

UNIVERSITY OF ARKANSAS AT PINE BLUFF

STUDENT ACADEMIC ASSESSMENT PLAN



Dr. Lawrence A. Davis, Jr., Chancellor

**University of Arkansas at Pine Bluff
1200 North University Drive
Pine Bluff, Arkansas 71601**

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Dr. Lawrence A. Davis, Jr., Chancellor
Dr. Mary E. Benjamin, Vice Chancellor for Academic Affairs
Dr. Linda Joshua, Coordinator of Academic Assessment

University of Arkansas at Pine Bluff
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REVISED FALL 2010

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MISSION OF THE UNIVERSITY OF ARKANSAS AT PINE BLUFF

Historical Mission

One of the most important aspects of the historical mission of Agricultural, Mechanical and Normal College was established by the Legislative Act of 1873 that created the college. The act stipulated that the institution was being established for the convenience and well-being of the “poorer classes.”

The second statutory provision relating to the mission of the college was the Land Grant Act of 1890, which made the Morrill Act of 1862 applicable in every respect to Agricultural, Mechanical and Normal College.

The Act of 1862 charged the college, without its excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts. These subjects were to be taught in such manner as the state prescribed in order to provide the liberal and practical education of the laboring classes of people in the several pursuits and occupations of life.

Evolving Mission

While the University of Arkansas at Pine Bluff will continue to maintain a special sensitivity to the needs, aspirations, problems, and opportunities of its historic constituents, it shall expand its mission with a high degree of excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended, and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele—a clientele differing academically, socially, racially, ethnically and culturally.

To fulfill its mission of service to this heterogeneous clientele, UAPB shall develop creative and innovative activities that produce new curricular models in the fields of aesthetics, social and political institution, and scientific technical development. This will be accompanied by new instructional designs and professorial staffs capable of implementing such programs.

The thrust of this new and expanded mission could and should result in the examination and improvement of value systems and moral behavior of political institutions and of the economic system. Such mission does not merely support the advancement of science and technology; it uses science and technology to help solve economic, physical, social, political, racial, and cultural problems.

The institution’s ultimate goal is to assist America in building a new social organism that will accommodate racial, ethnic, and cultural pluralism in a manner that will enhance the quality of lives and patterns of living, and weld the nation into one people, a mission which seems essential to the future security and health of the nation.

OVERVIEW OF THE UNIVERSITY

The University of Arkansas at Pine Bluff (UAPB) has served Southeast Arkansas and the state for approximately one hundred and thirty-one years. A historically black state supported land grant institution, it was created in the spring of 1873 by an Act of the General Assembly as a branch of Arkansas Industrial University (now the University of Arkansas). Originally known as Branch Normal College, the school opened on September 27, 1875, with an enrollment of seven (7) students, three (3) from Jefferson County and four (4) from Drew County.

In 1927 the Governor appointed an independent Board of Trustees for the college and the state legislature appropriated \$275,000 for the erection of a new physical plant just outside the city limits. To aid this project, the General Education Board contributed \$183,000 and the Rosenwald Fund donated \$33,000.00.

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. Two years later, a building program provided eight (8) residences for instructors and a gymnasium, and in 1938 another building program provided two (2) more dormitories and a library. In 1942, as a result of a sudden and untimely death of John Brown Watson, Lawrence A. Davis, Sr. was named acting president. In April 1943, the Board of Trustees of the college named Davis as President of the Institution. Toward the end of the 1940's, an extensive building program doubled the college's facilities.

On July 1, 1972, Arkansas Agricultural, Mechanical and Normal College was merged with the University of Arkansas; its new name became the University of Arkansas at Pine Bluff. This merger joined the two oldest public higher education institutions in the state. The University of Arkansas at Pine Bluff offers forty-six baccalaureate programs, one (1) technical certificate program, one (1) associate program, three (3) master's programs, one (1) rehabilitation services (Bachelor of Science), two (2) applied mathematics (Bachelor of Science), and three (3) general studies (Bachelor of General Sciences).

The University of Arkansas at Pine Bluff is located in Jefferson County in the south central part of the state, approximately forty-five miles southwest of Little Rock and one hundred and thirty-eight miles west of Memphis, TN. The City of Pine Bluff has a population of 57,000 (32% Caucasian and 65.9% African American). Jefferson county has a population of 82,656 (48.5% Caucasian and 49.6% African American). The area is commonly known as the Delta. A majority of the institution's students come from schools in the surrounding counties. Currently 42% of the student body resides on campus and 58% commute. The institution's student body is 95% African American, 4% Caucasian, and 1% other.

Effective fall semester 2009 more than 3,700 students are pursuing a variety of academic and career goals through diverse curricula, ranging from certificate programs through selected master degree programs. Undergraduate degrees are awarded by four (4) schools and one (1) college: School of Agriculture, Fisheries and Human Sciences, School of Business and Management, School of Arts and Sciences, School of Education and University College. Graduate 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).

Since its inception, the University at Arkansas at Pine Bluff (UAPB) has provided educational opportunities for persons who were academically, socially and economically disadvantaged. The University has been extremely successful in providing programs structured to help "bridge the gap" between where students are academically when admitted and where they should be according to generally accepted admission standards. The University has been successful in preparing competent professional who have had a dynamic impact on various professions. In 1971, the basic mission was expanded to offer programs attractive to student from other socioeconomic groups in Southeast Arkansas.

Universities are generally the cultural, social and education centers of their communities. Yet, the intrinsic value of any university is measured by the success of its students and graduates. Although UAPB accepts the lion's share of academically deficient students in Arkansas, its students are evaluated by the same rigid requirements used to evaluate students from other colleges and universities. UAPB has always accepted the challenges mandated by this reality and continues to assert the special attributes needed to turn academically disadvantaged students into productive college graduates and professionals.

In keeping with its original mission to "serve the poorer classes," the University has an open admissions policy. However, all incoming students must meet basic admission requirements. Generally, these include completion of an admission application, graduation from an accredited high school or completion of the General Education Development Test (GED), and presentation of acceptable scores on the American College (ACT).

HISTORY OF THE UNIVERSITY'S ASSESSMENT PLAN

The University of Arkansas at Pine Bluff has always conducted assessment; however, in the fall of 1991, to ensure a systematic university-wide assessment program, the Interim Vice Chancellor for Academic Affairs commissioned a Committee on Assessment with direct oversight for academic achievement. The institution-wide committee, chaired by the Associate Dean for Academic Studies, consisted of eleven members including representatives from Comprehensive Testing, Institutional Research, the five academic schools, University College, Placement and the Registrar's Office. The committee membership was expanded to include all chairpersons and faculty representatives from the fall of 1992.

In developing an effective plan, the Committee on Assessment for Student Academic Achievement functioned under the following assumptions: the plan must (1) be directly related to the institutional mission, goals, and objectives; (2) be carefully articulated and incorporated into the institutional planning process by division, schools, departments, and units with clear, written descriptions of the respective roles and responsibilities of each group comprising the academic community; (3) use a broad range of approaches to capture the range of student achievement necessary for the institution to make a judgment regarding how well it is fulfilling its purposes; (4) be incorporated into the annual operating budget with adequate resources allocated; and (5) include an evaluation process with the results widely disseminated and used for student development and institutional improvement.

The first task was to establish a knowledge base of assessment activities. Committee members accomplished the following: (1) reviewed existing campus activities via annual reports from divisions, schools, departments and units; (2) reviewed current literature on student academic assessment; (3) met with representatives from the American College Testing Company to review strategies and available ACT and Arkansas Department of Higher Education Council on Assessment; (4) read an external consultant report on review of University College; (5) compiled and distributed a bibliography on student assessment, and (6) established a time-table for developing a plan.

The second task was to determine the "State of Affairs for Student Academic Achievement". The committee scheduled individual meetings with the Chancellor, Directors from the offices of Counseling and Testing, Comprehensive Testing, Institutional Research, University College, Basic and Associate Studies, Deans of degree-granting schools and President of the Student Government Association.

The third task was to create an awareness program informing faculty members, vice chancellors, deans, directors, chairperson, and support staff and students about the nature and importance of strengthening existing assessment activities. The awareness program included: university-wide conferences, workshops and seminars, and presentations at meetings for joint faculty and staff, faculty senate, deans and directors, divisions, school, units, executive cabinet and board of visitors. Committee members assisted in developing workshops and providing technical assistance in strengthening departmental plans.

The fourth task of the Assessment Committee was to receive, compile and organize university wide recommendations for an institutional plan linked to the mission, goals, and objectives of the institution and ultimately leading to student development and institutional improvement.

The fifth task was to develop recommendations for coordinating a campus-wide plan, thus, avoiding duplication and establishing an evaluation process, whereby the data and results would be shared with appropriate administrators, faculty, and staff for student development and institutional improvement.

Strategic Planning, Management and Evaluation

The next step in the process occurred when the University organized a two-day strategic planning off-campus assessment conference, in which approximately 90 members of the University community participated: selected deans, directors, chairpersons, faculty, staff, and students participated. During the conference, the chancellor and vice chancellors for academic affairs and student affairs indicated university wide participation was expected, institutional funds would be allocated and the ultimate goal was academic improvement. The participants addressed strengths and weaknesses and recommended twelve institutional goals and objectives. At the conclusion of the second day, the University's mission had been reviewed, and divisional and departmental mission, goals and objectives were strengthened including clear and realistic expectations for assessment activities.

The Strategic Planning Council was charged with the responsibility of incorporating assessment into the five-year plan. The deans, directors and chairpersons were charged with the responsibility of incorporating exiting and enhancing assessment activities into departmental planning documents for full implementation during the 1993-94 school years. Recommendations and departmental planning documents were submitted to the Office of Academic Studies.

Follow-up activities included: (1) Beyond Survival: Empowerment Through Excellence in Assessment and Accreditation (Faculty/Staff Seminar 92); (2) Interdisciplinary Lead Teachers Workshops for the Schools of Science and Technology and Liberal and Fine Arts (Summer 92), and (3) External Reviewers/Consultants for University College and School of Agriculture and Home Economics and Education.

Academic Assessment Activities

Existing assessment activities were identified in a study conducted by the Committee. The activities consisted of six categories: (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); (4) Comprehensive Examinations (Seniors) for content area from forty-one 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), internships, cooperative learning experiences, research reports and projects, vocal and instrumental performances, auditions, and portfolios.

The University's concept of the program is that assessment is a natural non-intrusive ACT process, taking place at established key points in the student's academic career. Institution wide focal points include the following:

I. ENTRY

Assessment and Placement Standards

The University College is the academic unit responsible for monitoring student performance on entrance examinations and in placing in developmental courses designed to remove academic deficiencies.

Section 19 of Act 1052 of 1987 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.

Placement Standards for English, Mathematics, and Reading

The University Freshmen Assessment and Placement Program, developed in 1987 and enhanced in 1990, is designed to ensure college freshmen are adequately prepared for college-level work. The goal is measure student progress in the performance of basic skills and to monitor the effectiveness of the instructional program in general education. The program includes a system for monitoring students' records to determine when each student has taken basic skills courses prerequisite to the exit assessment. Specifics regarding student placement in development courses, instruction, and requirements were enhanced in 1992. 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 are placed in General Mathematics 1310 when they score 14 or below and Intermediate Algebra 1320 when scoring 15018 on the math portion of the Enhanced Act, below 390 on the quantitative portion of the SAT, or below 43 on the ASSEST Intermediate Algebra Test. Students not needing remediation or developmental courses are assigned to regulars or honors.

II. MID-LEVEL

General Education (State Minimum) Core Curriculum

The Office of Comprehensive Testing (OCT) 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 Rising Junior Academic Profile (AP) is a standardized test developed to assist in assessing the outcomes of general education programs. The AP instrument was selected because it provided a comprehensive measure of academic skills developed through undergraduate general education courses rather than knowledge acquired about the writing, critical thinking and mathematics within the context of humanities, social sciences and natural sciences.

The Spring of 1995, CAAP (Collegian Assessment of Academic Performance) was selected by the State Department of Higher Education, in collaboration with the chief Academic Officers, as the instrument to measure mastery of the core curriculum.

English Proficiency Examination

Students should take the English Proficiency Examination the second semester of their sophomore year. Students who are unsuccessful must enroll in English Seminar for additional assistance. The English Seminar does not replace the examination. *(Note: Since 2002, students take the English Common Examination as part of Freshman Composition I. Transfer students who have completed Freshman Composition I prior to enrollment must take the English Proficiency Examination to fulfill this requirement.)*

III. EXIT

Comprehensive Examination for Content Areas

The first prototypes Comprehensive Examination for content areas were developed by faculty members from various degree granting programs during 1988-1990. The 30 prototypes were administered by OCT in 1990. Faculty from the remaining 11 degree granting programs completed their prototypes which were administered in 1991.

IV. STUDENT AND COMMUNITY SATISFACTION (*Note: Currently called FOLLOW-UP ASSESSMENTS*)

This component assesses alumni's preparation for life, the world or work and/ or graduate studies. It measures programs and extra-curricular activities and their effects on the achievement of those elements vitally important to on going development. (*Note: The Employer Survey was added to this component.*)

Extra-Curricular Learning and Development Areas

The assessment of student development and learning environment to ascertain the development of students' civic, social, cultural and economic attitudes, skills, values, and behavior as a part of their classroom learning experiences. (*Note: This became known as the Graduating Student Survey. Presently, student satisfaction surveys are also conducted during the entry level.*)

UNIVERSITY OF ARKANSAS AT PINE BLUFF STUDENT ACADEMIC ASSESSMENT PLAN

UAPB recognizes that valid and reliable assessment procedures are essential for the institution's effectiveness. Of equal importance is the development of a philosophy and purpose of assessment that are relative to the University's mission. From this perspective, the faculty, staff, administration and students have participated in the development of this academic assessment plan which encompasses the student experiences at UAPB from entry into University College through general education, upper divisional study, graduation, and entry to the world of work, graduate or professional school.

Overview of University Academic Assessment

Mission

The mission of University Academic Assessment is to provide a systematic evaluative process/protocol whereby each unit at UAPB can assess and evaluate student outcomes based upon educational standards and career goals and use the resulting data to improve student achievement and program effectiveness.

Function

The major function of University Academic Assessment is to perform periodic evaluations of each unit's implementation of its assessment plan and its use of resulting assessment data for improving student achievement and unit performance.

Outcomes

- Units with assessment plans that reflect the University's mission, goals, and objectives
- Units with clearly written descriptions of their roles and responsibilities in terms of instruction and assessment
- Units with evidence of multiple approaches used to assess levels of student achievement
- Units with evidence of assessment data used to make informed judgments regarding the effectiveness of their academic programs
- Units with evidence that assessment requirements for staff, equipment, and staff development are incorporated into their annual operating budget

Assessment Philosophy

The University of Arkansas at Pine Bluff is committed to institutional effectiveness. Long before the Arkansas State Legislature mandated a system-wide policy for institutional assessment and the North Central Association of Colleges and Schools included assessment as a major section of the evaluation process for continued accreditation, UAPB was actively assessing incoming students, placing them in appropriate courses, and routinely conducting alumni surveys.

The primary question in assessment is to what extent is this institution effective in fulfilling its mission. The contributing factors are (1) quality programs which are comprehensive and accessible through sound, effective, and efficient resource management, and (2) the degree to which students with different levels of readiness for regular college admission are retained and prepared to successfully compete in the job market and in graduate and professional programs.

To be successful in this matter, UAPB must keep internal assessment activities in operation in order to ascertain what works and what does not. These activities include the following:

- a. mandatory testing to determine continued progress in the core courses of English, mathematics, and reading;
- b. mandatory testing to determine continued progress in core curriculum competencies as well as in areas of specialization;
- c. continued utilization of academic program reviews;
- d. development and implementation of full-scale retention and attrition studies;
- e. continuation of the surveys of alumni and employers; and
- f. development of a mechanism for assessing student development (value-added) by level of readiness for regular college admissions and by areas.

Purpose of Academic Assessment

The purpose of the student assessment program at the University of Arkansas at Pine Bluff is to assess student learning and development so the students may better fulfill their potential and the institution may improve its effectiveness in fulfilling its mission to serve economically and culturally deprived students as well as the more culturally heterogeneous students, differing academically, socially, racially, and ethnically. In addition, primary purposes for outcomes assessment include the improvement of teaching and learning processes; the improvement of teaching and learning environment; the making of the university more accountable to constituents; and the linking of instructional objectives and educational services to measures of student learning and development. Assessment begins at the point of matriculation into UAPB (entry level), continues to mid-level and through the point of exit from the University, and concludes with the post-UAPB experience (follow-up).

The academic assessment system for the University of Arkansas at Pine Bluff is a part of university-wide assessment measures. Each unit gathers data at four transitional points: entry level, mid-level, exit level and follow-up. In addition, an academic evaluation protocol, consistent with this university-wide framework, was developed during the 1999-2000 school year, also with input from the professional community (**See Table 1**). This evaluation protocol continues to be used by each unit and forms the basis for each unit's yearly evaluation and for summations presented during the academic assessment seminar held during the spring semester of each year. In addition, this evaluation protocol serves as a common evaluative piece, useful for answering concerns relative to remediation and enrichment activities that enhance the unit's process, progress, and implementation strategies.

The University also recognizes that in order to maintain valid and reliable assessments, academic assessment must be viewed as an ongoing process that requires each unit and division to analyze data and reviews

assessment processes continuously to assure that assessment and program needs are aligned with University, state and national standards. At UAPB, administrators are facilitators in the assessment process; departments and faculty have primary decision-making responsibility. An assessment task force includes representatives from all academic areas. Also, all academic units have been charged with making systematic assessment as prescribed by the plan's feedback system.

Assessment on this campus is regarded as a tool to strengthen courses and programs, thereby enhancing student development and increasing retention. Assessment does not stop at graduation; it includes information from graduates and employers about how well prepared the graduates were for their jobs and how well they perform. This information is channeled back into academic units for the upgrading of curriculum courses and procedures. The assessment plan for UAPB was implemented in the Fall of 1995. It is the product of broad-based cooperative efforts among faculty, staff, and administration and students. The assessment plan coordinator has faculty status.

This assessment plan, the university-wide academic assessment framework is used to assess performance at four transitional points: (1) entry level, (2) mid level, (3) exit level, and (4) follow up. Assessment continues to be a systematic evaluative process by which the cognitive, affective and behavioral domains of students' abilities, aptitudes, interests, and achievements are evaluated according to a predetermined set of criteria--educational standards and career goals.

The primary objective of student academic assessment is twofold:

- (1) to assess the mastery level of student performances and determine which intervention strategies are needed to assist students' advancement to the next level, and
- (2) to provide data and documentation from those assessments that will enable academic units to improve their programs and services.

Academic assessment is an ongoing process that has been developed and refined over the years. The following principles guide assessment at the University of Arkansas at Pine Bluff:

- (1) The University's assessment plan reflects the institution's mission, goals, and objectives;
- (2) Divisions, schools, departments and units provide input with clearly, written descriptions of the respective roles and responsibilities of each group within this academic community;
- (3) The University uses multiple approaches to assessment to evaluate the levels of student achievement so that it can make informed judgments regarding the effectiveness of its academic programs;
- (4) Assessment requirements—staff, equipment, materials, staff, staff development--are incorporated into the annual operating budget and adequate resources are allocated; and
- (5) Periodic evaluation of the University's implementation of its academic assessment plan takes place and the resulting assessment data are used for institutional improvement.

Assessment: Use of Strategic Planning and Assessment data in Ensuring Institutional Effectiveness

Assessment Evaluation Protocol

The academic evaluation protocol (**See Table 1**) continues to be used by each unit and forms the basis for the annual presentations during the academic assessment workshop that was held each spring semester. In addition, this evaluation protocol serves as a common evaluative piece, useful for answering concerns relative to remediation and enrichment activities that enhance each unit’s process, progress, and implementation strategies.

Table -1- University of Arkansas at Pine Bluff’s 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

Student Academic Assessment Plan

I. Entry Level

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 and to develop study skills and career objectives

B. Current Assessment Practices

1. Student transcripts and GPA
2. ACT scores
3. Diagnostic testing of all entering freshmen: Comprehensive Test of Basic Skills—4 and Mathematics Placement /Examination
4. Nelson-Denney Reading Test
5. Student scores in Basic English 1310, Freshman Composition I
6. Entry level portfolio (education majors)

II. Mid-Level Assessment

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. Current Assessment Practices

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) and Rising Junior Examination
4. Advisement forms
5. Praxis Series for teacher candidates, Pre-nursing examinations
6. Mid-Level Portfolios (education majors)

III. Exit Level Assessment

A. Objectives

1. To ascertain student readiness for job placement or for graduate education
2. To ascertain effectiveness of technical, vocational, and professional programs

B. Current Assessment Practices

1. State and national examinations
2. Pre-professional and professional examinations
3. Graduating Student Survey
4. Licensure Examinations Graduate Record Examination
5. Senior Seminar and other capstone courses
6. Internships and Practicums
7. Exit Level Professional Portfolios
8. Senior Comprehensive Examination

IV. Follow-Up

A. Objectives

1. To determine the degree of satisfaction with educational experiences at UAPB among exiting 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. Current Assessment Practices

1. Graduating Student Survey
2. Alumni Survey
3. Employer Satisfaction Survey

ASSESSMENT IN THE UNITS

The university-wide academic assessment framework (that is, assessments at four transitional points—entry level, mid level, exit level and follow-up) is used throughout the University to identify program improvement needs, identify staff development needs, strengthen course assessments and instruction, and ensure that all students possess the competencies as given by the mission, goals, objectives, and standards set forth by the University, the unit, and the University's and unit's various accrediting bodies. These measures were designed to meet an array of institutional, state, and national accreditation/approval standards required of the various units.

The assessment plan for the University of Arkansas at Pine Bluff reflects existing assessment measures in each unit: the four schools—School of Agriculture, Fisheries, and Human Sciences; School of Arts and Science; School of Business and Management; and School of Education; and Honors College, University College, Graduate Studies, and the Military Science Department.

UNIVERSITY COLLEGE

University College (UC), instituted in 1982, addresses the needs of all first-time entering freshmen and those transfer students who have not completed the equivalent of UAPB's general education requirements. The primary goals (mission) of UC are as follows:

- to assist all incoming students in making a smooth transition to the collegiate environment, and
- to provide the necessary academic support programs and services to facilitate the satisfactory progress of all students toward the achievement of their educational and career goals.

The University College student is required to complete the state minimum core curriculum that is designed so that each student acquires an understanding of the humanities, social sciences, natural sciences, and communicative and quantitative skills as required for success in college. UC includes the following divisions: Academic Skills and Developmental Services, Student Support Services, Student Enhanced Skills Training Program, Job Training Partnership Act (JTPA)/Exemplary Youth, JTPA Title III/Program for College Dropouts and Welfare to Work Programs, and Basic Academic Services.

The core curriculum for the University is designed to provide the basis for successful studies in a particular field as a major. Faculty members teaching general education core courses support State mandated changes as requested by the Arkansas Board of Higher Education. These changes include retention of the Arkansas Assessment of General Education (AAGE) as a measure of the General Education Program and the inclusion of the Collegiate Assessment of Academic Proficiency (CAAP), as a pilot measure of basic skills and general education mastery.

Students remain in University College until they formally exit using the following procedures:

- I. Completion of all general education requirements, which consist of the State Minimum Core Curriculum and Institutional Requirements

A. Exit University College

To exit UC, a student must have completed not only the courses outlined in UAPB's Core Curriculum, but also other general education courses: Personal and Social Development 1210; Career and Life Planning 1120 or Co-op Seminar 2100; physical education activity courses and Health and Safety 1310; and Oral Communications 2390.

B. Completion of AAGE or University College Exit Exam

Students who entered the university during Summer II of 1991 or thereafter must complete either the Arkansas Assessment of General Education (AAGE), also known as "The Rising Junior Examination," or the University College Exit Examination.

C. Completion of the English Proficiency Exam

Effective for students enrolling summer 1997 and after, a passing score on the English Proficiency exam is a requirement for exiting University College. This exam is required of all students except those who have passed the English portion of PRAXIS I (PPST) exam. (NOTE: Students who were admitted to the University during Fall 2000 and thereafter, completed English Composition 1311 on the UAPB campus, and earned a grade of "C" or higher in the course will have satisfied the English Proficiency requirement.)

D. Process Exit Form

To exit UC, the student reports to the office of Basic Academic Services (BAS) and requests that he/she be "exited" from University College. BAS verifies that all requirements are satisfied. (Students who have completed in excess of 70 credit hours must obtain written verification from their departmental chairperson/advisor that they have completed all general education requirements.) BAS then processes a form stating that the student has "exited" University College. The student and his advisor/departmental chairperson receive a copy of this form.

Assessments within University College follow the University's established assessment plan. The following table identifies the objectives and strategies for each level of UC's assessment plan.

Assessments in University College

ENTRY OBJECTIVES	STRATEGIES
<ul style="list-style-type: none">• appropriate placement	Use ACT and/or SAT Scores for Placement in Appropriate Developmental Courses
<ul style="list-style-type: none">• student proficiency in basic skills	Comprehensive Test of Basic Skills (CTBS/4)

	Nelson-Denny Pre-Test (Reading)
<ul style="list-style-type: none"> • student's ability to clarify individual goals 	<p>Freshman Orientation</p> <p>Career/Life Planning</p> <p>Personal and Social Development (PSD) Course</p> <p>Personal and Social Development Weekly Lab</p>
MID-LEVEL OBJECTIVES	STRATEGIES
<ul style="list-style-type: none"> • student retention during first two years 	<p>Standardized and Teacher-Developed Tests in Various Departments</p> <p>Class and Homework Assignments</p>
<ul style="list-style-type: none"> • students' proficiencies in developmental education courses 	<p>Standardized and Teacher-Developed Tests in Various Departments</p> <p>Class and Homework Assignments</p>
<ul style="list-style-type: none"> • to determine student achievement on common exams 	<p>General Education Common Examinations in English, Mathematics, Biology, and Physical Science</p>
EXIT OBJECTIVES	STRATEGIES
<ul style="list-style-type: none"> • to evaluate student learning in general education courses 	<p>Arkansas Assessment of General Education (AAGE)/Rising Junior Exam (CAAP)</p> <p>Students must have completed 45 to 60 core courses (excluding developmental courses)</p>

<ul style="list-style-type: none"> to determine competency for upper division studies 	Exit University College
FOLLOW-UP OBJECTIVE	STRATEGIES
<ul style="list-style-type: none"> to determine the impact that University College preparation has on the upper division student 	Review GPA Retention Rate Graduation Rate

Student Support Services Assessment

OBJECTIVES	STRATEGIES
Entry Level	
Identify low-income/First generation college students	Get following data: Total Number, Low Income only, First Generation only, Disabled, and Disabled and low-income
Exit Level	
Identify Potential Graduates	Get Following Data: Number Eligible for Graduation, Number Graduated, and Graduation Percentage

HONORS COLLEGE

Honors College at UAPB is designed for academically oriented and motivated students. Honors College corresponds with the mission of the University, part of which is “to increase the institution’s capability for meeting the needs of both the superior and the inadequately prepared student through programs of counseling, skills development, and student activities.” The mission of the Honors College is as follows:

to provide a planned set of arrangements and curricular offerings, through an interdisciplinary approach, to serve the needs of academically oriented, motivated, talented, gifted, and committed students who are receptive to serious academic challenges.

The Honors College provides enhanced educational experiences for students who have a history of strong academic achievement and who have demonstrated exceptional creativity or talent. Students are challenged and nurtured through their interactions with similar students; through their study, research, and mentorship with distinguished faculty; and through cultural and intellectual opportunities that are designed to motivate students to perform at the highest level of excellence that they are capable of and through which they may become knowledgeable and effective leaders.

A review of the entry, mid-level, exit, and follow-up assessments reveals that the goals have been achieved at each level. Objectives at each level include the following:

Entry Level

1. To meet established criteria for admission to Honors College,
2. To demonstrate the ability to negotiate honors level work,
3. To complete a contract for the fulfillment of the honors requirements,
4. To begin a portfolio,
5. To participate in the Honors College advisement process,
6. To attend Honors Seminars, and
7. To document regular attendance in the Honor Student Study Room.

The data sources used for the objectives at this level are high school grades and ranks; ACT scores; semester grade reports; observation, conferences, and professional meetings; portfolios, updated resumes; and oral, written and creative expressions from professional meetings, recitals and exhibits.

Mid-Level

1. To maintain a 3.0 grade point average
2. To present research projects and/or demonstrate talents
3. To contract for honor work in sections of existing courses
4. To maintain regular attendance in the Honor Student Study Room
5. To engage in community service

The data sources used for these objectives are transcripts, documentation of participation in the Research Forum and conferences, reprints from school and local media sources, portfolios, resumes, and documentation from community service agencies.

Exit Level

1. To write personal statements and complete other admission criteria for entry into graduate and/or professional schools

2. To participate in honors activities such as the Honors College Luncheon
3. To complete portfolios

Data sources for these objectives include portfolios and completed admission criteria for graduate and/or professional schools.

Follow-Up

1. To complete the graduating student survey.
2. To complete the alumni survey.
3. To attend the Honors Seminars as an alumni.

Data sources for these objectives include results from the alumni survey and attendance records at the Honors Seminars.

Program goals for Honors College include the following:

1. To enhance the skills of research, writing, and speaking in students enrolled in the Honors College
2. To provide faculty members the intellectual reward that derives from working with gifted students
3. To assist in recruiting students of outstanding academic ability
4. To enhance the Honor Student Association and expand its operation
5. To establish and activate an Honors Student Association

SCHOOL OF AGRICULTURE, FISHERIES AND HUMAN SCIENCE

Assessment within the School of Agriculture, Fisheries and Human Sciences (SAFHS) is driven by its mission and is used to continuously evaluate and strengthen programs that develop students academically, professionally and personally. The School's motto, "Excellence is the Expectation" is the theme of the following mission:

The School of Agriculture, Fisheries and Human Sciences is an integral part of the University of Arkansas at Pine Bluff. It fulfills its 1890 land-grant mission through education research, Extension and public service. We continuously challenge ourselves to improve the quality of life for people of Arkansas, the nation, and the global society, with an emphasis on rural development. The attainment of skills necessary to live and work effectively and successfully is the goal. The Office of International Programs, within the School, is integral to the attainment of global effectiveness and success.

SAFHS has a student assessment plan which delineates the basis for assessing student academic achievement in SAFHS's degree programs. The objectives of the SAFHS assessment plan are based on three elements—assessment, intervention, and evaluation. For assessment, the objective is to assess specific knowledge and skills of students upon entry into and exit from their chosen majors; for intervention, to define program outcomes and student expectations for each degree program; and for evaluation, to identify strengths and weaknesses in academic programs and support services within the School.

According to the SAFHS student assessment plan, the School reviews assessment measures—ACT scores, student portfolio, senior comprehensive examination, senior seminar, senior survey and exit interviews. SAFHS collects ACT scores, University College Exit Examination scores, and the Arkansas Assessment for General Education (AAGE) scores to determine student level of preparation for college level work, to determine the student's level of readiness to handle upper level courses, to identify strengths and weaknesses in the student's academic preparation, and to develop appropriate intervention activities to improve academic performance.

The senior comprehensive examination, administered during the senior year, determines students' overall performance levels and/or retention of knowledge in specialized areas, and provides one view of the strengths and weaknesses in student performance in various degree programs. SAFHS expects 100% of students to achieve an exam score of 50% or better.

Exit interviews, which assess student readiness for graduation and satisfaction with the academic program and career preparation, take several formats. Exit interview information is captured during the Senior Seminar research project presentation, from student responses to the senior survey; and from academic, personal development and professional experience documentation submitted with the senior portfolio.

The Senior Seminar is a capstone seminar course for agriculture, fisheries and human sciences seniors. It is designed to assist graduating students in their transition to careers and graduate school. Group functioning, leadership, preparation and presentation of individual seminars are components of the class. Development of a resume and presentation of the student portfolio are required. A grade of "C" in the course is required for graduation. One hundred percent of student's pass Senior Seminar with a "C" or better.

A student portfolio is a graduation requirement of students majoring in agriculture, fisheries or human sciences. A component in the development of portfolio guidelines is the identification of essential skills and competencies for SAFHS majors:

- an understanding of agriculture and life science systems
- an understanding of science and the scientific method

- an awareness of international issues
- intercultural and interpersonal communications and understanding
- an ability to use technology in education and research
- an understanding of numeric data
- an appreciation of citizenship and public service
- broad-based understanding of various systems for achieving and retrieving the world store of knowledge
- appreciation for the world's natural resource base and the global environment
- technical skills and competencies within their chosen discipline

One hundred percent of all seniors complete the student portfolio before graduation.

SAFHS uses other assessment measures, also. The Senior Survey is an effort to evaluate the overall educational experience of students in SAFHS. A second evaluation tool for determining the strength of the curriculum and student competency is the SAFHS Student Portfolio. Each student is asked to write a reflective essay summarizing his or her experience while majoring in SAFHS. Those essays have detailed both the strengths and weaknesses of the school and its curricula and are used to develop strategies to improve SAFHS Programs.

SAFHS intervention strategies are based on assessment results discussed above and knowledge of student development theory. They are: Bridge Academic Enrichment Program, Personal/Social Development, Career and Life Planning, CASP Center and Freshman Seminars.

The Comprehensive Academic Support Program (CASP) and the Bridge Program support students and closely monitor their progress. The CASP Center supports the academic writing center where students may seek help to refine writing assignments in SAFHS, prepare for the English Common and English Proficiency exams and other university courses. The School additionally supports a faculty member who teaches on section of the freshman courses: Personal and Social Development (Fall) and Career and Life Planning (Spring).

SAFHS, through the CASP center initiated the Accepting the Challenge of Excelling (ACE) program in Fall 2004 for students needing academic tutoring and/or mentoring experiences for personal and professional development. Several upper-division SAFHS majors peer tutor and/or mentor any student reporting to the CASP Center for support. Eighty percent of the students attending the Bridge program enroll in at least one development English or math course. These students continually outperform a comparable UAPB cohort by the end of the freshman year.

Faculty also mentor students both in and out of the classroom, during work study experiences and mentored research projects. Nearly one-third of SAFHS students complete internship, job-related experiences annually and over 60% complete at least one internship before graduation. Two new intervention strategies instituted in SAFHS are the Dean's Council and New Faculty Seminar. The Council, comprised of SAFHS student leaders and the Dean, Assistant Dean and CASP Coordinator, opens two-way communication between the administration and the student body to foster greater student contribution and engagement in the academic process.

Assessments in the School of Agriculture, Fisheries, and Human Science

Entry Level	Mid Level	Exit Level	Follow-Up
1. Completion of general education requirement with a "C" or better 2. Freshman Philosophy of Education 3. Form 5: Freshman Resume	1. Internship Reports 2. Internship Evaluation 3. Advisory Conference/Transcript 4. Mentor Evaluation 5. Research Reports 6. Course-Based Portfolio Project Development 7. Form 2: Project Cover Sheet	1. Professional Certificates 2. Senior Philosophy of Education 3. Form 4: Summary Form 4. Form 6: Senior Resume 5. Community/Volunteer Experiences 6. Professional Certificates 7. Senior Exit Interview 8. Senior Seminar 9. Senior Comprehensive Examination 10. Portfolio Submission	1. Graduating Student Survey 2. Employer Satisfaction Survey 3. Alumni Survey

SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences (SAS) is comprised of the following units: art; biology; chemistry and physics; English, theatre, and mass communication; mathematical sciences and technology; music; nursing; social work; and social and behavioral sciences. Each division has its unique goal and objectives (See Appendix for each set of goals and objectives.) The mission of the School of Arts and Sciences is as follows:

The mission of the School of Arts and Science is to provide and maintain an environment that is conducive to excellence in teaching and learning in the arts, languages, literature, mass communication, nursing, social and behavioral sciences, natural and mathematical sciences and technology.

The assessment measures used within each department or division within the SAS are used to determine whether students are mastering the specified objectives. The Department of Art, Biology and Chemistry and Physics all require student portfolios.

1. *Department of Art*

In addition to the student portfolio, department requires student exhibitions and comprehensive examinations. Students enter juried exhibits and internship programs. Other assessments include the senior project and exhibition.

2. *Department of Biology*

Department requires student portfolios in addition to entry, common and comprehensive examinations. Other assessments include the entry level assessments of ACT/SAT and CAAP scores, mid-level assessments of portfolios and course examinations, and exit assessments of student evaluations and the exit interview and surveys.

3. *Department of Chemistry and Physics*

Department requires portfolios, comprehensive examinations, a one-semester seminar course where students make PowerPoint presentations as a part of their final examination. Other assessments include the following: ACT/SAT scores and advisor recommendations. For example, data are used to advise students weak in mathematics to enroll in one mathematics course in the same semester. The intensive advisement process has assured that students are aware of the various degree requirements such as required examinations. Another assessment strategy involves the use of laboratory experiment results in a comparison with known or justified values. Students are then required to justify their findings with sound chemical and physical principles. Survey results were used to update syllabi and include some online features. Additionally, career assessments, student conferences, and parental contact are used as assessment techniques.

4. *Department of English, Theatre and Mass Communication*

The major objective focuses on promoting successful skills in literacy through reading and writing assignments. Because of declining proficiencies in writing skills and oral communication of in-coming freshmen, this department is maintaining a Writing Laboratory that is staffed with a director and tutors. To improve performances in literacy for students, this department provides workshops for students about to take the English Proficiency Exam and the Rising Junior Exam. Entry level assessments include both diagnostic and tutorial measures. Students are given a diagnostic writing assignment in each composition class. ACT score placement in initial freshman English courses appears to place students in

the proper English class. Students who fail the ENGL1310 common examination or do not complete the course work successfully are required to re-enroll in Basic English for a second semester.

Mid-level data sources include common examination scores, research paper writing results, interviews, a student profile, and advisement forms. Students who take the common examination in ENGL 1311 and pass indicate that they can write at an acceptable college level. Students who fail the examination, but have a “C” average retake the examination. Students who fail the examination must retake ENGL 1311. Exit level data sources include the following: portfolios, capstone course, student evaluations and the senior comprehensive examination.

The Theatre and Mass Communication Program uses performance auditions, portfolios, and a student newspaper article as entry level data sources. Mid-level data sources include the development of a thirty-minute talk show, departmental comprehensive examinations, field experiences, continuous portfolio development, and a public presentation in the campus or local newspaper. Intervention strategies used to address the weaknesses include additional observational time in the television studio, completion of a required research assignment, and more writing assignments in all courses. Exit level data sources include the senior comprehensive examination, internship/practicum outcomes, alumni report, and the portfolio.

5. Department of Mathematical Sciences and Technology

The Department of Mathematical Sciences and Technology uses departmental comprehensive exams, undergraduate research/internship activities, mathematical placement tests, and program specific exams to assess the mastery of their division’s goals and objectives.

6. Music Department

Students in the Music Department are involved in many performance-based examinations such as jury examinations, auditions, and theory placement tests where they are assessed on evidence of vocal and instrumental pedagogy and subject matter in all areas of music, and the preparation of portfolios. Entry level data sources include vocal and instrumental auditions, theory placement examination, and course work evaluations. Mid-level data sources include exiting from University College, advisement sessions, Rising Junior examination, student recital, and jury examinations. Exit level data sources include junior and senior recitals, faculty performance evaluation, English proficiency examination, senior comprehensive examination, semester jury examinations in Applied Music, Praxis Series examinations for teaching, and research project for non-teaching. Follow-up activities include certification, exit interview, and alumni survey.

7. Department of Nursing

Performance-based measurements are also utilized in the Department of Nursing. The expected outcomes include acceptable reading and writing skills and skills in oral communication, critical thinking, problem solving, basic mathematics, scientific reasoning, information retrieval, and readiness or qualification for employment in nursing. Entry level assessments are the same as that for University College. Mid-level data sources include exiting from University College, advisement interviews, and NET scores. Exit level data sources include NCLEX results, senior seminars, senior comprehensive examinations, and GRE scores for those entering graduate school.

8. *Department of Social and Behavioral Sciences*

This department includes the following divisions: Criminal Justice Program, Gerontology Program, History Program, Political Science Program, Psychology Program, Social Studies Education Program, Sociology Program, and the Social Work Program. Each of these programs, with the exception of the social studies education program, use the general education assessments as its entry and mid-level assessments. (The social studies education program follows the assessments required within the School of Education.) Additional assessments for each program include course assessments, seminar classes, advisement forms, portfolios, field experience, surveys and interviews, and the senior comprehensive examination.

9. *Department of Social Work*

Exit and mid-level assessments include those for University College. The assessment activities in this department center on the exit and follow-up levels of the assessment plan. Seven (7) major exit and follow-up level assessment strategies are used for data-driven decisions: the Senior Comprehensive Examination, the Senior Seminar, the Field Experience Student Evaluation, the Field Experience Agency/Field Instructor's Evaluation, the Graduate Alumni Survey and the Employer Outcome Survey. Assessment results led to the following intervention strategies: alignment of curricula with GRE and graduate program requirements, developing an up-to-date database, developing structured exit and follow-up interview questionnaires, establishing an SPSS computer laboratory, and developing more internship programs and service learning opportunities.

Assessments in the Addiction Studies Program

Entry	Mid-Level	Exit	Follow-Up
1. Interview 2. Writings— Background in Addiction Studies 3. On-Site Issues Paper 4. GRE 5. Resume 6. Application	1. First Year's GPA (3.0) 2. Student Satisfaction of Faculty/Program Survey 3. Overall GPA 4. Presentation of a Scholarly Product 5. Practicum Mastery	Senior Comprehensive Examination	1. Alumni Survey 2. Employer Satisfaction 3. Graduating Student Survey

Evaluation of the Objectives of the Addiction Studies Program

Objective	Observable outcomes/expectations	Indicators	Assessment Data/Report
<p>1. Addiction treatment professionals</p> <p><u>Components of Student Outcomes Assessment—Recruitment</u> (applicant tracking and cohort characteristics report); <i>Learning</i> (core concepts test scores), <i>Satisfaction</i> (faculty teaching evaluations, student interviews, exit interviews) and <i>Alumni Tracking</i> (alumni survey)</p>	<p>a. Increased student recruitment</p> <p>b. Effective training</p> <p>c. exit/placement</p>	<p>a. 25% more applicants than available slots; diversity in applicants; sufficient GPA/GRE</p> <p>b. student's knowledge of core concepts (TRIMPT*)—theory, research, intervention, management, prevention, treatment)</p> <p>c. student satisfaction</p>	<p>a. recorded number of applicants/ Template for Student Recruiting/Cohort Report; reflective of needs of UAPB community and State; scholastic data on each student</p> <p>b. comprehensive assessments of student knowledge of Core Concepts (*TRIMPT) in each program area; 85% of graduating students should demonstrate competency in each of the CORE areas</p> <p>c. Faculty evaluation--80% satisfaction rate; Spring interviews; questionnaires developed after five years; interviews with student dropouts; alumni tracking database</p> <p>d. Annual Report</p>
2. addiction-related material	<p>a. accumulation of media resources</p> <p>b. availability/dissemination of resources</p>	Multiple indicator approach—student surveys/ Interviews of media satisfaction; faculty surveys of media satisfaction; first year review by external professional librarian; third year review by external professional librarian using guidelines by Assoc. of College & Research Libraries (ACRL); future reviews every 3-5 years	Annual Report
3. professional community service	Several non-research projects and activities --community/school-based addiction control programs --addictive substance counter-marketing efforts --addictive substance cessation/control programs and policies --functions of the public health system --evaluation of efforts to control addictive substance abuse in the state	Faculty committee formed in first year to determine standards for community involvement	<p>a. Faculty/Student Activity Report</p> <p>b. Community Outreach Form</p> <p>c. Annual Report</p>
4. addiction related research	<p>a. scholarly papers presented/ published</p> <p>b. grants pursued/received</p>	Faculty committee formed in first year to determine standards for community	<p>a. Faculty/Student Activity reports</p> <p>b. Annual Report</p>

	c professionally held offices d positions held on addiction-related councils/advisory committees	involvement	
5. increase in addiction specialists available for service <u>Impact Analysis Design</u> <i>Baseline</i> —measures of addiction treatment capacity in State; <i>Change</i> —train addiction specialists; <i>Impact</i> —Identify Sphere of Influence and Examine changes in number & distribution of addiction specialists	Long-term increase in number of addiction specialists available for service in the State	a. Faculty/staff work with State and Local health officials to determine treatment capacity for each county: public and private agencies and types of employed specialists b. Map placement of program graduates employed in addiction-related field (fifth year)	a. Electronic database b. Fifth Year Appraisal of Program's Sphere of Influence c. Impact Analysis (Fifth Year—2007) d. Other Impact Analyses—2020, 2016 & 2019

SCHOOL OF BUSINESS AND MANAGEMENT

The mission of the School of Business and Management (SBM) is as follows:

to prepare its students for their chosen professional careers and to provide service to the community through research and development activities.

The School of Business and Management Assessment Reports begins with its assessment analysis of its programs with the results from the Senior Comprehensive Examination to ensure continuous program improvement. All exam items exist on a spreadsheet configured to generate a random arrangement of items within each of ten subject categories, including five major areas each subdivided into three major subtopics, and five minor subject areas representing a total point value of one-third that of the major areas. The examination is designed not only as a general assessment, but also as an assessment of each area of specialization as well. Students who do not pass the examination can get feedback relating to exactly those areas of study on which they should concentrate most on in order to pass the next examination. Meanwhile, a new examination can be generated as a retest, without any need to design new test items.

Student satisfaction with University personnel and the adequacy of quality-of-life and support structures are assessed in the survey of graduating seniors. Student attitudes are important because they inform us regarding aspects of student life that may have a positive or negative bearing on student performance. In the latter case, such information permits the School to take action to remedy the situation.

Next, curricula in the Department of Business Administration are evaluated against a random sample of accredited undergraduate programs in the United States to help establish those areas in which the School may be either exceeding or falling short of the academic norm in terms of course offerings, and to compare these divergences to the specific needs raised by the School's mission. The findings support the School's reallocation of required and elective courses this year to comply with AACSB accreditation standards and demonstrate that the SBM is highly consistent with the standards observed by accredited institutions. The quality of instruction is treated on the basis of the responses of graduating seniors.

Alumni attitudes assessed as follow-up data are of central importance to the School's self-assessment, since these are what reveal most clearly the relevance and value of the School's product on the market. The data show that most business graduates go straight into the private sector, while a small percentage (about one-eighth) goes to graduate school.

The result of the process of general assessment within the School of Business and Management is an annual report that appraises the School's performance based on entry, mid-level, exit, and alumni follow-up data. Information presented in this report is used as the basis for decisions to modify the SBM mission, goals, objectives, policies, and procedures. Curricular changes warranted by the General Assessment Report are submitted to the University Academic Affairs and Educational Policies Committee for approval and implementation.

Assessment in the School of Business and Management

Entry	Mid-Level	Exit	Follow-up
<ol style="list-style-type: none"> 1. Complete general education requirements 2. Exit University College 	<ol style="list-style-type: none"> 1. Student Information Technology Questionnaire 2. Complete all required courses with a "C" or better 	<p>Senior Comprehensive Examination</p>	<ol style="list-style-type: none"> 1. Graduating Student Survey 2. Alumni Survey 3. Employer Survey

SCHOOL OF EDUCATION

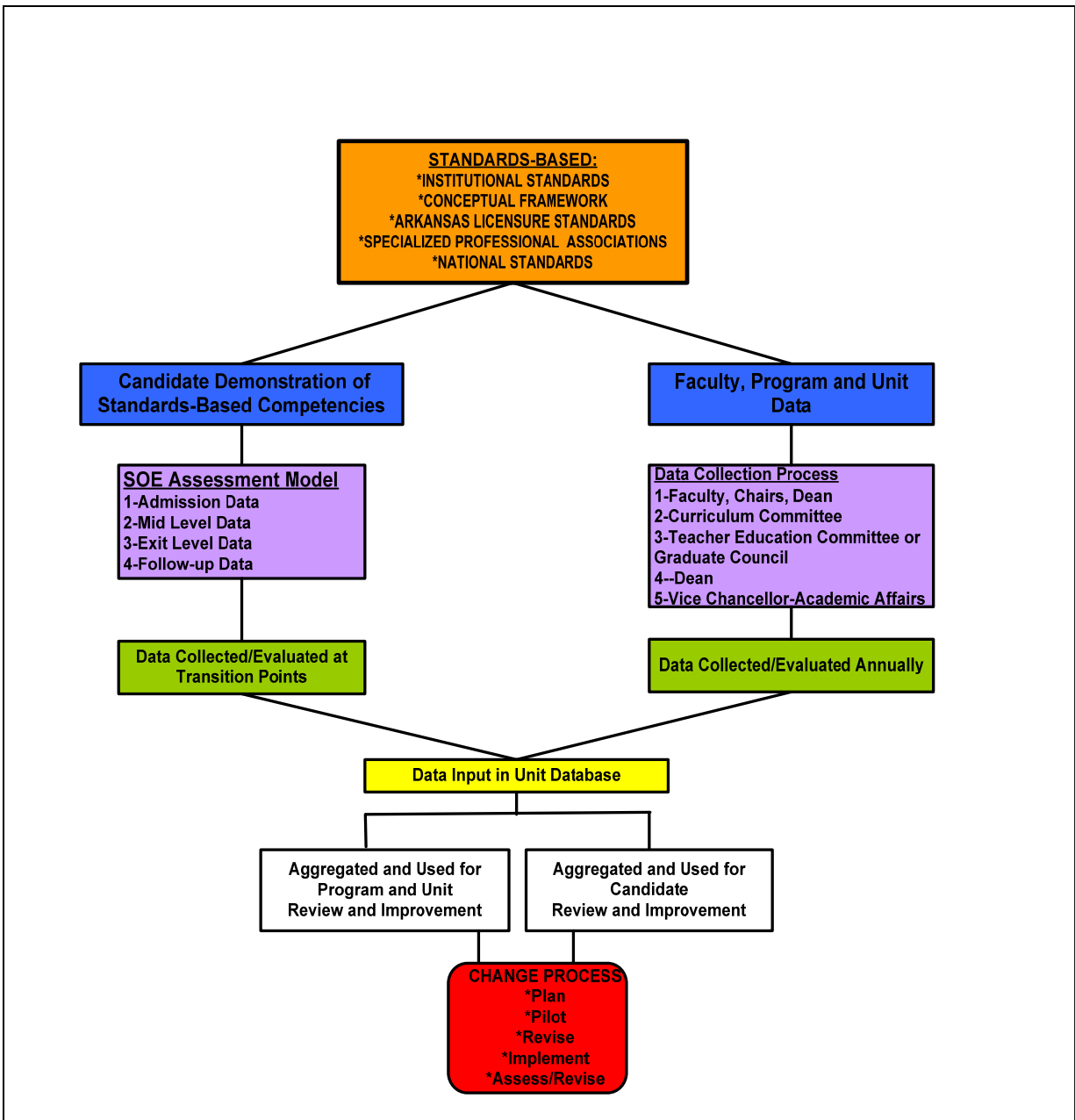
The School of Education's (SOE) teacher preparation program is approved by the Arkansas Department of Education and is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The mission of the School of Education is as follows:

The mission of the School of Education is consistent with the mission of the University of Arkansas at Pine Bluff—an 1890 Land Grant Institution. Within this perspective, the School of Education offers quality programs leading to certification and careers in professional education. In addition to training teachers and human service professionals to meet the educational challenges of an ever changing society in the 21st century, the School of Education provides opportunities for the students to study in a multi-ethnic and diverse university setting, thereby encouraging responsible, productive citizens and prospective change-agents in the field of education.

The SOE adheres to the standards as set by NCATE and its related specialty area agencies (SPAS) which must be observed by all teacher education programs. To this end, all departments with teacher education programs are held to the SOE assessment model where controls are in place to promote and provide academic accountability. The SOE's conceptual framework, "The Teacher as Promoter of Academic Excellence" is the basis for all programs, curricula and instruction within the unit. The major components of this framework include assessment; knowledge of content; professional growth; professional education; community and global awareness; social, cultural and human diversities; and technology.

The School of Education's assessment system promotes and provides for academic accountability within the unit (**See Below: Graphic of Unit Assessment System.**)



The common assessments administered by the unit included the Spring Survey of Educational Experiences, the Graduate Follow-Up First and Third-Year Study Report, and the Academic Assessment Employer Rating of SOE Majors' Performance in the Workplace. All candidates enrolled in teacher education programs are held to the SOE assessment model where transitional assessments are designed to expedite a candidate's successful progress through the unit.

Some of the assessment strategies in these models include an entry-level portfolio, formal application to the SOE, successful completion of Educational Testing Services' Praxis I (basic skills) and Praxis II (professional knowledge and specialty areas) examinations, professional semester and professions semester portfolio, and follow-up surveys (See **Tables below**).

Assessments in the School of Education for Undergraduates

Bachelor's Degree Programs	Entry Level (Admission)	Mid Level (Professional Semester)	Exit Level (Graduation)	Follow-Up (Post Graduation)
INITIAL TEACHER EDUCATION PROGRAMS				
Early Childhood Education (P4) Middle Level Language Arts/Social Studies Middle Level Mathematics/Science <u>Secondary Education Degree Programs</u> --Art --Agriculture --Business --English --Human Sciences --Music --Mathematics --Life Science/Earth Science --Physical Science/Earth Science --Social Studies --Physical Education --Vocational Education	<u>Exit University College (UC)</u> 1. Complete all General Education Requirements 2. Of these Gen. Ed. requirements, these courses require grade of "C" or better: ENGL 1311 & 1321; SPCH 2390; MATH 1330; EDUC 1300 3. Complete CAAP Examination (AAGE/Rising Junior Exam) or UC Exit Exam 4. Process UC Exit Form	Complete all education course work (includes a field experience component) with a grade of "C" or better	Successfully complete the Professional Semester	Graduating Student Survey Alumni Survey Employer Satisfaction Survey (Unit)
	Minimum 2.5 GPA (official transcript)	Maintain a 2.5 GPA (official transcript)	Maintain a 2.5 GPA (official transcript)	Student Teacher Exit Interview Form (Unit)
	Successfully complete Praxis I	Successfully complete Praxis II—(Specialty & Subject Area Assessments and Principles of Learning and Teaching)	Submit Final Portfolio for Review/Conference	Graduate Follow-Up Survey (Unit)
	Complete a Formal Application to School of Education	Complete a Formal Application to the Professional Semester	Complete application for graduation.	Title II Report
	Complete Admission Interview	Pass criminal background check	Cooperating Teacher and University Supervisor Final Evaluations	Pass Praxis III Exam (Performance Assessment for Arkansas Required for a Standard License)
	Faculty Recommendations	Submit Mid-Level Portfolio for Review/Conference	Recommendation for Licensure (Initial)	Licensure (Standard)
	Submit Entry-Level Portfolio for Review/Conference	University Clearance Forms (2)		
		S-AEA Membership		
		Successfully complete admission interview to the Professional Semester.		

Assessments in the School of Education for Graduate Students

Master's Degree Programs	Entry Level (Admission)	Mid Level (Retention Assessments)	Exit Level (Graduation)	Follow-Up (Post Graduation)
Advanced Teacher Education Programs				
Early Childhood	Baccalaureate Degree (in teaching field from regionally accredited 4-year higher education institution)	Successful Completion of 12 Hours of Graduate Program Requirements	Satisfactory Completion of SOE Graduate Comprehensive Exam in Core and Specialty Areas	Graduating Student Survey (University)
<u>Secondary Education</u> —	Formal Application for Admission	<u>Admission to Degree Candidacy</u>	Satisfactory Completion of Minimum of 36 Hrs. (15 Hour Core + 18 Hour Specialization + Minimum of 3 hr. elective)	Graduate Follow-Up Survey (Unit)
English Education		Standard Teaching License (or Praxis I & II passing scores)		
General Science Education (Life Science/Earth Science OR Physical Science/Earth Science)	Awarding of Graduate Status	3.0 Cumulative GPA in Core and Specialty Areas (with no grade below "C")	Awarding of Exit Status by AREC	Employer Satisfaction Survey
Mathematics Education	Reference Letters (from professors/employers attesting to ability to do graduate level work)	Successful Completion of Additional 15 Hours of Graduate Program Requirements		Graduate Survey
Physical Education	Minimum 2.75 GPA (or 3.0 in last 60 hours or GRE scores or 3.0 in first 12 hours of graduate program)			
Social Studies Education	Completion of Recommended Undergraduate Education Prerequisites (including Student Teaching)			

	Admission to a Degree Program by a Department			
<u><i>Non-Traditional Licensure Programs</i></u>	<u>MAT Only</u> *Applications *Letter of Interest *Disposition Assessment *Baccalaureate Degree *2.75 GPA *Passing Praxis I and II in required areas *Letter of Hire *Provisional License	<u>MAT Only</u> *Internship I *3-27 hours of courses *Disposition Assessment II	<u>MAT Only</u> *completion of course requirements *SOE Graduate Comprehensive Examination *Praxis II—Principles of Learning and Teaching test (when required)	
Master of Arts in Teaching—Middle Level				
Master of Arts in Teaching—Secondary Level				

DEPARTMENT OF MILITARY SCIENCE

The University's Army Reserve Officers' Training Corps (ROTC) has provided opportunities and challenges to students to build their confidence, self-esteem, motivation, and leadership skills necessary to succeed in life.

The mission of the ROTC program is as follows:

to recruit, train, retain, and commission the future officer leadership of the United States Army.

The ROTC program is a four-year program designed to arm students with the right combination of academics and on-campus hands-on training necessary to make them successful leaders. In addition to the on-campus training, students may be eligible to attend a summer camp for more enhanced activities. Students who stay with the program through all four years may, if eligible, earn a commission as a Second Lieutenant in the United States Army and then proceed to enter the Active Army, the Army Reserve, or the Army National Guard upon graduation from the University.

Unit assessments include the Curriculum Leadership Development Program (LDP), the Cadre Performance Assessment, and the Army Level Assessment. Expected outcome measures include improving academic alignment, evidence of leadership abilities, and ability to meet national standards. The following assessment measures are used: Internal Review (104-R), leadership assessment, campus evaluation report, and the army level slating.

The mission of the University of Arkansas at Pine Bluff (UAPB) Department of Military Science (ROTC) is to commission the future officer of the United States Army. Currently, UAPB has a commission of nine officers per year.

The Department of Military Science maintains entry, mid-level, exit, and follow-up assessments according to the assessment model of the University. These assessments, based upon the objectives for this department are as follows:

Entry Level

1. Meet the enrollment criteria in accordance with Cadet Command Regulation 145-1
2. Meet the scholarship requirements in accordance with Cadet Command Regulation 145-1
3. Complete the CC Form 139-R and CC Form 104-R (reviewed each semester)
4. Follow the curriculum outline for successful progression through ROTC

Data sources for the entry level assessments include high school transcripts, letters of recommendations, semester grade reports, and data from initial and mid-term counseling, coaching and mentoring sessions.

Mid Level

1. Continue with the entry level assessments
2. Attend training and prepare to attend the Leadership Development and Assessment course (LDAC) at Fort Lewis, Washington
3. Attend training and prepare to attend the Leader's Training Course (LTC) at Fort Knox, Kentucky

Data sources for the mid-level assessments include semester grade reports and scores from the training regiment for the Leadership Development and Assessment Course and from the Leader's Training Course as well as from the actual courses Fort Lewis and Fort Knox. Additional data sources include the data from coaching and mentoring sessions, evaluations of the cadets' physical fitness level, a review of cadets overall academic and participation performance, on-campus leadership evaluations, and the on-campus Campus Evaluation Report (CER).

Exit Level

1. Continue with entry and mid-level assessments
2. Complete requirements to be commissioned as Second Lieutenants
3. Perform in two or more essential leadership roles through ROTC
4. Receive security clearance

Data sources for the mid-level assessments include the degree plan, the CC Form 104-R signed by the academic advisor, and scores from the Army Physical Fitness Test (APFT) and the swimming requirement.

Follow-up

1. Initial, Mid-term, and End of Semester counseling
2. Coaching and mentoring sessions
3. Evaluate the cadets' physical fitness level
4. Review of cadets overall academic and participation performance

GRADUATE STUDIES

The primary mission of Graduate Studies at the University of Arkansas at Pine Bluff is to provide quality programs of advanced study which prepare individuals to be leaders in their professions and in their various academic communities. Graduate Studies is interdisciplinary in scope and the graduate faculty members are derived from the institution.

In fulfilling its primary mission, the Graduate Studies area has the following additional functions: to promote, enhance, develop, and monitor graduate studies at the University of Arkansas at Pine Bluff; to provide courteous assistance in registration, academic progress, graduation and post-graduation services; and to increase the graduation rate for advanced candidates in all programs offered through the Division of Graduate Studies and Continuing Education.

The Division of Graduate Studies and Continuing Education offers graduate programs in three areas: Aquaculture and Fisheries, the School of Education, and one new program, Addiction Studies. Each program adheres to the University's assessment model of entry, mid-level, exit and follow-up assessments. The master degree programs Aquaculture and Fisheries and the teacher education degree programs, and their accompanying assessments, exist within their respective schools; the School of Agriculture, Fisheries and Human Science and the School of Education.