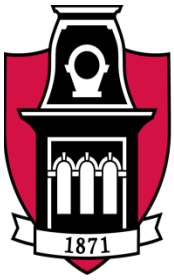

UNIVERSITY OF ARKANSAS®

College of Education and Health Professions
2015-2016 Student Learning Assessment Plans
Following to the 2014-2015 Assessment Plan Report

May 2016

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Rehabilitation, Human Resources, and Communication Disorders

Eleanor Mann School of Nursing

Overview of the College of Education and Health Professions Academic Programs

The mission of the College of Education and Health Professions is to enhance the quality of life of the citizens of Arkansas, the nation, and the world through the development of scholar-practitioners in education, health, and human services.

Teacher preparation was part of the original mission of the University of Arkansas, and the teacher training programs and other educational related programs were merged with the School of Nursing in 1997 to officially become the "College of Education and Health Professions." The College has been consistently ranked among the best Graduate Schools of Education by a variety of sources, including US News and World Report which ranked the College as the 68th best among public institutions. Specific programs that have also been highly ranked include the graduate program in Rehabilitation Education and Research (no. 13), Nursing (no. 75), and Adult and Lifelong Learning (no. 21).

The College offers 12 bachelor's degree programs, 19 master's degree programs, two educational specialist degrees, and 13 doctoral degree programs. The College, in cooperation with the Global Campus, offers 15 degree programs in online formats (including three doctoral programs). Enrollment has grown dramatically over the past ten years, from 2,527 students in Fall 2004 to 5,410 students in Fall 2015. Of these students, 1,400 are enrolled at the graduate level, making the College the largest graduate education provider on campus. To serve these students, the College employs 184 faculty members, of whom approximately half are employed in Clinical (non-tenure track) instructional lines.

Educational programs in the College are organized into five academic departments: Curriculum and Instruction, Educational Reform, Health and Human Performance, Mann School of Nursing, and Rehabilitation, Human Resources, and Communication Disorders. Additionally, the College is the administrative umbrella for the University's recreation center and intramural and recreational sports program known as University Recreation. In addition to these primary units, the College also supports the Arkansas Leadership Academy, a legislative funding training program for public school leaders, the Center for Mathematics and Science Education, the Office of Innovation, the Office for Studies on Aging, the Center for the Utilization of Rehabilitation Resources for Education, Networking, Training, and Service, the Osher Lifelong Learning Institute, and

Partners for Inclusive Communities. There are an additional 10 offices and labs that focus their research and service activities that report to individual departments.

The College operates out of 8 facilities on both the UA Fayetteville campus and in Hot Springs and Little Rock. The main administrative offices for the College are housed in the Graduate Education Building, and the primary buildings for offering classes and housing faculty are the historic Peabody Hall, the Health and Recreation facility (HPER building) that also serves as the campus' recreation center, and the newly opened Epley Center for Health Studies. The Epley Center primarily houses the Eleanor Mann School of Nursing and the undergraduate and masters program in Communication Disorders.

Department of Curriculum and Instruction

The Department of Curriculum and Instruction (CIED) at the University of Arkansas is the academic unit primarily responsible for teacher and school administrator preparation at the university. The department offers numerous programs and concentrations at the undergraduate and graduate levels. Many of these degree programs are among the best programs in the nation. The goal of all degree programs is to prepare highly qualified scholar practitioners for all levels of primary, secondary, and tertiary educational institutions. The Department of Curriculum and Instruction offers programs leading to Bachelor of Science in Education (B.S.E) degrees in career and technical education (family and consumer science, business education, and engineering and technology education), elementary education, special education, and educational studies. CIED also offers Master of Education (M.Ed.) degrees in curriculum and instruction, career and technical education, educational technology, TESOL, special education and educational leadership, as well as Master of Arts in Teaching (M.A.T.) degrees in childhood education and secondary education (mathematics, social studies, foreign languages, science, English language arts, and speech and drama). Additionally, CIED offers Educational Specialist (Ed.S.) degrees in curriculum and instruction and educational leadership as well as a Doctor of Education (Ed.D.) degree in educational leadership and a Doctor of Philosophy (Ph.D.) degree in curriculum and instruction. Individuals can receive a teaching license at the childhood education level (grades K-6), secondary level (grades 7-12), special education (grades K-12), endorsements in gifted and talented (grades K-12) and ESL (grades K-12) and various administrative licenses as well as additional licensure programs in most licensure areas and graduate certificates in STEM education.

Bachelor of Science in Education

Career and Technical Education

Eight assessments were required for the candidates for 2015-2016. Data for CATE undergraduate students are compiled beginning the admission to the program (fall semester before student teaching). Assessments were: Praxis II Content, Praxis II Pedagogy, GPA, Teacher Education Formative Observation Form, ILPPA, Lesson Plan, Portfolio and Summative Evaluation. There were 17 CATE students.

Scores were not available for all of the candidates for the Praxis II Pedagogy. Students are required to register for the Praxis II Pedagogy by the student teaching semester. At the time of this report not all scores were in.

Below is a summary of the results of the assessments:

Lesson Plan Scale *25 points*	Praxis II Content	Praxis II Pedagogy	GPA	Teacher Education Formative Observation Scale 1 – 4	ILPPA Scale *20 points*	Portfolio	Summative Evaluation
24.70	8 Pass 2 Not Pass	7 Pass 4 Not Avail.	3.35	2.70	19.41	Pass	2.75

Childhood Education

Program Goals

The Childhood Education Bachelor of Science in Education (CHEDBS) program in the College of Education and Health Professions is based on the belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity. To accomplish these goals the following student learning outcomes are pursued:

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective pre-service educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
2. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective pre-service educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
3. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
4. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

Assessment of Student Learning Outcomes

Outcomes:	***Evidence:***	***Data Collected:***
• Knowledgeable about Content and Pedagogy • Skillful in Practice • Supportive in Developing the Whole Student • Professional in Actions	1. GPA 2. Mid-Point Program Assessment 3. Practicum Lesson Plan(s) with Mentor Teacher Evaluation 4. Philosophy of Education 5. Praxis CORE Exam (or ACT equivalencies) 6. Praxis II: Content Knowledge Exam	1. All candidates graduated with GPAs of 3.0+ 2. 75 portfolios earned Pass; 2 portfolios were marked as concerns and candidates were placed on a Professional Growth Plan 3. All candidates passed Practicum with C or better 4. All candidates demonstrated growth in philosophy according to portfolio 5. All candidates passed 6. All candidates passed

Educational Studies

Based on the submitted program assessment plan for Educational Studies, three of three student learning outcomes have been able to be assessed.

1. 67 students completed the capstone course while enrolled in their final of three internships.
   Capstone assessments portfolio for the 67 participants were awarded the following ranks: 66 – passed; 1 - incomplete
2. 17 students graduated for Summer 2015. 8 students graduated in Fall 2015. 26 graduated in Spring 2016. These 55 students had been participants in Educational Studies since the programs initialization in Aug 2014; 2 students joined the program in 2015.
   EDST program graduation rate for expected graduates: 100%
   EDST program graduation for 4 year enrollment: N/A (available 2018)
   EDST program graduation for 5 year enrollment: N/A (available 2019)
3. 26 of 51 EDST program graduates (51%) had confirmed post-graduate plans prior to graduation. (Employment or graduate school)
   5 students took full-time jobs with non-profit education agencies.
   7 students took full-time jobs in the public education sector.
   3 students took full-time jobs in the private education sector.
   4 students took full-time jobs in the higher education sector.
   5 students were accepted to graduate education programs prior to graduation.
   M.Ed.; M.S.; M.A.T. x 2; BCBA
   2 students accepted non-education/private-sector positions
   25 students (49%) did not respond to the inquiry.

Elementary Education

Program Goals

The Elementary Education Bachelor of Science in Education (ELELBS) program in the College of Education and Health Professions is based on the belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity. To accomplish these goals the following student learning outcomes are pursued:

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)

5. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
6. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
7. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
8. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

Assessment of Student Learning Outcomes:

Outcomes:	***Evidence:***	***Data Collected:***
Knowledgeable about Content and Pedagogy	1. Formal Danielson Observation(s) 2. Mid-Point Program Assessment 3. Praxis II: Content Knowledge Exam 4. Praxis II: Principles of Learning and Teaching Exam	1. All candidates demonstrated growth over the year 2. 42 candidates earned Pass

	5. Senior Project (Capstone Project)	3. All candidates passed 4. All candidates passed 5. All candidates earned a C or better
Skillful in Practice	1. Curriculum Design Project 2. Formal Danielson Observation(s) 3. Literacy Case Study 4. Senior Project (Capstone Project)	1. All candidates earned a C or better 2. All candidates demonstrated growth over the year 3. All candidates earned a C or better 4. All candidates earned a C or better
Supportive in Developing the Whole Student	1. Formal Danielson Observation(s) 2. Literacy Case Study 3. Senior Project (Capstone Project)	1. All candidates demonstrated growth over the year 2. All candidates earned a C or better 3. All candidates earned a C or better
Professional in Actions	1. Formal Danielson Observation(s) 2. Mid-Point Program Assessment 3. Senior Project (Capstone Project)	1. All candidates demonstrated growth over the year 2. 42 candidates earned Pass 3. All candidates earned a C or better

Masters of Education

Career and Technical Education

There was one student enrolled in the M.Ed. program in CATE for 2015-2016. The student was enrolled in Option 1 (for candidates seeking licensure).

Option 1 assessments were Lesson Plans, Assessment, Praxis II Content Knowledge, Praxis II Pedagogy, GPA, Teacher Education Formative Observations, ILPPA, Portfolio and Summative Evaluation. The student in Option 1 successfully completed all requirements. Results of the assessments were as follows:

Lesson Plan Scale	Praxis II Content	Praxis II Pedagogy	GPA	Teacher Education Formative Observation Scale 1 - 4	ILPPA	Portfolio	Summative Evaluation
100%	Pass	Pass	3.556	2.94	100%	71%	2.76

Curriculum and Instruction

Program Goals

To graduate leaders in education with:

1. the knowledge, skills, and best practices current in the field of **curriculum**;
2. the ability to facilitate student success through effective **instruction**; and
3. the skills to conduct/analyze **research in a specific field of education**.

Student Learning Outcomes	**Assessment Plan**
1. Curriculum Competency *Graduates must be able to create/analyze curriculum that adheres to best practices in education.*	CIED 5423 Curriculum and Instruction: Models and Implementation-Curriculum Map Project Collected at the end of spring semesters odd years annually. Score of 80% or above on scoring guide/rubric evaluation. This data will be collected by the college's assessment office using Chalk and Wire, making real time reports available at any time.
2. Instructional Competency *Graduates must be able to observe and document instruction that facilitates student success according to learning goals aligned with state or national standards.*	CIED 5423 Curriculum and Instruction: Models and Implementation – Instructional Observation Instrument/Implementation Paper Collected at the end of spring semesters odd years annually. Score of 80% or above on scoring guide/rubric evaluation. This data will be collected by the college's assessment office using Chalk and Wire, making real time reports available at any time.
3. Area of Study and Research Competency *Graduates must successfully design and implement and action research study specific to their area of study.*	CIED 5983 Practicum in Curriculum and Instruction – Defense of the final Action Research Project or Defense of the final traditional thesis option Collected at the end of the Master's degree. Must receive a passing score from all committee members at defense.

Assessment of Outcomes
This has been the first full year that we have collected data on the Masters in Curriculum and Instruction with the new assessment goals. CIED 5423 will be collected this Spring 2016, since it is only offered in the spring of alternate years.. The data from the CIED 5983 Defense of Action Research/Thesis will be collected on an annual basis, but to date has not had anyone defend their thesis. This program currently has 21 students enrolled.

Data from 2015-2016 Cycle
During this academic year data were collected for Outcome # 1-Curriculum Competency and Outcome # 2-Instruction Competency utilizing assessment evidence from the spring 2015 section of CIED 5423 Curriculum and Instruction: Models and Implementation, the next time this data will be collected will be spring 2017. Only one student from M.Ed. student was enrolled. A summary of this data is listed below.

Curriculum Map Score	Percentage	Instructional Instrument Score	Percentage	Implementation Paper Score	Percentage
28	80.0%	26	86.7%	21	87.5%

During this academic year data was collected for Outcome # 3-Defense of Action Research/Thesis. There was no one who completed their M.Ed. in 2015-16.

Next Steps
Based upon the scant amount of data we have this year, it will be important to work on recruitment for this program as well as improving advising so that more students can complete their program of study.

Educational Leadership

Program Goal
To graduate educational leaders with:

4. the knowledge, skills, ethics, and motivation to transform educational organizations;

5. to facilitate student success; and

6. to respond affirmatively to the increasing expectations of customers in a technological society and a global environment.

Student Learning Outcomes (based on ELCC national standards)

1. ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2. ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3. ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

7. ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

Assessment of Student Learning Outcomes

Assessment of learning outcomes occurs via benchmark assignments found throughout the Educational Leadership curriculum as approved by our most recent NCATE accreditation. Each of the ELCC standards is mapped to at least one course or internship assessment. As students complete these assignments they are scored on a rubric that is scaled from 1 to 5 with 5 being outstanding, 3 emergent and 1 not met. A score of 3 is considered minimal but we teach to mastery throughout the program. The data is scored and collected by the college's assessment office directed by Dr. Jennifer Beasley using Chalk and Wire making real time reports available at any time.

Note: The ELCC national standards are being replaced with the National Educational Leadership Preparation (NELP) standards for building level leaders. The new standards were under review at the time this report was written, and are projected to be implemented in February 2017.

Assessment Report 2015-2016

The EDLE Master's Program gathered data throughout the curriculum to represent coverage of each of the standards required by our NCATE (now CAEP) accreditation. Below is a table that shows the summary data and indicates a mastery of the standards by EDLE students that ranges from "emergent" to "outstanding" (3-5 on the rubric scale).

The program continually examines student data and assessments and as a result has proposed adjustments to the assessments in two courses to improve alignment and increase coverage of all of the standards.

Significant Activity 1-5 scale	Standard 1 Vision	Standard 2 Culture	Standard 3 Management	Standard 4 Collaborate	Standard 5 Acts	Standard 6 Knowledge and Ability
EDLE 5013 SA#1 (n=21) (ELCC 4.3)				4.76		
EDLE 5013 SA#2 (n=21) (ELCC 5.3)					4.66	
EDLE 5013 SA#3 (n=21) (ELCC 6.1.)						4.76
EDLE 5013 SA#4 (n=21) (ELCC 1.1, 1.2)	4.71					
EDLE 5013 SA#5 (n=21) (ELCC 3.1a, SP 3,4,5)			4.64			
EDLE 5013 SA#6 (n=21) (ELCC 3.3)			4.97			
EDLE 5023 SA#1 (n=6) (ELCC 1.3, 2.1,3.4,3.5,5.2,5.3)	3.92	3.92	3.92		3.92	

EDLE 5023 SA#2 (n=7) (ELCC1.3,1.4,6.2,6.3)	4.26					4.26
EDLE 5023 SA#4 (n=6) (ELCC 2.1, 2.3,3.4,3.5)		4.77	4.77			
EDLE 5023 SA#5 (n=6) (ELCC 3.1, 3.2)			4.92			
EDLE 5023 SA#6 (n=6) (ELCC 1.1,1.3,3.1,3.2,3.3,3.5)	5.0		5.0			
ELCC 5053 Lesson Plan (n = 12) (ELCC 5.1, 5.2, 6.1)					No data	No data
EDLE 5063 SA#1 (n=9) (ELCC 2.3)		4.44				
EDLE 5063 SA#2 (n=9) (ELCC 2.1)		4.72				
EDLE 5063 SA#3 (n=9) (ELCC 2.2)		5.0				
EDLE 5063 SA#4 (n=9) (ELCC 2.3)		4.61				
ELCC 5063 SA#5 (n=9) (ELCC 2.1)		4.59				
EDLE 5083 SA#1 (n=12) (ELCC 2.2)		5.0				
EDLE 5083 SA#2 (n=18) (ELCC 2.2)		4.72				
EDLE 5093 SA#1 (n=11) (ELCC 6.1, 6.2)						4.59
EDLE 5093 SA #2 (n=11) (ELCC 6.3)						4.55
EDLE 5093 SA#3 (n=11) (ELCC 1.1, 1.2)	4.27					
EDLE 5093 SA#4 (n=11)(ELCC 1.0, 6.0)	4.55					4.55
Average from above for 2015-2016 class performance	4.45	4.64	4.70	4.76	4.29	4.54
Average for 2015-2016 Culminating Portfolio performance	4.60	4.82	4.76	4.30	4.93	4.40

The following students successfully completed their culminating portfolio review and interview which is the capstone event following the internship for our M.Ed and building-level administrator licenses. The culminating portfolio average score by standard appears at the bottom of the table above.

1. Julia Woods 9-23-2015
2. Warren Collier 10-28-15
3. Courtney Mastin 12-11-15
4. Brad Coffman 4-7-16
5. Christopher Trivitt 4-7-16
6. Chelsea Jennings 5-5-16
7. Mikki Curtis 5-5-16
8. Heather Henderson 5-5-16

Educational Technology

Assessment of Student Learning Outcomes

Assessment of learning outcomes occurred via benchmark assignments incorporated into each of the eight required ETEC courses, and a culminating eportoflio project submitted at the end of a student's program of study. Benchmark assignments were mapped to specific national standards (AECT), and the culminating eportfolio was a comprehensive evaluation that directly assessed student achievement on all of the national standards. Aggregate benchmark scores and eportfolio evaluation scores from summer 2015 through spring 2016 were gathered May, 2016 by the Program Coordinator (see Table 1). Benchmark assignment scores above 85% were deemed acceptable, and students were required to score 85% or above on the eportfolio to pass this degree requirement.

Results indicated that students performed at or above acceptable levels on all benchmark assignments, including standard 2.1 which averaged below acceptable (84%) in the last reporting period. Similarly, eportfolio results for students who submitted the culminating project demonstrated that 12 of 12 students successfully passed this requirement. As with benchmark scores, the two standards which scored below acceptable last reporting period (standard 2 and standard 5) achieved scores above the acceptable level this year, and four of the five standard area scores were higher than those in the last reporting period. Table 1 demonstrates the benchmark average scores as well as the 2014-15 and 2015-16 eportfolio averages by AECT standard area.

Table 1. Average Scores on Benchmark Assignments and Culminating Eportfolio Summer 2015 thru Spring 2016

AECT Standard	2015-16 Benchmark Avg.	2015-16 EPortfolio Avg. (N=12)	2014-15 EPortfolio Avg. (N=18)
Standard 1: Content Knowledge		90% ⇧	85%
1.1	88.4%		
1.2	92.9%		
1.3	97.7%		
1.4	93.3%		
1.5	93.8%		
Standard 2: Content Pedagogy		88% ⇧	**81%**
2.1	87.9%		
2.2	100.0%		
2.3	96.1%		
2.4	93.3%		
2.5	94.6%		
Standard 3: Learning Environments		85%	86%
3.1	88.4%		
3.2	92.9%		
3.3	99.3%		
3.4	93.3%		
3.5	95.9%		
3.6	99.6%		

Standard 4: Professional Knowledge and Skills		87% ⇧	85%
4.1	100.0%		
4.2	89.3%		
4.3	96.0%		
4.4	95.2%		
4.5	92.9%		
Standard 5: Research		88% ⇧	**84%**
5.1	95.8%		
5.2	92.2%		
5.3	93.3%		
5.4	93.3%		

Special Education

Many changes have occurred in the Special Education (SPED) Program during the 2014-15 academic year in terms of changes to special education licensure endorsement, CEC standards guiding curricula, and a leadership change due to faculty retirements. These changes are outlined below.

First, the ADE changed the special education endorsement to an initial license and added two special education endorsement programs (SPED K-12 and Resource Room). MED now includes endorsement for special education K-12 or initial licensure. Students can take the endorsement courses as a degree or non-degree seeking student. Currently, assessment data includes all students who are seeking teacher licensure at the graduate level and who participate in the SPED practicum. Next year, (2016-2017), assessment data will include undergraduates seeking an initial license in SPED.

Second, CEC standards changed from 10 standards to 7 standards resulting in curricula changes to aspects of the SPED program. Third, a leadership change led to a learning curve for program faculty as they designed and implemented the following program improvements.

- New courses of study were developed to meet the approval of the ADE
- Comprehensive exams were aligned with the seven CEC standards. Specifically, comprehensive exams were re-designed to better assess the applied nature of the CEC standards
- A comprehensive examination rubric was designed and piloted. This rubric was developed to (a) align faculty ‘s evaluation to the program’s curricula and (b) to provide consistency in evaluation across faculty.
- Practicum course was redeveloped to align with the 7 CEC standards and all domains on the Arkansas TESS.
- Guidelines for the cumulative student portfolio were redeveloped to align with the 7 CEC standards and the All Domains of Arkansas TESS.

- To better meet the needs of our students and provide instructional guidance, the faculty decided to remove the portfolio from Chalk and Wire, and place in the practicum course.
- To align with the 7 CEC standards, critical course assignments across the program were identified and included in the guidelines for the cumulative student portfolio.

The following data were collected across the 2015-16 school year:

- Portfolio Assessment,
- Comprehensive examination,
- Praxis scores, and
- Exit interview summary

Portfolio Assessment

Spring 2016											
	Portfolio Assessment								**Final Practicum**	**Praxis**	**Comprehensive Exam (MEd Only)**
Name	**CEC Standard 1** ATS (InTASC): Standards 1, 2 and TESS Standards 1b, 2b, 2d, 3a and 3c. Praxis II (0354): Topic I.	**CEC Standard 2** ATS (Intasc) Standard 3, TESS Standard 2a, 2c, and 2e, and Praxis II (0354): Topic II.	**CEC Standard 3** ATS (Intasc) Standards 4 and 5, TESS Standard 1a and 1e, and Praxis II (0354): Topic III	**CEC Standard 4** ATS (Intasc) Standard 6, TESS Standard 1f,1c, 3d and Praxis II (0354): Topic IV.	**CEC Standard 5** ATS (Intasc) Standards 7 and 8, TESS Standard 3e, and Praxis II (0354): Topic III.	**CEC Standard 6** ATS (Intasc) Standards 9, TESS Standard 4 a,b,d,e,f, 3a and Praxis II (0354): Topic V.	**CEC Standard 7** ATS (Intasc) Standards 4 and 5, TESS Standard 1a and 1e, and Praxis II (0354): Topic III.	**Needs Improvement, meets criteria, distinguished**	**Grade**	**Pass or Fail**	**Needs Improvement, meets criteria, distinguished**
1	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	
2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	*	
3	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	173	
4	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	
5	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	178	
6	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	Pass

7	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	Pass
8	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	
9	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	189	

Fall 2015											
	Portfolio Assessment								Final Practicum	Praxis SPED 5343	Comprehensive Exam (MEd Only)
Name	**CEC Standard 1** ATS (InTASC): Standards 1, 2 and TESS Standards 1b, 2b, 2d, 3a and 3c. Praxis II (0354): Topic I.	**CEC Standard 2** ATS (Intasc) Standard 3, TESS Standard 2a, 2c, and 2e, and Praxis II (0354): Topic II.	**CEC Standard 3** ATS (Intasc) Standards 4 and 5, TESS Standard 1a and 1e, and Praxis II (0354): Topic III	**CEC Standard 4** ATS (Intasc) Standard 6, TESS Standard 1f,1c, 3d and Praxis II (0354): Topic IV.	**CEC Standard 5** ATS (Intasc) Standards 7 and 8, TESS Standard 3e, and Praxis II (0354): Topic III.	**CEC Standard 6** ATS (Intasc) Standards 9, TESS Standard 4 a,b,d,e,f, 3a and Praxis II (0354): Topic V.	**CEC Standard 7** ATS (Intasc) Standards 4 and 5, TESS Standard 1a and 1e, and Praxis II (0354): Topic III.	**Needs Improvement, meets criteria, distinguished**	**Grade**	**Score**	**Needs Improvement, meets criteria, distinguished**
10	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	*	Distinguished Pass
11	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	Meets Criteria Pass
12 MEd	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	178	Meets Criteria Pass
Liz Lee ALP	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	174	N/A
13 ALP	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	N/A
14 (ALP)	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	*	N/A

- not yet recorded on state database

Exit Interview Feedback Spring 2016

The exit interview comprised students' responses to eight open-ended questions. The number of students interviewed was ??? In the following verbatim interview excerpts, students are identified by the acronyms defining their program of study.

ALP- Additional Licensure Program (non-degree seeking)
MED- Masters in SPED plus initial license or ALP in SPED
MAT- Master in Arts in Teaching (4 SPED courses plus practicum)

1. In what ways have you been able to demonstrate the skills and knowledge you have developed through special education program?
   - (ALP) "Helped to go back and see how I'm doing with teaching schools"
   - (ALP) "Planning out my lessons"
   - (MED) "Lots of good feedback on videos from Practicum"

2. Have you developed in depth understandings?
   - Prepared to teach students
   - (ALP) "Not sure about different types of paperwork"
   - (MAT) "Also, not sure about paperwork"
   - (ALP) "Practicum was a great refresher"
   - (MED) "Video assignments really helped with reflection (MED)
   - (MAT) "FBA Learning how to understand behavior and teach new behavior"
   - (MED) "FBA""
   - (ALP) "FBA
   - (MAT) "Really helped to have an environment to implement methods—working in a special education placement "

3. What university course or experience best prepared you?
   - (MAT) "Placement at Root" [elementary School]
   - (MED) "ABA Class, Severe Disabilities Class, Practicum (Med)"
   - (ALP) "Practicum and portfolio, working with children with autism (interview assignment)"

4. What course or experience was least helpful?
   - (MAT) One student said she doesn't learn very well in online classes—primarily undergraduate career, wasn't making connection because she wasn't working with students with special needs
   - (MED) "All classes were helpful"
   - (ALP) "Not being in the classroom is a disadvantage. Have so many questions which I typically ask teacher, but in online experiences I

have to figure it out on my own and learn more. Good and bad with online classes"

5. Specific examples where educational research was used in courses? Times you were exposed to education research?

- (MAT) "Practicum: discussion of research-based strategies and documents to support the implementation. Saved for review. Also, had opportunity to apply them in the classroom."
- (MED) "Severe disabilities class—Paper about inclusion and research SPED laws."

6. How well do you know SPED law, policies, and frameworks related to SPED?

- (MAT) "Expectations of behavior, specifics of evaluation or lead a SPED team; not sure she can formulate. Feel more confident with standards than laws; more familiar with standards than laws"
- (MED) "Know a little about SPED laws, know them to some degree, feel confident, but could know more"
- (ALP) "Very confident with SPED law"

7. Anything else you wish you knew about SPED before entering job market?

- (MAT) "Resources and programs available."
- (ALP) "Some people may have learned more in some areas than others because of different coursework completed, learning about different needs of different students. Learned about research-based strategies in practicum, but don't remember learning about them before this class"

8. In what ways, have your attitudes or values changed as a result of participating in this teacher education program?

- (MAT) "learning the etiquette, student first language. How to talk to students, parents, and others on the team. Keeping myself in check on how I treat student. Meet students where they are and understanding why they are doing what they are doing and how to better meet their needs"
- (MED) "People first language, having high expectations "
- (ALP) "Be more proactive and to think about the environment"

Results and Recommendations

While the SPED masters students are performing at a high standard based on their performance levels on the SPED Praxis and the comprehensive examinations, there are several areas for program improvement. The following improvement changes are in the process of design and implementation.

SPED Praxis: Program advisors will advise students across SPED programs (MAT, MED, and SPED Endorsement) to submit their SPED Praxis scores prior to enrolling in the practicum. This change will allow program faculty to use the score data for improving students' experiences in the practicum and for program improvement. Inspection of the current praxis database indicates students' strengths are in the areas of planning implementation of instruction in the learning environment, and their awareness of their professional responsibilities. Areas that could be improved upon appear to be in the areas of assessment and characteristics of learners. However, our evaluation of this information is cautionary, given the small sample size (what is the sample size?)

Comprehensive Examination: Faculty will continue to monitor students' performance levels on the comprehensive examination as a way of improving course content and delivery. The rubric, which was piloted this academic year provided, will continue to be used to evaluate student exam performance.

Assessment: Faculty will develop a comprehensive assessment cycle to evaluate student performance across the SPED graduate programs and the newly added undergraduate SPED program. As part of that assessment process and based on current data, faculty will review course content and place added emphasis in the curricula areas of (a) special education law, (b) IEP development (based on data obtained in exit interview, comprehensive exam, and portfolio), (c) assessment (based on data obtained via Praxis), and (d) characteristics of learners (based on data obtained via Praxis).

SPED Program Goals for 2016-17 are:

1. Increase the number of SPED candidates who take the SPED Praxis the semester prior to practicum or internship.
2. Continue to align curricula across the SPED programs of of study to the CEC standards and TESS standards
3. Continue to align the comprehensive exam questions to reflect the SPED curricula
4. Develop an assessment cycle across the SPED master programs and the new addition of an undergraduate SPED program.

Teaching English to Speakers of Other Languages

Program Goals:

The program is designed to prepare teachers in the U.S. and abroad to teach English to students whose first language is not English; graduates are also prepared to create and implement curriculum and appropriate assessments for English as a second language (ESL). It also prepares students for further graduate study (Education Specialist or Ph.D.s). Included in the course work

for the M.Ed. are the four courses required by the Arkansas Department of Education for endorsement in ESL.

Learning Outcome	**Timeline for Assessment and Analysis**	**Means of Assessment/ Desired Level of Achievement (80% scoring B and above)**
Student Understanding of Concepts and Theory A) The candidates will demonstrate understanding of research and learning theories involved in the acquisition of second languages and cultures, particularly of English as a second language (ESL). B) The candidates will be knowledgeable about structure and development of American English. C) The candidates will understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context). D) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar)	Fall/Spring	A) **CIED 5923** Second Language Acquisition The candidates will analyze and write reports on learner data. B) **CIED 5513** Sound System of American English The candidates will collect and analyze language sample. C) **CIED 5993** Introduction to Linguistics The candidates will write a term paper on one aspect of linguistics. D) **CIED 5983** Structures of American English The candidates will write a paper on teaching grammar.
Student Understanding of Practice The candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.	Fall/Spring	**CIED 5933** Second Language Methodologies The candidates will engage in teaching demonstrations, design

		lesson plans, and tutor second language learners. **CIED 5983** Practicum The candidates will submit a portfolio.
Student Understanding of Assessment The candidates will make decisions based upon professional standards and use methods and techniques for evaluating the academic performance of second language learners in the four modalities: listening, reading, speaking, and writing.	Fall/Spring	**CIED 5953** Second Language Assessment The candidates will create assessment and evaluation rubrics. The candidates will submit a final paper on summative or formative assessment.
Student Understanding of Diversity The candidates will understand the nature of culture and multicultural student population including social/cognitive learning styles and differences.	Spring	**CIED 5943** People of Other Cultures The candidates will submit multicultural lesson plans. The candidates will conduct presentations.
Student Understanding of Research The candidates will investigate problems in their own teaching contexts.	Fall/Spring	**CIED 5273** or **CIED 5013** Action Research Project

Reporting of Results
Reports annually to the Dean of the College the following:

- Results of analysis of assessment of Student Learning Outcomes
- Any changes to degree planned or made on the basis of the assessment and analysis
- Any changes to the assessment process made or planned.

The following table presents the data on graduating candidates in the 2015-16 school year:

Candidate	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Comprehensive Exam Action Research Project
1	A	A	A	A	A	Pass

2	A	A	A	A	A	Pass
3	A	A	A	A	A	Pass
4	A	A	A	A	A	Pass

The TESOL program graduated 4 MEd students in the 2016-17. It appears as though TESOL program assessment may not be capturing all data related to the program as there is a large number of student seeking endorsements versus an MEd. Data collected is based upon broad goals versus specific TESOL and TESS standards.

Furthermore, the data collected does not provide enough information to drive program improvements. Therefore, the goals of next year are:

1. Align curriculum for endorsement and MEd with TESOL and TESS Standards.
2. Identify meaningful data points across program to drive program improvement.
3. Align action research project with TESOL and TESS Standards.
4. Use data to identify goals for improvement and make changes to coursework based upon data.

Master of Arts in Teaching

Childhood/Elementary Education

Program Goals

The Childhood/Elementary Education Master of Arts in Teaching (CHEDMA/ELEDMA) program in the College of Education and Health Professions is based on the belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity. To accomplish these goals the following student learning outcomes are pursued:

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
2. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
3. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to

communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.

4. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

Assessment of Student Learning Outcomes

Outcomes:	***Evidence:***	***Data Collected:***
Knowledgeable about Content and Pedagogy	1. Curriculum Design Project 2. Formal Danielson Observation(s) 3. Internship Entrance Portfolio 4. Praxis II: Content Knowledge Exam 5. Praxis II: Principles of Learning and Teaching Exam	1. All candidates earned C or better 2. All candidates demonstrated growth over the year 3. All candidates passed 4. All candidates passed 5. All candidates passed
Skillful in Practice	1. Action Research Project 2. Curriculum Design Project 3. Formal Danielson Observation(s) 4. Literacy Case Study	1. All candidates successfully defended their Action Research Projects 2. All candidates earned C or better 3. All candidates demonstrated growth over the year 4. All candidates earned C or better
Supportive in Developing the Whole Student	1. Curriculum Design Project 2. Formal Danielson Observation(s) 3. Literacy Case Study	1. All candidates earned C or better 2. All candidates demonstrated growth over the year 3. All candidates earned C or better
Professional in Actions	1. Action Research Project 2. Formal Danielson Observation(s) 3. Internship Entrance Portfolio	1. All candidates successfully defended their Action Research Projects 2. All candidates demonstrated growth over the year 3. All candidates passed

Secondary Education

Program Goals

The mission of the University of Arkansas, Fayetteville, Education Preparation Provider (EPP) in partnership with public schools is to collaboratively create and maintain an intensive field-based fifth-year master's degree program which produces highly qualified educators capable of enhancing the learning of all youth.

SEED MAT program goals are based on the Four Domains of the Danielson Framework for Teaching:

1. Students will be able to effectively plan and prepare a unit of study demonstrating knowledge of content and pedagogy, knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction and assessing student learning.
2. Students will be able to demonstrative strong classroom management skills by designing an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space.
3. Students will possess strong teaching skills through the design of instruction, communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and demonstrating flexibility and responsiveness in the classroom.
4. Students will demonstrate professional responsibilities by reflecting on teaching in terms of accuracy and instruction, maintaining accurate records, communicating with families, demonstrating professionalism, and participating in professional communities.

Student Learning Outcomes

SEED MAT program goals are based on the Seven Tenets of the Scholar-Practitioner Model:

1. The candidates will be able to access, use and/or generate knowledge
2. The candidates will plan, implement and model best practice.
3. The candidates will respect and value diversity.
4. The candidates will be developing as professionals and show characteristics of life-long learners.
5. The candidates will communicate, cooperate and collaborate with others.
6. The candidates will make decisions based upon professional standards and ethical criteria.
7. The candidates will be knowledgeable about teachers and teaching, learners and learning, schools and schooling.

Process for Assessing each Student Learning Outcome

Learning Outcome	**Means of Assessment/ Desired Level of Achievement (80% scoring B and above)**
Tenet 1: The candidates will be able to access, use and/or generate knowledge.	CIED 5022 Classroom Management Direct: Final Exam Indirect: Course Grades
Tenet 2:	CIED 528v Internship

The candidates will plan, implement and model best practice.	Direct: Summative Evaluations Using Danielson Indirect: Reflection Papers
Tenet 3: The candidates will respect and value diversity.	CIED 5052: Multicultural Issues in Education Direct: Final Paper Indirect: Article Reviews
Tenet 4: The candidates will be developing as professionals and show characteristics of life-long learners.	CIED 5273 Research Direct: Action Research Project
Tenet 5: The candidates will communicate, cooperate and collaborate with others	CIED 5032 Curriculum Direct: UBD Unit Plan Indirect: Course Grades
Tenet 6: The candidates will make decisions based upon professional standards and ethical criteria.	CIED 5223 Learning Theory Direct: Final Exam Indirect: Course Grades
Tenet 7: The candidates will be knowledgeable about teachers and teaching, learners and learning, schools and schooling	Methods I and II Direct: Unit Plans Indirect: Course Grades

2015-2016 results:

Process for Assessing each Student Learning Outcome

Learning Outcome	**Means of Assessment/ Desired Level of Achievement (80% scoring B and above)**	**Analysis**
Tenet 1: The candidates will be able to access, use and/or generate knowledge.	CIED 5022 Classroom Management Direct: Final Exam Indirect: Course Grades	90-95% of the students scored above the criterion levels on both assessments. Student outcomes improved; feedback was positive regarding the change from fall delivery to intercession.
Tenet 2: The candidates will plan, implement and model best practice.	CIED 528v Internship Direct: Summative Evaluations Using Danielson Indirect: Bi-Weekly Reports	90-95% of the students scored above the criterion levels on these assessments. Changes in the fall/spring school experience provided students with a more intentional fall experience and a full immersion in the spring.
Tenet 3:	CIED 5052: Multicultural Issues in Education	100% of students scored above the criterion levels on these assessments.

The candidates will respect and value diversity.	Direct: MC StepOut Project Indirect: Article Reviews	Students' reflections on their project and reviews portrayed shifts in perceptions and expectations of diverse student populations.
Tenet 4: The candidates will be developing as professionals and show characteristics of life-long learners.	CIED 5273 Research Direct: Action Research Project	90% of students scored above the criterion level on this assessment. The program is still refining the research project. For 2016-17 the fall assessment class will focus on Action Research methodology and students will have a one hour capstone course in spring to focus on refining their research.
Tenet 5: The candidates will communicate, cooperate and collaborate with others	CIED 5032 Curriculum Direct: UBD Unit Plan Indirect: Course Grades	100% of the students scored above the criterion levels on these assessments. As a summer class, students had total focus on theory. For 2016-17 we will spiral this learning into the fall field experience.
Tenet 6: The candidates will make decisions based upon professional standards and ethical criteria.	CIED 5223 Learning Theory Direct: Final Exam Indirect: Course Grades	80-85% of students scored above the criterion levels on these assessments. This was the first time the focus of the course was on educational psychology. Our students enter the MAT with limited pre-requisite courses, so this was entirely new material for them. This information will also spiral into the fall field experience.
Tenet 7: The candidates will be knowledgeable about teachers and teaching, learners and learning, schools and schooling	Methods Courses I and II Direct: Unit Plan Indirect: Course Grades	90% of the students scored above the criterion levels on these assessments. Two methods courses provide opportunities for multiple, in-depth approaches to content-specific pedagogy. The program will consider other common assessments as we move to CAEP review.

Response to 2015-16 Report:

As the MAT SEED programs moves to a multi-concentration program in 2016-17, some changes occurred in 2015-16. Theoretical courses were moved to the summer, classroom management to the fall intercession, and the school experiences were altered to achieve a more "gradual release of responsibility" in the fall field experience and the spring immersion. Rather than one day a week on campus for classes in the fall, students were on campus for two days with an abbreviated school experience in the fall. With these changes, faculty have noted improved scores on assessments and improved dispositions as students move into the spring immersion.

For 2016-17, the program will be fully integrated with even more changes. We anticipate continued improvement on outcomes as we change to a multi-concentration program.

Educational Specialist

Curriculum and Instruction

Description of Program & Areas of Study:

Currently the program consists of 33 credits of study. Students complete a core of nine credits of Curriculum & Instruction courses and nine credits of courses in Research and Statistics. After the completion of the research and curriculum core students then choose from one of six different areas of study. A brief description of each is provided below.

- Autism Spectrum Disorders-this area of studies prepares practitioners to work in a leadership role in school based and clinical settings providing instructional interventions to children with Autism Spectrum Disorders. The program consists of 15 credits including a three credit field based practicum. Students completing this program also receive a graduate certificate in the area. This program is offered 100% on-line.
- Applied Behavioral Analysis-this area of study prepares practitioners to apply interventions focused upon improving behavior through the systematic application of various teaching strategies in school and clinical settings. The program consists of 15 credits which includes 12 credits of coursework and a three credit field based practicum. The program sequence is aligned with the requirements and has been approved by the Behavior Analyst Certification Board allowing students to sit for examination upon completion. This program is offered 100% online
- Educational Technology-this area of study prepares practitioners to provide leadership, in the design and implementation of instruction, as well as, provide training and development for school and work based settings on the utilization of instructional technologies. The program consists of six credits of required course work related to the implementation of technology in K-12 settings and distance learning followed by an additional six credits in which students choose areas of interest related to the field. This program is offered 100% online.
- Special Education Leadership-this area of study prepares practitioners to provide leadership in the area of special education in school based settings. The program consists of 12 credits encompassing ethics, law, administration and organizational structures for supervising and coordinating effective special education programs. This program is offered 100% online.
- Teaching English to Speakers of Other Languages (TESOL)-this program focuses on preparing educational leaders to work with assisting practitioners in providing instruction for second language learners in school and community settings. The program consists of a combination of face-to-face and online coursework and requires 12 credits of study encompassing linguistics, sound systems, language structures and multicultural education.

- Gifted and Talented-this program focuses on preparing educational leaders to work with assisting practitioners in differentiating instruction to meet the needs of gifted and academically diverse learners. The program is offered as a combination of face-to-face and online instruction and requires 18 credits hours which leads to state credentialing in the area of gifted and talented (as a secondary area of certification). Courses consist of facilitating practitioners understanding of the nature, curricular, social, emotional, and creative needs of gifted students in the classroom combined with strategies for differentiating instruction to meet those needs. The course of study includes a three credit structured practicum in the field as well.

Program Goals

Goal 1: Provide a high quality post Master's degree program that is broad in scope with a practitioner focus.
Goal 2: Develop highly qualified instructional leaders that work in a variety of educational settings.
Goal 3: Provide a variable approach to instruction including face-to-face, blended and fully on-line to meet the needs of current practitioners looking to improve professional practice.

Student Learning Outcomes/Assessment Plan

Outcome 1-Curriculum Competency

- Create a curriculum guide outlining a course of study using a model of curriculum design.
  - Assessment Evidence: CIED 5423 Curriculum and Instruction: Models and Implementation-Curriculum Map Project
  - Timeline: Data collected at conclusion of spring semester odd years annually.
  - Desired Level of Achievement: Score of 80% or above on scoring guide/rubric evaluation of assignment

Outcome 2-Instruction Competency

- Understand and evaluate various models of effective instruction.
  - Assessment Evidence: CIED 5423 Curriculum and Instruction: Models and Implementation-Instructional Observation Instrument/Implementation Paper
  - Timeline: Data collected at conclusion of spring semester odd years annually.
  - Desired Level of Achievement: Score of 80% or above on scoring guide/rubric evaluation of assignment

Outcome 3-Area of Study & Research Competency

- Design and Implement an independent action research study or project specific to an Ed.S. area of study
  - Assessment Evidence: CIED 680v Research Project-completion with a satisfactory rating from project committee.
  - Timeline: Data collected at conclusion of Ed.S. degree program
  - Desired Level of Achievement: Satisfactory completion of project based on review of Ed.S. Faculty committee in area of study.

2015-2016 results and plans for the future:

CIED 5423 course is offered spring of alternate years so data will be collected for the 2016-2017 cycle for Outcomes # 1 & 2. Data from CIED 680v Research Project was collected during 2015-2016 and is listed below.

CIEDES Outcome # 3 Assessment Data

Academic Year 2015-2016

- Richelle Thompson-Successful completion of Ed.S. Research Project-Spring 2016

Changes to Degree Programs/Areas of Study

New guidelines for the Ed.S. Research Project were piloted during the 2015-2016 year which include scoring guides for the paper and presentation portion of the project to provide a more formalized process. Feedback from Faculty and Students will be obtained used to finalize the process which will be used for all Ed.S. projects beginning Fall 2016. No changes to the program will be made at this time until additional assessment data for all three outcomes can be collected.

Educational Leadership

Program Goal
To graduate educational leaders with:

1. the knowledge, skills, ethics, and motivation to transform educational organizations;

2. to facilitate student success; and

3. to respond affirmatively to the increasing expectations of customers in a technological society and a global environment.

Student Learning Outcomes (based on ELCC national standards)
1. ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and

evaluation of district progress and revision of district plans supported by district stakeholders.

2. ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

3. ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

4. ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

5. ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling

6. ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

7. ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship

experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

Assessment of Student Learning Outcomes

Assessment of learning outcomes occurs via benchmark assignments found throughout the Educational Leadership curriculum as approved by our most recent NCATE accreditation. Each of the ELCC standards is mapped to at least one course or internship assessment. As students complete these assignments they are scored on a rubric that is scaled from 1 to 5 with 5 being outstanding, 3 emergent and 1 not met. A score of 3 is considered minimal but we teach to mastery throughout the program. The data is scored and collected by the college's assessment office directed by Dr. Jennifer Beasley using Chalk and Wire making real time reports available at any time.

Note: The ELCC national standards are being replaced with the National Educational Leadership Preparation (NELP) standards. The new standards were under review at the time this report was written, and are projected to be implemented in February 2017.

Assessment Report 2015-16

The EDLE Specialist Program gathered data throughout the curriculum to represent coverage of each of the standards required by our NCATE accreditation. Below is a table that shows the summary data and indicates a mastery of the standards by EDLE students that ranges from "emergent" to "outstanding" (3-5 on the rubric scale).

The program continually examines curriculum, student data and assessments and has proposed changes to the curriculum to more closely align it with a transition to the doctorate for those who wish to continue.

Significant Activity 1-5 scale	Standard 1 Vision	Standard 2 Culture	Standard 3 Management	Standard 4 Collaborate	Standard 5 Acts	Standard 6 Knowledge and Ability
EDLE 6093 Essay (n=11) (ELCC 6.2)			No data available			4.82
EDLE 6093 SA#3 (n=1) (ELCC 2.2)		4.74				
EDLE 6093 SA#1 (n=11) (ELCC 1.1)	4.77					
EDLE 6093 SA#2 (n=11) (ELCC 2.2)		4.56				
EDLE 6093 SA#4 (n=11) (ELCC 2.3)		4.80				
EDLE 6093 SA#5 (n=11) (ELCC 2.4)		4.96				
EDLE 6093 SA#6 (n=11) (ELCC 5.1, 5.2, 5.3)					4.99	
EDLE 6093 SA#7 (n=11) (ELCC 6.1)						4.99
EDLE 6093 SA#8 (n=11) (ELCC 6.2)						4.88

Average from above for 2015-2016 class performance	4.77	4.77			4.99	4.90
Average for 2015-2016 Culminating Portfolio performance	4.08	4.42	4.33	4.47	4.42	4.42

Only one Ed.S. course had recorded scores in Chalk & Wire for 2015-2016.

The following students successfully completed their culminating portfolio review and interview which is the capstone event following the internship for our Ed.S. and district-level administrator licenses. The culminating portfolio average score by standard appears at the bottom of the table above.

1. Kimberly Brauman 2-26-16
2. Leslie Sharp 4-4-16
3. Judy Green 4-27-16

Doctor of Education

Educational Leadership

Program Goal
To graduate educational leaders that have shown their ability to:

1. become stewards of the profession;

2. identify critical problems of practice; and,

3. use methodological skills to be capable consumers of research and serve as scholar-practitioners.

Student Learning Outcomes
1. A doctoral candidate critically evaluates the existing research to understand the state of the literature as it applies to problems of practice.

2. A doctoral candidate brings together leadership teams and scholars to identify and define a problem of practice that are directly observable, actionable, connects to broader strategies and is high leverage.

3. A doctoral candidate constructs a method of inquiry that is sound and appropriate to the problem of practice.

Assessment of Student Learning Outcomes
Assessment of learning outcomes occurs via the comprehensive exam/proposal as well as the completed dissertation. The exam/proposal is a combined assessment that reflects both the knowledge gained from the Ed.D. course work and the quality of a proposed study that will adequately lead to a successful examination and solution to a critical problem of practice. These

assessments require mastery performance by students for completion and the results are shared across the core faculty in EDLE.

Assessment Report 2015-2016

The EDLE Doctoral Degree Program assesses all students through the comprehensive exam, dissertation proposal and dissertation defense. Students are held to a mastery expectation on all three assessments so each student who sits for one of the se assessments must show mastery of the following learning outcomes to move forward in the program:

Student Learning Outcomes

1. A doctoral candidate critically evaluates the existing research to understand the state of the literature as it applies to problems of practice.

2. A doctoral candidate brings together leadership teams and scholars to identify and define a problem of practice that are directly observable, actionable, connects to broader strategies and is high leverage.

3. A doctoral candidate constructs a method of inquiry that is sound and appropriate to the problem of practice.

The program continually examines student data and assessments and as a result has proposed adjustments to the curriculum to improve alignment with the program goals and learning outcomes.

Student Completions during 2015-2016

Each student that defended a dissertation in 2015-2016 completed their edits in time for graduation and two students who completed their proposals remain in the program as they work towards a successful dissertation completion.

The following students successfully defended their dissertations in Summer 2015:

1. Deana Layton - time of proposal defense unknown; successfully defended dissertation on 6/18/2015
2. Mike Methvin – defended proposal on 8/21/2014; successfully defended dissertation on 6/20/2015
3. Mary Jacobs – time of proposal defense unknown; successfully defended dissertation on 7/15/2015
4. Elphin Smith – time of proposal defense unknown; successfully defended dissertation on 7/30/2015

The following student successfully defended his dissertation in Fall 2015:

1. Jason Vicich – defended exam/proposal on 8/15/2014; successfully defended dissertation on 10/12/2015

The following student successfully defended her dissertation in Summer 2016:

1. Liz Mascher – successfully defended her exam/proposal on 12/9/2015. She completed and successfully defended her dissertation on 5/16/2016.

The following students successfully defended their proposal in Spring 2016:

1. Laura Batson – successfully defended her exam/proposal on 2/16/2016
2. Bridget Chitwood – successfully defended her exam/proposal on 4/15/2016
3. John L Colbert – successfully defended his proposal on 2/10/2016
4. Rena Duewel – successful defended her exam/proposal on 2/16/2016
5. Angie Durborow – successfully defended her exam/proposal on 4/15/2016
6. Cory Gibson – successfully defended his exam/proposal on 2/1/2016
7. Amber Wheeler – successfully defended her exam/proposal on 2/12/2016

Student Progress

Currently there are 34 students enrolled in the EDLE Ed.D. with 12 of those students currently in classes and 21working on their dissertation proposals/studies (i.e., ABD).

Three (50%) of the above listed students who successfully defended their dissertations did so within the three-year window that the program supports. The other three were well beyond the three-year target set by the program.

There are 11 students who have been accepted into the 2016 cohort, but not all have matriculated at the time of this report. The program accepted 48% of the total number who completed applications to the EDLE Ed.D. program.

Doctor of Philosophy

Curriculum and Instruction

Program Goal
To prepare scholars who have the **advanced knowledge** and **abilitie**s to be educational **leaders and researchers** in the field of curriculum and instruction.

CIED PHD Outcome #1 Assessment Data Academic Year 2015-2016

Student Learning Outcomes	**Assessment Plan**
1. Curriculum and Instruction Competency *Graduates must be able to create/analyze curriculum that adheres to best practices in education.*	Doctoral Candidacy Exam In the final semester of coursework, students must successfully complete a candidacy exam. These exams are written and oral. Upon satisfactorily completing these examinations, students may be admitted to candidacy and may work toward completion of the remaining

	requirements for the degree. *Artifact: Candidacy Examination Report*

During the 2015-16 academic year, data were collected for Outcome #1-Curriculum Competency from completed Candidacy Examination Reports. We currently enroll 112 PhD students.

In 2015-2016, 30 out of 30 students successfully passed their doctoral candidacy exam.

CIED PHD Outcome #2 Assessment Data Academic Year 2015-2016

Student Learning Outcomes	**Assessment Plan**
2. Research Competency *Graduates must successfully write and defend dissertation study specific to their area of study.*	Research Proposal Candidates will select a problem approved by their program advisor and prepare a written research proposal. Completion will be measured by a successful proposal defense. *Artifact: Doctoral Dissertation Title and Committee Report* Dissertation Defense Written- Candidates will prepare a written dissertation manuscript. Success will be measured by a successful dissertation defense. Oral- Candidates will prepare and defend their dissertation during an oral examination. Completion will be measure by a successful dissertation defense. *Artifact: Record of Progress – Doctoral Program and Schedule of Study – Doctoral Program form*

During the 2015-16 academic year, data were collected for Outcome #2-Research Competency from completed Research Proposals and Dissertation Defenses. We currently enroll 112 PhD students. Out of 112, there are 40 students that have passed their candidacy exam and are eligible to complete the research proposal, dissertation defense, and oral defense.

Assessment Artifact	**Number Completed out of 40 eligible**
Research Proposal	34
Dissertation Defense	23
Oral Defense	23

Next Steps

It is evident from the data we collected this year, that students have been successful in their steps along the PhD process. One area that seems troublesome is that amount of doctoral students who are in the stage between Candidacy Exam and Research Proposal as well as those who have not taken a class for the last five years. This next year we will need to find a way to keep track of those students and keep them motivated along their program of study.

Department of Education Reform

Doctor of Philosophy

Educational Policy

The mission of the Department of Education Reform is to advance education and economic development in Arkansas and nationwide by focusing on the improvement of K-12 schools. The Department of Education Reform is committed to producing and disseminating high-quality research that will inform policymakers, scholars, parents, teachers, administrators and the general public about policies and practices that could improve the performance of schools in Arkansas and nationwide.

Program Goals

1. Prepare scholars for careers in academia, think tanks, and public service in the field of K-12 Education Policy.
2. Train students to become social scientists skilled in empirical analysis and who produce research that will directly inform policymakers at all levels of government, scholars, parents, teachers, administrations and the general public.
3. Prepare students to compete successfully in the job market.

Student Learning Outcomes

1. *Competence in social science research methodology*: Students take research methods and quantitative analysis courses during their first year in the program. Following the first year, a research methods qualifying examination is administered to test competence in research methods and quantitative analysis at the Ph.D. level.

2. *Competence in the subfields of Education Policy:* The student takes courses covering the core theories, research, debates, and questions in each of the subfields (Teacher Quality, Education Accountability, School Choice, Education Policy, and Education Leadership). Following the conclusion of the third year, the student sits for an examination in which she/he has to demonstrate a level of competence sufficient to pursue independent study of research questions within those fields and sufficient to achieve Ph.D. candidacy.

3. *Competence in research practice and publication:* Students are expected to develop at least one publishable paper for publication in a peer-reviewed scholarly journal. The student's project is initiated in the first year's coursework and coached by faculty until submission.

4. *Demonstrated ability to perform independent original research:* The student receives hands-on training through participation in collaborative research projects in addition to courses. Following successfully completed field examinations (normally taken during the third year), the now Ph.D. Candidate develops an original research project and writes a

doctoral dissertation under the guidance of a faculty committee. Once finished, the student presents and defends the doctoral dissertation before the doctoral dissertation committee in a public setting during the fourth or fifth year in the Ph.D. program.

Current Year Assessment

Learning outcome 3 (*Competence in research practice and publication*): Eight students submitted a total of 16 papers for publication with peer-reviewed journals (co-authored papers are counted only once). Six papers submitted by three students were accepted for publication (co-authored papers are counted only once).

Department of Health, Human Performance, and Recreation

The Department of Health, Human Performance, and Recreation has three main missions

1. *To discover and disseminate knowledge by*

    a. *Producing high quality applied and theoretical research that is recognized at the national and international levels.*
    b. *Securing extramural funding to support research endeavors.*
    c. *Developing collaborations with scholars at the state, national and international levels.*
    d. *Recruiting and supporting high quality faculty.*
    e. *Recruiting and training high quality graduate students.*

2. *To provide high quality, dynamic academic programs in respective disciplines by*

    a. *Providing curricula and academic experiences that are aligned with the current and future needs of the respective discipline.*
    b. *Encouraging students to engage in educational experiences inside and outside of the traditional classroom.*
    c. *Cultivating critical thinking skills of students and faculty.*
    d. *Embracing diversity at every level.*

3. *To engage in meaningful service through*

    a. *Active participation in respective professional associations both within and outside of the HHPR department.*
    b. *Active participation in departmental, college, university, and community endeavors.*
    c. *Promotion of service learning activities for students and faculty alike.*

Bachelor of Science in Education

Kinesiology

Kinesiology-Pedagogy K-12

Program Goals

1. Program graduates will have requisite knowledge and skills to design quality physical education and health lessons and programs for K-12 school children.

2. Program graduates will possess the professional dispositions necessary to effectively work as a teacher or coach in the K-12 school environment.

3. Program graduates will have skills needed to establish a class environment that promotes learning.

4. Program graduates will have instructional skills needed to engage students in learning based on national and state standards.

Student Learning Outcomes

1. Students will pass Praxis Core and Praxis II content area tests required for licensure in K-12 Health and Physical Education.

2. Students will complete the Kinesiology K-12 degree program with a minimum GPA of 2.75.

3. Students will earn a grade of "C" or better in all required K-12 teaching courses.

4. Students will earn a minimum average score of 2.5 on the 22 components of the Framework for Teaching assessment during their teaching internship.

5. Students will demonstrate the ability to work collaboratively in a K-12 school environment.

6. Students will be able to reflect on their own practices and compare them to accepted practices in the field.

Process for Assessing Student Learning Outcomes

March – collection of data from Student Learning Outcomes
April/May – analysis of data from Student Learning Outcomes and report of changes

A. Praxis data – Pass rates and scores on sub-categories will be examined
B. GPA – overall GPA and GPA in major courses will be examined
C. Framework for Teaching scores will be examined for fall and spring interns
D. Internship evaluations from university supervisors and public school mentor teachers will be examined
E. Journal entries from Practicum and Internship students will be examined

A report of proposed changes will be made available to the COEHP Dean and HHPR department head.

2015-2016 results and plans for the future:

92% of students passed Praxis 2.

Analysis of results (eg, conclusions)

Praxis pass rates need to be improved.

Changes made or planned

The Kinesiology Physical Education program initiated a 2.7 admission criteria for students entering their junior year and maintain through degree completion. This is lower than other traditional areas of teacher preparation programs at the UofA, but may satisfy the accreditation criteria set forth by CAEP.

Changes to assessment process.

Incorporating an analysis of 6 year graduation rates into the assessment plan.
We feel the stricter admissions requirements will produce more capable students, with corresponding increases in praxis pass rates.

Kinesiology-Exercise Science

Program Goals

1. To provide advanced experience for the students in exercise science that improves skills related to exercise and for entry-level allied health professions health professions.

2. Prepare students to serve as exercise specialist.

3. Prepare students for professional schools in health and exercise professions provide service to professional disciplines and society, aimed to serve Arkansas and beyond.

Student Learning Outcomes

Student learning outcomes will be primarily based on the following courses: EXSC 3153 Exercise Physiology, EXSC 3353 Mechanics of Human Movement, EXSC 3533 Laboratory Techniques. They will have to earn a "C" grade or higher. If such grade is not achieved, the student will have to repeat the course until a grade of "C" is earned.

1. Students will be able to describe the physiological and biomechanical basis of human movements.

2. Students will be able to describe the effect of physical activity in energy balance

3. Students will be able to describe the purpose of and exercise testing, determine an appropriate submaximal or maximal protocol, and perform an assessment of cardiovascular fitness on the cycle ergometer or the treadmill.

4. Students will be able to have the knowledge of fundamental biomechanical and physiological principles related to both health and exercise performance.

5. Students will be able to identify the knowledge of fundamental biomechanical principles that underlie performance of the following activities: walking, jogging, running, swimming, cycling, weight lifting, carrying or moving objects.

Process for Assessing each Student Learning Outcome

The assessment will be utilized based on the following criteria:

Direct Assessment:

Percentage of students who score 80% on Exercise Physiology
Percentage of students who score 80% on Mechanics of Human Movement
Percentage of students who score 80% or more on Laboratory Techniques
Percentage of students who score 80% or more on Exercise Prescription

Indirect Assessment:

Percentage of students who score 80% or more on Internship or independent study
Percentage of students who score 80% or more on the question "Overall performance during internship" as reported by the internship supervisor

Final Score:

The final score will be the average of the direct and the indirect assessment. The score of the assessment will be submitted by the end of May of the spring semester.

2015-2016 results and plans for the future:

Based on the final score proposed above, 75% of students achieved an overall average of 80% in the stated courses.

Analysis of results (eg, conclusions)

Based on the above, coupled with graduation rate data showing 56.6% 6 year graduation rate for the 2009 cohort year, it would appear improvement is needed in the area of 6 year graduation rates for KINS students.

Changes made or planned

A new curriculum was approved and adopted beginning 2015 fall.

Changes to assessment process.

Incorporating an analysis of 6 year graduation rates into the assessment plan.

Public Health

Program Goals

The mission of the public health program is to promote health by supporting the learning, decision-making and capacity of individuals, groups, and communities. The program prepares and trains students to become public health professionals and advance public health practice and knowledge

Student Learning Outcomes

The student learning outcomes are synchronized with the Undergraduate Public Health Learning Outcomes as identified by the Association of Schools and Programs of Public Health (ASPPH) found at http://www.aspph.org/about/index.cfm. Because the track of our Public Health Program is focused on health behavior, we also include objectives under Domain 2 related to the 7 areas of responsibilities and competencies for Health Educators as provided by the National Commission for Health Education Credentialing (NCHES) which can be found at http://www.nchec.org/credentialing/responsibilities/

1: KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD AS IT RELATES TO INDIVIDUAL AND POPULATION HEALTH.

1.1 Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
1.2 Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.
1.3 List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
1.4 Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health.
1.5 Discuss major local, national, and global health challenges.
1.6 Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.
1.7 Outline approaches for assessing and controlling environmental hazards that affect community health.
1.10 Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices.
1.11 Appreciate the role of community collaborations in promoting population health.
1.12 Recognize the importance of key events and milestones in the history and development of the field of public health.
1.13 Value the relationship between human rights and health.

2: INTELLECTUAL AND PRACTICAL SKILLS RELATED TO PUBLIC HEALTH DELIVERY AND APPLICATION

2.0 Assess Needs, Assets and Capacity for Health Education in various settings.*
2.1 Understand the concepts and importance of planning strategies for Health Education programs in various settings.*
2.2 Understand the concepts and importance of implementation of Health Education programs in various settings*
2.3 Understand the concepts and importance of conducting evaluation and research related to Health Education programs.*
2.4 Understand the concepts and importance of administering and managing Health Education programs in various settings *
2.5 Understand the concepts and importance of serving as a Health Education Resource Person.*
2.6 Understand the concepts and importance of communicating and advocating for Health and Health Education to various constituents.*
2.7 Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.
2.8 Identify scientific data, including tools of informatics, and other information for assessing the health of a community.
2.9 Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
2.10 Analyze alternative viewpoints regarding a health topic.
2.11Assess the source and quality of health information and data, as related to individual and community health.
2.12 Appreciate the multiple determinants of health.
2.13 Recognize the impact of policies, laws, and legislation on both individual and population health.

**Learning outcomes for the health behavior specialization*

2015-2016 results and plans for the future:

There were two primary measures analyzed to determine student achievement at the undergraduate level in Public Health. The first measure was a survey assessing the number of areas covered in the internship experience. The other measure was a presentation on the internship experience. There were 73 students registered for PBHL 4043 Public Health Internship. The results from the survey indicate that 64 of the students have internship experiences that covered all seven program objective areas. Nine students had experiences that addressed five of the seven areas. Current graduation rates for the 2010 cohort is 64.3%.

From the data it is evident that some internship experiences are meeting all of the program objectives. This change from the last assessment is likely due to a modification of the program curriculum and the addition of faculty so that we can offer a more comprehensive set of courses in the curriculum,

The public health faculty are in the process of seeking accreditation by the Council on Education for Public Health (CEPH). This will likely improve further the quality of the student experience, provided faculty resources continue to be devoted to this fast growing program.

The program will define and implements a student assessment plan that determines whether program graduates have achieved expected student outcomes and assesses the program's effectiveness. the assessment plan may include regular surveys or other data collection (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from enrolled students, alumni and relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.).

The program will collect quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy.

The program will collect qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.

The program will demonstrate that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation.

Recreation and Sport Management

Program Goals

1. The Recreation and Sport Management BS students will be prepared for entry level positions in recreation and sport management
2. Students will be able to carry through a large project to completion.
3. Students will be able to identify problems and know where to find resources to solve them.

Student Learning Outcomes

Recreation and Sport Management BS students are required to complete a 400-hour professional internship as condition of their degree. Students may enroll in this internship once they have met the following criteria:

Completion of Risk Management (RESM 3873)
Completion of three different practicums (RESM 2011)
Achieved a minimum 2.5 GPA in RESM core classes
Timeline for assessment and analysis:
Typically in student's senior year

The Recreation and Sport Management student receiving a BS degree will attain minimally a "pleased to retain" from their site supervisor on their evaluation report for their internship.

Timeline for assessment and analysis:

Analysis will be completed at the end of internships when final evaluations are submitted.

Assessments will be done by the site supervisors who have watched student work in the field for at least 400 hours.

In the Recreation and Sport Management internship student will plan a program for the agency for which they receive a satisfactory grade.

Timeline for assessment and analysis:

Analysis will be completed at the end of internships when final evaluations are submitted.

Assessments will be done by the site supervisors who have watched student work in the field for at least 400 hours.

In the Recreation and Sport Management internship students will complete a major project for the agency for which they will receive a satisfactory grade from both the agency and the faculty supervisor.

Timeline for assessment and analysis:

Analysis will be completed at the end of internships when final evaluations are submitted.

Assessments will be done by the site supervisors who have watched student work in the field for at least 400 hours.

Student will receive "C" or better from the internship supervisor on Professional Personality which includes the ability to find resources, think independently, is resourceful, is able to adjust to situations etc.

Timeline for assessment and analysis:

Analysis will be completed at the end of internships when final evaluations are submitted.

Assessments will be done by the site supervisors who have watched student work in the field for at least 400 hours.

For each Student Learning Outcome stated above:

Timeline for assessment and analysis

Means of assessment and desired level of student achievement

Report annually to the Dean of the college/school the following:

Results of analysis of assessment of Student Learning Outcome following timeline stated above will be reported once a year at the end of each Spring semester.

2015-2016 results and plans for the future:

The majority of RESM students (92%) achieved the student learning outcomes explained above.

The 6 year graduation rate for the 2009 cohort was 40.9%.

Overall, the results indicate successful preparation of RESM undergraduate students. Graduation rates need to be targeted for improvement.

Changes made or planned

Examination of the precipitous drop in 6 year graduation rate for the 2009 cohort.

Changes to assessment process.

Incorporating an analysis of 6 year graduation rates into the assessment plan.

Masters of Education

Physical Education

Program Goals

1. Program graduates will be able to design quality physical education curriculum models.

2. Program graduates will be able to supervise student teachers or beginning teachers and take on leadership roles within their schools.

3. Program graduates will have skills needed to design an action research project to answer questions specific to the physical education teaching profession.

4. Program graduates will have the skills to critically examine issues related to the physical education teaching profession.

5. Program graduates will display a depth of knowledge in the scientific and psychological aspects of the physical education teaching profession.

Student Learning Outcomes

1. Students will pass the 11 required courses within the Physical Education M.Ed. program with a grade of “C” or better.

2. Students will complete the Physical Education M.Ed. program with a minimum GPA of 3.0.

3. Students will earn a passing grade on their Action Research project.

4. Students will earn a passing score on their comprehensive examination.

5. Students will demonstrate the skills needed to summarize and synthesize ethical issues within the profession.

6. Students will be able to analyze teaching episodes using the Frameworks for Teaching model.

Process for Assessing Student Learning Outcomes

March-May – collection of data from Student Learning Outcomes
June-July – analysis of data from Student Learning Outcomes and report of changes

A. Grades – grades in each individual course will be examined
B. GPA – overall GPA and GPA in individual courses will be examined
C. Action Research projects will be examined and graded.
D. Comprehensive exams will be examined and graded.
E. Supervision reports will be examined and graded.

A report of proposed changes will be made available to the COEHP Dean and HHPR department head.

2015-2016 results and plans for the future:

The cohort is making adequate progress toward degree completion. Two students were dismissed from the program for academic performance issues.

Analysis of results (eg, conclusions)
The cohort is making adequate progress toward degree completion.

Changes made or planned
The program needs to increase their admission criteria to a minimum undergraduate GPA of 3.0, no exceptions.

Changes to assessment process.
None at this time.

Recreation and Sport Management

Program Goals

1. Students will be able to make appropriate managerial decisions in a variety of recreation and sport settings.

2. Students will be able to problem-solve using critical thinking techniques across a variety of different situations in recreation and sport.

3. Students will complete a capstone experience which demonstrates ability to synthesize coursework in either a research project or integrated classroom experience.

Student Learning Outcomes

Recreation and Sport Management MS students are required to choose either an internship or thesis track. Students choosing to complete an internship (or administrative project) are required to pass a comprehensive exam. Students choosing to write a thesis do not take the comprehensive exam.

Timeline for assessment and analysis:

Students decide which track to follow upon completion of 18 of the required 36 hours of coursework

RESM students in the internship (or administrative project) track are required pass a comprehensive exam which asks questions based upon a real-world scenario, typically a case study on personnel matters. Students are asked questions based on core management course from their degree plan. Students must apply theories and problem solving techniques acquired in coursework to the exam questions.

Timeline for assessment and analysis:

Students take comprehensive exams in the semester in which they complete coursework

Comprehensive exams are graded by a committee of faculty members. Each of the six questions is given a possible score of 0, 1 or 2. Students must achieve a score of 9 points out of a possible12 to pass the exam.

RESM students in the internship (or administrative project) track are required to enroll in a capstone course (RESM 5853), which involves integrating complete a major project that requires them to look at a problem from all different angles.

Timeline for assessment and analysis:

Students take RESM 5853 in their final spring semester on campus

RESM students in the thesis track are required to successfully execute a research project under the direction of an RESM tenure-track faculty member.

Timeline for assessment and analysis:

Students defend their thesis in the semester in which they complete their coursework

A thesis is evaluated by a committee of three faculty members, two of which must hold appointments in the RESM program. The committee must sign off on the student's final research project.

For each Student Learning Outcome stated above:

Timeline for assessment and analysis

Means of assessment and desired level of student achievement

Report annually to the Dean of the college/school the following:

Results of analysis of assessment of Student Learning Outcome following timeline stated above will be reported once a year at the end of each Spring semester.

2015-2016 results and plans for the future:

Twenty one of twenty five students passed their comprehensive exams. Coursework and internship completion were positive for 100% of the students enrolled.

Analysis of results (eg, conclusions)

Improvements made on the comprehensive exam pass rate. The RESM faculty developed a new procedural manual for the administration of comprehensive exams.

Changes made or planned

1) the need to establish, maintain, and follow stricter admission standards for the RESM graduate programs. Doing so will likely improve the student performance on comprehensive exams and improve the quality of the program.

2) Continue examination of admission standards of masters students is needed. The RESM program needs to highlight quality over quantity.

Changes to assessment process

None to the assessment process as it appears to have spotlighted some problems within the program.

Master of Athletic Training

Program Goals

1. The Graduate Athletic Training Education Program (GATEP) is committed to maintaining a CAATE accredited entry-level curriculum that educates students through didactic, laboratory, and practical clinical experiences.
2. Students will gain an appreciation for the influence and importance of scholarly and scientific inquiry.

3. The GATEP will provide exposures to a diverse number of clinical professionals and experiences.
4. The GATEP will promote personal and professional development
5. The GATEP will be evaluated on an on-going basis to ensure the maintenance of high standards and program improvement

Student Learning Outcomes

1. The curriculum will be presented in an organized, sequential, and cumulative manner such that students will learn, develop, and refine their knowledge and clinical skills across the entire program.

2. Each didactic course and related laboratory experience will be based on and defined by the specific educational competencies and clinical proficiencies enumerated in the Fifth Edition of the Athletic Training Educational Competencies.

3. Students are effectively applying the education competencies and proficiencies covered within the corresponding semester's coursework.

4. Students will receive opportunities for individualized and on-going evaluation of clinical skill proficiency, both within didactic and laboratory courses as well as during clinical experiences each semester under the supervision of Clinical Preceptors.

5. All courses within the GATEP Program of Study will promote the development of critical thinking and evaluation skills through the integration of scholarly research.

6. Attendance at a minimum 30 registrants at research based conferences.

7. Students will receive exposure to individual and team sports, equipment intensive sport, patients of different sexes, and non-sport patient populations.

8. Students will be exposed to a minimum 8 different health care providers who are not certified athletic trainer

9. Students will be **REQUIRED** To become members of the National Athletic Trainers Association (NATA) and encouraged to become members of other pertinent organizations (i.e., ACSM).

10. Students will be exposed to professionally pertinent topics and issues through guest speakers from a variety of health care professions.

11. Program evaluations by current students, recent graduates (1 year post graduation) will be conducted annually.

12. Students will evaluate academic courses and instructors each semester.

Process for Assessing each Student Learning Outcome

The assessment will be utilized based on the following criteria:

Direct Assessment

1. **Percentage of students that score ≥ 80% on written/practical exams and student bi semester clinical evaluations by their preceptors.**
2. Evaluation data from assignments and exams and clinical evaluations. Attendance record
3. Preceptor Assignments, Enrollment in ATTR 5483, 5242, 5272
4. Assigned an National Athletic Trainers Association member number, attendance records of meetings attended
5. Exit interviews, surveys, and instructor course evaluations

Indirect Assessment

Percentage of students who pass their BOC certification exam on the first attempt of the second year spring semester athletic training student.

Final Score

The final score will be the average of the direct (**1**) and the indirect assessment. The score of the assessment will be submitted by the end of May of the spring semester to the Department Head of Health Human Performance and Recreation and Dean of the College and Health Professions. In addition, the above stated average assessment will be submitted in the annual report or re-accreditation self-study for the Commission on Athletic Training Accreditation (CAATE).

2015-2016 results and plans for the future:

100% passed their practical exams; 100% of MAT students passed their BOC exam.

Analysis of results (eg, conclusions)

Based on the above, it would appear good progress is being made.

Changes made or planned

None. Subject to CAATE accreditation procedures.

Changes to assessment process.

None. Subject to CAATE accreditation procedures.

Masters of Science

Community Health Promotion

Program Goals

1. Develop masters level graduates ready to take an active role in the planning, implementation, and evaluation of health education and health promotion programs in a variety of public health settings.

2. Develop masters level graduates that understand and are able to apply the most important health behavior and planning theories in health education and health promotion.

3. Develop masters level graduates that are able to assess the critical health and health care needs, assets, and capacities of individuals and communities.

4. Develop masters level graduates prepared to provide culturally competent care and services within established legal and ethical parameters of the profession.

5. Develop masters level graduates that are able to effectively communicate and advocate for health education and health promotion.

Student Learning Outcomes

1. Completion of program of study and required courses for the masters program.
   a. Timeline: Data to be compiled and completed by December 31, 2015
   b. Assessment will be conducted by reviewing student records and determining the number of students completing the required program of study.

2. Completion and passing written comprehensives exams for masters students.
   a. Timeline: Data to be compiled and completed by December 31, 2015
   b. Assessment will be conducted by reviewing the records for the number of students taking written comprehensive exams and the number of students passing the exam.

3. Attainment of a grade of "B" or better in all Health Promotion core and Research core course work.
   a. Timeline: Data to be compiled and completed by December 31, 2015
   b. Assessment will be conducted by reviewing the records for the number of students attaining a grade of "B" or better in the designated courses.

2015-2016 results and plans for the future:

The CHLP M.S. program had a 100% pass rate on comprehensive exams and all students received a "B" or better in their core designate courses. All student who graduated in 2016 did so within a 4 semester timeframe.

Analysis of results (eg, conclusions)
Based on the results of the assessment, the M.S. program curricula appear to be preparing students for successful completion of their comprehensive exams, on time completion of degree, and success in their core courses.

Changes made or planned
None at this time.

Changes to assessment process.
None at this time

Kinesiology-Exercise Science

Program Goals

1. To provide advanced experience for the students in exercise science that improves skills related to exercise and for entry-level allied health professions health professions.
2. Prepare students to serve as exercise specialist or sports science consultants.
3. Prepare students interest in research for doctoral work in health or exercise science, aimed to serve Arkansas and beyond.

Student Learning Outcomes

1. Students will be able to integrate and problem-solve using managemt techniques across a variety of different situations in health, fitness and disease.
2. Students will be able to design a research project relative to exercise science.
3. Students will be able to demonstrate their knowledge of the current literature by writing and presenting in EXSC 5513 (Exercise Physiology) and EXSC 5323 (Biomechanics).

Process for Assessing each Student Learning Outcome

The assessment will be utilized based on the following criteria:

Direct Assessment

Percentage of students who pass their thesis defense or comprehensice exams
Percentage of students who score 80% on Exercise Physiology I
Percentage of students who score 80% on Biomechanics I
Percentage of students who score 80% on Practicum in Exercise Science

Indirect Assessment

Percentage of students who pass their thesis defense or comprehensive exams

Final Score

The final score will be the average of the direct and the indirect assessment. The score of the assessment will be submitted by the end of May of the spring semester.

2015-2016 results and plans for the future:

90% of M.S. students who completed the degree in 2015-2016 met the assessment criteria above for grades of 80% or better on coursework. 100% of those who defended a thesis passed. 1 student did not pass comprehensive exams out of 6.

Analysis of results (eg, conclusions)

Based on the above, it would appear good progress is being made.

Changes made or planned
None

Changes to assessment process.
None

Doctor of Education

Recreation and Sport Management

Program Goals

1. Students will be able to complete a significant research project including designing, analyzing and writing a dissertation.

2. Students will be able to design, teach, and evaluate our undergraduate recreation and sport management courses.

3. Students will be able to articulate a philosophy of recreation and sport that they can impart to undergraduate students that will show an understanding of the major concepts and the importance of the field.

Student Learning Outcomes

1. Students will complete a dissertation.
   Timeline for assessment and analysis:
   Students should propose a dissertation at the beginning of their third year in the program, but no later than the beginning of their fourth year.
   Student's dissertation committee will meet to accept the proposal.
   Students should defend their dissertation three weeks before the end of their third year in the program, but no later than three weeks before the end of their fourth year in the program.

Student's dissertation committee will meet to accept the defense.

2. Students will complete a teaching internship.
   Timeline for assessment and analysis:
   Students who have no previous teaching experience should enroll in RESM 674V in which they shadow a faculty member.
   This internship should be completed in the first semester in which the student is a full-time doctoral student.
   Student and faculty member shall analyze student's pedagogical techniques and presentation abilities.

3. Students will successfully pass a comprehensive exam.
   Timeline for assessment and analysis:
   Students will sit for comprehensive exams either upon completion of doctoral coursework or during the semester in which doctoral coursework is completed.
   Students shall answer five questions designed to demonstrate proficiency and competency in recreation and sport management theory, research design, and application of student cognate area.
   Student's program committee will read student's written exams and test student knowledge and application during an oral defense.

4. For each Student Learning Outcome stated above:
   Timeline for assessment and analysis
   Means of assessment and desired level of student achievement
   Report annually to the Dean of the college/school the following:
   Results of analysis of assessment of Student Learning Outcome following timeline stated above will be reported once a year at the end of each Spring semester.

2015-2016 results and plans for the future:

Three (3) of 3 EdD students in 2015-2016 successfully defended their dissertation.

Analysis of results (eg, conclusions)
Acceptable

Changes made or planned
None

Changes to assessment process.
In future years, need to better assess adequate student progress toward completion of the degree.

Doctor of Philosophy

Community Health Promotion

Program Goals

1. Develop doctoral candidates ready to take an active role as academicians in institutions of higher education.

2. Develop doctoral students that understand and be able to explain the most important health behavior and planning theories in health education and health promotion.

3. Develop doctoral students that are able to conduct research that will address an important health issue.

Student Learning Outcomes

1. Completion of program of study and required courses for the doctoral program.
    a. Timeline: Data to be compiled and completed by December 31, 2015
    b. Assessment will be conducted by reviewing student records and determining the number of students completing the required program of study.

2. Completion and passing written comprehensives exams for PhD students.
    a. Timeline: Data to be compiled and completed by December 31, 2015
    b. Assessment will be conducted by reviewing the records for the number of students taking written comprehensive exams and the number of students passing the exam.

3. Completion and passing of oral comprehensive exams for PhD students.
    a. Timeline: Data to be compiled and completed by December 31, 2015
    b. Assessment will be conducted by reviewing the records for the number of students taking oral comprehensive exams and the number of students passing the exam.

4. Completion of approval of dissertation for the degree.
    a. Timeline: Data to be compiled and completed by December 31, 2015
    b. Assessment will be conducted by reviewing the records for the number of students becoming candidates for the degree by the approval of oral comprehensive exams and determining the number of those students successfully defending their dissertation by the end of the review period.

2015-2016 results and plans for the future:

All doctoral students in the Community Health program are making adequate progress and are on track to complete the program and in good academic standing.

Two students completed their comprehensive examinations and both passed. Two successfully defended their dissertations and have secured employment as Assistant Professors in University settings.

Analysis of results (eg, conclusions)
Overall, the program achieved its goals.

Changes made or planned
In an attempt to ensure the admission of only high quality candidates, the community health faculty will become more critical of its Ph.D. applicants. This has continued with the rejection of 4 applicants for the fall of 2016 admission period. Of 6 students accepted for fall 2016, 3 were awarded DAF/DDF's.

Changes to assessment process.
None.

Kinesiology-Pedagogy

Program Goals

1. Program graduates will be able to design quality physical education curriculum models.

2. Program graduates will be able to supervise student teachers or beginning teachers and take on leadership roles within their schools.

3. Program graduates will have skills needed to design an action research project to answer questions specific to the physical education teaching profession.

4. Program graduates will have the skills to critically examine issues related to the physical education teaching profession.

5. Program graduates will display a depth of knowledge in the scientific and psychological aspects of the physical education teaching profession.

Student Learning Outcomes

1. Students will pass the 11 required courses within the Physical Education M.Ed. program with a grade of "C" or better.

2. Students will complete the Physical Education M.Ed. program with a minimum GPA of 3.0.

3. Students will earn a passing grade on their Action Research project.

4. Students will earn a passing score on their comprehensive examination.

5. Students will demonstrate the skills needed to summarize and synthesize ethical issues within the profession.

6. Students will be able to analyze teaching episodes using the Frameworks for Teaching model.

Process for Assessing Student Learning Outcomes

March-May – collection of data from Student Learning Outcomes
June-July – analysis of data from Student Learning Outcomes and report of changes

A. Grades – grades in each individual course will be examined
B. GPA – overall GPA and GPA in individual courses will be examined
C. Action Research projects will be examined and graded.
D. Comprehensive exams will be examined and graded.
E. Supervision reports will be examined and graded.

A report of proposed changes will be made available to the COEHP Dean and HHPR department head

Program Goals

1. Students will be able to complete a significant research project including the design, analysis, and written report.
2. Students will be able to design, teach, and evaluate Physical Education courses.
3. Students will be able to produce work for presentation at professional conferences and/or manuscript for professional publications.
4. Students will be able to successfully pass the written and oral candidacy exam.

Student Learning Outcomes

1. Demonstrates an advanced knowledge and comprehension of Kinesiology-Pedagogy past the master's level.
2. Critically evaluate and analyze scientific literature, formulate a research proposal, and see the research through its completion.
3. Gain the necessary teaching and research skills to become a successful Kinesiology-Pedagogy professional.
4. Successfully present research both orally (conference presentations) and through the written media (publications).

Process for Assessing Student Learning Outcomes

March-May – collection of data from Student Learning Outcomes.
June – analysis of data from Student Learning Outcomes and report of changes.
A report of proposed changes will be made available to the COEHP Dean and HHPR department head.

2015-2016 results and plans for the future:

With two active Ph.D. students, both have met the proposed outcomes by presenting research at national conferences, serving as co-authors on publications, and making adequate progress toward completion of their degree.

Analysis of results (eg, conclusions)
Ph.D. students have met the proposed learning outcomes and are making adequate progress toward degree completion.

Changes made or planned
None

Changes to assessment process.
None

Kinesiology-Exercise Science

Program Goals

1. To provide international level research experience for the doctoral students in exercise science
2. To develop research skills related to exercise science
3. Prepare future scientists or university teachers in health or exercise science fields, aimed to serve Arkansas and beyond.

Student Learning Outcomes

1. Student will be able to critically read, analyze and synthetize the literature in their area of interest.
2. Students will be able to design a research question, collect, analyze and interpret data.
3. Students will be able to make a contribution to the literature by completing their dissertation.
4. Students will be able to write and publish manuscripts based on experiments that they are involved.
5. Student will be able to demonstrate in depth knowledge of specific areas of exercise science

Process for Assessing each Student Learning Outcome

The assessment will be utilized based on the following criteria:

Direct Assessment
Percentage of students who score 90% on Statistics courses
Percentage of students who score 90% on courses outside of statistics

Indirect Assessment
Percentage of students who pass their Thesis defense
Percentage of students who pass their comprehensice exams
Percentage of students who publish at least one first author paper during their time in the doctoral program by the time they graduate.

Final Score
The final score will be the average of the direct and the indirect assessment. The score of the assessment will be submitted by the end of May of the spring semester.

2015-2016 results and plans for the future:

100% of Ph.D. students achieved the assessment criteria noted above. Three students successfully defended their dissertations and graduate spring 2015.

Analysis of results (eg, conclusions)
Based on the above, it would appear good progress is being made.

Changes made or planned
None

Changes to assessment process.
None

Changes to the Ph.D. program: The Ph.D. programs in HHPR have been consolidated into a single Ph.D. in Health, Sport, and Exercise Science with 4 concentrations: Exercise Science, Physical Education, Community Health Promotion, and Recreation and Sport Management. This degree has been approved and will take effect Fall 2016.

Department of Rehabilitation, Human Resources, and Communication Disorders

The Department of Rehabilitation, Human Resources, and Communication Disorders is dedicated to advancing knowledge, empowering communities, and preparing highly qualified diverse professionals in health and education who are committed to improving people's lives through practice, scholarship, and leadership.

Bachelor of Science in Education

Communication Disorders

The Bachelor of Science in Education in Communication Disorders prepares students for graduate level studies in speech-language pathology and audiology or graduate level coursework in other educational and health related professions. Program goals are based on the knowledge and skills recommended by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. Undergraduate students are expected to demonstrate knowledge and skills related to the foundations of speech and language and basic aspects of professional practice. At the undergraduate level, students are expected to demonstrate performance equivalent to 70% or better. Final data for degree completion rates and acceptance to graduate programs are not available at the time of this report.

RESULTS OF ACADEMIC ASSESSMENT FOR 2015-2016		
PROGRAM GOALS	**LEARNING OUTCOMES**	**STUDENT PEFORMANCE – 70% or higher**
Students will **demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language and swallowing.**	Describe the anatomy, physiology, and neurological bases involved in the production and reception of speech and language.	CDIS 3123 Comprehensive Final – 98% CDIS 4253 Comprehensive Final – 93% CDIS 4213 Comprehensive Final – 92%
	Interpret acoustic and aerodynamic measures of speech.	CDIS 4213 Comprehensive Lab Project – 100%
	Interpret and transcribe speech using the International Phonetic Alphabet (IPA)	CDIS 3124 Comprehensive Final – 97%

Students will **demonstrate knowledge of normal development of speech, language, and hearing across the lifespan.**	Identify normal developmental milestones for speech and language.	CDIS 3203 Comprehensive Final – 94%
	Describe the effect of normal aging on speech, language, cognition, hearing, and swallowing.	CDIS 3224 Comprehensive Final – 89% CDIS 4273 Comprehensive Final – 100%
	Analyze a language sample using Systematic Analysis of Language Transcript (SALT) and interpret the results compared to normative data.	CDIS 3224 Project – 89%
Students will **demonstrate knowledge of the effect of cultural and linguistic differences on communication.**	Distinguish speech and language differences that may be attributed to culturally and linguistically diverse populations.	CDIS 3203 Project – 98% CDIS 4223 Final Grade – 100%

Additional Assessment: All honors students completed proposals and proposal presentations with scores of 80% or better.

Changes in Assessment Plan: Based on the results, no changes in the assessment process are planned for the next academic year.

Human Resource and Workforce Development

Assessment of Student Learning

1. The new HRWD Undergraduate program was implemented in the fall of 2013. The capstone class was offered for the first time in the fall of 2015. The HRD Capstone is the culminating academic endeavor of students who earn a degree from the HRWD program. Students choose either a written research paper or a real-world project. In either case, through the capstone project students demonstrate a clear and reasonable synthesis of their academic curriculum, specifically the three pillars of HRD: career development, organizational development, and training and development. The project/paper demonstrates the student's ability to synthesize and apply the knowledge and skills acquired in his/her academic program to real-world issues and problems. This final project affirms the student's ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively.

2. Groups were formed in the class by the instructor. The group members chose an issue facing Organization Development and its future. The group developed an intervention plan to address the chosen issue using the textbook and additional sources.

   After learning the steps for designing an active training program, assessing training needs, developing active training objectives, how to create opening exercises, preparing brain-friendly presentations, using experiential learning approaches, etc., students observed and critiqued different types of presentations in their community. Additionally, the students interviewed HR managers at three different businesses in their community. Lastly, the students analyzed evaluated, analyzed, and discussed improvements to a training plan.

The measure used to assess the students' learning is the grades earned. Out of the 269 students enrolled in HRWD classes in the fall 2015 semester, 2016 or 77% earned a C or better. Sixty or 22% of the students earned a B and 103 or 38% earned an A.

3. For the final the students wrote a paper about a challenge facing HRD. After thoroughly explaining what the challenge is and why it exists, the students proposed a solution to the challenge.

4. The survey is being distributed in the spring 2016 semester. We are working with the Alumni association to send the survey to students who graduated in the fall 2015 semester and those who have graduated from the HRWD or HRDV program in the last five years. Once the surveys have been submitted, the results will be aggregated and analyzed. The results of this first survey will be reported in the 2016-2017report.

5. Last year the faculty noticed that some of the students were taking classes out of the course sequence and therefore were not adequately prepared for some of the classes. In order to alleviate this situation the faculty implemented advising holds and prerequisites. We continued to monitor students' progress and feedback along with the faculty's research to determine if/when/and what changes may be needed in order to maintain the rigor, viability, and effectiveness of the HRWD Undergraduate degree program. We discovered that the prerequisites that were implemented had the unintended consequence of creating barriers to students being able to take enough hours in a given semester. Therefore, we changed the prerequisite requirements from specific classes to junior standing for some courses and senior standing for other courses. This should increase the flexibility for students to enroll in classes while also assuring the students take classes in a course sequence and have the knowledge needed to successfully complete the classes.

Masters of Education

Adult and Lifelong Learning

The M.Ed. degree prepares students for employment in programs that provide adult literacy and education, lifelong learning, community and nonprofit organizations, military education, postsecondary education, and continuing professional education. The program focuses on

developing students as emerging scholars and practitioners. The M.Ed. degree also prepares coursework for students pursuing Adult Education licensure in order to serve as adult education instructors at state-approved adult education and literacy programs.

Results of Analysis of Student Learning Outcomes-2015/2016

ADLL 5223 Adult and Lifelong Learning Applied Project

In the spring of 2016, 7 students enrolled in ADLL 5223 Adult and Lifelong Learning Applied Project. Of the six enrolled in the course, 1 withdrew for personal reasons, 4 students (66.6%) earned an 'A', and 2 (33.3%) earned an 'I'.

Exit Interview

Six students completed the exit interview prior to graduation from the program.

Changes Made to Degree/Certificate

Low enrollment continues to be an issue for this course; because of this faculty decided it should be offered just once per year, during the spring semester, when enrollment is typically higher. Students who need the course to graduate and cannot take it during the spring semester will be enrolled in Independent Study and will complete the project and exit interview required in Applied Project.

Faculty continue to review feedback provided by students in their exit interview. Based on their comments and suggestions, a new course currently being developed for the community college cohort will address issues relevant to master's students as well. Student have consistently identified talent development, or professional development, as content they would like to have covered during their career in ADLL. The course will cover contemporary perspectives on individual talent development in the field of adult education. Students will have the opportunity to utilize existing theories, principles, and practices to create meaningful plans for identifying and developing individual talent.

ADLL faculty members are also considering submitting a proposal for a certificate program in adult and lifelong learning. Discussion regarding the certificate is ongoing.

Changes Made to Assessment Process

When the ADLL program was approved it was done so with the understanding that Applied Project would serve as the capstone for the program, with the individual project serving as one form of program assessment, and the exit interview servings as a second form. In addition to the challenge created by low enrollment, some students have struggled with the concept of completing an independent project that measures program learning outcomes.

During the ADLL spring 2016 faculty discussed solutions to these issues. One proposed solution is to modify the program by conducting a comprehensive exam and an exit interview each semester (spring, summer, fall). The Applied Project course would be eliminated from the

program of study. Faculty will revisit this issue during the fall semester after the new ADLL faculty member has arrived.

Higher Education

Results of Assessment

Two direct assessment measures are reported for the Master's Degree program in Higher Education (MED Program) for the 2015-2016 academic year. First, written comprehensive examinations were administered to all students completing their coursework, exams are offered in the fall and spring semesters. In fall 2015, six students took comps. All six students passed without any remediation (addendum or complete rewrite). In spring 2016, 22 students took comps and all students passed although five students had to write an addendum and one student had to rewrite the comprehensive examination. The second direct measure reported is student performance in Internship (HIED 5643 *Reflective Practice in Higher Education and Student Affairs*). Students are rated on a 4-point scale by their professional site supervisor (1 = "Did not meet minimal performance expectations" to 4 = "Performed at an exceptional level"). The professional site supervisor rates students in three categories: "professional job behavior," "communications and human behavior skills," and "administrative competencies." During the fall 2015 semester 11 students completed internship. The overall professional site supervisor rating for all students was 3.73 over all three categories. In spring 2016, 18 students completed internship. The overall professional site supervisor rating for all students was 3.77 over all three categories.

The MED Program uses two indirect measures of assessment: overall master's grade point average and grade point average in master's core courses. For the 2015-2016 academic year the overall grade point average was 3.70 and 3.71 for Higher Education MED core courses.

Changes Made or Planned

During the 2015-2016 academic year the following courses were approved by the University of Arkansas: HIED 5043 *Student Development in Higher Education,* HIED 5093 *Research Methods in Higher Education and Student Affairs*, and HIED 5643 *Reflective Practice in Higher Education and Student Affairs*. The MED Program added two new courses: HIED 5063 *Diversity in Higher Education* and HIED 5103 *Higher Education in International Contexts.*

Human Resources and Workforce Development Education

Mission
To equip working adults with the knowledge, skills, and attitudes to maintain and further leadership in workplace development for Arkansans, nationally and globally.

Vision
To become the leading graduate degree program in Human Resource Workforce Development in Arkansas and the nation.

Assessment of Master's Student Learning

Direct Methods

1. Fourteen students completed the Capstone course consisting of a research paper or project idea that synthesized the three pillars of HRD: career development, organization development, and training and development.
2. Fourteen students successfully completed a Comprehensive examination, responding to questions posed by their Advisory committees.
3. Students in most MED classes completed a final group project collaboratively developing a case study or issue where they analyzed, reflected on, posed and answered questions about, and offered a solution.
4. Students in most MED classes wrote scholarly papers that analyzed perspectives about an issue or proposed solutions growing out of different theories.

Indirect Methods

1. 14 MED students graduated at December or May commencement exercises.
2. Graduating students completed coursework with a GPA of 3.00 or better.
3. Student feedback about course content and instruction was generally above 4.00 on a scale of 1 to 5.
4. Students enthusiastically shared opinions about class material on course and group discussion boards.

Program Assessment Supportive to Student Learning Outcomes

Results

1. Master's students are gaining the knowledge and skills to establish a reputation and gain important positions in the HRD field.
2. I have initiated a survey through the UA Alumni Association about effectiveness of our HRD graduate programs for those who graduated during the last five years. We expect to have the results sometime this summer.
3. Per my suggestion from the 2015 report, the faculty has decided to offer the Capstone course in a semester according to projected enrollment.
4. The program had ten successful applications to the program in 2015-2016; one over the 2014-2015 number accepted; several applications are pending.
5. The program coordinator answered 176 email requests for program information, and an undocumented number of telephone requests during the 2015-2016 academic year.

Master of Science

Communication Disorders

The M.S. in Speech-Language Pathology ensures that degree candidates meet the minimum academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association. Program goals are based on the knowledge and skills recommended by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-

Language-Hearing Association. Graduate students are expected to demonstrate knowledge and skills related to the 1) foundations of communication and professional practice; 2) screening, assessment, evaluation, and diagnosis of communication disorders; and 3) planning, implementation, and evaluation of treatment. Students must pass a comprehensive exam administered by the program and a national Praxis examination in speech-language pathology to qualify for licensure and certification. Graduate students must also earn a minimum of 400 clinical clock hours during their program, with a final minimum competency rating of "3" on a 4-point scale on each of 205 skills. Final data for employment of the 2013-2015 cohort are not available at the time of this report.

RESULTS OF ACADEMIC ASSESSMENT FOR 2015-2016		
PROGRAM GOALS	**LEARNING OUTCOMES**	**STUDENT PERFORMANCE**
The student will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in articulation, fluency, voice, resonance, language, hearing, cognitive aspects of communication, social aspects of communication, and augmentative/alternative communication.	Differentiate between normal and disordered articulation, language, voice, resonance, swallowing, fluency, and pragmatics.	2014-2016 Cohort CDIS Comprehensive exam – 97% pass *Praxis* Exam in SLP – 100% pass 2015-2017 Cohort For all courses – 84% performed at 80% or higher
	Identify appropriate methods of evaluating a variety of speech, language, and swallowing disorders.	2014-2016 Cohort CDIS Comprehensive exam – 97% pass *Praxis* Exam in SLP – 100% pass 2015-2017 Cohort For all courses – 84% performed at 80% or higher
The student will demonstrate knowledge of processes used in research and of the integration	Evaluate the current evidence base for a variety of assessment and intervention strategies	CDIS 699V - Evidenced-based research paper – 100%

of research principles into evidence-based clinical practice.		Poster presentation of research – 100%
The student will complete clinical experiences sufficient in breadth and depth to achieve adequate skills in evaluation, intervention, and interaction/personal qualities.	Demonstrate competency in obtaining both subjective and objective measures of speech, language, and hearing ability.	2014-2016 Cohort Final Clinical Skills Ratings 3+ – 100% 2015-2017 Cohort Clinic Practicum Grade – 97% at 80% or higher
	Demonstrate competency in assessing speech and language abilities/disorders for clients of varying ages, genders, and cultures.	
	Demonstrate competency in planning and performing intervention for a variety of communication disorders with clients of varying ages, genders, and cultures	

Changes in Assessment Plan: Based on the results, no changes in the assessment process are planned for the next academic year.

Counseling

The University of Arkansas (U of A) master's degree program in counseling (CNSL) prepares students in clinical mental health counseling and school counseling to work as scholar-practitioners in a variety of clinical and educational settings. Three student learning outcomes (SLO) have been developed and are evaluated utilizing a variety of assessment strategies at three assessment points: (1) initial learning in the classroom, (2) the transfer and generalization of learning to real world employment settings during practicums and internships, and (3) the maintenance of learning over time demonstrated in final comprehensive exams. Performance & achievement of the SLO's are determined using an achievement scaling rubric for outcome levels as follows: 1= worst possible achievement outcome, 2= less than expected achievement outcome, 3= expected achievement outcome, and 4 = better than expected achievement outcome See the CNED assessment plan for descriptions of achievement outcome levels.

Results of Analysis of Assessment of Student Learning Outcomes (SLO)

The assessment results of the level of achievement of the three student learning outcomes at the three points of assessment are presented in the three tables discussed below. Table 1 presents the assessment results for SLO 1. Table 2 presents the assessment results for SLO 2 at the three assessment points. Table 3 presents the assessment results for SLO 3 at the three assessment points

SLO 1 - Required Knowledge, Understanding, and Abilities of all Professional Counselors regardless of Counseling Specialty

Table 1: Core Learning Domains

I – Initial Learning - Core Learning Domains	Fall 2015	Spring 2016	Average
Professional Orientation and Ethical Practice	4.0	4.0	4.0
Social and Cultural Diversity	4.0	N/A	4.0
Human Growth and Development	4.0	4.0	4.0
Career Development	4.0	4.0	4.0
Helping Relationships	3.5	3.6	3.6
Group Work	4.0	4.0	4.0
Assessment	4.0	3.9	3.9
Research and Program Evaluation	4.0	3.5	3.7
SLO 1 Overall Average	3.9	3.8	3.9

A review of the data in table 1 suggests, the core knowledge, understanding, and abilities required of all professional counselors regardless of counseling specialty, the focus of student learning outcome 1, was achieved above the expected level of 3. An average mean of 3.9 was achieved for the fall semester and 3.8 for the spring semester. Average student achievement outcome level for the academic year was 3.9 indicating that student learning outcome 1 was achieved satisfactorily for the academic year 2015-16.

SLO 2 – Specific Clinical Mental Health Counseling Professional Knowledge, Skills, and Practices Necessary to Address a Wide Variety of Circumstances within the CMHC Context

Table 2: CMHC Learning Domains

I – Initial Learning - CMHC Learning Domains	Fall 2014	Spring 2015	Average
Foundations	3.4	N/A	3.4
Counseling, Prevention, and Intervention	4.0	4.0	4.0
Diversity and Advocacy	3.7	4.0	3.8
Assessment	4.0	4.0	4.0
Research and Evaluation	4.0	4.0	4.0
Diagnosis	4.0	3.8	3.9
II - Transfer of Learning to Real World Employment Settings			
Clinical Mental Health Practicums	4.0	3.8	3.9
Clinical Mental Health Internships	4.0	4.0	4.0
III – Retention/Maintenance of Learning – End of Program			
Comprehensive Exam	3.4	3.1	3.3
Portfolio	N/A	N/A	N/A

Licensure/Certification Pass Rate	4.0	4.0	4.0
SLO 2 Overall Average	3.8	3.8	3.8

A review of the data in table 2 suggests that the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the CMHC context, the focus of student learning outcome 2, was achieved above the expected outcome level of 3. An average mean of 3.8 was achieved for the fall semester and 3.8 for the spring semester. Average student achievement outcome level for the academic year was 3.8 indicating that student learning outcome 2 was achieved satisfactorily for the academic year 2015-16.

SLO 3 – Specific School Counseling Professional Knowledge, Skills, and Practices Necessary to Promote the Academic, Career, and Personal/Social Development of all K–12 Students.

Table 3: School Counseling Learning Domains

I – Initial Learning – School Counseling Learning Domains	**Fall 2014**	**Spring 2015**	**Average**
Foundations	4.0	N/A	4.0
Counseling, Prevention, and Intervention	4.0	4.0	4.0
Diversity and Advocacy	3.9	3.8	3.9
Assessment	3.8	3.8	3.8
Research and Evaluation	4.0	N/A	4.0
Academic Development	4.0	N/A	4.0
Collaboration and Consultation	4.0	N/A	4.0
Leadership	4.0	N/A	4.0
II - Transfer of Learning to Real World Employment Settings			
School Counseling Practicum	4.0	3.8	3.9
School Counseling Internships	4.0	4.0	4.0
III – Retention/Maintenance of Learning – End of Program			
Comprehensive Exam	3.4	3.1	3.3
Portfolio	N/A	N/A	N/A
Licensure/Certification Pass Rate	4.0	4.0	4.0
SLO 3 Overall Average	3.9	3.8	3.9

A review of the data in table 3 suggests that the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students, the focus of student learning outcome 3, was achieved above the expected outcome level of 3. An average mean of 3.9 was achieved for the fall semester and 3.8 for the spring semester. Average student achievement outcome level for the academic year was 3.9 indicating that student learning outcome 3 was achieved satisfactorily for the academic year 2015-16.

Changes Planned or Made on the Basis of Assessment Findings

Data suggest the three student learning outcomes were achieved at above the expected outcome achievement level for the 2015-16 academic year.

Changes to the Assessment Process

No changes are recommended to the assessment process based on the assessment results.

Rehabilitation Counseling

Program Goals

Continue to provide an accredited nationally competitive graduate rehabilitation counseling program that prepares students in rehabilitation counseling to:

- Provide vocational rehabilitation and independent living services to a diverse population of persons with disabilities, experiencing diverse challenges in diverse environments
- Pursue a doctoral degree in rehabilitation education and research

Results of Analysis of Assessment of Student Learning Outcomes

As previously indicated, the master's program is accredited by C.O.R.E. and is required to provide the results of a comprehensive assessment in order to maintain accreditation. C.O.R.E. stipulates that this assessment must evaluate the programmatic areas below.

- Mission and Objectives
- Content and Design of the Curriculum
- Practicum and Internship Requirements and Supervision
- Graduate Employment and Professional Credentialing
- Efforts to Recruit and Retain Students with an Emphasis on Diversity
- Resources to Carry out Program Mission
- Faculty Strengths and Experience

As standard practice, the master's program conducts course evaluations at the conclusion of each semester. The electronic evaluations provide the instructor with feedback and input that facilitate individual course changes based on student preferences and concerns. These evaluations are an integral part of the master's program's evaluation process.

In preparation for the more extensive programmatic evaluation required by C.O.R.E. the program held an Advisory Board Meeting on Friday, March 11, 2016. Ten Advisory Board Members, program faculty, and the RHRC department head were in attendance. An overview of the program's mission and objectives as well as a walk-through of the content and design of curriculum were presented. An open discussion was held to garner feedback and input from the Advisory Board regarding the program's current status as well as anticipated needs. During the

meeting the C.O.R.E. annual report was discussed and a pilot survey was presented, reviewed, and critiqued by the Board.

Based on feedback from the Advisory Board, four surveys were created.

- Student and Graduate Survey
- Practicum and Internship Supervisor Survey
- Employer Survey
- Advisory Board Survey

The program utilized the university's Qualtrics platform to design, distribute, and analyze the surveys. The response rates for the surveys are listed below.

- Student and Graduate Survey
    - 142 valid emails / 47 responses
- Practicum and Internship Supervisor Survey
    - 41 valid emails / 17 responses
- Employer Survey
    - 61 valid emails / 12 responses
- Advisory Board Survey
    - 12 valid emails / 11 responses

The rehab faculty and the RHRC department head met on Tuesday, May 10, 2016 and discussed the results of the Qualtrics surveys as well as programmatic changes that will be made based on the input from individual item analysis.

- Immediate learning was assessed by a variety of strategies to include exams, presentations, skill rating scales, video demonstrations, discussions, and research projects. Student competency relative the content specific objectives of each course were assessed as aforementioned. It is important to note that these standards are not established by the program but by the C.O.R.E. and are closely monitored as a contingency of the program's continued accreditation.

  All students met the minimal standards for each course.

- The transfer and generalization of learning to real world settings which occurs in actual employment settings through practicums and internships was measured by ratings of student skills by site supervisors and employers as well as by program faculty. Student competency relative to the content specific objectives of practicum and internship were assessed as aforementioned. As previously discussed, is important to note that these standards are not established by the program but by the C.O.R.E.

  All students met the minimal standards for practicum and internship.

- The retention and maintenance of learning over time which culminates upon graduation was measured by the successful completion of the Certified Rehabilitation Counselor Examination, http://www.crccertification.com.

  Ninety one percent (91%) of students passed the Certified Rehabilitation Counselor Examination.

Changes to the Assessment Process and Student Outcomes made or planned.

- **Program curriculum**

The overall satisfaction within each of the areas assessed in the evaluation were quite high. The following themes emerged from specific feedback provided in the aforementioned open responses.

- Mission and Objectives
  - The program should include social justice in its mission.
  - The program should align more closely with mental health providers.
  - The program should conduct greater outreach to providers.
  - The program should conduct greater outreach within the community.
- Content and Design of the Curriculum;
  - The program should better integrate group counseling into the curriculum.
  - The program should conduct more site visits and tours of providers.
  - The program should incorporate more information on funding and billing into the Case Management course.
  - The program should integrate more substance abuse and additions content throughout the curriculum.
  - The program should integrate more sexuality content throughout the curriculum.
  - The program should provide content less specific to the state and federal VR stem.
  - The program should incorporate requisite course for L.P.C.s into the curriculum
- Practicum and Internship Requirements and Supervision
  - The program should schedule more frequent meetings between faculty and site supervisor.
  - The program should more specifically define the site supervisor's role.
  - The program should have more specific expectations of the site supervisor.
- Graduate Employment and Professional Credentialing
  - The program should provide more networking opportunities.
  - The program should conduct more site visits and/or tours of providers
  - The program should provide a broader range of career opportunities.
- Efforts to Recruit and Retain Students with an Emphasis on Diversity
  - The program should conduct greater outreach to UAPB and HBCUs.
  - The program should conduct greater outreach to the community.
- Resources to Carry out Program Mission

        - The program should provide additional resources for more extensive networking, such as conferences and facility site visits/tours.
    - Faculty Strengths and Experience
        - The program faculty expertise in addictions and research was cited.

The program faculty will meet over the course of the summer to finalize changes to the content and design of the curriculum that will be implemented in the fall. These changes will be based on feedback and input from both the Advisory Board Meeting and the Qualtrics surveys.

Many changes such as the scheduling of more frequent meetings with site supervisors and ensuring that that their roles are more explicitly addressed are easily addressed. Incorporating the Group Counseling and Assessment content throughout the curriculum will take additional planning; likewise arranging for additional site visits and agency tours will require additional logistical impetus. Commensurately, greater outreach to providers and the larger community will necessitate both planning and resource allocation. Over the course of the summer the faculty will work closely with the RHRC department head and our Dean to implement these changes.

Student learning outcomes

In compliance with C.O.R.E. standards, no substantive changes were made to student learning outcomes.

Program assessment

The surveys will continue to be adapted to better reflect the present status of the program as well as gather more detailed and specific information.

Doctor of Education

Adult and Lifelong Learning

The Ed.D. degree prepares scholar-practitioners for leadership roles in adult education and community development. The coursework prepares students for employment in programs that provide initiatives across a broad range of organizations that include: adult literacy programs, lifelong learning, community, and nonprofit centers, military and criminal justice training centers, postsecondary institutions, continuing professional education providers, and private sector enterprises.

Results of Analysis of Student Learning Outcomes-2015/2016

- In November, 2015 six (6) current doctoral students made presentations at the American Association of Adult and Continuing Education (AAACE) national conference in Oklahoma City.
- Based on successful spring, 2016 Candidacy Examinations, eight (8) students became doctoral candidates and have selected dissertation committees.

- As of spring 2016 academic review, our 36 doctoral students were notified of their satisfactory progress toward their degrees.
- One (1) student withdrew from the program due to career changes. He plans to be readmitted at a later date.
- Based on student feedback and performance, we plan to replace ESRM 6403 with a seminar course that focuses on practitioners' needs regarding interpretation and critique of research studies. We plan to put the course through the approval process in fall 2016.
- Based on an informal needs assessment, the final course to be developed for the Community College Leadership cohort will cover topics that students identified as critical to their careers. This course is being developed now and covers theories and practices associated with managing and developing employees. The course will be offered fall 2017.
- We altered the format of our Candidacy Exams to capture a more holistic reflection of the program. In addition to asking content-specific questions, we asked students to reflect on the impact and relevance of coursework and their perceptions of the blended delivery system. We analyzed the narrative data using qualitative methodology and reported back to students the general themes that emerged from the analysis. Through this analysis we identified the courses that students felt were most relevant to their practice. The analysis also confirmed the value of the on-campus meetings and solidified our commitment to continue to require this.
- One student accepted a position as Director of Education for a hospital in a major city. She indicated that the fact that she was pursuing the Adult and Lifelong Learning degree was instrumental in her being the successful candidate for the job.

Higher Education

Results of Assessment

Two primary data points were utilized in assessing the Doctoral Degree Program in Higher Education (EDD Program) for the 2015-2016 academic year. The first measure was the success of students in passing their comprehensive doctoral examination (comps). The written and oral comprehensive examinations, offered throughout the academic year, are administered to all students completing their coursework. In the 2015-2016 academic year, five students took comps. All five students passed, however, one student had to remediate by rewriting their exam. After finishing comps the students proceeded to the dissertation stage of their program. The second measure reported is doctoral student performance in the final defense of their dissertation. During the 2015-2016 academic year three students defended their dissertations and successfully passed their final defense and graduated.

The EDD Program uses two indirect measures of assessment: overall doctoral grade point average and grade point average in doctoral core courses. For the 2015-2016 academic year the overall grade point average was 3.88 and 3.85 for Higher Education core courses.

Changes Made or Planned

During the 2015-2016 academic year the EDD Program's curriculum proposal of combining the "Administration" and "Faculty Leadership" program options into a single option was approved by the University of Arkansas. The following courses were approved by the University of Arkansas: HIED 5043 *Student Development in Higher Education,* HIED 6643 *College Students in the United States,* and *HIED 6483 Strategic Enrollment Management.* The EDD Program added two new courses available to both masters and doctoral students: HIED 5063 *Diversity in Higher Education* and HIED 5103 *Higher Education in International Contexts.*

Human Resource and Workforce Development Education

Mission
To equip adults working in settings that require broad organizational knowledge, skills, and attitudes to maintain and further leadership in workplace development for Arkansans both nationally and globally.

Vision
To become the leading doctoral degree program in Human Resource Workforce Development in Arkansas and the nation.

Assessment of Doctoral Student Learning

Direct Methods
1. Comprehensive written examinations: eleven Ed. D. students have passed the written examination.
2. Comprehensive oral examinations: eleven Ed. D. students have passed the oral examination.
3. Successful Dissertation Defense: four students have successfully defended their dissertations.
4. Four students graduated during the 2015-2016 academic year.

Indirect Methods
1. Course grades and written or oral assignment results: see above.
2. Student feedback on course evaluations: not reported by faculty.
3. Dissertation Committee feedback not reported by faculty.

Process for Assessing Doctoral Student Learning Outcomes

Use of Results
1. The faculty has revised the doctoral Trends and Issues elective course to include historical background material on the HRD discipline.
2. Faculty converted the one-week summer Dissertation Seminar in an Introduction to Dissertation course to be offered during the regular academic year.
3. The program coordinator responded to 199 requests for information and an undocumented number of telephone calls about the doctoral program during the regular academic year.

4. Twelve new doctoral applicants were added to the HRWD program in 2015-2016.
5. Alumni from the last five years will be surveyed about their experiences in the program

Doctor of Philosophy

Counselor Education

The University of Arkansas (U of A) PhD degree program in counselor education and supervision (CNED) requires knowledge, skills, and practices beyond master's level counseling programs and prepares students to work as counselor educators, researchers/scholars, and advanced clinicians (counselors and counselor supervisors), in academic, research, and clinical settings. Five student learning outcomes (SLO) have been developed and are evaluated utilizing a variety of assessment strategies at three assessment points: (1) initial learning in the classroom, (2) the transfer and generalization of learning to real world employment settings during practicums and internships, and (3) the maintenance of learning over time demonstrated in final comprehensive written & oral exams, dissertations, and portfolios. Performance & achievement of the SLO's are determined using the following rubric for outcome levels 1= worst possible achievement outcome, 2= less than expected achievement outcome, 3= expected achievement outcome, and 4 = better than expected achievement outcome. See the CNED assessment plan for descriptions of the achievement outcome levels.

Results of Analysis of Assessment of Student Learning Outcomes

The assessment results of the level of achievement outcome for the five student learning outcomes at the three points of assessment are presented in the table below.

Knowledge, Skills, and Practices beyond Entry-Level Program Requirements

I – Initial Learning – PhD Learning Domains	Fall 2015	Spring 2016	Average
SLO 1 - Clinical Supervision	N/A	N/A	N/A
SLO 2 - Teaching and Counselor Preparation Training	4.0	3.9	3.95
SLO 3 - Research and Scholarship	3.5	3.7	3.6
SLO 4 - Counseling	N/A	4.0	4.0
SLO 5 - Counseling Leadership and Advocacy	4.0	N/A	4.0
Average	3.85	3.87	3.88
II - Transfer of Learning to Real World Employment Settings			
Clinical Practicums	4.0	3.5	3.75
Clinical, Teaching, & Research Internships	4.0	4.0	4.0
Average	4.0	3.5	3.88
III – Retention/Maintenance of Learning – End of Program			
Written & Oral Comprehensive Candidacy Exam	4.0	3.8	3.9
Portfolio	4.0	4.0	4.0

Dissertation Final Exam	4.0	4.0	4.0
Average	4.0	3.93	3.97

A review of the data reflected in the table suggests that the five student learning outcomes were achieved at a satisfactory outcome level at all three points of evaluation. The overall average for the five SLO's during both the fall and spring semesters was 3.97 indicating that at the initial learning stage (classroom learning) the achievement outcome level was above the expected level for the 2015-16 academic year.

Data also suggest that students were able to transfer their knowledge and skills to real world employment settings as indicated by an average outcome level of 4.0 and 3.5 during the fall and spring semesters respectively in practicums and internships. The overall average of 3.88 reveals an achievement outcome level better than expected for the 2015-16 academic year.
Students also demonstrated a satisfactory retention/maintenance of learning as indicated by their performance on end-of-program comprehensive candidacy exams, final dissertation defenses, portfolios, & etc. with an average achievement outcome level of 4.0 and 3.93 for the fall and spring semesters respectively. The overall outcome average of 3.97 reveals an achievement outcome level better than expected for the 2015-16 academic year.

Changes Planned or Made on the Basis of Assessment Findings

Data suggest the five student learning outcomes were achieved at above the expected achievement outcome level at all three points of evaluation for the 2015-16 academic year. A review of all cells in the table above reveals a range of achievement outcome levels of 3.5 – 4.0. This suggest that no changes need to be made at this time based on the assessment findings.

Changes to the Assessment Process

No changes are recommended to the assessment process based on the assessment results.

Educational Statistics and Research Methods

The University of Arkansas Ph.D. degree program in educational statistics and research methods (ESRM) prepares graduates for conducting theoretical and applied research in the fields of quantitative statistical methods, psychometrics, educational psychology, and education-related fields. Graduates are prepared for employment in higher education; local, state, and national educational agencies; research and policy organizations; and industries with internal data needs. The primary learning goals of the ESRM PhD program are centered around the identification of statistical procedures, analyses of data, communicating findings, critiquing research studies, and collaborating effectively with others.

An assessment of the effectiveness of the program would include students' ability to:
1. Identify appropriate research designs for research questions,
2. Conducting statistical analyses for research hypotheses,
3. Understand the strengths, weaknesses, and appropriateness of different statistical procedures,
4. Critique statistical analyses completed by others,

5. Conduct simulation studies to evaluate statistical procedures under varying conditions,
6. Submit research proposals or manuscripts to professional conferences and journals,
7. Complete oral research presentations,
8. Use effective pedagogical processes to explain statistical design and processes to others.

In order to assess the effectiveness of our student training this year, we aggregated student data from research projects, candidacy exams, dissertation proposals, professional conference presentations, journal articles, grant submissions, academic or professional awards, and job placements.

Course-Based Data

The quality of course-based research projects and components of take-home exams provided data for the learning outcomes of identifying appropriate designs, conducting statistical analyses, and identifying strengths, weaknesses, and appropriateness of statistical procedures. Student projects and take-home examinations have been averaged (i.e., their final grades) for core coursework in educational statistics, experimental design, multiple regression, multivariate analysis, measurement, and advanced topics classes (e.g., structural equations modeling, advanced measurement). The course-based performances were graded a 4 if they earned a mastery level of 90% or higher on their project/assignment/exam, 3 for 80-89%, 2 for 70-79%, 1 for 60-69%, and a 0 for less than 60%. There are nine ESRM doctoral students who took at least one core course during the 2015-2016 academic year and the overall average score was 3.875 with 24 records.

Identifying Research Designs, Conducting Statistical Analyses, Evaluation Procedures

Learning Objectives 1, 2, and 3	Average	Minimum	Maximum
Core Statistical Design Courses	3.75	3.00	4.00
Measurement and Psychometrics	–	–	–
Advanced Statistical Designs	4.00	4.00	4.00

Three doctoral students took candidacy exams during 2015-2016 academic year. All of them only passed part of their initial exams. They are required to complete a secondary written exams (2 to 3 subjects) before fall 2016.

Active Research

Two students successfully completed their dissertations in 2015-2016.

The doctoral students were active in research activities, and three students attended national conferences this year. A list of their research presentations, articles, grants, and submissions are provided:

Student Research Proposals, Manuscripts, and Grants

Learning Objectives 6 and 7	Submitted (not including those accepted)	Accepted
Research Presentations	3	6
Journal Articles	4	3

Grants	1 (still waiting for decision)	–

Awards

One of our current students has been awarded Walton Distinguished Doctoral Fellowships (DDF). Three of our current students have been awarded eight graduate student travel grants for national conferences.

Training Others and Collaborating with Professionals in Other Fields

Doctoral students gain experience in using pedagogical methods to explain statistical processes to others through course instruction and tutoring in the statistics laboratory. Four of our current students have been teaching undergraduate sections of ESRM 2403 Statistics in Nursing in 2015-2016 (6 sections), graduate sections (Master level), and tutoring students for masters and doctoral level courses in the statistics lab. In addition, many of our students who are not departmental G.A.'s currently assigned to a class have been tutoring students in our applied statistics courses. Our students have also been active in collaborating on research projects with students and colleagues in other fields within our university (and internationally). This is a valuable practice within our field.

Job Placement

One of our Ph.D. graduates who comes from Pakistan is applying a faculty position in one of public universities in Pakistan and wait for the final decision. Another Ph.D. graduate continually work as a research associate at our university.

Changes Planned Based on Assessment Findings

Student performance in classes and on skills-based evaluations have been appropriate. The largest area of concern is getting all students active in national presentations and article submissions. Our faculty members are going to work toward facilitating greater participation in summer research studies in preparation for conference proposals to national groups such as the American Educational Research Association (AERA), National Council of Measurement in Education (NCME), and American Psychological Association (APA).

Graduate Certificate in Educational Program Evaluation

The University of Arkansas Graduate Certificate program in educational program evaluation prepares graduates for designing and conducting evaluations for projects and programs in social science, behavioral science, and education-related fields. The primary learning goals of the EDEV graduate certificate program are centered around the development of evaluation plans based on program goals and objectives, and on the critiquing of other evaluation projects.

An assessment of the effectiveness of the program would include students' ability to:

1. Develop an evaluation plan
2. Conduct a program or project evaluation (including selecting or creating measurement tools and statistically analyzing data)
3. Evaluate the appropriateness of an evaluation plan based on project goals and measured outcomes identified

In order to assess the effectiveness of the student training in the EDEV graduate certificate program this year, we aggregated student data from course projects, research / scholarship activities, academic or professional awards, and degree completion.

Course-Based Data

The quality of course-based projects provided data for the learning outcomes of mastering research-based skills required for program / project evaluations. These projects included the development of measurement instruments, creating and administering surveys, mastering statistical procedures, and developing and implementing evaluation plans. Students were rated a 4 if they earned a mastery level of 90% or higher on their project, 3 for 80-89%, 2 for 70-79%, 1 for 60-69%, and a 0 for less than 60%. Student projects and take-home examinations ratings are provided for the six courses (see below) completed for the certificate.

Program of Study		
ESRM 6403	Educational Statistics and Data Processing (Sp, Su, Fa)	3
ESRM 6413	Experimental Design in Education (Sp)	3
ESRM 6613	Evaluation of Policies, Programs, and Projects (Fa)	3
ESRM 6533	Qualitative Research (Sp, Fa)	3
ESRM 6633	Survey Research Methods (Even years, Sp)	3
Select one of the following:		3
ESRM 6423	Multiple Regression Techniques for Education (Fa)	
ESRM 6453	Applied Multivariate Statistics (Sp)	
ESRM 6543	Advanced Qualitative Research (Sp)	
ESRM 6653	Measurement and Evaluation (Fa)	
ESRM 699V	Seminar (Irregular)	
Total Hours		**18**

Program Evaluation Research-Based Skills

Course Project Performance	Average	Minimum	Maximum

Measurement Instrument Development	4.00	4.00	4.00
Survey Development	4.00	4.00	4.00
Statistical Analyses	4.00	4.00	4.00
Program Evaluation	4.00	4.00	4.00

Active Research

We did not have any presentations, articles, or grants reported by students active in the Educational Program Evaluation certificate program this year

Awards and Degree Completion

No known awards for these students. One student successfully completed both this certificate and her Ph.D. in 2016.

Changes Planned Based on Assessment Findings

Student performance in classes and on skills-based evaluations has been appropriate for most. Not all students have been successful, however this is expected in graduate level work and is indicative of a challenging curriculum. Level of research activity is currently unknown for most students, however more data next year will provide a better assessment in this area. "Measurement and Evaluation" which is one of elective courses was selected as a substitute for the ESRM Survey Research seminar due to the loss of the faculty member who taught this course in the past. No other changes to curriculum are planned. We will make a targeted effort to recruit additional students in 2016-2017.

Graduate Certificate in Educational Measurement

The University of Arkansas Graduate Certificate program in educational measurement prepares graduates for designing and evaluating measurement instruments in social science, behavioral science, and education-related fields. The primary learning goals of the EDME graduate certificate program are centered around the development of measurement tools such as psychological inventories, attitudinal surveys, and achievement tests, and on the critiquing of instruments currently in use.

An assessment of the effectiveness of the program would include students' ability to:

1. Develop and compare operational definitions of constructs being measured by instruments
2. Create appropriate and effective items and evaluate items created by others
3. Assess reliability and validity of scales
4. Develop, administer and evaluate an instrument
5. Evaluate the appropriateness of an instrument for varying populations and purposes

In order to assess the effectiveness of the student training in the EDME graduate certificate program this year, we aggregated student data from course projects, research / scholarship activities, academic or professional awards, and degree completion.

Course-Based Data

The quality of course-based projects provided data for the learning outcomes of mastering instrument development and research-based skills required for instrument evaluations. These projects included the development of measurement instruments, creating and administering surveys, mastering statistical procedures, and developing and implementing evaluation plans. Students were rated a 4 if they earned a mastery level of 90% or higher on their project, 3 for 80-89%, 2 for 70-79%, 1 for 60-69%, and a 0 for less than 60%. Student project performance is provided for the courses completed for the certificate in the table below. Students currently in the certificate program are completing the research-related project activities successfully.

Program of Study		
ESRM 5653	Educational Assessment (Irregular)	3
ESRM 6403	Educational Statistics and Data Processing (Sp, Su, Fa)	3
ESRM 6653	Measurement and Evaluation (Fa)	3
ESRM 6753	Advanced Measurement (Odd years, Sp)	3
Select one of the following:		3
ESRM 6613	Evaluation of Policies, Programs, and Projects (Fa)	
ESRM 6633	Survey Research Methods (Even years, Sp)	
Select one of the following:		3
ESRM 6413	Experimental Design in Education (Sp)	
ESRM 6423	Multiple Regression Techniques for Education (Fa)	
Total Hours		**18**

Program Evaluation Research-Based Skills

Course Project Performance	Average	Minimum	Maximum
Measurement Instrument and Survey Development	4.00	4.00	4.00
Statistical Analyses and Research Design	4.00	4.00	4.00
Psychometric Procedures	4.00	4.00	4.00

Active Research

We did not have presentations, articles, or grants reported by students active in the Educational Measurement certificate program this year.

Awards and Degree Completion

No known awards for these students. One student successfully completed both this certificate and her Ph.D. in 2016.

Changes Planned Based on Assessment Findings

Student performance in classes and on skills-based evaluations has been appropriate. Level of research activity is currently unknown for most students, however more data next year will provide a better assessment in this area. “Measurement and Evaluation“ which is one of elective courses was selected as a substitute for the ESRM Survey Research seminar due to the loss of the faculty member who taught this course in the past. No other changes to curriculum are planned. We will make a targeted effort to recruit additional students in 2016-2017.

Graduate Certificate in Educational Psychology

During the 2015-2016 academic year, no students were enrolled in this graduate certificate program. The assessment plan, however, remains unchanged and will be implemented in the 2016-2017 year pending student enrollment.

Graduate Certificate in Statistics and Research Methods

The University of Arkansas Graduate Certificate program in educational statistics and research methods prepares graduates for conducting applied research in social science, behavioral science, and education-related fields. Completion of the certificate program is designed to strengthen professionals’ quantitative research methods skills for the purposes of designing studies, analyzing and interpreting data, and critically evaluating other research studies. The primary learning goals of the EDST certificate program are centered around the identification of statistical procedures, analyses of data, critiquing research studies, and collaborating effectively with others.

An assessment of the effectiveness of the program would include students’ ability to:

1. Identify appropriate research designs for research questions
2. Conducting statistical analyses for research hypotheses
3. Understand the strengths, weaknesses, and appropriateness of different statistical procedures
4. Critique statistical analyses completed by others
5. Submit research proposals or manuscripts to professional conferences and journals
6. Complete oral research presentations

In order to assess the effectiveness of the student training in the EDST graduate certificate program this year, we aggregated student data from research projects, professional conference presentations, journal articles, grant submissions, and academic or professional awards.

Course-Based Data

The quality of course-based research projects and components of take-home exams provided data for the learning outcomes of identifying appropriate designs, conducting statistical analyses, and identifying strengths, weaknesses, and appropriateness of statistical procedures. Student projects and take-home examinations have been averaged (i.e., their final grades) for coursework and were rated a 4 if they earned a mastery level of 90% or higher on their project, 3 for 80-89%, 2 for 70-79%, 1 for 60-69%, and a 0 for less than 60%. Student projects and take-home examinations ratings are provided for the six courses (see below) completed for the certificate.

Program of Study		
ESRM 6403	Educational Statistics and Data Processing (Sp, Su, Fa)	3
ESRM 6413	Experimental Design in Education (Sp)	3
ESRM 6423	Multiple Regression Techniques for Education (Fa)	3
ESRM 6453	Applied Multivariate Statistics (Sp)	3
Select one of the following:		3
ESRM 5653	Educational Assessment (Irregular)	
ESRM 6653	Measurement and Evaluation (Fa)	
Select one of the following:		3
ESRM 6513	Advanced Experimental Design (Even years, Fa)	
ESRM 6523	Advanced Multiple Regression (Odd years, Fa)	
ESRM 6553	Advanced Multivariate Statistics (Even years, Sp)	
ESRM 699V	Seminar (Irregular)	
Total Hours		18

Identifying Research Designs, Conducting Statistical Analyses, Evaluation Procedures

Learning Objectives 1, 2, and 3	Average	Minimum	Maximum
Core Statistical Design Courses	3.60	3.00	4.00
Measurement and Psychometrics	4.00	4.00	4.00
Advanced Statistical Designs	3.50	3.00	4.00

Active Research

The students were active in research activities, and four students attended national conferences this year. A list of their research presentations, articles, grants, and submissions are provided:

Student Research Proposals, Manuscripts, and Grants

Learning Objectives 6 and 7	Submitted (not including those accepted)	Accepted
Research Presentations	–	4

Journal Articles	–	10
Grants	2	–

In addition, three doctoral students with this certificates accepted assistant professor position: at UAMS, at Louisiana Tech University, and at an Oklahoma State University.

Awards
Three students were awarded scholarships. The students were awarded three graduate student travel grants for national conferences.

Changes Planned Based on Assessment Findings
Student performance in classes and on skills-based evaluations have been appropriate. These students have also been extremely active in research. No changes to curriculum or research incentives are planned. However, we realized that the number of students enrolled in this graduate certificate program are lower this year than in prior years. Thus, we will make a targeted effort to recruit students in 2016-2017.

Rehabilitation Education and Research

Program Goals

Continue to provide a nationally competitive graduate rehabilitation education program that prepares students in rehabilitation counseling to work in positions in:

- Academic settings as counselor educators, supervisors, researchers
- Academic, private, or not-for-profit settings as advanced practitioners
- Academic, private and not-for-profit settings a rehabilitation supervisors and administrators

Results of Analysis of Assessment of Student Learning Outcomes

Data were compiled and analyzed during the spring semester for completion of reports due June 1st of each academic year. RHAB faculty will continue to develop research project rubrics for selected course projects and provide results annually to the program coordinator. Results of the analysis of the assessment of student learning outcomes are used to make change of curriculum, learning outcomes and the assessment process.

- Immediate learning was assessed by a variety of strategies to include exams, presentations, skill rating scales, video demonstrations, discussions, and research projects. Student competency relative the content specific objectives of each course were assessed as aforementioned.
  All students met the minimal standards for each course.

- The transfer and generalization of learning to real world settings which occurs in teaching internships and the super vision of master's level practicum and internship students and was measured by ratings of master's student skills as well as by RHAB faculty.

All students met the minimal standards for teaching and supervision.

- The retention and maintenance of learning over time which culminates upon graduate and is measured by the successful completion of candidacy exam and dissertation.
  All students passed candidacy exams as well as dissertation proposals and defenses with no remediation.

Changes to the Assessment Process and Student Outcomes made or planned

- Program curriculum
  No substantive changes were made to program curriculum.

- Student learning outcomes
  No substantive changes were made to student learning outcomes.

- Program assessment
  A graduate and alumni survey is being developed that will be implemented in the 2016-2017 academic year to obtain current graduate's and alumni's overall appraisal of the program. This assessment will be largely based on the surveys developed for the master's program.
  The Doctoral Student Handbook was edited to more explicitly cite the expectations for dissertation proposals, specifically with regard to "print ready" formatting and editing.

The accrediting agencies for the fields of rehabilitation counseling and mental health and school counseling are merging. Commensurately, the Rehabilitation Education and Research Program will be merging with the Counselor Education Program. The 2016-2017 academic year will be the last year for the Rehabilitation Education and Research doctoral program. The doctoral program with be merged with Counselor Education program and become a cognate within that doctoral degree. Likewise, the Rehabilitation Education and Research master's program will be merged with the Counselor Education master's program. The 2017-2018 academic year will be the last year the for the Rehabilitation Education and Research master's program. The master's program will be become a concentration within that master's degree.

Eleanor Mann School of Nursing

The Eleanor Mann School of Nursing (EMSON) contributes to the three purposes of the University: Education, Research and Service. The mission of Eleanor Mann School of Nursing is to transform lives through nursing education and inspire leadership in nursing practice and academics to improve the health and well-being of society.

Bachelor of Science in Nursing

Course objectives are included in each course syllabus and are designed to foster the development of knowledge, skills and attitudes necessary for baccalaureate generalist nursing practice. Students are prepared for the role of provider of direct and indirect care, designer of care, coordinator of care and manager of care. The baccalaureate generalist nurse is a member of the profession who advocates for the patient and the profession. The Bachelor of Science in Nursing (BSN) curriculum reflects expected student learning outcomes that are consistent with the overall program outcomes.

Student Learning Outcomes - Graduates of the BSN program are expected to be able to:

1. Contribute leadership to health care systems, in professional organizations, and inter-professional teams to promote quality improvement and patient safety.
2. Design, deliver, and evaluate evidence-based health promotion/health protection interventions and programs.
3. Demonstrate skill in using patient care technologies, information systems, and communication devices that support safe nursing practice
4. Use effective professional communication and collaborative skills to deliver evidence-based care to individuals, families and communities as part of an inter-professional team.
5. Design, deliver, and evaluate evidence-based health promotion/health protection interventions and programs.
6. Assume responsibility and accountability for behaviors that reflect professional standards for moral, ethical, and legal conduct.
7. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness using developmentally appropriate approaches.

The **indicators of the attainment** of the **baccalaureate of nursing program outcomes** are: (1) students will demonstrate content mastery in the nursing discipline by achieving above average scores on nationally normed formative and summative assessment tests; (2) students will meet or exceed the national passing rate for first time baccalaureate prepared candidates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) ; (3) students in the RN-BSN program will successfully complete a capstone project integrating knowledge of nursing research, leadership and management, and nursing theories to design, implement, and lead a project that will improve quality and/or safety; (4) complete new and one-year alumni and employer surveys.

To meet the demand for baccalaureate prepared registered nurses, Eleanor Mann School of Nursing nearly tripled enrollment of pre-licensure baccalaureate candidates in the last five years. It is believed that enrollment growth twice each year, the number of new faculty and the diversity in academic preparation of didactic and clinical faculty has impacted NCLEX passing rates during the last two years.

Exam Year	EMSON NCLEX Candidates (n)	EMSON NCLEX Pass Rate (%)	National Baccalaureate NCLEX Candidates (n)	National Baccalaureate Pass Rate (%)
2011	74	95.9	57,786	89.0
2012	103	95.1	61,894	90.1
2013	107	96.2	64,091	88.8
2014	167	83.2	66,937	85.3
2015	210	81.4	70,617	85.6

Preliminary NCLEX pass rates for 2016 indicate improvements. **Ninety-one December 2015 graduates applied for licensure across nine states and 92% passed the examination on the first attempt. These results demonstrate achievement of the benchmark of 80% and the national NCLEX passing rate of 82%.** The NCLEX test plan is divided into four major Client Needs categories, (1) Safe and Effective Care Environment; (2) Health Promotion and Maintenance; (3) Psychosocial Integrity; and (4) Physiological Integrity. The nursing process, caring, communication and documentation, and teaching and learning are integrated into each of the Client Needs categories. Improvement in knowledge across all Client Needs Categories was achieved by the December 2015 graduates.

2016-2017 BSN Plans for the Future

To assure continued success meeting the benchmark of 80% and exceeding the national NCLEX passing rate, the following interventions will continue:

- Support the incorporation of Kaplan Integrated Testing Program across the prelicensure curriculum using standardized or customized benchmark examinations.
- Continue to ensure the rigor of multiple-choice exam questions with 60-70% of each exam consisting of application/analysis level questions.
- Using a continuous quality improvement framework, continue to refine Level Goals across the prelicensure curriculum to ensure Client Needs content resides in the most appropriate course.
- Support periodic review of clinical course outcomes with all full-time and part-time didactic and clinical faculty to assure the application of content in clinical.
  Provide all graduating students with access to the live Kaplan NCLEX Review prior to graduation.
- Continue to monitor NCLEX performance with Kaplan.

- Continue with grading policy that requires all students to achieve a 75% examination average in each course in order to pass the course. Other course assignments will not be counted in grading until the 75% benchmark is achieved.
- Continue with the grading scale of: A = 92-100, B = 83-91, C= 75-82, D = 62-74, F = <62.
- The exit survey was deployed during the 2015-2016 academic year and awaiting results.
- Consider deployment of alumni and employer surveys during the 2016-2017 academic year.

In the RN-to-BSN program, successful completion of a capstone project was consistently met. In December 2015, 38 RN-BSN students matriculated and in May 2016, 26 RN-BSN student matriculated. To assure continued success meeting the benchmark of successful completion of a capstone project, the following interventions will continue:

- Continue to utilize a portfolio to demonstrate each student's ability to synthesize the knowledge gained from the RN-BSN program.
- The exit survey was deployed during the 2015-2016 academic year and awaiting results.
- Consider deployment of employer survey during the 2016-2017 academic year.

Master's of Science in Nursing

Course objectives are included in each course syllabus and are designed to prepare future nurse educators to develop advanced knowledge and higher level leadership skills for improving health outcomes. The Masters of Science in Nursing (MSN) curriculum reflects expected student learning outcomes that are consistent with the overall program outcomes.

Student Learning Outcomes - Graduates of the MSN program are expected to be able to:

1. Promote evidence-based practice through problem identification and the critique of research findings.
2. Collaborate in policy development, resource management, and cost-effective care delivery.
3. Apply legal/ethical principles to promote a values-based professional practice.
4. Affect health care outcomes through advanced roles of clinician, teacher, manager, researcher, and consultant.
5. Utilize theories from nursing and other disciplines for decision making.
6. Advocate for access to quality health care for diverse populations.
7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations.
8. Provide leadership in education in a variety of clinical and academic settings.

The **indicators of the attainment** of the MSN Program Outcomes are as follows: (1) attainment of required course outcomes; (2) adherence to UA Graduate School Academic Progression Policy Grade Point Average (GPA) Requirement to Receive a Master's Degree *students must obtain a minimum 3.0 cumulative grade point average on all graded graduate course work taken*

in residence to receive a master's degree from the University of Arkansas; (3) passing a written comprehensive exams on first attempt, successful completion and defense of a thesis or scholarly project; and (4) completion of new and one-year alumni and employer surveys. (Note: national certification is not required to obtain a faculty position – only the nurse educator specialty is offered at this level).

2016-2017 MSN Plans for the Future

The benchmark of 80% of graduating students passing the comprehensive examination on the first attempt was not met. Three students attempted the comprehensive examination during the 2015-2016 academic year and two passed the examination on the first attempt and one the remaining student was successful on the second attempt (66%).

As a result of the assessment results, the following changes will be made:

- Course offerings, portfolio and capstone will be used demonstrate content mastery and the comprehensive examination requirement will be dropped during the next academic year.
- Review course assignments to enhance student expectations.
- Standardize the sequencing of courses so that application of material can occur earlier in the program.
- Enroll students only once a year to support course sequencing.
- Deploy the exit survey and employer survey during the 2016-2017 academic year.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) degree prepares advanced practice nurses at the highest level. Course objectives are included in each course syllabus and are designed to develop knowledge, skills and attitudes in the graduate core (research translation), advanced practice core (leadership), and selected clinical specialty area (clinical knowledge). The DNP curriculum reflects expected student learning outcomes that are consistent with the overall program outcomes.

Student Learning Outcomes - Graduates of the DNP Program are expected to be able to:

1. Evaluate and utilize advanced knowledge and theories from nursing and related disciplines to solve complex health issues for individuals, aggregates, populations, and systems.
2. Design, implement, and evaluate strategies that promote and sustain quality improvement at organization and policy levels.
3. Provide leadership in the transformation of health care through interprofessional collaboration, application of technology, and policy development.
4. Incorporate evidence-based clinical prevention and health services for individuals, aggregates and populations.
5. Demonstrate clinical expertise, systems thinking, and accountability in designing, delivering and evaluating evidence-based care to improve patient outcomes.

The **indicators of the attainment** of the DNP Program Outcomes are as follows: (1) attainment of required course outcomes; (2) adherence to UA Graduate School Academic Progression Policy Grade Point Average (GPA) Requirement to Receive a Doctoral Degree *students must obtain a minimum 3.0 cumulative grade point average on all graded graduate course work taken in residence to receive a doctoral degree from the University of Arkansas*; (3) successful completion and defense of a Capstone Project; (4) completion of new and one-year alumni and employer surveys; and (5) national certification in their specialty area.

2016-2017 DNP Plans for the Future

The first class of BSN-DNP graduated in May 2016. BSN and MSN prepared students continue to be enrolled in the program. New students enroll once a year in August.

- Alter capstone requirements to ensure project is a practice application oriented project and aligns with expectations of accreditation and certification bodies.
- Capstone provides evidence of evidence of student's critical thinking and ability to translate research into practice through problem identification, proposal development, implementation, and evaluation.
- Each clinical course contains multiple choice exams to foster test taking skills for students.
- Evaluate the impact of DNP capstones on advancing nursing practice at the local and regional level.
- Deploy the exit survey and employer survey during the 2016-2017 academic year.