**UA Rich Mountain**
**Assessing Student Learning**
# Annual Program Report
**August 2021**

## 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:** | AA/AGS |
| **Program Reviewed by:** | AA/AGS Faculty |
| **Dates covered by this review:** | 8/24/2020 To 5/6/2021 |

## 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 increase their:
• writing, reading, speaking, and listening skills.
• competency in mathematics, utilizing their analytical and occupational skills to solve real-life problems.
• understanding of different cultures and societies across the globe and how both have changed over time.
• understanding of basic principles and their application in the field of physical sciences and biological ciences.
• technological and research skills

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

☐Goal One: Mission Driven
☐Goal Two: Operate with Integrity
☒Goal Three: Provide High Quality Education
☒Goal Four: Continuous Quality Improvement
☐Goal Five: Effective & Efficient Operations

- 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:
  New students enrolling in the AA and AGS Programs will be given a Pre-test (Entance Exam) that covers their knowledge in the five Program Outcomes. At graduation, all AA and AGS students will be given the same Post-Test (Exit Exam) and the results will be compared.

  The Pre/Post-test results will also allow AA and AGS insttructors to look at the specific Program Outcomes to see where the areas of improvement are needed.

  This was our first year to start the Entrance/Exit Exam process, so the only evidence we have at this time was the Exit Exam. Faculty met to look over the analysis of the Exit Exam to see which outcomes and questions students struggled with the most. Faculty will follow up after the first Entrance Exam is given in September 2021 to see how the results for incoming freshmen compare to the graduates before any changes are made.

- Summarize the **course outcomes data** used to support this report.

  - Which courses supplied data for this outcome?
    The following courses completed a Course Outcome form showing the percentage of students who met a course outcome for one specific assessment used. General Chemistry I and II, Human Physiology, Human Anatomy, University Chemistry I and II, Calculus I and II, Biology, Trigonometry, College Algebra, Theatre Arts, Geography, US History II, English Comp I and II, Abnormal Psychology, Instructional Technology,Walking, World Civilizations II, Arkansas History, Oral Communications, General Psychology, American National Government, Nutrition, and Introduction to Education.

- According to this year's Course Outcomes Reports for the courses listed above, what percent of students met this Program Outcome?

  For the classes that submitted a Course Outcome form, below are the percentage of students who met that particular course outcome on one of the assessments used in that class. General Chemistry I (90%) and II (100%), Human Physiology (95%), Human Anatomy (88%), University Chemistry I (90%) and II (100%), Calculus I (100%) and II (100%), Biology (90%), Trigonometry (100%) College Algebra (90%), Theatre Arts (83%), Geography (64%), US History II (95%), English Comp I (84%) and II (94%), Abnormal Psychology (81%), Instructional Technology (85%), Walking (95%), World Civilizations II (85%), Arkansas History (71%), Oral Communications (86%), General Psychology (62%), American National Government (56%), Nutrition (93%), and Introduction to Education (92%)

  Average of all courses is 87%

- 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.

  Instructors used a variety of Assessment Tools to measure their course outcomes. These reports, along with student samples, are stored digitally on the intranet and hard copies can found in the AA/AGS Binder

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

  Our previous target goal has been for 75% of students to demonstrate competency in their course outcomes.

  With our updated Program Outcomes, we are interested in students showing an increase in their skills, so our new target goal is to see the students increase their scores from the Entrance Exam to the Exit Exam.

- 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 2020-2021, there were 36 AA graduates, up 15 from the previous year, and 31 AGS graduates, one less than in 2019-2020. Enrollment in the AA degree for first time entering freshmen was 134, up 82 from the previous year. First time entering freshmen enrolling in the AGS degree was down by 18.

**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.

  Based on Course Outcome results, we met the 75% competency for students per assessment in most courses. Because we don't have a completed Entrance/Exit Exam set of results yet, we can't say if we have met the target that students will increase their skills in the five Program Outcomes.

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

  Because we do not have the full assessment results at this time, the faculty will have to wait until after September to summarize assessment achievements based on the Entrance/ Exit Exam results.

- Summarize strengths of instruction based on assessment findings

  The new Entrance/Exit Exam format was created by AA/AGS faculty and is divided up among the five Program Outcomes. This makes it easy to analyze the information to determine with which outcomes the students are having difficulty. We are also able to analyze each question specifically to determine which questions may be difficult for the student to understand and in which areas the faculty need to concentrate. It appears to be a great tool to determine whether or not the students are meeting the Program Outcomes and if not, where extra instruction is needed.

- Identify the challenges related to improving student learning

  Because the Entrance/Exit process is new and we have nothing to compare the results, we are unclear at this time whether the questions students missed were because they didn't understand the material or if the questions themselves were unclear.

- Based on program assessment results, formulate a plan to improve student learning in the program. Include personnel or resources involved in this plan.
  Because we do not have the full assessment results at this time, the faculty will have to wait until after September to formulate a plan to improve student learning.

- What changes to curriculum, teaching, delivery modes, etc. would be necessary in this program? Be specific when summarizing changes and an implementation timeline.
  Changes to curriculum, teaching, etc. will be discussed in September after the results of the first Entrance Exam. This will give faculty a chance to compare the results for incoming freshmen to graduates to determine what, if any, changes need to be made.

- 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?
  AA/AGS faculty met regularly in the 20-21 school year to design and implement the Entrance/Exit Exam Assessment and will continue to meet to analyze the results and discuss needed changes. Minutes from all meeting can be found digitally on the intranet and hard copies in the AA/AGS Binder.

EVIDENCE REQUIREMENTS: List below all evidence (minutes, reports, spreadsheets, etc.). If these evidence items have not been submitted already, attach items to your email. Name the files for clear reference. Printed copies may be added to binders in VCAA office.

Minutes from Meetings
Course Outcome Reports