UA Rich Mountain
Assessing Student Learning

Academic Annual Program Review

August 2024

Part I: Purpose

The Annual Program Review 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. Incorporate data from the Course Outcomes reports.
- A digital copy should be uploaded to Dstor.

Part II: 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:	August 2023 – May 2024

Program outcomes discussed in this review:

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

Part III: Assessment of Student Learning Outcomes

1. **What was/were the program's assessment goal(s) for the reporting year?**

Implement Exit Exam and begin to analyze testing data.

2. **What were the student learning outcomes?**

- Share and defend historical research with other students to develop Collaboration skills, Scholarly research, and Presentation skills.
- Apply rules and safety procedures to walking.
- Use the research process to execute academic research papers in MLA format.
- Develop an argument – Students will be able to develop an argument based on historical evidence and sources
- Communicate effectively through writing and speaking
- Use the research process to execute academic research papers in MLA format.
- Write a clearly expressed, grammatically correct analytical literary essay following the standard five-paragraph essay structure in MLA format.
- Demonstrate your knowledge of the principal findings and theories in general psychology.
- Recognize the influence of cultures and societies on literary selections.
- Students will develop the ability to research and evaluate health-related information presented in the media.
- Be able to explain the history of the American Government and the Constitution and identify how the government functions.
- Identify the events, outcomes, and attitudes that have shaped the economy, language, identity, and culture of early and modern civilizations across the globe. Demonstrate knowledge of the different climates and the physical geography of regions across the globe.
- Knowledge of oral communication theory.
- Understand the fundamentals of computers and educational technology.
- Collect data to produce legible visualizations.
- Students will analyze and interpret primary source documents
- To learn how to develop an effective program designed uniquely for children birth to five.
- Generate technical documents in a variety of formats, including letters, memos, proposals, and reports.
- Be able to recognize major types of problems, to identify key features, and to predict the course of the problem.
- Describe the major political, social, economic, and intellectual factors that have shaped the world from ancient times to 1500.
- Identify, by listening, a wide variety of musical styles as studied in class.

- Recognize the influence of cultures and societies on literary selections
- Write about art using documentation and interpretation skills.
- Learn the concepts and the importance of physical activity to maintain a healthy lifestyle.
- increase their understanding and problem-solving skills in- significant figures, accuracy and precision, scientific notations, density, temperature conversions, atomic structure, mass number and isotopes, ions and molecules, periodicity, chemical bonds, chemical reactions, gas properties and gas laws, molecular mass mole concept, solution properties and concentrations, acids and bases, pH and pOH, nuclear radiations, nuclear reactions.
- Perform and solve basic function operations and algebraic problems using appropriate vocabulary and technology with a minimum of 70% accuracy.
- Use analytical and reasoning skills to solve practical problems based on structure-property relationship
- Use computational mathematics to solve problems that they encounter at home and the workplace.
- Apply algebraic operations and their practical applications to problems
- To develop the skill set needed to assist in emergency situations
- increase their understanding and problem-solving skills in measurements of physical quantities, force and motion, work and energy, vibrations and sound, heat and temperature, electricity and magnetism, atomic structure, chemical bonding and chemical reactions, mole concept, and astronomy

3. List the assessment methods.

Instructors used a variety of Assessment Tools to measure their course outcomes. These course outcomes reports and student samples are stored digitally on the intranet in the GELO-Couse Assessment folder.

To measure program outcomes, an Entrance and Exit Exam was used, and test scores were compared.

4. Summarize the assessment data findings for this reporting year.

The Entrance and Exit Exam scores were compared for incoming Freshmen of 2022 and those who graduated in May 2024. When we compared just the ones who took both the Fall 22 Pre-test and the Spring 24 Post-Test, these were the results.
Average Pre-test Score 47%
Average Post-test score 53.6% with a cumulative gain of 8.5%
Of the 22 students who took both the Fall 22 Pre-test and the Spring 24 Post-Test, 17 improved their score; one student improved their score by 24%.

5. What is your analysis of the assessment findings?

We pre-tested students in Fall of 2023 who graduated in Spring 2024. These students transferred in from another college. Their scores are not included in our data findings as they were only in the program for one year.

Part IV: Assessment Reflection

1. **What challenges and/or weaknesses did you find in the assessment of the previous year?**

The following are challenges we have found with the Entrance/Exit Exam this past year:

- Scantron issues – students put the name they go by and not their legal name, and international students do not know how to fill out the scantron circles correctly.
- Some students who took the Entrance and Exit Exam were not in the AA/AGS program, so we had to weed them out manually.
- Difficulty ensuring the same students test for both the Entrance and Exit Exam.
- Difficulty testing off-site students
- A&P students have class on Friday morning and cannot test with all the others.
- Trying to track down those who missed the initial exam and could not take it until a month or two into the semester.

The faculty scoring section on the Program Review is not beneficial. While the rubric criteria offer a useful checklist to ensure we include relevant information and description, having faculty score it, rather than the administration, is not beneficial.

2. **What achievements and/or strengths did you find in the assessment of the previous year?**

- We updated questions that were problematic to the student based on wording.
- We had a higher turnout for the Entrance Exam than the previous year (70 in Fall 22 and 107 in Fall 23), even though enrollment was higher in Fall 22 than in Fall 23. This resulted from better follow-up and offering alternate times that worked with the student's schedules.

3. **Based on the assessment of student learning, what program changes need to be implemented?**

Both exams need to be more accessible to students, and there needs to be better communication to make the students aware of when testing is taking place.

   a. **Define an action plan to follow up on program changes.**

Add the Entrance and Exit Exams dates to the Academic Calendar and the Graduation checklist.

Add the Entrance and Exit Exam on Blackboard to have the students take the proctored test online.

4. **If applicable, reflect on and summarize Co-curricular accomplishments or needs.**

For the 2023/2024 academic year, students in music appreciation, theatre arts appreciation, and philosophy had the opportunity to watch two offerings from the Fort Smith Symphony and What the Constitution Means to Me at Theatre Squared; all were professional performances. A total of 44 students attended these shows, and the symphony feedback was excellent; the theatre production was mixed due to the politically charged theme of the play. All students filled out participant surveys for co-curricular activities. All the students received course credit for attending. An accomplishment for this time would be having philosophy attend a theatre production relevant to social and political philosophy. At this point, there are not any needs.

All on-campus students were encouraged to participate in the Constitution Day Treasure Hunt. Students who participated gave great feedback on changes to make the hunt better. Students suggested that all student organizations be listed along with the current advisor on the website.

Participants from the area schools and the community presented 93 total science projects in the 2024 annual science fair. College students and the science club officers were engaged in scholarly activities and college experience with science projects by interacting with the presenters and discussing science. Of the 76 total participants who took part in evaluating the fair by filling up the survey forms, 73 rated it as either excellent or good. 70 of those responses expressed that the activities like this should be offered in the future for more community/society involvement.

All co-curricular activities are tied to the course outcomes as well as General Learning Outcomes.

Part V: Evidence Requirement

List all evidence that has been uploaded to Dstor.

Course Outcome Reports

Meeting Minutes

Entrance/Exit Exam

Test Analysis data

Part VI: Program's Accomplishments

List the Program's accomplishments that address a Strategic Plan Goal or other institutional concerns.

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

Enter text here.

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

Enter text here.

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

Improved English department's ADA accessibility scores from an average of 89% in 2022 to 94.93% in 2024, a 5.93% increase from 2022 and a 1.29% increase from 2023.

Implemented new lab manuals over the summer for Biological Science and Microbiology and started using them since Fall 2024.

Added autoclave to the lab instrument list in Microbiology lab.

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

Revised some questions on the Entrance/Exit exam based on analysis of the test data.

Updated and modified experiments in University Chemistry II Laboratory Manual (Author Gaumani Gyanwali) with new content.

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

Enter text here.

List any proposed additions to the Strategic Plan for the Assessment Committee. (Optional)

Enter text here.

Part VII: Rubric

Rubric for Academic Program Review Reports Enter a score into the appropriate category		
3 = Excellent 2= Satisfactory 1=Revision needed 0 = Missing		
Department or Program Information	**Self-score**	**Supervisor score**
Academic assessment goals and outcomes for the completed year are clearly stated	3	Enter a score.
Academic findings and analysis include methods and data.	3	Enter a score.
Academic action plan is discussed	3	Enter a score.
If applicable, Co-curricular analysis and data	2	Enter a score.
Accomplishments and Strategic Plan Information		
Accomplishments are correctly written and listed under appropriate goal(s).	3	Enter a score.
Evidence documents for Accomplishments and Assurance Argument are listed and should be uploaded.	3	Enter a score.
Administrator Comments: Type here for Supervisor's Comments.		