

Arkansas Tech University
Report on Annual Assessment
2020
(Transition to Calendar Year)

Prepared for the Division of Academic Affairs
September 30, 2021

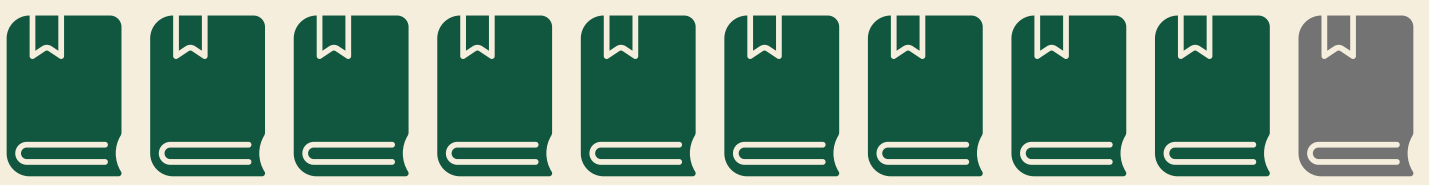
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2020 ACADEMIC DEGREE ASSESSMENT

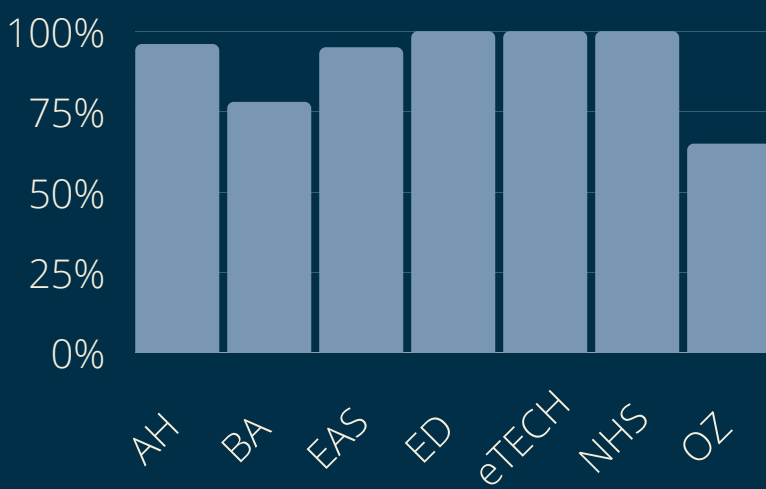


Data was gathered from Weave for the following Colleges: Arts & Humanities, Business, Engineering & Applied Sciences, Education*, eTech, Natural & Health Sciences, and Ozark. This year establishes a baseline for improvement for the coming years.

PROJECT COMPLETION: 91%



120 PROJECTS



Percentage of completed projects by each college.

PROJECT COMPLETION BY COLLEGE

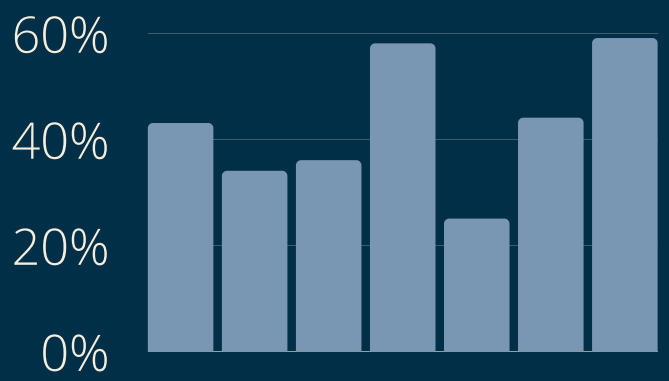
Most degree programs completed assessment plans. Several departments combined all degree options into one plan.

QUALITATIVE ELEMENTS OF ASSESSMENT

Each project was assessed using a rubric to measure the elements of each plan including

- the presence of measurable goals
- current year data,
- reflection on findings, and
- plans for future improvements.

Elements were assessed as Not Evident, Emerging, Established, or Highly Developed.



Average assessment score as a percentage by college.

OPPORTUNITIES FOR IMPROVEMENT

- Evidence collection/documentation.
- Planning for improvement/"closing the loop"
- Demonstrating pedagogical awareness and development.
- Demonstrating full faculty participation

OFFICE OF ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

*Most programs in the College of Education complete annual assessments within the TaskStream system for their accreditor. Infographic created by Amanda Gardner, Assessment Specialist, OAIE

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All assessment is a perpetual work in progress.
-Linda Suskie

Introduction

This academic year marks Year One in the next cycle of accreditation with the Higher Learning Commission (HLC). The recent reaffirmation of Arkansas Tech University's (ATU) accreditation through HLC identified and sparked several changes and enhancements in how assessment of student learning and institutional effectiveness are conducted. This report is a means of intentionally monitoring those enhancements and providing some accountability across the institution for improving the quality of teaching and learning, and ultimately, student success at ATU.

This report over the previous year's assessment activities will be provided annually. The report will examine student academic achievement by college and by department through the submission of annual assessment plans, the completion of program review, both by external disciplinary accreditors and the Arkansas Department of Higher Education process. It will detail the status of general education learning outcomes assessed during the previous year and actions steps being taken to improve, as well as identifying student learning in the co-curricular areas and the high impact practices being employed in various areas of the institution.

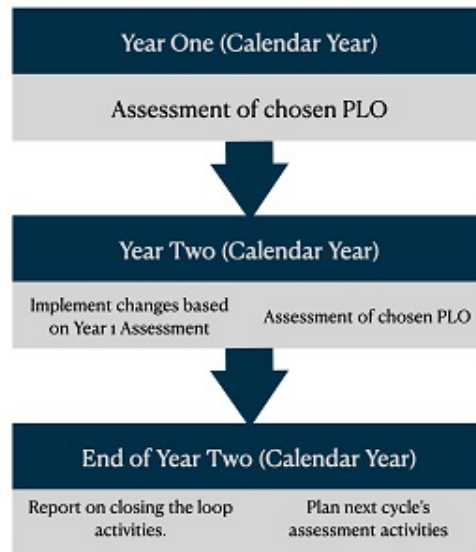
Finally, the report concludes with recommendations for assessment practice and improvement in the coming year. As stated in the 2021-2025 ATU Assessment Plan,

The November 9-10, 2020 accreditation visit for reaffirmation of Arkansas Tech University as an Open Pathways institution identified areas of both strength and weakness in the processes affiliated with the assessment of student learning at ATU. This document describes and defines the direction of the Office of Assessment and Institutional Effectiveness (OAIE) to address and improve on problems identified by both the Higher Learning Commission peer review team as well as the staff of the OAIE.

A Four Year Roadmap of ATU Academic Assessment (p. 22 of this report) created to guide the direction of efforts within OAIE is included after the Recommendations for the Coming Year section at the end of the document.

Academic Assessment Process

Last year department heads working with the director amended the annual cycle to change reporting of assessment efforts from an academic year to a calendar year schedule. The assessment process now both ends for the previous year, and begins for the upcoming year during the January PD (professional development) day. This change allows for broad participation in determining the direction of the curriculum by the whole departmental faculty rather than a few on the departmental assessment/curriculum committee, or by just the department head usually completing assessment without faculty input during the summer months. The following diagram displays the process for jumpstarting the continuous improvement and closing the loop activities that began with the realignment of assessment into a calendar year format for the 2020 calendar year.



Degree faculty will meet to discuss the results from the previous year's spring and fall assessment data collection and recommend steps for improvement or maintenance of student learning. Each department is responsible for ensuring that findings/results have been added to Weave assessment projects prior to the January meeting, and recording the discussion and recommendations occurring during that meeting or prior to the end of the semester. Any other meetings of the faculty or assessment committees should be noted with minutes and those minutes should be added to the Weave project attachments section to provide evidence of faculty participation.

Starting at the end of the spring semester each year, the department head should review all degrees under their purview in Weave for completeness and accuracy and signify this by adding their name and the date to the Weave Approvals block. This work will be complete by June 15 and deans of each college will then review the assessment plans of their colleges by July 15.

From July 16 through September 15, OAIE will audit all assessment plans using a rubric available to all deans and department heads. The top portion of the rubric is shown on the table below. (The full rubric is attached in Appendix A.)

Academic Degree Annual Assessment Audit						
Degree:					Assessment Score: 0%	
Approvals & Information Block		date	evidence provided		Comments	
	Department Head Approval					
	Dean Approval					
	Office of Assessment Review					
	Program Level context					
	Student Learning Outcomes Assessed					
	Curriculum changes					
	Project Status					
	Attachments					
	Additional Comments					
Plan Component Audit		#	All	Some	None	Evidence/Comments
	Number of Goals Assessed					
	Measure(s) present with Target(s)					
	Findings					
	Reflections					
	Improvements/Plans for Future Cycle					
	Evidence to support findings					
	Target Status Updated					

Plan Quality							
Directions: Please rate the quality of the academic program annual assessment by marking the appropriate box to indicate whether the criterion is not applicable (N/A), not evident, emerging, established, or highly developed							
1. Learning Outcomes	N/A	Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	Evidence/Comments	

1.1	The faculty has identified program learning outcomes that are current, measurable and based upon appropriate processes and evidence regarding the requirements of the discipline.						
1.2	The faculty has identified student learning outcomes in its core coursework that are clear, measurable and based on an appropriate process to identify what students need to master in each course.						
1.3	The faculty has an appropriate process for evaluating program and course-level learning outcomes on a regular basis taking into account best practices, stakeholder feedback and appropriate benchmarks in the field.						
2. Student Learning Assessment		N/A	Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	Evidence/Comments
2.1	The faculty uses indicators of student learning success that are aligned with program and student learning outcomes.						
2.2	The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed.						
2.3	The program regularly implements continuous quality improvements based upon the results of its student learning assessments.						
WEIGHTED TOTALS		0	0	0	0	0	0%

(2020 Assessment Audit Rubric top half)

The audit percentages are meant to help monitor improvement from year to year, as well as to allow OAIE to target assistance for individual degrees/departments. The audit rubric used by OAIE includes items such as completion of the Weave approval block, number of outcomes, measures, findings and reflections present, whether department heads and deans reviewed the assessment project, and whether or not evidence was provided in the Project Attachments area to support findings, as well as to provide proof of substantive faculty participation in departmental assessment. The rubric is detailed under Plan Quality, but for this initial review only the first two sections: 1) Learning Outcomes and 2) Student Learning Assessment were scored. The following three areas, as well as the special program review section will be reviewed in coming years (see full rubric in Appendix A).

Overview of Results

During the 19-20 academic year assessment, completion of the assessment process was spotty. The following table shows the level of completion during the 2019-2020 academic year compared to the new 2020 calendar year assessment cycle. The completion rate rose 33% in 2020 from the previous year.

	# Projects	# Not Started	# In Progress	# Complete	% Complete
2019-20	113	11	40	62	54%
2020	115	13	1	101	87%

I believe that the requirement of providing documentation emphasized during preparation for accreditation and as part of the ongoing response to our interim monitoring accounts for this dramatic increase—not that programs were not previously engaging in assessment. That said, there is still much room for improvement and the 2020 assessment audit reports outline the steps to be taken in the coming year.

Completion and Assessment Rubric Score by College

The following tables show the departmental completion of annual assessment projects by degree. The second column shows the score awarded by the OAIE in order to chart progress towards becoming more established and highly developed assessment programs. The table displayed above shows the areas that were assessed. Degrees that have a blank space are either scheduled for termination, and therefore not performing continuous improvement, are assessed in combination with other similar degrees, or they are new and have not yet begun assessment. The third column shows the plan status after review by the OAIE (Complete, Not Started, Teach Out, or New). The fourth column shows the department housing the degree, and the final column displays the percentage of assessment project completion by each department. (Blank spaces in the audit column are not figured into the department percentage.)

College of Arts & Humanities

Department	2020 Audit %	Plan Status	Department	Department Average
Art (BA)	100%	Completed	Art	89%
Art Education (BA)	44%	Completed	Art	

Fine Art (BFA)	100%	Completed	Art	
Game & Interactive Media Design (BFA)	100%	Completed	Art	
Graphic Design (BFA)	100%	Completed	Art	
Applied Sociology (MS)		Teach Out	Behavioral Sciences	32%
Criminal Justice (AS)	39%	Completed	Behavioral Sciences	
Criminal Justice and Criminology (BA)	39%	Completed	Behavioral Sciences	
Ozark-Ouachita Studies (AS)		Teach Out	Behavioral Sciences	
Psychology (BA)	33%	Completed	Behavioral Sciences	
Psychology (MS)	11%	Completed	Behavioral Sciences	
Rehabilitation Science (BA)	50%	Completed	Behavioral Sciences	
Sociology (BA)	22%	Completed	Behavioral Sciences	
Journalism (BA)	17%	Completed	Communication & Journalism	17%
Multimedia Journalism (MA)	17%	Completed	Communication & Journalism	
Speech Communication (BA)	17%	Completed	Communication & Journalism	
Speech Education (BA)		Teach Out	Communication & Journalism	
Theatre (BA)	17%	Completed	Communication & Journalism	
Creative Writing (BFA)	56%	Completed	English & World Languages	54%
Creative Writing Education (BFA)		Teach Out	English & World Languages	
English - TESL (MA)	56%	Completed	English & World Languages	
English (BA)	61%	Completed	English & World Languages	
English (MA)	61%	Completed	English & World Languages	
English Education (BA)	61%	Completed	English & World Languages	
Foreign Language (BA)	61%	Completed	English & World Languages	
Foreign Language Education (BA)	61%	Completed	English & World Languages	
Liberal Arts (MLA)	17%	Completed	English & World Languages	
Teaching English as a Second Language (CP)		New	English & World Languages	
Technical and Professional Communication (CP) - new for 2021		New	English & World Languages	

TESOL (MA)	56%	Completed	English & World Languages	
General Studies (AAGE)	25%	Completed	General Studies	25%
Cultural & Geospatial Studies (BA)	28%	Completed	History & Political Science	25%
History (BA)	28%	Completed	History & Political Science	
History (MA)	11%	Completed	History & Political Science	
International Studies (BA)	33%	Completed	History & Political Science	
Political Science (BA)	28%	Completed	History & Political Science	
Public History (BA)	0%	Not Started	History & Political Science	
Social Studies Education (BA)	44%	Completed	History & Political Science	
Music (BA)	33%	Completed	Music	33%
Music Education (BME)	33%	Completed	Music	
College Average:	43%			
College Completion Rate:	96%	27/28 of projects complete		

College of Business

Degree	2020 Audit %	Status	Department	Department Average
Accounting (BSBA)		Combined w/ Other Degree	Accounting/Economics & Finance	n/a
Business Data Analytics (BSBA)		Combined w/ Other Degree	Accounting/Economics & Finance	
Business Education (BSBA)		Teach Out	Accounting/Economics & Finance	
Economics & Finance (BSBA)		Combined w/ Other Degree	Accounting/Economics & Finance	
Business Administration (all options)	67%	Completed	Business	34%
Business Administration (AS)	0%	Not Started	Business	
Business Administration (MBA)	67%	Completed	Management & Marketing	34%
Human Resource Management (AC)	0%	Not Started	Management & Marketing	
Management & Marketing (BSBA)		Combined w/ Other Degree	Management & Marketing	
College Average:	34%			
College Completion Rate:	78%	7 out of 9 projects complete		

College of Engineering & Applied Sciences

Degree	2020 Audit %	Plan Status	Department	Department Average
Agricultural Education (BS)		TaskStream	Agriculture	33%
Agriculture Business (BS)	33%	Completed	Agriculture	
Computer Science (BS)	22%	Completed	Computer & Information Science	15%
Computer Science Education (BS)		Teach Out	Computer & Information Science	
Cybersecurity (AAS)	11%	Completed	Computer & Information Science	
Cybersecurity (BS)	11%	Completed	Computer & Information Science	
Information Systems (BS)		Teach Out	Computer & Information Science	
Information Technology (AAS)	11%	Completed	Computer & Information Science	
Information Technology (BS)	22%	Completed	Computer & Information Science	
Information Technology (MS)	11%	Completed	Computer & Information Science	
Computer Engineering (BS)	28%	Completed	Electrical Engineering	31%
Electrical Engineering (BSEE)	33%	Completed	Electrical Engineering	
Electrical Engineering (MENGR-ELE)	33%	Completed	Electrical Engineering	
Emergency Administration & Management (BS)	67%	Completed	Emergency Management	67%
Emergency Management & Homeland Security (MS)	67%	Completed	Emergency Management	
Manufacturing (AS)		New	Mechanical Engineering	45%
Mechanical Engineering (BSME)	67%	Completed	Mechanical Engineering	
Mechanical Engineering (MENGR-MCE)	0%	Not Started	Mechanical Engineering	
Nuclear Technology (ASNT)	67%	Completed	Mechanical Engineering	
Hospitality Administration (BS)	67%	Completed	Parks	67%
Recreation and Park Administration (BS)	67%	Completed	Parks	
College Average:	36%			
College Completion Rate:	95%	19/20 projects complete		

College of Education

Degree	2020 Audit %	Status	Department	Department Average
Educational Leadership (EdD)		Task Stream	Center for Leadership & Learning	N/A

Educational Leadership (EdS)	Task Stream		Center for Leadership & Learning	
Educational Leadership (MEd)	Task Stream		Center for Leadership & Learning	
School Counseling & Leadership (MEd)	Task Stream		Center for Leadership & Learning	
Teaching, Learning, and Leadership (MEd)	Task Stream		Center for Leadership & Learning	
Early Childhood Education (AS)	Task Stream		Curriculum & Instruction	N/A
Elementary Education (BS)	Task Stream		Curriculum & Instruction	
Graduate Certificate in Online Learning (GC)	New		Curriculum & Instruction	
Instructional Design & Technology (MEd)	Task Stream		Curriculum & Instruction	
Instructional Technology - Library Media Specialist (MEd)	Task Stream		Curriculum & Instruction	
K-12 Literacy (MEd)	Task Stream		Curriculum & Instruction	
Middle Level Education (BS)	Task Stream		Curriculum & Instruction	
Secondary Education (BS)	Task Stream		Curriculum & Instruction	
Special Education K-12 (MEd w/Dyslexia Endorsement)	Task Stream		Curriculum & Instruction	
Special Education K-12 (MEd)	Task Stream		Curriculum & Instruction	
Teaching (MAT)	Task Stream		Curriculum & Instruction	
Health & Physical Education (BS)	Task Stream		Health & Physical Education	72%
Strength & Conditioning (MS)	72%	Completed	Health & Physical Education	
Graduate Certificate in Advising (GC)		Combined w/ Other Degree	Student Affairs Administration	44%
Student Affairs Administration (MS)	44%	Completed	Student Affairs Administration	

College Average: 58%

College Completion Rate: 100% 19/19 projects complete

(The College of Education uses Taskstream to collect, analyze, and report CAEP-accredited program learning outcomes and is therefore not included in the calculations through Weave.)

College of eTech

Degree	2020 Audit %	Status	Department	Department Average
Applied Science (BAS)	33%	Completed	Professional Studies	25%
Organizational Leadership (BA) new degree in 2021		New	Professional Studies	

Professional Leadership (CP) new in 2021		New	Professional Studies
Professional Studies (BPS)	17%	Completed	Professional Studies

College Average	25%	
College Completion Rate:	100%	2 out of 2 projects complete

College of Natural & Health Sciences

Degree	2020 Audit %	Plan Status	Department	Department Average
Biology (BS)	61%	Completed	Biological Sciences	46%
Biomedical Biology (BS)	61%	Completed	Biological Sciences	
Environmental Science (BS)	61%	Completed	Biological Sciences	
Fisheries & Wildlife (BS)	61%	Completed	Biological Sciences	
Fisheries & Wildlife (MS)	61%	Completed	Biological Sciences	
Health Informatics (MS)	33%	Completed	Biological Sciences	
Health Information Management (BS)	28%	Completed	Biological Sciences	
Life Science Education (BS)	0%	Completed	Biological Sciences	
Medical Lab Science (BS)		New	Biological Sciences	
Nuclear Medicine Technology (BS)		New	Biological Sciences	
Applied Statistics (BS)	28%	Completed	Mathematics	41%
Mathematics (BS)	28%	Completed	Mathematics	
Mathematics Education (BS)	67%	Completed	Mathematics	
Nursing (BSN)	67%	Completed	Nursing	56%
Nursing (MSN)	44%	Completed	Nursing	
RN to BSN (BSN)		Combined w/ Other Degree	Nursing	
Chemistry, all options (BS)	33%	Completed	Physical Sciences	33%
Chemistry Education (BS)		Combined w/ Other Degree	Physical Sciences	
Engineering Physics (BS)		Combined w/ Other Degree	Physical Sciences	
Geology (BS)	33%	Completed	Physical Sciences	
Nuclear Physics (BS)		Teach Out	Physical Sciences	
Physical Science (BS)		Teach Out	Physical Sciences	
Physics, all options (BS)	33%	Completed	Physical Sciences	
Physics Education (BS)		Combined w/ Other Degree	Physical Sciences	
College Average:	44%			
College Completion Rate:	100%	22/22 projects complete		

2020-21 Academic Program Review Summary

Eight academic degree programs were scheduled for program review at Arkansas Tech University using either ADHE guidelines or those of their specialized accreditor during 2020-21. Two of these degree programs requested deferment until the upcoming year.

For all programs that conducted reviews (externally accredited or ADHE), we are supplying the program reviewer reports and institutional response to you via separate email. Additionally, external accreditor's final decisions on continued accreditation for programs in business and education were received in January 2021.

ADHE Program Reviews

Due to the Covid-19 pandemic, all of the non-accredited programs conducted virtual reviews using web conferencing. Arkansas Tech takes all suggestions for improvement seriously and will endeavor to address as appropriate to our programs and as resources permit. The following three programs were reviewed under ADHE guidelines during 2020-21:

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
BS	2590	03.0601	Fisheries & Wildlife
MS	6225	03.0601	Fisheries & Wildlife
MS	6306	31.0599	Strength & Conditioning Studies

Fisheries & Wildlife (BS & MS)

- Reviewers for the BS and MS in Fisheries and Wildlife Science offered recommendations to the program in the areas of cultural diversity, student retention, faculty numbers, funding stability, and other resources (Graduate Assistant stipends and numbers, and vehicle). The department faculty have responded to this report with a plan to improve the program based on these comments.

Strength & Conditioning Studies (MS)

- Reviewers offered many of recommendations with which the program director is in agreement. Recommendations included items to streamline and promote a new program, such as including more cultural diversity in the curriculum, seeking assistance from external groups through needs analysis, areas of institutional support and program operation, and creating more development of program goals.

Specialized Accrediting Agency Program Reviews

The following specially accredited programs conducted reviews in 2020-21. The Rehabilitation Science program hosted visitors from Council for Accreditation of Counseling & Related Educational Programs (CACREP) and the Recreation and Park Administration program held a virtual visit of external reviewers from the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT).

Rehabilitation Science (BA)

The CACREP external reviewers visited the BA Rehabilitation Science program virtually in March 2021. Results from that visit are pending but as soon as we receive the final determination, the letter will be forwarded to ADHE.

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
BA	1740	51.2314	Rehabilitation Science

Recreation & Park Administration (BS)

The report from COAPRT, as well as their visit report letter, is attached to this report. The institution is currently reviewing the report for errors of substance or fact, after which it will respond to any standards noted as partially met no later than August 1, 2021. The accreditation council will then meet in fall 2021 to decide the program's status. Weaknesses were found in the areas of strategic planning and learning outcomes assessment that need to be addressed, as well as engaging all stakeholders in the development and success of the curricula and unit. The program was commended on its large and supportive alumni network, competent and caring faculty, and the institution, college, and department leaders for their 25 years of consistent accreditation.

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
BS	2970	31.0301	Recreation & Park Administration

Program Deferrals to Following Year

Foreign Language (BA) and International Studies (BA)

Foreign Language (BA) and International Studies (BA) have both requested to defer their reviews until 2021-22.

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
BA	1440	15.0101	Foreign Language
BA	1540	30.2001	International Studies

Hospitality Administration (BS)

The following specially accredited program (ACPHA-CAHM) was scheduled for review under ADHE guidelines during 2020-21 but their accreditor has delayed until academic year 2021-22.

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
BS	2760	51.0901	Hospitality Administration

Final Reports from 2019-20 Specialized Accrediting Agency Program Reviews

The College of Business hosted the Association to Advance Collegiate Schools of Business (AACSB International) in 2020. They have received notification of successful reaccreditation from the Board of Directors Vote Confirmation on January 29, 2021.

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
BSBA	2200	52.0301	Accounting
BSBA	2321	52.1299	Business Data Analytics
BSBA	2320	52.0201	Management & Marketing
BSBA	3530	52.0201	Management
MBA	5580	52.0201	Master of Business Administration
BSBA	2460	52.0601	Economics & Finance

The Council for the Accreditation of Educator Preparation (CAEP) conducted a virtual review of degree programs in the College of Education as well as the discipline specific education courses affiliated with the college in 2020. Final results and the notification letter were received on November 20, 2020.

<u>Degree</u>	<u>Deg Code</u>	<u>CIP</u>	<u>Program name</u>
MAT	6740	13.0101	Teaching
MEd	3975	13.9999	Teaching, Learning, & Leadership
MEd	5665	13.0401	Educational Leadership
EdS	5120	13.0401	Educational Leadership
BS	2440	13.1202	Elementary Education
BS	2910	13.1203	Middle Level Education
MEd	5675	13.0501	Instructional Technology
MEd	5870	13.1001	Special Education K-12
MEd	6680	13.1101	School Counseling & Leadership
EdD	4940	14.0401	School Leadership

CAEP Discipline-specific

BS	3270	13.1301	Agricultural Education
BA	1260	13.1302	Art Education
BS	2340	13.1303	Business Education
BS	3720	13.1323	Chemistry Education
BS	1311	13.1321	Computer Science Education
BFA	2040	13.1305	Creative Writing Education
BA	1445	13.1306	Foreign Languages Education
BA	9420	13.1305	English Education
BS	2680	13.1314	Health & Physical Education
BS	9300	13.1322	Life Science & Earth Science
BS	9870	13.1311	Mathematics Education
BME	1640	13.1312	Music Education
BS	9030	13.1329	Physics Education
BA	1760	13.1318	Social Studies Education
BA	9830	13.1331	Speech Education

General Education Outcomes

General Education is guided by Dr. Erin Clair, the General Education Committee, along with four subcommittees. The Assessment Subcommittee is charged with monitoring assessment of the general education goals and associated learning outcomes. Dr. David Ward chaired this subcommittee during the 2020 time period. The following shows the timeline for GE assessments:

Level 1 Program-level Assessment

Goal 1 Communicate Effectively

Assessment Semester Spring 2020

Results:

Criteria	Acceptable to Target	Unacceptable to No Evidence
Acceptable level of grammatical and mechanical errors	79%	22%
Uses sources effectively and ethically	38%	66%
Includes a specific, arguable, and clear thesis statement	68%	42%
Provides convincing supporting evidence for the thesis	80%	24%
Organizes supporting evidence logically	80%	25%

The general education goal for Communicate Effectively was measured using a rubric in ENGL 1013, 1023 and 2013 using the criteria displayed in the table above. While this administration of the rubric pointed out many flaws in the collection and scoring of data, it has proved useful in showing where adjustments need to be made. More training of raters, as well as defining terms is key to ensuring consistent scoring and usable results. Initial training of graduate teaching assistants in the English department has already taken place. Aggregate totals are given above, but results disaggregated by course are available from the General Education website.

(URL: <https://www.atu.edu/generaleducation/assessment.php>).

Goal 2 Apply Scientific and quantitative reasoning

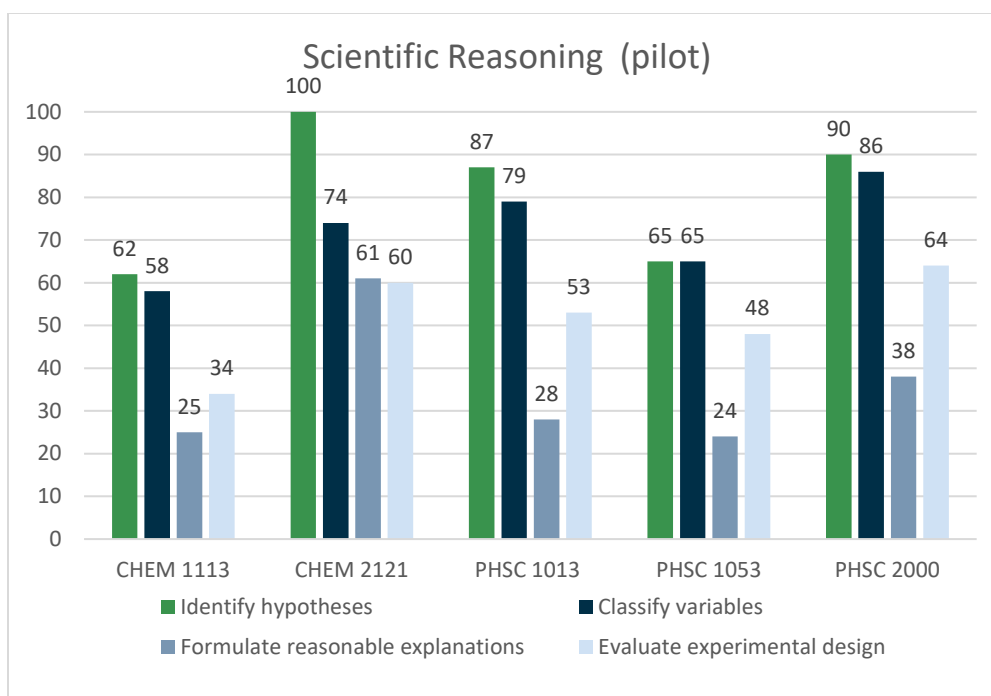
Assessment Semester Fall 2020 (pilot new assessment)

Results

Learning Outcome	Correct	Incorrect
Identify hypotheses	79%	21%
Classify variables	67%	33%
Formulate reasonable explanations	33%	67%
Evaluate experimental design	49%	51%

(Aggregate CHEM & PHSC data)

The pilot assessment for the Apply Scientific Reasoning (portion of the Scientific and Quantitative Reasoning general education goal) was completed in spring 2020 using courses in Chemistry and Physical Science (CHEM 1113, 2124 and PHSC 1013, 1053, and 2000). Biology has been using a similar assessment quiz for the past several years to measure the same outcomes, but was not part of the pilot. The graph below displays aggregate percentages in each of the four specific learning outcomes.



When broken out by course level, the 2000 level courses showed higher achievement compared the 1000 level courses. It is clear that additional interventions need to be taken in the area of formulating reasonable explanations and evaluating experimental design.

The general education subcommittee on assessment is planning meetings with faculty teaching in these courses to discuss ways to increase student achievement on the afore-mentioned learning outcomes. The OAIE will also be starting a newsletter later in fall 2021 that will have GE assessment as a prominent reporting section to make more faculty aware of the areas of

success as well as those requiring improvement. The coming year and a half will see the remaining four GE goals beginning assessment with all six having gone through their first cycle by Fall of 2022.

In order to ensure that the best practice in general education assessment is being practiced, the OAIE sponsored the director of general education and the four subcommittee chairs at the Higher Learning Commission General Education Assessment workshop in January 2021. The group was pleased to learn that they are doing strong work, but lessons learned at this workshop will inform assessment activities going forward.

Further refinement of data collection is ongoing as the Assessment subcommittee works to encourage faculty members teaching general education courses to use Blackboard Alignments to gather data specific to general education learning outcomes when possible, and to incorporate general education exams and rubrics within their courses.

HIP (High Impact Practice)/Co-curricular Assessment

The first line in the university mission reads "... [Arkansas Tech University] is dedicated to student success, access and excellence ...". Goal 1.9 of the current strategic plan specifically addressed the recognition, encouragement, and promotion of both co-curricular and HIPs. Student success initiatives will certainly continue to inform the priorities of the institution.

ATU has worked to increase student success through recent participation in the Higher Learning Commission Persistence & Completion Academy. Efforts arising from participation have involved examining persistence data for programming that aids student success, such as a Summer Bridge program, co-requisite remedial and general math courses, and increasing the opportunities for students to study abroad or away. The university has funded opportunities for students to conduct research as undergraduates with faculty mentors. Approximately 15 years ago, the university developed its first student success course for incoming freshmen and developed an additional one-credit student success course as an additional option.

As the next step in fully integrating the co-curricular and High Impact Practices with the curriculum at ATU, we sought and won a place in the Summer 2021 AAC&U Institute on High-Impact Practices and Student Success. We plan to build a process for assessing HIPs, working to integrate it into the Annual Assessment process and working with departments to include more HIPs within the scope of their degrees. Two members of the AAC&U team have been appointed to open position on the Student Learning Assessment Committee (SLAC).

The charge of the team members attending the institute this summer included:

- Develop a plan for assessing existing HIPs, including measures specific to particular types of experiences
- Integrate HIPs into regular annual assessment for academic degrees, as well as points of pride in external or state-mandated program reviews
- Develop institution team members as experts to assist university faculty in scaling up or starting new HIP opportunities across campus.
- Incorporate equity-based HIPs into both ATU's Plan for Inclusive Excellence and Every Student Counts Retention Plan.

During 2020-21 the OAIE conducted an inventory of High Impact Practices as well as co-curricular activities that are occurring across the university. It is a fairly extensive list, and these activities have not previously been used in a concerted effort towards student retention. These

practices have also never been assessed as HIPs outside of the annual assessment for each degree program. We are interested in a more intentional examination of how HIPs impact student learning and student retention. Additionally, knowing where these practices are taking place will allow for more targeted assessment, both within the degrees individually, as well as institution wide.

Preliminary results from the inventory show that there is a wide range of activities taking place, but also a good deal of misunderstanding about specific HIPs. Many degrees would benefit from an incorporation of high impact practices for the students in their disciplines. Bringing these practices to the forefront of the university's consciousness by creating a dedicated faculty-led group who can champion such student experiences might allow different departments to share ideas and assist others in adding new experiences to their degree programs that will ultimately benefit students.

The members of the AAC&U team brought particular understanding and experience of high impact practices to the group. An assessment committee member, director of the first-year experience courses, coordinator of study abroad/away, and the College of Business internship coordinator made up the team. They represent four of the current seven colleges at the university and are all very interested in the idea of an ongoing group to examine the linkage of general education, HIPs/co-curricular experiences, and assessment. Attendance at the Institute gave them training to enable them to move forward with this work in the coming year.



FOUR YEAR ROAD MAP FOR ATU ACADEMIC ASSESSMENT
SP 21 - FA 24

WHERE WE HAVE BEEN	WHERE WE ARE			WHERE WE ARE GOING
	By spring 2021	By fall 2022	By fall 2024	
<p>Spotty use of Weave Assessment System for reporting on Annual Assessment, but better than previous TracDat system</p> <p>Longstanding CPGE system in use for capturing GE data did not allow for adequate comparisons between courses in different disciplines, also generally part of end of course grade assignment which made for questionable utility for GE outcomes assessment</p> <p>No reporting structure for approval of annual assessment reports from departments through DH, Dean, and Office of Assessment</p> <p>2020 HLC Reaffirmation finds inconsistent assessment and gaps among academic program - 4B met with concerns and assigned monitoring</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Learning Assessment Committee completes an audit of PLOs <input checked="" type="checkbox"/> Learning outcomes differentiated by degree level <input checked="" type="checkbox"/> Accelerated schedule of annual assessment begins <input checked="" type="checkbox"/> Approval structure of department head, dean, and Assessment Office begins <input checked="" type="checkbox"/> Current Curriculum Maps for all degrees, both Russellville and Ozark, added to Assessment website. <input checked="" type="checkbox"/> Listing of High Impact Practices in all courses/programs <input checked="" type="checkbox"/> Identification of academic co-curricular opportunities <input checked="" type="checkbox"/> Identification of membership on academic program assessment and/or curriculum committees 	<ul style="list-style-type: none"> <input type="checkbox"/> Degree programs have updated Weave projects with updated PLOs, curriculum maps <input type="checkbox"/> All assessment projects used to house agendas/minutes of degree program curriculum and/or assessment committees <input type="checkbox"/> two years of approved assessment plans displaying at least two outcome data each year available in Weave <input checked="" type="checkbox"/> Gen Ed rubrics for all outcomes created and at least one cycle of assessment occurred for each goal <input type="checkbox"/> Regular schedule of HLC data and evidence established and being collected <input type="checkbox"/> Mid-point assessment reviews taking place regularly on schedule with ADHE and external accreditor program reviews <p style="text-align: center; color: red;">Interim Monitoring Report Due Sept. 30, 2022</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Goals for past years achieved <input type="checkbox"/> Three full years of assessment reports and closed loops completed and available through Weave <input type="checkbox"/> General Education beginning to show identifiable trends in student learning that can be addressed with focused initiatives <input type="checkbox"/> New processes for co-curricular and academic program review are fully implemented and sustainable <input type="checkbox"/> Co-curricular assessment occurring as part of annual assessment <input type="checkbox"/> HIP assessment integrated into annual assessment reports <input type="checkbox"/> Application submitted to NILOA for Excellence in Assessment Award <p style="text-align: center; color: red;">4th Year Assurance Review to be scheduled in 2024-25 AY</p>	<p>Toward an integrated, meaningful process of assessment to create a collaborative culture of continuous improvement at Arkansas Tech University that is recognized as an exemplar</p>

Recommendations for Coming Year

Efforts will continue in the coming academic year to meet the requirements of the Interim Monitoring report assigned by the HLC 2020-21 peer review team due on September 30, 2022, as well as in preparation for the Fourth Year Review to occur sometime in the 2024-25 academic year. The Four Year Road Map for ATU Academic Assessment lays out the steps that need to be complete at each of the major markers (spring 2021, fall 2022, and fall 2024). The road map shows all items noted as needing immediate attention in 2021 in order to meet the deadline of two full cycles of annual assessment by fall 2022 have been met except for the creation of curriculum maps for all degree programs. While many have been completed, the use of new functionality in Weave and the need to work one on one with departments has slowed progress. OAIE is trying to have all curriculum maps completed by early 2022.

During the current academic year, all items shown in the “By fall 2022” column of the road map will be addressed. While annual assessment was completed at a high rate during the spring 2021 (for 2020 calendar year assessment reports), continued vigilance and support will be crucial to ensuring completion of 2021 calendar year assessment reports. Many degrees have yet to enter data from the spring 2021 semester. A schedule of reminder emails is being generated to assist departments in remembering to regularly schedule time to maintain their assessment projects so that they do not fall behind and are ready to discuss findings and make recommendations for 2022 in January 2022 during professional development activities. Additional support in reminding departments needs to come from both the Academic Affairs office as well as individual college deans.

Areas for improvement in the assessment projects that will be addressed with departments in the coming year are:

1. Adding evidence to support findings and recommendations
2. Adding meeting minutes, emails, agendas to demonstrate broad faculty participation in curriculum/assessment meetings
 - a. Need to demonstrate regular collaboration on:
 - i. assess program throughout the curriculum
 - ii. implementation of continuous quality improvements
 - iii. implementation of effective use of instructional materials and tools
 - iv. regularly evaluate teaching methods

- v. engagement in professional development
- 3. Adding consistency to assessment review process for department heads and deans.
- 4. Adding Support section to assessment to show;
 - a. Evaluation of library, equipment and facilities
 - b. Evaluation of budget and use of assessment for requests
- 5. Adding monitoring of student persistence and success data as well as student enrollment and graduation rates

The Student Learning Assessment Committee will be focusing this year on the incorporation of HIPs and co-curricular learning into the degree program assessments.

OAIE awaits plans on restructure of the academic offerings of the institution, because that will impact the workload and flow, as well as training schedules.

Appendix A: Academic Degree Annual Assessment Audit Rubric

Academic Degree Annual Assessment Audit [YEAR]							
Degree:					Assessment Score: 0%		
Approvals & Information Block		date	evidence provided		Comments		
	Department Head Approval						
	Dean Approval						
	Office of Assessment Review						
	Program Level context						
	Student Learning Outcomes Assessed						
	Curriculum changes						
	Project Status						
	Attachments						
	Additional Comments						
Plan Component Audit		#	All	Some	None	Evidence/Comments	
	Number of Goals Assessed						
	Measure(s) present with Target(s)						
	Findings						
	Reflections						
	Improvements/Plans for Future Cycle						
	Evidence to support findings						
	Target Status Updated						
Plan Quality							
<p>Directions: Please rate the quality of the academic program annual assessment by marking the appropriate box to indicate whether the criterion is not applicable (N/A), not evident, emerging, established, or highly developed.</p>							
1. Learning Outcomes		N/A	Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	Suggested Evidence/Comments
1.1	The faculty has identified program learning outcomes that are current, measurable and based upon appropriate processes and evidence regarding the requirements of the discipline.						Ex: Faculty meeting minutes, emails, etc
1.2	The faculty has identified student learning outcomes in its core coursework that are clear, measurable and based on an appropriate process to identify what students need to master in each course.						

1.3	The faculty has an appropriate process for evaluating program and course-level learning outcomes on a regular basis taking into account best practices, stakeholder feedback and appropriate benchmarks in the field.						Ex: Sample exams, assignments, etc.
2. Student Learning Assessment		N/A	Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	Suggested Evidence/Comments
2.1	The faculty uses indicators of student learning success that are aligned with program and student learning outcomes.						
2.2	The faculty assesses student learning at multiple points throughout the program using a variety of assessment methods appropriate to the outcomes being assessed.						
2.3	The program regularly implements continuous quality improvements based upon the results of its student learning assessments.						
WEIGHTED TOTALS		0	0	0	0	0	0%
3. Curriculum and Co-Curriculum		N/A	Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	Suggested Evidence/Comments
3.1	The faculty collaborates regularly and effectively on the design of curriculum and planned improvements.						Ex: Meeting minutes
3.2	The faculty regularly analyzes the content and sequencing of courses as applicable in terms of achieving program learning outcomes.						Ex: Current curriculum map
3.3	The faculty regularly reviews the curriculum based on appropriate evidence including comparison with best practices where appropriate.						Ex: Latest program review available
3.4	The program regularly incorporates appropriate complementary co-curricular activities and programs to supplement and support student learning						Ex: Identified and assessing co-curricular/HIPs
4. Teaching and Learning		N/A	Not Evident (0)	Emerging (1)	Established (2)	Highly Developed (3)	Suggested Evidence/Comments
4.1	The faculty regularly and effectively collaborates in designing, developing and delivering teaching methods that improve student learning throughout the program.						Ex: Faculty meeting minutes
4.2	The faculty promotes the effective use of instructional materials and teaching tools, including technology as appropriate, for achieving student mastery of learning objectives.						Ex: Evidence of professional development in pedagogy by faculty
4.3	The program regularly evaluates the effectiveness of teaching methods and the appropriateness of instructional materials.						Ex: Faculty meeting minutes
4.4	The faculty analyze evaluation results on a regular basis and modify teaching methods to improve student learning.						

