UNIVERSITY ASSESSMENT REPORT

MAY 17, 2021

University Assessment Committee 2020-2021 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. Padraic 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 Institutional Learning Outcomes and, when adopted, overseeing the assessment of those SLOs.*
6. *Developing a plan for assessment of Institutional 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 annual assessment reports submitted for AY2020. The UAC findings are included below.

Task 3: The UAC began this process during the summer of AY2019 with a Deans Council meeting. The Assessment Committee has met regularly and updates were presented to Deans Council as well as Executive Council in AY2021. The Assessment Committee recommended focusing on one dimension (faculty's choice) per rubric per course. The Deans reviewed the course maps for accuracy, and faculty teaching the courses were surveyed for additional information. All faculty did not reply; therefore, additional measures will be taken to gather faculty input.

Task 4: The implementation process was disrupted by the onset of COVID-19. Full implementation is planned for AY2022.

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. The Plan was revised in AY2020 and AY2021.

ARTICLE II. FINDINGS

1) General Report Requirements
   Overall, the academic annual assessment reports met the minimum benchmarks.

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. Explanations for the reductions and/or strategies to address the concerns are listed.

Program	Fall 2017	Fall 2018	Fall 2019	Explanation/Strategies
Accounting (BBA)	73	59	58	Planning to expand online offerings as well as offering more than one section of a course to accommodate student scheduling.
Art	29	18	16	The School added a graphic design pathway/component in Fall 2020 to recruit new Art majors.
Communication	34	23	18	The School of Arts and Humanities is hosting events on campus to attract new students. The communication faculty are also actively trying to recruit new students using their professional contacts.
Modern Languages	7	5	2	The School created the BALA to allow modern language students to transition into it if the need arises to delete the modern language major.
Music (BA/BME)	72	69	51	Despite a dip in Music majors, the program continues to enroll and graduate a large number of students. New efforts to recruit band students will likely yield more music majors.
Health/PE Non-licensure	103	94	78	Despite a reduction in majors, the program continues to enroll and graduate a large number of students. The School of Education recently developed two separate programs to better meet the needs of students.
K-6 Elementary Education	110	93	78	Despite a reduction in majors, the program continues to enroll and graduate a large number of students. The School of Education will be mindful to focus recruitment efforts widely across all programs.
Bachelor of Science in Nursing	229	214	159	The reduction appears to be mainly in the freshmen and sophomore numbers which may have been impacted by Degree Pathways as well as students deciding sooner that nursing is not for them. The SON plans to recruit new students from local hospitals employing RNs that do not have a BSN for admission to the BSN program.
Master of Education	25	23	16	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 Education in Ed Leadership	17	10	9	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	28	20	17	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.
History (BA)	34	20	14	Faculty are providing workshops for high school teachers which will hopefully lead to new students. Faculty will also plan to make campus visits to local high schools.
Psychology (BS)	64	60	58	It is expected that the number of psychology majors will level-off or increase slightly with the Fall 2020 numbers.

Health Professions	1	0	0	The program is ineligible for financial aid which discourages students from enrolling.

The following programs saw growth over the last three academic years.

Program	Fall 2017	Fall 2018	Fall 2019	Notable Efforts or Comments
Biology	85	95	102	The growth is contributed to students seeking employment in healthcare. These students generally double major in Biology and Chemistry.
Business Administration	130	133	138	
Chemistry	31	48	53	The growth is contributed to students seeking employment in healthcare. These students generally double major in Biology and Chemistry.
Social Work	38	58	59	The social work faculty made a considered effort to recruit in the public schools and also held several campus/community events. Graduating students also shared with prospective students and/or siblings.
Master of Arts in Teaching	184	207	227	The largest growth is due to more flexible licensure rules in the state of Arkansas. The reputation of the program as well as the program length have also contributed to the program growth.
Master of Music in Jazz Studies	8	11	18	The School of Arts and Humanities started advertising nationally. Some of increase can also be attributed to graduates of the program sharing positive remarks with others.
Pre-Engineering	6	10	12	This is a growing field.
Pre-Vet	8	11	16	The increase is credited to the faculty member overseeing and recruiting for the program.
Industrial Equipment Repair (CP)	-	18	43	This program reaches capacity each year with additional students being placed on a waiting list.
Electromechanical Technology (TC)	60	56	62	This program reaches capacity each year with additional students being placed on a waiting list.
Electromechanical Tech-Instrumentation (TC)	16	4	78	This program reaches capacity each year with additional students being placed on a waiting list.
Healthcare Office Skills (CP)	2	2	15	The HIT program was planned to be offered fully online and in person for Fall 2020 to encourage continued program growth.
Hospitality Skills (CP)	2	3	9	New efforts are being made to form partnerships for concurrent credit, and the Crossett program moved into a newly renovated space on the Monticello campus.
Nursing Assistant (CP)	2	10	18	

Pending Practical Nursing (TC)	102	105	104	Crossett and McGehee continue to have high NCLEX pass rates with McGehee reaching a 100% pass rate for the last seven years.
Welding Technology (CP)	-	7	13	Welding is a popular program due to employment placement upon graduation.
Basic Business Principles (CP)	-	2	20	Online course offerings have increased, and Degree Pathways seems to have directed some students into the Program in Fall 2019.
Business Technology (TC)	12	0	20	The Crossett instructor continues to work with community partners for recruitment efforts. McGehee has expanded offerings on the Monticello campus.
Child Development (CP)	-	10	22	Crossett noted that there is room for growth in this program. McGehee now offers the program in three locations.
Heavy Equipment Operator (TC)	11	9	20	The HEO instructor plays a strong role in recruiting for the program.

3) Progression/Retention

<u>Freshman Data:</u>

UAM's fall-to-fall retention rate for first-time, full-time, bachelor's degree seeking students has increased the last five years with the largest increase in Fall 2019.

Fall-to-Fall Retention Rates	
Fall 2019 Cohort	74.8%
Fall 2018 Cohort	65.3%
Fall 2017 Cohort	61.6%
Fall 2016 Cohort	53.0% (approx.)
Fall 2015 Cohort	52.2%

100% Graduation Rate	
Fall 2016 Cohort	13.1%
Fall 2015 Cohort	16.0% (approx.)
Fall 2014 Cohort	16.7%

150% Graduation Rate	
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 has also been increasing. This data does not consider if a student completed a credential.

Fall-to-Fall Retention Rates	
Term	All FTF
Fall 2019 Cohort	65.1%
Fall 2018 Cohort	56.1%
Fall 2017 Cohort	50.6%

Student-Athlete Data:

Fall-to-Fall Retention Rates	
Term	Student Athletes
Fall 2019 – Fall 2020	64.5%
Fall 2018 – Fall 2019	61.3%
Fall 2017 – Fall 2018	61.0%

100% Graduation Rate	
Fall 2016 Cohort	22.7%
Fall 2015 Cohort	33.3%
Fall 2014 Cohort	24.0%

150% Graduation Rate	
Fall 2014 Cohort	34.0%
Fall 2013 Cohort	41.5%
Fall 2012 Cohort	37.6%

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 76% and 79%.
   c) The success rates (3-year trend) for gateway mathematics course are 49% to 67%. It is worthy of noting that the success rates went up across all math courses from AY 19 to AY 20. 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 54%. 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	2017-2018 *Passed	2017-2018 Failed	2018-2019 *Passed	2018-2019 Failed	2019-2020 *Passed	2019-2020 Failed	3-Year Trend *Passed	3-Year Trend Failed
ENGL 1013	712/81%	166/19%	711/79%	184/21%	453/76%	144/24%	1876/79%	494/21%
ENGL 1023	628/76%	194/24%	609/77%	181/23%	392/76%	126/24%	1629/76%	501/24%
MATH 1003	185/66%	95/34%	140/65%	77/35%	130/67%	64/33%	465/67.3%	226/32.7%
MATH 1103	38/38.4%	60/61.6%	99/51%	97/49%	81/54%	69/46%	218/49.1%	226/50.9%
MATH 1033	84/61%	54/39%	63/60%	42/40%	59/62%	38/38%	206/60.6%	134/39.4%
MATH 1043	396/64%	221/36%	192/64%	107/36%	109/67%	53/33%	697/64.7%	381/35.3%
MATH 1143	52/53%	46/47%	26/59%	18/41%	57/83%	12/17%	135/64%	76/36%
MATH 2255	34/50%	34/50%	33/54%	28/46%	26/59%	18/41%	93/53.8%	80/46.2%

*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 AAS) 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 table indicates the number of degrees awarded for the last three academic years with the three-year total and average.

Undergraduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average	Program Strategies
Art	7	5	4	16	5.3	The Art major anticipates more graduates with the new graphic design courses.
Natural Science	2	5	2	9	3	The Natural Science program pulls all of its coursework from the biology and chemistry curriculum.
Modern Languages	3	0	4	7	2.3	The School is considering revising the language program from a major to an emphasis area in the BALA.
Master of Fine Arts	3	5	2	10	3.3	The enrollment for fall 2020 provides some hope for higher graduation rates.
Middle Level Ed Major (BA)	1	0	4	5	2	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	5	7	17	5.7	Political Science's graduation rate met viability for 19-20, but the three-year average is slightly below viability. The enrollment data indicates that graduation rates should continue in a positive trend.
Social Work	3	1	7	11	3.7	The Social Work graduation rate met viability for 19-20. The enrollment data indicates that graduation rates should continue in a positive trend.
A.S. Land Surveying Technology	4	0	3	7	2	Restructure and reconfigure the degree into a Bachelor of Applied Science and provide an increased opportunity for students in our 2-year Associate in Land Surveying Technology program to continue their education. Continuing to a BAS degree will lessen the time required for surveying graduates to become professionally licensed in the state.
B.S. Land Surveying	0	5	4	9	3	Enlist the aid of alumni and Arkansas' professional surveying organizations to promote the only 4-year surveying degree program in the state. The new dean may have other ideas.
Automotive Technology, TC	1	6	3	10	3.3	The graduation rates in the CP are strong which should mean the TC is as well, but the data indicates some reconfiguration of the TC may be in need.
Hospitality, TC	5	3	1	9	3	The program is attempting to expand through concurrent credit.
Health Professions (CP/TC)	0	0	0	0	0	Students do not choose to enroll because the program is ineligible for financial aid.
Correctional Law Enforcement (CP/TC)	-	-	-	-	-	This program is currently not enrolling students.

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
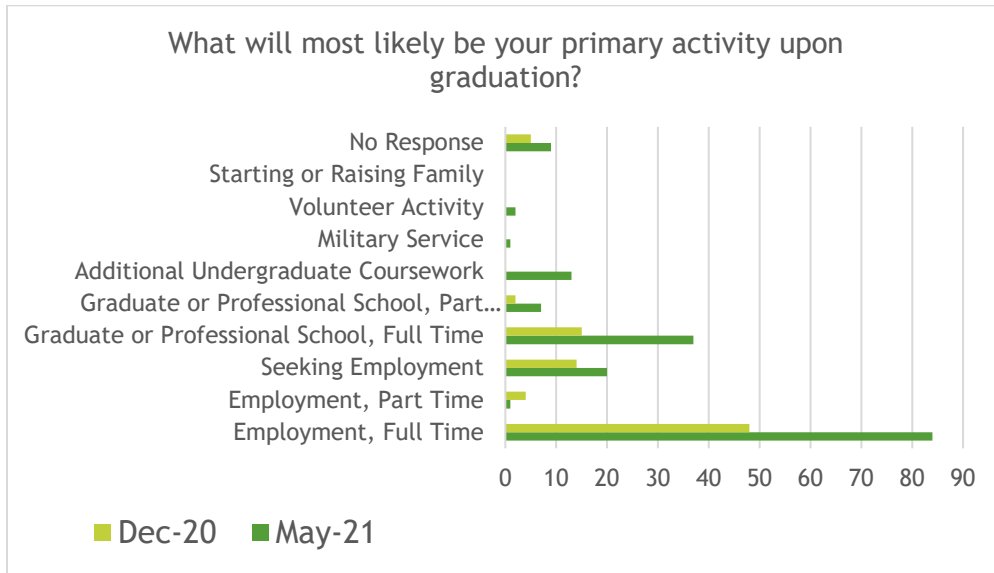7) Program Changes
   a) The curriculum revisions, programs made inactive, and new programs indicated in the academic annual reports were consistent with UAM's mission as well as the strategic goal of Student Success by developing, delivering, and maintaining quality academic programs. GOAL 1.1

b) Major Curriculum Revisions
   i) School of Computer Information Systems created concentrations in Programming and Cybersecurity.
   ii) School of Arts and Humanities added graphic design courses to the Art degree.
   iii) School of Mathematical and Natural Sciences added a Data Science Option to the Mathematics degree.
c) Inactive Programs as of July 2020
   i) Cisco Network Associate (CP)
   ii) Computer Repair & Networking (TC)
   iii) Health & Physical Education (BS-licensure)
   iv) District Level Administrator (GC)
d) New Programs
   i) School of Arts and Humanities
      (1) Master of English
      (2) Master of Fine Arts in Debate and Communication
   ii) School of Education
      (1) Reconfigured the Health and Physical Education program to offer:
         (a) Bachelor of Science in Physical Education
         (b) Bachelor of Science in Exercise Science
   iii) Colleges of Technology
      (1) Certificate of Proficiency in Phlebotomy
   iv) General Studies/Colleges of Technology
      (1) Associate of Applied Science in Hospitality and Tourism Management

8) Student Perceptions: The results below are from the December 2020 UAM Graduate survey (97 responses out of 349 possible) and May 2021 UAM Graduate survey (174 responses out of 399 possible). Note: The UAM Graduate Survey will be reviewed during Summer 2021 by Deans Council to ensure that it captures the data needed for future reports.

   a) Shows that a majority of students graduating with a credential from UAM feel that their preparation for employment or advanced study was above average to very well.

How well did UAM prepare you for future employment or study?
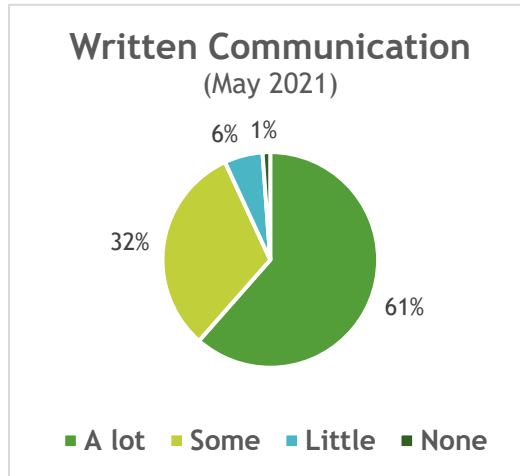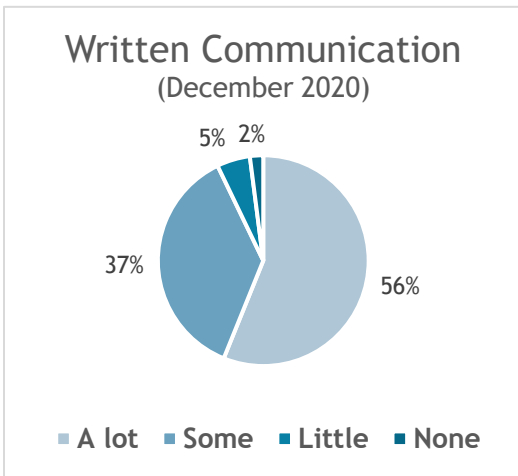
■ May-21 ■ Dec-20
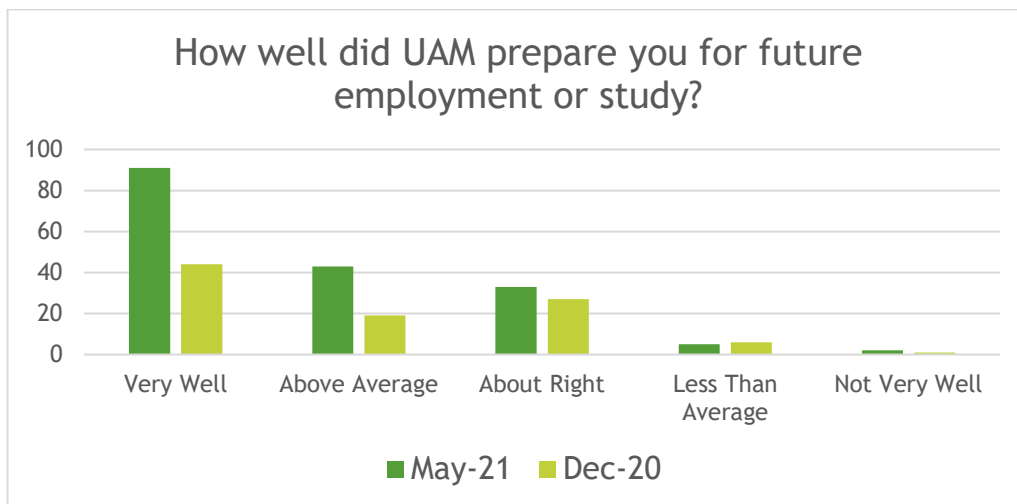
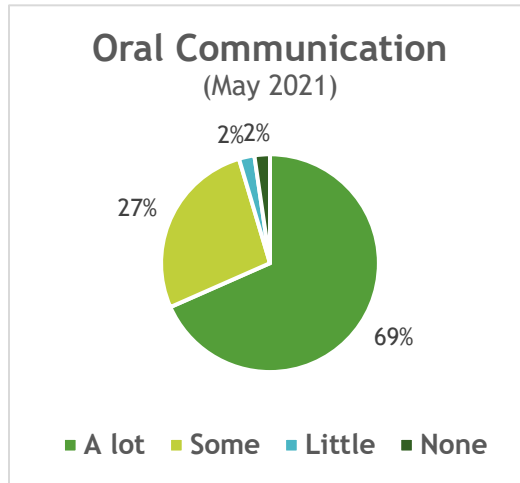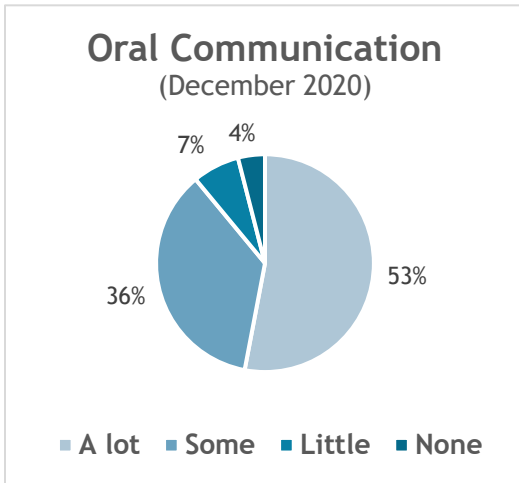b) Shows students' future plans are mostly full-time employment followed by graduate or professional school.

What will most likely be your primary activity upon graduation?

Category	
No Response	
Starting or Raising Family	
Volunteer Activity	
Military Service	
Additional Undergraduate Coursework	
Graduate or Professional School, Part…	
Graduate or Professional School, Full Time	
Seeking Employment	
Employment, Part Time	
Employment, Full Time	

Legend: Dec-20, May-21

c) Shows that the overall majority of students graduating with a credential from UAM feel that we are meeting the Institutional Learning Outcomes.
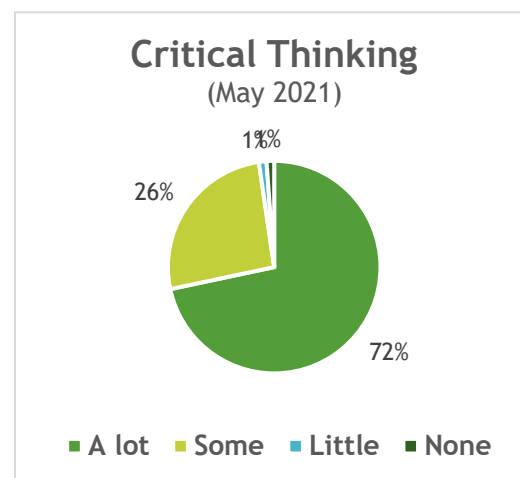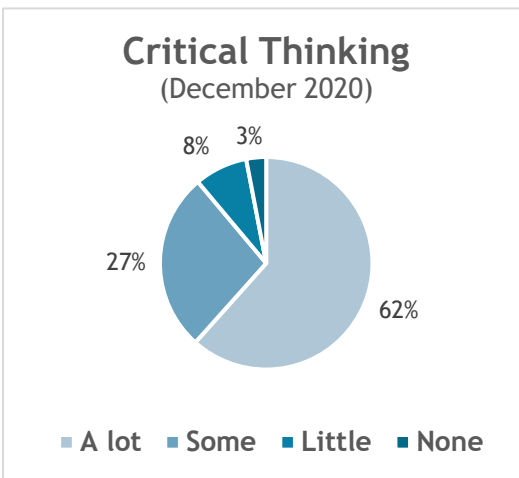
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your written communication skills?

Written Communication
(December 2020)

5% 2%
37%
56%

Legend: A lot, Some, Little, None

Written Communication
(May 2021)

6% 1%
32%
61%

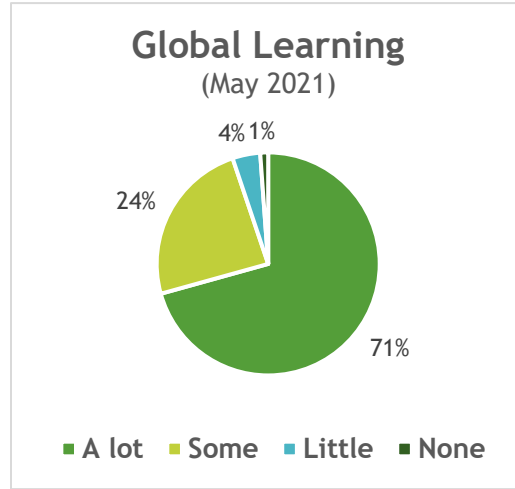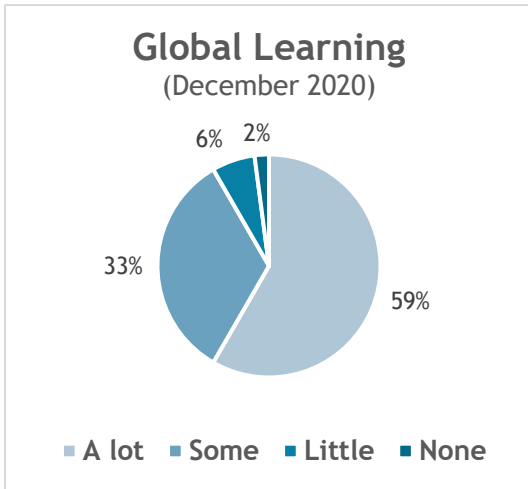Legend: A lot, Some, Little, None

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

Oral Communication
(December 2020)

7% 4%

36%

53%

■ A lot ■ Some ■ Little ■ None

Oral Communication
(May 2021)
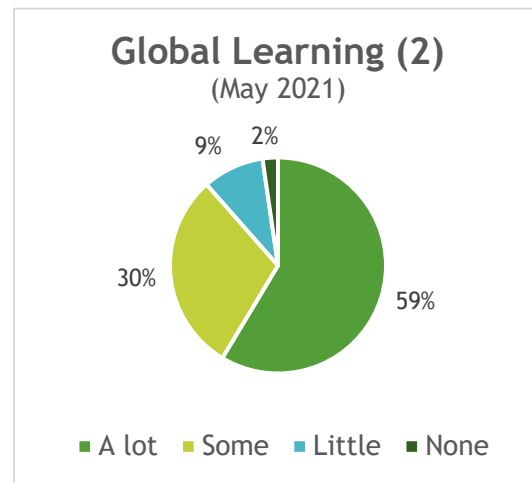
2% 2%

27%

69%

■ A lot ■ Some ■ Little ■ None

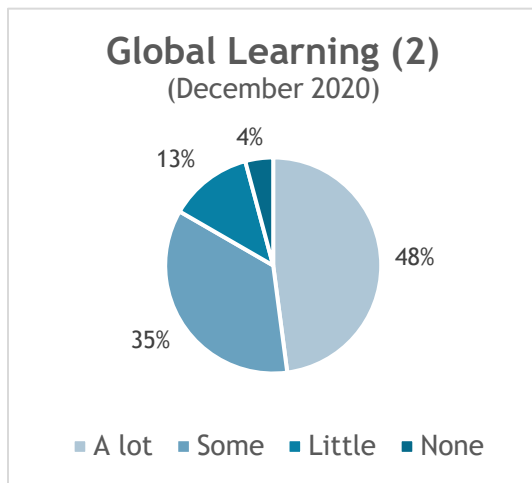**Question:** As a result of your experience at UAM, how much progress do you feel you made in improving your ability to think critically?

Critical Thinking
(December 2020)

8% 3%

27%

62%

■ A lot ■ Some ■ Little ■ None

Critical Thinking
(May 2021)

1% 1%

26%

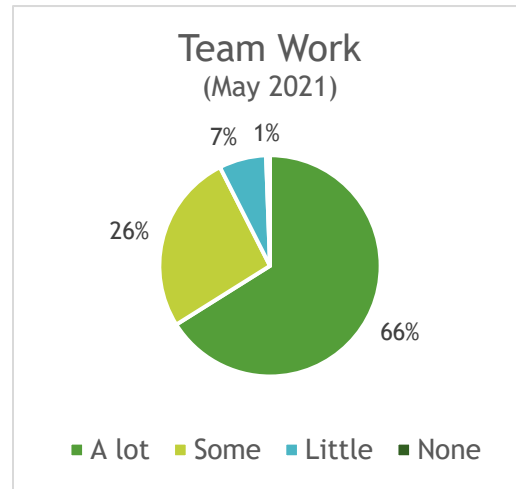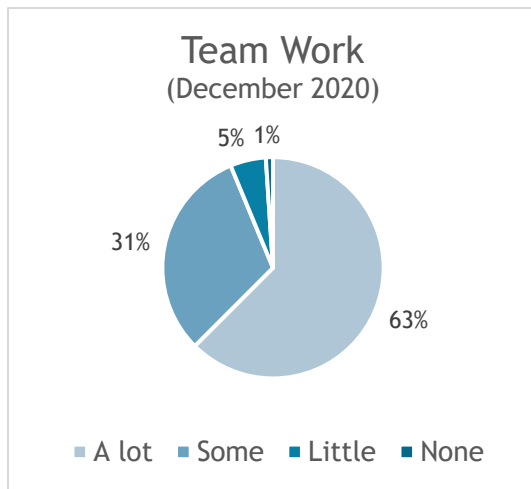72%

■ A lot ■ Some ■ Little ■ None

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?

Global Learning
(December 2020)

6% 2%
33%
59%

■ A lot ■ Some ■ Little ■ None

Global Learning
(May 2021)

4% 1%
24%
71%

■ A lot ■ Some ■ Little ■ None

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?

Global Learning (2)
(December 2020)

4%
13%
48%
35%

■ A lot ■ Some ■ Little ■ None

Global Learning (2)
(May 2021)

9% 2%
30%
59%

■ A lot ■ Some ■ Little ■ None

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?

Team Work
(December 2020)

5% 1%

31%

63%

■ A lot ■ Some ■ Little ■ None

Team Work
(May 2021)

7% 1%

26%

66%

■ A lot ■ Some ■ Little ■ None

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.