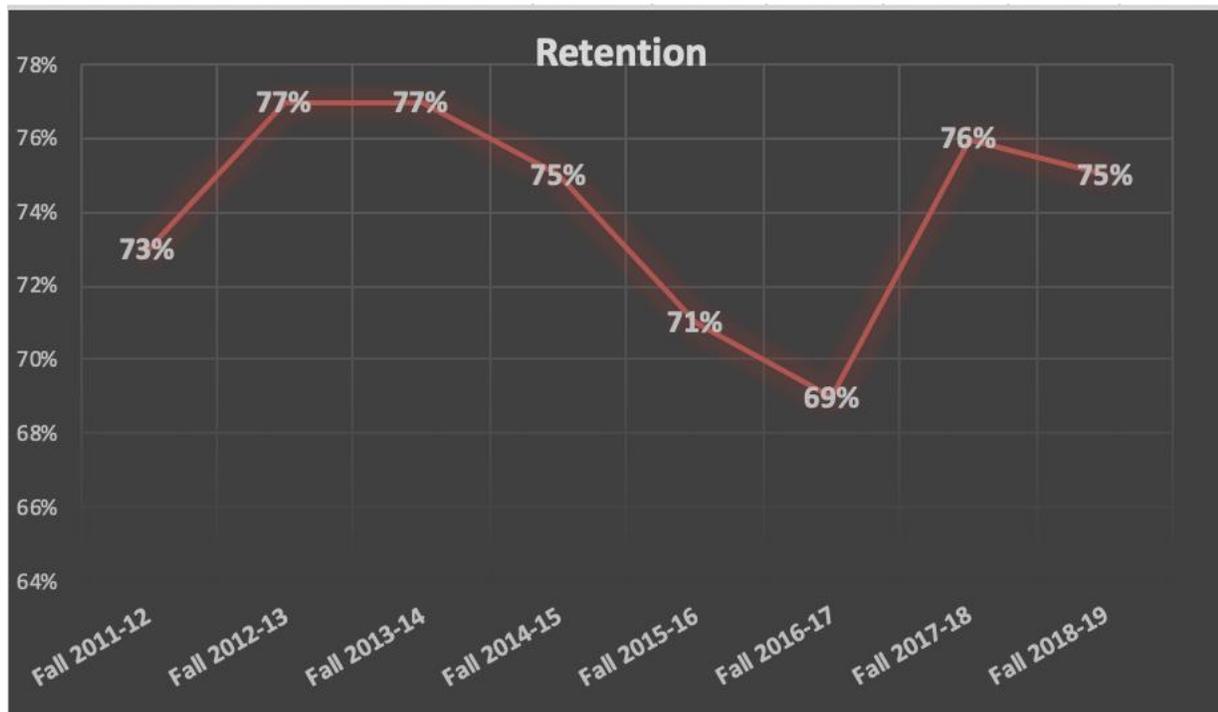
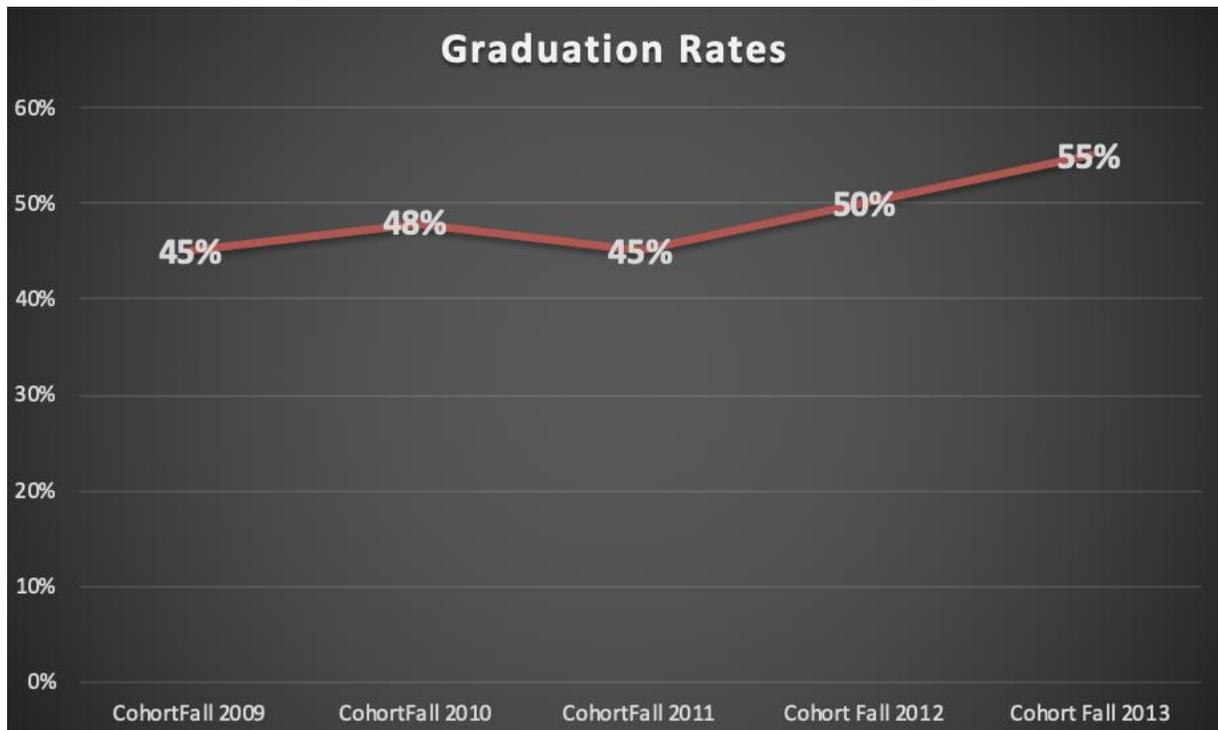




UNIVERSITY *of* MOBILE

Student Achievement 2018-2019



Improvements in the English Major

Dr. Abernathy, as English area head, requested and received approval for access to all English major advising records on MyUM in order to track English majors better as they progress through the program and to ensure full participation of majors in the MFT and portfolio submissions.

In response to English major needs for study space, specific resources and majors classes that are traditionally held in a seminar format, the English faculty are investigating having a classroom dedicated to English courses. This room would enhance classroom work through a seminar arrangement, availability of specific technology and resources, as well as facilitating out of class work by providing access to copies of past student theses and projects and other print resources.

Improvements in the General Studies Major

All grade records have been removed as measurement tools, while retaining and emphasizing certain learning activities within the courses.

For the SLO which states, “Students will demonstrate competency in oral communication skills”— students will make Oral Presentations in PY 488 assessed by AACU Oral Rubric

For the SLO which states, “Students will demonstrate competency in written communication skills”— students will write an essay in PY 488 to be scored by AACU Written Rubric

For the SLO which states, “Students will demonstrate the ability to think critically”— Students will take the California Critical Thinking Skills Test

Improvements in the Humanities Major

All grade records have been removed as measurement tools, while retaining and emphasizing certain learning activities within the courses.

For the student-learning outcome which states that “Students must demonstrate an understanding of the main themes in Western and Judeo-Christian thought,” grade records for PY 101 have been replaced by Analytic Journals. The Analytic Journal is an interactive journal which the student must keep on all reading assignments. After reading the assignment, the student writes out and answers ONE question which attempts to synthesize the meaning of the reading. This tests the student’s ability to use critical, comprehensive, and creative reasoning, as well as inductive and deductive logic, as they reflect on the history of ideas in Western and Judeo-Christian thought. Beginning spring 2014, the AACU written rubric will be used to evaluate the journals.

For the student-learning outcome which states that “Students must demonstrate the ability to understand, integrate and interpret portions of literary, philosophical, and biblical texts,” grade records for PY 401 have been replaced by a paper and oral presentation on a literary technique. In the paper, the student must address the following issues: definition and explanation of the type of criticism

presented; identification of underlying assumptions/presuppositions; analysis of the method; and questions for further analysis. The AACU oral rubric is used to evaluate the presentations. For the student-learning outcome which states that “Students must demonstrate an understanding of ethical principles by articulating and defending a particular moral position,” the paper and oral presentation (debate) is still used. Beginning spring 2014, the AACU oral and written rubric will be used to evaluate papers and debates.

Improvements to the Leadership & Cultural Studies Major

Increased flexibility of the curriculum by allowing EN 441 or EN 478 substitute for the original 405 requirement (reduces number of students who have to wait 18 months for the specific class to be offered—helps with retention and graduation).

Increased flexibility by identifying possible substitutions in the advising process (also reduces the number of students having to “wait” on courses, helping with retention and graduation)

Strengthened and clarified the curriculum by replacing LCS prefix classes with courses with prefixes relating to specific disciplines (results in transcripts that are more useful to students going on to graduate school, etc.).

Natural Sciences Department
Use of Assessment Results for Improvement

Improvements to the Biology Curriculum

Based on deficiencies identified on the Biology MFT, additional faculty members have been hired with expertise in molecular genetics. Since then, our students' scores in three of assessment indicators related to genetics have improved.

Departmental rubrics evaluating written assignments indicated deficiencies in clarity and critical thinking. To address these weaknesses, written assignments based on deductive reasoning and problem solving have been added to multiple courses (BIO 301, BIO/MAR 340, BIO 402, BIO/MAR 490). In addition, we have now adopted AACU written communication rubrics for a more objective and comparative assessment of certain written assignments.

To maintain our current PRAXIS II pass rate, we now require BIO 310 (Genetics) and BIO 320 (Ecology and Field Biology) of all Biology Certification students. This requirement is in response to the changing content of the PRAXIS II exam, which now emphasizes both molecular and evolutionary genetics and ecology.

Improvements to the Environmental Management Major

This major is being phased out; no graduates in the last three years.

Improvements to the Marine Sciences Major

Based on deficiencies identified on the Biology Major Field Test, BIO 310 (Genetics) is now required of all Marine Science students.

Departmental rubrics evaluating written assignments indicated deficiencies in clarity and critical thinking. To address these weaknesses, written assignments based on deductive reasoning and problem solving have been added to multiple courses, such as MAR 340 and MAR 490. In addition, we have now adopted AACU written communication rubrics for a more objective and comparative assessment of certain written assignments.

To provide students with more research experience (and thus develop critical thinking skills and subject area competence), all Marine Science majors are now required to take at least two field courses at the Dauphin Island Sea Lab and present the results of their experiences upon returning to the University of Mobile.

Improvements to the Mathematics Major

The results from the PRAXIS Mathematics test indicates that our mathematics with teacher certification majors needed improvement in Abstract (Modern) Algebra. The mathematics department is now requiring all mathematics with teacher certification majors to pass MA 312 (Modern Algebra) as part of their curriculum requirements.

The results from the Major Field Test in Mathematics as well as feedback from students indicates that more computer skills (specifically programming) is needed among mathematics majors. The mathematics department is now requiring CIS 265 and CIS 365 (Programming I and II) as part of the curriculum requirements for mathematics majors. Furthermore, an upper-level course in using technology for mathematics is now being offered.

Students enrolled in the dual degree program (mathematics and engineering) needed Differential Equations to be a 4 semester hour course. MA 304 (Differential Equations) is now a 4 semester hour course.

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES REPORT ON CHANGES MADE DUE TO ASSESSMENT MEASURES

Due to assessment of Student Learning Outcomes and other program assessment measures, faculty in the Department of Social and Behavioral Sciences have implemented the following changes:

BACHELOR OF SCIENCE/ARTS IN HISTORY/SOCIAL SCIENCE

1. Data showed that History/Social Science students were scoring below average on the Praxis Exam. A significant part of the exam covered non-western topics such as China, Africa, etc. The History faculty decided to add World History to the curriculum and encouraged education majors to take this instead of Western Civilization. Courses were also offered in African as well as Chinese History.
2. Research skills – By using a department research rubric, it was noted that most research errors were mechanical in nature. The History faculty will propose that the HI 411 course (Philosophy and Methods of History) be changed to a 300 level course. Students will be advised to take this course earlier in their academic career.
3. NSSE data indicates that UM students are below the national average in participating in travel-based courses. The History/Social Science faculty has sponsored a travel-based course to Washington D.C. in alternating Fall semesters.

BACHELOR OF SCIENCE/ARTS IN POLITICAL SCIENCE

1. To reinforce learning in upper level classes which deal with the Constitution (PS 305 and PS 325), at the beginning of the semester, these classes will review the basics of the Constitution previously covered in a lower level class (PS110).
2. To improve the writing quality of political science students a new policy was implemented. The instructor will return a poorly-written paper to the student without a grade and require the student to rewrite and resubmit the paper.
3. To improve the performance in PS 308 Civil Liberties and the Moot Court performances, students in PS 308 classes will do a partial run-through of the Supreme Court case being argued prior to the “real” moot court that is graded.

BACHELOR OF SCIENCE/ARTS IN PSYCHOLOGY

1. To improve students' understanding of the historical roots and theories of the field of psychology, the faculty reviewed and revised the course syllabi content and adjusted the utilization of faculty resources in the capstone course PSY 411.

2. To increase the effectiveness of PSY 411 as a capstone course and to improve its validity as a measurement tool for the psychology major, the catalog description of the course will be changed and all psychology advisors will support the policy of limiting enrollment in the course to Seniors only.
3. To reinforce learning of the major theories of cognitive psychology, a peer review process will be added in PSY 310.

BACHELOR OF SCIENCE/ARTS IN SOCIOLOGY

1. To allow for a more objective evaluation of students' performance and satisfaction with the internship process, measurement tools for the internship were modified.
2. To provide a more comprehensive evaluation of the Sociology major, an exit survey of graduating Sociology majors is being implemented.
3. To support the University emphasis on improving writing skills, course requirements in Sociology Writing Intensive courses have been reviewed and revised.

MASTER OF ARTS IN MARRIAGE AND FAMILY COUNSELING

1. To address the Learning Outcome of encouraging the personal growth of the student, a new course on "The Person of the Counselor" was created and offered in the Fall Semester 2013.
2. To better assess the Learning Outcome related to the student being able to demonstrate specific counselor competencies, the Marriage and Family Counseling faculty will revise and improve the measurement tool used.
3. To address the need for increased hours of student clinical contact, the Marriage and Family Counseling faculty designed and began implementing a plan for creating new clinical placement opportunities.

School of Business
Evidence of Improvement based on Analysis of Student Learning Outcomes –
Examples

Academic Area	Learning Outcome	Assessment Tool	Use of Results for Improvement
Undergraduate (School of Business) traditional students/BBA students	Graduates demonstrate knowledge of business and the functional areas in the business disciplines	Major Field Test in Business	One of the areas most in need of improvement continues to be quantitative analysis. Curriculum changes included adding a business analytics course as required of all majors and concentrations. The course has been taught once for B.S. students and will be taught for BBA students in the coming year. As more students come under new catalog requirements and take the course, scores are expected to improve.
Undergraduate (School of Business) BBA students	Graduates demonstrate knowledge of business and the functional areas in the business disciplines	Major Field Test in Business	BBA scores continue to be less than those of traditional students. Further improvement is expected as a result of curriculum changes put into place to improve the BBA program: BBA program added another quantitative course (BBA 319 Business Analytics), replaced some general electives with business courses (added a second accounting course BBA 242, added BBA 430 Global Business as required, added BBA 333 Leadership as required, added BBA 460 senior seminar), and made other changes in requirements to include the Common Professional Component. Thirty-two general elective hours were changed to twenty-three. Requirements are now 57 hours in business.
Undergraduate (School of Business) traditional students	Graduates attain skills for critical thinking	Business Critical Thinking Skills Test/ Student Satisfaction Inventory	Scores improved after critical thinking skills review and practice became part of BA 460. School of Business undergraduates are more satisfied than last year with their preparation and that satisfaction exceeds other UM students'. Though showing the positive trend, overall results are below the desired outcome of 50% scoring at or above the 50 th percentile. Therefore, a newly appointed faculty committee has been tasked with investigating alternative approaches to further improving critical thinking skills.
Undergraduate (School of Business) traditional and BBA students	Students attain skills for effective communication in business/organizations.	BA 454 and BBA 454 Oral presentations evaluation tool/ Student Satisfaction Inventory	Oral Communications Rubric was fully deployed by faculty in all courses with presentation components. Scores improved and students responded with more satisfaction with their oral communication preparation.

<p>Graduate (School of Business) M.B.A.</p>	<p>Students demonstrate attainment of business knowledge and skills for successful careers.</p>	<p>Major Field Test in Business (Graduate)/ Graduating MBA Exit Survey</p>	<p>Although survey results show that MBA satisfaction levels with preparation in various competencies improved, MFT results declined overall and in the assessment indicators. Graduate business faculty members will engage in more collaboration on the strategy course experience.</p>
<p>Graduate (School of Business) M.B.A.</p>	<p>Students attain analytical, problem-solving, and decision-making skills.</p>	<p>Business Critical Thinking Skills Test (graduate)</p>	<p>Scores declined and broke the previously positive trend. Graduate faculty will examine course experiences for students, giving increasing emphasis to evidence-based analysis. Also, the addition of BA 519 (Data Analysis and Decision Modeling) as a required course should result in improvements once fully deployed.</p>

School of Christian Ministries

Major Improvements

Spring 2014

Theology Major

- ▮ Freshmen Bible/Theology competence will now be assessed by means of a standardized entrance exam from the Association of Biblical Higher Education (ABHE).
- ▮ Student speaking skills are now assessed by means of the American Association of Colleges & Universities (AACU) oral communication rubric.
- ▮ Many students are gaining practical ministry experience through participation in new extra-curricular ministry teams, in addition to our internships and international service projects.
- ▮ Senior Bible/Theology competence is now assessed by means of the ABHE Exit Exam.

Intercultural Major

- ▮ Student knowledge & competence in intercultural studies is self-assessed by means of the AACU Intercultural rubric as part of an assessment portfolio for each student.
- ▮ At the completion of their internships, students receive an objective assessment by their supervisors, as well as letters of recommendation for their portfolios.
- ▮ Many students are gaining practical ministry experience through participation in new extra-curricular ministry teams, in addition to our internships and international service projects.
- ▮ International Service Projects now include academic and experiential elements, with student team members receiving instruction in personal, cultural, spiritual, and group dynamics before participating in the overseas project.
- ▮ Students in Intercultural Leadership are required to attend workshops on resume writing, interviewing, and networking to prepare them for the marketplace after graduation.

MA in Christian Studies

- ▮ Every graduate student is now assessed for writing skills by means of the AACU Written Communication rubric by the seminar instructor.
- ▮ Every Thesis student will now be assessed for critical thinking skills by means of the AACU Critical Thinking rubric by the Thesis director.
- ▮ Every Thesis student will now be assessed for speaking skills by means of the AACU Oral Communication rubric by the Thesis committee during the Thesis Defense.

School of Education
Elementary/Early Childhood/Alternative Masters
January, 2014

A variety of assessments have led to changes in this department. They are as follows:

1. Based on Student Learning Outcomes, we want to graduate students who are prepared to teach. Our Praxis II scores are one indication students have mastered this learning outcome. A new Praxis, Principles of Learning and Teaching, is now part of teacher preparation and certification. To better assist students in mastery of the objectives tested on the PLT, School of Education added a new course, Educational Psychology, TE 422. The book adopted is aligned with the test objectives.
2. Based on Student Learning Outcomes, we want to graduate students who demonstrate proficient communication skills, including technology. That particular objective is measured from Noel-Levitz SSI. The mean for that item is not where we would like it to be, so we have made changes in our TE 405, Educational Technology, class. The students in this class are now paired with public school teachers at Chickasaw (k-12) and much of the course will be taught on the school campus with “real” teachers and students. SPECIAL NOTE: This change also came about because students suggested more real world/hands-on technology when asked to make suggestions for program improvements during the Closing Student Teaching Seminar.
3. During the Closing Student Teacher Seminar, students were asked what changes School of Education might make to better prepare teachers. Several students suggested that professors should be using “teacher manuals” from the current reading series used in Mobile County Public Schools. School of Education purchased a set of current manuals and the reading professors are demonstrating and modeling appropriate use since that suggestion was made.

Changes or Improvements in ECEN Program Based on Assessment

1. Based on observation of the technology professor, students enrolled in TE 405 (Educational Technology) had differing skills. It was discovered that ECEN students were not as skilled as traditional undergraduate students and needed to be in a separate class for instruction appropriate to their level. A change was made and an “E” section was created so that they could receive instruction on their level.
2. A new writing course (TE 100- Written and Oral Communication for Teachers) was created based on results of professor observations, written work by the ECEN students in courses, and from the Noel-Levitz SSI, Campus Items 1. The mean for that item (which is written communication) should be improved if students complete the newly created course, TE 100.
3. A thorough investigation of the experiential background of the Head Start teaches enrolled in the new ECEN program showed limited observations in a variety of classroom settings. School of Education made a change by adding two practicums with a total of nine hours of “in-class observations” to widen the scope of teaching and learning in the early childhood settings.

(1) In analyzing Student Learning Outcomes data related to the objective “To graduate students who are prepared for a career in the area of human performance” the department recommended and was approved to add an additional course to the ATEP curriculum. HPES 422 CAPSTONE PROJECT was the course added. CAATE mandate that all ATEP students must complete research. This course will stand as the culminating research experience for the students. It will provide the student the chance to do an applied research project and present a final document containing all five chapters of their research project and meet the CAATE mandate.

(2) After analyzing Student Learning Outcomes data related to the objective “To graduate students who are prepared for a career in the area of human performance” ATEP faculty proposed and received approval to purchase AT Competency Tracking Software. In the learning outcomes assessment, Competencies Matrix and Competency Checklists were the instruments used to measure the objective. Scores were extremely good in all of the forms of assessment (90% or more scored 3.5 or better on all forms of assessment), however it was decided that these instruments and others should be updated in the method of storage and retrieval or review. The A-Track Software will standardize all student and faculty documentation of the AT Student’s Academic & Practical/Applied Experience as they matriculate thru their ATEP Curriculum. All students will be tracked from the beginning till completion of their program. All Clinical experiences will be tracked, monitored, and assessed based upon three(3) levels: Faculty/Instructor, Clinical Coordinator, & Preceptors.

(3) The Student Learning Outcomes Objective “To graduate students who are developing leadership skills” was a focus for the department. From portfolio presentations and in- class student surveys, it was decided that more hands-on or field experiences would be valuable to the students. Additional clinical sites were secured and volunteer opportunities encouraged. Volunteer opportunities included Project Serve, Special Olympics, Senior Bowl, Battle Ship Rugby Tournaments, and various Sporting Events within the Mobile/Baldwin County Area. These opportunities were promoted through posters, emails, class announcements, MyUM collaboration, and Facebook.

These improvements also tie into the Five Year Strategic Plan.

(1) In analyzing 2010-2013 Student Learning Outcomes data related to the objective “To graduate students who are prepared for a career in the area of human performance” the department recommended and was approved to add additional courses to the HPES curriculum. In the learning outcomes assessment, Competencies Matrix, Competency Checklist, and Intern Appraisal Forms, were the instruments used to measure the objective. Scores were extremely good in all of the forms of assessment (90% or more scored 3.5 or better on all forms of assessment), however with a review of the standards being met with the present curriculum, it was decided that with a few curriculum changes, additional national certification standards would be met to allow the students within the department more career opportunities with the degree.

- ∩ HPES 410 Testing and Prescription was first added to the curriculum to extend career opportunities for students with an Exercise Physiology Concentration.
- ∩ HPES 409 Sport Skills Instruction & Training for Performance was added. Taking this course will help the student prepare for National Academy of Sports Medicine – Performance Enhancement Specialist Certification (PES). This course along with other course work already in the major will increase the number of National Certifications available to HPES majors.

(2) After analyzing the results from the Student Learning Outcomes data related to the objective “To graduate students who demonstrate oral communication skills effectively” it was decided that the AACU Rubric standard “Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing” could be improved by including more literature reviews in lower level courses. HPES 211 and HPES 332 added literature review assignments to the coursework.

(3) The Student Learning Outcomes Objective “To graduate students who are developing leadership skills” was a focus for the department. From portfolio presentations and in-class student surveys, it was decided that more hands-on or field experiences would be valuable to the students. Additional clinical sites were secured and volunteer opportunities encouraged. Volunteer opportunities included Project Serve, Special Olympics, Senior Bowl, Battle Ship Rugby Tournaments, and various Sporting Events within the Mobile/Baldwin County Area. These opportunities were promoted through posters, emails, class announcements, MyUM collaboration, and Facebook.

These improvements also tie into the Five Year Strategic Plan.

Changes in Master's of Arts in Education

1. Based on observation and conversations with graduate students and graduate advisors, there were many areas that were unclear regarding the traditional graduate program. A new Graduate Teacher Education Handbook has been created to better communicate requirements of the traditional Master's program. The deadlines are clearly specified so that students now know when to apply for unconditional status and certification at the state level.
2. As a result of the review of the state department of education, changes have been made on the graduate checklist in choices for required electives. The review process revealed that the electives should come from courses that require knowledge of curriculum and teaching.
3. Based on student requests, the School of Education decided to add a dual major at the traditional graduate program. The new major is Early Childhood and Elementary Education. Only students who are certified in both areas at the undergraduate level can apply.

Improvements Made Within Majors in the School of Nursing

ADN

1. Advanced Med-Surg was moved to the fall semester of the senior year to keep the Med-Surg content together.
2. Clickers were initiated in the classroom. Academic year
3. An Academic Success Coach appointed to decrease attrition.

BSN

1. Cell phones to be allowed in community rotations to enhance the ability of students and faculty to communicate when clinical is done outside the hospital.
2. The Hurst Review was reinstated as the review course of choice for nursing students to assist in NCLEX success.
3. An Academic Success Coach appointed, , to decrease attrition. Academic

MSN

1. MSN Level Competencies and Program Expected Outcomes were updated to better express the vision of the program
2. NU 501 was deleted and NU 518 was added to reflect a move from a strict clinical advanced practice focus to one that would be more inclusive of changes to the program.

Schools of Music and Worship Leadership
Improvements In MAJOR-Music and Worship Leadership

Here are our areas of improvement based on our assessment outcomes:

BS-Worship Leadership

1. Facility Improvement- Rooms 210 and 207 equipped for Worship leadership courses, as performance spaces and rehearsal spaces for our touring groups, Opera and Theatre and UM Performing Arts Series. UM DIRECTIVE 3.
2. Development/Funding-Progress in donated funds for facilities, scholarships, faculty and program support. Major gift secured. Increased activities with community development, Dean's council and soliciting sponsorships. UM DIRECTIVE 5.
3. Unified Recruiting Strategy and Retention-There has been an improvement in unit retention by 7% this year. In addition we have concentrated on a unified recruitment policy that is led by a committee of department heads in coordination with UM admissions.

BS-Music Education

1. Facility Improvements-Jazz Band Room and RamCorps rehearsal spaces renovated as stated in the strategic plan. UM DIRECTIVE 3.
2. Development/Funding Sources-Donated funds received for Jazz Band Room with continued cultivation for education and instrumental programs. UM DIRECTIVE 5.
3. Unified Recruiting Strategy and Retention-There has been an improvement in unit retention by 7% this year. In addition we have concentrated on a unified recruitment policy that is led by a committee of department heads in coordination with UM admissions.

BM-Vocal Performance

1. Facility Improvements-Rooms 210 and 207 equipped for Worship leadership courses, as performance spaces and rehearsal spaces for our touring groups, Opera and Theatre and UM Performing Arts Series. UM DIRECTIVE 3.
2. Development/Funding-Progress in donated funds for facilities, scholarships, faculty and program support. Major gift secured. Increased activities with community development, Dean's council and soliciting sponsorships. UM DIRECTIVE 5.

3. Unified Recruiting Strategy and Retention-There has been an improvement in unit retention by 7% this year. In addition we have concentrated on a unified audition process and recruitment policy that is led by a committee of department heads in coordination with UM admissions.

BA-Music

1. Facility Improvements-Rooms 210 and 207 equipped for Worship leadership courses, as performance spaces and rehearsal spaces for our touring groups, Opera and Theatre and UM Performing Arts Series. UM DIRECTIVE 3.

2. Development/Funding-Progress in donated funds for facilities, scholarships, faculty and program support. Major gift secured. Increased activities with community development, Dean's council and soliciting sponsorships. UM DIRECTIVE 5.

3. Unified Recruiting Strategy and Retention-There has been an improvement in unit retention by 7% this year. In addition we have concentrated on a unified audition process and recruitment policy that is led by a committee of department heads in coordination with UM admissions.

