

1920AY Assessment Report (October 15, 2020)

Introduction

The 1920AY was the fifth year in a six-year assessment cycle adopted in July 2015. Many 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. The 1920AY was the first of two years during which Problem Solving, Teamwork, and Lifelong Learning were assessed across the institution (see a complete list of institutional SLOs at http://www.uapb.edu/administration/academic_affairs/assessment.aspx).

This report summarizes the results of longitudinal assessments (entry-, mid-, and exit-level), rubric-based assessments of SLOs (institutional, school, and degree program), and co-curricular program assessments at UAPB. Assessment activities are undertaken throughout the academic year. In May, assessment data for an academic year are summarized. In June, the summaries are reported to administrators, deans, directors, and particularly, department 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 when 9-month instructors return from summer break.

At the beginning of an academic year (August), returning 9-month faculty are presented with the summaries of assessment data. Faculty and administrators jointly decide what their assessment data show and how their unit will adjust instruction and pedagogy to improve student learning outcomes. Each department is asked 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, attempt to answer the same questions regarding their data, and create improvement plans. Answers to those two questions from co-curricular programs are included in Appendix 2. Plans for improvement from academic units and co-curricular programs are shared with the Office of Assessment for inclusion in the annual assessment report, scheduled for completion by mid-October each year. The mid-October deadline allows units and programs to implement their improvement plans during the subsequent academic year. This is the basic cycle of assessment and improvement for the UAPB.

In addition to institutional SLOs, schools have adopted school-level SLOs common to all departments within a school. School-level SLOs may be assessed with the 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 the 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, other administrators, 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 take the form of either senior comprehensive exams or senior projects. Senior assessments 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 1920AY. Normal operations were interrupted during the spring term by the COVID-19 pandemic. All face to face classes moved to an online format. LiveText is a web-based management system, so rubric-based assessments of digital artifacts provided by students continued as before. Nevertheless, some programs were not able to fully capture assessment data. In particular, co-curricular programs faced challenges because of this disruption. These programs did not interact with students in a traditional way during the Spring term. Specific questions about the content of this report or the interpretation of assessment data should be referred to the Office of Assessment.

Institutional Student Learning Outcomes

Problem Solving

This is the first year that Problem Solving has been assessed by the entire institution. Approximately 453 rubric-based assessments of Problem Solving were conducted at UAPB during the academic year. Average Problem Solving scores ranged from a low of 70.8% (n=197, SD=22.9%) for midclassmen (sophomores and juniors) to a high of 84.7% (n=63, SD=18.3%) for graduate students. The average Problem Solving score for freshman was higher than for midclassmen, suggesting that instructors teaching freshman classes might not be rigorously applying the rubric or that instructors teaching sophomores and juniors are applying the rubric too rigorously. Although no aspect of Problem Solving was particularly low, Evaluation of Solutions was generally the lowest aspect score across all classifications.

Teamwork

Approximately 365 rubric-based assessments of Teamwork were conducted during the 1920AY. Average Teamwork scores ranged from 75.8% (n=62, SD=15.8%) for freshmen to 88.6% (n=139, SD=17.3%) for seniors. The average graduate student Teamwork score (86.2%) was only slightly lower than the average senior score. The lowest aspect of Teamwork varied among classifications, with no single aspect consistently presenting a challenge for students.

Lifelong Learning

Approximately 403 rubric-based assessments of Lifelong Learning were conducted during the 1920AY. Average Lifelong Learning scores ranged from 68.9% (n=133, SD=23.8%) for midclassmen to 86.0% (n=39, SD=11.1%) for freshmen. The average Lifelong Learning score increased from midclassmen to seniors (73.1%) to graduate students (81.3%). Again, it appears that instructors teaching freshman courses might not be applying the AAC&U rubric for Lifelong Learning with enough rigor or that instructors teaching mid and upper-level classes are applying the rubric with too much rigor. The alternative to this conclusion is that freshmen have better Lifelong Learning skills, but they subsequently lose those skills as they progress through our academic programs. In general, Independence was the lowest aspect score for all undergraduate classifications. This appears to present the greatest challenge to undergraduate students acquiring various Lifelong Learning skills.

School-level Student Learning Outcomes

SAFHS

The two school-level SLOs assessed in the School of Agriculture, Fisheries, and Human Sciences were Global Learning (an AAC&U VALUE rubric) and Human Needs and the Global Environment (rubric developed by SAFHS). A former Assistant Dean for Academics, with the assistance of the Office of Assessment, created the latter rubric, using a hybrid of student learning outcomes to measure Human Needs and the Global Environment. This rubric is designed to assess students' understanding of economic profitability, environmental stewardship, social responsibility through the application of an interdisciplinary perspective. Nine assessments of Global Learning and eleven assessments of Human Needs and the Global Environment were conducted during the 1920AY. This represents fewer assessments for both SLOs than were conducted during the 1819AY. This decline in the number of school-level assessments is now a 3-year trend.

Average Global Learning scores ranged from 70.4% (n=4, SD=27.7%) for midclassmen to 87.5% (n=2, SD=17.7%) for graduate students. These represent modest increases relative to scores during the 1819AY. Students consistently scored poorly on the global self-awareness aspect of the Global Learning rubric.

Average Human Needs and the Global Environment scores ranged from 54.8% (n=4, SD=21.5%) for midclassmen to 85.0% (n=5, SD=12.7%) for graduate students. The rubric for Human Needs and the Global Environment appears too complex. For the third year in a row, no key assignment facilitated the assessment of all ten aspects of this rubric. Practicing sustainability, food systems in a global context, and agricultural sustainability were three aspects of this rubric that are never assessed. We recommend reconsidering the number of aspects for the Human Needs and the Global Environment SLO.

SAS

The School of Arts and Sciences has been assessing Teamwork and Information Literacy for five years. Teamwork was one of the institutional SLOs assessed during the 1920AY and was addressed above. There were 532 rubric-based assessments of Information Literacy conducted in the School. Average scores for Information Literacy ranged from 72.9% (n=267, SD=18.2%) for midclassmen to 79.2% (n=68, SD=14.7%) for freshman. It does not appear that Information Literacy scores increase as students progress through the School. Different aspects of Information Literacy were lowest at each of the three classifications assessed. Hence, no skill within the Information Literacy SLO warrants particular attention for improvement. Rather, the entire SLO warrants attention.

SBM

One of the two school-level SLOs adopted by the School of Business and Management was Critical Thinking. Critical Thinking was assessed across the institution during the 1819AY, but Critical Thinking was assessed as a school-level SLO during the 1920AY. Average Critical Thinking scores during the 1920AY were lower than scores from the 1819AY at each classification. Seventy-nine rubric-based assessments of Critical Thinking were conducted in the SBM this academic year. Average Critical Thinking scores ranged from a low of 63.7% (n=20, SD=19.6%) for freshmen to a high of 71.3% (n=34, SD=12.8%) for seniors. There was little difference in average Critical Thinking scores among classifications.

The second school-level SLO adopted by the SBM is Ethical Reasoning. There were 30 rubric-based assessments of Ethical Reasoning conducted in the SBM during the 1920AY. Average scores ranged from 66.2% (n=4, SD=11.1%) for freshmen to 72.5% (n=4, SD=15.5%) for seniors. As in past years, Ethical Self-Awareness was consistently a challenge for students across all classifications, though we note particularly small sample sizes at each classification.

SOE

For five years, the School of Education has assessed the school-level SLOs Intercultural Knowledge and Lifelong Learning. During the 1920AY, Lifelong Learning was assessed at the institutional level. It was covered above. Thirty-one rubric-based assessments of Intercultural Knowledge were conducted during the 1920AY. Average scores for Intercultural Knowledge ranged from 66.7% (n=6, SD=7.9%) for graduate students to 78.5% (n=13, SD=9.9%) for midclassmen. Average scores were generally consistent among classifications, perhaps suggesting little progress in developing the skill of Intercultural Knowledge as students progress through the curriculum. Cultural self-awareness was consistently the lowest aspect of Intercultural Knowledge for undergraduates.

Degree Program Student Learning Outcomes

Degree program student learning outcomes are an integral part of the student assessment plan. Discipline-specific knowledge, skills, and competencies are assessed through senior comprehensive exams and senior projects. These are summative assessments. Beginning in the 1920AY, departments identified a single degree program SLO to be assessed across the curricula (i.e. formative assessments) during the academic year. Curriculum maps identifying courses in which the SLO was to be introduced (typically a 1000-level course), reinforced (typically a 2000- or 3000-level course), and assessed for mastery (typically a 4000-level course) were created and shared with the Office of Assessment. The assessment instrument for each degree program SLO was identified by departments. Since the assessment instrument was not necessarily a rubric, degree program assessments do not necessarily reside in LiveText, though some might. It is the responsibility of each department to summarize and interpret the assessments of their degree program SLO, to report those results, and to close the loop by planning for improvement of respective degree program SLOs. Results of degree program SLO assessments and improvement plans will be included in the final draft of the annual assessment report (i.e. Appendix 1 scheduled to be complete September 15, 2020).

Co-curricular Student Learning Outcomes

The Office of Assessment worked with co-curricular units to identify things that students gain from interaction with respective co-curricular programs. Assessments included a variety of direct and indirect methods, such as pre- and post-intervention testing, retention and graduation rates, rates of completion of specialized tests or programs, rates of employment, and focus groups. In most cases, co-curricular programs collected and summarized their data independently. Each co-curricular program identified steps to improve student outcomes and reported back to the Office of Assessment. Summaries of assessment activities, data analyses, and plans for improvement of student outcomes are incorporated in the annual assessment report (see Appendix 2).

Longitudinal Assessment

Entry-level

UAPB tracks three metrics when students enroll for the first time. Those metrics are high school grade point average (GPA), high school rank, and ACT (or equivalent) score. ACT sub scores for math, English, reading, and science are also examined annually. The Office of Assessment began with data from the 0607AY (i.e. Year 1) and includes data from the 1920AY (i.e. Year 14).

An upward trend in the average high school GPA that began in the 1011AY (Year 5) appears to be continuing. However, a review of the last five years indicates that the average high school GPA has leveled off at near 2.9 during that period (Figure 1). The upward trend in the average ACT score also

continues. As with the average high school GPA, a review of the past five years shows that the average ACT score has leveled off during that period (Figure 2). Over the past 5 years, average ACT scores ranged from 18.2 to 18.4.

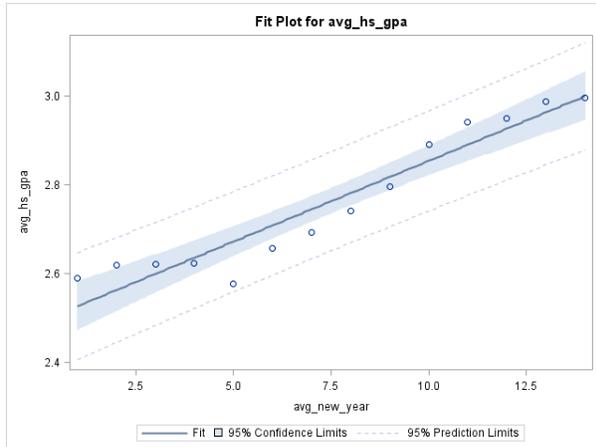


Figure 1. Average high school GPA of incoming freshmen for the past 14 years.

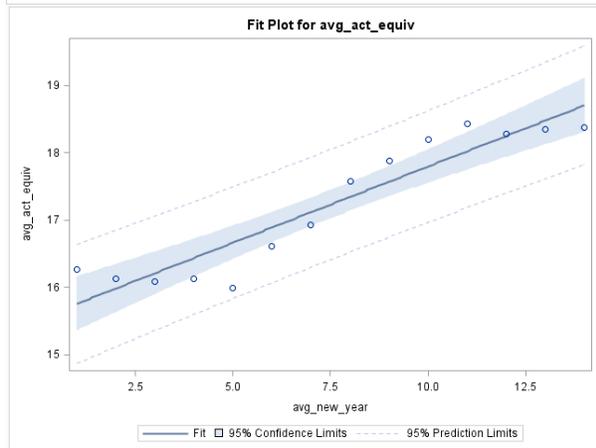


Figure 2. Average ACT score of incoming freshmen for the past 14 years.

There has been a significant improvement in the average high school class rank over the past 14 years. On average, new UAPB students have been closer to the top of their high school class. However, recent data are not consistent with this trend. Data from the past five years indicate a high degree of variability with a trend toward students that, on average, are further from the top of their high school class (Figure 3).

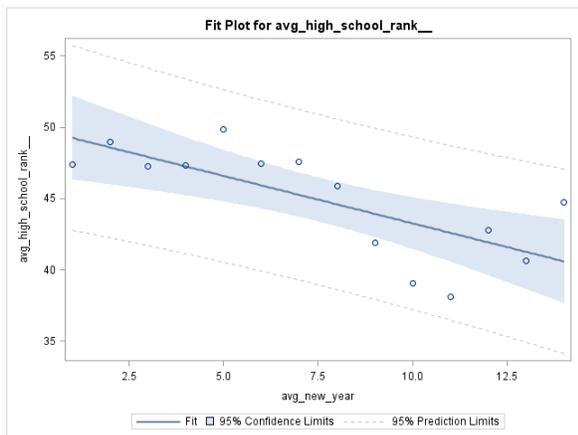


Figure 3. Average class rank of incoming freshmen for the past 14 years. Lower averages depict freshman ranked closer to the top of their high school class (i.e. negative trend = improvement).

The ACT sub-scores for math, English, reading, and science all show significant positive trends for the 14-year period under consideration. However, considering only the last five years of data, all these subscores are either level or declining. This recent trend warrants vigilance because it suggests that incoming freshmen are trending toward being less prepared for college, on average, than incoming freshmen from more than five years ago.

Mid-level

The ETS Proficiency Profile is used as the University'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. 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. The Covid-19 pandemic precluded pencil and paper administration of the ETS Proficiency Profile during Spring 2020. Data for the 1920AY are based solely on tests administered during the Fall 2019 term.

The figures presented below include the Fall 2019 data. The only knowledge area that is not showing a significant decline over the 15-year period is reading. Other knowledge areas show significant declines. The ETS Proficiency Profile also creates a percentile for critical thinking among individuals taking the exam. In the 1920AY students at UAPB averaged about the 21st percentile. This is approximately the same percentile as in the 1819AY.

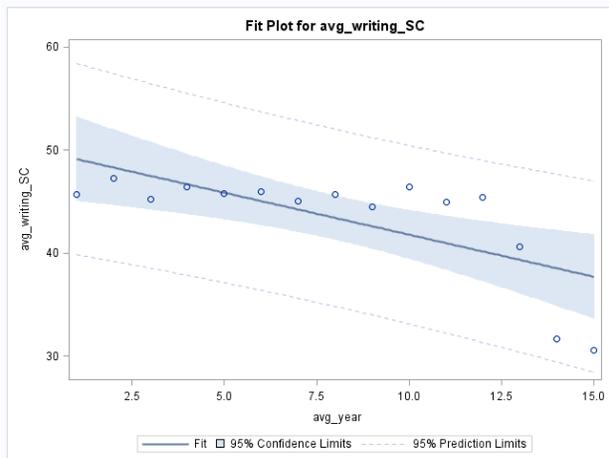


Figure 4. Average writing scores for rising juniors during the past 15 years.

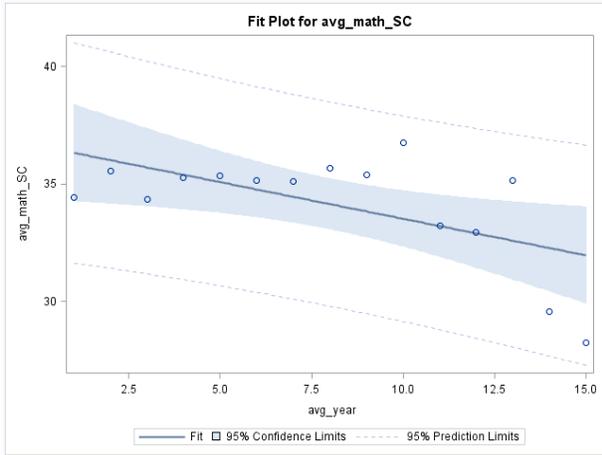


Figure 5. Average math scores for rising juniors during the past 15 years.

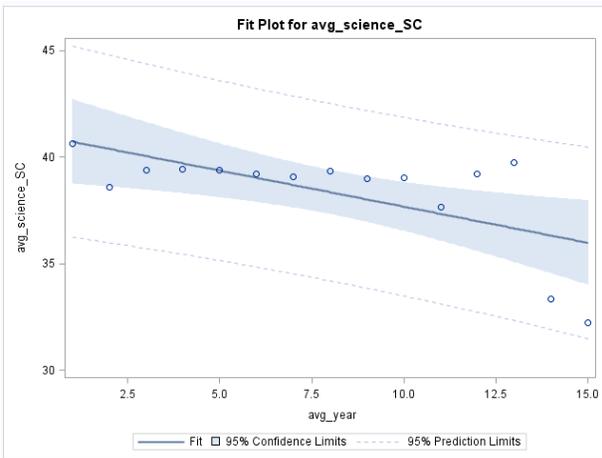


Figure 6. Average science scores for rising juniors during the past 15 years.

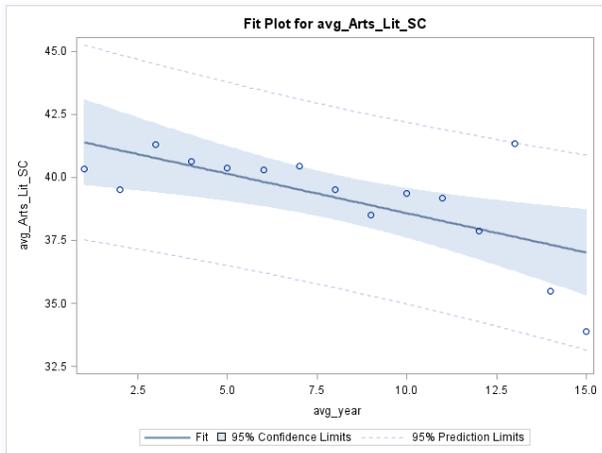


Figure 7. Average arts & literature scores for rising juniors during the past 15 years.

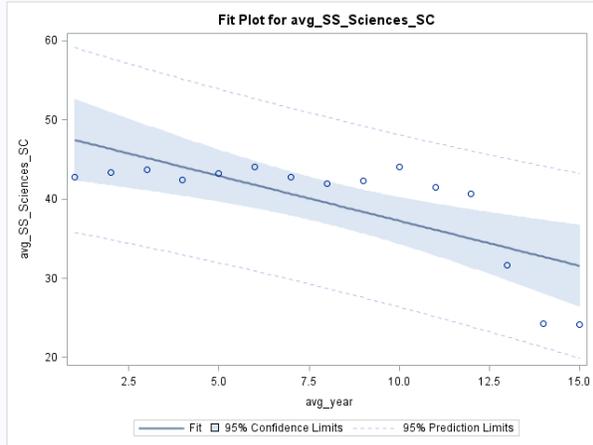


Figure 8. Average social science scores for rising juniors during the past 15 years.

Exit-level

Senior assessments at 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. The Nursing Program uses the RN Comprehensive Predictor as their senior comprehensive exam. Other departments have developed their own senior comprehensive exams. 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 for compilation and entry into Colleague.

Senior assessments have been scaled on a proportional basis (i.e. percentage) so that tests from different units can be combined and the 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 15 years. There is a significant positive trend in average senior assessment scores over this period ($P < 0.001$, Figure 7).

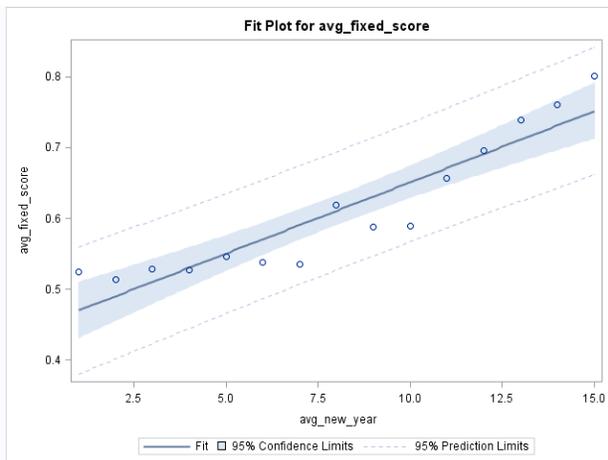


Figure 9. Average scores for first administrations of senior assessments during the past 15 years.

The average senior assessment score during the 1920AY was again higher than the previous year. Average senior assessment score was approximately 80.1% (n=100, SD=17.0%). We note that all these senior assessments were conducted during Fall 2019 since the COVID-19 pandemic precluded senior assessments during Spring 2020. The proportion of students scoring above 70% on their senior assessment (Figure 8) increased considerably relative to previous years. 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.

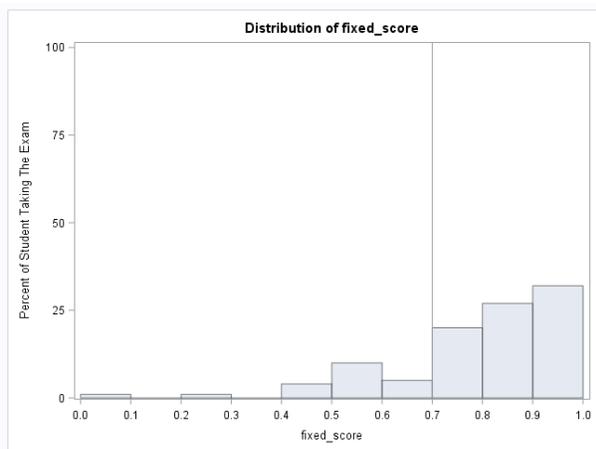


Figure 10. Relative frequency distribution of senior assessment scores during the 1920AY with the 70% threshold (vertical line) indicated.

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 is summarized for each department. Hence, departments can identify knowledge areas of concern and specifically address those areas with improvement plans. Such plans would be found in Appendix 1.

Alumni surveys

No emails were available for students who graduated during the 1617AY. They were not collected at the time of the senior exit survey. The Assessment Office will work with Alumni Affairs to reconstitute a list of graduates from the 1617AY.

For the cohort that graduated during the 1415AY, a total of 258 surveys were sent out to alumni. Fourteen responses were returned, giving a response rate of 5.4%. The data show that 64.3% of the respondents now have a job in their field. A little over a third of the respondents in this cohort obtained Masters Degrees. When asked what academic skills were gained from the university, the students said classroom management, communication skills, nursing school prerequisites, technical writing, and time management were important skills developed while at UAPB. The data also show that the students had to learn skills like writing lesson plans and some nursing skills while on the job.

The data show that 57.0% of respondents participated in at least one co-curricular activity. Students recommend the university have more activities in the areas of student involvement and leadership, as well as career services.

About 57.0% 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 show that the students were somewhat satisfied. Respondents indicated the most concern toward academic facilities on campus. The non-academics overall response data show that the students were satisfied but were most concerned about the living and dining facilities on campus.

Although the sample size is small, the data indicate that about one-third of graduates pursue a graduate degree within five years of completing their baccalaureate degree. Students wanted to learn more discipline-specific skills but were satisfied with the education they received. The data also show that Greek life is the highlight of our co-curricular programs and that it has an important influence on career trajectories and student's futures. Maybe there is a need for Greeks to do more on campus. The data also show that students are troubled by the state of dorms and dining areas.

Summary of longitudinal assessments

Average entry-level assessment scores improved through time. However, entry-level assessment scores have leveled off or begun to decline in the past five years. Average mid-level assessment scores are almost universally declining through time. Average exit-level assessment scores are improving through time. The university is moving toward a requirement that students score 70% on their senior assessment to graduate. The marked improvement in discipline-specific knowledge, skills, and competencies concurrent with a decline in general education accomplishments warrants attention.

Data for the last five years suggest entering freshman were less prepared for college. Mid-level assessments indicate student performance is marginal. Average scores in knowledge areas tested by the ETS Proficiency Profile have been below 50% and scores have been declining through time. The average performance during senior assessments is improving. As more academic units require seniors to score 70% or better on their senior assessment, average senior assessment scores continue to improve. Rising juniors are required 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 during 1920AY

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 Fall meeting of that organization on November 7, 2019. An associated workshop on HLC regional accreditation and revised criteria was conducted by Dr. Holly Smith, Vice-Chancellor of Academic Affairs at ASU-Newport. The annual HLC meeting in Chicago was canceled due to the Covid-19 Pandemic. Likewise, no Assessment personnel attended the summer Watermark conference.

Closing the Loop Training

On July 12, 2019, in the S.A. Haley Auditorium at the 1890 Extension Building, department chairs and co-curricular program directors were addressed by Mr. Chuck Maher (CEM Consulting). Mr. Maher was instrumental in the 2015 change to rubric-based, data-driven assessment at UAPB. Mr. Maher's workshop, entitled: "Assessment Data: Your building blocks to program improvement and closing the loop", was intended to help improve the way assessment data are reviewed, interpreted, and reported. Mr. Maher spoke on growing the culture of assessment on campus, how to report improvement, and things to consider when closing the loop. Thirty-two administrators, deans, directors, and chairs attended the half-day event.

According to an evaluation survey, department heads left the session with a better understanding of the assessment process and how to use their data to start conversations with their staff about ways to improve student learning. A 5-point Likert scale where 1 = strongly disagree and 5 = strongly agree was used to elicit impressions of the session based on positive statements such as "I have a better understanding of the concept of Closing the Loop" and "I now have specific things I will do with my faculty/staff to improve student learning outcomes in my unit." There were 26 respondents to the evaluation. Average responses ranged from 4.0 to 4.5. Responses to open-ended questions about the most worthwhile aspect of the session included "Discussing similar challenges in assessment within our school (among departments) and also unique aspects for each department" and "Gain strategies on how to close the loop to make improvements. Go beyond what is being asked. I like the concept of telling your story."

Roll out of Watermark Field Experience Module

On August 20, 2019, the Office of Assessment offered a 2-hour workshop on the Field Experience Module (FEM) for placement coordinators. This training was open to individuals from any academic unit with requirements for internships, student teaching, or other field experiences. Before the workshop, the Office of Assessment sent each unit the FEM Mentor and FEM Sites templates. These templates are Excel files with standardized fields, required for setting up the FEM each semester in LiveText. Placement Coordinators are individuals within each academic program responsible for providing the FEM Administrator with site data, mentor data (especially the mentor's email address), and the subject data. Placement coordinators are also responsible for assigning an intern to a site and a mentor at the beginning of the Field Experience. Placement coordinators are responsible for generating assessments taken by either the intern, the supervisor, the mentor, or any subset thereof. While the Office of Assessment takes responsibility for managing the FEM, placement coordinators and the academic units themselves are responsible for providing mentor and site data, via the FEM Mentor and FEM Sites templates, and for

generating assessments for various actors in the Field Experience. Programs represented at the FEM workshop included Gerontology, HPER, Multimedia Communications, Career Services, Regulatory Science, Human Science, Addiction Studies, Nursing, and Social Work.

Problem Solving Webinar Series

The Office of Assessment Sponsored a series of four Problem Solving Webinars. We contracted with Mr. Fred Nickols of Distance Consulting to work with the Office of Assessment and the UAPB campus. Mr. Nickols is the managing partner of Distance Consulting, Inc. and a former executive director of ETS. He has consulted with numerous businesses and universities. He is widely recognized as an authority on Problem Solving. Fred Nickols presented three webinars, one on Problem Solving Concepts, one on Problem Solving Cases, and one on various Problem Solving Models and Tools. A compendium of resources used to create these webinars is available at

http://www.uapb.edu/administration/academic_affairs/assessment/problem_solving_webinar.aspx

The Assessment Director conducted the fourth webinar on Teaching Problem Solving and Creating Assignments for Assessment of Problem Solving Skills. The Director provided four suggestions regarding how to incorporate Problem Solving into routine pedagogy, including case studies, project-based learning, challenge debates, and simulations. Three generic examples of Problem Solving assignments that could be used at different points during a semester were also provided. The webinars were recorded and have been made available for review at the Assessment website. The average attendance of each webinar was ~90 instructors.

Webinars were favorably received. Thirty-five individuals responded to a request to provide feedback via a 10-question survey available through the LiveText website. The percent of respondents that Agreed or Strongly Agreed with positively-stated impressions of the Webinars ranged from 71.4% to 82.4%. Examples of positively-stated impressions include “I understand the problem solving models presented in Webinar 3” and “I am better able to incorporate problem solving in my courses because of Webinar 4”. Two open-ended questions were included to allow respondents to identify the most useful and least useful parts of the Webinars. Comments regarding the most useful parts included statements such as “The examples in session 4 were more useful and easily understood” and “I really enjoyed the various Problem Solving Models, the 24 tools and the various approaches. Dr. Fred Nickels gave practical examples of the various models and Dr. Steve Lochmann applied how these models can be used in the classroom. I had an awesome experience and I look forward to applying these applications soon.” Comments regarding the least useful parts included statements such as “The examples discussed in the webinar are not the most relevant” and “I had a difficult time understanding how the initial models related to my academic discipline.” The UAPB will continue to assess Problem Solving during the 2021AY. We anticipate the information from the Webinar series becoming part of pedagogy across disciplines.

Future Assessment Activities

Assessment instruments for degree program student learning outcomes

The Office of Assessment must continue to work with departments to identify degree program learning outcomes for each degree within each department. We will need to identify assessment instruments analogous to the AAC&U VALUE rubrics for specific degree program learning outcomes. By doing so, we can extend the best practice of rubric-based assessments currently undertake for institutional and school-level SLOs to degree program SLOs.

Field experience module

The Office of Assessment has revised our contract with Watermark to include Field Experience Module (FEM). Training occurred during Fall 2019. We have not seen any program utilize the FEM to collect assessment data from an external supervisor at an internship site. We expect this to happen during the 2021AY.

More co-curricular programs doing assessment

The Office of Assessment is attempting to incorporate more co-curricular programs in the assessment and improvement process. This is an ongoing effort. The effort is hampered by churn within co-curricular programs. When a director leaves a co-curricular program, the need for assessment data collection is sometimes not communicated to the next director. This creates gaps in assessment data collection in some co-curricular programs.

Problem Solving Norming Event

The Office of Assessment is utilizing Mr. Fred Nickols as an expert evaluator of Problem Solving artifacts loaded into LiveText. We are planning to create the means to offer a Problem Solving Norming event. A Norming event usually proceeds by getting instructors together in groups of 6-8 around a table. Each instructor is presented with the assignment, the rubric, and the student's artifacts. We go through the following steps...

1. Read the rubric out loud to the entire room, including each level of accomplishment for each aspect (row) of the rubric. I usually ask questions to help instructors distinguish among the various levels of accomplishment for each aspect.
2. We give the instructors the assignment to read.
3. We give the instructors one of the artifacts and ask them to assess the artifact with the rubric by themselves.
4. We ask the instructors to go around the table and reveal their assessment.
5. We ask the table to reach a consensus of what the assessment should be by discussing why some instructors assessed higher or lower than others on each aspect.
6. We ask 2-3 tables to report the table's consensus of what the assessment should be.
7. Then we reveal what an expert's opinion of the artifact is.
8. Steps 3-7 are repeated for two more artifacts.

Research has shown, and we have found, that rubrics are applied more uniformly among instructors after a Norming event.

Lifelong Learning Webinar

The apparent success of the Problem Solving webinar series during spring 2020 indicates that instructors learn from such professional development opportunities. The more our instructors know about our institutional SLOs, the better they should be at helping students develop those skills. Hence, the Office of Assessment intends to consider offering a webinar or webinar series on Lifelong Learning during the 2021AY.

Computer-Based Administration of ETS Proficiency Profile

The pencil and paper administration of the ETS Proficiency Profile has been a challenge in the past. Despite our intentions, we were not able to submit the exams for scoring on time. We received scores after September 15, 2020 for the fall 2019 administration of the Proficiency Profile. To eliminate the possibility of exams not being scored promptly, we will be switching to a computer-based administration

of the ETS Proficiency Profile. During the fall 2020 term, the Assessment Office will be working with University College to allow students to register for and take the ETS Proficiency Profile by computer. The exam can be taken from any location using lock-down browser technology. Scores will be immediately available. Students who do not take the rising junior will have an academic hold put on their registration. Hence, they will have to take the exam to be cleared for registration.

Appendix 1

Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
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Agriculture	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Global Learning		
	Human Needs and the Global Environment		
	Agricultural Sciences B.S. SLO - Global agricultural production practices and processes (rubric)		
	Agricultural Engineering B.S. SLO -	New Program	N/A
	Regulatory Science B.S. SLO - Regulatory compliance associated with food, agricultural, industrial, health and environment safety (rubric)		
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies		
	Animal Science Discipline Specific Knowledge, Skills, and Competencies		
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies		
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies		
	Agricultural Engineering Discipline Specific Knowledge, Skills, and Competencies	New Program	N/A
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies		
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies		
Aquaculture and Fisheries	Problem Solving	<p>This is a new campus-level SLO begun during AY19-20. Undergraduate sample sizes in AQFI were too small (n=2) for meaningful interpretation, and none were collected from the FR level. At the graduate level, samples sizes were better (n=51), with mean scores (86 ± SD of 19) comparable to campus (85 ± 18, n=63).</p>	<p>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-level assessments are few because we have only one FR-level course (AQFI 1102). Excessive assessment of that individual course could be taxing to the instructor.</p>
	Teamwork	<p>This is a new campus-level SLO begun during AY19-20. Undergraduate sample sizes in AQFI were again too small (n=2) for meaningful interpretation, and none were collected from the FR level. At the graduate level, samples sizes were still low (n=5), though mean scores (88 ± 13) were comparable to campus (85 ± 10). However, half of the campus' assessment of the Teamwork SLO at the</p>	<p>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-level assessments are few because we have only one FR-level course (AQFI 1102). Given that a small department like AQFI is dominating the assessment of this SLO at the graduate level, the campus at large needs to get</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		graduate level appears to have occurred in AQFI.	more serious about assessment.
	Lifelong Learning	<p>This is a new campus-level SLO begun during AY19-20.</p> <p>Undergraduate sample sizes in AQFI were again too small (n=2) for meaningful interpretation, and none were done at the FR level. At the graduate level, samples sizes were larger (n=25), with mean scores (76 ± 25) comparable to campus (81 ± 20, n=50). Again, it appears half of the campus' assessment of the Lifelong Learning SLO at the graduate level occurred in AQFI.</p>	<p>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-level assessments are few because we have only one FR-level course (AQFI 1102). Given that a small department like AQFI is dominating the assessment of this SLO at the graduate level, the campus at large needs to get more serious about assessment.</p>
	Global Learning	<p>This is a continuing SAFHS-level SLO from AY18-19. This SLO was not well assessed in AQFI or SAFHS except at the SO-JR level in SAFHS during AY17-18 (probably 1-2 courses and 1-2 instructors). In addition, 15 of the 26 assessments done in SAFHS during AY18-19 also were done at the SO-JR level. During AY19-20, undergraduate sample sizes in AQFI were too</p>	<p>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. Given that a small department like AQFI represents nearly all the assessment of this SLO at the graduate level, SAFHS clearly needs to get more serious about graduate assessment.</p>

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		<p>low for meaningful interpretation (n was no more than 3). Unfortunately, these assessments represented most of those conducted in SAFHS during AY19-20, and all the ones done at the graduate level. Thus, no useful cross-comparison is possible.</p>	
		<p>This is a new campus-level SLO begun during AY19-20. Undergraduate sample sizes in AQFI were too small (n=2) for meaningful interpretation, and none were collected from the FR level. At the graduate level, sample sizes were better (n=51), with mean scores (86 ± SD of 19) comparable to campus (85 ± 18, n=63).</p>	<p>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-level assessments are few because we have only one FR-level course (AQFI 1102). Excessive assessment of that individual course could be taxing to the instructor.</p>
	<p>Human Needs and the Global Environment</p>	<p>This is a continuing SAFHS-level SLO from AY18-19. This SLO was not well assessed in AQFI during AY18-19. During AY19-20, undergraduate sample sizes in AQFI were still too low for meaningful interpretation (n was no more than 4). Unfortunately, like above, these assessments represented most of those conducted</p>	<p>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. Given that a small department like AQFI is dominating the assessment of this SLO at all levels, SAFHS needs to</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		in SAFHS during AY19-20, and all the ones done at the SO-JR level. Thus, no useful cross-comparison is possible.	get more serious about assessment.
Aquaculture and Fisheries Science B.S. SLO – Oral Communication (AAC&U rubric)		During AY18-19, scores in AQFI were lower than campus for all undergraduate classifications (no FR assessments were done in AQFI), though sample sizes were small in AQFI (n= 10 across two classifications) and differences with campus were only borderline significant. Scores were similar at the GR level (campus: 75 ± 15, AQFI: 74 ± 15), though scores were surprisingly lower in both groups. During AY19-20, undergraduate scores were very good (95 ± 5), but again, based on small sample sizes (n=8 across two classifications). Graduate scores (n=15) in AY19-20 did slightly improve (80 ± 18) over AY18-19 (74 ± 15).	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, and FR assessments aren't always available. In the future, it be good that faculty remember the purpose of assessment, which would likely adjust the score distributions across the different student classifications. Undergraduates assessing consistently higher than graduate students is an unlikely scenario, especially in oral communication.
Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies		Because only four exams have been taken in the last 3 years, long-term trends are more informative. Over the	To help students better prepare for future exams, the department planned to <u>prepare study guides</u> for all 7 tested subjects. However,

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>long-term, exam scores averaged 64% (n=84) from 1996-97 through 2019-20. Scores appear have been weakly trending upward for several years. Since the new 70% pass rate was adopted in 2012-13, only 38% of our seniors (10 of 26) have passed the exam. This compares to a 90% pass rate (52 of 58) between 1996-97 and 2011-12, when the passing score was only 50%. Score trends can sometimes be influenced by 1-2 aberrant scores (in either direction) from small sample sizes. However, exam subscores continue to indicate that seniors score lower in aquaculture and ichthyology, and higher in fisheries mgmt. and fisheries techniques. In AY19-20, however, scores in limnology and nutrition improved noticeably.</p>	<p>although faculty have had several years to complete these, they are still are not completed for all subjects. We will continue to push to get all study guides done. Regardless of sample sizes, there is only minimal interpretation possible for these test scores since students have only recently been required to pass the exam with a 70% (as of May 2020). In fact, the first senior required to pass (Juan Ramos) did in fact pass with a 72% this past spring. Our expectations are that when the 70% passing score becomes more ingrained, seniors will take the exam more seriously and prepare more diligently.</p>
Human Sciences	Problem Solving	The department assessment scores are low in the areas of evaluating outcomes and implementing solutions.	Faculty will adjust instruction to improve the lowest score, Evaluate Outcomes. Faculty will integrate more experiential learning/ practicum.

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Teamwork	The assessment results for the department are low in the following areas, facilitates other contributions and responds to conflict.	Faculty will continue to strengthen teamwork experiences by including facilitates others contributions into class assignments and allowing a safe place for courageous conversations that promotes brainstorming solutions to conflict.
	Lifelong Learning	The assessment results for the department are low in the following areas, reflection and independence.	Faculty will adjust instruction to improve the lowest score, reflection by integrating opportunities for students to have oral and written reflection time in and outside of the classroom and by allowing time for students to work independently.
	Global Learning	The assessment results for the department are low in perspective taking and understanding global systems yet higher than SAFHS results.	Faculty will continue to strengthen global learning experiences by seeking opportunities for professional development collaborating with the campus-based Office of International Programs and Studies and on global systems projects with other institutions of higher learning.
	Human Needs and the Global Environment	The assessment results for the departments are low in economic profitability, environmental stewardship and social responsibility.	Faculty will adjust instruction to increase student understanding in the areas of Economic Profitability, Environmental Stewardship, and Social Responsibility by integrating opportunities for

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
			experiential learning to support comprehension of course content.
	Human Sciences B.S. SLO - To explain how their major impacts the lives of individuals families and community	Students in HDFS understand the program outcomes. Assessment results are lower in the following areas: Families from Different Cultures and Family Financial Issues.	Faculty will engage in research informed practices and use different instructional strategies to enhance students learning. They will also conduct in-depth review of specific assignments. Faculty will enhance this goal by incorporating more experiential learning activities in their programs which will enable students to connect content areas in the real world
	Hospitality and Tourism Management B.S. SLO -	New Program	N/A
	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies	The student understands program outcomes (perfect score).	We will continue to strengthen program experiences by integrating experiential learning and internship opportunities
	Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies	Students understand program outcomes	We will continue to strengthen program experiences by updating the course syllabi and creating authentic assessments

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies	Students understand program outcomes	We will continue to strengthen program experiences by updating the course syllabi and creating authentic assessments
	Nutrition Discipline Specific Knowledge, Skills, and Competencies	The student understands program outcomes and making steady progress on learning.	We will continue to strengthen program experiences by updating the course syllabi and creating authentic assessments.
	Hospitality and Tourism Management Discipline Specific Knowledge, Skills, and Competencies	New Program, No student results	N/A
Art and Design	Problem Solving	Data from 2019-20 for the School of Arts and Science indicates higher overall mean scores for freshmen and graduate students than for soph/junior and seniors. Looking at each component of problem solving results, the lowest area was Evaluating Solutions. There were no results for A&D majors for 2019-20 even though art majors engage numerous problem-solving activities embedded in studio projects.	The A&D department will collect assessment data for art majors related to problem solving in the upcoming year. In particular our majors are expected to evaluate solutions during critiques so problem solving data from our majors may positively impact the overall school's results.
	Teamwork	See below	
	Lifelong Learning	Data from 2019-20 for the School of Arts and	A&D courses require students to engage

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		Science shows higher overall mean scores for freshmen and graduate students. These students both scored highest in reflection when components were reviewed. There were no lifelong learning results for A&D majors for 2019-20.	curiosity, initiative, and independence. Rubrics for art projects always include transfer of knowledge and skills as well as reflection (verbal and written) on process, knowledge, skills and completed product. We will make a concerted effort to collect assessment data for lifelong learning in the future and share results.
	Information Literacy	Data from 2019-20 for the School of Arts and Science includes lower overall mean scores for sophomores and juniors than for seniors and freshmen. This is a curious outcome, we thought students would score higher as they matriculate. The highest component was Uses Information Ethically. The lowest were Critically Evaluate Info and Uses Info Effectively. There were no results for A&D majors for 2019-20	A&D majors are often required to conduct research on specific artists (in relation to studio projects and art history). We intend to pay more attention to assessing the two lowest components (critically evaluate info and uses info effectively).
	Teamwork	Data from 2019-20 for the School of Arts and Science shows higher overall teamwork mean scores for seniors and graduate students than for freshmen and soph/junior. Looking at each component of teamwork results, the highest areas are: responds to conflict and fosters constructive climate. For A&D	Lower mean scores for A&D majors may be related to little teamwork opportunities within our courses. Few collaborative projects are required, almost all the art studio projects and written papers are completed independently. Occasionally, we will require a group presentation. We will include more opportunities

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>majors, the sample is so small results are not reliable. However, results for 3 students in the A&D department were lower than overall school results.</p>	<p>for teamwork in the upcoming academic year by having students create collaborative art projects in at least 2 courses. We will collect assessment data for these projects and submit to the university assessment.</p>
	<p>Art B.S. SLO - Use visual art elements and principles of design to create original works of art</p>	<p>Each studio class includes projects that require students to use art elements and principles to create original works of art. Overall, student grade increases during the 2019-20 academic year (when compared to the 2018-19 academic year) indicate improvement.</p>	<p>A&D faculty will continue to compare current student outcomes for each course in relation to the previous year.</p>
	<p>Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed to become a certified art teacher.</p>	<p>The Department of A&D had only 1 art education major in 2019-20 who completed teaching exams such as the Praxis I and II and the PLT. This student passed each test and will complete student teaching practicum in the upcoming fall semester, graduate in December fully certified.</p>	<p>The Department of A&D will maintain tutoring and mentoring opportunities for future art education majors to ensure they will also have positive results on required teaching exams.</p>
	<p>Art Discipline Specific Knowledge, Skills, and Competencies</p>	<p>Because of recalibration of curriculum, the Department of A&D has increased graduation rates over the past 2 years: 2017: 0 graduates 2018: 1 graduate 2019: 6 graduates</p>	<p>Courses will continue to be reviewed as needed to ensure students graduate within 4 years.</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		2020: 6 graduates	
Biology	Problem Solving	In the Fall semester, graduate students displayed a higher level of problem solving than any other classification. Freshmen displayed the 2 nd highest, then the seniors and sophomores/juniors, respectively. In the Spring semester, freshmen displayed the highest level of problem solving, followed by the sophomores/juniors and then the seniors.	Designing assignments that have real world issues and asking students to create solutions to them will increase students' problem solving skills to improve outcomes for this academic year.
	Teamwork	See below	
	Lifelong Learning	Freshmen demonstrated higher foundations and skills for lifelong learning than any other classification. Graduate students displayed the second highest, then seniors and sophomores/juniors, respectively.	While efforts will be made to improve all scores for every classification, initial efforts will begin with designing more lifelong learning activities for sophomores/juniors to reinforce the skills gained as freshmen.
	Information Literacy	In the Fall semester, freshmen students understood information literacy more than any other classification level. Seniors displayed the second highest level of information literacy and sophomores/juniors displayed the least. The	Creating more research assignments in which students also explain their findings will increase the students understanding of information literacy to improve outcomes for this academic year.

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		same is true for the Spring semester.	
	Teamwork		
	Biology B.S. SLO – Biological research	Not assessed	N/A
	Biology Discipline Specific Knowledge, Skills, and Competencies	With the exception of Cell Biology (mean score of 75, which is still passing), observable means are between 86 and 97 for all other subjects (Principles of Biol I, Principles of Biol II, General Zoology, General Botany, Genetics, Comparative Anatomy, Vertebrate Physiology, and Developmental Biology). Upon graduating with a Biology degree, students have not only retained 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.	Providing more detailed information for Cell Biology as well as creating assignments that increase the understanding of Cell Biology will be done to improve the outcome.
Chemistry and Physics	Problem Solving		

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	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs		
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of energy and matter		
	Chemistry Discipline Specific Knowledge, Skills, and Competencies		
	Physics Discipline Specific Knowledge, Skills, and Competencies		
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Forensics Discipline Specific Knowledge, Skills, and Competencies		
English, Humanities, and Foreign Languages	Problem Solving	There were problems in identifying strategies.	Faculty needs to assign more Problem-solving exercises.
	Teamwork	See below	
	Lifelong Learning	There were problems on the initiative aspect.	Projects need to be given so students can show their resourcefulness and creativity.
	Information Literacy		
	Teamwork	Students do not often contribute as team members.	Faculty needs to hold conferences to monitor the progress of the projects.
	English Literature/Liberal Arts B.A. SLO - Demonstrate student writing ability	Students seems not knowledgeable of MLA documentation in research papers. SLO-Senior Level Capstone Projects showed great improvements in student's writing ability.	Faculty needs to make sure that handbooks/online sites on MLA documentation is constantly reviewed. Conferences need to be held to make sure students are understanding MLA. SLO-To continually improve senior level writing by assigning longer-in-depth papers for consistency.
	English Discipline Specific Knowledge, Skills, and Competencies	Students need to revise and edit their papers.	There will be focus on revision and editing drafts.
	Theater Discipline Specific	N/A	

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Knowledge, Skills, and Competencies		
Industrial Technology	Problem Solving		
	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Industrial Technology B.S. SLO - Industrial safety management and practices		
	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies		
Math and Computer Science	Problem Solving		
	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		
	Teamwork		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Computer Science B.S. SLO -		
	Mathematics B.S. SLO -		
	Computer Science Discipline Specific Knowledge, Skills, and Competencies		
	Math Discipline Specific Knowledge, Skills, and Competencies		
Multimedia Communication	Problem Solving		
	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Mass Communication B.A Print SLO - Write clearly and correctly in forms and styles appropriate for the profession	The assessment shows that while some students scored well (above average) on some assignments, others scored average or below on assignments.	Faculty will put more emphasis on instruction in those areas where students did not do well. This type of learning should begin with the introductory classes and reinforced throughout the learning program.
	Mass Communication B.A. Broadcast SLO - Apply tools	Some students scored above the mean, while others scored well below the mean.	Students will benefit greatly by completing assignments that require them to spend more time in the learning

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	and technologies appropriate for the communication profession		laboratories. Faculty can enforce this by creating more assignments that are to be completed in these labs. Faculty will stress learning in areas where students need more instruction and encourage students to spend more time working with the technologies appropriate for the profession
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies		
Music	Problem Solving		
	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Music B.S. SLO - Ability to analyze provide music and express analysis theory/ orchestration / arranging or comparison		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies		
Nursing	Problem Solving		
	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Nursing B.S. SLO - Synthesize knowledge from nursing science, the liberal arts, and sciences as a basis for delivering safe and culturally sensitive nursing care		
	Nursing RN to BSN Track Discipline Specific Knowledge, Skills, and Competencies from Senior Project		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Nursing Generic Track NCLEX Predictor Scores		
Social and Behavioral Sciences – Addiction Studies	Problem Solving		
	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Addiction Studies Discipline Specific Knowledge, Skills, and Competencies		
Social and Behavioral Sciences	Problem Solving		
	Teamwork	See below	
	Lifelong Learning		
	Information Literacy		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Teamwork		
	Criminal Justice B.A. SLO - Theory	No assessments to report for 2019-20.	NA
	Psychology B.S. SLO - Methods	Lowest scores were among the skills of identifying and comparing different methodological approaches.	More effort will be made to highlight the different methodological approaches. Tutorials will be created specifically to compare and contrast different methodology for the same research question.
	Social Science B.A. SLO - Culture	Averages were lowest for the skills of explaining how sub/countercultures reflect diversity in society and comparing different perspectives on culture.	Improve the assessment instrument. There was confusion about how to assess "Culture". We now have a better understanding of how to create that assessment tool.
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies	The scores continue to improve from previous academic years.	To reach the optimal goal of 100% in each of the five core courses, C J faculty and students will continue to have intensive review of each course's content in CRJU 4325 Seminar in Criminal Justice – the preparatory course for the Senior Comprehensive Exam.
	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 on their first attempt. The trend of improving scores is encouraging but needs	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

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		to be more dramatic of an improvement However, what is not included in the assessment data is the scores of the second administration, which occurred after an "intervention". That data showed that 92.85% of students passed, suggesting the intervention was effective.	for credit, to ensure they have study aids in place.
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies	No one took the exam in Fall 2019.	NA
	Social Science History Discipline Specific Knowledge, Skills, and Competencies	No one took the exam in Fall 2019.	NA
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies	Scores down slightly for intro section (note the small sample sizes)	Create space to better prepare students for exam. Refreshers on information covered in Intro level courses would be helpful.
	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies	No one took the exam in Fall 2019. Scores from 2018-19 were on average lower than the previous year, most notably lower for the methods and social problems sections.	Majors now have the test bank to prepare for the exam. The test bank is distributed in the seminar course.
Social Work	Problem Solving		The problem solving assignment was completed but not submitted to

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			Livetext for assessment. Work with instructor to make sure the correct assignment is submitted into Livetext for assessment.
	Teamwork	See below	
	Lifelong Learning	Assignment not submitted. Adjunct faculty teaching class.	Assignment will be submitted once fulltime faculty returns.
	Information Literacy	Total of 39 students, 16-juniors and 23-seniors submitted two (2) assignments in response to Information Literacy. Of the 16, based on the highest capstone of 4, 9(56.25%) of students was able to determine the extent of information needed and access the needed information; 7 (43.75%) of students was able to evaluate information and its sources critically; and the lowest percentage, 8(50.00%) had difficulty accessing and using information ethically and legally. Of the 23 students, 15 (65.22%) was the highest response to determine the extent of information needed; secondly, 9(39.13%) was able to use information effectively to accomplish a specific purpose, 8(34.78%) was able to access the needed information;	During the semester, both classes were moved to full online and students were not prepared. The goal is to increase the percentage of students responding at the capstone of 4. This will be accomplished first, by making sure students understand what is required of them as noted in the course syllabus. The rubric will be discussed per item with students to gain knowledge of content required within each item. Students will critique and evaluate articles of interest prior to submission of assignments. Information will be shared concerning plagiarism and students will be required to submit assignments to Turnitin or another program for review prior to submission. The goal is for students to gain knowledge concerning plagiarism and its importance to students as lifelong learner. Students will also have the opportunity to meet with

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		7(30.43%) was able to evaluate information and its sources critically; and the lowest 6(26.09%) was able to access and use information ethically and legally.	instructors during Zoom meetings for lectures, share articles for discussion and evaluation, and ask questions for clarification. Individual meeting will also take place as needed. Students will also have access and assistance from library staff to pull appropriate articles for their papers.
	Teamwork		Assignment not submitted into Livetext for assessment. Make sure instructor work with students to submit assignment.
	Social Work B.S.W. SLO - Demonstrate ethical and professional behavior	Total of eight (8) freshman students submitted 2 assignments in response to the value rubric. Of the eight (8), based on the highest capstone of 4, only 1(100%) was able to respond to all items in the rubric category; the second highest response 6(85.71%) was to explanation of the specific issue; 3(42.86%) responded to evidence; selecting and using information to investigate a point of view or conclusion and implications and consequences; the lowest percentage to the highest capstone was 2(28.57%) and this was in response to influence of context and	The classes that were assessed included freshman who experienced writing and technology challenges with no direct contact with the instructor due to being online. Therefore, students did not gain a full understanding of case scenarios and other assignments. Despite this, the goal is to increase to the highest capstone which is 4. It is anticipated this semester, students will have the opportunity to engage more with the instructor to receive instructions, explanations, and ask questions to gain a better understanding of what is required in response to each item in the rubric. Examples will be provided of case scenarios during Zoom meetings. Students will also be able to have limited

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		assumptions, and student's position.	individual contact with the instructor for explanation about the assignments. This will provide the opportunity for them to ask questions and understand the significance of each item within the rubric. They will be able to effectively communicate a written response as requested in the assignment. Zoom meetings, didactic methods and other technology will be used to work with students as well.
	Social Work Discipline Specific Knowledge, Skills, and Competencies		
Accounting	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Critical Thinking		
	Ethical Reasoning		
	Accounting B.S. SLO -		
	Accounting Discipline Specific Knowledge, Skills, and Competencies		
Business Administration	Problem Solving		

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Teamwork		
	Lifelong Learning		
	Critical Thinking		
	Ethical Reasoning		
	Business Administration B.S. SLO -		
	Business Admin Discipline Specific Knowledge, Skills, and Competencies		
Curriculum and Instruction	Problem Solving	The data showed that there was only one C and I freshman who was assessed in the area of Problem Solving compared to 20 in the overall School of Education. The student scored the highest in Defining the Problem, Identifying the Strategies, Evaluating the Outcomes (3.9) and scored the lowest in Evaluating Solutions and Implementing Solutions (2.9). It is believed that the instructor who administered this assessment had only one freshman in the course, and the student's overall mean percentage was 91.66.	To get a better picture of our student's knowledge, a faculty suggested that Problem Solving should be introduced in a 1000 or 2000 level course in each of the SOE programs. A specific class will be identified, and the components of PS will be taught. Then a class at each of the levels will take some instructional time to build on a component of PS through scenarios, and discussions. As the students matriculate through their program, they become more knowledgeable and confident in the Problem Solving language. By the time the students become seniors, they are aware of the components of PS.

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>The sophomore/juniors (3.24) and seniors (3.07) all seem to score well on Defining the Problem (3.11). However, the sophomore/juniors lowest score was Identify Strategies (2.85). The senior PS scores ranged from 3.24 with Defining the Problem being the highest score and Evaluate Solutions and Implement Solutions being the lowest scores (3.04). The sophomores/juniors and seniors in C and I revealed a better understanding in each of the PS components compared to the School of Education (SOE). The sophomore/juniors overall performance was 73.76 compared to the SOE 70.82% and the seniors overall performance was 78.32% compared to the SOE 72.22%.</p>	
	Teamwork	<p>During the academic year 19/20, three freshmen were assessed on Teamwork. The three students seemed to have the same level of knowledge on all five areas of Teamwork (2.99). The</p>	<p>A Teamwork assignment will be placed in a 2000 and 3000 level course. The instructors will clearly explain the components of Teamwork, so the students fully understand each area when assigned a group project to complete. Examples of the component</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
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		<p>sophomore/juniors scored the highest on the area of Contributes to Team (3.06) and on the lowest in the area of Contributes to Outside Meetings (2.86). C and I seniors overall performance was highest on the overall components of Teamwork with a mean percentage of 80.38 and SOE with 88.62.</p> <p>The SOE scored slightly higher in Teamwork (mean Percentage 88.62) compared to the graduate students whose mean score was 86.20.</p> <p>The SOE' students responded higher in the areas of Contributes to Team (3.53) and Facilitates Others Contributions (3.59) compared to the graduate students who scored 3.39 in Contributes to Team and 3.18 Facilitates Others Contributions</p> <p>Many of the graduate students are nontraditional students and work full time jobs. Perhaps, their time do not equal to the time needed to actively participate in teamwork.</p>	<p>“Contributes to Outside Meetings” will be particularly stressed for better understanding of assignment expectation. Faculty in other courses will reinforce students’ understanding of the components of Teamwork as they assign students to work as partners or in groups to assignments.</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Lifelong Learning	<p>During the academic year 2019/2020, data from the freshman students' assessment ranged from 3.43 (Initiative) to 3.74 (Curiosity and Reflection). Their overall mean performance on the assessment was 89.37. 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, Independence was low among the lowest score on the assessment which was a 3.37.</p> <p>The sophomore/juniors assessment results ranged from 2.63 (Reflection) being the lowest and 2.90 (Curiosity) being the highest. During the 18/19 school year, the seniors' assessment results were the lowest compared to the freshman, sophomore/junior classes. The seniors' assessment results ranged from 2.56 (Reflection) to 2.76 (Initiative). This year-19/20- the senior</p>	<p>Ongoing-Lifelong Learning is a continuous process. In order to strengthen students' Foundation of Lifelong Learning (FOLL), the faculty will continue to do the following:</p> <ul style="list-style-type: none"> • 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 development activities where they are required to submit reflective comments applying what they

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>assessments are the highest among the sophomore/juniors. The senior results range from 2.97 (Independence) to 3.17 (Curiosity).</p> <p>During the 18/19 school year, the graduates assessment results ranged from 2.6 (Reflection) to 3.1 (Independence). This academic year 19/20, the graduate students' performance increased, and the percentage mean results was highest (85.96%) among all students.</p> <p>The instructors in the course will continue to provide students' opportunities through course instruction, group/individual assignments, and/or discussions that enhance students' knowledge, skills, and abilities as they mature and reflect on what role lifelong learning plays in their professional development and life.</p>	<p>learned to enhance their FOLL.</p>
	<p>Intercultural Knowledge</p>	<p>During the 19/20 academic year, one freshman student in C and I and overall SOE was assessed in the area of Intercultural</p>	<p>Each of the IKC areas can become a topic of discussion in every classroom as the instructor teaches his/her content area. The IKC rubric will be</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>Knowledge and Competence. The student scored the lowest (1.99) in the area of Cultural Self-Awareness and 2.99 in the remaining areas on the assessment: Worldview Frameworks (3.11), Empathy (3.2), Verbal Nonverbal Communication (3.30), Curiosity, and Openness. The sophomore/juniors results ranged from 2.92 (Cultural Self Awareness) to 3.23 (Empathy). Seniors in the class assessment results ranged from 3.27 in Cultural Self Awareness and Openness to 2.90 in Verbal Nonverbal Communication.</p> <p>The IKC assessment over the past few years has been implemented in the cultural diversity course. This course has focused on topics where students research, examine, write, and discuss their intercultural knowledge and position as they prepare to work with a diverse group of children and parents in school settings. The overall mean percentage had a very slim</p>	<p>provided to all the faculty, and the faculty will be asked to incorporate an IKC component in their course lectures and/or an assignment to strengthen their students' ability to write and/or articulate their thoughts during topic or class discussions. The following suggestions should continue Son how faculty can engage students to improve their confidence and knowledge on the IKC and in life.</p> <ul style="list-style-type: none"> • 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 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

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>difference between the sophomore/juniors (78.521%) and the seniors (78.026%).</p> <p>Across the grade levels, the students were assessed from a low 1.9 (Cultural-self-awareness) and a high 3.2 on a 3.99 scale. As you compared the results, the sophomore/juniors appeared to lack experiences expressing their own cultural rules and biases, how their biases shape the rules, and how they recognize and respond to their own cultural biases compared to the seniors. The seniors tended to be stronger in this aspect of the assessment 3.27 vs sophomore/juniors 2.97). Just verbally opposite the sophomore/juniors tended to be more in tune to communicating verbally and nonverbally the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings)</p> <p>The graduate students overall assessment was lowest of all (66.66%).</p>	<p>well as another cultural group(s).</p> <ul style="list-style-type: none"> engage students in verbal/written and topics on social justice

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>Each individual component was low compared to freshman, sophomore/juniors, and seniors. Many of the graduate students are nontraditional and are working on their Master of Art of Teaching. Their results demonstrated a lack of experience and confidence in their intercultural knowledge. More emphasis in the graduate course should focus on diversity/social justice topics where students are able to critically think, write and/ or verbally express their position.</p>	
	<p>Lifelong Learning</p>	<p>During the academic year 2019/2020, data from the freshman students' assessment ranged from 3.43 (Initiative) to 3.74 (Curiosity and Reflection). Their overall mean performance on the assessment was 89.37. 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, Independence was low among the</p>	<p>Ongoing-Lifelong Learning is a continuous process. In order to strengthen students' Foundation of Lifelong Learning (FOLL), the faculty will continue to do the following:</p> <ul style="list-style-type: none"> • 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

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>lowest score on the assessment which was a 3.37.</p> <p>The sophomore/juniors assessment results ranged from 2.63 (Reflection) being the lowest and 2.90 (Curiosity) being the highest. During the 18/19 school year, the seniors' assessment results were the lowest compared to the freshman, sophomore/junior classes. The seniors' assessment results ranged from 2.56 (Reflection) to 2.76 (Initiative). This year-19/20- the senior assessments are the highest among the sophomore/juniors. The senior results range from 2.97 (Independence) to 3.17 (Curiosity).</p> <p>During the 18/19 school year, the graduates assessment results ranged from 2.6 (Reflection) to 3.1 (Independence). This academic year 19/20, the graduate students' performance increased, and the percentage mean results was highest (85.96%) among all students.</p>	<p>(FOLL) rubric to gain a clearer understanding of criteria being assessed.</p> <ul style="list-style-type: none"> • 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 development activities where they are required to submit reflective comments applying what they learned to enhance their FOLL.

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>The instructors in the course will continue to provide students' opportunities through course instruction, group/individual assignments, and/or discussions that enhance students' knowledge, skills, and abilities as they mature and reflect on what role lifelong learning plays in their professional development and life.</p>	
	<p>Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning</p>	<p>Students in the Education Preparation Program are required to complete 10-15 hours of field experience in a school setting. Students enrolled in the lower level courses (1000-2000) are required ten hours and students in the upper level courses (2000-3000) are required to complete 15 hours.</p> <p>During the field experience, the students respond to questions that are based on some of the content they cover in their courses. Three upper level courses were selected to determine the degree in which students were able to process and apply/observe in a school setting some of</p>	<p>Students will be placed in groups for more practice in discussing the scenarios that address the learner and learning.</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
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		<p>the materials they had studied in their course work (EDUC 3306, EDUC 3366, and EDUC 3309). A rubric was used to assess the students' work. The first four questions of the field experience assignment addressed InTASC Standards 1-3, the Learner and Learning.</p> <p>Data from the level 2 courses indicated that students were able to recognize/predict the demographics and characteristics of the children and talk about their child development stages observed. However, the students were not able to clearly speak to their understanding of diversity and cultural responsiveness in teaching. This rating's mean score varied between 2.12 to 2.5 below the Proficient level of a 3.0 on the rubric, and between unsatisfactory to basic on a 4 point scale rubric, the percentages ranged from 44% to 75%.</p>	<p>According to CAEP, all teacher preparation courses should integrate diversity and technology throughout the programs. More teacher discussions and identifying some videos enhance students' background cultural and responsiveness teaching.</p>
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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
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		<p>During the spring 2019 semester, data was collected on nine of our student teachers who were evaluated by their cooperating teachers during the spring 2019 semester. The Teacher Excellence Support System instrument was used by the cooperating teachers to evaluate the student teachers. The cooperating teachers' individual evaluation of their student teachers' scores ranged from 63% to 100%. The overall average of the student teachers' evaluations was 89.25. The first four areas of the teacher evaluation instrument addressed the Learner and Learning. The results from the evaluations indicated that our student teachers at the beginning of their clinical experience had a basic understanding in planning and preparing lessons but lacked awareness of how students' learn, their background, and special needs. As the students progressed through their experiences, their evaluation moved from basic (level 2 on the rubric) to proficient (level 3 on the rubric), and by the end of</p>	<p>Several of the Methods (Science, Social Studies, Reading) classes are incorporating lesson plans so that students gain practice in developing plans that are more inclusive and recognizes all learners especially children with special needs.</p>
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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		student teaching exemplary.	
	Rehabilitation Services B.S. SLO - Culture diversity, legal, & ethical issues	<p>The students are learning and doing well with understanding about diversity, legal, ethical issues through discussion, written and exam assessments. Written assignments are designed with diversity, legal and ethical issues intertwined for increased competency. The students are learning and doing well with understanding about diversity, legal, ethical issues through discussion, written and exam assessments. Written assignments are designed with diversity, legal and ethical issues intertwined for increased competency. Over 70% of the students taking courses where the areas culture diversity, legal, and ethical issues meet success in their classes.</p>	<p>The assessment study guide has greatly addressed and assisted with students' outcomes in the Practicum and overall knowledge and understanding of the course work. The assessments in the courses utilize textbook knowledge with practical competency/understanding. The assessments increase competency within the counseling field and understanding of the role of rehabilitation professional. The instructor(s) will continue to collaborate with partners to assist with practical competency to further address students' understanding of current field of vocational rehabilitation. Additionally, faculty will continue to review assessment score ranges and feedback to see where improvements are needed.</p>
	Praxis II Content and Principles of Learning and Teaching	The data for the academic year 18/19 showed that various Praxis exams were taken up to a minimum of 24 times by students	The Department of Curriculum and Instruction continues to plan activities and interventions to support students' success on the Praxis exams. The

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>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. The praxis Core has been replaced by the ACT-Reading (20 or better), Math (20 or better), and Writing (7 or better).</p> <p>The data for academic year 19/20 showed fewer students taking the tests. This is due to the pandemic that was shut down from March through July. No students were able to take any of their tests even though some had already registered. The data from this chart perhaps depicts the tests taken during the fall 2019 semester.</p> <p>Three different assessments were taken at least 13 times. In previous data like this one, the data does not disaggregate further to show the department the names of the students and their graduation</p>	<p>department has invested in several resources for the Learning Plus Lab.</p> <ul style="list-style-type: none"> • IXL • Study.com • ACT online links • Praxis Interactive exams <p>Interim Dean wrote grant to hire visiting chair to work with students in passing the Praxis exams</p> <ul style="list-style-type: none"> • 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 (Psychology of Learning and Teaching and Methods of teaching Science). <ul style="list-style-type: none"> • Instructors use ETS Study Guide in the content areas and review with students. <ul style="list-style-type: none"> • Public school teachers and peers have conducted evening tutoring in math, science, social studies, reading, and the PLT were conducted for undergraduate and graduate students <ul style="list-style-type: none"> • The LPL Coordinator/instructor works one on one with undergraduates and graduates in LPL in preparing them for the Praxis exams.

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>status. This data can help to a degree in assisting the department work with those 13 or students in practicing on future tests. The areas were Elementary math subtests, the Principles of Learning and Teaching (7-12), and Social Studies: Content and Interpretation.</p> <p>As with the 17/18 , 18/19, and 19/20 data showed that there are students taking the tests but not which students are taking the tests and passing/failing it. Because the graduation rate is below 20 students, oftentimes the department can identify in the numbers what students have taken the tests and passed them due to graduation. For example, during the academic semester 2019, there were two secondary students who graduated in social studies, but the data showed a count of 13 times the test had been taken. The two graduates counting did not take the test a total of 13 times. The same thing can be said for the Principles of Learning and Teaching (7-12).</p> <p>Again when reviewing the Praxis data, faculty indicated that it would</p>	<ul style="list-style-type: none"> • Course syllabi require students to spent hours for credit in LPL fall 2019 • Point system provided to students who take the take and/or pass it • Several faculty members require students to spend a number of hours in the LPL and/or working in Study.com and IXL. • Faculty members work one on one with students in content areas • Video clips aligned to course content (Khan Academy, YouTube) are also put together to help students with Praxis content to work on during summer • Faculty course syllabi have several links to support students' preparation for the test.

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>be helpful if they knew what groups 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.</p>	
	<p>Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies</p>	<p>What did the assessment data show?</p> <p>During the 19/20 academic year, seven students were enrolled in the Rehabilitation Services Program Practicum. It should be noted that during the spring 2020 semester, the University waived the exams for graduating seniors, thus these students were excused from taking the exam. The data that is being discussed in this report describes the performance of students completing the Rehabilitation Services Program, December 2019 and who took the senior comprehensive exam.</p> <p>Based on the data being reported, the students’</p>	<p>For the past two academic years, the senior exam has been revisited by the faculty and administration to discuss how to improve the students’ outcomes on the Senior Comprehensive Examination. As a result, a study guide was created and provided to the students at the beginning of the fall 2019 semester so that the students could begin studying for the exam. The study guide did contribute to students’ improved performance on the exam fall 2019.</p> <p>The students’ Client Assessment score improved fall 2019. The faculty across content areas will continue to strengthen their syllabi to address assessment in lectures, using case studies, and hands on examinations of</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>mean scores on Rehabilitation Comprehensive senior exam ranged from 52.38 (Ethics) to 96.83 (Client Helper Relations). The students' showed growth in their overall performance 19/20 (73.64) compared to the academic year 18/19 (49.65). In 19/20, the students' performance almost doubled from 96.83 in the area of Client Helper Relation compared to 48.72 during the academic year 18/19.</p> <p>Students for three years (15/16-17/18) tended to score the lowest on the core principle Client Assessment. Even though CA was the lowest of all the principles for three years, they did show improvement in their performance each of the years (from 28.57 to 52.27). However in 18/19, there was a drop in students' performance (43.01), but in 19/20 the students/ performance increased to 58.44.</p> <p>In 19/20, the students scored the lowest on the core principle Ethics (52.38) compared to 18/19 (47.86). Also the 19/20 data showed that</p>	<p>various kinds of assessments to improve the areas of CA. Some of the following assessments/inventories will continue to be discussed in the assessment course: College Readiness Survey, Career Explorer (matching students to careers), Myers-Brigg Type Indicator (personality inventory). The students will complete a vocational assessment report demonstrating their understanding and ability to assess a client's functional limitations</p> <p>There were concerns about the core principle Ethics. Several faculty members and interim dean reviewed the exam to determine the exam needs in addressing Ethics and other core areas. The review indicated that all the core principles were covered well in the exam. However, faculty across content areas will spend more engaging students in discussions and scenarios to strengthen their understanding of how ethics is valued in the RSP.</p>

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<p>the students' mean score was low in Client Assessment (58.44). All other core principles' mean scores ranged from 73.81 (Terminology _General Knowledge), 81.43 (General Practice), and 96.83 (Client _ Helper _Relation).</p> <p>Based on the 19/20 assessment report, students' overall performance on the Comprehensive Senior Exam improved - 73.64% compared to 49.65% academic year 18/19. It can be said that the study guide provided to the students at the beginning of the fall 19semester contributed to the students' gain on the exam.</p>	
Health, Physical Education & Recreation	Problem Solving	Similar results. One chart – Freshman had highest and then moved to Sophomore/Junior, next. Seniors had lowest.	Department needs to work on Problem Solving skills for the majors.
	Teamwork	This progressed from Freshman to Soph/Junior to Senior with the highest. Graduates were similar to the Senior in scores.	Department will continue to work on the Teamwork within the program.
	Lifelong Learning	See below	

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
	Intercultural Knowledge	Similar results for 18/19 and 19/20 academic years for Soph/Junior and Senior. No results in 18/19 year for freshman and graduate.	Continue to develop Intercultural Knowledge of students.
	Lifelong Learning	Improvements were made in the Senior classification. Freshman had highest scores drastic dip for Soph/Junior with a good rebound for Senior. Similar results for Graduate to Seniors.	Department will work on the creating Lifelong Learners in the program.
	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals	<p>Recreation/Wellness option.</p> <ul style="list-style-type: none"> • Department Comprehensive Exam was down from prior year to 84.44 from 90.97. • Standard deviation for Comprehensive Exam was up to 7.70 from 6.97. • Areas to investigate Content materials and Planning & Instruction were down over 6 points. All areas were down some. • Comprehensive Exam demonstrated that the students learned and had passed it with over 70%. 	The department has made an alignment chart of knowledge that should take place within the courses. It was to begin with Spring 20 the new alignment. The department plans on reviewing the comprehensive exam to determine if we need to revise the materials and alignment.

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Department/Unit	Student Learning Outcome	What did the assessment show?	What will be done to improve the outcome?
		<ul style="list-style-type: none"> The need to align key assessments to go throughout the program. Department looked at and developed a standard assessment to measure across the program with the Problem Solving, Written Communication, and Oral Communication rubrics for a set standard. 	
	HPER Discipline Specific Knowledge, Skills, and Competencies	Will need to work on Health and Physical Education content materials. Will use study.com materials.	Will work on the content knowledge of the majors.
	Principles of Learning and Teaching	Will work on the development for teachers. Will use Study.com materials.	Will work with Curriculum and Instruction Department on improving the scores.
University College – General Studies	General Studies Discipline Specific Knowledge, Skills, and Competencies		

Appendix 2

Co-Curricular Area or Program	What should students gain from your service or program?	What did the assessment show?	What will be done to improve the outcome?
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Academic Skills and Developmental Services	Students will show improvement in their reading comprehension and vocabulary skills.	Statistical analysis of pre-test and post-test Accuplacer reading comprehension scores indicated statistically significant improvement.	Although there were statistically significant results, most students did not meet the targeted reading comprehension cut score. We will order a new textbook, develop new assignments, and increase our outreach to students.
UAPB Quality Initiative “African-American Male Student Persistence Initiative: Leadership Development”	Students will gain "leadership abilities and positive self-concepts."	<p>The six-year graduation rate of 31.6% for the initial 2014 cohort continues to show improvement. This rate is 7.6 percentage points higher than the fall 2013 baseline group who experienced a sixth-year graduation rate of 24%. This sixth-year graduation rate for the initial 2014 MOC cohort is a 32% increase when compared to the 2013 baseline group.</p> <p>The fifth-year graduation rate for the fall 2015 MOC cohort is 26.0%. Compared to the initial 2014 cohort fifth-year rate of 28.6%, the 2015 cohort experienced a decline of 2.6 percentage points but is 4.0 percentage points higher than the 2013 baseline cohort.</p> <p>Retention rates have improved for MOC and are: 59% for the 2013 baseline cohort; 65% for cohorts 2014 and 2015; 70% for cohort 2016; 65% for cohort 2017;</p>	<p>(1) Seek to provide additional professional and peer mentors to freshmen and sophomore students.</p> <p>(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.</p> <p>(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.</p>

Appendix 2

Co-Curricular Area or Program	What should students gain from your service or program?	What did the assessment show?	What will be done to improve the outcome?
		and for the fall 2018 cohort who persisted to fall 2019 the retention rate is 67%.	
Trio Student Support Services	Participants will gain the academic performance level required to stay in good academic standing at the University, helping the maintain scholarships and graduate in a timely manner.	At least 65% of participants gained the performance level required to stay in good academic standing at the University; thereby, creating visible scholastic guidelines to pursue additional studies.	Students will be provided additional tutoring and guidance with courses during the semester. Students who display additional assistance will be provided with coaching services that require continual monitoring and frequent updates from instructors.
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.	Forty four students graduated from the Honors Program during AY 19-20. Due to the Covid 19 pandemic, our senior activities were altered, so we did not get our usual responses to the exit survey. Of the 44 graduates, we received 20 responses. 19 students are gainfully employed or enrolled in graduate or professional school. 1 student is seeking employment. Unfortunately, we have been unable to retrieve updates from the 24 students. Of the students who replied, 95% are successful upon matriculation, and due to the absence of data for the other students, the figures presented will serve as a population sample.	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, we will encourage our graduates to enroll an Honors Program Alumni Remind text group before they leave so they are better accessible for updates.

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Co-Curricular Area or Program	What should students gain from your service or program?	What did the assessment show?	What will be done to improve the outcome?
<p>Military Science 1. Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.</p>	<p>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 the program.</p> <p>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.</p> <p>Cadets will develop their critical thinking</p>	<p>Cadets are continuing to perform to standard. For summer 2019, 90% of our Sophomores completed Basic Camp and 90% 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.</p> <p>All eligible Junior and Senior cadets are currently attending or completing the Basic and Advanced Camp for 2019.</p> <p>Of the freshman and sophomore cadets that participated in military science labs, 100% improved in their confidence in their critical thinking skills.</p> <p>According to cadre/staff comments and evaluations, 60% of all cadets require improvement in communication, physical fitness, and confidence.</p>	<p>Military science labs and classes for AY20/21 will continue to focus on critical thinking and technical and tactical knowledge in order to increase confidence.</p> <p>Due to COVID-19 we were not able to execute either Basic or Advance Camp during the summer as usual. Both camps will be executed during the Fall 20’ semester.</p>

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Co-Curricular Area or Program	What should students gain from your service or program?	What did the assessment show?	What will be done to improve the outcome?
	<p>skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.</p>		
<p>Military Science 2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.</p>	<p>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.</p> <p>Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.</p>	<p>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.</p> <p>Non-contracted cadets where not evaluated; however, cadets that participated for two or more PT sessions a week on average reported an increase in overall health and fitness.</p> <p>Attendance for physical fitness training was low but trending upwards prior to COVID-19.</p>	<p>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.</p> <p>Increase attendance by changing attendance requirements and restructuring the fitness program.</p>
<p>Watson Memorial Library</p>	<p>Students will gain an understanding of research resources available in through the Watson Memorial Library</p>	<p>The majority of college students surveyed were freshman with prior library instruction (Q2). The analysis in this assessment shows 67% of college students answered content specific questions correctly (Q4, Q5, Q6, Q08, Q11, Q12, Q13) and 50 % responded</p>	<p><i>The Library has increased student success</i> through extensive hands-on information literacy instruction. Students who utilize the Library for educational purposes such as information literacy instruction sessions, online database access, and interlibrary loan research states "students who use</p>

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		<p>correctly to finding a good topic, what is the most efficient source for locating related articles (Q07). The evaluation illustrated how many hours a student spent conducting research at onsite or access digitally (Q3). 50% answered 1-4 hours, 5-10 27%, 5 % 11-20 or more than 20 3%. 88% of the college student answered correctly content question what is plagiarism (Q6). 90% of college student responded positively as regards to what area of the Library’s website provides a list of databases (Q10). 66% of college students acknowledged if a book or article is not available in the library how they can receive a copy (Q9).</p>	<p>resources in the library are proven to better grades than those who do not use resources in library are proven to have better grades than those who do not use library resources” (acrl.org). The Library has added innovative solutions to improving student success for more <i>collaborative educational programs and services involving teamwork, problem-solving, and life-long learning skills to enhance student learning.</i> The Library has implemented a virtual information literacy session for self-pace online instruction, interactive smart board video conference system, Study.com, and Grammarly.</p>
<p>Viralene J. Coleman Computerized Writing Center</p>	<p>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.</p>	<p>Approximately 1362 students contacted received tutoring or attended a workshop provided by a writing center staff member or tutor during the academic school year. Of the students that attended a workshop or tutoring session contacted: 41 graduating seniors attended an English Proficiency Workshop or a one-on-one tutoring session. All forty-one graduating</p>	<p>Approximately 1362 students contacted received tutoring or attended a workshop provided by a writing center staff member or tutor during the academic school year. Of the students that attended a workshop or tutoring session contacted: 41 graduating seniors attended an English Proficiency Workshop or a one-on-one tutoring session. All forty-one graduating seniors successfully passed the examination. 745 students received one-on-</p>

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		<p>seniors successfully passed the examination. 745 students received one-on-one tutoring or attended a Thank You Letter Workshop. All seven-hundred and forty-five thank you letters were edited, critiqued and approved by a writing center staff member. 596 students received tutoring through walk-in, email (virtual), or scheduled tutoring sessions. Those students were seeking assistance with various assignments or writing projects. Approximately 85% of those students contacted received passing grades on their assignments. The writing center also assisted students with internship applications, graduate school admission letters, personal statements, and scholarship applications. Approximately, 90% of those students assisted received financial assistance, admission into graduate school, or the internship consideration they were seeking.</p>	<p>one tutoring or attended a Thank You Letter Workshop. All seven-hundred and forty-five thank you letters were edited, critiqued and approved by a writing center staff member. 596 students received tutoring through walk-in, email (virtual), or scheduled tutoring sessions. Those students were seeking assistance with various assignments or writing projects. Approximately 85% of those students contacted received passing grades on their assignments. The writing center also assisted students with internship applications, graduate school admission letters, personal statements, and scholarship applications. Approximately, 90% of those students assisted received financial assistance, admission into graduate school, or the internship consideration they were seeking.</p>
Band			
Choir			
Office of International	Students will	Outcomes were achieved with respect to	As we increasingly engage more faculty and staff in

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<p>Programs and Studies:</p> <p>Education Abroad (19/20): China; London, UK; Guatemala, South Africa, Brazil</p>	<p>1) develop competency in one or more of the three areas:</p> <p>a) knowledge and understanding of a thematic topic related to their major/program of study;</p> <p>b) improved fluency in a foreign language; and/or</p> <p>c) practical application of knowledge and skills related to their major/program of study;</p> <p>2) learn how to be flexible and adaptable in a foreign culture; and</p> <p>3) become partners with OIPS in promoting education abroad at UAPB.</p>	<p>all programs. With respect to all programs, student participants demonstrated a high level of flexibility and adaptability in the context of those conditions typically associated with developing countries.</p> <p>New Knowledge Gained Examples of feedback from students included the following: cultural competency, Guatemalan history, culture, social/political dynamics, enhanced understanding of oneself, music/dance traditions, history of apartheid, awareness of African culture, key cities in South Africa, healthcare system in London, English culture, Chinese culture, key cities in China, migration and mobility trends in Brazil, refugee and asylum status and issues.</p> <p>Language Competency Gained Students in Guatemala participated in an intensive Spanish language program. Students who traveled to South Africa were introduced to the Zulu language at an elementary level.</p>	<p>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. Last year we made it possible for two faculty to attend faculty development programs in France and Guatemala. We are also developing a collaboration with EF College Study Tours and, beginning with the fall 2020 semester, will introduce a formal approval process for faculty who wish to organize study abroad programs.</p>

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		<p>Practical Application of Knowledge/Skills Gained Examples included the following: Aztec/Mayan farming techniques, Guatemalan cooking techniques, traditional African dance, craftmaking, transportation modalities in foreign countries, etc.</p> <p>Flexibility/Adaptability in a Foreign Culture Students talked about how their experience abroad was humbling, enabled them to appreciate life in the United States as well as the countries they visited, that the places they visited were not as they expected, sometimes better and in other instances they gained a deeper appreciation of poverty and under-development. In one instance, a participant had to deal with a particularly difficult roommate, but they were able to adjust and adapt. Students talked about the need to be more aware of how they dress and managed certain cultural situations and learning the basics of navigating international travel, particularly in airports.</p> <p>Partners with OIPS in Promoting Education</p>	
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		<p>Abroad Education abroad alumni continue to play a key role in campus recruitment and outreach, particularly during International Education Month in November. Activities include volunteering at information tables in the campus union and participating in classroom/Freshman lab presentations. During the spring semester advisement sessions, education abroad alumni frequently attend and assist in the advisement process.</p>	
<p>Career Services</p>	<p>Students will understand the job search process and skills for obtaining a job.</p>	<p>Compared to 2019 survey there was a decrease in the percentage of students that understood the job search process</p>	<p>Offer virtual workshops on the job search process and how to utilize Handshake to create a strong profile and resume that will attract employers. Handshake is the #1-way college students find jobs, internships and Cooperative Education positions. Make a strong attempt to partner Basic Academic Services to offer virtual Resume Writing Workshops, Why Career Services and Job Search Process so we can help get students focused on the important of Career Services in their freshman year. When a student sign-up with career services, we will teach them how to use handshake and we will review their profile.</p>

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<p>Office of Student Involvement & Leadership</p>	<p>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. 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</p>	<p>The data are able to assist in providing an outline of our organizations data information (number registered, verify by class cohort-Fresh., Soph. Jun. Senior), analyze the different programs that participate. We are also able to receive feedback how the students can become better leaders in what they may need from our office, such as, professional leadership on campus, sponsored by our office.</p>	<p>More efforts will be shared in presenting communication to the students appropriately. If the students receive outside communication to be directed differently, our office will guide them to the source to seek further assistance.</p> <p>Due to the current pandemic and with respects to the "Social Distance Policy," we will continue to email all information shared to the appropriate individuals as identified within the RSO information packet.</p> <p>We will continue to provide quality programming to develop our student leaders and encourage students to be involved and engaged within the programs developed from our office.</p>

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	<p>body awareness, student programming, and fraternity/sorority life;</p> <p>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.</p>		
Student Counseling, Assessment, and Development			
Disability Services	Even playing field like students without Disabilities		
Veteran Affairs	Chapter Benefits from the government		
Residential Life	The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and		<ul style="list-style-type: none"> • Create a position and office space for a full-time live-in community director in the residence halls responsible for programming

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	<p>recreational activities provide health and wellness, awareness of global and local issues and concerns reviewed, information about student safety on campus and off-campus discussed, community projects performed, and individuals develop new skills, and a sense of community is fostered among all residents. Student leaders and the residential life staff are committed to strengthening the relationship and level of understanding among people by supporting them in their learning about the diversity that exists within the residence hall communities. The department encourages each person to see this as a lifelong learning process in which we continue to develop the skills and attitudes necessary to be positive and productive members of society. Developing these skills and attitudes involves a commitment to value human diversity. We, therefore, encourage</p>		<p>activities and overseeing the quality of life for the residents.</p> <ul style="list-style-type: none"> • The department of residential services will provide student surveys after each program to determine the impact the program had on student learning. • Provide increased training for residential life staff to increase title IX presentations within the residence halls. • Increase community-outreach programming in the Pine Bluff and Jefferson County area to provide engaging and active learning opportunities for students living in residence halls. • Increase drug and alcohol programming in the residence halls to educate student residents on the harmful effects and impact drug and alcohol can have on

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	<p>acceptance and appreciation of people regardless of race, gender, age, ethnicity, able-bodiedness, sexual orientation, socioeconomic status, or religious affiliation. While holding to the belief that society is strengthened by the acceptance of human diversity and the ideas that generate from that diversity, we encourage staff and students to reach out to each other and develop positive relationships.</p> <p>The residential life staff is there to assist student residents in the development of their academic, social, and personal growth while at the University. The primary goal of the residential life program is to provide residence halls with an atmosphere that is conducive to growth and learning in these areas.</p>		<p>derailing college students' success.</p> <ul style="list-style-type: none"> • Create space for staff, faculty, and students to have more round table discussions in the residence hall on current and global issues affecting college students and society.
<p>Student Health Services</p>	<p>Students will gain access to a range of reproductive health services.</p> <p>Students will be provided with</p>		

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	<p>information, services, and supplies for effective reproduction control to enable students to realize their own desires in regard to number and spacing of children and to ensure that education need not be interrupted or limited by an unwanted pregnancy.</p>		
<p>Fitness Center</p>	<p>Students will learn about regular fitness activity and nutrition. They will also learn how to develop muscular strength and improve cardiovascular health.</p>	<p>Research has shown that there are significant benefits to eating a nutritious diet and incorporating a regular exercise regimen into a student's life. It's important that students understand the advantages and consequences of what they put into their mouths, and how active and inactive plays a role in student success. Poor eating habits can make a student have a higher incidence of illness, lack of energy, or increased fatigue, which could lead to poor academic performance. Physical activity plays a key role in a student's ability to concentrate, remember and process information. Exercise also gives increased energy, stamina, and focus. Students who exercise have been shown to study more effectively,</p>	<p>We will engage the students more by implementing educational classes on Nutrition and Exercise. It is important that students learn how to eat well daily, and how to effectively incorporate regular exercise into their weekly schedules. Keeping on top of fitness and nutrition can help students maintain holistic wellness after graduation.</p>

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		score higher on test, and have an overall better academic performance than those who don't.	
<p>Title IX - Affirmative Action/Student Life</p>	<p>Student will gain an understanding of...</p> <ul style="list-style-type: none"> • Alcohol Awareness • Bystander Intervention • Drug Awareness • Sexual Violence Awareness (CampusSave) • Intimate Partner Violence <p>I. Title IX/Sexual Assault/Consent</p> <p>II. How to report these matters</p> <p>III. Resources Available</p> <p>IV. Continue to find creative ways to learn due to our new way of working & learning</p>	<p>Online educational training was conducted with SafeColleges</p> <p>Awareness was consistent in the aforementioned</p> <p>Reporting stayed consistent 1920AY</p>	<p>Partner with residential life and student leadership and involvement to developing social distancing programing that will address subject matters covered in on-line training</p> <ul style="list-style-type: none"> • Increase virtual/social distance informational sessions due to Covid-19, e.g. new student orientation, annual training with athlete department, orientation with summer programs, and training with student leaders • Intimate Partner Violence
<p>STEM Academy</p>	<p>STEM Academy students gain experience in comporment in the business/research environment through summer internships.</p>	<p>Students gained more knowledge hearing from their cohorts about the experiences and opportunities presented through summer internships.</p>	<p>More Guest Lecture Series presenters to explain to students the benefits of summer internships and co-ops. Announcement of opportunities through Acadly.</p>
<p>Student Success Center</p>	<p>After using our programs for a suitable amount of</p>	<p>Fall 2019: A total of 31 students attended the Enrollment</p>	<p>1. Improve the quality of the tutoring program through training and</p>

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	<p>time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.</p>	<p>Management, and Student Success sponsored tutoring in the Harrold living complex, Delta living complex, Math Lab, Student Success Center, Writing Center, and John B. Watson Memorial library. Students attended 72 tutoring sessions, attempted 435 credit hours, completed 407 credit hours, and a had a 93.6% course completion rate. Students tutored had an 83.3% pass rate with a grade C or above. The 31 students tutored ended the fall 2019 semester with an overall grade point average of 2.56.</p> <p>Spring 2020: A total of 21 students participated in the Enrollment Management and Student Success sponsored tutoring in the Harrold living complex, Delta living complex, Math Lab, Writing Center, Student Success Center and John B. Watson Memorial library. Students attended 40 tutoring sessions, attempted 290 credit hours, completed 262 credit hours, resulting in a 90.3% course completion rate. The students tutored had</p>	<p>evaluation of tutors including use of online media to conduct tutoring.</p> <ol style="list-style-type: none"> 2. Increase collaboration with instructors in courses where most students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Train faculty and staff to use AVISO Retention software to submit early alerts, to address student problems early in the semester; to engage students, to identify persistence and course risk factors and to increase the chances of success by providing proactive interventions. 5. Ensure program is fully funded to prevent service interruptions. <p>Improve the quality of SSC Tutoring and other programs through training and evaluation of tutors: a) Administer an annual student evaluation survey. b) Implement Peer Tutor training curriculum developed. c) Include an online tutoring module in the training curriculum.</p> <p>Increase collaboration with instructors: a) The Supplemental instruction program was launched in the spring 2020 but did not</p>

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		<p>an 85% course pass rate with a grade C or above. The 21 students tutored ended the spring 2020 semester with an overall grade point average of 3.19. The program was discontinued due to the impact of COVID 19.</p>	<p>have an online training component and was discontinued as a result of the impact of COVID 19. This component will be included in future trainings.</p> <p>Increase visibility to attract student participants earlier in the semester: a. Use several forms of media, tools and events to market tutoring program.</p> <p>Implement an early alert program. AVISO Retention was launched in November 2019. a) Develop a webinar styled training for faculty and staff using the university's LMS Blackboard to allow on-demand training and easy updates.</p> <p>Review budget for the tutoring program and identify diverse funding sources. a) The tutoring program was not fully funded in the fall 2019 semester and the program started late in the semester. The budget will be reviewed prior to program start to prevent future interruptions.</p>
<p>LIONS Program (Learning Institute and Opportunities for New Students)</p>	<p>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.</p>	<p>Ninety-five new freshmen enrolled in the LIONS Program for 2019. Ninety-three were retained for fall 2019 with a retention rate of 97.8%</p>	<p>Increase summer enrollment in the LIONS Program to increase the number of freshmen enrolled in freshmen-level courses during the fall.</p>

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	<p>2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist.</p> <p>3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB.</p> <p>4. Increase number of students graduating in 10 or fewer semesters gauged by earlier graduation than non-participants.</p>	<p>The cumulative GPA for the 2019 LIONS Program cohort was 3.88.</p> <p>During spring 2020, several LIONS alumni were elected for key positions in the SGA, including the President and several Cabinet members.</p> <p>During spring 2020, 59 LIONS alumni were scheduled for graduation; with 2 2017 participants graduating in only 3 years.</p>	<p>Partner more closely with academic advisors to improve greater class achievements and persistence to graduation.</p> <p>Improve the tracking of LIONS Program participant's engagement in co-curricular programs and enhance the activities of the LIONS Alumni Club, including community service and peer mentoring.</p> <p>Partner more closely with the Student Success Center coaches and supplemental instruction mentors to improve persistence to graduation.</p>
UAPB Athletics	<p>Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.</p>		
L.A. Davis, Jr. Student Union	<p>Our goal is for Students to be able to gain leadership skills with multiple registered student organizations that are housed within student Union such as the student government association, union programming board, School newspaper and Year Book just</p>	<p>With this brief assessment students were able to utilize office space within the student union to enhance their leadership abilities with fellow peers in organizations in which they represent. The student union also provides an open space for students to utilize computer lab to work on assignments and</p>	<p>Our goal is to provide a more detailed information window for students to have hands on information regarding the student Union and all it has to offer. The student union has recently undergone a facelift to the existing structure of the student union this enhancement, this has provided a more fresh modern look to the union with hopes of encourage</p>

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	<p>to name a few offices in the student union. Students are able to receive information from the main office in the student union regarding the offices that provide services for students. Students will also be able to gain access to the multiple food amenities provided by full services. Students will also be able to gain employment access and applying for jobs which food services this house within the student union and Multiple work-study opportunities. Student fellowship, quiet learning environments, and study labs are also made available for students to enjoy during their time on campus.</p>	<p>research and study. The student Union is the central hub where a large percentage of students utilize the student union to enhance their education on a daily basis.</p>	<p>students to attend more planned events that is provided by the union program and board and other registered student organizations for their benefit. The student union will also undergo more updates to the structural in the coming months and year; such as update internet connection, roof, restrooms etc.</p>