

UNIVERSITY ASSESSMENT REPORT

APRIL 29, 2022

University Assessment Committee

2021-2022

Appointed by the Chancellor

Academic Affairs	Ms. Crystal Halley (Chair) (Fall Semester) Mr. Mark Spencer (Chair) (Spring Semester)
Forestry, Agriculture, and Natural Resources	Dr. Rob Ficklin
Arts and Humanities	Mr. Mark Spencer (Fall Semester) Dr. Lesly Jean-Francois (Spring Semester)
Mathematics and Natural Sciences	Dr. Carole Martin
Nursing	Dr. Christine Felts
College of Technology-Crossett	Ms. Misty Paschall
College of Technology-McGehee	Ms. Paisley Owyong
Athletics	Mr. Garrett May
Finance & Administration	Mr. Brad Fuller
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 (also referred to as Institutional Learning Outcomes or ILOs).*
- 6. Developing a plan for assessment of Student Learning Outcomes for non-academic units.*

ARTICLE I. PROGRESS

The UAC met ten times from October 2021 to March 2022 with additional communication via email. Minutes of the meetings are available on the UAM website as well as in the University Assessment Committee Organization.

The meetings were productive with the following outcomes.

Task 1: Because of COVID-related delays, the 2021-2022 academic year was UAM's first opportunity to gather university-wide data in earnest. UAC asked unit leaders to begin gathering data in the contexts of designated classes, programs, activities, and events Fall 2021 and to continue to do so throughout Spring 2022. The data will be included in 2022 Annual Unit Reports. The process of maintaining a learning assessment system is perpetually ongoing.

Task 2: The UAC reviewed all of the annual assessment reports submitted for AY2021. The UAC findings are included below.

Task 3: In Fall '21, the UAC provided unit leaders with updated UAM-modified AACU rubrics (see Appendix A), course mapping, and guidance (including a scoring sheet—see Appendix B) for the gathering of data related to the Institutional Learning Outcomes.

Task 4: Prior to the pandemic, the UAC began the task of conducting training and seminars for faculty. The training of faculty and the dissemination of information about the assessment process are now largely being conducted by unit leaders and members of the UAC among their unit colleagues. Moreover, it has been emphasized by the UAC that the assessment process should be faculty-driven and therefore largely determined by the faculty in individual units within the framework of broad guidance provided by the UAC.

Task 5: The Institutional Learning Outcomes have been firmly established with decisions made as to how to approach distinct dimensions within each ILO. As stated above, gathering of data in earnest has begun this year. This data will be analyzed to determine the need for program revisions and possibly revisions to the assessment process itself.

Task 6: There has been some discussion of assessment of ILOs in nonacademic units, but the focus this year has been on a full implementation of academic assessment. Data is being gathered in co-curricular activities such as Band, Choir, and Debate.

ARTICLE II. FINDINGS

1) General Report Requirements

The academic annual assessment reports consistently met or exceeded the expected benchmarks.

2) Enrollment

UAM saw another slight decline in overall enrollment this year. The following programs have seen reduced enrollment numbers for the last three academic years or have been of concern in recent years and are starting to show improvement. Explanations for the reductions and/or strategies to address the concerns are provided.

Program	Fall 2018	Fall 2019	Fall 2020	Explanation/Strategies
Accounting (BBA)	59	58	60	A tick up in Fall 2020. The School of Business plans to expand online offerings and to provide multiple sections of some courses to better accommodate student needs.
Art	18	16	15	The School of Arts and Humanities added a graphic design component in Fall 2020 to enhance the attractiveness of the major. Discussions have begun with ASU-Beebe to create a 2X2 agreement in Art.
Communication	23	18	13	The communication faculty are actively trying to recruit new students using their professional contacts. Recruitment efforts have been hampered by the pandemic.
Modern Languages	5	2	3	Curriculum changes and efforts at international recruitment are underway.
Music (BA/BME)	69	51	55	Enrollment came back up in Fall 2020. The program continues to enroll and graduate a large number of students. New efforts to recruit band and choir students will likely yield more music majors. New, enthusiastic Music faculty should enhance recruitment efforts as well.
Health/PE Non-licensure	94	78	67	The School of Education recently developed two separate programs to better meet the needs of students.
K-6 Elementary Education	93	78	62	The School of Education will be mindful to focus recruitment efforts widely across all programs. The drop in enrollment is somewhat reflective of campus enrollment trends and also reflects nationwide challenges to recruit high-school graduates into education programs.
Bachelor of Science in Nursing	214	159	166	An increase Fall 2020 but the numbers are still down significantly from where they were (as high as 307 in 2011); however, the reduction appears to be mainly in the freshmen and sophomore numbers, which may have been impacted by Degree Pathways. Also, students are deciding early in their academic careers that nursing is not for them. The SON plans to recruit new students from local hospitals employing RNs who do not have a BSN for admission to the BSN program.

Master of Education	23	16	13	Enrollment has declined, but the program remains viable in terms of graduation numbers. The School of Education will be mindful to focus recruitment efforts widely across all programs.
Master of Education in Ed Leadership	10	9	7	Enrollment has declined, but the program remains viable with the number of students graduating each year. The School of Education will be mindful to focus recruitment efforts widely across all programs.
Master of Physical Education and Coaching	20	17	21	After enrollment declines for three years, the program made a comeback in Fall 2020 and remains viable.
History (BA)	20	14	14	Faculty are providing workshops for high school teachers which will hopefully lead to new students. Faculty also plan to make campus visits to local high schools.
Psychology (BS)	60	58	58	It was expected that the number of psychology majors would level-off or increase slightly with the Fall 2020 numbers, and expectations were met.
Health Professions	0	0	0	The program is ineligible for financial aid; therefore, students are not inclined to enroll in it.
Middle Childhood Education	15	15	4	The MLED enrollments have slowly declined since a change in the state licensure rules and regulations that changed the licensure levels and “testing out” regulations for licensure. The licensure levels are now K-6, 4-8, and 7-12. The SOE will be mindful in its recruitment efforts to focus on middle level education. Traditional licensure programs are declining. Fall 2020 data indicate that 80% of total Education majors are in non-licensure programs. Fortunately, in regard to resources, this program has no distinct courses of its own. UAM has attempted to have this program recognized as a cognate, but have not received approval as of yet.
Natural Resources management (B.S.)	75	69	63	An aggressive effort to raise the statewide profile of CFANR is underway to assist in recruiting. Efforts include conventional and social media releases, in-school visits, booths at youth events, and CFANR hosting youth events.
Criminal Justice	81	57	51	Negative societal attitudes towards the police stemming from the social justice movements of the last few years are depressing enrollment. Faculty are currently revising promotional literature to emphasize social justice aspects of the program, working with criminal justice instructors at local high schools, and are exploring ways of expanding the acceptance of experiential learning to draw students back.
English	30	24	17	English faculty have started to make a concerted effort to recruit more students from freshmen composition classes. They are also visiting schools and hope that English honor society members can assist in recruitment efforts. The drop can be attributed in part to a diminishing interest among high-school graduates to become high-school teachers. Discussions are underway with Northwest

				Arkansas Community College to create a 2X2 agreement.
AAS Nursing	27	19	10	The pandemic has discouraged a lot of individuals from pursuing careers in medical professions. Recent modifications to the AASN curriculum may help.

3) Progression/Retention

Freshman Data:

UAM's fall-to-fall retention rate for first-time, full-time, bachelor-degree seeking students increased for five consecutive years with the largest increase in Fall 2019. Although we saw a decline in 2020, the retention was, nonetheless, higher than what we have seen historically.

Fall-to-Fall Retention Rates

Fall 2020 Cohort	69.1%
Fall 2019 Cohort	74.8%
Fall 2018 Cohort	65.3%
Fall 2017 Cohort	61.6%
Fall 2016 Cohort	52.8%
Fall 2015 Cohort	52.2%

UAM's equity issues are highlighted by the contrast in retention of Caucasians and African Americans.

Fall-to-Fall Retention Rate Fall 2020 Cohort By Gender, Race, Ethnicity, Age (first-time, full-time bachelor-degree seeking students)	
Rate of students from Fall 2020 cohort that returned Fall 2021	
Male	78/115 (67.8%)
Female	101/144 (70.1%)
Non-Resident	3/3 (100%)
Hispanic/Latino	12/17 (70.6%)

American Indian or Alaska Native	2/2 (100%)
Asian	NA
Hawaiian	NA
African American	18/41 (43.9%)
Caucasians	90/126 (71.4%)
Two or more races	54/70 (77.1%)
Unknown	NA%
Traditional (24 and below)	178/258 (69%)
Non-Traditional (25 and above)	1/1 (100%)

The most recent data show a significant improvement in both the 100% and 150% graduation rates.

100% Graduation Rate

Fall 2017 Cohort	26.7%
Fall 2016 Cohort	13.1%
Fall 2015 Cohort	15.9%
Fall 2014 Cohort	16.7%

150% Graduation Rate

Fall 2015 Cohort	25.0%
Fall 2014 Cohort	26.3%
Fall 2013 Cohort	25.0%
Fall 2012 Cohort	21.3%

UAM's fall-to-fall retention rate for all first-time freshmen increased for three consecutive years, but dropped for the Fall 2020 cohort—with the pandemic the likely reason. (This data does not consider whether a student completed a credential.)

Fall-to-Fall Retention Rates (*all first-time freshmen, including part-time and non-bachelor-seeking*)

Term	All FTF
Fall 2020 Cohort	295/477 (60.8%)
Fall 2019 Cohort	324/496 (65.3%)

Fall 2018 Cohort	325/578 (56.2%)
Fall 2017 Cohort	336/670 (50.9%)

Student-Athlete Data:

Fall-to-Fall Retention Rates

Term	Student Athletes
Fall 2020 - Fall 2021	62.4%
Fall 2019 - Fall 2020	64.5%
Fall 2018 - Fall 2019	61.3%
Fall 2017 - Fall 2018	61.0%

The data show encouraging increases in the graduation rates among student athletes.

100% Graduation Rate (Student Athletes)

Fall 2017 Cohort	35.6%
Fall 2016 Cohort	22.7%
Fall 2015 Cohort	33.3%
Fall 2014 Cohort	24.0%

150% Graduation Rate (Student Athletes)

Fall 2015 Cohort	44.4%
Fall 2014 Cohort	34.0%
Fall 2013 Cohort	41.5%
Fall 2012 Cohort	37.6%

Pathways:

Prior to the implementation of the Pathways program, retention of students with ACT scores below 16 was almost nonexistent. We now are seeing retention of a good portion of students with ACT scores ranging from 9 to 15. Moreover, they are earning Certificates of Proficiency, Technical Certificates, and in some cases, higher credentials.

The retention data for the Fall 2019 cohort of 78 Pathways students suggests a rather successful program, especially when considering that by Spring 2021 34 credentials had been earned:

Retention of Fall 2019 Pathways students

Spring 2020	62 students (79.5%)
Fall 2020	41 students (52.6%)
Spring 2021	35 students (44.9%)
Number of credentials earned	34

Unfortunately, in the midst of the pandemic, the Fall 2020 cohort has not performed as well: Fall 2021 retention was 40.9%, and only 5 credentials had been conferred.

Equity is an obvious concern in the context of Pathways. In the Fall 2020 Pathways cohort, 63% of the students were African American. In the Fall 2019 cohort, the portion was 72%. As we implement the practice of using multiple measures for placement, we may see a change in these numbers. And it should be noted that our retention of African American students is at the same level or slightly higher than for Caucasian and Hispanic students.

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 address in this report.
- b) English gateway success rates (3-year trend) have dropped 6% to 7% with a severe drop of 12% to 17% in the most recent year (2020-2021). The disruptions of educational processes during the pandemic have clearly had a negative impact. With the implementation of a required college-orientation course for all first-time freshmen, we can hope for improved success rates or at least a return to historical rates.
- c) The success rates (3-year trend) for gateway mathematics courses are 49% to 72% with a downward trend for the most recent year. As with English, the pandemic can be cited as the chief cause of the lower success rates.

Course	2018-2019 *Passed	2018-2019 Failed	2019-2020 *Passed	2019-2020 Failed	2020-2021 *Passed	2020-2021 Failed	3-Year Trend *Passed	3-Year Trend Failed
ENGL 1013	711/79%	184/21%	453/76%	144/24%	339/59%	238/41%	1503/73%	566/27%
ENGL 1023	609/77%	181/23%	392/76%	126/24%	324/64%	180/36%	1325/73%	487/27%
MATH 1003	140/65%	77/35%	130/67%	64/33%	109/64%	62/36%	379/65%	203/35%
MATH 1103	99/51%	97/49%	81/54%	69/46%	83/44%	106/56%	263/49%	272/51%
MATH 1033	63/60%	42/40%	59/61%	38/39%	24/55%	20/45%	146/59%	100/41%
MATH 1043	192/64%	107/36%	109/67%	53/33%	109/57%	81/43%	410/63%	241/37%
MATH 1143	26/59%	18/41%	57/83%	12/17%	44/70%	19/30%	127/72%	49/28%
MATH 2255	33/54%	28/46%	26/59%	18/41%	30/73%	11/27%	89/61%	57/39%

*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 have recently appeared or continue to appear to be at-risk of not being viable.

Number of Degrees Awarded

Undergraduate Program/Major	2018-2019	2019-2020	2020-2021	Three-Year Total	Three-Year Average	Program Strategies
Art	5	4	0	9	3	The Art major anticipates more graduates with the new graphic design courses and with the return to offering ceramics courses. Discussions are underway with ASU-Beebe to create a 2X2 agreement.
History	7	3	5	15	5	This is the first time the BA in History has not met the three-year average for viability. With 16 currently declared majors and healthy enrollments in current 1000 and 2000 level classes (with potential for major recruitment), it is anticipated that the program should become viable. The History program is also undertaking several initiatives designed to help recruit further majors, including involvement with History Day Arkansas and renewed involvement with the Phi Alpha Theta history honor society.
Natural Science	5	2	8	15	5	With 8 graduates in 20-21, the program has moved into viability.
Modern Languages	0	4	0	4	1.3	The School of Arts and Humanities is initiating significant curriculum changes and an international recruitment effort.
Master of Fine Arts	5	2	4	11	3.6	The enrollment since fall 2020 has been at record levels and a record number of students are currently enrolled in thesis hours. Forthcoming data should show viability.
Middle Level Ed Major (BA)	0	4	1	5	1.6	The School of Education modified the Middle Level Ed Major to have no unique classes. All of the classes are part of other programs, primarily the K-6 program. We have attempted to get it considered as a cognate.
Political Science	5	7	10	22	7.3	Political Science has regained viability. The enrollment data indicates that graduation rates should continue in a positive trend.
Social Work	1	7	8	16	5.3	The enrollment data indicates that graduation rates should continue in a positive trend.

Undergraduate Program/Major	2018-2019	2019-2020	2020-2021	Three-Year Total	Three-Year Average	Program Strategies
A.S. Land Surveying Technology	0	3	2	5	1.6	Plans are to restructure and reconfigure the degree with online course offerings to broaden enrollment for surveying technicians who want to complete a degree but cannot relocate to Monticello. In addition, the unit will enlist the aid of alumni and Arkansas' professional surveying organizations to promotion the only 4-year surveying degree program in the state.
B.S. Land Surveying	5	4	4	13	4.3	Plans are to restructure and reconfigure the degree with online course offerings to broaden enrollment for surveying technicians who want to complete a degree but cannot relocate to Monticello. In addition, the unit will enlist the aid of alumni and Arkansas' professional surveying organizations to promotion the only 4-year surveying degree program in the state.
Automotive Technology, TC	6	3	1	10	3.3	The graduation rates in the CP are strong, a circumstance that should mean the TC is as well, but the data indicate some reconfiguration of the TC may be in need.
Hospitality, TC	3	1	6	10	3.3	Classes are currently being offered on two campuses. One of the facilities was recently renovated with the goal of recruiting additional students. Since the renovation, the program has shown an increase in enrollment. The program met viability standards in AY21, and that trend is expected to continue.
Hospitality, CP	5	2	4	11	3.6	This CP is embedded in the Hospitality Services technical certificate discussed above.
Health Professions (CP/TC)	0	0	0	0	0	Health Professions - Historically, students have not enrolled in this program because it was not eligible for financial aid. Last semester, it was discovered that the program is actually eligible for financial aid, and enrollment increased. This trend is expected to continue and lead to the program becoming viable.

Undergraduate Program/Major	2018-2019	2019-2020	2020-2021	Three-Year Total	Three-Year Average	Program Strategies
Correctional Law Enforcement (CP/TC)	-	-	-	-	-	This program is currently not enrolling students.
Mathematics	4	3	3	10	3.3	Mathematics fell below four graduates per year for the third consecutive year; however, more than four students were on track to graduate in 2021 but did not complete all requirements. The institution is closely monitoring this program. Strategies to recruit additional students are underway. The Mathematics-Data Science option was added last year, and since COVID restrictions are lessening, recruitment efforts through local schools are being planned.
Heating, Ventilation, Air Conditioning, & Refrigeration Tech (TC)	0	0	11	11	3.6	The program start date was delayed due to staffing. The first cohort began the program in January 2020. The following academic year the program met viability standards with eleven graduates. The program is on track to meet viability requirements.

The following degree programs were designated this year by ADHE as cognate/embedded programs:

AAS	15.0613	6719	Advanced Manufacturing Technology
TC	15.0613	5719	Advanced Manufacturing Technology
TC	15.0699	4647	Industrial Production Technology
CP	15.0612	4674	Manufacturing Principles
BS	03.0501	2620	Forestry
BS	03.0501	5030	Natural Resources Management
AAS	03.0511	2610	Forest Technology
AS	03.0501	3545	Natural Resources Management

As stated by ADHE, “Additionally, the following degree programs have been designated as cognate/embedded programs, per the 2009 ADHE UAM Cognate/Embedded Program Request email.”

BME	13.1312	2160	Music Education
BA	50.0901	1630	Music

6) Faculty

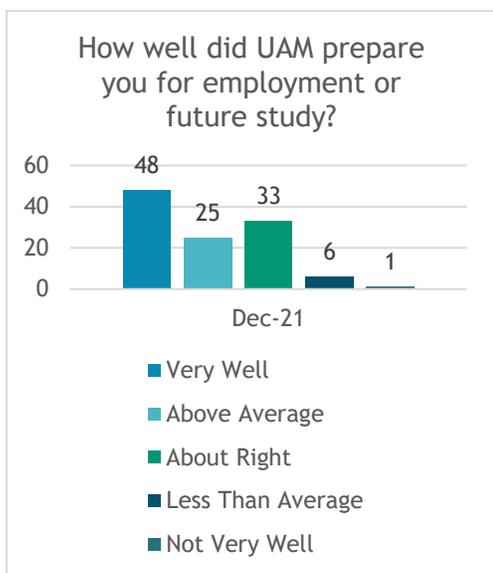
- a) Faculty credentials remain true to UAM’s strategic goal of Student Success. In other words, academic units continue to retain and recruit high achieving faculty and staff. **GOAL1.3**

7) Curriculum Revisions

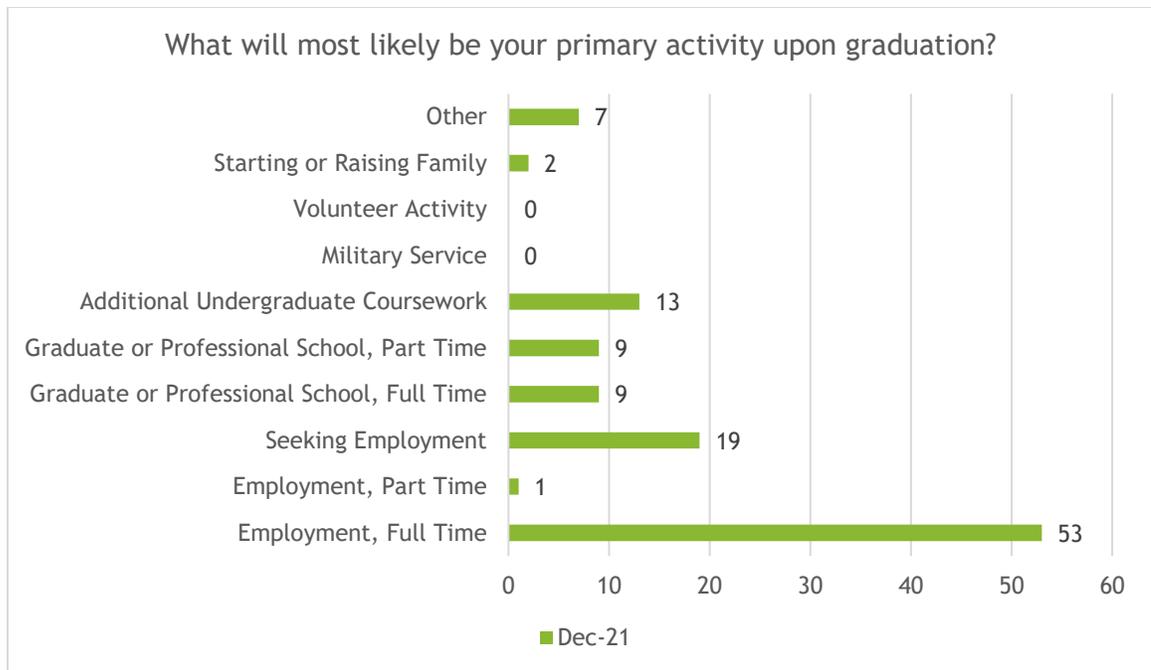
- a) The curriculum revisions indicated in the academic annual reports are consistent with UAM’s mission as well as the strategic goal of Student Success by developing, delivering, and maintaining quality academic programs. **GOAL 1.1**

8) Student Perceptions: The results below are from the December 2021 survey (113 responses out of 282 possible).

- a) Shows that an overwhelming majority (106 out of 113) of graduates feel that UAM served them “about right” to “very well” in their preparation for employment or advanced study.

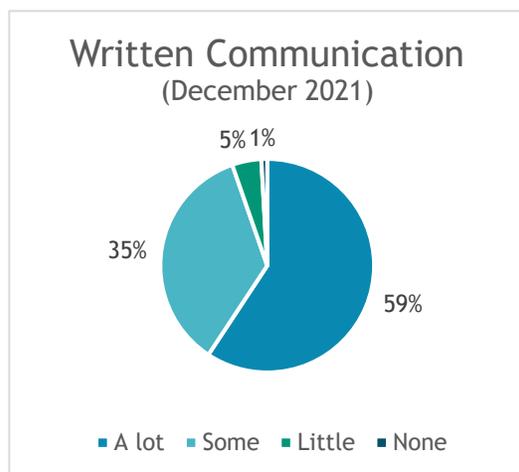


- b) Shows most graduates planning to enter the work force with smaller numbers planning to enter graduate or professional school.

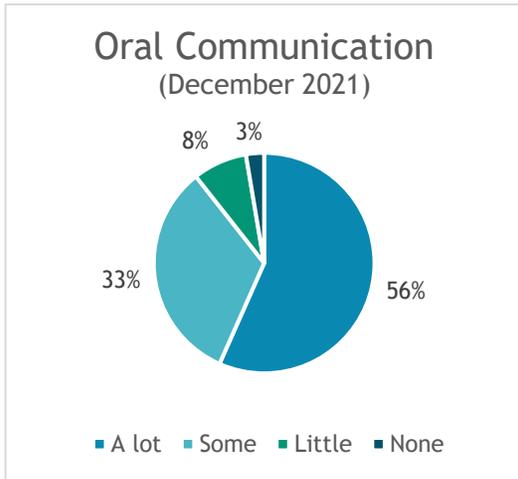


c) Shows that an overwhelming majority of respondents felt that, as a result of the instruction they received at UAM, they improved their knowledge and skills “a lot” or “some” in relation to UAM’s Institutional Learning Outcomes.

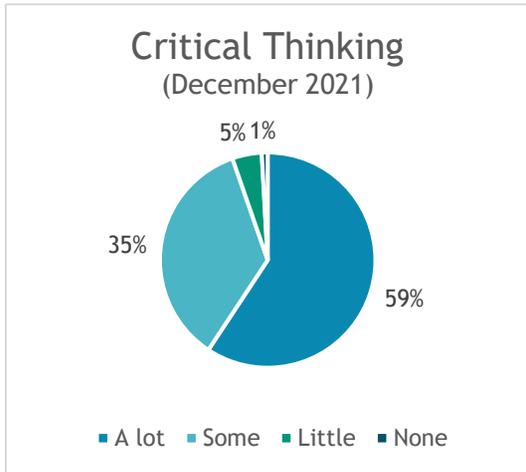
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your written communication skills?



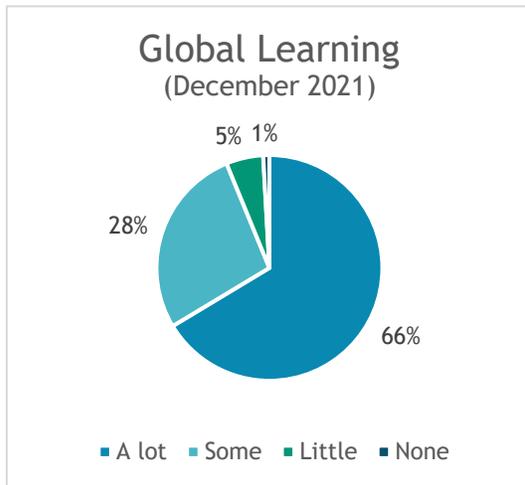
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your oral communication skills?



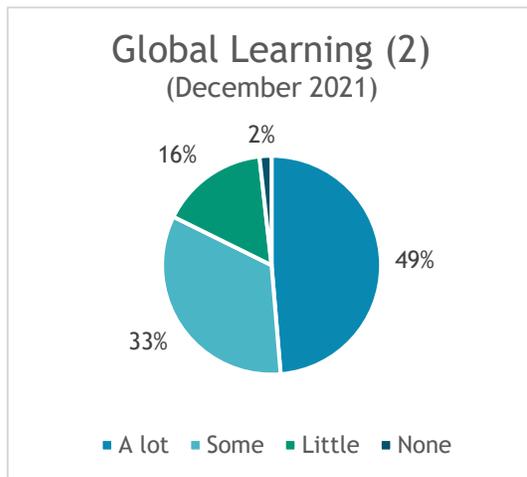
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to think critically?



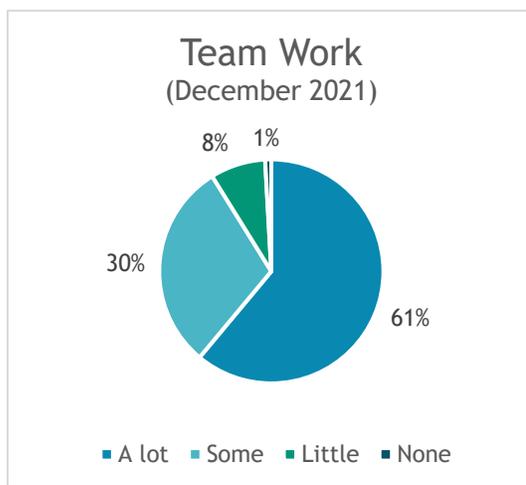
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to understand viewpoints, values, or customs different from your own?



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

Since the writing of the current university assessment plan in 2019, our assessment schedule was delayed by two years because of the pandemic; some of our assessment processes have been modified; and after collection of AACU rubric data and analysis of that data in the forthcoming unit Annual Reports, we will likely want to revise and augment assessment processes further. Therefore, the UAC recommends that the [UAM ASSESSMENT PLAN \(uamont.edu\)](http://uamont.edu) be revised and updated during the 2022-2023 academic year with participation by all members of UAC, unit leaders, faculty, and staff.

Appendix A: UAM Modified AACU Rubrics

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

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

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be: considered critically is stated without clarification or description.	Not meeting dimensional requirement for Benchmark 1.
Evidence <i>Selecting and using information to investigate a point of view or conclusion.</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Not meeting dimensional requirement for Benchmark 1.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Not meeting dimensional requirement for Benchmark 1.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Not meeting dimensional requirement for Benchmark 1.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.	Not meeting dimensional requirement for Benchmark 1.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact vaulee@aacu.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

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

	Capstone 4	Milestones 2	Milestones 2	Benchmark 1	Not Met 0
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Not meeting dimensional requirements for Benchmark 1.
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.	Not meeting dimensional requirements for Benchmark 1.

WRITTEN COMMUNICATION VALUE RUBRIC

for more, information, please, contact values@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

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

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Not meeting dimensional requirement for Benchmark 1.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Not meeting dimensional requirement for Benchmark 1.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s)_ for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	Not meeting dimensional requirement for Benchmark 1.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Not meeting dimensional requirement for Benchmark 1.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Not meeting dimensional requirement for Benchmark 1.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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

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

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Not meeting dimensional requirement for Benchmark 1.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Not meeting dimensional requirement for Benchmark 1.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Not meeting dimensional requirement for Benchmark 1.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Not meeting dimensional requirement for Benchmark 1.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Not meeting dimensional requirement for Benchmark 1.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

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

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group .	Shares ideas but does not advance the work of the group.	Not meeting dimensional requirement for Benchmark 1.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	Not meeting dimensional requirement for Benchmark 1.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Not meeting dimensional requirement for Benchmark 1.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Not meeting dimensional requirement for Benchmark 1.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	Not meeting dimensional requirement for Benchmark 1.

Appendix B: Scoring Sheets to be used with the AACU Rubrics

SCORING SHEET TO USE WITH AACU RUBRIC

Oral Communication

UAM class number and name: _____

Semester: _____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Organization							
Language							
Delivery							
Supporting Material							
Central Message							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC

Written Communication

UAM class number and name: _____

Semester: _____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Context and Purpose for Writing							
Content Development							
Genre and Disciplinary Conventions							
Sources and Evidence							
Control of Syntax and Mechanics							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC

Critical Thinking

UAM class number and name: _____

Semester: _____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Explanation of Issues							
Evidence							
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences}							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC

Global Learning

UAM class number and name: _____

Semester: _____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Global Self-Awareness							
Perspective Taking							
Cultural Diversity							
Personal and Social Responsibility							
Understanding Global Systems							
Applying Knowledge to Contemporary Global Contexts							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC

Teamwork

UAM class number and name: _____

Semester: _____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Contributes to Team Meetings							
Facilitates the Contributions of Team Members							
Individual Contributions Outside of Team Meetings							
Fosters Constructive Team Climate							
Responds to Conflict							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-