UA Rich Mountain
Assessing Student Learning
Annual Program Report
September 2022

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.
- Upload a completed digital copy of this form along with separate evidence files to the Program Binder.

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:	8/16/2021 To 5/12/2022

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

1. 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 sciences.
• 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

3. 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

4. Briefly describe the **assessment plans or processes** for the program:

Beginning in the Fall of 2021, all new students were given an Entrance Exam at the beginning of the semester. In the Spring of 2023, all graduates will be given the same Exit Exam. The results will be compared to see if Program Outcomes were met.

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

Instructors used a variety of Assessment Tools to measure their course outcomes. These reports, along with student samples, are stored digitally on the intranet

6. Which courses supplied data for this outcome?

Oral Communications (Speech),Music Appreciation, Instructional Technology, Abnormal Psychology, Health, and Safety, Walking for Fitness, World Regional Geography, English Comp II, Developmental Psychology, World Civilizations to 1500, English Comp I, Introduction to Education, US History Since 1865, US History to 1865, American National Government, College Algebra, Microbiology and Immunology, Principles of Chemistry, University Chemistry II, University Chemistry I, Human Anatomy, Number Systems I, Technical Math, Biological Science, and Human Physiology.

7. 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?

* Oral Communications (Speech) (89%), Oral Communications (83%), Oral Communications (86%)

* Music Appreciation (63%)

* Instructional Technology (100%)

*Abnormal Psychology (80%)

* Health, and Safety (96%)

* Walking for Fitness (100%), Walking for Fitness (88%)

* World Regional Geography (60%), World Regional Geography (100%)

* English Comp II (100%), English Comp II (75%)

* Developmental Psychology (100%)

* World Civilizations to 1500 (100%), World Civilizations to 1500 (90%)

* English Comp I (82%), English Comp I (41%), English Comp I (100%), English Comp I (85%), English Comp I (70%), English Comp I (100%)

* Introduction to Education (94%)

* US History Since 1865 (71%)

* US History to 1865 (100%)

* American National Government (91%)

* College Algebra (74%), College Algebra (73%), College Algebra (98%), College Algebra (90%)

* Microbiology and Immunology (90%)

* Principles of Chemistry (91%)

* University Chemistry II (88%)

* University Chemistry I (100%)

* Human Anatomy (50%)

*Number Systems I (82%)

*Technical Math (100%)

* Biological Science (94%)

* Human Physiology (55%), Human Physiology, (79%),

There were forty individual classes that supplied course outcome information. Of the forty courses, the overall average percent of students who meet their tested Course Outcomes was 85%

8. 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.

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

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

For our Program goal, we are looking for 80% of students to 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

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

Both AA and AGS saw an increase in graduates in 2022. Fifty-nine students graduated with an AA degree in 2022. This is up from thirty-six in 2021. Fifty-four students graduated with an AGS degree. This is up from thirty-one in 2021.

Assessment Reflection

11. 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.

Our target goal for students to demonstrate competency in their course outcomes was 75%. Our overall average percentage of 85 exceeded that.

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

Because of the variety of classes being offered in the AA/AGS programs, it is extremely difficult to summarize the course assessments. Faculty agree that the various course outcomes are great to assess each course individually, but nearly impossible to bring together to form some type of cohesive evaluation of the program. Once the Entrance/Exit Exam has been fully implemented and the results can be compared, we expect to be able to use this to evaluate the program more successfully.

13. Summarize strengths of instruction based on assessment findings

Because we do not have Entrance/Exit Exam results at this time to show the improvement in our Program Outcomes, we are using Course Outcome reports to show strength of instruction. Students increased their learning in the following course objectives:

- Understanding of the principles of Microbiology
- Performing and solving basic function operations and algebraic problems using appropriate vocabulary and technology
- Understanding the basic principles of chemistry
- Using computational mathematics to solve problems which they encounter at home and the workplace
- Construct and explain concrete, pictorial, and abstract models for concepts and operations of sets, whole numbers, fractions, decimals, and percents, at home and the workplace
- Understanding the functions of the organ systems including pathologies that affect these systems,
- Recognizing the influence of cultures and societies on literary selections
- Responding appropriately to various rhetorical situations, purposes, and audiences
- Understanding how to organize a speech using three major sections which are introduction, body, and conclusion
- Demonstrating the ability to analyze the fundamental skills required to find a safe and pleasant walking trail
- Developing the ability to research and evaluate health-related information presented in the media
- Recognizing the ongoing contribution of empirical research to our understanding of the nature, treatment, and management of psychological problems
- Understanding the fundamentals of computer and educational technology
- Using verbal and nonverbal presentation skills
- Demonstrating an understanding of the politics, culture, economics, and social development of the United States from its origins to the year 1865
- Developing flexible strategies for generating, revising, editing, and proof-reading
- Formulating practices about educational problems
- Describing the major political, social, economic, and intellectual factors that have shaped the world from ancient times to 1500
- Understanding how to develop and make oral presentations by placing emphasis on careful topic selection, gathering of materials (research), using credible sources and sound reasoning
- Demonstrating how to use a pedometer
- Thinking critically and analytically about issues related to human development and behavior
- Using the research process to execute academic research papers in MLA format
- Writing clearly expressed, grammatically correct five-paragraph essay including a thesis sentence, central paragraphs, introduction, and conclusion
- Understanding the concept of the spatial perspective and how to applies to geography
- Identifying how the United States government functions

14. Identify the challenges related to improving student learning

Student attendance, students not checking email regularly, not signing into Blackboard, not completing assignments on time, etc.

15. Based on program assessment results, formulate a plan to improve student learning in the program. Include personnel or resources involved in this plan.

In addition to the AA and AGS degrees, the college has been approved to offer some AS degrees. However, we cannot offer AS degrees in the Science departments because of a lack of personnel and equipment. New part-time faculty must be hired to allow current full-time faculty to teach the additional classes needed to offer the approved AS degrees. Additionally, a new lab space with full instrumentation for Organic Chemistry I and Biochemistry courses will be needed to offer AS in Chemistry and AS in Biology degrees.

16. What changes to curriculum, teaching, delivery modes, etc. would be necessary in this program? Be specific when summarizing changes and an implementation timeline.

    Some suggestions for managing student absences were creating a more hybrid-style class or have audio/video recordings of lessons that students can request when they are out, meeting with small groups of students during office hours to catch up the students up on what they missed.

17. 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 21-22 school year to implement the Entrance/Exit Exam Assessment and will continue to meet to analyze the results and discuss needed changes. Minutes from all meetings can be found digitally on the intranet

18. EVIDENCE REQUIREMENTS: List below all evidence (minutes, reports, spreadsheets, etc.). Upload files into your Program Binders. Name the files for clear reference. OPTIONAL: Printed copies may be added to binders.

Minutes from meetings and Course Outcome Reports are located in the digital binder on the intranet.

Division Accomplishments

19. Complete the division's accomplishments item(s) for the reporting year for the Assessment Committee.

☐ Goal 1: Mission Driven UA Rich Mountain's mission is a guide to all operations.

Click or tap here to enter accomplishment.

☐ Goal 2: Operate with Integrity UA Rich Mountain acts with integrity in its operations.

Click or tap here to enter accomplishment

☒ Goal 3: Provide High Quality Education UA Rich Mountain provides high quality education, wherever and however its services are delivered.

- improved the ADA accessibility score for all English courses in Blackboard to an average of 89%

* developed and presented professional development courses on Blackboard and Microsoft Office.

* created and presented multiple Anti-Plagiarism workshops for History and English students.

* established a partnership with the English Department at UAFS to expand educational and enrichment opportunities in Comp II classes for shared course readings.

* used alternative evidence-based teaching/learning techniques in Science courses to provide students with a high-quality education.

* organized the sixth annual Science Fair in partnership with local schools and the community after one year's Covid gap.

☒ Goal 4: Continuous Quality Improvement UA Rich Mountain evaluates the effectiveness and quality of student learning to promote improvement.

- Created and administered an Entrance Exam to the first cohort of incoming freshmen in Fall 2021.

☐ Goal 5: Effective & Efficient Operations UA Rich Mountain is effective and efficient within its operations and infrastructure.

Click or tap here to enter an accomplishment.

20. List any proposed additions (strategies or actions) to the Strategic Plan for the College Effectiveness Committee.

Click or tap here to enter text.

21. **OPTIONAL: List all internal and/or external evidence documents** that you have uploaded to support your accomplishments (See also item 18 above). These include evidence for the Program Review, Accomplishments, and any documents needed for the next HLC Assurance Argument (Refer to 2019 Assurance Argument on Intranet).

Sign-in sheets, surveys, and media articles in Academic Binder under Program Review- Evidence for Accomplishments folder.

22. Department Directors must mark the Self-score section of the attached rubric before uploading this report to the HLC 2025 Resource Room to the Non-Academic folder. Your Administrator will finalize the rubric.

Rubric for Academic Department Reports Select score from drop-down lists		
3 = Excellent 2= Satisfactory 1=Revision needed 0 = Missing		
Department or Program Information	**Self-score**	**Supervisor score**
Assessment goals and outcomes for the completed year are clearly stated (1,2)	3	Choose a score.
Findings and analysis include methods and data. (3,4,5)	3	Choose a score.
Action plan is discussed (6)	2	Choose a score.
Accomplishments and Strategic Plan Information		
Accomplishments are correctly written and listed under appropriate goal(s). (7)	3	Choose a score.
Proposed additions to the Strategic Plan are included (8-optional)	NA	Choose a score.
Evidence documents for Accomplishments and Assurance Argument are listed-and should be uploaded (9)	2	Choose a score.
Administrator Comments: '		