1819AY Assessment Report
(Oct 15, 2019)

Introduction

The University of Arkansas at Pine Bluff (UAPB) revised its Student Assessment Plan four years ago. The 1819AY was the fourth academic year of a six-year assessment cycle. Some assessments, such as entry-level, mid-level, exit-level, alumni surveys, and co-curricular assessments, occur each year. Other assessments, such as assessments of specific institutional student learning outcomes (SLOs) occur on a rotation. For example, the 1819AY was the second of two years during which Critical Thinking and Oral Communication were assessed across the institution. Critical Thinking and Oral Communication are two of seven institutional student learning outcomes (see http://www.uapb.edu/administration/academic_affairs/assessment.aspx for a complete list of institutional SLOs).

This report summarizes the results of longitudinal assessments (entry-, mid-, and exit-level), rubric-based assessments of institutional and school-level SLOs, and co-curricular program assessments at UAPB. Assessment activities are undertaken throughout the academic year. In June, assessment data for an academic year are summarized and reported to administrators, deans, directors, and chairs. These individuals are asked to review their assessment data (during July-August) and prepare to discuss the data with faculty, staff, and other unit personnel.

At the beginning of an academic year (August), returning 9-month faculty are presented with the same summaries of assessment data that chairs received in June. Faculty and administrators jointly decide what their assessment data show and how their department will alter instruction and pedagogy to improve student learning outcomes. Each department is given the opportunity to answer the questions, "What do my assessment data show?" and "What will be done to improve learning?" Answers to these questions are included in Appendix 1 of the annual assessment report.

Likewise, co-curricular programs undertake the same data review and planning activities either during the summer or at the beginning of the subsequent academic year. Co-curricular programs examine data summaries and attempt to answer the same questions regarding their data and create their plans for improvement. Answers to those two questions from co-curricular programs are included in Appendix 2. Departmental and co-curricular plans for improvement are shared with the Office of Assessment for inclusion in the annual assessment report, scheduled for completion by mid-October each year. This is the basic cycle of assessment for our institution.

In additional to institutional SLOs, most schools have adopted 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 seven institutional SLOs. Rubric-based assessments of institutional and school-level SLOs are conducted within the LiveText system (Watermark, Inc.), which is the institution's assessment management system. This system facilitates creation of assignments, submission of student artifacts, rubric-based assessments, archiving of artifacts, and compilation of assessment data. The rubric-based assessment data for institutional and school-level SLOs are archived in LiveText and continuously available to department chairs, deans, and the Office of Assessment.

The Student Assessment Plan calls for longitudinal assessment at four points in time. Entry-level assessment metrics include high school GPA, class rank, and ACT scores. The mid-level assessment is a rising junior exam, which uses a standardized exam to assess proficiency in general education knowledge areas, as well as Critical Thinking. 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.

This assessment report attempts to capture the assessment activities that occurred during the 1819AY. Questions about the content of this report or the interpretation of assessment data should be referred to the Director of the Office of Assessment.

Institutional Student Learning Outcomes

Critical Thinking

This is the second year that Critical Thinking has been assessed by the entire institution. More than 1200 rubric-based assessments of Critical Thinking were conducted at UAPB this academic year. The 1819AY average Critical Thinking scores ranged from a low of 67.8% (n=533, SD=20.3%) for midclassmen (sophomores and juniors) to a high of 83.9% (n=68, SD=15.0%) for graduate students. There was little difference in average Critical Thinking scores between freshman and midclassmen. Average Critical Thinking scores for seniors (73.0%, n=462, SD=20.3%) was intermediate between midclassmen and graduate students. Two aspects, Selective Evidence and Student's Position, were consistently the most challenging aspects of Critical Thinking across all classifications.

Oral Communication

Approximately 447 rubric-based assessments of Oral Communications were conducted during the 1819AY. Average Oral Communication scores ranged from 72.4% (n=163, SD=15.1%) for midclassmen to 83.0% (n=180, SD=13.8%) for seniors. Freshmen (77.5%) and graduate students (75.3%) were intermediate between midclassmen and seniors. Oral Communication scores did not appear to vary significantly between the 1718AY and 1819AY or among classifications within a year. Like last year, Language, Delivery, and Supporting Materials were aspects of Oral Communication consistently low for students, regardless of classification.

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-made SLO). Twenty-six assessments of Global Learning and forty assessments of Human Needs and the Global Environment were conducted during the 1819AY. This is fewer than the fifty assessments of Global Learning and the one hundred and one assessments of Human Needs and the Global Environment conducted during the 1718AY. We suggest that "assessment fatigue" might be the reason for fewer rubric-based assessments of school-level SLOs in the SAFHS during the 1819AY

Global Learning rubric scores ranged from an average of 51.4% (n=15, SD=20.2%) for midclassmen to an average of 81.9% (n=3, SD=12.0%) for seniors. Students consistently scored poorly on the Applying Knowledge aspect of the Global Learning rubric, though students were at times also challenged by Personal and Social Responsibility.

Average Human Needs and the Global Environment scores ranged from 57.5% (n=19, SD=22.6%) for midclassmen to 80.2% (n=13, SD=18.8%) for seniors. The home-made rubric for Human Needs and the Global Environment appeared too complex. As was true last year, no key assignment facilitated the assessment of all ten aspects of this rubric. Practicing Sustainability, Food Systems in a Global Context,

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and Agricultural Sustainability were three aspects of this home-made rubric that were never assessed during the 1819AY. Applying Sustainability was a consistently challenging aspect to all classifications of students.

SAS

For the past four academic years, the School of Arts and Sciences has been assessing Information Literacy and Teamwork. During the 1819AY, 245 rubric-based assessments of Information Literacy were conducted in the School. Average scores for Information Literacy ranged from 71.7% (n=3, SD=17.6%) for graduate students to 85.6% (n=20, SD=15.6%) for freshman. It is unlikely that students had Information Literacy skills as freshmen, but subsequently lost those skills as the students progressed. The upside-down nature of the assessments during the 1819AY for different classifications, as well as the observation that average scores for Information Literacy generally ranged from the low 70s to the low 80s across all classifications and years, indicates a need for norming the Information Literacy rubric within the SAS. Two aspects of Information Literacy challenged students during the 1819AY. The aspects were Access Information and Use Information Ethically.

During the 1819AY, 53 rubric-based assessments of Teamwork were conducted in the School. Average rubric scores for Teamwork ranged from 60.5% (n=30, SD=21.2%) for midclassmen to 75.0% (n=1) for freshmen. Across all classifications, two aspects of Teamwork (Contributes to the Team and Responds to Conflict) provided the greatest challenges. It is somewhat surprising that among all the departments in the SAS, so few assessments of Teamwork were conducted.

SBM

One of the two school-level SLOs adopted by the School of Business and Management was Critical Thinking. Critical Thinking was also an institutional SLO assessed across the campus during the 1819AY. This SLO has been covered elsewhere (see above). The second school-level SLO adopted by the SBM is Ethical Reasoning. There were 44 rubric-based assessments of Ethical Reasoning conducted in the SBM during the 1819AY. Average scores ranged from 61.0% (n=30, SD=11.0%) for midclassmen to 70.0% (n=4, SD=12.2%) for freshman. The higher rubric scores for freshmen suggest that norming of the Ethical Reasoning rubric would be appropriate for the SBM. Among aspects of Ethical Reasoning, Ethical Self-Awareness was consistently a challenge for students across all classifications.

SOE

For four years, the School of Education has assessed the school-level SLOs Intercultural Knowledge and Lifelong Learning. During the 1819AY, 49 rubric-based assessments of Intercultural Knowledge were conducted. Average scores for Intercultural Knowledge ranged from 77.8% (n=24, SD=14.9%) for seniors to 80.7% (n=25, SD=16.4%) for midclassmen. These average scores are considerably higher than the scores for midclassmen and seniors from previous academic years. The lowest aspect scores during the 1819AY were the scores for Curiosity for both midclassmen and seniors.

One hundred and one rubric-based assessments of Lifelong Learning were conducted during the 1819AY. Average scores ranged from 65.9% (n=44, SD=22.9%) for seniors to 86.5% (n=10, SD=7.1) for freshmen. Average scores monotonically declined from freshman to midclassmen to seniors. This is opposite of what one would expect if students were consistently improving the skill of Lifelong Learning as they progressed in their academic program. This suggests that the Lifelong Learning rubric is not being applied uniformly within the School, and that norming of the rubric is advisable. It does not appear than any single aspect presented the greatest challenge, though the aspect of Reflection was commonly among the lowest aspect scores.

Degree Program Student Learning Outcomes

The UAPB acknowledges that degree program student learning outcomes should be an integral part of its student assessment plan. Although discipline specific knowledge, skills, and competencies are assessed through senior comprehensive exams and senior projects, these are summative assessments and do not provide for formative assessments of degree program SLOs. To begin the process of incorporating degree program SLOs into the assessment cycle, departments have identified a single degree program SLO for assessment during the 1920AY. Curriculum maps identifying courses in which each SLO will be introduced (typically a 1000-level course), reinforced (typically a 2000- or 3000-level course), and assessed for mastery (typically a 4000-level course) have been created and shared with the Office of Assessment. Assessment of degree program SLOs should be a part of the 1920AY.

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 took the form of surveys, case studies, interviews, focus groups, or other indirect assessment methods. Indirect assessment data were summarized, either by the co-curricular program or by the Office of Assessment. Summaries were prepared and distributed to the respective programs. Each co-curricular program identified steps to improve learning outcomes and reported back to the Office of Assessment. The template for co-curricular assessment reporting was circulated to each participating co-curricular program. Responses are incorporated (as Appendix 2) in this 1819AY assessment report.

Longitudinal Assessment

Entry-level

Three important metrics are tracked when 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 analyzed data beginning in the 0607AY (i.e. 13 years of data).
A trend that began in the 1011AY appears to have continued during the most recent academic year. We note significant increases in average high school grade point average and average ACT score during that period (see Figures 1 & 2).
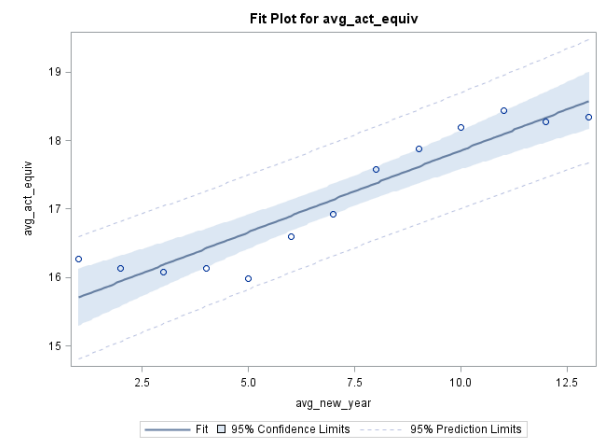

Figure 1. Average high school GPA of incoming freshmen for the past 13 years.
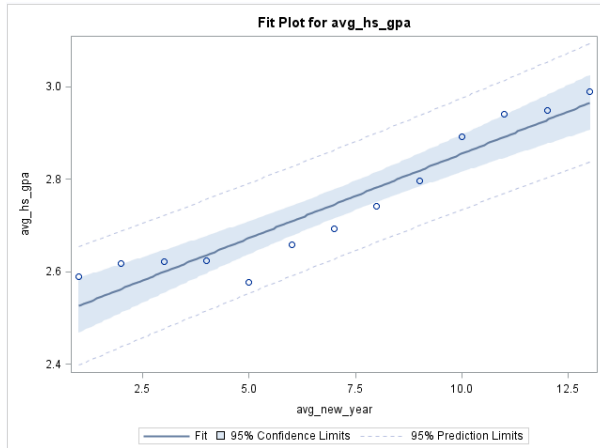
Figure 2. Average ACT score of incoming freshmen for the past 13 years.

We also note a significant improvement in average high school class rank. On average, new UAPB students have been closer to the top of their high school class during the period beginning with the 1011AY (Figure 3).
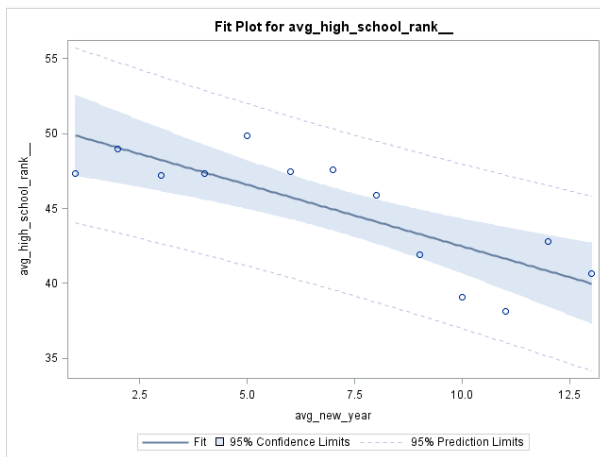

Figure 3. Average class rank of incoming freshmen for the past 13 years. Lower averages depict freshman ranked closer to the top of their high school class (i.e negative trend = improvement).

We are observing a consistent improvement in entry level assessment metrics. The average high school GPA for freshman increased slightly to 2.99 (n=560, SD=0.50). Average ACT score increased slightly to 18.3 (n=560, SD=2.7) in the 1819AY. Class rank was slightly higher in the 1718AY and 1819AY, but the trend for the period since 1011AY was favorable (i.e. students were, on average, ranked closer to the top of their class with time). The ACT sub scores for math, English, reading, and science all show significant positive trends for the period beginning in the 1011AY.

Mid-level

In early 2018, the Office of Assessment recommended that the ETS Proficiency Profile replace the discontinued CAAP exam as the institution's mid-level assessment (i.e. rising junior exam). The Proficiency Profile was first administered during spring 2018. The ETS Proficiency Profile tests the same skill areas as the CAAP exam, including reading, writing, math, natural sciences, humanities (i.e. arts & literature), and social sciences. Unlike the discontinued CAAP exam, the Proficiency Profile also provides an assessment of Critical Thinking. We scaled scores from both exams to represent percentages of maximum possible scores, so that data were comparable between exams. We explored trends for scores in each skill area over time. However, we note that time trends could be influenced by the change in standardized exam.

Scores from three skill areas (writing, arts & literature, and social sciences) exhibited significant negative temporal trends (Figures 4-6) across the 14 years of data (P < 0.05), though we also note that the decline of scores in natural sciences were marginally significant (P = 0.0526).
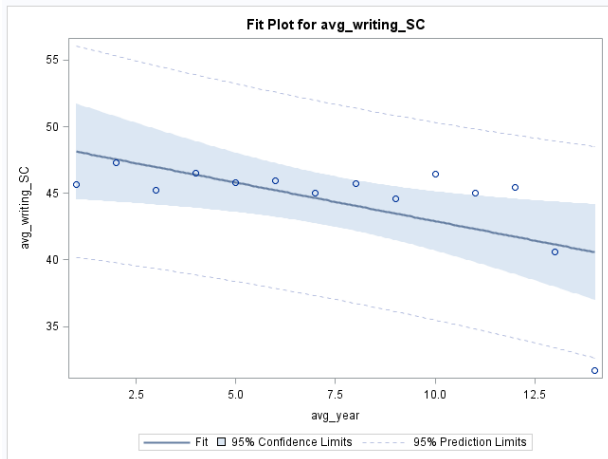

Figure 4. Average writing scores for rising juniors during the past 14 years.
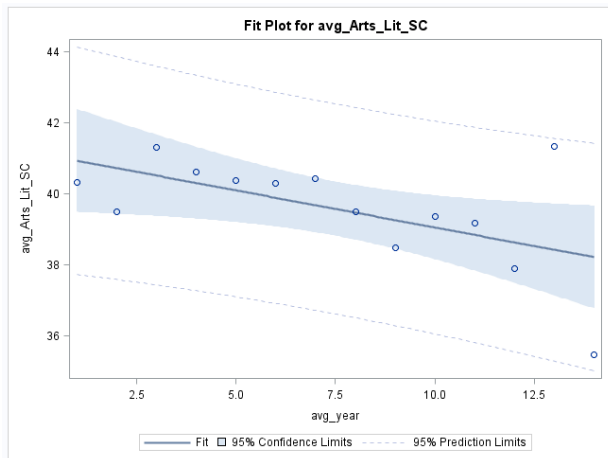

Figure 5. Average arts & literature scores for rising juniors during the past 14 years.
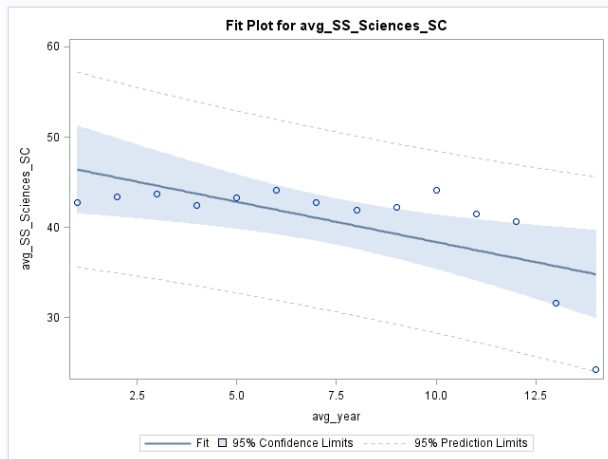

Figure 6. Average social science scores for rising juniors during the past 14 years.

All these significant trends were negative, meaning scores declined in these skill areas through time. There were no significant positive trends in scores from any of the skill areas. The balance of the skill areas addressed by the ETS Proficiency Profile showed no time trend. In the 1819AY, the skill area with the lowest average percent score was Critical Thinking (19.2%, SD=13.2%, n=194). This skill was also the lowest in the 1718AY. The skill area with the highest average percent score in the 1819AY was reading (38.3%, SD=18.1%, n=194). Reading was also the highest average percent score in the 1718AY.

Exit-level

Senior assessments at the UAPB take one of two forms, senior comprehensive exams, or senior projects. Most 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 by the departments. Senior comprehensive exams are typically administered using a Scantron form. Forms are delivered to the Office of Assessment for grading. The Office of Assessment reports the scores back to the department and in the institution's student information system (i.e. Colleague). A few degree programs are using senior projects. Senior projects are graded with a rubric and the rubric scores are reported to the Office of Assessment.

Senior assessments have all been scaled on a proportional basis (i.e. percentage), so that different tests from different units can be combined and institutional performance of seniors can be tracked through time. Only the first administrations of senior assessments have been utilized in these analyses. Some departments require students to retake the exam if a specific score was not achieved on the first attempt. The Office of Assessment has compiled average senior assessment scores each academic year for 14 years. There is a significant positive trend in average senior assessment scores over this period (P < 0.001, Figure 7).
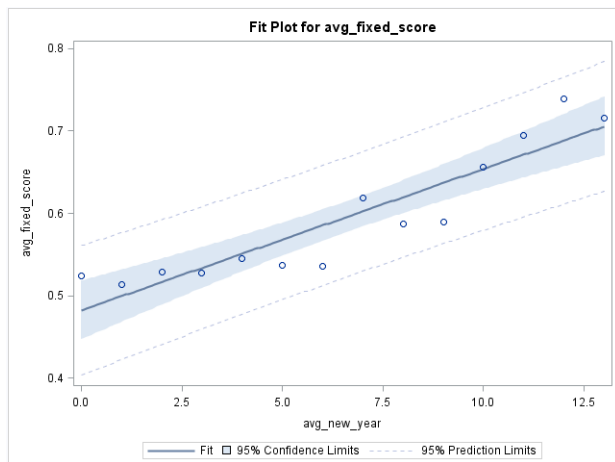
Figure 7. Average scores for first administrations of senior assessments during the past 14 years.

Average senior assessment scores during the 1819AY were approximately 71.6% (n=216, SD=20.3%). It appears that only about half of seniors are scoring 70% or higher during the first administration of their senior assessment (Figure 8). We note that for the Peregrine Major Field test and the Praxis II exam, the threshold score for passing is not 70%. Specific performance data for those two exams can be found in the assessment data summaries for departments within the SMB and the SOE.
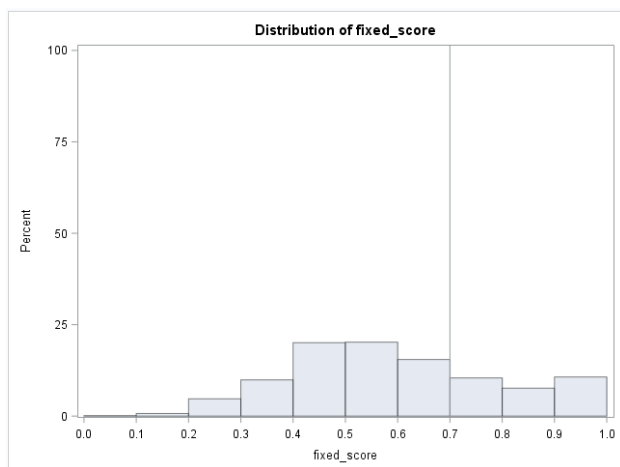
Figure 8. Relative frequency distribution of senior assessment scores during the 1819AY with the 70% threshold (vertical line) indicated.

Senior comprehensive exams identify discipline specific knowledge, skill, and competency areas. This allows departments to track overall performance (as indicated above) as well as performance in specific knowledge areas. Like senior comprehensive exams, senior projects also identify discipline specific knowledge areas. Performance in specific knowledge areas are summarized for each department. Hence, departments can identify knowledge areas of concern and specifically address those areas with plans for improvement. Such plans would be found in Appendix 1.

Alumni surveys

For the FA13-SP14 cohort, a total of 349 surveys were sent out to alumni, 6 responses were sent back giving a response rate 2%. The data shows that 83.3% of the respondents have a job in their field, and half of the respondents in this cohort obtained master's degrees. One of the respondents participated in a specialized program. When asked what academic skills were gained from the university, the students said classroom management, communication skills, leadership skills, technical writing, and research. The data also shows that the students had to learn skills like Conflict management and Leadership management while on the job.

When asked about co-curricular activity, the data shows that 50% participated in at least one such activity. Students recommend more activities for those interested in politics.

About 67% of the cohort participated in an internship and about half of those internships led to a job. When asked about the overall academics at the University, the data shows that the students are somewhat satisfied. It appears that they show the most concern toward their on-campus experiences. The non-academics overall response data shows that the students are neutral, showing most concern for the living and dining facilities.

For the FA15-SP16 cohort, a total of 369 surveys were sent out to alumni. Out of that number 8 responses were sent back giving a response rate of 2.17%. According to the response data, 20% have jobs in their field and about 36% have obtained a higher degree. I know this comes from a small sample size, but the data are what the data are. When asked what academic skills were gained from the university, the respondents said that research skills and being professional "at all times" were the most important. This alumni cohort also said that the jobs they have required them to learn skills outside of the university because UAPB is behind in the areas of pre-med and technology.

When asked about Co-curricular activities, the data shows that 87% of the respondents participated in at least one, with student involvement and leadership having the highest participation rate. They also

recommend that students should have things for inspiring physicians or hometown clubs on campus. The data shows that a little over half of the students completed an internship, and about 60% of those interns landed a job in their field.

When asked about the overall academics of the university the alum appear to be satisfied with the quality of the education they received but are least satisfied with the instruction in their major. Students were also asked about non-academics on campus. The data shows that the students are somewhat not satisfied, showing the most concern for their experiences with campus services.

Summary of longitudinal assessments

Average entry-level assessment scores are improving through time. Average mid-level assessment scores are either unchanged or declining through time. Average exit-level assessment scores are improving through time. These data present a mixed picture of overall student learning at UAPB.

While it appeared that entering freshman were better prepared for college, mid-level assessments indicated students were performing poorly. Average scores in every knowledge area tested by the ETS Proficiency Profile were below 50% and scores were declining through time. While average performance of seniors during senior assessments was improving, only about half of seniors achieve a passing score during the first administration of the senior assessment. As more academic units require seniors to score 70% or better on their senior assessment, average senior assessment scores during the first administration are improving. Rising juniors are requirement to take, but not necessarily pass, the ETS Proficiency Profile. There seems to be a relationship between a requirement to meet a minimum standard on an assessment and the average performance on that assessment. The university might consider implementing some modest required level of performance on the ETS Proficiency Profile to encourage students to do their best work on that assessment. The mid-level assessment data might then become more meaningful.

Other Assessment Activities

Assessment forum

An Assessment Forum was convened on November 8, 2018. This forum was attended by deans, chairs, co-curricular program directors and others directly involved in the assessment and improvement process. An overview of the 1718AY Assessment Report was provided. Additionally, two academic units and two co-curricular programs highlighted their unit's assessment activities and plans for improvement. Two exercises were undertaken with academic units at the forum. Exercise 1 was the identification of a single degree program SLO and the mapping of assessment of that SLO across the curriculum. The institution will be assessing Problem Solving, Teamwork, and Lifelong Learning for two years beginning in the 1920AY. Exercise 2 was the creation of curriculum maps for these three institutional SLOs during the 1920AY. The Office of Assessment also provided examples of how our assessment data can be used during program self-studies required by the Arkansas Higher Education Coordinating Board.

Meeting attendance

Personnel from the Office of Assessment take the opportunity to remain current in the assessment field by attending local and national meetings. The UAPB is a member of the Arkansas Association for the Assessment of Collegiate Learning. Assessment personnel attended the Spring meeting of that organization on March 28, 2019. An associated workshop was facilitated by Dr. Stephen P. Hundley from the Indiana University-Purdue University Office of Planning and Institutional Improvement. Dr. Hundley presented meta-trends in assessment, profiles of student learning, and helped attendees with a Situational Analysis of Assessment for attendee's respective institutions. The Assessment Director attended the

Higher Learning Commission meeting on April 6-9, 2019. This meeting covers issues beyond assessment alone. Issues in sessions attended by the Assessment Director included emotional intelligence, co-curricular assessment, defining student success, meaningful program review, and strategic planning. The assessment System Administrator will be attending a conference sponsored by Watermark, Inc., the parent company of LiveText. The System Administrator will be considering how sister institutions are implementing the Field Experience Module of LiveText, as we have planned to roll out this module during the fall 2019 term.

Teamwork professional development workshop

The Office of Assessment and the Center for Teaching and Learning co-sponsored an event entitled, "Teamwork: Building and Teaching Faculty Development Workshop." The featured morning speaker was Dr. Derek Greenfield. Dr. Greenfield provided training on developing a sense of community in the classroom and the roles/types of team members that must be assumed in a team project situation. The event also included presentations from Sue Burris, Senior Customer Success Advocate for Blackboard, Sonya Lockett, Coordinator of Public Services at the Watson Memorial Library, and LaMetrious Firven, Director of HBCU Partnerships for Pearson North America.

Scantron machine replacement

The Office of Assessment continues to score Scantron forms as part of senior assessments. Four years ago, the Office took possession of a used Scantron machine and have been feeding forms one at a time to score senior assessments. We traded in the old machine for a new Scantron machine and upgraded our desktop computer to one compatible with the new Scantron machine.

Addendum to Watermark contract

With the help of our university attorney and the Purchasing Department, we negotiated an addendum to our original contract with Watermark for LiveText. The new contract allows UAPB to purchase 7-year licenses for students that include Watermark's Field Experience Module. These new licenses will allow external supervisors to conduct rubric based assessments of students during internships and student-teaching semesters. We have plans to roll out this function during the fall 2019 term, but all students beginning in the 1819AY have that function included in their LiveText account.

Future Assessment Activities

Assessment plans for degree program student learning outcomes

The Office of Assessment worked with departments to identify degree program learning outcomes for each degree within each department. These learning outcomes will be explicitly stated, along with assessment plans including indications of where the skills will be introduced, reinforced, and assessed for mastery. The first step in this process was to have departments identify a single learning outcome to be assessed during the 1920AY. This step was taken during the Assessment forum. The Office of Assessment will be monitoring assessments of degree program SLOs and will report periodically to the Provost, deans, and chairs regarding progress in this area.

Field experience module

The Office of Assessment will be rolling out the Watermark Field Experience Module (FEM) during the fall 2019 term. The Director and System Administrator have undertaken two webinar training sessions to become familiar with the operation and requirements of the FEM. The UAPB has undertaken a

"homework" assignment. We have begun to compile two datasets. One dataset includes all the sites where UAPB students conduct internships, student-teaching, or other field experiences. Another dataset includes external supervisors required to conduct formative or summative assessments of UAPB students. The Office of Assessment generated a list of academic programs that require an internship or student teaching within the degree program. Personnel from each of those academic units has been provided templates for compiling the two datasets. The System Administrator will be responsible for uploading and maintaining those datasets during each active term. Departments and programs that require an internship must identify an internship coordinator within their program responsible for assigning students registered for classes associated with an internship to an external supervisor and an internship site. Watermark will be conducting an on-site day of training for Assessment personnel, chairs, and internship coordinators early in the 1920AY. At some point, the Office of Assessment would like to extend the FEM to Career Services.

More co-curricular programs doing assessment

The Office of Assessment has met with the Choir Director and Band Leader. These two signature programs are now participating in the assessment and improvement process here at UAPB. Both have identified skills developed by students who participate in those two co-curricular programs. An assessment plan is in place and assessments will begin during the 1920AY.

Professional development activities – Using Assessment Data to Drive Improvement

Assessment data appear to be under-utilized in the improvement planning phase of the assessment and improvement process. Although we have considerable assessment data, there appears to be only modest efforts to base planned improvements on the assessment data. The Office of Assessment is planning a half-day workshop facilitated by Mr. Chuck Maher on July 12, 2019. The topics covered during Mr. Maher's workshop will include a review of the UAPB assessment plan phases, a discussion of closing the loop, examples of assessment data reviews, data interpretations to identify strengths and weaknesses, and identification of types of actions that can lead to improvement. This workshop is for deans, department chairs, and departmental assessment point persons.

Professional development activities – Problem Solving

The Teamwork workshop (described above) is an example of professional development sponsored or co-sponsored by the Office of Assessment. The Office will continue to seek opportunities for professional development and for campus enrichment, specifically related to assessment of student learning outcomes. The Office of Assessment plans to sponsor a professional development opportunity focused on improved pedagogy of Problem Solving during the 1920AY.

Appendix 1

Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
Agriculture	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.	Improve scores on context assumptions and selecting evidence for sophomores and juniors. Improve scores on student position and conclusions outcomes. Create opportunities for students in juniors and seniors to practice critical thinking. Give seniors assignments that will require of them to put much thought into a situation and come up with solutions.
	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.	Help seniors master how to develop central message. Increase the sample size of the freshmen to have a broad assessment on their oral communication abilities. We can improve on their oral communication by making sure each student makes a PowerPoint presentation on a research topic they are interested in.

Appendix 1

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	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.	Improve scores for seniors on cultural diversity, personal and social responsibility. Give assignments that require the perspective of other cultures to encourage them to have appreciation of other cultures.
	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 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 of the rubric subheadings were not addressed in the assessment.	Address all subheadings in this SLO and ensure all classification grades perform better. We should also encourage freshmen to participate in the assessment. Then again, we should make sure that our students are well- versed in topics related to human needs and the global environment.
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies	Scores ranged from 40 to 80%.	Prepare a set of practice questions for students to study before taking the KSC.

Appendix 1

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	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies	No students in the discipline for the year.	
	Animal Science Discipline Specific Knowledge, Skills, and Competencies	Scores ranged from 80 to 97%. Lowest score in Entomology.	Prepare a set of practice questions for students to study before taking the KSC.
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies	Scores ranged from 62% to 92%. Lowest scores in animal science and soil survey and classification	Prepare a set of practice questions for students to study before taking the KSC.
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies	No students in the discipline for the year.	
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies	Scores ranged from 67% to 100%. Sample size is too small. Lowest scores in animal science and biostatistics.	Prepare a set of practice questions for students to study before taking the KSC.
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies	Scores ranged from 60 to 100%. Sample size is too small. Lowest scores in Entomology.	Revise the exam and practice questions to reflect similarity with current course content based on consultation with students and after identifying their problems.
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies	No students in the discipline for the year.	Revise the exam and practice questions to reflect similarity with current course content.

Appendix 1

Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
Aquaculture and Fisheries	Critical Thinking	As during AY17-18, scores in AQFI were significantly lower than campus for all undergraduate classifications, but were similar for GR. Freshman scores were much lower than campus.	Continue reviewing and be mindful of the data, and continue to seek improvement within AQFI Dept. However, our undergraduate sample sizes in AQFI continue to be too small for meaningful interpretation. The freshmen trends are based on only one AQFI freshman assessment in AY17-18 while none were done in AY18-19. A solution would be to increase assessments in our one FR-level course (Topics in AQFI), though this could be taxing to the instructor.
	Oral Communication	As during AY17-18, scores in AQFI were significantly lower than campus for all undergraduate classifications (though no SR assessments were done in AY17-18), but were similar for GR. Freshman scores were much lower than campus.	Continue reviewing and be mindful of the data, and continue to seek improvement within AQFI Dept. However, our undergraduate sample sizes in AQFI continue to be too small for meaningful interpretation. The freshmen trends are based on only one AQFI freshman assessment in AY17-18 while none were done in AY18-19. A solution would be to increase assessments in our one FR-level course (Topics in AQFI), though this could be taxing to the instructor.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Global Learning	This SLO was not well assessed in AQFI or in SAFHS except for the SO-JR level in SAFHS during AY17-18 (probably 1-2 courses and 1-2 instructors). In general, scores were lower in AQFI than SAFHS.	Continue reviewing and be mindful of the data, and continue to seek improvement within AQFI Dept. However, our undergraduate, and in this case, graduate sample sizes were too small for meaningful interpretation (all in the single digits). Furthermore, sample sizes in SAFHS were too small for meaningful comparison. In my opinion, I believe instructors struggled to understand this SLO and its scoring rubric. There may also be a need to realign some of our curriculum to include exercises that could be assessed under this SLO.
	Human Needs and the Global Environment	This SLO was not well assessed in AQFI or in SAFHS except for the SO-JR level in SAFHS during AY17-18 (probably 1-2 courses and 1-2 instructors). In general, scores were lower in AQFI than SAFHS.	Continue reviewing and be mindful of the data, and continue to seek improvement within AQFI Dept. However, our undergraduate, and in this case, graduate sample sizes were too small for meaningful interpretation (all in the single digits). Furthermore, sample sizes in SAFHS were too small for meaningful comparison. In my opinion, I believe instructors struggled to understand this SLO and its scoring rubric. There may also be a need to realign some of our curriculum to include exercises that could be assessed under this SLO.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies	Because only one exam was taken during AY18-19, long-term trends are more important (though no exams were taken during AY17-18). Over the long-term, exam scores averaged 63% (n=81) from 1996-97 through 2018-19. Although scores appeared to be weakly trending upward for several years, that trend no longer exists. Since the new 70% pass rate was adopted in 2012-13, only 30% of our seniors (7 of 23) have passed the exam. This compares to a 90% pass rate (52 of 58) between 1996-97 and 2011-12, when the pass rate was only 50%. Exam sub scores indicate that seniors continue to score lower in aquaculture (55%) and ichthyology (59%), and higher in fish mgmt. (76%) and limnology (80%). 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.	To help students better prepare for future exams, we have prepared study guides for all seven tested courses (required for our annual reviews this year). Organized study sessions also are being considered as new component for Senior Seminar class. However, this course is only 2 credits, and there may not be enough 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. Our expectations are that when passing becomes required for graduation, students will take the exam more seriously and prepare more diligently.
Human Sciences	Critical Thinking	Not Assessed	Chair will closely monitor and provide guidance for

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
			instructors to complete assessments
	Oral Communication	Not Assessed	Chair will closely monitor and provide guidance for instructors to complete assessments
	Global Learning	Not Assessed	Chair will closely monitor and provide guidance for instructors to complete assessments
	Human Needs and the Global Environment	Student understanding increased from 64% in sophomore/junior year to 84% in senior year. Many courses were not assessed.	Chair will closely monitor and provide guidance for instructors to complete assessments
	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies	No Graduates	No Graduates
	Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies	All but two students passed the exam. There were low scores for most individual outcome.	Course instructors will adjust instruction to increase student understanding in the areas of Family Conflict, Family Finance, Adolescent Development, and Parenting Skills.
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies	Most students performed well on the exam. All students passed the Applied Theories outcome	Course instructors will provide a more consistent and detailed focus on all outcomes, except Applied Theories

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Nutrition Discipline Specific Knowledge, Skills, and Competencies	Student understanding is at 93%	Continue providing rigorous and authentic assignments
Art and Design	Critical Thinking	For each group (freshmen, soph/junior, and seniors), the number of students assessed in 2018/19 increased significantly compared to the earliest year shown in the file--2016/17. Achievement for each group decreased significantly--from 80% to 68% for freshmen, from 78% to 67% for soph/juniors and from 78% to 73% for seniors when the most recent data are compared to 2016/17 results.	Art students must spend a significant amount of class time critically thinking about art and art history, we will continue to focus on individual and group activities that require students to utilize critical thinking skills
	Oral Communication	For each group (freshmen, soph/junior, and seniors), the number of students assessed in 2018/19 decreased when compared to 2017/18. Results for each group in 2018/19 were not significantly different when compared to the previous year. Freshman increased 5%, soph/juniors decreased 7% and seniors increased 2%.	Art students spend some time making oral presentations, however more time can be spent. Art history and art appreciation classes will incorporate more individual and group presentations during class time. Likewise, studio classes will schedule more group critiques.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Information Literacy	The number of students assessed across the four years shown, varied. For example, in 2017/18 twice as many freshmen and soph/juniors were assessed. As for achievement, groups bounced up and down across 4 years. However, freshmen showed a significant increase (from 62-85%), soph/juniors showed an insignificant increase (from 76-78%) and seniors showed a decrease (from 79-73%) when the first year was compared to the most recent year.	Art students spend a considerable time researching information on artists and artwork and use the information in written essays to draw comparisons and contrasts. Faculty will increase assessments of students' information literacy skills to ensure progress occurs.
	Teamwork	Fewer students were assessed on Teamwork than the other SLOs. Looking at results over time, the most recent year showed lower percentages. And, when results for the Art Department are compared to others, data showed art students performed lower.	Art majors have few opportunities to work in groups, but the faculty will contemplate more assignments to be completed by groups.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Art Discipline Specific Knowledge, Skills, and Competencies	Very few art majors graduated over the past 5 years, thereby creating scant data to review.	The Department of Art and Design continues to recalibrate curriculum and rubrics to ensure students are challenged as they matriculate. We have a renewed dedication to conducting full faculty critiques with individual and groups of students to ensure inter-rater reliability in how we assess artwork.
Biology	Critical Thinking	Freshmen displayed a slightly higher level of critical thinking skills than sophomores and juniors. As expected, there is a positive increase in critical thinking skills between the senior and graduate level students.	While efforts will be made to improve all scores for every classification, initial efforts will begin with creating more critical thinking learning activities for sophomores to reinforce the skills gained as freshmen.
	Oral Communication	Seniors demonstrated higher oral communication skills than freshmen, sophomores, juniors, and graduate students. Freshmen displayed the second highest, then graduate students and sophomores/juniors, respectively.	More oral presentations will be assigned to all students to strengthen their oral communication skills.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Information Literacy	There is a steady decline observed in information literacy skills. Freshmen students understood information literacy more than any other classification level. Graduate students displayed the least understanding of information literacy, scoring lower than seniors, whom scored lower than sophomores/juniors.	Case studies and problem solving assignments will be given to students to maintain as well as increase their ability to identify, locate, evaluate, and use critical information to form solutions to issues.
	Teamwork	In respect to facilitating others' contributions, all classifications' scores were similar (no big difference between them). Freshman scored higher than the sophomores/juniors and seniors. Sophomores/juniors scored the lowest.	Team-building exercises will be assigned to students to enhance the teamwork skills they already possess.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Biology Discipline Specific Knowledge, Skills, and Competencies	Except for Vertebrate Physiology (70th percentile, which is still passing), scores in the 90th and high 80th percentile are observed. Upon graduating with a Biology degree, students have not only retained the information provided to them during their tenure at the university but have also been equipped to successfully gain employment or continue their learning education in a Biology-related field.	To continue the success of students graduating with a degree in biology, the biology faculty will continue to provide students with interactive lectures, hands-on experience, and real-life examples of biology and its applications.
Chemistry and Physics	Critical Thinking	slight improvement seen by seniors over freshmen	Better assessment tools and rubrics needed. All instructors need to meet and get on the same page. Same standards for freshmen and seniors need to be used
	Oral Communication	slight improvement seen by seniors over freshmen	"
	Information Literacy	Little change seen between freshmen and seniors	"
	Teamwork	Freshmen performed better than seniors	"

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Chemistry Discipline Specific Knowledge, Skills, and Competencies	Downward trend from last year. Most weak areas are in Organic Chemistry	Students will be better prepped for comprehensive exam in the Chemistry Seminar course. Weak areas will be noted during Department meeting so instructors can decide how to better teach these areas
	Physics Discipline Specific Knowledge, Skills, and Competencies	no data	Physics faculty will meet and decide on specific assignments to assess each of the topics listed in Column 2
English & Theater	Critical Thinking	Selective evidence and student's position were challenging	Focus more on research methods and forming thesis
	Oral Communication	language, delivery and supporting materials were low	Have more in-class discussions, more oral presentations with guidelines that focus on the weak areas. Also, focus on research methods
	Information Literacy	Problems with accessing information	Will work on choosing various methods of accessing information (ethically)
	Teamwork	Not many projects were done	Have more group projects/oral presentations via power/point
	English Discipline Specific Knowledge, Skills, and Competencies		
	Theater Discipline Specific Knowledge, Skills, and Competencies		

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
Industrial Technology	Critical Thinking		
	Oral Communication		
	Information Literacy		
	Teamwork		
	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies		
Math and Computer Science	Critical Thinking		
	Oral Communication		
	Information Literacy		
	Teamwork		
	Computer Science Discipline Specific Knowledge, Skills, and Competencies		
	Math Discipline Specific Knowledge, Skills, and Competencies		

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
Mass Communication	Critical Thinking		Critical Thinking Provide assignments that will teach mass communications students the importance of asking questions that go beyond the traditional who, what, where, when, why and how framework. Students need to learn to ask questions that explain issues in-depth and how those issue affect their understanding of the media. Provide assignments that will help students understand the need to look at course work as more than just a way to pass a class. They need to understand that mass communication has global implications and thinking critically will help them understand how mass media structures the world. Develop assignments that will not only teach students to write mass communications messages, but that will help them understand the meanings in the messages and how those messages shape society

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Oral Communication		Develop assignments that will help mass communications students understand the importance of communicating with the media and media institutions. Such assignments will help students understand how the media disperses messages to society and how it changes communication. Teach students the importance of listening. Listening helps students understand how to ask questions that will better explain issues. Develop class and small group assignments that will help students learn to communicate better with each other. If students can communicate with each other, they will be better equipped to communicate with media and media sources.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Information Literacy		Provide assignments that will help mass communication students understand the importance of finding and developing reliable sources. Provide assignments that will help students understand the proper way to cite sources and the importance of accuracy in citing sources. Provide assignments that will help students learn to research issues and incorporate their findings into their work. Students need to understand how to interpret the meaning of research and how it affects the information in their stories.
	Teamwork		Develop assignments and class and group discussions that will provide experience working as a team. This will help students understand the importance of teamwork in mass communications
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies		
Music	Critical Thinking		Assessment data needs to be submitted to Live Text for this SLO
	Oral Communication		
	Information Literacy		

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Teamwork		Assessment data needs to be submitted to Live Text for this SLO
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies	Re-tooling the senior comprehensive exam in 2017 to accurately reflect course content continues to show the test as a better indicator of student knowledge retention, but student preparation for the exam is still less than ideal.	The faculty is developing additional testing opportunities during the freshman-junior years to better prepare students for the senior comprehensive exam. The faculty is also exploring the possibility that a capstone project rather than a comprehensive exam may be a better assessment measure.
Nursing	Critical Thinking		
	Oral Communication		
	Information Literacy		
	Teamwork		
	Nursing RN to BSN Track Discipline Specific Knowledge, Skills, and Competencies from Senior Project		
	Nursing Generic Track NCLEX Predictor Scores		

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
Social and Behavioral Sciences	Critical Thinking	Averages increase over time as students matriculate, though improvement from R to AM level is negligible. N for graduate level is too small for evaluation.	Spend extra time in class preparing for assignment at the AM level.
	Oral Communication	Declines over the course of matriculation. Low N for Freshman level. Lags rest of SAS.	Agree with Assessment Office that norming may be needed.
	Information Literacy	Declines over the course of matriculation. Low N for Freshman level.	Like Oral Communication, norming may be necessary.
	Teamwork	No freshman level reported. Results virtually identical to SAS.	Need more data to make an assessment.
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies	The assessment showed a tremendous improvement in test scores compared to previous overall scores. In the Spring of 2019, 21 out of 24 seniors who tested, passed with a score of 70% or higher. After the required retake of the exam, the 3 students who initially scored below 70%, passed on their second attempt.	The success can be attributed to the restructuring of the Seminar in Criminal Justice course content. Beginning in the Spring of 2018, the course prepares students for the Senior Comprehensive Exam. Leading up to the exam, each class period was dedicated to intense review of information from the five (5) core areas: Introduction to Criminal Justice, Introduction to Corrections, Judicial Process, Juvenile Delinquency, and Criminal Procedures. If this same class format is continued in subsequent semesters, the Criminal Justice exam scores should not decline.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	History Discipline Specific Knowledge, Skills, and Competencies	No exams taken.	N/A
	Political Science Discipline Specific Knowledge, Skills, and Competencies	The assessment showed that that student performance improved when study materials were more specific about content.	While scores drastically improved, we will work in class to improve the scores in empirical political theory (research).
	Psychology Discipline Specific Knowledge, Skills, and Competencies	The assessment showed that students have improved over the years, but only slightly, and not yet at a pass rate of 70 or better. The trend of improving scores is encouraging, but needs to be more dramatic of an improvement	Including a segment on the comprehensive exam study guide in each of the classes that the information is learned, and then review and practice it again in the Seminar course. These will be completed in groups, and for credit, to ensure they have study aids in place.
	Sociology Discipline Specific Knowledge, Skills, and Competencies	Small N for this cohort. Scores were lower on average compared to the previous year. Students continue to struggle with research methods section, and scores dropped significantly on social problems section.	Create a test bank for students and have it replace the study guide. Review methods test questions and consider revising or replacing any if necessary. Prioritize reviewing research methods and social problems material in the senior seminar course.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Gerontology Discipline Specific Knowledge, Skills, and Competencies	The assessment showed that the one student who took the Senior Comprehensive Examination did well overall. Theory, Public Policy, and the Future of Aging are areas of concern, with a score of 70 for each. The remaining two areas, Aging Services and General Gerontology each had a score of 90. Overall, the student averaged a score of 78, which is passing, but there is room for improvement.	During Seminar, an increased focus on Theory, Public Policy, and the Future of Aging will occur. Quizzes in each area will help build student confidence and identify areas that require more effort.
Social Work	Critical Thinking	Assessments not submitted in a timely manner but completed after deadline.	Assessments will be completed prior to deadline date of May 15, 2020.
	Oral Communication	Assessments not submitted in a timely manner but completed after deadline.	Assessments will be completed prior to deadline date of May 15, 2020.
	Information Literacy	Assessments not submitted in a timely manner but completed after deadline.	Assessments will be completed prior to deadline date of May 15, 2020.
	Teamwork	Assessments not submitted in a timely manner but completed after deadline.	Assessments will be completed prior to deadline date of May 15, 2020.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Social Work Discipline Specific Knowledge, Skills, and Competencies	The highest competencies were advance justice (92.06) and ethical practical behavior (91.27). The lowest competencies were, evaluate practice at all levels (74.38) and engage at all levels (80.86).	Students will be provided more hands-on activities during class time with more clarification on advancing social justice such as role playing and case scenarios. Students will be more engaged in evaluating practice and engaging in activities and at all levels (i.e., micro, mezzo, macro) through volunteering, field internships, and various assignments to add clarity for enhancing their knowledge, skills, and cognitive-affective processes.
Accounting	Critical Thinking		
	Oral Communication		
	Ethical Reasoning		
	Accounting Discipline Specific Knowledge, Skills, and Competencies		
Business Administration	Critical Thinking		
	Oral Communication		
	Ethical Reasoning		
	Business Admin Discipline Specific Knowledge, Skills, and Competencies		

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
Curriculum and Instruction	Critical Thinking	During the academic year 2017/18, the Critical Thinking results on the sophomore/junior assessment areas were low ranging from 1.92 (Student's Position) to 2.28 (Conclusion Outcomes). The seniors assessed during this time assessment results were also relatively low ranging from 1.75 (Context Assumption) to 2.5 (Explain Issues). Even though the students' academic rank in class differed during the 17/18, they all seemed to share some similarities in their data results based on the CT components. During the academic year 2018/19, the data from the Critical Thinking (CT) assessment revealed that the seniors were also among the lowest compared to the freshman, sophomores/juniors. The seniors scored the lowest in Select Evidence (SE 2.3) and highest in Student Position (SP 2.76). The 18/19 data also showed that the sophomore/junior lowest area when assessed in CT was	Developing students' critical thinking (CT) skills so that they can perform at higher levels of achievement will continue to be an ongoing process in the EPP. The faculty will continue to embed critical thinking (Bloom's Taxonomy and Webb's Depth of Knowledge) instruction and assignments throughout the EPP to improve students' "communication ability and problem solving skills." Discussion of verbal or written course chapter content, written responses to case studies/scenarios, development of research papers, and other course assignments are some examples of activities faculty will continue to use to challenge and improve students' CT. Specific instruction will be provided to students on how to take a position on a topic as well what is involved in a student taking a position on a topic verbal or written. These activities whether in small or large groups will allow students to express and support their points of view with relevant feedback. To enhance students' performance, faculty will review the assessment and the CT rubric with the students making them aware of how they are being assessed and what is involved in clearly

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		Select Evidence (2.65). The sophomore/ junior other areas assessed in Critical Thinking ranged from 2.70 to 2.86. All the areas could receive more attention to improve the students' overall ability to use critical thinking. The freshman students 18/19 data results were among the highest of all students in all the areas of the CT. This statement simply looked at the assessment components –not so much the actual student assessment itself. The freshman assessment results ranged from 3.53 (Select Evidence) to 3.84 (Conclusions /Outcomes). The results showed that the freshman students have a good understanding of the CT skills as measured by the assessment. Also, the freshman assessment results indicated that the Department of Curriculum and Instruction has students declaring teaching as a major with a good understanding of critical thinking which will support their academic ability and college success in the Educational	understanding each of the its components.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		Preparation Program (EPP). The freshman students are at a milestone the department would like to see them continue as they begin to learn and develop teaching skills. When comparing the Department of Curriculum and Instruction (C and I), freshman students' data with the overall University freshman students, the education major' results were 3.50 and better whereas the University students were slightly below the 3.0. During the 18/19 year, the department had a good group of students who demonstrated their knowledge and skills in CT. There was no graduate data recorded for Critical Thinking (18/19).	

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Oral Communication	The 2017/18 data showed that the undergraduate and graduate students' results were 3.00 or better throughout the class ranks in Oral Communication. During the 18/19 year, the data showed that the assessment results for the freshman, sophomore/juniors, and seniors were around 3.1 or better. The assessment results showed that the freshman students were the lowest around Supporting Materials (3.38), the sophomore/juniors 3.12 around Delivery, and Seniors 3.14 in area of Language. The seniors' results showed that they were the lowest around Organization. Only one graduate student was assessed, and that person's assessment results ranged from 2.99 in the areas of Central Message, Delivery, and Language. The graduate student's assessment results were the highest in the areas of Supporting Material (3.99) and Organization (3.99).	Oral communication is an important skill as students prepare to teach. Therefore, many opportunities will be provided for students to develop their OC skills as they matriculate through the Educational Preparation Program (EPP). The faculty will continue to build on students oral communication skills and ability by engaging them in the following tasks: • provide mini lesson(s) on effective ways to improve oral communication organization, language, delivery of topics, and supporting material linked to their specific assignments; • engage students in OC opportunities where they practice effective ways and are critiqued to improve their language during presentations and in providing relevant information to support topics; • provide multiple opportunities in classes with small or large group assignments where students discuss and plan activity to be presented to an audience; • assist students in preparing research papers to present at local and state conferences; • review and align assessment to determine its clarity and appropriateness for students being assessed using the OC rubric; and • review the OC rubric with the students for a better

Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
			understanding of assignment activity to be assessed.
	Intercultural Knowledge	There was no data reported for freshman students during the 2018/19 academic year. Students have been known to enroll in the Cultural Diversity course - where this assessment is placed- during the first semester of their sophomore year. The sophomore/junior who were enrolled in the course during the 18/19 year assessment results ranged from 3.32 (Empathy) to 3.70 (Cultural/Self Awareness). The seniors' assessment results ranged from 3.11 (Curiosity) to 3.47 in several areas i.e. Cultural _Self _Awareness, World _View of Frameworks, Empathy, Verbal/Nonverbal _Communication.	The teaching of culture diversity is embedded in courses across the C and I curriculum. To enhance students' ability to strengthen his/her interest to gain a worldview of self and an understanding of others, (Empathy), become more open and willing to interact with different people's culture (Openness), and gain greater confidence in asking and seeking out questions that reflect more than one cultural perspective (Curiosity), the faculty will continue to embed the following discussions/activities in through their course work: -utilize Kagan strategies to engage students in warm/friendly open discussions addressing culture diversity and people differences -require writing assignments where students address the importance of specific elements of ones' culture in

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		The students scored at a milestone C and I prefer. However, there is always room for improvement especially in the areas where students tended to score the lowest: sophomore/juniors 3.32 (Empathy) and seniors 3.11 (Curiosity).	relation to its history, values, beliefs, and practices. -assign students case studies to read and/or videos to view that will engage them in reflecting on their areas for improving and recognizing the feelings of their culture as well as another cultural group(s). -engage students in verbal/written and topics on social justice
	Lifelong Learning	During the academic year 2018/19, data from the freshman students' assessment ranged from 3.30 (Curiosity) to 3.70 (Independence). The results indicated that the students had a very generous outlook and expressed themselves in a way that supported their results on the assessment. However, Curiosity was low among the lowest score on the assessment which was a 3.30.

The sophomore/juniors assessment results ranged from 2.79 (Transfer) being the lowest and a 3.19 (Initiative) being the highest. Seniors' assessment results were the lowest compared to the freshman, sophomore/junior classes. The seniors' assessment results ranged from 2.56 | Lifelong Learning is a continuous process. In order to strengthen students' Foundation of Lifelong Learning (FOLL), the faculty will continue to do the following: • engage all students in various kinds of reflective writing and conversations as described in the rubric where they discuss lifelong learning skills and dispositions while matriculating through their degree program. • review the content of the Foundations of the Lifelong Learning (FOLL) rubric to gain a clearer understanding of criteria being assessed. • align the assessment instructions to the rubric and determine its clarity and appropriateness for students being assessed. • discuss all areas of the rubric with the students for greater understanding so they will know how their work will be assessed. • Encourage students' participation in professional |

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		(Reflection) to 2.76 (Initiative). The graduate assessment results ranged from 2.6 (Reflection) to 3.1 (Independence). More teacher instruction and encouragement are specifically needed to expand students' knowledge, skills, and abilities as they mature and reflect on what role lifelong learning plays in their education development and life's events.	development activities where they are required to submit reflective comments applying what they learned to enhance their FOLL.
	Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies	In the spring 2019, the students completing the Rehabilitation Services Program Practicum were provided a newly revised Comprehensive Senior Examination (CSE). The comprehensive exam addressed a more detail and specific written review of the program's current research, course work, and practices to better assess students' knowledge and how they can apply their knowledge into the world of work. The scores on the newly revised exam ranged from 43% to 55% with the largest score in Terminology-	Several tasks will occur to improve the students' outcomes on the Senior Comprehensive Examination. The chair shared the data results with the faculty who teach in the Rehabilitation Services Program. The faculty agreed that the newly revised CSE exam was different for the students, and a study guide was needed to assist the students in their preparation for the fall 2019 exam. A study guide aligned to the course content and CSE was created and provided to the students completing their Practicum fall 2019. This study guide is expected to improve students' overall performance on the CSE.

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		General Knowledge being 54.87% and the smallest score - Climate Assessment (CA) 43.01%. The CA results from the previous three years continued to be the lowest among students' performance. Although students' performance was the lowest in CA, their scores tended to improve from 28% in15/16 to 52% in 17/18, and 17/18 was the first revision of the RSP CSE. After the administration of the spring 2019 exam, faculty took another look and made some slight revisions/modifications to the CSE to better improve the quality of the questions to align with courses content' and the students' experiences during the Practicum.	The Rehabilitation Services Program faculty reviewed their course syllabi including assignments addressing area(s) of low performance. For example, the CA results were low. In the Assessment in Rehabilitation course, the students study a variety of assessments that are used to address or meet the various needs of the client and/or consumer. The following assessments/inventories and more are discussed in the course: College Readiness Survey, Career Explorer (matching students to careers), Myers-Brigg Type Indicator (personality inventory). During the Practicum, students must complete a vocational assessment report demonstrating their understanding and ability to assess a client's functional limitations. To improve students' outcomes on the assessment, the faculty across RSP's have included topics for discussion on assessment in their course areas i.e. the Seminar in Rehabilitation and Case Management. Faculty will continue to connect the content to help students gain a stronger understanding of client assessment and the other concepts, skills, and principles assessed on the CSE.

Beginning the fall 2019, the students are to score a 70% |

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Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
			on the Comprehensive Senior Exam. The study guide will support students' success in achieving the 70% or better on the CSE. The faculty will continue to review their course syllabi and create opportunities through course work and the Practicum to strengthen students' overall knowledge, skills, and performance on the CSE.
	Principles of Learning and Teaching	During the 17/18 academic year, seral tests and often repeated were taken by students preparing to teach. The Praxis Core was taken several times by students planning to be admitted to the EPP. The data indicated the Praxis Core was taken the following times: Praxis Core Math (38) was Reading (28), and Writing (36). Education majors are no longer required to take the Praxis Core. The students also took 9-11 times the Elementary Education content areas in Math (9), Language Arts (10), Science (11), and Social Studies (9) and the Principles of Learning and Teaching K-6 (10).

The data for the academic year 18/19 showed that various Praxis exams were | The Department of Curriculum and Instruction has planned several activities and interventions to support students' success on the Praxis exams:

 * The Learning Plus Lab has several resources to support students in taking the test. Faculty members are given access codes to Study.com and IXL to support teachers and students' leaning and preparation to take their Praxis content area. Students are provided access to those resources as well.

* Several faculty members have created a course inside of study.com where students logon and complete lessons that reinforce the content being taught in their courses.

*Several faculty members utilize the ETS Study Guide in the content areas and review with students.

*The LPL |

Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		taken up to a minimum of 24 times by students preparing to teach e.g. K-6 Elementary Education Reading and Language Arts (19), Science (20), Math (20), and Social Studies (24); Health and Physical Education-Content Knowledge (14); Social Studies-Content and Interpretation (10); and Praxis Core Math (12), Reading (4) and Writing (13). The Praxis Core is no longer a licensure requirement. As with the 17/18 data, the 18/19 data showed that there are several students taking the tests, but not which students are taking the tests and passing/failing it. The data showed many K-6 Elementary Education (ELED) majors taking the tests but the numbers do not equal to students enrolled in the Student Teaching and/or completing their professional semester (Student Teaching). The same is for Health and Physical Education majors. The number of students overall graduating is small compared to the number of students taking the test.	Coordinator/instructor works one on one with undergraduates and graduates in LPL in preparing them for the Praxis exams. *Several faculty members require students to spend a number of hours in the LPL and/or working in Study.com and IXL. *The K-6 ELED methodology courses assign students lab work aligned to specific content areas throughout the semester. * Faculty and peer helpers have conducted workshops after school to assist students in preparing to take the Praxis exams. *Faculty members work one on one with students as well. *Video clips aligned to course content (Khan Academy, YouTube) are also put together to help students with Praxis content *Faculty course syllabi has several links to support students preparation for the test.

Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		For example, there were six students who graduated in K-6 ELED spring 2019. The data showed students took the K-6 content area at least 20 times. The data did show as it did last year that students across disciplines are taking the test, especially in high need areas even though they continue to be small numbers. The students taking the PLT somewhat compare to the number of students meeting success on that test and graduating. When reviewing the Praxis data, faculty indicated that it would be helpful if they knew what group of students were taking the exams – undergraduates vs graduates. They felt that specific attention could be provided to students to meet their individual or group needs, strengths, and weaknesses. One on one and small groups can be geared toward helping the individual or groups of students.	
Health, Physical Education & Recreation	Critical Thinking		

Appendix 1

Department	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Oral Communication Intercultural Knowledge Lifelong Learning HPER Discipline Specific Knowledge, Skills, and Competencies Principles of Learning and Teaching		

Appendix 2

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?
African-American Male Student Persistence Initiative: Leadership Development (UAPB Quality Initiative)	Students will gain "leadership abilities and positive self-concepts."	The assessment show improvement in the graduation rate for Males of Color (MOC). The initial cohort of first-time full-time entering college MOC students who enrolled in fall 2014 experienced a four-year graduation rate of 15.2%. This rate is an increase of 5.8 percentage points above the fall 2013 baseline group's four-year graduation rate of 9.6%. The fifth-year graduation rate of 28.6% for the initial 2014 cohort also show improvement and is 6.8 percentage points above the fall 2013 group who experienced a fifth-year graduation rate of 22.0%.

Additionally, the four-year graduation rate for the second cohort of MOC who entered the University in fall 2015 is 14.0%. This rate is slightly less than the 2014 cohort group but is 4.4 percentage points higher than the 2013 baseline cohort.

Retention rates have improved for MOC and are: 59% for the | (1) Seek to provide additional professional and peer mentors to freshmen and sophomore students.

(2) Capture data at mid-term and again at the end of the fall and Spring semesters through administering a brief survey to assess the level of participation in student organizations. This process will be used to aid in guiding students to the right organizational fit for them on an individualized basis.

(3) To broaden the educational experience of students and to assist with retention and graduation rates a monthly promotion of "Study Abroad" opportunities. Announcing to students that some funding is provided through a joint partnership with the MOC Initiative and the UAPB International Program Office. |

Appendix 2

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?
		2013 baseline cohort; 65% for cohorts 2014 and 2015; 70% for cohort 2016; and 65% for cohort 2017.	
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.	23 students graduated from the Honors Program during AY 18-19. 20 students are gainfully employed or enrolled in graduate or professional school. 1 student is completing her medial school application. We were not able to contact the other 2 students. Thus, 87% of our graduates met the goals of the program.	We will continue to make use of our Blackboard course/organization as a means of incorporating measures to gauge responses to the Scholars 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. Finally, enroll our graduates in a Remind text group before they leave so they are better accessible for updates.
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 "Outstanding", "Excellent", "Proficient", "Capable" and "Unsatisfactory" scale (O/E/P/C/U)) IAW Cadet Command LDP. Expectations are 10% O, 40% E, and 50% P with zero "capable" or failure ratings. Ratings are based on the overall composite of the Army's 17 Core Competencies. A minimum overall rating of Capable is required to remain in	Cadets are continuing to perform to standard. For summer 2018, 88% of our Sophomores completed Basic Camp and 87% of our Juniors and Seniors completed Advanced Camp; both required for commissioning in the US Army. 22% of those attended Advanced Camp received a rating of Excellent.

All eligible Junior and Senior cadets are currently attending or completing the Basic and Advanced Camp | Military science labs and classes for AY19/20 will focus on critical thinking and technical and tactical knowledge in order to increase confidence.

Additionally, based on current feedback from the AY19 Advanced Camp Cadre, there is a growing trend in poor land navigation skills. Military Science labs will increase focus and training on critical land navigation skills to get ahead and reverse the trend. |

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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?
	the program. Core Competencies are: Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge, 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.	for 2019. All were evaluated by the staff before sending to Camp for quality assurance and only two out of the 24 sent were questionable. Report with a "Proficient" rating or better. Of the freshman and sophomore cadets that participated in military science labs, 100% improved in their confidence in their critical thinking skills. According to cadre/staff comments and evaluations, 60% of all cadets require improvement in communication, physical fitness, and confidence.	
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	Of the contracted cadets 93% passed the Army's Physical Fitness Test. On average, those who tested and passed scored 48% higher than the minimum score required for commissioning. Non-contracted cadets where not	Continue to improve the overall physical fitness of the cadets and prepare them for the Army's new physical fitness test which takes effect in October 2020. Increase attendance by changing attendance requirements, restructuring the fitness program, and introducing a rewards/ reprimand system.

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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?
	on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.	evaluated; however cadets that participated for two or more PT sessions a week on average reported an increase in overall health and fitness. Attendance for physical fitness training was significantly low despite the passing percentage.	
Watson Memorial Library	Students will gain an understanding of research resources available in through the Watson Memorial Library	The majority of college students surveyed were freshman 69.5% with some previous library instruction, who spend 1-4 hours per week in a library (Q01-Q03). The analysis in the assessment showed on average 47% of college students answered content specific questions correctly (Q04, Q07, Q08,Q10, Q13) and 53% incorrectly on (Q4, Q7, Q8, Q10, Q13). On average, 97% of college students responded positively regarding the quality of instruction (Q05, Q06, Q11). 37.5% of college students' preferred online instruction only, 62.5% preferred both and Face to face	The library has expand activities to support teaching faculty to incorporate primary research materials and technology more within the curriculum. The library will continue to provide extensive hands-on bibliographic instruction. To *support* learning of information literacy skills involved in *writing, research, and critical thinking. The* library have implemented Grammarly, an online platform tools that detects errors in grammar, spelling and plagiarism. To increase collaboration and engagement with research methods, an *Interactive Tables was integrated for instruction in the* information literacy program to transform the way the library faculty teach and students learn advance research methods. Review and revise evaluation instrument according to ACRL and ALA Information Literacy Framework.

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?
		(Q08) and 92% of college students would recommend the session to others.	
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.	96% of the students contacted that attended the one-on-one or small group tutoring sessions provided by a writing center staff member or a writing center tutor successfully applied the strategies and techniques learned during those sessions to better address their instructor's assignment expectations, as well as strengthened their confidence in their ability to compose and revise future written assignments.	Although, 96% of the students contacted applied strategies and techniques learned during the tutoring sessions. To improve learning outcome, the writing center staff and tutors will provide a variety of tutoring sessions that will demonstrate flexibility to assist a diverse group of students to develop the necessary writing skills needed to assure that student are successful in their classes as written assignments are assigned during the various stages of the of the writing process, as well as to aid in the student's development of critical thinking skills and creative expression skills needed to help students clarify, articulate and compose their own ideas as they become more confident writers.
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;	Outcomes were achieved with respect to all programs. However, due to challenges which emerged during the program implementation process, special attention had to be devoted to the Colombia and Ghana programs. With	As we increasingly engage more faculty and staff in education abroad programming, the advisement model needs to be adjusted to reflect greater time, effort and attention on preparation of faculty and staff for an overseas education abroad experience. Information regarding living conditions, for example, should be solicited from in-

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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?
	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.	respect to both programs, student participants demonstrated a high level of flexibility and adaptability in the context of conditions typically associated with developing countries. Also, in both contexts, challenges were most evident at the level of the faculty/staff coordination teams, consisting of UAPB, partner and/or host institution representatives. Our Colombia Program was the most diverse program implemented to date in terms of culture, language, race, gender and other dynamics. Students tended to bond with individual members of the faculty/staff coordination team to varying degrees based on these dynamics. The same applied to members of the UAPB faculty/staff coordination team with respect to each other and the students. Overall, however, I am really impressed with the students and their ability to adapt	country host institution partners in advance and adequately relayed to students so that they can prepare adequately -- in terms of the cross-cultural process as well as the practical dimensions, e.g., laundry arrangements, dealing with mosquitos and uncommon pests, access to adequate water facilities for bathing, etc. OIPS must also rethink its advisement model in the context of diversity in group participation and facilitate awareness of how differences within a group may enhance the overall experience while also necessitating a higher level of team-building to more effectively manage and negotiate differences in how individual members may approach an experience abroad. Finally, when working with collaborating HBCUs or other institutions, team-building at the faculty/staff coordination team level must be a prerequisite. This can be facilitated through Skype or WhatsApp videoconferences separate from sessions arranged with students.

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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?
		to on-the-ground dynamics and cultural realities while continuing to function as good ambassadors for UAPB.	
		The Ghana Program was one of two collaborations implemented with other HBCU institutions (with the other one being the Costa Rica Program organized annually by MVSU).	
		One key challenge encountered with this program is that the program design and framework of this program was developed with the Tougaloo College Study Abroad Coordinator, but the liaison assigned to travel with their students was a different person who had not been substantially involved in the program development process.	
		This development had an adverse effect on the team-building process with the host institution project management team.	
		Another challenge which emerged during the program	

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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?
		implementation process was the less than desirable coordination of logistics by the host institution, including improper vetting/review of hotels selected for the cultural excursions, changes in the agreed upon schedule without proper consultation with the UAPB, Tougaloo and Philander Smith partners, and inadequate/last minute venue selections for campus sessions and activities. That said, based on on-site interactions with the three internship participants and review of reflections and evaluation input from all participants, students overall demonstrated a high level of resilience and adaptability. In terms of the one UAPB student in this program, she noted that by the conclusion of the program, the most frustrating aspects of the experience did not loom so prominently when considered in relation to all that was	

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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?
		gained through the experience abroad.	
Career Services	Students will understand the job search process and skills for obtaining a job.	The assessment revealed that there was a discrepancy in the data that was collected. We used an electronic and paper survey which revealed that the questions did not match.	We will be working with our software (Handshake) engineers to correct the questions and to make sure both surveys match.
Office of Student Involvement & Leadership	Students involved with the Office of Student Involvement & Leadership gain valuable experience in network building, planning events, leadership and professional pursuits. OSIL offers valuable programs in the field of Student Activities allocations, mentoring, diverse and international programs, fraternity and sorority life, leadership development, student support programs and services (Black History Month, Women's History Month Celebration, Unity Fest) and more. Additionally, OSIL offers the opportunities for students to gain leadership in co-curricular programming outside of the classroom.		

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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?
	Many of the organizations under the umbrella assist in creating events, programs and occasions for the development of the students. Leadership in the following areas are sought out by under the umbrella of governance, archives, political and student body awareness, student programming, and fraternity/sorority life; Following the pursuits of the persistence and retention mechanisms, we asses all of our Registered Student Organizations (RSO) at the end of the year, to obtain particular data information and assess their involvement in programming. Additionally, we ask of their support to better improve the Office of Student Involvement & Leadership area.		
Veteran Affairs	Chapter Benefits from the government	Our program is ran on a continuous basis with minimal changes. We are an extension of Veteran Affairs to meet the needs of the students.	Keep all Veterans and dependents up to speed with any changes if they occur. Continue to input information in a timely fashion so payments are received.

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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?
Disability Services	Even playing field like students without Disabilities	Everything is in place to meet the needs of students with disabilities and fulfilling the accommodation request at the beginning of each semester.	Continue to help those students with disabilities to become self-sufficient once they leave the university.
Title IX - Affirmative Action/Student Life	Student will gain an understanding of… • Alcohol Awareness • Bystander Intervention • Drug Awareness • Sexual Violence Awareness (CampusSave) • Intimate Partner Violence I. Title IX/Sexual Assault/Consent II. How to report these matters III. Resources Available	Online educational training was conducted with SaveColleges Awareness was improved in the aforementioned Reporting decreased from the 1718AY	Partner with residential life and student leadership and involvement to develop programing that will address subject matters covered in on-line training Increase face-to-face informational sessions, e.g. new student orientation, annual training with athlete department, orientation with summer programs, and training with student leaders
STEM Academy	STEM Academy students gain experience in comportment in the business/research environment through summer internships.	Students gained more knowledge hearing from their cohorts about the experiences and opportunities presented through summer internships.	More Guest Lecture Series presenters to explain to students the benefits of summer internships and co-ops.
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	Fall 2018: A total of 289 students attended the Enrollment Management, and Student Success sponsored tutoring in the Harrold living	Improvement Plan Summary: Improve the quality of the tutoring program through training and evaluation of tutors. 2. Increase collaboration with instructors in courses where most

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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?
	improve their academic performance by earning a "C" grade or better in the subject tutored.	complex, Delta living complex, Math Lab, Writing Center, and John B. Watson Memorial library. Students attended 692 tutoring sessions, attempted 4221 credit hours, completed 3924 credit hours, and a had a 93% course completion rate. The students who successfully completed tutored courses with an A, B, C had an 84% pass rate. The 289 students tutored ended the fall 2018 semester with an overall grade point average of 2.81. Spring 2019: A total of 177 students who participated in the Enrollment Management and Student Success sponsored tutoring in the Harrold living complex, Delta living complex, Math Lab, Writing Center, and John B. Watson Memorial library. Students attended 512 tutoring sessions, attempted 2263 credit hours, completed 2127 credit hours, resulting in a 94% course completion rate. The students who successfully completed the tutored courses with an A, B,	students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Implement an early alert program to address student problems early in the semester to increase the chances of success by providing proactive interventions. 1. Improve the quality of SSC Tutoring and other programs through training and evaluation of tutors: a. Administer an annual student evaluation survey: The SSC purchased a subscription to online survey software to assist in annual student evaluation surveys. The Peer Tutor training curriculum is complete. The training will require 10 hours of tutor training and will include an on-demand blackboard course with training modules to supplement face to face workshops. The launch date was extended to Fall 2019. 2. Increase collaboration with instructors: a. A Supplemental instruction program coordinator has been identified and trained. Funds are budgeted to begin a pilot program in Fall 2019 with four courses with high DFW rates i.e. courses with 30% or more students with a D, F, or W at the end of the semester. Faculty recruitment is in the planning stages.

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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?
		C had an 88% pass rate. The 177 students tutored ended the spring 2019 semester with an overall grade point average of 2.99.	3. Increase visibility to attract student participants earlier in the semester: a. Ongoing webpage update; b. Use Constant Contact email marketing software and text messaging to encourage students to use academic support services. c. Setup display tables at student events. d. Utilized campus bulletin for announcements to faculty and students. e. Participate in new student orientation to inform students about SSC programs and services. f. Give short presentations at all required first year experience courses. 4. Implement an early alert program to address student problems early in the semester to increase the chances of success by providing proactive interventions: a. The University has subscribed to Early Alert software program and it is scheduled to launch in October 2019.The software allows for identification of students at-risk using pre-selected parameters, and immediate notification of students needing early interventions. The software will also increase the capacity of the SSC to view and utilize retention, persistence and course completion matrics for planning program improvements. Faculty participation/communication is important to the implementation of the Early

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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?
			Alert program and the resulting data.
LIONS Program (Learning Institute and Opportunities for New Students)	1. Increase freshmen enrollment in college-level course work by completion of developmental courses. 2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist. 3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB. 4. Increase number of students graduating in 10 or fewer semesters gauged by earlier graduation then non-participants.	One hundred twenty-one new freshmen enrolled in the LIONS Program for 2018. The freshmen retention rate for the 2018 LIONS Program was 96.3 % and a cumulative GPA of 3.38, with an overall retention rate of 75%. During spring 2019, UAPB students selected 9 LIONS alum for SGA positions, including the Executive Board President, Miss UAPB and Mr. UAPB, Miss Sophomore and Mr. Junior. During spring 2019 Commencement, 86 LIONS participants graduated; 4 graduated Summa Cum Laude, 18 Magna Cum Laude, 13 Cum Laude, with 35 honor graduates.	Increase enrollment in the LIONS summer Program to increase the number of freshmen enrolled in freshmen-level courses in the fall. Partner more closely with academic advisors to improve academic achievements and persistence to graduation. Improve the tracking of LIONS students' engagement in co-curricular programs and enhance the activities of the LIONS Alumni Club. Partner more closely with the Student Success Center and its coaches to improve persistence to graduation.
UAPB Athletics	Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.		