

UNIVERSITY ASSESSMENT REPORT

MAY 1, 2019

University Assessment Committee

2018-2019

Appointed by the Chancellor

Academic Affairs	Ms. Crystal Halley (Chair)
Forestry, Agriculture, and Natural Resources	Dr. Bob Stark
Arts and Humanities	Mr. Mark Spencer
Education	Dr. Donna Hunnicutt
Mathematical and Natural Sciences	Dr. Morris Bramlett
College of Technology-Crossett	Ms. Misty Paschall
College of Technology-McGehee	Ms. Peggy Orrell
Athletics	Mr. Pdraic McMeel
Finance & Administration	Mr. Frank Porto
Student Engagement	Ms. Tawana Greene
Student Engagement	Ms. Terri Richardson
Information Technology	Mr. Bryan Fendley
Institutional Research	Ms. Lisa Cater

The University Assessment Committee (UAC) is charged with the following tasks:

- 1. Developing, implementing, and maintaining learning assessment processes at the institutional level.*
- 2. Reviewing institutional and program-level learning assessment reports.*
- 3. Advising faculty, departments, and colleges on assessment procedures and methods.*
- 4. Recommending to and collaborating with the committee chair to provide workshops and seminars for faculty.*
- 5. Developing university-wide Student Learning Outcomes and, when adopted, overseeing the assessment of those SLOs.*
- 6. Developing a plan for assessment of Student Learning Outcomes for non-academic units.*

ARTICLE I. PROGRESS

The UAC met eleven times from October - April with additional communication via Blackboard and email. All of the meeting notes are accessible on the UAM website as well as in the UAM Blackboard University Assessment Committee Organization.

The meetings were very productive with the following outcomes.

Task 1: The UAC developed a University Assessment Plan with initial implementation beginning with AY2020. The process of maintaining a learning assessment system is perpetually ongoing.

Task 2: The UAC reviewed all of the learning assessment reports submitted for AY2018. The UAC findings are included below.

Task 3: The UAC will begin this process during the summer of AY2019.

Task 4: Members of the UAC will offer a workshop for deans and co-curricular directors the summer of AY2019 and sessions for faculty/staff during fall of AY2020.

Task 5: The UAC developed and received campus approval for the following university-wide SLOs. Work to develop an assessment plan for the SLOs is also complete.

Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

Task 6: The UAC completed this task with the development of the University Assessment Plan.

ARTICLE II. FINDINGS

1) General Report Requirements

Overall, the academic annual assessment reports met the minimum benchmarks. One school needed to include 10-year data and more information on SLOs.

2) Enrollment

UAM has seen a slight decline in overall enrollment. The following programs specifically have seen reduced enrollment numbers. However, the academic units have developed strategies to address the concerns.

Enrollment Declines by Program with Recovery Strategies

Program	Fall 2015	Fall 2016	Fall 2017	Explanation/Strategies
Music (BA)	81	88	72	The School is developing new marketing and recruitment strategies.
Master of Music	11	12	8	
Computer Information Systems	93	95	89	The School plans to expand/increase visits to high school/classrooms. The School is hopeful that the Governor's mandate for high schools to teach coding will increase interest at the college level.
P-4 Elementary Education	45	16	3	The K-6 program replaced the P-4 program.
Bachelor of Science in Nursing	246	269	229	The School plans to focus heavily on recruitment. The School plans to contact area high schools to improve student awareness of the nursing programs, to visit area hospitals to encourage employed RNs, who not have a BSN, to return to college for the BSN, and to recruit more AASN graduates into the RN to BSN program.
Criminal Justice (BS)	94	94	73	The School is investigating why transfer, student athletes have not been declaring CJ at the same rates. The unit has proposed an AS in CJ to capture the number of students that leave after their second year in CJ.
Land Surveying Technology (AS)	2	2	0	The College plans to implement new marketing efforts to address the reduction in enrollment as well as to increase enrollment across all programs.
Master in Forestry	11	14	9	
Business Administration (BBA)	147	147	130	The program appears to lose students after their freshmen year before they even attempt their discipline-specific coursework. The School is investigating ways to build-in some lower-level business coursework to capture the interest of these students. The School has also developed an AS in Business Administration effective January 1, 2019.
Health Professions	1	1.3		The Health Professions program is not financial aid eligible; therefore, students are not selecting it as a major. McGehee and Crossett are

Program	Fall 2015	Fall 2016	Fall 2017	Explanation/Strategies
				discussing the potential for rewriting the program.
Hospitality (TC)	31	16	12	In Fall 2017, the Hospitality Services program was moved from Crossett campus to the Monticello campus. The instructor continues to work very hard to promote the program by being very visible in the surrounding communities and volunteering for events that provide promotion and recruitment opportunities. The program expects additional student interest due to the UAM Degree Pathways program. Also, the technical campuses will work with the hospitality and tourism coordinator on the main campus to review curriculum and the focus of the program.
Hospitality (CP)	1	3	2	

3) Progression/Retention

The progression/retention data was not required for the current annual reports. However, the following charts were published by ADHE in the April 19, 2019 Coordinating Board Agenda. They show that UAM fall-to-fall retention rates are increasing as well as the 100% and 150% graduation rates.

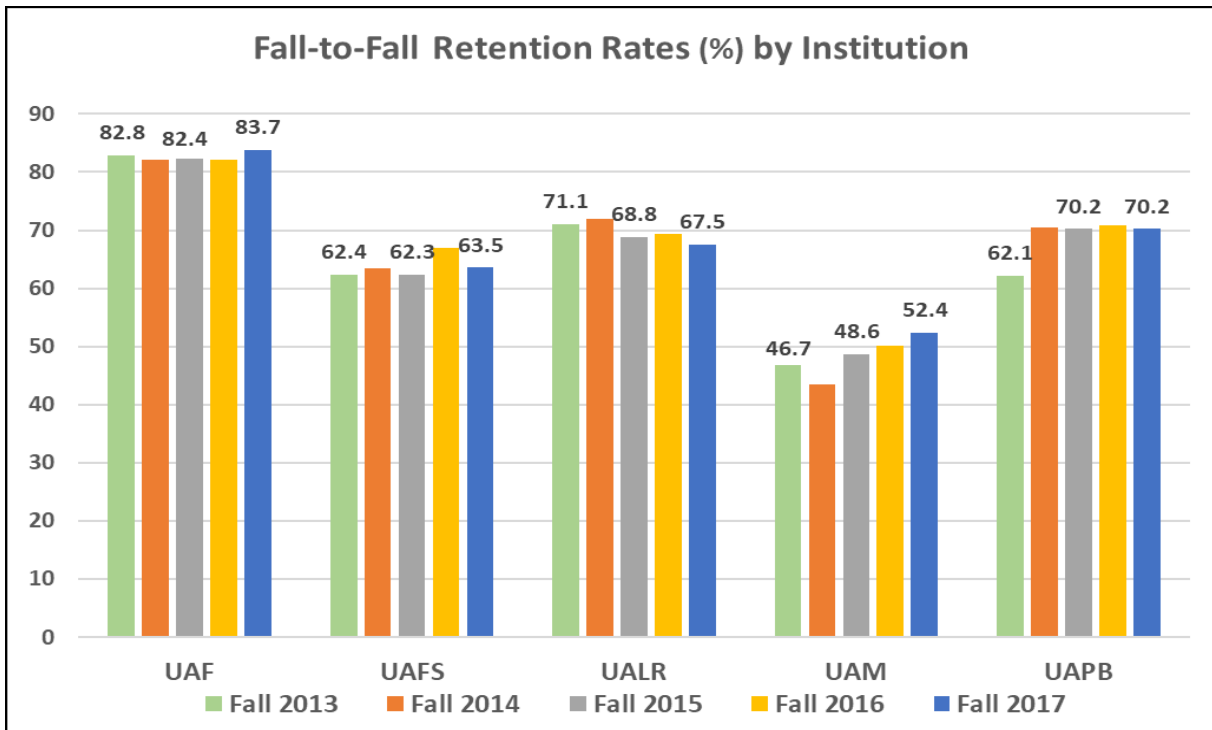


Chart 4.7: Student Retention Rates by Institution - UA System

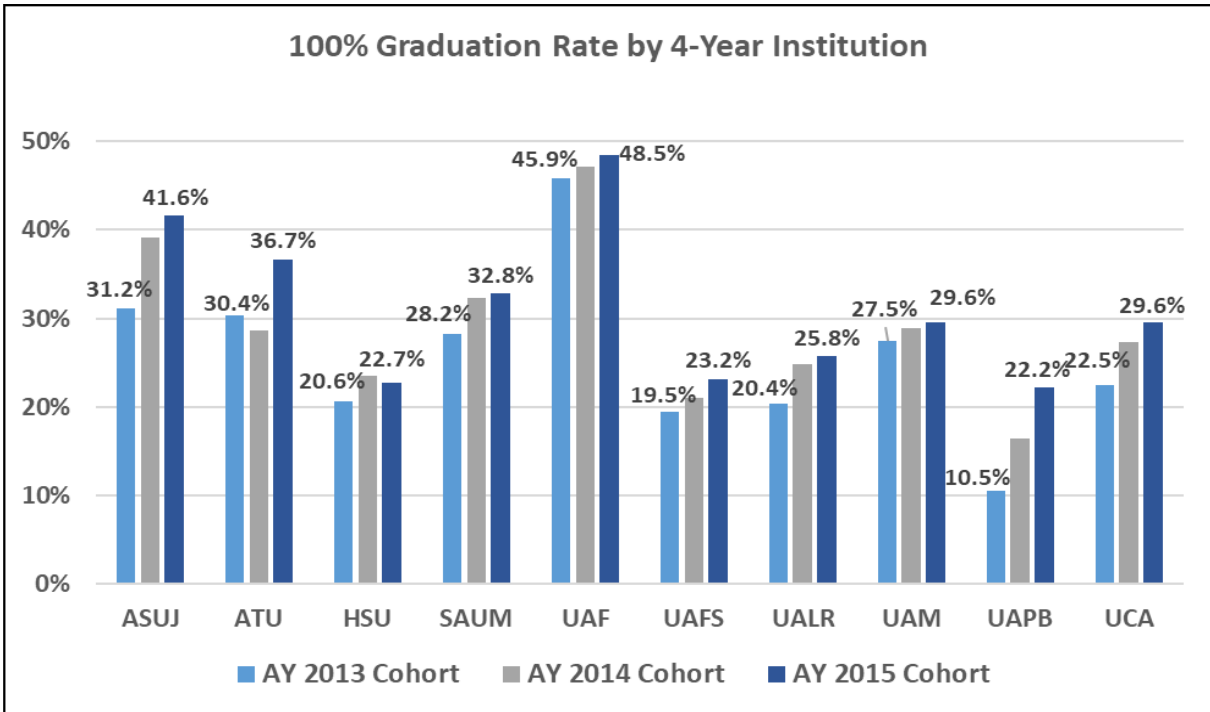


Chart 4.19: 100% Graduation Rate 4-Year institutions

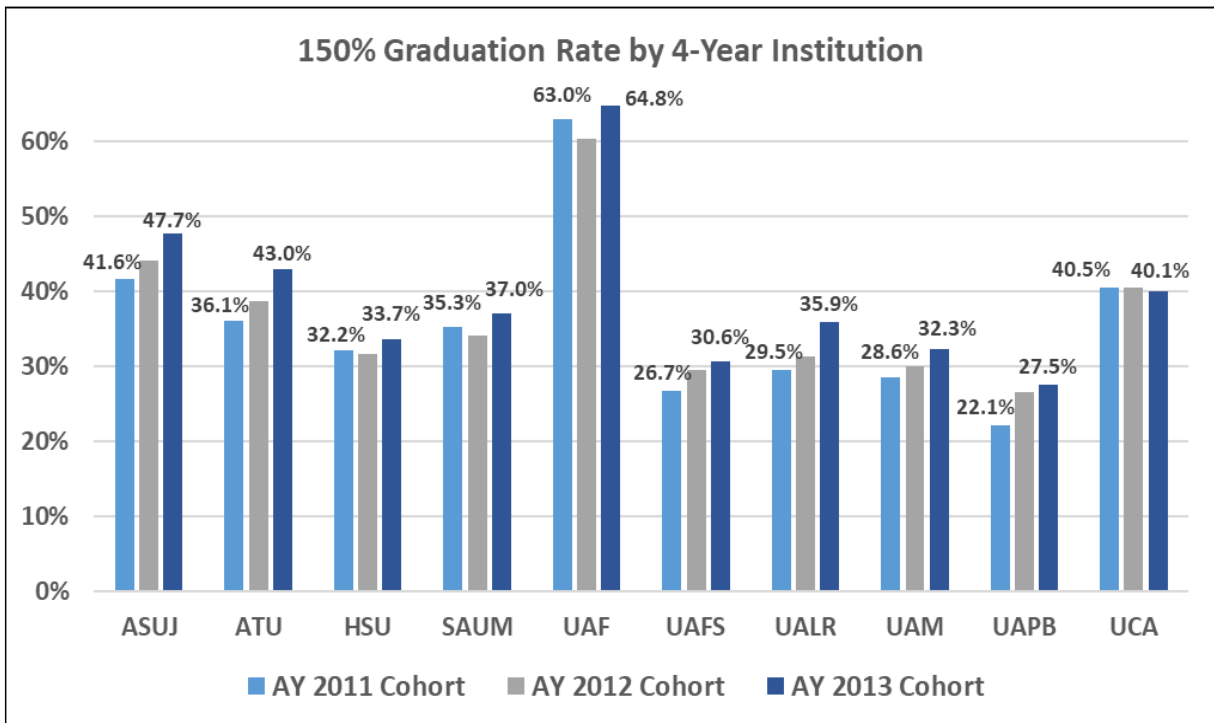


Chart 4.20: 150% Graduation Rate 4-Year institutions

4) Gateway Course Success

- a) According to ADHE, UAM has gateway courses in English and mathematics. While other courses might fall under the traditional definition of gateway, these are the only courses we will address.
- b) English gateway success rates are consistently relatively high--between 75% and 83%. However, the curriculum in Composition II does not appear to prepare students for World Literature; therefore, the Composition II curriculum is under review for revision.
- c) The success rates for a traditional gateway mathematics course are 61% to 66%. The national trend is to develop co-requisite mathematics courses that combine remediation with the college-level material. In UAM's co-requisite mathematics, the success rate is roughly 38.4% after one semester. While this number is low, it is better than the alternative, which was a three-hour, remedial class with a success rate of around 37% and a three-hour, college-level class.

Course	2015-2016 *Passed	2015-2016 Failed	2016-2017 *Passed	2016-2017 Failed	2017-2018 *Passed	2017-2018 Failed	3-Year Trend *Passed	3-Year Trend Failed
ENGL1013	762 75%	254 25%	752 80%	191 20%	712 81%	166 19%	2226 76%	686 24%
ENGL1023	608 76%	194 24%	630 78%	181 22%	628 76%	194 24%	1866 77%	569 23%
Math 1003	153 73%	56 27%	183 75%	62 25%	185 66%	95 34%	521 71%	213 29%
MATH 1103	N/A	N/A	N/A	N/A	38 38.4%	60 61.6%	N/A	N/A
Math 1043	564 57%	428 43%	501 61%	320 39%	396 64%	221 36%	1461 60%	969 40%
Math 1033	91 72%	36 28%	75 64%	43 36%	84 61%	54 39%	250 65%	133 35%
Math 1143	N/A	N/A	26 81%	6 19%	52 53%	46 47%	78 60%	52 40%

*Passed = A, B, or C; Failed = D, F, or W

5) Completion

- a) ADHE viability standards, based on a three-year average, are as follows:
 - i) An average of four (4) graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS);
 - ii) An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics;
 - iii) An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
 - iv) An average of four (4) graduates per year for master's, specialist and first-professional programs; and,
 - v) An average of two (2) graduates per year for doctoral programs.
- b) The following programs appear to be at-risk of not being viable. The UAC specifically asked questions about Middle Level Education and Hospitality Skills. The hope is that

Degree Pathways will increase the Hospitality enrollment and completion. Social Work expects a low graduation rate AY2019 but a large increase in AY2020. The MFA is expected to have an increase in AY2019. The School of Education has plans to delete the HPE Licensure.

Number of Degrees Awarded

Undergraduate Program/Major	2015-2016	2016-2017	2017-2018	Three Year Total	Three Year Average
Modern Language	0	4	3	7	2.3
Master of Fine Arts	4	3	3	10	3.3
Middle Level Ed Major (BA)	1	1	1	3	1
Social Work	7	7	3	17	5.7
A.S. Land Surveying Technology	0	1	4	5	1.7
B.S. Land Surveying	1	2	0	3	1
Automotive Technology TC	5	1	1	7	2.33
HPE Licensure Maj (BS)	-	-	-	-	-
Computer Maintenance/Networking TC	-	-	-	-	-
Correctional Law Enforcement TC	-	-	-	-	-
Health Professions TC	-	-	-	-	-
Computer Repair and Networking	-	-	-	-	-
Correctional Law Enforcement CP	-	-	-	-	-
Cisco Network Associate CP	-	-	-	-	-
Basic Emergency Medical Technician CP	-	-	-	-	-

- 6) Faculty
 - a) While some areas had to hire new faculty/staff, the credentialing of such individuals stands true to UAM's strategic goal of Student Success by retaining and recruiting high achieving faculty and staff. **GOAL 1.3**
- 7) Curriculum Revisions
 - a) The curriculum revisions indicated in the academic annual reports were consistent with UAM's mission as well as the strategic goal of Student Success by developing, delivering, and maintaining quality academic programs. **GOAL 1.1**

ARTICLE III. RECOMMENDATIONS

- 1) The UAC recommends the adoption of the proposed University Assessment Plan. The plan includes the following definition of co-curricular.

- a) Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. (HLC, 2019)
 - b) Examples at UAM: Academic Advising, Career Services, Career Pathways (Crossett campus), Taylor Library, Band, Choir, Debate, and Quiz Bowl
- 2) The UAC recommends adding the following information and/or sections to the academic annual report.
- a) Some way to indicate On-going v. New Strategic Goals
 - b) Link Unit SLOs to University SLOs
 - c) University Student Learning Outcomes Assessment Results (starting with AY2020 report)
 - d) Co-curricular SLO Assessment Results (starting with AY2020 report)
 - e) Employment Data
 - f) Rename “Other Unit Data” to “Additional Student Success Data”
- 3) The UAC recommends the adoption of the attached co-curricular annual report template for the following areas. All other co-curricular assessment will fall within the academic annual report of the appropriate unit.
- a) Academic Advising
 - b) Career Services (starting AY2020)
 - c) Taylor Library