

# UNIVERSITY ASSESSMENT REPORT

MAY 13, 2020

University Assessment Committee 2019-2020 Appointed by the Chancellor	
Academic Affairs	Ms. Crystal Halley (Chair)
Forestry, Agriculture, and Natural Resources	Dr. Rob Ficklin
Arts and Humanities	Mr. Mark Spencer
Education	Dr. Donna Hunnicutt
Nursing	Dr. Christine Felts
College of Technology-Crossett	Ms. Misty Paschall
College of Technology-McGehee	Ms. Peggy Orrell
Athletics	Mr. Pdraic McMeel Ms. Ka’Lisa Stanfield
Finance & Administration	Mr. Frank Porto
Student Engagement	Mr. Michael Davila
Student Engagement	Ms. Terri Richardson
Information Technology	Mr. Bryan Fendley

*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 ten times from September - April with additional communication via Blackboard and email. All of the meeting notes are accessible on the UAM website as well as in the University Assessment Committee Organization.

The meetings were very productive with the following outcomes.

**Task 1:** The UAC reviewed the University Assessment Plan and started the initial implementation phases. The process of maintaining a learning assessment system is perpetually ongoing.

**Task 2:** The UAC reviewed all of the learning assessment reports submitted for AY2019. The UAC findings are included below.

**Task 3:** The UAC began this process during the summer of AY2019 with a Deans Council meeting. Assessment was also discussed during Professional Development Week, in open discussions with faculty and during assessment sub-committee meetings. Additional meetings will be hosted during AY2021.

**Task 4:** Members of the UAC held open forum meetings with faculty utilizing the new rubrics. The members worked to better define the Communication Rubric according to UAM's needs and planned to do so for the remaining three, but this process was disrupted by the onset of COVID-19 pandemic. We will continue this process in AY2021. We will also be scheduling inter-rater reliability training.

**Task 5:** The assessment of the newly adopted SLO's was delayed as previously mentioned in Task 4.

**Task 6:** The University Assessment Plan was developed in AY2019 but is continually under review for improvements.

## ARTICLE II. FINDINGS

### 1) General Report Requirements

Overall, the academic annual assessment reports met the minimum benchmarks. Two schools were asked to include their mission statements.

### 2) Enrollment

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

Enrollment Declines by Program with Recovery Strategies				
Program	Fall 2016	Fall 2017	Fall 2018	Explanation/Strategies
Art	32	29	18	The School plans to offer Graphic Design courses to attract new students.
Communication	35	34	23	The School continues to develop new recruitment strategies. Once the new MFA in Debate and Communication grows in popularity, the hope is that it will draw additional undergrads to UAM as well.
Modern Languages	8	7	5	If the enrollment numbers do not improve, the plan will be to make this major an emphasis area (only) within the new BALA.
Music (BA/BME)	88	72	69	The School is developing new marketing and recruitment strategies.
Computer Information Systems	95	89	73	The School's plans to expand/increase visits to high school/classrooms was disrupted by COVID-19. However, these plans will resume with the coming academic year.  The School is hopeful that the Governor's mandate for high schools to teach coding will increase interest at the college level.
Health/PE Non-licensure	120	103	94	The School plans to ensure that all recruitment efforts are widely focused across all programs.
K-6 Elementary Education	120	110	93	The School plans to ensure that all recruitment efforts are widely focused across all programs.
Middle Childhood Education	23	22	15	The School plans to ensure that all recruitment efforts are widely focused across all programs.
Bachelor of Science in Nursing	269	229	214	The School expected a slight decline in majors after the implementation of new admission standards requiring an ACT Composite score of 19 or higher. The hope is the new admission standard will result in higher retention rates.
History (BA)	34	26	20	The School is working on recruitment efforts that emphasize the value of its programs.
Psychology (BS)	79	64	60	The School is working on recruitment efforts that emphasize the value of its programs.
Land Surveying Technology (AS)	2	0	2	The College plans to explore partnership opportunities with other institutions.

Accounting (BBA)	76	73	59	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.
Bachelor of General Studies	40	36	29	The enrollment is fluctuating in this program. We generally do not have targeted recruitment for this program as the recommendation is for students to complete a more specific program. The Division will explore opportunities for additional online learning as seems to be the student population's preference.
Health Professions	1.3	0	0	The Health Professions program is not financial aid eligible; therefore, students are not selecting it as a major. McGehee and Crossett are discussing the potential for rewriting the program.

3) Progression/Retention

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. These charts have not been updated as of May 13, 2020.

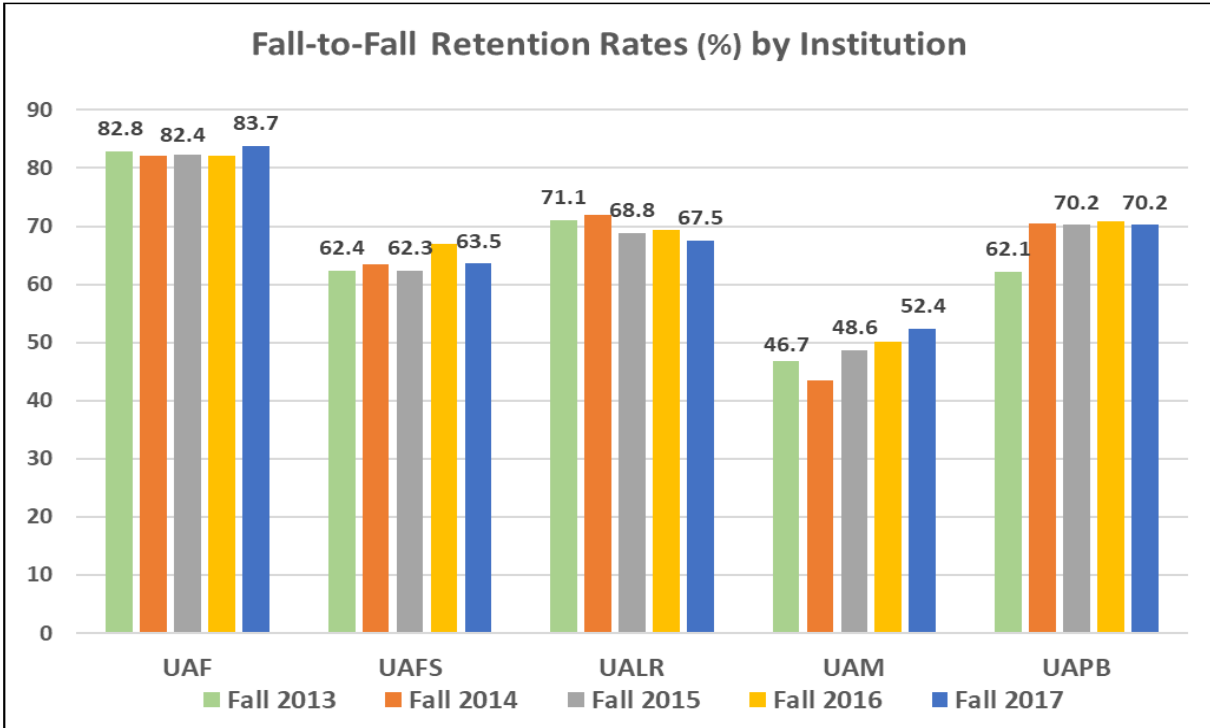


Chart 4.7: Student Retention Rates by Institution - UA System

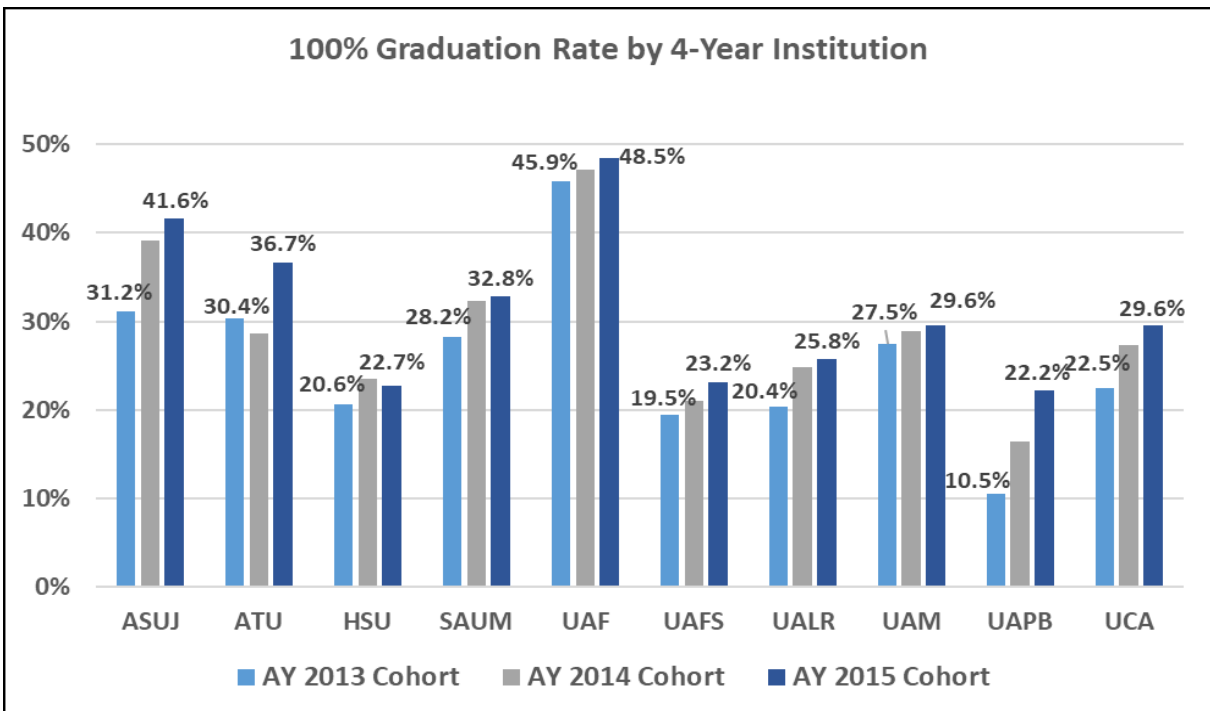


Chart 4.19: 100% Graduation Rate 4-Year institutions

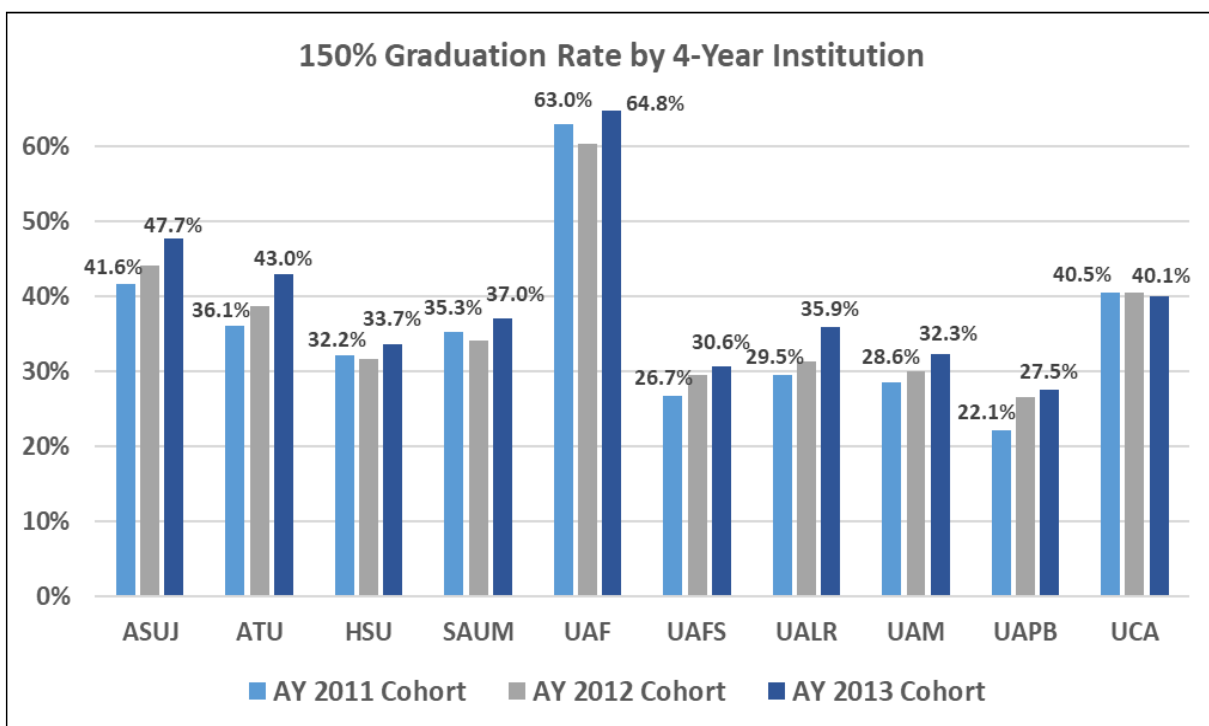


Chart 4.20: 150% Graduation Rate 4-Year institutions

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 (3-year trend) are relatively high--between 77% and 80%.
- c) The success rates (3-year trend) for gateway mathematics course are 47% to 70%. The national trend is to utilize co-requisite mathematics courses that combine remediation with the college-level material. In UAM's co-requisite mathematics, the success rate is roughly 47% after two semesters. 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	2016-2017 *Passed	2016-2017 Failed	2017-2018 *Passed	2017-2018 Failed	2018-2019 *Passed	2018-2019 Failed	3-Year Trend *Passed	3-Year Trend Failed
ENGL1013	752/80%	191/20%	712/81%	166/19%	711/79%	184/21%	2175/80%	541/20%
ENGL1023	630/78%	181/22%	628/76%	194/24%	609/77%	181/23%	1867/77%	556/23%
Math 1003	183/75%	62/25%	185/66%	95/34%	140/65%	77/35%	518/70%	224/30%
MATH 1103			38/38.4%	60/61.6%	99/51%	97/49%	137/47%	157/53%
Math 1033	75/64%	43/36%	84/61%	54/39%	63/60%	42/40%	222/61%	139/39%
Math 1043	501/61%	320/39%	396/64%	221/36%	192/64%	107/36%	1089/64%	648/36%

Math 1143	26/81%	6/19%	52/53%	46/47%	26/59%	18/41%	104/60%	70/40%
Math 2255	47/61%	30/39%	34/50%	34/50%	33/54%	28/46%	114/55%	92/45%

\*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.

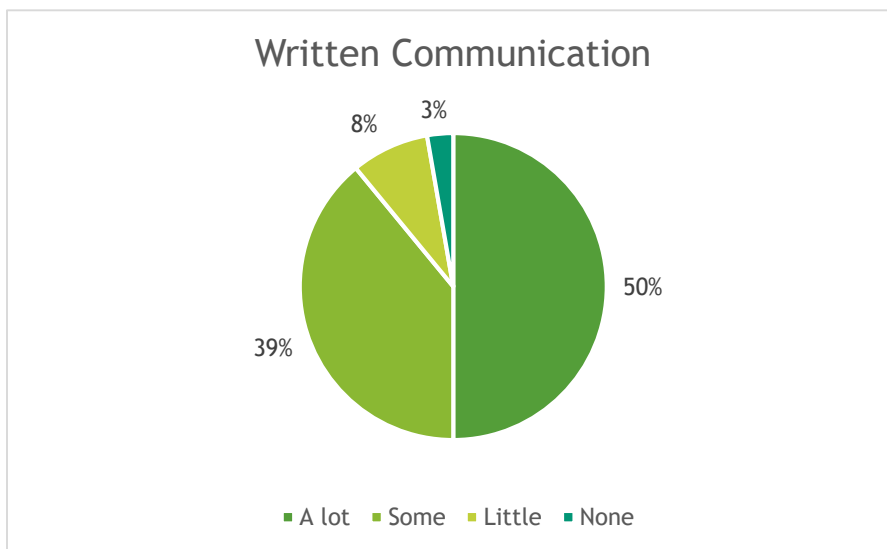
b) The following programs appear to be at-risk of not being viable. The School of Education has made some curriculum revisions to Middle Level which will hopefully allow its designation as a cognate program of K-6. The School of Mathematical and Natural Sciences is seeking to add a new option to the math degree to make it more attractive to new students. The School of Social and Behavioral Science anticipates an increase in Social Work grads during the current academic year. The School of Arts and Humanities is considering making Modern Languages an emphasis area rather than a full degree program.

Undergraduate Program/Major	Number of Degrees Awarded				
	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
Mathematics	0	5	4	9	3
Modern Language	4	3	0	7	2.3
Master of Fine Arts	4	3	5	11	3.6
Middle Level Ed Major (BA)	1	1	0	2	1
Social Work	7	3	1	11	3.7
A.S. Land Surveying Technology	1	4	0	5	1.7
B.S. Land Surveying	2	0	5	7	2.3
Automotive Technology TC	1	1	6	8	2.67
Hospitality, TC	4	2	2	8	2.67
Correctional Law Enforcement TC	-	-	-	-	-
Health Professions TC	-	-	-	-	-

## 6) Faculty

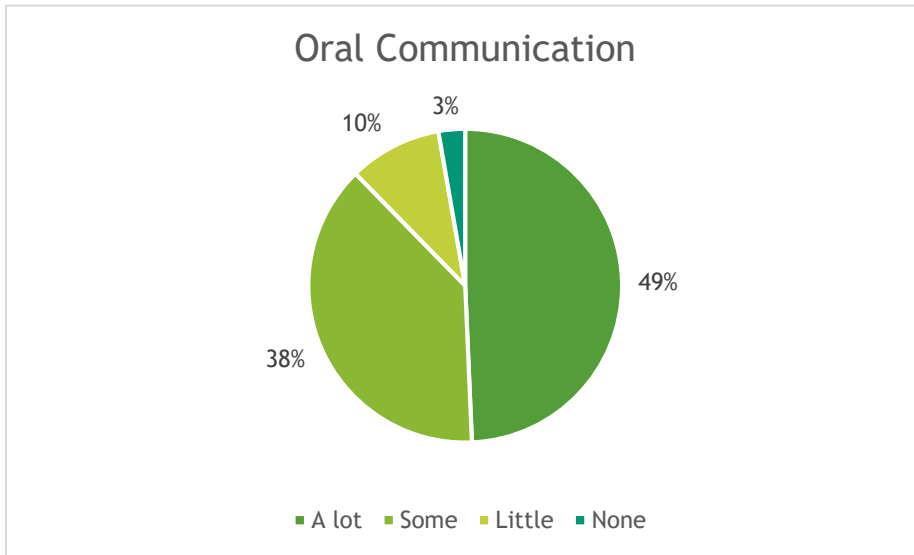
- a) While some areas had to hire new faculty/staff, the credentialing of such individuals stands true to UAM's strategic goal of Student Success by retaining and recruiting high achieving faculty and staff. **GOAL1.3**
- 7) Curriculum Revisions
  - a) The curriculum revisions indicated in the academic 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**
- 8) Student Perceptions
  - a) Last year, we added questions to the UAM Graduate Survey that were directly related to the newly adopted Institutional Learning Outcomes.
  - b) The results below are from the May 2019 survey, and show that the overall majority of students graduating with a credential from UAM feel that we are meeting the Institutional Learning Outcomes.

Question: As a result of your experience at UAM, how much progress do you feel you made in improving your written communication skills?

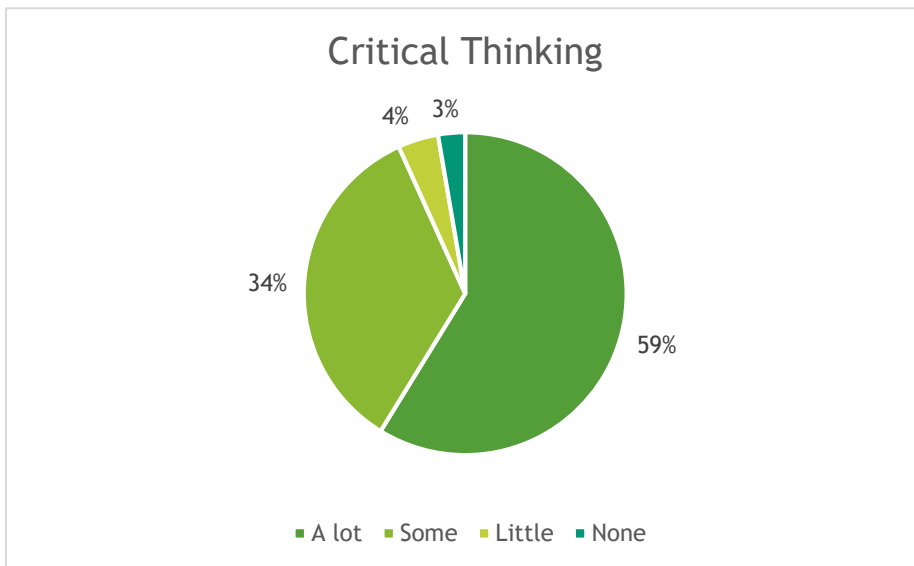




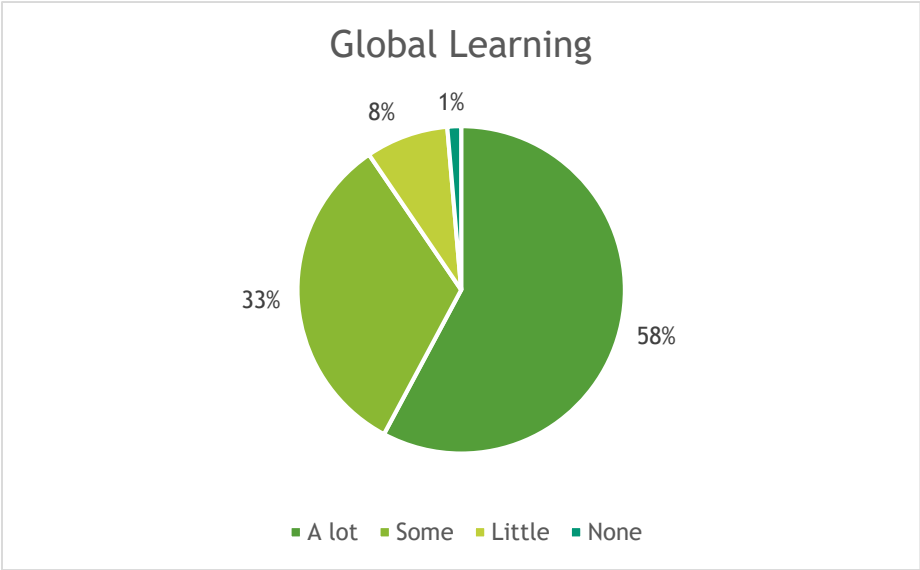
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your oral communication skills?



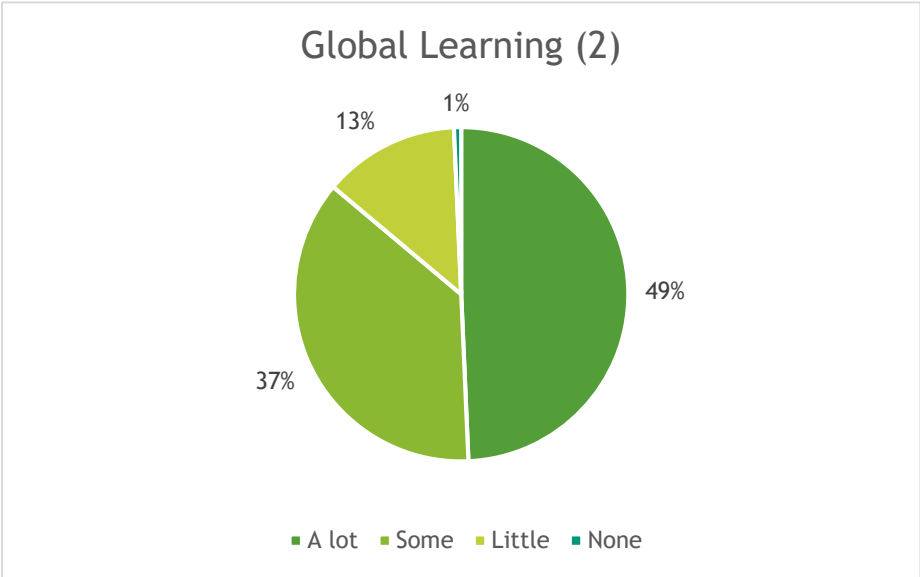
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to think critically?



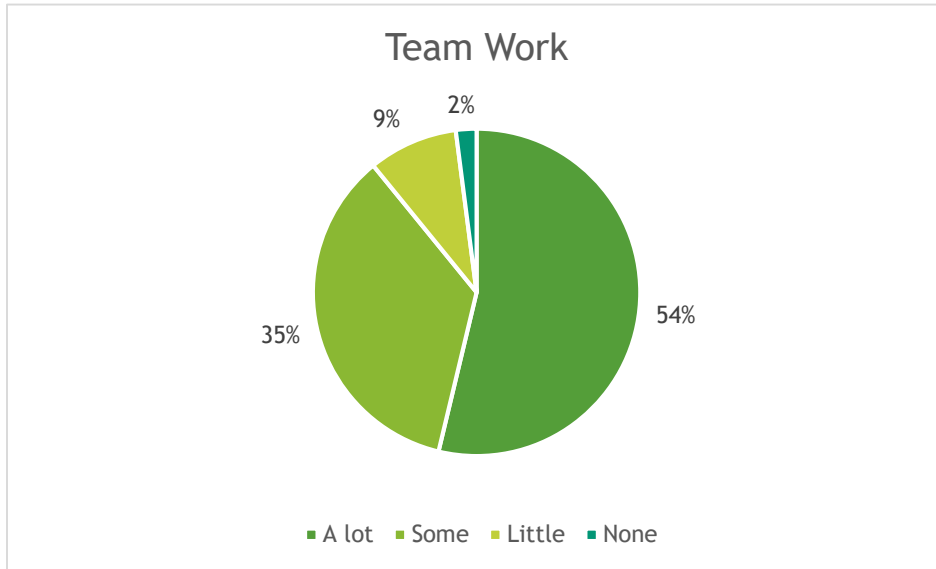
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to understand viewpoints, values, or customs different from your own?



Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to see how your actions affect the local and global communities?



Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to work collaboratively with others?



### ARTICLE III. RECOMMENDATIONS

The UAC does not have additional recommendations at this time. The plan is to continue focusing on implementation of the new Institutional Learning Outcomes and the assessment processes associated with those items which will include the co-curricular programs.