1718AY Assessment Report
(October 31, 2018)

Introduction

The 1718AY was the third academic year following a major revision of the Student Assessment Plan. The Office of Assessment runs under the Student Assessment Plan (dated December 2015) and the UAPB Assessment Manual (dated March 2017). The Director of Assessment and the Assessment System Administrator follow the cycle of assessment outlined in Appendix A of the UAPB Assessment Manual.

At the beginning of an academic year (August), returning 9-month faculty are presented with summaries of assessment data from the previous academic year. Instructors jointly decide what their assessment data show, and how their department will alter instruction and pedagogy to improve student learning outcomes (see Appendix 1). Co curricular programs undertake the same activity at the beginning of the academic year (see Appendix 2). Departmental and co curricular plans for improvement are shared with the Office of Assessment for inclusion in the last version of the academic year assessment report by mid-October of the next academic year. Assessment activities are undertaken throughout the academic year. In June, assessment data for the current academic year are summarized and reported to chairs, deans, and upper administrators. This is the basic cycle of assessment for our institution.

The UAPB has adopted six institutional Student Learning Outcomes (SLOs). While all six of these institutional outcomes should be imparted to students during all academic years, Critical Thinking and Oral Communication were the institutional SLOs scheduled for assessment during the 1718AY. LiveText is the institution's assessment management system. Watermark, Inc. is the company, which currently owns and runs the LiveText assessment management system. This system facilitates creation of assignments, submission of student artifacts, rubric based assessments, archiving of artifacts, and compilation of assessment data.

In general, each school has adopted two school level SLOs that are common to all departments within a school. School level SLOs are often Association of American Colleges and Universities (AAC&U) VALUE Rubrics, as are the six institutional SLOs. Rubric based assessments of school level SLOs are conducted within the LiveText system. The institution is in the process of having academic units explicitly state degree program level student learning outcomes. These degree program SLOs will be accompanied by assessment plans and curriculum maps, which show where degree program SLOs are introduced, reinforced, and assessed for mastery.

The Student Assessment Plan calls for longitudinal assessment at four points during a student's tenure at UAPB. Entry level assessment metrics include high school GPA, class rank, and ACT scores. Mid level assessment is a rising junior exam, which uses a standardized exam to assess proficiency in general education knowledge areas. Senior assessments, either senior comprehensive exams or senior projects, represent exit level assessments of discipline specific knowledge, skills, and competencies. The Office of Assessment conducts surveys of alumni three and five years after graduation as a means of follow up assessment.

The Office of Assessment undertakes periodic assessment activities designed to inform the campus, encourage use of assessment data for program improvement, or for faculty development purposes. This assessment report tries to capture the assessment activities that occurred during the 1718AY. Questions about the content of this report or the interpretation of assessment data should be directed to the Office of Assessment and its director.

Institutional Student Learning Outcomes

Critical Thinking

Although this is the first year that Critical Thinking has been assessed by the entire institution, the School of Business and Management (SBM) had formerly adopted Critical Thinking as a school level SLO. For the same of comparison and context, we included Critical Thinking assessment data from the SBM for the 1617AY in our 1718AY assessment report. The 1617AY Critical Thinking assessment scores for the SBM ranged from a low of 78.0 (n=79, SD=17.5) for seniors to a high of 80.3 (n=67, SD=18.4) for freshman. Midclassmen (sophomores and juniors) were only slightly higher than seniors were. This pattern of declining rubric scores is indicative of inter-rater variability and unfamiliarity with application of a rubric across classifications. The norming activity (described below) was an attempt to address this weakness in our assessment data.

During the 1718AY, more than 800 rubric based assessments of Critical Thinking were conducted. Rubric scores for the institution ranged from a low of 67.9 (n=88, SD=24.1) for freshman to a high of 80.3 (n=32, SD=13.4) for graduate students. Seniors and midclassmen rubric scores were slightly higher than freshman scores. Among aspects of the Critical Thinking rubric, Influence of Context and Assumptions as well as Student's Position were consistently challenging across classifications. Explanation of Issues, as well as Conclusions and Related Outcomes were consistently among the highest aspect scores of the Critical Thinking rubric. With seniors only reaching an average of 71%, it appears there is room for improvement with respect to the development of Critical Thinking skills of our students.

Oral Communication

More than 500 individual assessments of Oral Communications were conducted during the 1718AY. Rubric scores ranged from 72.8 (n=81, SD=17.5) for freshman to 81.1 (n=245, SD=17.6) for seniors. Midclassmen scored about the same as seniors. Graduate students rubric score averaged 77.6 (n=31, SD=13.8). Language, Delivery, and Supporting Materials aspect scores were all three consistently low for students, regardless of classification. Conversely, Organization and Central Message aspect scores were consistently higher than most other aspect scores across classifications. Between the two institutional SLOs assessed during the 1718AY, our students seemed to have developed Oral Communication skills to more competency than Critical Thinking skills.

School level Student Learning Outcomes

SAFHS

The two school level SLOs assessed in the School of Agriculture, Fisheries, and Human Sciences were Global Learning (an AAC&U VALUE rubric) and Human Needs and the Global Environment (a home grown SLO). Fifty assessments of Global Learning and one hundred one assessments of Human Needs and the Global Environment were conducted during the 1718AY.

Global Learning rubric scores ranged from an average of 29.1 (n=1) for freshman to an average of 73.9 (n=2, SD=25.0) for graduate students. Seniors averaged 67.9 (n=10, SD=17.1). Students consistently scored poorly on the Understanding Global Systems aspect of the Global Learning rubric, though students were at times also challenged by Cultural Diversity. Global Self Awareness was often among the highest average rubric scores. The home made rubric for Human Needs and the Global Environment appeared too complex. No key assignment facilitated the assessment of all ten aspects of this rubric. No more than seven aspects were assessed during any assessment. Environmental Stewardship and Applying Sustainability were two consistently challenging aspects to Human Needs and the Global Environment.

SAS

For the past three academic years, the School of Arts and Sciences has been assessing Information Literacy and Teamwork. These are school level SLOs. During the 1718AY, rubric scores for Information Literacy ranged from 75.8 (n=44, SD=22.1) for freshman to 82.5 (n=2, SD=17.7) for graduate students. Rubric scores were consistent across classifications, with freshman scoring 75.8, midclassmen scoring 82.0 (n=217, SD=14.6), and seniors scoring 77.9 (n=89, SD=19.8). Information Literacy scores were consistent from year to year within a classification. Seniors, for example, scored 80.0 (n=106, SD=20.8) in the 1516AY, 78.9 (n=73, SD=15.2) in the 1617AY, and 77.9 in the 1718AY. Across all years and classifications, two aspects of Information Literacy challenge students. The aspects are Evaluate Information and its Sources Critically and Use Information Effectively to Accomplish a Specific Purpose. Across the School of Arts and Sciences, Teamwork was only assessed four times during the 1718AY. Four seniors were assessed, and the average score was 90.0 (n=4, SD=10.8). This senior score was slightly higher than the average scores for seniors during the previous two years. As in previous years, the aspect of Facilitates the Contributions of Team Members represented a challenge for these four seniors.

SBM

One of the two school level SLOs adopted by the School of Business and Management was Critical Thinking, which has been covered elsewhere, as it is currently assessed as an institutional SLO. The second school level SLO adopted by the SBM is Ethical Reasoning. Rubric scores for Ethical Reasoning were quite consistent across classifications within the SBM. Freshman averaged 80.0 (n=4, SD=4.1), midclassmen averaged 79.3 (n=72, SD=11.0), and seniors averaged 79.8 (n=46, SD=11.5). Among aspects of Ethical Reasoning, Ethical Self-Awareness was consistently the lowest aspect score, while Evaluation of Different Ethical Perspectives/Concepts was always the highest aspect score. Freshman seem to come to the SBM with a well developed sense of Ethical Reasoning but seem to progress little during their tenure at out institution.

SOE

For three years, the School of Education has assessed the school level SLOs Intercultural Knowledge and Lifelong Learning. During the 1718AY a single assessment of Intercultural Knowledge occurred. This senior scored 85.0 and the highest aspect scores were Cultural Self-Awareness and Knowledge of Cultural Worldview Frameworks. Fifty one assessments of Lifelong Learning were conducted during the 1718AY. Assessments ranged from 59.8 (n=21, SD=30.8) for midclassmen to 80.9 (n=27, SD=20.5) for seniors. One freshman and two graduate students were assessed for Lifelong Learning skills. All three score 75.0 on their assessments. Improvement in the Lifelong Learning skills of seniors is documented within these data. Senior scores were 54.7 (n=30, SD=22.5) in the 1516AY, 64.9 (n=55, SD=26.5) in the 1617AY, and 80.9 (n=27, SD=20.5) in the 1718AY. Across all academic years and classifications, the aspects of Initiative and Independence present challenges to education majors.

Degree Program Student Learning Outcomes

A hallmark of a mature Assessment Program is a specific assessment plan for degree program student learning outcomes. Heretofore, the UAPB has focused attention on rubric based assessments of institutional and school level learning outcomes. Although discipline specific knowledge, skills, and competencies are assessed through senior comprehensive exams, these are summative assessments and do not provide for formative assessments of these knowledge areas. We are attempting to address this challenge to our Assessment Program, by requesting specific degree program SLOs from each academic unit. In conjunction with explicitly stating degree program SLOs, each academic unit was asked to create an assessment plan, complete with curriculum map, outlining where each SLO will be introduced,

reinforced, and assessed for mastery. Most units submitted SLOs for their degree programs (see Appendix 3). For those that did not submit explicitly-stated SLOs, we inferred the learning outcomes from their Senior Comprehensive Exams. The task of creating assessment plans and curriculum maps for degree program SLOs is ongoing. We observed that academic units with independent accreditations adopt degree program SLOs that align with standards and practices already expected for accreditation. In this sense, academic units that do not maintain independent accreditation are at a slight disadvantage. Nevertheless, all academic units are likely to find the process of self-study and reporting, either to the Arkansas Department of Higher Education or to an independent accrediting agency, much improved due to the creation of assessment plans for degree program SLOs.

Co Curricular Student Learning Outcomes

The Office of Assessment worked with co-curricular programs to identify at least one thing that students gain from interaction with the respective programs. Assessments take the form of surveys, case studies, interviews, focus groups, or other indirect methods. Indirect assessment data are summarized, either by the co-curricular program or by the Office of Assessment. Summaries are prepared and distributed to the respective programs. Each co curricular program then identifies steps to improve learning outcomes and reports back to the Office of Assessment. The template for co curricular assessment reporting has been circulated to each participating co curricular program. They will be returned and incorporated (as Appendix B) before the draft assessment report is finalized.

Longitudinal Assessment

Entry level

Three important metrics are tracked at the time students enroll at the UAPB for the first time. Those metrics include high school grade point average (GPA), high school rank, and ACT (or equivalent) score. Additionally, ACT sub scores for Math, English, Reading, and Science are examined annually. The Office of Assessment retrospectively analyzes data beginning in the 0607AY (i.e. last 12 years of data). Beginning in the 1011AY, there has been a consistent improvement in entry level assessment metrics. The UAPB has recruited students appearing to be more prepared for college coursework. The average high school GPA for freshman has monotonically increased every year, beginning in the 1011AY. Current average high school GPA was 2.95 (n=497, SD=0.50). Class rank showed a positive trend over this same period, with a low average of 49.8 (n=683, SD=25.2) in the 1011AY and a high average of 38.1 (n=705, SD=25.1) in the 1617AY. The average class rank in the 1718AY was 42.8 (n=452, SD=23.2). Scores on the ACT have exhibited a significant positive trend with time. ACT scores averaged 16.0 (n=845, SD=3.1) in the 1011AY, reached a high average of 18.4 (n=811, SD=3.1) in the 1617AY, and averaged 18.3 (n=500, SD=2.8) in the 1718AY.

All ACT sub scores exhibited a significant positive trend with time. Throughout the period analyzed, English and Reading sub scores were generally higher than Math and Science sub scores. Sub scores for English (average=19.5, n=447, SD=21.6) and Reading (average=22.5, n=494, SD=15.5) were higher than sub scores for Math (average=18.3, n=499, SD=4.7) and Science (average=19.3, n=481, SD=5.9) in the 1718AY.

The increases in high school GPA, class rank, and ACT scores observed during the period beginning in the 1011AY is not explained by the establishment of entrance standards, which were just initiated in fall 2016. The reason for these increases is unclear currently.

Mid level

In the past, mid level assessment was conducted using the ACT's CAAP exam. The UAPB required all rising juniors to take this standardized exam. The CAAP exam has been discontinued by ACT. During the fall 2017, the Office of Assessment piloted two possible replacement exams, both produced by ETS.

Thirteen students each took two of three HEIghten Outcome Assessment modules. The three HEIghten modules available were Critical Thinking, Quantitative Literacy, and Written Communication. Each module took about 1.5 h to complete. Two more modules, Civic Competency & Engagement and Intercultural Competency & Diversity, will be available in January 2018.

Students generally thought these tests were easy. Several students indicated that although they had to type to answer written communication questions, it was not intimidating to do so. Students felt they had more than enough time to complete the exam. They suggested the content of the exam was learned prior to attending UAPB. Students particularly like the capability of marking a question and coming back to it later, instead of having to search for the question on a paper exam. Every student agreed that taking computerized exams are better than paper, and they all appreciated the fact that the test was self-paced and the environment (STEM computer lab) was comfortable. Students mentioned that the computerized test eased anxiety and the environment felt open because of the glass walls and windows, but the building had little traffic or distractions.

Ten students took the ETS Proficiency Profile. The Proficiency Profile measures four skill areas — reading, writing, mathematics, and critical thinking — in a single test. The test took about 2.75 h to complete. Students liked the arrangement of the Proficiency Profile with a mix of questions from each skill area shuffled together, rather than working on one skill area at a time. Students felt the test was just like the ACT and was a fair test of general knowledge. Students appreciated the fact that the questions were mixed up and allowed small breaks between subjects. Students love the fact that you mark a question and come back to it later instead of having to find the page the question is on in a paper test. Students liked the environment, which was quiet and had few distractions.

In general, both groups of students liked the computer environment for taking standardized tests. However, several students suggested they be offered the option of taking the rising junior exam with pencil and paper or on computer. Students like the open environment of the STEM Computer lab and felt it was important to have an empty workstation on either side while taking a standardized test on a computer. Overall, the students could articulate no reason why either exam could not replace the CAAP exam as our rising junior exam.

The Office of Assessment recommended that the ETS Proficiency Profile replace the CAAP exam as the institutions mid level assessment (i.e. rising junior exam). The Proficiency Profile (in paper format) was offered for the first time during spring 2018.

Both the ACT CAAP exam and the new ETS Proficiency Profile tested several skill areas. Those areas included reading, writing, math, science, humanities (i.e. arts and literature), and social sciences. In addition, the Proficiency Profile provides a score for critical thinking. We scaled scores from both tests to represent percentages of maximum possible scores, so that data were comparable between tests. We explored trends for scores in each skill area over time. Scores from two skill areas (writing and social sciences) exhibited significant negative temporal trends across the 13 years of data. There were no significant positive trends in scores from any of the skill areas. In the 1718AY, the skill area with the lowest average percent score was critical thinking (27.5%, SD=17.4%, n=218). The skill area with the highest average percent score was reading (47.0%, SD=22.1%, n=218).

Exit level

Senior assessments at the UAPB take one of two forms, senior comprehensive exams, or senior projects. Most of degree programs on campus have chosen to use senior comprehensive exams. The School of Business and Management uses the Peregrine Major Field test as the senior comprehensive exam for Accounting and Business Administration. Likewise, the School of Education uses Praxis II as their senior comprehensive exam in teacher education programs. Other departments choosing to use senior comprehensive exams are using exams constructed and updated by the departments. Senior comprehensive exams identify discipline specific knowledge, skill, and competency areas. This allows the Office of Assessment to track performance in specific knowledge areas as well as in the discipline. Only a few degree programs (General Studies, Nursing, English, Art and Design) are using senior projects. Like senior comprehensive exams, senior projects also identify discipline specific knowledge areas. Senior projects are graded with a rubric and the scores are reported to the Office of Assessment.

In general, senior assessments were scaled on a proportional basis, so that institutional performance of seniors could be tracked through time. The Office of Assessment has compiled average senior assessment scores for each school year since the 0506AY. There was a significant positive trend in average senior assessment scores over this period. Average senior assessments exhibited a low of 51.4% (n=376, SD=14.5%) during the 0607AY and a high of 72.8% (n=362, SD=19.9%) during the 1718AY.

While entry level assessment metrics were improving, performance of seniors during senior assessments was also improving. We cannot prove a cause and effect relationship between the two observations, but the correlation between the two assessments is striking. The institution can however, document an increased preparedness of their graduates for careers in their chosen profession, based on the improvements in senior assessments.

Alumni surveys

Follow-up with graduates is the last point of longitudinal assessment. The Office of Assessment piloted a survey during the Homecoming Assembly and at the Homecoming football game. These roving surveys were designed to determine which learning outcomes or skills contributed to job advancement among alumni of any age. We experienced bandwidth problems accessing the LiveText-based survey at both venues. This slowed the recording of responses and hindered the collection of sufficient data to draw conclusions. The Office of Assessment plans to repeat this endeavor using software that allows recording of responses independent of internet connectivity.

Alumni surveys are one way to assess a university's success at preparing graduates for life, the world or work and/or graduate studies. Surveys measure the effects of programs and extra-curricular activities on the achievement of learning outcomes vital to a student's complete development. The survey of alumni three and five years after graduation was conducted via email during the fall term. Two cohorts were surveyed, one three years after graduation and one five years after graduation. Email addresses were acquired from career services, departments, schools, and alumni associations. Initial contact was in the form of a letter from the Chancellor, announcing the survey and indicating that the survey instrument would come from LiveText. One day later, the survey instrument was distributed via email. One week later, non-respondents received a second correspondence requesting participation in the survey. One day later, the survey was re-sent from LiveText.

For the 1213AY cohort, 447 surveys were sent out and 6 responses were returned, giving a response rate 1.34%. The data showed that 67% of the respondents have a job in their field and no one that responded had obtained a Masters Degree. None of the respondents participated in specialized programs. Respondents said time management, conductive reasoning, active listening, water quality research,

networking, technical writing, and research skills were gained from the university. Respondents reported learning interviewing, comprehensive discipline-specific skills, written communication, oral communication, and software skills (such as excel) on the job.

When asked about co curricular activity, 67% of respondents participated in at least one activity. Students recommend more campus-based alumni social networking activities and fair treatment for all Greek letter organizations.

About 67% of respondents participated in an internship and 33% of those internships led to a job. When asked about the overall academics at the University, respondents were somewhat satisfied. Respondents were most concerned about quality of instruction in their majors. Respondents were somewhat satisfied with non-academic aspects of the university experience, showing most concern for the living and dining facilities.

For the 1415AY cohort, 330 surveys were sent out and 6 responses were returned, giving a response rate of 1.52%. Approximately 20% of respondents have jobs in their field. About 20% of respondents have obtained higher degrees or participated in special programs. When asked what academic skills were gained from the university, respondents said statistics and analytics skills, communication skills, research, and networking were the most important. This cohort also said that the jobs they have required them to learn skills outside of the university. Respondents felt the institution was behind in the fields of education and specialized fashion.

About 80% of respondents participated in at least one co curricular activity, with Greek life having the highest participation rate. Respondents recommend that students should have things like TED talks on campus. Twenty percent of respondents were engaged in civic organizations. Greek life and Honors College were reported as reasons for that engagement. A little over half of the students completed an internship, and about 40% of those interns landed a job in their field.

Respondents appeared satisfied with the quality of the education they received. Respondents were least satisfied with the academic advisors on campus. Respondents also commented on non-academics on campus. Respondents were somewhat satisfied, but showed most concern for the living and dining facilities.

However, recipients generally wanted more discipline specific skills but were satisfied with the education they received. The survey suggests Greek life is a highlight of our co curricular programming. There is a possible need for Greeks to do more on campus. The data also shows that students have a problem with dorms and/or dining areas. This summary is again based on small sample sizes and poor response rates. The Office of Assessment will purse avenues to increase participation in alumni surveys.

Other Assessment Activities

Assessment forum

On October 24, 2017, the Division of Academic Affairs sponsored the first Assessment Forum. A summary of the 1617 Assessment Report was presented, followed by brief summary presentations from four academic units and four co curricular units. The importance of program level student learning outcomes was discussed. (Note: A request for identification of program level student learning outcomes and curriculum maps for each SLO was sent to academic departments on November 7, 2017, with a stated intent of having them in place by the end of the academic year). The Office of Assessment also announced their intention to organize Norming events for the campus (see below) and two assessment committees (a 6-member curricular committee and a 6-member co curricular committee).

Norming events

Several academic units called for norming activities in the 1617AY Assessment Report. To address concerns over inter assessor variability, the Office of Assessment organized a norming exercise during the 1718AY. We extracted artifacts from LiveText that were uploaded in response to a prompt to generate a cover letter requesting an interview for a professional position. This assignment was part of the UAPB Career and Life Planning course. The same ten artifacts were sent to three expert assessors, along with the written communication rubric originally used to assess the artifacts. These experts were compensated for using the written communication rubric to assess each of the ten artifacts. The expert scores were used to rank the ten artifacts. The Office of Assessment then hired Dr. David Underwood, an assessment expert with more than 30 years of assessment experience, to facilitate six half-day norming events for each of the Schools. The School of Arts and Sciences was separated into the Arts and the Sciences, which did half-day norming activities independently.

The norming activities followed the norm-setting protocol outlined by Teaching Matters (http://www.teachingmatters.org/toolkit/norm-setting-protocol). Briefly, the process was reviewed, the prompt (actual assignment given to students) was discussed, and the rubric was read and reviewed. Thereafter, individuals at a table reviewed an anchor paper (artifact submitted by a student, a hard copy of which was provided to each instructor) independently, assessments were shared and discussed among individuals at a table, and a consensus was reached for each aspect of the written communication rubric representing the view of the table. Lastly, one individual reported the rubric scores for the table to the entire group, table scores were compared to the scores provided by the three expert assessors, and a discussion of the similarities and differences between table scores and expert scores ensued. This process was repeated with three different anchor papers representing the worst student performance, the best student performance, and an intermediate student performance. The half-day workshop ended with a discussion of the importance of standardizing, to the extent possible, rubric scores among instructors.

In addition, an evaluation of the norming event was conducted at the end of the half-day workshop. The evaluation consisted of three statements to which evaluation recipients responded on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). For the statement, “I can consistently apply the rubric” respondents average score was 4.3 (n=107, SD=0.8). For the statement, “I understand the concept of, and need for, inter-rater reliability” respondents average score was 4.6 (n=107, SD=0.6). For the statement, “I have a better understanding of assessment and how it differs from grading”, respondents average score was 4.5 (n=106, SD=0.7). Hence, the impression of instructors regarding the norming activity was overwhelmingly favorable.

Critical Thinking workshop

The assessed SLOs for the 1718AY shifted to Critical Thinking and Oral Communication. In an effort to ensure that students received the very best instruction in critical thinking, the Center for Teaching and Learning and the Office of Assessment co-sponsored a workshop on critical thinking. The half-day workshop was attended by 122 instructors from across campus.

The workshop was facilitated by a team from the University of Arkansas for Medical Sciences, comprised of Bonnie Kenney, (M. Ed), Dana Shaw-Bailey (M. Ed.), Jamie Watson (Ph.D.), and Laura Smith-Olinde (Ph.D.). The program revolved around several different critical thinking models, including Bloom’s Taxonomy, the Paul/Elder Model, and the Toulmin Approach. Bloom’s Taxonomy is popular among teacher education programs. The Paul/Elder Method, including the critical thinking “wheel”, has been incorporated into classes by some UAPB instructors. The Toulmin Approach is a modification of the scientific method. The UAMS team outlined several approaches for incorporating any of these critical

thinking methods into existing coursework and assignments. The slide stack from this presentation has been made available at the Office of Assessment webpage.

An evaluation of the workshop was conducted at its conclusion. The evaluation consisted of 11 statements to which evaluation recipients responded on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). Eighty six instructors undertook the evaluation. Overall, responses were favorable. Responses all averaged between four and five. Recipients responded most favorably to the statement, "The presenters were well prepared" (average=4.6, SD=0.8). Recipients responded least favorable to the statement, "The time allotted for the workshop was sufficient" (average=4.1, SD=1.2).

Future Assessment Activities

Assessment plans for degree program student learning outcomes

The Office of Assessment will continue to work with departments to construct assessment plans for degree program SLOs during the 1819AY. Departments should convene in faculty meetings to map their SLOs across respective curricula. Departments should identify specific formative and summative assessments (likely their Senior Assessments) for each degree program SLO. While rubric based assessments archived in LiveText are an excellent approach to assessment of degree program SLOs, the Office of Assessment acknowledges that other direct and indirect forms of assessment are also appropriate.

Field experience module

Several academic units require internships or student teaching experiences as part of their degree plan. Our assessment management system, LiveText, has a module that can be added to the base software. This field experience module would allow supervisors of interns or principals in schools where students are conducting student teaching to help with assessment. The LiveText Field Experience Module would have to be purchased. Training for all individuals intending to utilize the Field Experience Module would be required. Rollout of the Field Experience module could happen during the spring term of the 1819AY. The Office of Assessment is committed to acquiring this resource for academic units that have such a need. In part, the realization of this acquisition is dependent upon adequate and timely funding for the Office of Assessment, as well as overcoming logistical considerations of the training provided by Watermark.

More co curricular programs doing assessment

A considerable number of co curricular programs are embracing assessment of student learning outcomes. Nevertheless, there are some important programs, such as Choir, Band, and Greek life, which have not explicitly stated what students receive from interacting with their programs. These programs are not proactively assessing the benefit of participation in their activities. The Office of Assessment will make a concerted effort during the 1819AY to include more co curricular programs in the Student Assessment Plan.

Professional development activities

The norming events and the Critical Thinking workshop are examples of professional development sponsored or co-sponsored by the Office of Assessment. Our office will continue to seek out opportunities for professional development and for campus enrichment specifically related to assessment of student learning outcomes. The Office of Assessment would like to sponsor a professional development opportunity focused on improved pedagogy of communication skills during the 1819AY.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
School of Agriculture, Fisheries, and Human Sciences	Critical Thinking	No results for freshmen. Sophomores and Juniors are on track in the 3's except for Context_Assumptions and Selecting_Evidence. Even those are essentially on track for this stage of their undergraduate career. Seniors show uniformly lower scores across all components. Seniors struggled especially with Student Position and Conclusions Outcomes.	Curriculum map will be examined to insure freshman assessment is not being overlooked. Students appear to be on-track toward mastery next year.
	Oral Communication	Freshmen had little to no capability in Oral Communication, but there were only 2 Freshmen assessed, so it is entirely possible that this result is due to sample error and not student ability. Again, Sophomores and Juniors are on track toward mastery scoring 3 or better in all components of the SLO. Seniors scored slightly below Sophomore/Junior students and were weakest in developing their Central Message.	Additional opportunities for students to speak will be incorporated in the curriculum. Special attention will be paid to developing the central message and supporting the message with appropriate reference materials.
	Global Learning	No Freshman were assessed for this SLO. Sophomores and Juniors are on track in their growing understanding of Global Learning, but are weakest in Cultural Diversity, Global Systems and Applying Knowledge. Seniors show little improvement, and continue to be weak in Cultural Diversity and Personal and Social Responsibility.	Additional instruction in cultural diversity and personal and social responsibility will be incorporated into the curriculum.
	Human Needs and the Global Environment	Freshmen were not assessed for this SLO, Sophomores, Juniors and Seniors had little knowledge in this SLO. Sophomores and Juniors actually performed better than Seniors, but it appears that a small group of Sophomores and Juniors were well-versed in the topics while others had almost no knowledge of the subject. Several	The rubric appears to be problematic for all departments in SAFHS and will be revised. The bimodal pattern of mastery will be addressed using peer to peer learning, tutoring, or other appropriate methods to assist struggling students without delaying students who are mastering the material.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
		of the rubric subheadings were not addressed in the assessment.	
Agriculture	Critical Thinking	Slight improvement in critical thinking by seniors compared to freshmen. Scores are average or low on the knowledge areas of context & assumptions and student positions.	Instructors have to design assignments with guidelines to students on how to answer questions related to those knowledge areas where mastery is low or average. Provide clear instructions regarding the assessment of the assignment.
	Oral Communication	Students have difficulty in the knowledge areas of supporting materials and central message across all classifications.	Instructors will demonstrate how all knowledge areas can be incorporated in a class presentation. Students will practice before their presentations and receive feedback from other students and instructors. Provide additional resources and the rubrics to assist students with oral presentation.
	Global Learning	Sample size is small for freshman and graduate students and assessment data is not conclusive. Mastery level in all knowledge areas ranges from 2.33 to 2.78 for sophomore, junior and senior levels.	Assessment will focus on the classes with a large number of students. Instructors will design an assignment that provides instructions on how to answer questions for each of the knowledge areas.
	Human Needs and the Global Environment	Sample size for freshman and graduate students is too small to draw a conclusion. But, sophomore, junior and senior students have an average mastery level on all knowledge areas.	Students should receive assignments that provide detailed instructions on how to address each knowledge area in the rubric. Instructors should review assignments and provide guidance and suggestions on how to improve them.
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies	Student scores are less than 70% in all courses. Students think that weak performance will not prevent them from graduating.	Prior to test date, provide practice exam questions that address student learning outcomes in all courses from their major.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies	Student scores are above 70% only in two courses.	Revise exam questions and provide opportunities to take practice exams in their last semester before graduation.
	Animal Science Discipline Specific Knowledge, Skills, and Competencies	Scores less than 70% in all courses and all three years is an indication that students consider the exam as a no consequence to their graduation.	Prepare students for the comprehensive exam by giving them practice tests on questions related to the expected student learning outcomes in required courses in the discipline.
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies	Very low scores in all courses in two previous years improved to above 70% in 75% of the courses in the year students knew that they could not graduate if they failed the exam.	Provide practice exams on all required courses for the comprehensive exam and ensure that exam questions address skills and knowledge in the right course of study in the discipline.
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies	Discipline is part of 3+1 program with the University of Arkansas.	No exam will be administered for this discipline.
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies	Scores higher than 70% were recorded in seven, five, and one course (s) in 2016, 2017, and 2018, respectively. Advisor	Inform students that they must pass the exam with > 70% in all courses to graduate. Instructors must prepare students for the exam and ensure that the exam really assess the right student learning outcomes in the discipline. Review and verify the exam questions and make corrections, if needed.
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies	The number of courses with scores > 70% more than doubled between 2016 and 2018. Advisor did not have the opportunity to view the exam provided to students.	Use the correct course student learning outcomes and revise exam questions in courses that students fail on the comprehensive exam. Review and verify the exam questions and make corrections, if needed.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies	Students may have done the wrong exam questions that do not address the right student learning outcomes. Advisor did not have the opportunity to verify the exam provided to students.	Use the correct course student learning outcomes and revise exam questions in courses that students fail on the comprehensive exam. Review and verify the exam questions and make corrections, if needed.
Aquaculture and Fisheries		Scores in AQFI were significantly lower than campus for all undergraduate classifications, but were similar for GR.	Continue reviewing and be mindful of the data, and continue assess and seek improvement within AQFI Dept. However, our undergraduate sample sizes in AQFI were too small for meaningful interpretation.
	Oral Communication	Scores in AQFI were significantly lower than campus for all undergraduate classifications (though no SR assessments were done), but were similar for GR.	Continue reviewing and be mindful of the data, and continue to assess and seek improvement within AQFI Dept. However, our undergraduate sample sizes in AQFI were too small for meaningful interpretation.
	Global Learning	Scores in AQFI were comparable to SAFHS for all undergraduate classifications (though no SR assessments were done), but were greater at the GR level.	Continue reviewing and be mindful of the data, and continue to assess and seek improvement within AQFI Dept. However, undergraduate and graduate sample sizes in AQFI were too small for meaningful interpretation.
	Human Needs and the Global Environment	Scores in AQFI were significantly lower than SAFHS at the FR and SR level, though comparable at the SO-JR and GR levels.	Continue reviewing and be mindful of the data, and continue to assess and seek improvement within AQFI Dept. However, undergraduate and graduate sample sizes in AQFI were too small for meaningful interpretation.
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies	No exams were taken during AY17-18. Over the long-term, exam scores averaged 61% from 2001-02 through 2014-15, and 65% from 2015-16 and 2016-17. Although scores appear to be weakly trending upward, present-day pass rates are still below 50%	To help students better prepare for future exams, we are preparing study guides for all seven tested courses. Organized study sessions also are being considered as new component for Senior Seminar class. However, this course is only 2 credits, and

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
		using the new 70% pass rate criterion adopted in Fall 2016. Exam sub scores indicate that seniors continue to score lower in aquaculture and ichthyology, and higher in fish mgmt. and limnology. Some exam means appeared to have been influenced by single aberrant scores. Additionally, AQFI courses in ichthyology and aquaculture have had multiple instructors during the past 5 years.	there may not be sufficient time for this unless other topics are dropped (this would be a SAFHS decision). Regardless of sample sizes, there is only minimal interpretation possible for these scores since students are presently not required to pass the exam until the 2019-20 school year.
Human Sciences	Critical Thinking	Student skill level is higher than campus-wide data. Improvement needed in context assumption and student position.	Course instructor will provide a detailed review of critical thinking and incorporate more problem solving activities.
	Oral Communication	Student skill level is higher than campus-wide data. Improvement needed in delivery.	Course instructor will explain acceptable delivery behaviors and include a rubric.
	Global Learning	Student skill level is higher than campus-wide data. Improvement needed in all outcome areas.	The Chairperson will monitor incorporation of content into all courses.
	Human Needs and the Global Environment	Student skill level is higher than campus-wide data. Improvement needed in environmental stewardship.	The Chairperson will monitor incorporation of content into all courses.
	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies	Results range from 45 to 95. Improvement needed in governance of dietetics and management business.	Course instructor will provide additional focus on the low performance areas.
	Human Development and Family Studies Discipline Specific Knowledge,	Results range from 85 to 100. Improvement needed in family financial issues.	Course instructor will provide additional focus on the low performance area.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Skills, and Competencies		
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies	Results range from 61 to 71. Improvement needed in process supply chain.	Course instructor will provide additional focus on the low performance area.
	Nutrition Discipline Specific Knowledge, Skills, and Competencies	Results range from 50 to 71. Improvement needed in counseling methods and science of dietetics.	Course instructor will provide additional focus on the low performance areas.
School of Arts and Sciences			
Art	Critical Thinking	Of the four areas rated, students' lowest rating was in Critical Thinking	Art lessons and activities inherently address critical thinking skills, but faculty will focus even more on questioning and asking students to link ideas and concepts. More oral/written critiques could be scheduled during the semester.
	Oral Communication	Of the rubric ratings, students rated highest in Oral Communication	Art critiques typically require students to articulate ideas and discuss or defend personal reasoning and faculty will continue to work with students to develop these skills.
	Information Literacy	Overall, students rated higher in Information Literacy than in Critical Thinking but lower than in Oral Communication	Art students are required to use all types of information and technology-based environments to acquire content knowledge. Faculty will continue to build research opportunities into

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
			curriculum in studio and art history classes.
	Teamwork	Students rated lowest in Teamwork and only a few from the School of Arts and Sciences are included in the data set	The Department of Art and Design will work to include more teamwork opportunities (collaborative assignments) into studio classes. As enrollment grows, a design studio that caters to students and faculty could be set up for students to get more 'real world' experience working in a team environment.
	Art Discipline Specific Knowledge, Skills, and Competencies	Only 1 art major completed the senior exam, this is not a valid sample and not much can be known from the data	As the Department enrolls more students, a valid sample of student data will be generated. The FY 2018-19 year should garner 5-6 senior exams.
Biology	Critical Thinking		
	Oral Communication		
	Information Literacy	In Information Literacy in the years assessed. Overall, our students (undergraduates) have demonstrated good understanding in information literacy but team work needs more encouragements. As may be expected, the seniors showed better performance than in other levels.	The Biology Department will emphasize the need for more team work while conducting the 18-19 assessments. In other words, although we will adhere to the 1819AY SLOs - Critical thinking and Written Communication, we will try to incorporate some elements of team work in the assessments. We will have two "assessment weeks" during the 1819AY - one in each semester. We think that students' assessments should be

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
			more stringent not only in written communication but also in oral communication. Therefore, 1819AY SLOs are adequate and we suggest for the 1819AY SLOs be maintained in the 1920AY.
	Teamwork	Although Team Work was better among the Seniors, however, it had some challenges in the lower classes. The fact that seniors tend to perform better than other classes suggests that some elements of maturity both in age and in academic have occurred.	
Chemistry and Physics	Oral Communication	No weak areas noted (below 2.5). There was significant variation between classes but no significant variation between topics.	
	Critical Thinking		
	Information Literacy	No weak areas noted (below 2.5). There was significant variation between classes but no significant variation between topics	
	Teamwork	No weak areas noted (below 2.5). There was significant variation between classes but no significant variation between topics	The uniformity of data seen for all of these topics suggests that better assessment tools need to be chosen to assess each of these topics. We plan to develop better assessment tools for each of these topics.
	Comprehensive Exam (Chemistry)	On the 15/16 AY report, 11 weak areas were identified on the Senior Comprehensive Exam. A weak area is defined as an area where students scored below 60% on questions in this area. By the 17/18 FY, only four of these areas were still weak. Noted improvement was seen in the General Chemistry area, showing that earlier	We plan to address these deficiencies by spending more time and giving more assignments in these areas.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
		suggested interventions appear to be working. The weak areas which persisted were in the Organic Chemistry and Biochemistry areas. In the Organic Chemistry area, these were 1. Spectroscopy 2. Free radicals 3. Alcohols and ethers. In Biochemistry, the weak area was enzyme kinetics.	
	Comprehensive Exam (Physics)	Only one weak area was noted and that was in topics related to General Physics	We plan to add more assignments to reinforce learning in the University Physics courses and to refresh these topics in the more advanced Physics courses.
English and Theatre	Critical Thinking	The Critical Thinking results show the weakest area to be in selecting appropriate evidence to support the thesis being defended. This is tied to the student's ability to define and accurately analyze the needs of the intended audience.	In the 18/19 school year, we will emphasize the importance of defining an intended audience and knowing what it will take to convince that audience that the ideas being presented are supported by credible evidence that speaks to the needs of the audience.
	Oral Communication	In the area of oral communications, the weakest area is that of delivery with the area of supporting material coming in second.	We will work on the problem of delivery by encouraging students to speak clearly and confidently when giving oral responses in class, even when they are merely answering questions or posing questions in class. It is not enough for the student to be understood by the teacher. The student must be understood by the entire class. The quality and relevance of supporting material will be addressed in the same way that we address the area of relevant supporting evidence as mentioned in the critical thinking standard.
	Information Literacy	The information literacy assessment confirmed the results of both the critical thinking and the oral communication assessments. The extent of information needed needs to be improved. It appears that students do not anticipate that	The quality, quantity, and relevance of supporting material will be addressed in the same way that we address the area of relevant supporting evidence as mentioned in the critical thinking standard.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
		their intended audiences need as much information as they do to accept the theses that the student is putting forward.	
	Teamwork	No Teamwork assessments were completed in the department in 17/18. All teamwork assignments were given to faculty working in the area of Mass Communication. During the 17/18 school year, the Department f English, Theatre and Mass Communication was split into two departments, The Department of English, Humanities, and Foreign Languages and the Department of Multi-Media Communications.	Three different faculty members have agreed to conduct evaluations in their classes during the 18/19 school year. When those evaluations are complete, we will be able to assess what we need to do to improve performance in the area of teamwork.
	English Discipline Specific Knowledge, Skills, and Competencies	17/18 was the first school year that we used the Senior comprehensive examination in essay format instead of the old multiple choice examination. The new assessment provides a better evaluation of the skills (as opposed to facts remembered) which our graduates take with them when they leave the university. The new evaluation shows that our student's greatest weaknesses are in documentation style and in the consistency of documenting what needs to be documented.	The MLA style of documentation changed during the years that the students taking this examination were in college. We will continue to emphasize the importance of using correct up-to-date documentation style and procedures in all of our major classes and require that students rewrite essays in their major classes to improve their understanding and use of proper documentation.
	Theater Discipline Specific Knowledge, Skills, and Competencies	No students took the Senior Comprehensive Examination. There were no graduates in in 17/18. The Theatre degree plan has been put on inactive status, accepting no new majors. We are teaching out the degree program for the three remaining majors.	We are teaching out the three remaining majors in the Theatre program with a new faculty member in Theatre.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
Mass Communication	Critical Thinking		
	Oral Communication	Freshmen who took the oral communications courses scored lower in the areas of organization, supporting material and the central message. Although students improved as they moved through the ranks, but the scores in these areas remained lower than in other areas.	Even though the oral communications course is a sophomore level class, many freshmen wind up in the class. The argument could be made that they should know how to properly cite a source, organize a speech or deliver a message; the reality is that many do not know how to navigate these requests. So, it would be helpful if students in oral communications had already taken the English composition courses and skills. At the end of the day, the mass communications faculty will work with student who take oral communications and put more effort into helping skills. At the end of the day, the mass communications faculty will work with student who take oral communications and put more effort into helping students with these skills. Students should be required to at least take Comp I before taking the oral communications course. That is where they should learn to cite sources, organize a speech so that it is grammatically correct. If they learn these skills in the English classes, they would know how to organize a message around a theme. Students should be assessed on areas other than speeches. For example, critical thinking, interpersonal and intrapersonal communication. Prerequisites should be in place

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
			so that students are required to take the English courses before enrolling in the oral communications course. The department should have more input on how the students who take the course are assessed. More areas than speaking and speeches should be assessed
	Information Literacy		
	Teamwork		
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies	Although scores on the Mass Communications comprehensive exams have improved over the last two years, they are still low in the areas of oral communications,	We have made several suggestions for improving student scores in the area of oral communications and we are working to improve learning in the area of news media
Industrial Technology	Critical Thinking	Students need to be given more challenging projects	Apply more project based learning activities
	Oral Communication		

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Information Literacy		
	Teamwork	Students do not always work well together when working in groups.	apply more projects where students will have to work in teams to solve case study problems
	Industrial Technology Management & Applied Engineering Discipline Specific Knowledge, Skills, and Competencies		
Math and Computer Science	Critical Thinking	Critical thinking skills are improving each year in the program. The department is performing well with regard to this SLO.	More of what we are doing.
	Oral Communication	More oral communication assessments are needed, especially from freshman, sophomores, and juniors. There is no significant difference between senior and graduate results.	Increase oral communication assessments within the department.
	Information Literacy	Information literacy is improving each year in the bachelor's program. However, literacy seems to drop in the graduate level. This may be due to graduate students being assessed more critically for information literacy.	Increase assessments in information literacy and ensure that assessors are taking grade level into account.
	Teamwork	Not enough information	Increase teamwork assessments within the department.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Computer Science Discipline Specific Knowledge, Skills, and Competencies	Since the exam became a graduation requirement, students have passed the senior comp exam with a 74 or higher. The passing scores are highly variable.	Provide more study sessions for graduating seniors to improve the average passing score.
	Math Discipline Specific Knowledge, Skills, and Competencies	The mean score for graduating seniors is too close to the cutoff score. Students are having difficulty in specific subject areas.	Improve instruction and provide more tutorials for students in the areas of Calculus, Differential Equations and Linear Algebra.
Music	Critical Thinking	There was no data collected for this SLO in 1718 AY	The department will work to submit assignments assessing student's critical thinking skills
	Oral Communication	There was no data collected for this SLO in 1718 AY	
	Information Literacy	There was no data collected for this SLO	The department will work to create a process by which assignments measuring information literacy are collected for assessment
	Teamwork	There was no data collected for this SLO	The department will work to create a process by which teamwork assignments are collected for assessment

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies	Work that students are demonstrating as part of the practical, lab component of their work in this degree emphasis is not translating to their performance on the comprehensive exam.	This semester is the first time that a more structured, team-taught version of the Junior Senior Seminar (a course designed to prepare students for the Praxis II and Senior Comprehensive Exams) is being offered. Work is still being done to align emphasis-specific content in the Senior Comprehensive Exam to the material being taught in these areas.
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies	Emphasis specific material to be included in the Senior Comprehensive Exam still needs to be refined so that assessment reflects course content that the students are taking	This semester is the first time that a more structured, team-taught version of the Junior Senior Seminar (a course designed to prepare students for the Praxis II and Senior Comprehensive Exams) is being offered. Work is still being done to align emphasis-specific content in the Senior Comprehensive Exam to the material being taught in these areas.
Nursing	Critical Thinking	Consistent performance of outcome across both program options. Total program outcome ranks above University mean.	Will continue to challenge students with assignment and evaluations to demonstrate mastery of critical thinking skills.
	Oral Communication	No University assessment conducted	
	Information Literacy	Lowest performance scored with ethical use; effective use; and access of information.	Information analyzed by faculty teaching research course. Identified as areas to be strengthened as students matriculate through research course and targeted assignments within the curriculum.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Teamwork	No university assessment conducted	
	Nursing RN to BSN Track Discipline Specific Knowledge, Skills, and Competencies	Graded Portfolios demonstrate competence in meeting program objectives	The process for developing, submitting and retrieving portfolio data and artifacts is being revised.
	Nursing Generic Track	7/8 scores above the required 900 on second testing. Areas for targeted improvement - Health promotion; physiologic integrity; and safety.	Student mean performance is within acceptable range and consistent with ability to meet program objectives and NCLEX success. Areas for targeted improvement will be the focus of revisions in Fundamentals and Med-Surge Nursing courses.
Social and Behavioral Sciences	Critical Thinking	Scores at the soph/junior level were considerably higher than for those at the senior level.	Faculty teaching 4000-level courses should check course content for assignments and/or activities that foster critical thinking skills, assess critical thinking skills, and make changes if needed.
	Oral Communication	Scores at the sophomore/junior level were slightly higher than for those at the senior level (note: sample sizes are quite small).	Faculty will continue to work with students to hone their language skills, delivery, and how to better organize their materials for presentation.
	Information Literacy	As students matriculated, their information literacy improved in all sub areas from 1617AY. Seniors increased their performance in previously substandard two sub areas: Critically evaluate and effective use of information.	Faculty will continue to incorporate examples of how to use information efficiently and effectively during lectures as well as how to critically evaluate information.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Teamwork	No teamwork Assessments in department in AY 17/18.	Continue to assign (and assess) homework and assignments that require teamwork.
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies	Overall, scores on the Criminal Justice senior comprehensive exam ranged from 24% to 80% (M = 57%) in AY 16/17. They increased from 54% to 100%, with an average score of 82% in AY SP 17/18. The exam was revised; thus, it is not possible to compare subareas this cycle.	Students prepare for the senior comprehensive exam in the senior seminar course. This approach was revised and is obviously having a positive impact. We will continue with this approach and hope to see this high achievement in the future.
	History Discipline Specific Knowledge, Skills, and Competencies	No one took the exam in AY1718	Faculty will teach the KSCs and make sure students understand the need to master them.
	Political Science Discipline Specific Knowledge, Skills, and Competencies	Overall, scores on the Political Science senior comprehensive exam ranged from 61% to 69% (M = 65%) in AY 15/16. They ranged from 58% to 76%, with an average score of 68% in AY SP 17/18. The lowest knowledge area score in AY 15/16 was for Origins of Political Science (25%). This increased to 69% in AY 17/18. Conversely, the knowledge area score dropped 20% from AY 15/16 to AY 17/18 in History of American Government. Note that there were no Political Science graduates in AY 16/17.	Students prepare for the senior comprehensive exam in the senior seminar course. Besides continuing to review other material that will be tested on the exam, areas of criminal procedures will be presented first and reviewed again prior to taking the exam. Additionally, History of American Government instructors will focus on material vital to passing the senior comprehensive examination.
	Psychology Discipline Specific Knowledge, Skills, and Competencies	Overall, scores on the Psychology senior comprehensive exam ranged from 26% to 64% (M = 47%) in AY 16/17. They ranged from 38% to 54%, with an average score of 47% in AY SP 17/18. Students showed a slight improvement in basic statistics, research, applied industrial psychology, and	Overall, scores were lower in AY 17/18 than in AY 16/17, indicating a need to refocus on the areas in the courses where the scores dropped (perception, motivation, learning & memory, reinforcement), and to further strengthen instructional methods

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
		conditioning. The remaining knowledge area scores were slightly lower (1-2%) in AY 17/18.	in the areas in which students are performing well.
	Sociology Discipline Specific Knowledge, Skills, and Competencies	Overall, scores on the Sociology senior comprehensive exam ranged from 22% to 77% (M = 59%) in AY 15/16. They increased to 68% to 83%, with an average score of 73% in AY 17/18. The lowest two knowledge area scores were for Research Methods and Applied Research, which averaged 34 and 50%, respectively in AY 17/18.	Students prepare for the senior comprehensive exam in the senior seminar course (SOCI 4313). Besides continuing to review other material that will be tested on the exam, areas of research methods will be presented first and reviewed again prior to taking the exam.
Social Work	Critical Thinking		
	Oral Communication		
	Information Literacy	19 students responded to assignments on information literacy and were assessed using the rubric. Of the 19, 2.6 was the lowest rating "Using Information Effectively" and 2.9 was the lowest rating on "Critically Evaluate."	Faculty will make sure students understand how they are graded using a rubric based on the required assignments. Students will be instructed by faculty on how to best use information as it relates to the assignments in the course syllabi. Specific examples and reading scenarios will be provided to students during class time. Students will be taught techniques for critical thinking throughout each course.
	Teamwork	Only 4 assessments submitted	The faculty met and discussed ways to get better responses from students.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Social Work Discipline Specific Knowledge, Skills, and Competencies	Thirteen students were administered the Senior Comprehensive Exam in spring 2018. Of the thirteen students, all passed the exam with a score of 70 or higher. The lowest scores in competency 1 & 2 (38% and 43%) were reflected in demonstrate ethical behavior and engage in diversity. The next lowest scores in competencies were 50% & 56% in "evaluating practice at all levels, 55% in "intervening in all levels. There were low scores in other competencies as well.	Questions for each competency in the comprehensive exam will be reviewed for content. We will also review the study guide to ensure students comprehend each question as it relates to the competency. Social work faculty will integrate content throughout the curriculum and provide ongoing instructions to students. Faculty will continue to incorporate new questions every two years.
School of Business and Management			
Accounting	Critical Thinking	It shows a campus wide improved percent score from 18/19 over 17/18. Especially, for graduate students with about 80% score.	Using varied testing methods and activities to improve students thinking ability.
	Oral Communication	Performance in oral communication revolved around the same average of 79% for all student classifications.	Continuous program/courses review for improvement is advocated.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Ethical Reasoning	A very good improvement in program ethical reasoning by our students. The report shows students have performed within the 80% score at all levels.	More trending cases to be used for improved class instructions on ethical reasoning.
	Accounting Discipline Specific Knowledge, Skills, and Competencies	The data analysis shows an increased knowledge, with better skills and higher professional competencies. The academic year 17/18 shows no student was below the 50% benchmark score, and the median score was 70%.	Infusing more technology to more course deliveries.
Business Administration	Critical Thinking	It shows a campus wide improved percent score from 18/19 over 17/18.	Using varied scenarios to improve students thinking ability.
	Oral Communication	It shows upward trajectory movement based on student classification and their scores.	Continuous program/courses review.
	Ethical Reasoning	It shows a slight increase of percent score on student classification basis.	More cases to be used for improved class instructions.
	Business Admin Discipline Specific Knowledge, Skills, and Competencies	The data analysis shows an increased knowledge, with better skills and higher professional competencies.	Infusing more technology to many of our course deliveries.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
School of Education			
Curriculum and Instruction	Critical Thinking	The 17/18 data showed that the sophomore/juniors weakest area assessed in Critical Thinking was Student' Position (1.92). The other areas assessed in Critical Thinking were low and could receive some attention to improve the students' overall skills, ability, and performance in Critical Thinking. When looking at the seniors, their weakest areas were context consumption (1.75 and students' position (1.9). There were no freshman or graduate data recorded for Critical Thinking.	Students need assistance in understanding what makes Critical Thinking relevant. The faculty will review the Critical Thinking (CT) rubric to gain a clearer understanding of criteria being assessed. The faculty will review their assessment instructions to determine its clarity and appropriateness for students being assessed using the CR rubric. Faculty will be encouraged to provide students more understanding of how Bloom's Taxonomy and Webb's Depth of Knowledge are used when evaluating the relevance of context in conversation and/or reading. Create opportunities to engage students in discussions where they are able to express and support their point of view with relevant feedback. The CT rubric will be reviewed with the students
	Oral Communication	Based on a 4.0 scale, the data showed that for 17/18, the students' lowest areas of performance were with the freshman in Language with a 3.0 and sophomore/juniors in Language with a 3.2. The seniors were assessed 3.3 in Delivery. The graduate students were the lowest in organization (3.1) and supporting material (3.1) compared to the freshman sophomore/juniors and seniors.	The faculty will review the Oral Communication (OC) rubric to gain a clearer understanding of criteria being assessed. The faculty will review their assessment instructions to determine its clarity and appropriateness for students being assessed using the OC rubric. Faculty, in their courses, will provide mini lesson(s) on effective ways to improve oral communication organization, language, delivery of topics, and supporting material linked to their specific assignments. Faculty, in their courses, will

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
			engage students in OC opportunities where they practice effective ways to improve their language during presentations and/or providing relevant information to support topic discussions. The OR will be reviewed with the students for relevancy.
	Intercultural Knowledge and Competence	No 17/18 data were reported for freshman, sophomore/junior, and senior students using the Intercultural Knowledge and Competence. However, the 17/18 data did show that the graduates were assessed having a 2.9 in every area on the rubric (Empathy, Verbal-Nonverbal Communication, Openness) except Curiosity (0). No data was provided for that area. The data is also showing that our graduate students are not at the milestone we would like for them to be on this particular assessment.	Students will be provided more experiences to express their knowledge, skills, attitudes, and experiences of cultural diversity. To enhance students' self-awareness of Intercultural Knowledge and Competence (IRC), the following suggestions are provided: -utilize Kagan strategies to engage students in warm/friendly discussions addressing one or more of the areas in IRC -create writing assignments in specific courses addressing one or more areas in IRC; -research case studies and/or videos to engage students in reflecting on their awareness of areas in IRC. -engage students in topics on cultural diversity and social justice
	Foundations of Lifelong Learning	No data were recorded for 17/18 freshman. The data did show the weakest area for sophomore/ juniors was Transfer with a score of 2.44 and seniors with the lowest of 3.1 in the area of Initiative. Graduates were assessed lower than the seniors with a 2.9. Graduates are not at the milestone, and I would like for them to be.	The faculty will review the content of the Foundations of the Lifelong Learning (FLL) rubric to gain a clearer understanding of criteria being assessed. The faculty will review their assessment instructions to determine its clarity and appropriateness for students being assessed using the CR rubric. The faculty will discuss all areas of the rubric with the students for greater understanding so they will know how their work will be assessed.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
			Opportunities will be provided for graduate students to participate in various kinds of reflective writing or speaking as described by this rubric where they are able to incorporate lifelong learning skills and dispositions while matriculating through college or preparing to teach.
	Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies	Students assessed during the 17/18 academic year were the strongest in the area of client helper relationships (CHR -75%). Since the academic years 2016/17 to 2017/18 the CHR has shown growth from 50.79% to 75.00%. Unlike the client helper relationship, the weakest area assessed in Rehabilitation Services was the client assessment (CA-52%). The data showed that the students performed the lowest for three years on the CA. However, even though the students' performance was lowest of the five assessed areas for the three years, the data did show that students' knowledge and skills improved from 28.57% (15/16) to 52.2% (16/17). The data showed where students had an increased understanding of CA over three years. Because client assessment is an important role in understanding Rehabilitation Services, this area will continue to become a focus of concern increasing students' overall performance and preparation for the workforce.	Several tasks will occur to improve the students' outcomes. The chair will share the data results with the faculty who teach in the Rehabilitation Services Program. The faculty will review their course syllabi and determine where more emphasis and opportunities on client assessment can be placed to strengthen students' knowledge of client assessment. As the Rehabilitation Services Program is reviewed special attention to activities, readings, and/or field experiences, etc. will be required to strengthen students' knowledge, skills, and performance on the CA and other assessment areas
	Praxis 2 KSCs	The data showed that during the 17/18 academic year, students took the Praxis exams in a number of areas. Specifically, the largest number of student took the Praxis	*It would be helpful to know which of the students in the database took the tests and passed them. For example, C&I can look at its graduation count in

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
		Core in the following areas: Praxis Core Math (38), Reading (28), and Writing (36). The students also took 9-11 times the Elementary Education content areas (Math (9), Language Arts (10), Science (11), and Social Studies (9) and the PLT K-6 (10). The data showed that there are students taking the tests but not which students are taking the tests and passing it. It also showed a larger number of students taking the tests, but the numbers do not equal to students graduating or completing their professional semester (Student Teaching). For example, there were three students who graduated in ELED, but several students are reported as taking the tests. The data is showing how many students took the test but not how many times a student may have taken the test. However, the data did show that students across disciplines are taking the test, especially in high need areas. For example, there are a small number of secondary majors in high need areas taking the Praxis (specifically Biology, Chemistry, and Math) content areas. The data showed that there were six students who took the Praxis Music Content Knowledge test and five who took the PLT 7-12. Mrs. Hobbs (Licensure Officer) will be able to confirm if there have been any music majors to graduate within the last two years.	ELED and guestimate what students took the content areas and when they passed the tests. *Further disaggregation of data will help to learn what content areas students are experiencing the most needs in passing the tests such as Praxis Core and PLT. Additionally, knowing who the students are - more can be learned about the time they spent preparing for test, their individual needs, strengths, and weaknesses. One on one and small groups can be geared toward helping the individual or students. *Interim chair will review data with interim dean and plan meeting with other chairs across content disciplines to discuss data and engage them in discussing strategies on how to improve students' performance on the various assessments to increase more teacher candidates in their areas. *Discuss with Dr. Garner recruitment efforts to identify students to teach in high need areas. C and I are working with Dr. Walker through grant and scholarship efforts to identify and prepare students/educators to major/teach in high need areas. Dr. Garner and Dr. Lang Brown visited STEM High School on UALR campus fall 2017 to talk about teaching and coming to college.
		Curriculum and Instruction in the past has planned several activities and interventions to support students' success on their Praxis assessments:	* Several faculty members utilize the ETS Study Guide in content areas and review with students; *Learning Plus Lab (LPL) offers workshops on Praxis Core throughout academic year*Mr.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
			Jackson works one on one with undergraduates and graduates in LPL*Foundation and Survey (1000/2000) level courses require students to spend so many hours in the LPL working on assessments*ELED methodology courses assign students lab work aligned to specific content areas **Computer Science and Curriculum and Instruction Departments coordinated and implemented free ACT and Praxis Math workshops during summer 2018*Biology workshop conducted by Dr. Rice aligned with science methodology class*Faculty members work one on one with students*Video clips aligned to course content (Khan Academy, YouTube) put together to help students with Praxis content*Study group worked in library on content and PLT*Materials purchased to assist students; placed in LPL*Faculty attend and participate in ETS writing of Praxis tests and learn about test make-up
Health, Physical Education & Recreation	Critical Thinking	Freshman and Senior HPER Students scored higher than SOE Freshman and Senior. Sophomore/Junior and Graduates scored lower than SOE Sophomore/Junior and Graduates.	HPER Freshman scored 91.0 and Senior scored 91.1. There is a drop during the Sophomore/Junior to 66.2. HPER will work on the Critical Thinking skills via activities within classes and experiences.
	Oral Communication	HPER Department on or above SOE average of 72.8.	Freshman average was 81.7. Sophmore/Junior average was 83.6. Senior average was 84.9. Will continue to work and develop the HPER majors in their Oral Communication Skills.
	Intercultural Knowledge	No data was provided for Intercultural Knowledge.	Make sure that Intercultural Knowledge is assessed during the 18/19 Academic Year.

Appendix 1. Assessment in Curricular Units

Curricular Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve learning?
	Lifelong Learning	Freshman and Sophomore/Junior close to SOE mean scores. Freshmen are on par to SOE score. Sophomore/Junior 2 points below SOE average. No data for Senior or Graduate for department.	Continue to use and creation of Lifelong experience activities for the HPER majors.
	HPER Discipline Specific Knowledge, Skills, and Competencies	The assessment demonstrated that the students who took the Senior Comprehensive exam average score was 86.2%. All components had scores over 80%, the lowest was Content Knowledge at 81.0%.	Continue the adjustments that were made during the 17/18 Academic Year. Improve all areas as it relates to current trends and issues that are occurring in the profession. Improve and use the resources to assist in the development of collaboration between student and professional.
	Principles of Learning and Teaching	Praxis Content Health and Physical Education Content score average mean of 51.0.	Continue to make adjustments in the content knowledge in delivery and experiences of the students.
University College			
General Studies	General Studies KSCs	General Studies is now using a Senior Project as the senior assessment. In general, students have performed equally well in each aspect of the project, including design, organization, content, writing, and description. Over the last three years, General Studies has more than 80% of its students score more than 70% on the senior assessment.	General Studies will continue to work with students on their written communication skills during the two courses all General Studies majors take. General Studies will continue to refine and improve the senior project assessment.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Student Success Center/Living Learning Center Peer Tutoring Program	After using our programs for a suitable amount of time and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.	1. Students had an 84.5 % pass rate earning grade "C" or better in tutored courses for 2017-18 AY in comparison to 83.08 % in 2016-17 AY.2. Of the 370 students tutored in the 2016-17 AY, 81.9% were retained in Fall 2017 or graduated in the 2016-17 AY. 3. The average GPA of students tutored in 2017-18 was 2.98 in comparison to 2.91 in 2016-17 AY. 4. Between 2016-17 and 2017-18 tutoring participants increased by 4%. Increases in the number of students participating in tutoring by school year ranged from: 370 during 2016-17 AY to 385 during 2017-2018 AY. 5. Between 2015-16 AY and 2017-18 AY number of tutoring sites increased from four to five. 6. Anecdotal evidence suggests an increase in students seeking assistance and instructors requesting assistance for their students in Spanish and in advanced courses.	1. Improve the quality of the tutoring program through training and evaluation of tutors. 2. Connect students tutored to other retention programs in SSC. 3. & 4. Continue collecting data by site to determine student utilization, the number of tutors needed, and the subject expertise needed. Continue to diversify marketing of tutoring program to students and faculty. Conduct annual satisfaction survey for tutors and students tutored to determine changes and improvements desired to address student needs. 5. & 6. Increase collaboration with instructors in courses where most students struggle to determine role that SSC can play in helping students succeed. Collaborate with faculty to pilot Supplemental Instruction Program in selected courses.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Veteran Affairs	Chapter Benefits from the government	100 percent of individuals who were eligible for benefits received those benefits within the VA time frame. The office of Veterans Affairs will help navigate the admissions, registration and financial aid process. Make sure all students eligible for ChampVA receives those benefits.	Continue working with the National Guard, ROTC and the VA to make sure all military personal and dependents are issued their benefits in a timely manner.
Disability Services	Even playing field like students without Disabilities	Students have little difficulty receiving accommodations once the proper paperwork is submitted to each instructor.	Ensure all new faculty and staff understand the process and functions of the Disability Services Office.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Viralene J. Coleman Computerized Writing Center	We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.	98% of the students contacted that received assistance in the writing center received satisfactory remarks on their written assignments or class projects. Thirty students received tutoring for the English Proficiency Examination. Six of those students were ESL students. All students that received tutoring successfully passed the English Proficiency Examination.	While 98% of the students contacted received satisfactory remarks on their written assignments or class projects, the Writing Center will create and utilize a Client Intake and Release Form for follow-up purposes. The writing center will also provide additional one-on-one tutoring sessions for ESL students in grammar, spelling, and punctuation as needed to craft a well-developed written assignment.
Learning Institute and Opportunities for New Students (LIONS summer enrichment Program)	1. Increase freshmen enrollment in college-level course work. 1. Completion of developmental courses.	95.4 % of the LIONS Program students enrolled in developmental courses passed their courses and were eligible for freshmen-level courses.	Increase enrollment in the LIONS Program. Partner with the Athletics Department and Band to increase the number of freshmen enrolled in freshmen level courses in the fall.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Learning Institute and Opportunities for New Students (LIONS summer enrichment Program)	2. Increase persistence of at-risk freshmen. Understanding of the elements of "grit" to persist	The retention rate for LIONS Program students for 2018 summer session II to 2018 fall semester was 100%. All participants pre-registered for the fall semester before the summer bridge program ended.	Collaborate with the Student Success Coaches for scheduled on-campus programming and urge LIONS students' attendance. Continue to encourage the participation of all LIONS Program students in attaining academic excellence.
	3. Support academic, personal, social development of new freshmen. 3. Active engagement with academic and co-curricular programs at UAPB	LIONS students completed their summer II classes with an average GPA of 3.39. LIONS students are active in SGA, holding the majority of positions; including the SGA president, Miss UAPB/Mr. UAPB, class presidents & vice presidents.	Improve the tracking of LIONS students' engagement in co-curricular programs, and campus and community involvement. Encourage utilization of all available campus resources, particularly peer tutoring.
	4. Increase number of students graduating in 10 or fewer semesters. 4. Earlier graduation then non-participants	93 LIONS students graduated in 8.9 semesters. LIONS Program participants graduate at more than a 55% greater rate in 6 years than non-participants.	Partner more closely with academic advisors and encourage the use of early alert processes to improve persistence to graduation. Motivate students to meet with their instructors during office hours.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Title IX - Affirmative Action/Student Life	Student will gain an understanding of Title IX/Sexual Assault/Consent How to report these matters Resources Available Students should feel like their voice, experiences, ideas, and suggestions are important. Use their information to develop programs and policies that will help create a safe and inclusive learning environment for all students.	1. Continue on-line educational training. Note: Face-to-face training occurred instead a) Increase interactive participation during the face-to-face training. b) Increased understanding of Misconduct. 2. Climate Survey a) Most students who participated, which was a small percentage (16%), had not experienced any sex misconduct. b) Approx. half of the students had training prior to the taking the survey c) Some felt the training was useful, the majority of participants n/a. d) Students general feel that campus leadership would listen to the concerns of sexual misconduct and take the appropriate actions. e) The majority of students indicated they had not been touched inappropriately. The small # that affirmed being touched inappropriately specified how, e.g. anal, vaginal, etc. f) The ones who affirmed being touched in appropriately, was done by; extra-help, faculty,	1) Partner with Student Affairs, Enrollment Mgmt. Academic Affairs to promote student participation in the on-line training. 2) Review the data from the on-line training and develop student programming around the results. 1) Increased participation would provide more comprehensive feedback from the students thus provide a more accurate account of what is acutely happening. 2) Engage in Train-the-Trainer with Resistant Assistants and Residential Specialist to create on-programming in the residential halls regarding the issue of sexual misconduct. 3) Partner with Athletics, Band, Choir, STEM, LIONS PROGRAM, and other student organizations, e.g. SGA, GREEK organizations, etc. To educate, raise the awareness, and provide resources regarding sexual misconduct.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
		staff. Some were strangers, acquaintance, a date, etc. g) Some incidents happened on-campus and some off-campus. h) Most students did not tell anyone. Note: most students did not have this experience.	

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
International Programs: Education Abroad (Ghana, Guyana, France, Mexico,	Students will 1) develop competency in one or more of the three areas: a) knowledge and understanding of a thematic topic related to their major/program of study; b) improved fluency in a foreign language; and/or c) practical application of knowledge and skills related to their major/program of study; 2) learn how to be flexible and adaptable in a foreign culture; and 3) become partners with OIPS in promoting education abroad at UAPB.	Outcomes achieved with respect to all three programs based on re-entry debriefing sessions with faculty coordinators and/or student participants with the exception of the Guyana program. Participants in the Guyana Program had difficulty with outcome 2 and, by consequence, outcome 3 as well. These difficulties were experienced notwithstanding a more intense advisement/pre-departure orientation process, a higher level of financial support and a higher level of on-the-ground faculty/staff engagement in the program here and abroad.	With respect to the one program where difficulties were experienced, my assessment is that the in-country partner does not fit the profile of what is desired or needed as an in-country coordinating partner. This may sound strange; however, it has been my experience that challenges experienced by a participant cohort typically point to difficulties or challenges experienced in the overall program coordination context. One-on-one sessions with the participants and faculty/staff coordination team provided limited or nonexistent information or clarity on the effective engagement and oversight of the coordinating agency. If we continue this program, my recommendation is that we seek an alternative provider. This suggestion was also made by a senior member of the grant management team of which the study abroad program is one component.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Carolyn F. Blakely Honors Program	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people willing to make their respective communities and nation a better place to live, work, and learn.	15 students graduated from the Honors Program during AY 17-18. 8 students are gainfully employed or enrolled in graduate or professional school. We were not able to contact the other 7 students; however, upon exiting the institution, 3 of the 7 students indicated future plans of employment or graduate/professional school. Thus, 73% of our graduates met the goals of the program.	We are making use of the Blackboard course/organization as a means of incorporating measures to gauge responses to the scholar's seminars and campus/community service opportunities. In addition to documenting the plans of our graduates in our senior send-off book, we will also place the graduation survey link in Blackboard to centralize the data on our graduates.
African-American Male Student Persistence Initiative: Leadership Development (UAPB Quality Initiative)	Students will gain "leadership abilities and positive self-concepts."	The assessment shows MOC from the first cohort graduated at a rate of 15.2% within 4 years with a bachelor's degree. Out of 139 respondents, 23 males served in leaderships roles.	Increase the graduation rates of MOC by 10% by engaging students in Leadership and activities that would increase student retention to graduation.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Watson Memorial Library	Students will gain an understanding of research resources available in through the Watson Memorial Library	Most of college students surveyed were freshman, with some previous library instruction, who spend 1-4 hours per week in a library (Q01-Q03). On average, 43% of college students answered content specific questions correctly (Q04, Q07, Q09, & Q10). On average, 89% of college students responded positively regarding the quality of instruction (Q05, Q06, & Q11). Only 5% of college students preferred online instruction only (Q08) and 91% of college students would recommend the session to others. High school students generally responded similarly to the college students. On average, 46% of high school students answered content specific questions correctly. High school students also responded positively regarding the quality of instruction (avg=94%) and 94% of high school students would recommend the session to others.	The library will continue to provide extensive hands-on bibliographic instruction and the integration of a TV Tablet into the information literacy program. The TV Tablet facilitates a technological interactive learning environment which accommodates student's various learning styles for research and initial coursework. To foster additional academic support, assessments and teaching modules will be given to the student during the information literacy sessions to evaluate what the student has learned during the sessions. Examples of further assessment include; information literacy and academic integrity video tutorials which includes curriculums for the discovery of information and credible sources student will develop a more comprehensive understanding of how information is searched.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Military Science	**1. Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.** Students are qualitatively evaluated on an "Exceeds Expectations", "Satisfactory", and "Needs Improvement" scale (E/S/N) IAW Cadet Command LDP. Expectations are 10% E, 80% S, and 10% N Scores for 17 Core Competencies which create an overall evaluation. A minimum overall score of Satisfactory is required to continue in the program. Core Competencies are: Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge,	Cadets are continuing to perform to the highest standard. Most (90-100%) of cadets sent to 2017 Advanced Camp that completed training received a "Satisfactory" evaluation, with one cadet receiving an "Exceeds Expectations" evaluation. Most (90-100%) MSIII and MS IV cadets that are scheduled to attend 2018 Advanced Camp have completed all prerequisite requirements for attendance to camp. Each received a Cadet Evaluation Report with a "Proficient" rating or better. Most (90-100%) of MSIII and MSIV cadets that attended the All-State FTX (field training exercise) in April 2018 receive positive evaluations a feedback from cadre from other Arkansas Universities.	New instructors will attend the Army Basic instructor courses at Fort Knox. Class room instruction, leadership labs, training meetings, and FTXs will continue to be structured in such a way to challenge cadets to take the majority of the responsibility for communication and tracking of assigned tasks on to themselves. Instructors will continue to identify individual cadet strengths and weakness and counsel each cadet quarterly, or as needed, to build on or improve those qualities.

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
	Leads Others, Extend Influence beyond CoC, Lead by Example, Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results. Cadets will develop their critical thinking skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.		

Appendix 2. Assessment in Co-Curricular Units

Co-Curricular Area or Program	What should students gain from your service?	What did the assessment show?	What will be done to improve the outcome?
Military Science	**2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.** Contracted cadets will participate in three physical training (PT) session per week, and conduct at least two Army Physical Fitness Tests (APFT) each semester. Non-contracted cadet must participate in one PT session per week. Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.	Physical fitness has remained high through the semester. Most (90-100%) of cadets passed each APFT (Army Physical Fitness Test) they were given throughout the 2017-18 school year. Few (< 10%) cadets failed one or more APFTs they were given during the same time period. There was a significant portion of the cadet population that failed to attend five of more PT sessions during the Spring semester, which likely resulted in lower APFT scores.	PT (Physical Training) events will continue to be structured in such a way to challenge cadets physically and mentally while also making attempts to make the training enjoyable. The cadet chain of command will be required to track attendance and report detailed attendance reports to the cadre weekly starting next year. Remedial PT sessions will be scheduled for those cadets unable to pass the APFT.

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
1. Agriculture	Agricultural Sciences B.S.	Student demonstrates understanding of problems, issues, alternatives and possible solutions associated with sustainable agricultural production.	
	Regulatory Sciences B.S.	Student understands regulatory constraints and laws impacting the movement of agricultural and food products from pre-harvesting through post-harvesting, processing and marketing.	
2. Aquaculture and Fisheries	Aquaculture and Fisheries Sciences B.S., Aquaculture Option	Fish Culture and Hatchery Management	
		Fish Health	
		Fish Nutrition	
		Fisheries Field and Laboratory Techniques	
		Water Quality and Water Uses	
		Genetics	
		Technical Writing	
		Oral Communication/Speech	
		Basic Statistics	
	Aquaculture and Fisheries Sciences B.S., Fisheries Option	Ichthyology	
		Aquatic Ecology and Limnology	
		Fisheries Management	
		Fisheries Field and Laboratory Techniques	
		Water Quality and Water Uses	
		Genetics	
		Technical Writing	
		Oral Communication/Speech	
		Basic Statistics	
3. Human Sciences	Human Sciences B.S.	Students will be able to articulate the mission of Human Sciences.	
		Students will be able to articulate how their	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		concentration fits into the overall mission of the profession.	
		Students will describe how interaction of areas of Human Sciences enhance the quality of life for individuals, families, and communities.	
		Students will be able to explain how their area of concentration impacts the lives of individuals, families, and communities.	
		Students will indicate that they value and respect diversity.	
		Students will exercise ethical practices when submitting assignments and taking tests.	
		Students will identify strengths in their own families.	
		Students will use critical thinking and problem-solving skills to provide solutions to selected issues facing families.	
		Students demonstrated their ability to use technology.	
		Students will integrate concepts of global interdependence and the impact of oil spill on the economy.	
4. Addiction Studies	Addiction Studies M.S.	Understand the application of various research designs used in collecting and analyzing diverse measures.	
		Critically evaluate published empirical research, including tobacco research.	
		Use ethical behavior in carrying out research, analyzing data, and reporting results.	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		Identify and apply appropriate theoretical models of counseling to fictional clients and families presenting with ATOD use problems.	
		Identify and apply appropriate ATOD assessment, diagnoses, and referrals to fictional clients and families presenting with ATOD use problems.	
		Analyze and apply appropriate ethical constructs to ATOD counseling situations.	
		Understand the components, steps, and activities involved in conducting the five steps of SPF for effective community prevention services.	
		Identify and understand possible factors that may lead to substance use.	
5. Art and Design	Art B.S., Non-Teaching and Teaching Options	Use materials and processes in various media such as drawing, painting, sculpture, printmaking, and ceramics	
		Acquire technical skills in various media	
		Use visual art elements and principles of design to create original works of art	
		Analyze and interpret form and content in artwork	
		Orally communicate art ideas, concepts and criticism	
		Communicate art ideas, concepts and criticism in written form	
	Art B.S., Teaching Option (additional SLOs)	Pass the Praxis exams and pursue professional career in education	
		Plan and implement standards-based art lessons that are developmentally	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		appropriate to a specific grade level of students	
		Prepare and administer appropriate student assessments	
6. Biology	Biology B.S. (Inferred from Senior Comprehensive Exam)	Principles of Biology	
		General Zoology	
		General Botany	
		Genetics	
		Comparative Anatomy	
		Cell Biology	
		Vertebrate Physiology	
		Developmental Biology	
7. Chemistry and Physics	Chemistry and Physics B.S., Chemistry Option	Ability to prepare solutions of a defined molarity given molar masses or molarity of stock solutions.	
		Ability to draw chemical structures given IUPAC names.	
		Ability to calculate theoretical and actual yields of chemical reactions.	
		Proficiency in basic mathematical skills	
		Ability to draw and interpret graphs	
		Ability to write research reports	
		Ability to present research data	
	Chemistry and Physics B.S., Physics Option	To solve problems involving the interactions between energy and matter	
		To solve problems utilizing the laws of physics taught in the various physics courses.	
		Proficiency in basic mathematical skills	
		Ability to draw and interpret graphs	
		Ability to write research reports	
		Ability to present research data	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
8. English, Humanities, and Foreign Languages	English B.A.	Demonstrate knowledge of the major works of English and American literature that is culturally, critically, and historically informed.	
		Demonstrate the ability to read and interpret literary and non-fiction texts from a critical perspective, recognizing symbolism, figurative language, prosody, style, point of view, and other literary devices.	
		Demonstrate fluent writing ability including a high awareness of audience, purpose, form, style and documentation. Demonstrate knowledge and control of the conventions of standard written English, familiarity with library resources and credible online sources, the ability to gather and synthesize relevant information coherently and the ability to quote, paraphrase and summarize other texts with critical engagement and proper documentation.	
		Demonstrate an ability to orally present ideas in a clear, organized fashion and respond to questions about the material presented; Demonstrate the ability to share ideas with peers in an articulate and professional manner.	
9. Industrial Technology Management and Applied Engineering	Industrial Technology Management and Applied Engineering B.S. (inferred from Senior Comprehensive Exam)	Industrial Safety	
		Introduction to Manufacturing	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		Electronics	
		Computer Control and Robotics	
		Fluid Power	
		Inventory Management	
		Estimating and Scheduling	
		Automation Production	
		Ergonomics	
		Quality Control	
10. Mathematics and Computer Sciences	Computer Sciences B.S. (Inferred from Senior Comprehensive Exam)	Programming and Algorithms	
		Logic Skills	
		Numerical Analyses and Data Structures	
		Networking	
	Mathematics B.S. (Inferred from Senior Comprehensive Exam)	Algebra and Trigonometry	
		Calculus	
		Probability and Statistics	
		Modern Algebra	
		Differential Equations	
		Linear Algebra	
11. Multimedia Communications	Multimedia Communications B.A., Print Journalism Option	Understand and apply first Amendment principles and the law appropriate to professional practice.	
		Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	
		Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications	
		Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		MASS COMMs in a global society.	
		Understand concepts and apply theories in the use and presentation of images and information.	
		Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	
		Think critically, creatively and independently.	
		Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	
		Write correctly and clearly, in forms and styles appropriate for the communications professions, audiences and purposes they serve.	
		Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.	
		Apply basic numerical and statistical concepts.	
		Apply tools and technologies appropriate for the communications professions in which they work.	
		Demonstrate fundamental skills that show competency in and ability to be employed in a MASS COMM field.	
	Multimedia Communications B.A., Broadcast Journalism Option	Understand and apply first Amendment principles and the law appropriate to professional practice.	
		Demonstrate an understanding of the history and role of professionals and	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		institutions in shaping communications.	
		Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to MASS COMMs.	
		Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of MASS COMMs in a global society.	
		Understand concepts and apply theories in the use and presentation of images and information.	
		Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	
		Think critically, creatively and independently.	
		Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	
		Write correctly and clearly, in forms and styles appropriate for the communications professions, audiences and purposes they serve.	
		Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.	
		Apply basic numerical and statistical concepts.	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		Apply tools and technologies appropriate for the communications professions in which they work.	
		Demonstrate fundamental skills that show competency in and ability to be employed in a MASS COMM field.	
12. Music	Music B.S. (Inferred from Senior Comprehensive Exam)	Music Theory	
		Orchestration	
		Music History	
13. Nursing	Nursing B.S.	Synthesize knowledge from nursing science, the liberal arts, and sciences as a basis for delivering safe and culturally sensitive nursing care to individuals, families, communities, and populations. (BSN Essential I)	
		Demonstrate the ability to use leadership skills and knowledge of quality improvement to deliver high quality health care. (BSN Essential II)	
		Use evidence-based practice findings to collaborate with colleagues in nursing, other health care disciplines, and clients to improve client outcomes. (BSN Essential III)	
		Integrate knowledge of information technology and client care technology to deliver appropriate and high quality care in one's own professional practice. (BSN Essential IV)	
		Use knowledge of health care policy, health care financing, and regulatory agencies to implement change when needed to	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		improve health care delivery to clients in diverse settings. (BSN Essential V)	
		Integrate therapeutic and collegial communication and collaboration skills to design, manage, and coordinate the implementation of holistic quality healthcare improvement. (BSN Essential VI)	
		Integrate knowledge of health promotion and disease prevention to improve client population health outcomes. (BSN Essential VII)	
		Integrate personal beliefs and professional values of altruism, autonomy, human dignity, and social justice into one's own professional practice. (BSN Essential VIII)	
		Use clinical judgment based on critical thinking and clinical reasoning in the development, implementation, and evaluation of professional nursing practice. (BSN Essential IX)	
14. Social and Behavioral Sciences	Social Sciences B.A., Criminal Justice B.A., and Psychology B.S.	Define theory, and describe and illustrate its role in building scientific knowledge related to a particular sub-discipline (psychology, history, etc.).	
		Identify major theories within the discipline, and compare and contrast their key concepts and assumptions.	
		Understand major concepts and principles within the discipline and apply them to	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		explain specific examples of behavior and interaction.	
		Critically assess the major theoretical approaches used to interpret phenomena related to a particular sub-discipline.	
		Understand and show how theories reflect the historical and social contexts of the times and cultures in which they were developed.	
		Identify basic methodological approaches and describe the general role of methods in building scientific knowledge.	
		Compare and contrast the basic methodological approaches for gathering data.	
		Design a research study in an area of choice and explain why various choices were made.	
		Critically assess a publication within the field and explain how it could be improved.	
		Understand ethical codes that govern the conduct of researchers in the discipline and how knowledge gained from such research may be applied to people and lives.	
		Define culture and identify the essential components of culture.	
		Explain how subcultures and countercultures reflect diversity within society.	
		Articulate the extent to which you are influenced by popular culture.	
		Compare and evaluate how the various perspectives within your discipline view culture.	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
15. Social Work	Social Work B.A.	Demonstrate Ethical and Professional Behavior	
		Engage Diversity and Difference in Practice	
		Advance Human Rights and Social, Economic and Environmental Justice	
		Engage in Practice-Informed and Research-Informed Practice	
		Engage in Policy Practice	
		Engage with Individuals, Families, Groups, Organizations, and Communities	
		Assess Individual, Families, Groups, Organizations, and Communities	
		Intervene with Individuals, Families, Groups, Organizations, and Communities	
		Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
16. Accounting	Accounting B.S.	Ethical reasoning: Integrity and stewardship	
		Critical thinking skills	
		Analytical thinking and problem solving skills	
		Communicate complex accounting ideas in writing and through oral presentations	
		Work effectively in diverse team settings	
		Effectively coordinating and motivating a group to achieve its best output	
		Understand and define basic accounting concepts and conventions	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		Prepare financial statements in accordance with appropriate standards	
		Analyze and interpret the business implications of financial statement information	
		Use accounting information for planning and control and for the evaluation of products, projects and divisions	
		Make decisions on product, project and organizational performance using managerial accounting information	
		Identify organizational information technology components and risks that can affect financial systems and prescribe appropriate controls	
		Understand corporate and individual tax returns in accordance with regulations of the appropriate authorities	
		Analyze transaction data and tax authorities for purposes of tax planning	
		Design an audit program to frame the various elements of planning, testing and reporting phases of an audit in the context of the overall audit objective, engagement risk assessment and internal controls	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		Apply auditing concepts to evaluate the conformity of financial statements with appropriate auditing standards	
		Analyze internal controls and interpret assessment of engagement risk	
17. Business Administration	Business Administration B.S.	Apply business concepts of finance, human resource management, management marketing, management information systems and accounting in evaluating business issues	
		Demonstrate effective oral and business writing skills	
		Ability to use Information Technology skills	
		Analyze, interpret and evaluate information to make reasoned business decisions	
		Demonstrate ability to identify an ethical dilemma and make appropriate recommendation to resolve problems	
		Ability to collaborate as a team to achieve a common objective	
		Demonstrate knowledge of how organizations are affected by globalization	
18. Curriculum and Instruction	Elementary Education, Middle School Education, Special Education B.S.	The Learner and Learning: Learner Development; Learning Differences; Learning Environment	
		Content Knowledge: Content Knowledge; Application of Content	
		Instructional Practices: Assessment, Planning and Instruction; Instructional Strategies	
		Professional Responsibilities:	

Appendix 3. Degree program student learning outcomes for academic units.

Unit	Degree	Outcomes	Assessment Plan
		Professional Learning and Ethical Practices; Leadership and Collaboration	
	Rehabilitation Services B.S.	Communication	
		Evidence Based Theory and Practice	
		Collaboration, Career Development, and Employment	
		Assessment and Assistive Technology	
		Professional Development	
		Culture Diversity, Legal, and Ethical Issues	
19. Health, Physical Education, and Recreation	Health, Physical Education, and Recreation B.S., Physical Education/K-12 Teaching Option and Recreation/Wellness Option	The ability to describe and apply health, physical education and recreation concepts in promoting lifelong learning.	
		The ability to describe, design, and apply health, physical education and recreation assessments for the development of professionals and future experiences.	
		The ability to design and implement plans which are linked to program goals and objectives, manage resources, and use of technological resources effectively.	
		The ability to demonstrate appropriate and acceptable behaviors, work collaboratively, communicate effectively, and provide lifelong learning experiences.	
20. University College	General Studies B.S.	Written Communication	