UA Rich Mountain
Assessing Student Learning
Annual Program Report
May 2020

Purpose

The Annual Program Report assists UA Rich Mountain programs in documenting assessment progress.

- At the end of each school year, a program team should complete this form for each degree program. Data gathered from the Course Outcomes reports shall be incorporated into this review.
- Send a completed digital copy of this form to the Vice Chancellor of Academic Affairs.
- A printed copy of this completed form should be placed in the respective program book located in the Academic Affairs office.

Background

Please use the fields below to provide background information about the degree program.

Degree Program:	Associates of Arts, Associates of General Studies
Program Reviewed by:	AA/AGS Faculty
Dates covered by this review:	8/19/2019 To 5/7/2020

Assessment of Student Learning Outcomes

Answer the follow questions about your program's progress in maintaining the core abilities and outcomes during the last year.

Learning Outcomes

- List the Program Outcome(s) to be discussed in this report.

* Students will demonstrate competency in mathematics, including analytical and occupational skills.
* Students will demonstrate anunderstanding of the culture and society of both the nation and the world.
* Students will demonstrate an understanding of physical and biological principles.
*Students will demonstrate competency in writing, reading, speaking, and listening.

Strategic Goals: Select the Goal(s) associated with the Program Outcomes(s) being assessed this semester.

https://services.uarichmountain.edu/intranet/staff/annualpubs/

☐Goal One: Mission Driven
☐Goal Two: Ethically Based
☒Goal Three: Providing Access to Education
☒Goal Four: Quality Learning Environments
☒Goal Five: Student Success
☐Goal Six: Educational Partnerships
☐Goal Seven: Resource Development

- To what extent do these **program** outcomes align with the **course** outcomes? (see curriculum map or the annual **course** reports)
  The program outcomes for the AA and AGS specify competency in the various disciplines. The outcomes for each course include specific criteria to meet competency.

Evidence of Student Learning

- Briefly describe the **assessment plans or processes** for the program:
  Students were given a pre-test at the beginning of the semester and the same test at the end of the semester. The results were compared.
- Summarize the **course outcomes data** used to support this report.
  - Which courses supplied data for this outcome?
    World Civilizations, General Psychology, Numbers Systems II, Arkansas History, Art Appreciation, English Comp I, Instructional Technology, Basic Math, Beginning Algebra, Intermediate Algebra, Biology, Physical Science, Principles of Chemistry, General Chemistry II, and Earth Science,
  - According to this year's Course Outcomes Reports <u>for the courses listed above</u>, what percent of students met <u>this</u> Program Outcome?

    World Civilizations 82%, General Psychology 45%, Numbers System 100%, Arkansas History 95%, Art Appreciation 75%, English Comp I 59% , Instructional Technology 90%, Basic Math 100%, Beginning Algebra 67%, Intermediate Algebra 100%, Biology 86%, Physical Science 83%, Principles of Chemistry 89%, General Chemistry II 100%, Earth Science 80%. Average of all courses 83%

- List and/or describe the **assessment tools** that the instructors used in the course outcomes reports.(e.g. exams, portfolios, student projects, performance checks, program standardized tests, licensure/certification results) ** Course Outcomes Reports have student samples.

  Pre/Post Tests

- Describe the **target goal(**s) for the upcoming academic year in measurable terms.

  75% of students will demonstrate compentency in their specific subject matters based on pre/post test scores.

- Institutional performance is measured in a variety of ways. Refer to relevant Institutional Research data. (Contact Institutional Research office for information.)
- Examples may include, but are not limited to these items:
  - **program** retention/persistence rates
  - program placement/transfer rates
  - program graduation rates

Enter any other forms of data that are relevant to the evaluation of this program outcome.

For the school year 2019-2020, there were 21 AA graduates, up three from the previous year, and 32 AGS graduates, the same number as 2018-2019.. For all degree seeking students at UA Rich Mountain, the retention rate for returning in the fall of 2019 was 65%, up 25% from the previous year.

To better serve our Associates seeking students, the curriculum committee added four Associates of Science degrees, three of these have been approved to begin fall of 2020.

Assessment Reflection

- Look back at prior year's Annual Program Report. Under Evidence of Student Learning, was the target goal met? Give prior target goal percent in your description.

  Prior goals have been 75% for the past two years, we have exceeded this both years.

- Summarize the assessment achievements in terms of current expectations and past performances (quantify the findings)

  The use of pre/post tests were very beneficial to measure and understand student learning at the course level.

- Summarize strengths of instruction based on assessment findings
  Based on the pre/post tests results students demonstrated competency in the courses measured.

- Identify the challenges related to improving student learning
  Due to the Covid-19 Pandemic and the suddents' move to remote instruction only, we were unable to get as much documentation as in previous semesters.

- Based on program assessment results, formulate a plan to improve student learning in the program. Include personnel or resources involved in this plan.
  No changes were suggested by faculty at this time other than the changes in assessment process listed below.

- What changes to curriculum, teaching, delivery modes, etc. would be necessary in this program? Be specific when summarizing changes and an implementation timeline.
  No changes were suggested by faculty at this time other than the changes in assessment process listed below.

- What steps have been taken in committees or administrative units to support the assessment change process? Summarize in a brief list. For example, did the degree requirements change, or did the degree assessment process change?
  There were issues in the past on how to compile assessments from various doctrines into one concise document. So, it was decided this past year that we would use pre/post tests for all assessments. This assessment process worked much better and made it much easier to see and document student learning. Each individual instructor can look at their pre/post test results to determine what sections or areas the students are having difficulty grasping.

  Although the use of pre/post test was beneficial on the course level and will continued to be used by intstructors, this assessment led the group to determine that a better assessment on the program level would be to evaluate the student when they graduate from their specific program, using a pre/post test.

Beginning in the spring of 2021, graduating students will be given a post-test to measure what they have learned in the areas of critical thinking, research, communication, as well as competency in the disciplines relating to their degree. Instructors from the different disciplines will devise questions to include on this exam to measure competency. In addition to this post test, a pre-assessment will be given to each new student when they enroll beginning in the fall of 2021. This will allow us to look at the areas in the specific AA, AGS, and AS programs to determine where additional help is needed.

** All evidence/samples of student learning are filed with **Course** Outcomes Reports in VCAA office.