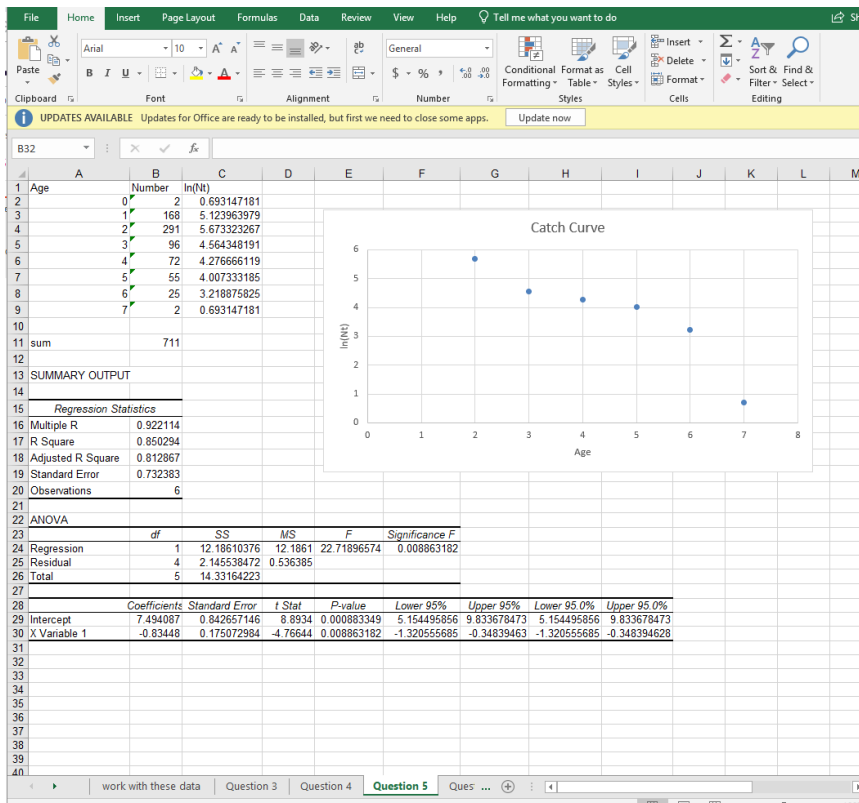
Student Kindschuh, Jamie

Assessor: Lochmann, Steve

Fishery Analysis and Management System

Documents to be Assessed (0)

● Reviewed / Graded
Assessed Apr 29, 2019 2:53 PM
Submitted Apr 29, 2019 2:51 PM



[Hide Assessment Panel](#)

Grade

Comment

Attachments

[Kindschuh FAMS Exercise white bass data with sel comments.xlsx](#)
1.28M

[Expand Rubrics](#)

Critical Thinking VALUE Rubric 2013

	4...	3...	2...	1...	N/A
E 1	✓				
E 2	✓				
E 3		✓			
E 4	✓				
E 5	✓				
					19.000 pts 95%

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Summarize,
analyze &
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**Critical Thinking &
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ay=1819AY Rubric_Title=Critical Thinking VALUE Rubric 2013 order1=1 new_class=FRESHMAN

Variable	N	Mean	Std Dev	Minimum	Maximum
percent	174	68.8311997	22.1327573	24.9950000	99.9950000
Explain_Issues	174	2.9366816	0.9626090	0.9999000	3.9999000
Select_Evidence	173	2.7282237	0.9157257	0.9999000	3.9999000
Context_Assumptions	174	2.7815092	0.8986218	0.9999000	3.9999000
Students_Position	174	2.6550724	0.9892788	0.9999000	3.9999000
Conclusions_Outcomes	174	2.6665667	0.9756180	0.9999000	3.9999000

ay=1819AY Rubric_Title=Critical Thinking VALUE Rubric 2013 order1=2 new_class=SOPH/JUNIOR

Variable	N	Mean	Std Dev	Minimum	Maximum
percent	533	67.7701337	20.2776768	24.9937500	99.9950000
Explain_Issues	533	2.7653784	0.9691528	0.9999000	3.9999000
Select_Evidence	526	2.6919152	0.8881296	0.9999000	3.9999000
Context_Assumptions	531	2.7098812	0.8852429	0.9999000	3.9999000
Students_Position	527	2.6943972	0.8696554	0.9999000	3.9999000
Conclusions_Outcomes	533	2.6959600	0.8935459	0.9999000	3.9999000

ay=1819AY Rubric_Title=Critical Thinking VALUE Rubric 2013 order1=3 new_class=SENIOR

Variable	N	Mean	Std Dev	Minimum	Maximum
percent	462	73.0297890	19.6741320	24.9950000	99.9950000
Explain_Issues	462	3.0518481	0.9183042	0.9999000	3.9999000
Select_Evidence	460	2.8672913	0.8891881	0.9999000	3.9999000
Context_Assumptions	461	2.9239781	0.9069091	0.9999000	3.9999000
Students_Position	457	2.8817381	0.8731111	0.9999000	3.9999000
Conclusions_Outcomes	462	2.8830169	0.8634395	0.9999000	3.9999000

ay=1819AY Rubric_Title=Critical Thinking VALUE Rubric 2013 order1=4 new_class=GRADUATE

Variable	N	Mean	Std Dev	Minimum	Maximum
percent	68	83.8551654	14.9700181	39.9950000	99.9950000
Explain_Issues	68	3.3381353	0.8215438	0.9999000	3.9999000
Select_Evidence	64	3.3124000	0.6871843	1.9999000	3.9999000
Context_Assumptions	66	3.3180818	0.7051261	1.9999000	3.9999000
Students_Position	67	3.3730343	0.6705001	1.9999000	3.9999000
Conclusions_Outcomes	68	3.4263706	0.7593433	0.9999000	3.9999000

ay=1819AY Rubric_Title=Critical Thinking VALUE Rubric 2013 order1=2 new_class=SOPH/JUNIOR

Variable	N	Mean	Std Dev	Minimum	Maximum
percent	12	60.5497917	21.3709354	24.9937500	91.6583333
Explain_Issues	12	2.3332333	0.8876254	0.9999000	2.9999000
Select_Evidence	12	2.6665667	0.8876254	0.9999000	3.9999000
Context_Assumptions	10	1.9999000	0.6666667	0.9999000	2.9999000
Students_Position	8	2.2499000	0.8864053	0.9999000	2.9999000
Conclusions_Outcomes	12	2.5832333	1.0836247	0.9999000	3.9999000

ay=1819AY Rubric_Title=Critical Thinking VALUE Rubric 2013 order1=3 new_class=SENIOR

Variable	N	Mean	Std Dev	Minimum	Maximum
percent	6	68.0500000	12.0829694	49.9950000	83.3250000
Explain_Issues	6	2.8332333	0.4082483	1.9999000	2.9999000
Select_Evidence	6	2.9999000	0	2.9999000	2.9999000
Context_Assumptions	5	2.1999000	0.8366600	0.9999000	2.9999000
Students_Position	5	2.5999000	0.5477226	1.9999000	2.9999000
Conclusions_Outcomes	6	2.6665667	0.8164966	1.9999000	3.9999000

ay=1819AY Rubric_Title=Critical Thinking VALUE Rubric 2013 order1=4 new_class=GRADUATE

Variable	N	Mean	Std Dev	Minimum	Maximum
percent	30	86.4114167	9.0836518	64.9950000	99.9950000
Explain_Issues	30	3.5332333	0.5713465	1.9999000	3.9999000
Select_Evidence	26	3.3075923	0.5491252	1.9999000	3.9999000
Context_Assumptions	28	3.3213286	0.6118322	1.9999000	3.9999000
Students_Position	30	3.5332333	0.5074163	2.9999000	3.9999000
Conclusions_Outcomes	30	3.5332333	0.5713465	1.9999000	3.9999000

Identify SLOs,
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Right now,
in July & August,
we are here!

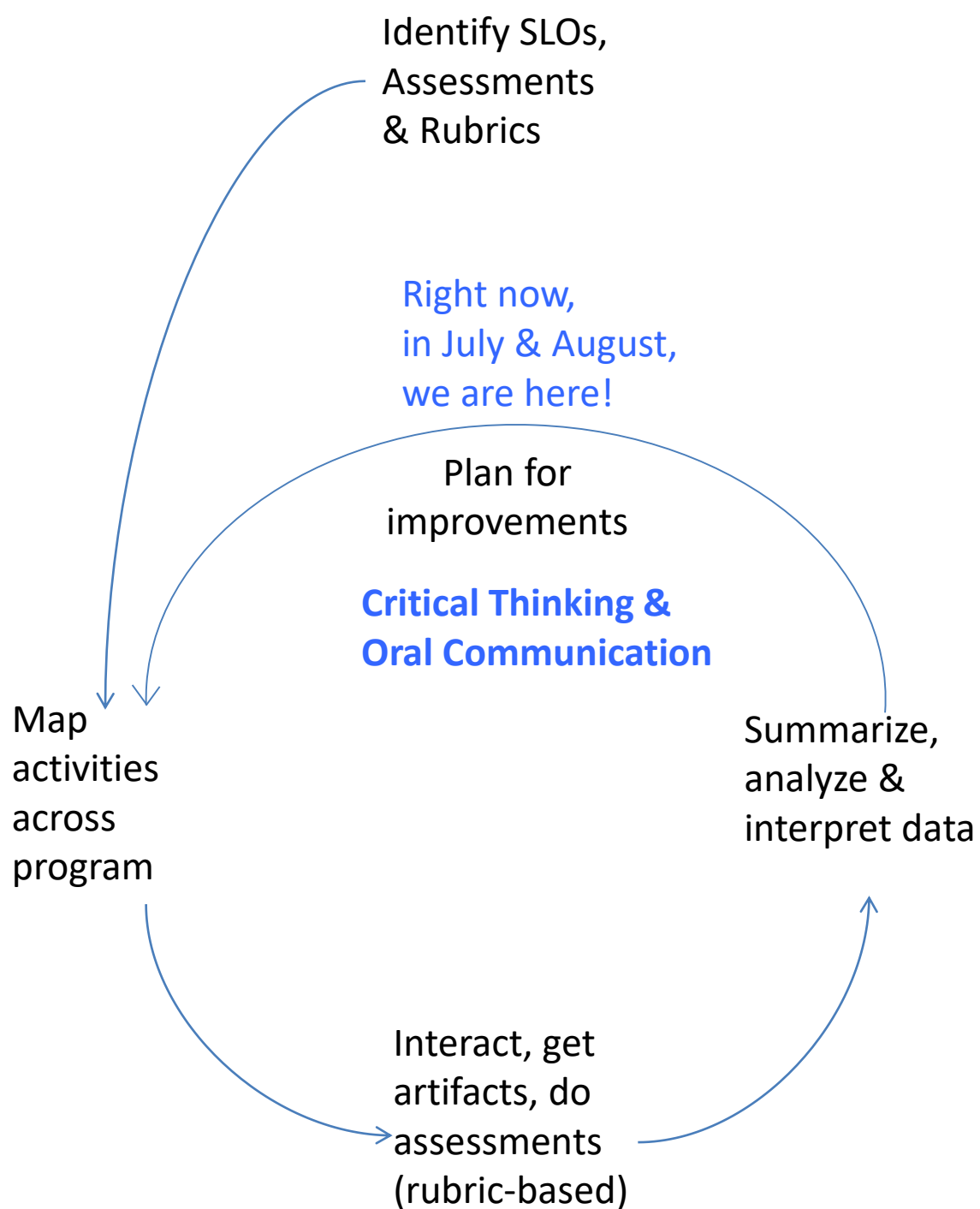
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Program	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcomes?
Aquaculture and Fisheries	Critical Thinking		
	Oral Communication		
	Global Learning		
	Human Needs and the Global Environment		
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies		

1920AY

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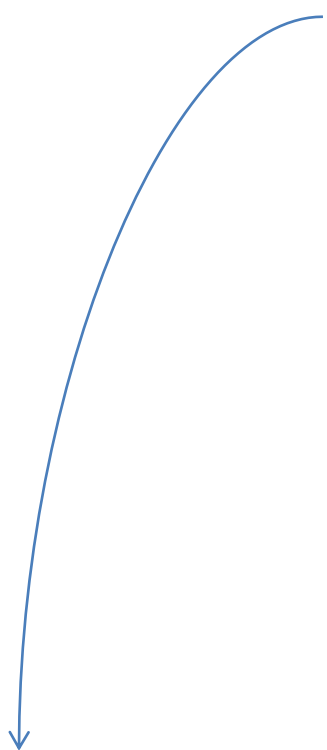
Arthur Thomas shared AAC&U rubrics for Problem Solving, Teamwork, and Lifelong Learning on 7/8/19. Instructors will find the rubrics in their LiveText “MyDocs” folder.

Identify SLOs,
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**Problem Solving,
Teamwork, &
Lifelong Learning**

Nov 18

Map
activities
across
program



Course Number and Name	Problem Solving	Teamwork	Lifelong Learning
FR AQFI 2247/2147 FISH TECH	(I) PROBLEM SOLVING EX.		
FR AQFI 2229/2129 AQUACULTURE		(I) GROUP PROJ	
FR AQFI 1102 TOPICS IN AQFI			(I) TBD
SO/JR AQFI 3329 LIMNOLOGY	(R) PROBLEM SOLVING EX.		
SO/JR AQFI 2462 Ichthyology		(R) GROUP PROJ	
SO/JR AQFI 3371 FISH MANAGEMENT			(R) TBD
SR AQFI 4201 SR SEMINAR	(AM) CAPSTONE PROJ.		
SR AQFI 4201 SR SEMINAR		(AM)) CAPSTONE PROJ.	
SR AQFI 4201 SR SEMINAR			(AM)) CAPSTONE PROJ.

... work completed at the 11/8/18 Assessment Forum.

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**Problem Solving,
Teamwork, &
Lifelong Learning**

Sep 19-May 20

Identify SLOs, Assessments & Rubrics

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Plan for improvements

Critical Thinking & Oral Communication

Summarize, analyze & interpret data

Interact, get artifacts, do assessments (rubric-based)

Identify SLOs, Assessments & Rubrics

Problem Solving, Teamwork, & Lifelong Learning

Map activities across program

Sep 19-May 20

Interact, get artifacts, do assessments (rubric-based)

Map activities across program

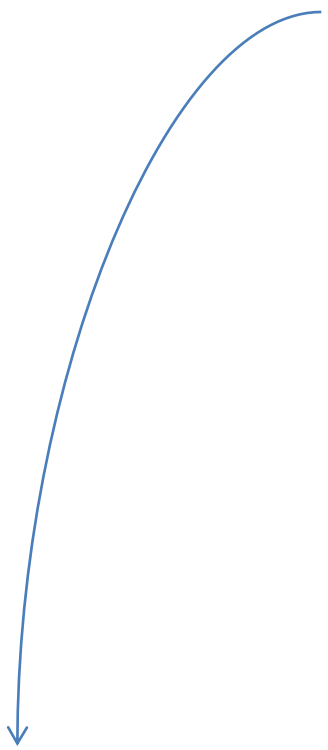
Identified
in 1718AY

Identify SLOs,
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**Degree
Program
SLOs**

One mapped
on 11/8/18

Map
activities
across
program



Course Number and Name	Degree Program: SLO: To explain how their major impacts the lives of individuals families and community
FR HUSC 1102 Orientation of HUSC	(I) Article Critique
SO/IR HUSC 2300 Family Development	(R) Project Presentation
SR HUSC 4399 HUSC Research	(AM) Research Project

Gold standard of assessment is a rubric used at all three levels...

Identified
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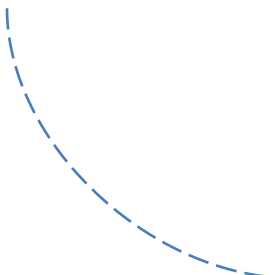
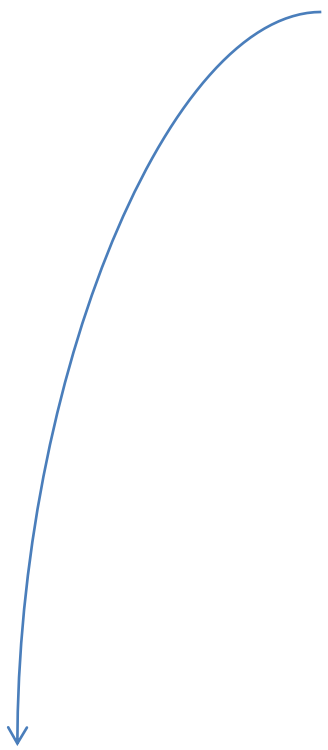
**Degree
Program
SLOs**

One mapped
on 11/8/18

Map
activities
across
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Sep 19-May 20

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Problem Solving,
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Map
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May-Jun 20

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