

2009-2010 UNIVERSITY ACADEMIC ASSESSMENT ANNUAL REPORT

Executive Summary

The University of Arkansas at Pine Bluff's University Academic Assessment's Annual Report for 2009-2010 summarizes the achievements and challenges of the University Academic Assessment Program for the academic year ending June 30, 2010. The assessment plan for the University of Arkansas at Pine Bluff reflects existing assessment measures in 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 the other units: University College, Honor's College and the Military Science Department. These measures were designed to meet institutional, state, and national accreditation/approval standards required of the various units.

The University of Arkansas at Pine Bluff has a university-wide assessment framework to assess performance at four transitional points: (1) entry-level, (2) mid-level, (3) exit-level and (4) graduate follow-up. Each assessment point identifies the assessments and follow-up procedures. Each level includes internal assessments such as interviews and portfolios, and external assessments such as national examinations and employer surveys that are used for program and unit improvements.

Academic 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, learning outcomes and unit 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. In addition to the aforementioned goals, 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 and staff development, equipment, and materials--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.

An academic evaluation protocol (**Table 1—University of Arkansas at Pine Bluff Assessment Protocol**), consistent with the framework of the

University Assessment Plan UAPB, was developed during the 1999-2000 school year. 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: _____ <div>(year)</div> 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(s)

Executive Summary

Assessment is a process often used within a campus to evaluate and advance the quality of learning for students within the university. The task of coordinating assessment activities is synonymous with examining the different types of assessments and the manner in which they serve students, the institution, policy makers, accreditation, and the larger community. Assessment reporting within the various units at the University of Arkansas at Pine Bluff was unified through the University's requirement that each unit have specified entry-level, mid-level, exit and follow-up assessments. Implementation of the assessment plan falls within the boundaries of each School. Deans, directors, chairpersons and faculty are assigned the responsibility of incorporating existing assessment activities (with necessary enhancements) into departmental planning and assessment documents. Additionally, each unit looks at their academic goals/learning outcomes and analyzes them through the university's assessment protocol.

Efforts continued this year to follow the existing university assessment plan and protocol by requesting units/divisions to continue with the collection and analyses of assessment data in preparation for the Spring 2010 assessment seminar and unit assessment annual report. This year, the University Academic Assessment sponsored an assessment informational fair that included displays from all of the units, two workshop sessions—one on NCATE accreditation and the other for unit assessment team planning meetings, and a luncheon. Table displays were presented from the Ronald McNair Program, University College, the School of Education, the School of Arts and Science,

and the School of Agriculture, Fisheries and Human Sciences.

All units presented their annual assessment reports. Each focused on using quantitative results to plan changes and future intervention strategies.

School of Agriculture, Fisheries and Human Sciences. The basis to the assessment report from the School of Agriculture, Fisheries and Human Sciences was its identification of the unit's ten common goals (learning outcomes) that are used throughout the unit. Every student should “know, understand, and appreciate” the following:

- (1) Agriculture, human and life systems
- (2) Science and the scientific method
- (3) International issues
- (4) Intercultural and interpersonal communication and understanding
- (5) The use of technology in education and research
- (6) Numeric data
- (7) Citizenship public service
- (8) Systems for archiving and retrieving the world store of knowledge
- (9) The world's natural resource base and the global environment
- (10) Technical skills and competencies within the chosen discipline

The unit used the four elements from the assessment protocol--major outcomes measured, assessment strategies used, results of assessment outcomes over the last year, and evidence of changes resulting from intervention activities—to evaluate these common goals (**Table 2—Assessment Protocol: School of Agriculture, Fisheries and Human**

Sciences) and university academic assessment system (Table 3—Assessments in the School of Agriculture, Fisheries and Human Sciences).

Table 2—Assessment Protocol: School of Agriculture, Fisheries and Human Sciences

Major Outcomes to be Measured	Assessment Strategies/Interventions	Results of Interventions Over the Last Year	Evidence of Changes as a Result of Interventions
1. Entry Level Students Strengths and Needs	<u>ACT Scores</u> /Recruit students with ACT>19	Enrollment increased and ACT increased	Enrollment increased from 295 to 321 and average ACT increased from 16.3 to 16.5
2. Mid-Level Student Competencies	<u>CAAP Exam</u> / *Add more mathematics and writing assignments across the curriculum. <u>Internship/Coop Experiences</u> *Additional sites identified and job shadowing initiated <u>Senior Portfolio</u> *Additional assignments incorporated throughout the curriculum. <u>Senior Comp Exams</u> *Provide review sessions and study guides for the comp exams	*CAAP scores remain unchanged 60% completed at least one internship/cooperative experience 100% completed portfolio Exam scores/pass rate declined	CAAP scores remain unchanged for students with 45-60 credits
3. Exit Level Senior Seminar Senior Portfolio Senior Comp Exams Senior Survey Exit Interviews	*Require Senior Seminar for graduation *Require Portfolio for graduation *Provide review sessions and study guides for the comp exams *Administer senior survey to determine level of satisfaction *Administer exit interviews to determine level of satisfaction	*All students passed the course *All students completed the Portfolio *Exam scores/pass rate declined *Faculty development for advisement, new technologies incorporated in classrooms *Exit interviews administered in 2009	*100% pass rate *100% completion *New study guides developed in 2009 *Greater level of student satisfaction *No results to report for 2010
4. Follow-Up Alumni Survey	Survey placed on SAFHS web page	Administered in 2010	No results to report

Table -3-: Assessments in the School of Agriculture, Fisheries, and Human Sciences

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

School of Arts and Sciences. The School of Arts and Science (SAS) consists of eight main departments: Art; Biology; Chemistry and Physics; English, Theater and Mass Communication; Mathematical Sciences and Technology; Music; Nursing; and Social and Behavioral Sciences. SAS also includes the Social Work Department and one graduate program, Addiction Studies. The mission of SAS 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 School of Arts and Sciences identified the following goals for the unit:

- (1) Identify Arts and Sciences as an area of excellence in undergraduate education.
- (2) Develop a comprehensive assessment plan for student academic achievement that is based on performance outcomes.
- (3) Provide adequate resources for all programs in the Arts and Sciences.
- (4) Reduce student attrition.
- (5) Increase overall enrollment in the Arts and Sciences.
- (6) Enhance scholarly activity in the Arts and Sciences.

Tables 4: Assessments in the School of Arts and Science, 4a: Assessments in Addiction Study, and 4b: Assessment Protocol: Social Work Department--display the broad range of assessments used within the School of Arts and Science.

Table -4- Assessments in the School of Arts and Sciences

Entry Level	Mid Level	Exit Level	Follow-Up
1. ACT/SAT Exam Results 2. High School and College (if any) GPAs: 2.5 3. Completion of general education requirement with a "C" or better 4. Entry Examination (biology only) Theory Placement Exam (Music) 5. Performance Audition (Music: Theatre and Mass Communication) 6. (where applicable)	1. Cumulative GPA: 2.5 2. Passing Praxis Series (education majors) 3. Rising Junior Exam Internship Evaluation 4. Portfolio Assessments - *(I—2105 & 4106) –non-teaching Studio Art *Chemistry and Physics 5. Common Exams— Chemistry and Physics . Advisory Conference 6. Seminar Exam— Chemistry and Physics	1. Cumulative GPA: 2.5— non-teaching; 2.75 teaching 2. Senior Portfolio, Seminar—4203, & Project-- 4400 & Exhibition (Art) 3. Student Satisfaction Survey 4. Community/Volunteer Experiences 5. Professional Certificates 6. Portfolio 7. Senior Exit Interview	1. Graduating Student Survey 2. Employer Satisfaction Survey 3. Alumni Survey

<p>Grades in Basic English, Freshman Composition I, and results from the Common Examination</p> <p>7. Portfolio (art, biology, social work only)</p> <p>8. Freshman Resume</p>	<p>7. Student Profile with writing sample (English)</p> <p>8. Internship Reports</p> <p>9. Public Presentation (Theatre and Mass Communications)</p> <p>10. Exit University College</p> <p>11. NET Test (Nursing)</p> <p>12. English Proficiency Exam</p>	<p>8. Senior Seminar</p> <p>9. Senior Comprehensive Examination</p> <p>10. Junior and Senior Recitals (Music)</p> <p>11. Semester Jury Exams (music)</p> <p>12. NCLEX (nursing)</p>	
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Table 4a--Assessments in the Addiction Studies Program

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

Table 4b—Assessment Protocol: Social Work Department

Major Outcomes to be Measured	Assessment Strategies to be Used	Results of Outcome Over the Last Year	Evidence of Changes as a Result of Intervention
<p>Entry-Level Assessment</p> <p>Mid-Level Assessment (See Social Work Assessment Plan)</p> <p>Exit-Level Assessment - Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate an ability to develop and integrate knowledge, ethics, values and skills required for competent generalist practice 2. Demonstrate an ability to practice in a wide range of geographic areas and with diverse populations 3. Demonstrate an ability to meet the social welfare needs of, and be sensitive to vulnerable, disadvantaged, and oppressed rural populations at the local, state, 	<p>Comprehensive Examination & Comprehensive Study Guide</p> <p>(Reflects Outcomes 1 through 6)</p> <p>Senior Seminar in Social Work Capstone Course Exit Evaluation (Reflects Outcomes 1 through 6); Entire responses/results available on file.</p>	<p>100 percent pass rate. Pass Score = 70% (Total N=13). The group average was 90 percent. The highest score was 95 and lowest score 77. The group average for the required seven content areas are as follows: Introduction to Social Work –91% ; Social Welfare Policy – 95%; Social Legislation – 85% ; Human Behavior & the Social Environment –91%; Social Work Methods – 86% ; Research – 89% and Senior Seminar in Social Work – 93% .</p> <p>Ten students completed the Exit Evaluation Form.</p>	<p>The Social Work Comprehensive Examination and Study Guide were Updated and submitted to Comprehensive Testing on April 1, 2008. The next update d and revised comprehensive examination will be completed prior to the April 2010 administration of the examination. The updated (2010) comprehensive examination will reflect the new CSWE accreditation standards. An addendum to the Study Guide was completed in April 2009. The social work faculty provided updated examination items for all core classes taught during the academic year. Duplicate examination items were replaced and errors corrected. Students enrolled in the Senior Seminar for Social Work (SWRK 4365) capstone course were provided copies of the study guide after their mid-term</p>

<p>regional, and national levels</p> <p>4. Demonstrate an ability to use a system-oriented, problem-solving approach when working with various client systems (individuals, groups, families, organizations, or communities)</p> <p>5. Demonstrate an ability to promote social, economic justice and empowerment necessary to alleviate poverty, oppression, and discrimination</p>			<p>examinations two weeks prior to the examination date. Reviews and discussions of core content areas were integrated throughout the semester during class time. All class assignments were completed prior to the comprehensive examination. As a result, 100 percent of the students passed the examination and group averages for all content areas were at least 85 percent.</p> <p>Instructor for Senior Seminar in Social Work Course/Program Director reviewed and shared exit evaluation results and students' comments with social work faculty. Changes to course syllabi included: adding additional research activities and readings, updating required readings related to core content areas; and assignment due dates were reviewed.</p> <p>As a result of pretest scores on the comprehensive examination study questions during the Senior Seminar in Social Work capstone course, more in-class assignments were incorporated to include additional research and statistics assignments. Linked each</p>
<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> <p>11.</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p> <p>21.</p> <p>22.</p> <p>23.</p> <p>24.</p>	<p>Comprehensive Examination and Senior Seminar Exit Evaluation</p>	<p>See Senior Seminar Exit Evaluation Results</p>	

73.		information about the setting's program structure, policies and procedures (4.2 on scale 1-5); student communication and work management skills, e.g., utilized time well in order to maintain a productive level of work (4.1 on scale of 1-5); shown judgment and flexibility in deviating from his/her schedule when necessary and demonstrated consistency in the handling of assigned cases and tasks (4.0 on scale 1-5); student relationship with field instructor & staff, e.g., cooperated with and followed the directions of the field instructor and staff (4.4 on 1-5 scale); asked for and accepted the help of field instructor and /or staff when appropriate and shown self-initiative, motivation, and creativity (4.3 on 1-5 scale); student relationship with clients, e.g., respected the integrity and dignity of clients and allowed them to take responsibility for their own behavior and demonstrated awareness of and empathy with clients' feelings (4.4 on scale of 1-5); maintained his/her professional purpose in relationships with clients and shown and awareness of his/her own actions and feelings toward clients as well as the client's reactions to him/her (4.3 on scale of 1-5). Some of the comments from the field instructors are: student is ready to become a social worker; student attended regularly and was very seldom late, student exhibited excellence in the area of problem solving and critical thinking, student has shown evidence of strong abilities to evaluate, assess, and problem, and student utilizes a holistic approach when problem solving.	graduate schools and provided feedback. Wrote letters of recommendations more evaluative rather than descriptive. Two students within the graduating class (2009) applied and were accepted to graduate schools of social work. One student has been accepted to attend full-time in a MSW program and one student will begin a part-time MSW Program during Fall 2009.
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	Graduate/Alumni Outcome Survey (Conducted every two years). The Social Work Program's Outcome Study was completed in December 2008. . (Measures Outcomes 1 - 7)	Results are compiled in a report format. The complete document is on file in the Social Work Program's office.	Two students have been approved for hire at the Department of Human Services, Division of Children and Family Services. They are expected to begin work in July 2009.
	Continuing education workshops, seminars, and in-		New agencies/field units were added: Davis Life Care (East); Department of Correction (Jail Unit), and T.O.P.P.S. Former graduates of the program continue to commit as field instructors; will continue to recruit for field instructors to serve on advisory board; compiled field evaluations for fall and spring semesters in booklet; will revise and update all course syllabi to reflect competencies and will continue to include content identified on field evaluations (i.e., critical thinking, social worker for internships, etc.). The Field Practicum Manual and Student

132.		service training conducted by		
133.		Social Work Program and		
134.		Academic Partnership in		
135.		Public Child Welfare faculty		
136.		and staff. Training Evaluation		
137.		Surveys for the following		
138.		workshops and training: Grief		
139.		and Loss; Worker Safety;		
140.		Substance Abuse; Home		
141.		Visitation and Home		
142.		Management; Recruitment		
143.		and Retention of Foster		
144.		Parents; Best Practices for		
145.		Child Welfare: Knowledge,		
146.		Skills, and Abilities; Child		
147.		Maltreatment/Mandated		
148.		Reporting; and Conflict		
149.		Resolution.		
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159.		Conference/Workshop		
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164.	Student and Community Assessment Continued from above			
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180.	7. Provide continuing education workshops, seminars, and in-service			
			The Social Work Program's evaluation results of trainings and workshops are on file in the office.	Handbook will be updated to reflect curriculum and program changes, and significant institutional changes. The course syllabi will be revised and updated to reflect results of survey and graduates' comments regarding the program's strengths and weaknesses. Students continued to participate in service learning projects in Social Work Methods with various agencies. As a result, some of these agencies are used for field internships.

<p>training to faculty, students, graduates, field instructors and professionals employed by community organizations and/or agencies</p>			<p>The program updated its master databank for graduates from 1988 to 2008 in preparation for its Graduate and Employer Outcome Study. The program collaborated with the Offices of Alumni Affairs, Career Placement, and Registrar to compile data for databank of graduates.</p> <p>Compiled, reviewed and discussed evaluation results with social work faculty, grant staff, and DCFS administrators and staff when applicable. Evaluations will also be shared with Social Work Advisory Board members at their next meeting. Hired research assistants to conduct literature searches and reviews and included curriculum development materials into trainee packages focused on various</p>
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			<p>continuing education topics: foster care and adoptions, leadership, supervision, crisis intervention and management, conflict resolution, setting boundaries, behavior modification, and parenting skills. Reviewed and purchased books and video tapes focused on these topic areas.</p> <p>The Social Work Program/Academic Partnership in Public Child Welfare hosted the 8th Annual Area VII Foster Parent Conference at the University of Arkansas at Pine Bluff in Pine Bluff, Arkansas on April 12, 2008. Foster parents from Area VII – Arkansas Department of Health and Human Services, Division of Children and Family Services from nine counties attended the conference along with staff and community providers. The goal of the conference was to recognize foster parents and identify actions necessary to secure a positive future for foster children.</p> <p>Continuing education workshops raised awareness and provided additional information for DCFS workers and foster parents related to foster care and related child welfare issues</p>
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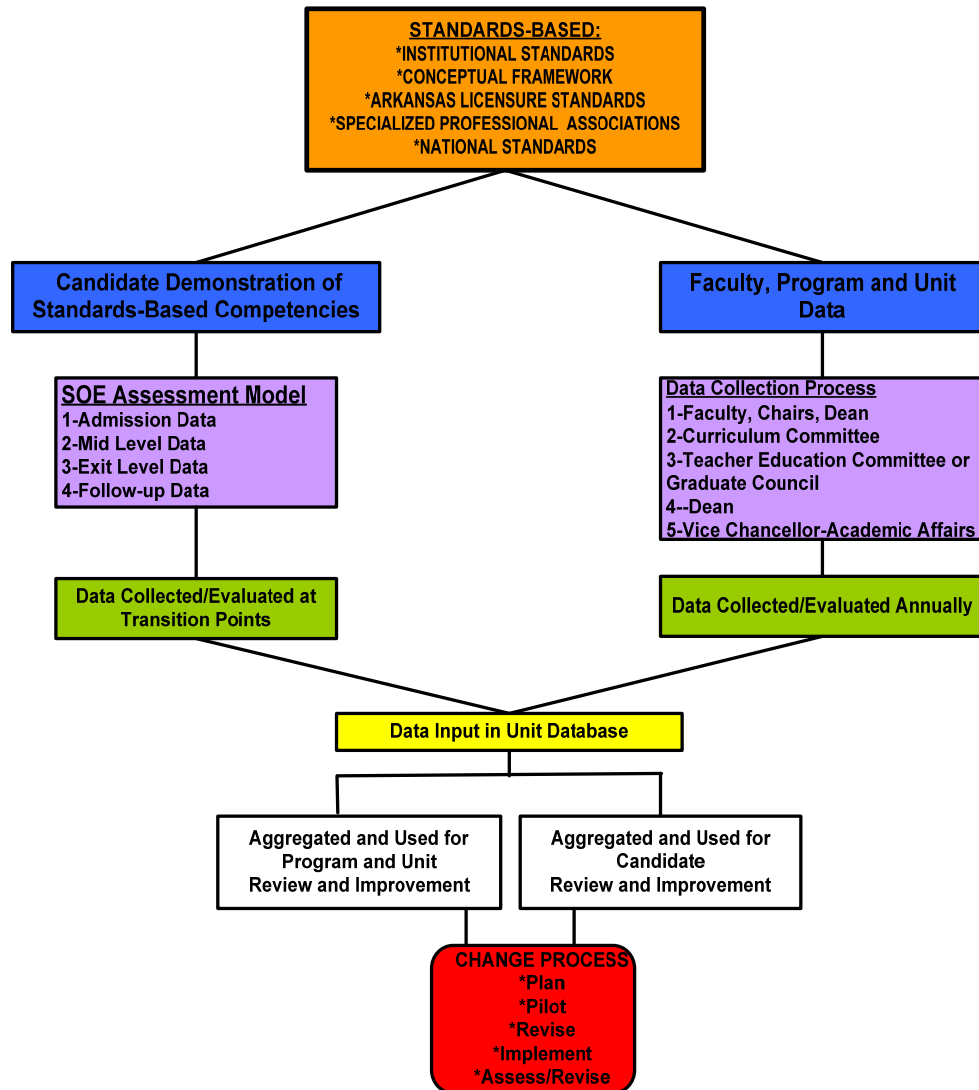
			necessary to serve clients, provide appropriate referrals and follow-up services.
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School of Business and Management. The mission of the School of Business and Management is to prepare its students for their chosen professional careers and to provide service to the community through research and development activities. The School of Business and Management use two surveys—the Employer Survey and the Graduating Senior Survey to assess their programs. The summary category of the employer’s survey indicated that 100% of the respondents were satisfied with UAPB’s graduates’ overall performances. The Graduating Senior survey indicated that seniors were satisfied with the business curriculum and their preparation for a career. However, students expressed a need to know more about running their own businesses and getting prepared for entry into graduate schools.

Table 5--Assessment in the School of Business and Management

Entry	Mid-Level	Exit	Follow-up
1. Complete general education requirements 2. Exit University College	1. Student Information Technology Questionnaire 2. Complete all required courses with a “C” or better	Senior Comprehensive Examination	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 has had continuous accreditation from the National Council for Accreditation of Teacher Education (NCATE) since 1954. 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 to provide academic accountability. The SOE' conceptual framework has seven elements, or outcomes—professional education; professional growth; knowledge of content; assessment; technology; community and global awareness; and social, cultural and human diversities. This conceptual framework forms the basis for all programs, curricula and instruction within the unit. Additionally, the SOE's assessment system promotes and provides for academic accountability within the unit. The following graphic displays the components of the unit's assessment system.



All teacher candidates must pass the Praxis series of examinations for admission into the School of Education, the professional semester (student teaching), and for graduation. 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 University's assessment model—entry level, mid-level, exit level, and follow-up--where transitional assessments are designed to expedite a candidate's successful progress through the unit. These assessments 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 6 and 7 below).

Table 6--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)	<u>Exit University College (UC)</u> 1. Complete all General Education Requirements	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
Middle Level Language Arts/Social Studies	2. Of these Gen. Ed. requirements, these courses require grade of "C" or better: ENGL 1311 & 1321; SPCH 2390; MATH 1330; EDUC 1300			Alumni Survey
Middle Level Mathematics/Science	3. Complete CAAP Examination (AAGE/Rising Junior Exam) or UC Exit Exam	Maintain a 2.5 GPA (official transcript)	Maintain a 2.5 GPA (official transcript)	Employer Satisfaction Survey (Unit)
<u>Secondary Education Degree Programs</u> --Art --Agriculture --Business --English --Human Sciences --Music	4. Process UC Exit Form Minimum 2.5 GPA (official transcript)			Student Teacher Exit Interview Form (Unit)

--Mathematics --Life Science/ Earth Science --Physical Science/ Earth Science --Social Studies --Physical Education --Vocational Education	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.		

Table 7--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> — English Education General Science Education	Formal Application for Admission	<u>Admission to Degree Candidacy</u> Standard Teaching License (or Praxis I & II passing scores)	Satisfactory Completion of Minimum of 36 Hrs. (15 Hour Core + 18 Hour Specialization + Minimum of 3 hr. elective)	Graduate Follow-Up Survey (Unit)

(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				
<u>Non-Traditional Licensure Programs</u>	Completion of Recommended Undergraduate Education Prerequisites (including Student Teaching)			
Master of Arts in Teaching—Middle Level				
Master of Arts in Teaching—Secondary Level				

These assessments are used to assess the level of candidate knowledge, skills, and dispositions; to contribute to the composite admission data for a candidate; to determine the need for special tutoring (especially for the Praxis Series); to determine the level of professional education and growth; and to assess mastery of course objectives.

University College. University College includes the following divisions: Academic Skills and Developmental Services, Student Support Services, Student Enhanced Skills Trained Program, Job Training Partnership Act (JTPA)/Exemplary Youth, JTPA Title III/Program for College Dropouts and Welfare to Work Programs, and Basic Academic Services. Assessments within the University College follow the

University's established assessment plan. The following tables identify the assessments, objective, and strategies used.

Table 8—Assessments in University College

ENTRY OBJECTIVES	STRATEGIES
<ul style="list-style-type: none"> • appropriate placement 	<p>Use ACT and/or SAT Scores for Placement in Appropriate Developmental Courses</p>
<ul style="list-style-type: none"> • student proficiency in basic skills 	<p>Comprehensive Test of Basic Skills (CTBS/4) Nelson-Denny Pre-Test (Reading)</p>
<ul style="list-style-type: none"> • student's ability to clarify individual goals 	<p>Freshman Orientation Career/Life Planning Personal and Social Development (PSD) Course 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 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 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) Students must have completed 45 to 60 core courses</p>

	(excluding developmental courses)
<ul style="list-style-type: none"> to determine competency for upper division studies 	Exit University College
FOLLOW-UP OBJECTIVES	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 Assessments

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

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