

## **2021\_22AY Assessment Report October 15, 2022**

### **Introduction**

The University of Arkansas at Pine Bluff continues with its process of longitudinal assessment. We undertake entry-level, mid-level, exit-level, and alumni assessments. Furthermore, we continue rubric based assessments of institution, school, and degree program Student Learning Outcomes (SLO) in academic programs. The 2021\_22AY was the first year in our second 6-year assessment cycle. After assessing all seven of the institution's SLOs, we rotated back to the two outcomes (Reading and Written Communication) first assessed during the 2015\_16AY. Assessments of what students gain from participation in and interactions with co-curricular programs are also occurring.

This report summarizes the results of our longitudinal, curricular, and co-curricular assessments. Assessment activities are undertaken throughout the academic year. In May of each academic year, assessment data are summarized. In June, the summaries are reported to administrators, deans, directors, and particularly, department chairs. These administrators are asked to review their assessment data (during the July-August period) and prepare to discuss the data with faculty, staff, and other unit personnel when 9-month faculty return from summer break in August.

At the beginning of an academic year, returning 9-month faculty are presented with the summaries of assessment data. Faculty and administrators jointly decide what improvements occurred during the previous academic year, what the assessment data from the previous academic year show, and how their unit will adjust activities and instruction to improve student learning outcomes during the forthcoming academic. Academic units are asked to explicitly answer several questions. The first question academic units answer is "What outcome improvements occurred during the 2021\_22AY?" These improvements, relative to planned improvement, are reported in Appendix 1 of the annual report. After reviewing assessment data from the 2021\_22 academic year, academic units answer two more questions, which are "What did the 2021\_22AY assessment data show?" and "What will be done to improve the outcome in the 2022\_23AY?" Unit answers to these two questions are included in Appendix 2 of the annual assessment report.

Co-curricular programs undertake similar data reviews and planning activities, either during the summer or at the beginning of an academic year. Co-curricular programs examine data and attempt to answer the question "What outcome improvements occurred during the 2021\_22AY?" Those responses are juxtaposed with the co-curricular program's plans for improvement from the preceding academic year in Appendix 3 of the annual assessment report. As with academic units, co-curricular programs answer the two questions "What did the 2021\_22AY assessment data show?" and "What will be done to improve the outcomes in the 2022\_23AY?" Answers to these two questions from co-curricular programs are included in Appendix 4 of the annual assessment report.

Plans for improvement from academic units and co-curricular programs are shared with the Office of Assessment for inclusion in the annual assessment report. The 2021\_22AY Assessment Report is scheduled for completion by mid-October 2022. The mid-October deadline allows units and programs to implement their improvement plans during the 2022\_23AY. This is the basic cycle of assessment and improvement for the University.

In addition to institutional SLOs, schools have adopted SLOs common to all departments within a school. School 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 SLOs are conducted within the LiveText system (Watermark Insights, LLC), 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 SLOs are archived in LiveText and continuously available to department chairs, other administrators, and the Office of Assessment. The University of Arkansas at Pine Bluff will continue to use LiveText as its assessment management system for the foreseeable future.

The Student Assessment Plan calls for longitudinal assessment at four points. Entry-level assessment metrics include high school GPA, class rank, and ACT scores. The mid-level assessment is a rising junior exam (i.e., the ETS Proficiency Profile) that assesses 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 captures the assessment activities which occurred during the 2021\_22AY. Activities on the UAPB campus continue to be affected by covid-19. Most classes have returned to a face to face modality. The requirement to pass the senior assessment is pivoting to a requirement to include the senior assessment in a capstone course. Students would be required to pass the capstone course but would not necessarily be required to achieve a specific benchmark score on the senior assessment. 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**

### *Written Communication*

Written Communication assessments were higher for every classification (freshman, middleclassmen, seniors, and graduate students) during the current academic year than the last time Written Communication was assessed. For example, seniors averaged 73.7% (n=419, SD=21.0) during the 2016\_17AY and averaged 78.2% (n=242, SD=19.0) during the 2021\_22AY. Written Communication scores from the 2021\_22AY ranged from 78.2% for seniors to 80.6% (n=35, SD=9.7) for graduate students. Scores for freshman and middleclassmen were within this range. It is difficult to argue that Written Communication skills have improved among students during their time at UAPB when scores for Written Communication do not increase across classifications. An alternative explanation for similar Written Communication scores across classifications is that Instructors are not applying the rubric consistently across classifications. If instructors of freshman level courses are lenient and instructors of senior level courses are strict in their application of the Written Communication rubric, a situation such as we see may arise. In the past, norming activities were necessary to address the inconsistent application of the Written Communication rubric. The Office of Assessment is considering repeating norming activities during the 2022\_23AY. Sources of Evidence and Syntax and Mechanics were consistently among the lowest aspect scores for Written Communication across classifications. Improvement in overall scores could be achieved by undertaking exercises to specifically strengthen those skills.

### *Reading*

Like the previous SLO, Reading assessment scores were higher for each classification during the 2021\_22AY than during the 2016\_17AY. Freshman scores were 67.6% (n=303, SD=28.7) but are now 77.0% (n=62, SD=21.8). Senior scores were 75.3% (n=74, SD=20.1) but are now 78.4% (n=148, SD=20.4). Reading rubric scores improved slightly from lower classifications to the senior classification. There was a large gap between senior scores and graduate student scores (92.0%, n=10, SD=5.2).

Relationship to the Text, Analysis, and Readers Voice were aspects of the Reading SLO that had consistently lower scores across classifications. Overall scores might be improved most significantly by addressing these aspects of Reading.

### **Student Learning Outcomes among Schools**

#### *SAFHS*

The two school SLOs assessed in the School of Agriculture, Fisheries, and Human Sciences were Global Learning (an AAC&U VALUE rubric) and Human Needs and the Global Environment (a rubric developed by SAFHS). The latter rubric is designed to assess student's understanding of economic profitability, environmental stewardship, social responsibility through the application of an interdisciplinary perspective.

Global Learning rubric scores were higher for both middleclassmen and seniors during the 2021\_22AY than the 2020\_21AY. Middleclassmen scores jumped from 70.0% (n=24, SD=19.8) to 85.4% (n=2, SD=8.8). Senior scores jumped from 55.6% (n=3, SD=4.8) to 82.2% (n=5, SD=18.3). Sample sizes are relatively small, so there is room for more assessments of this SLO. Perspective Taking was consistently among the lowest aspect scores for Global Learning. Activities specifically addressing different perspectives would likely result in general improvement of this SLO.

Only four assessments of Human Needs and the Global Environment were conducted during the 2021\_22AY. These were all senior assessments. Rubric scores averaged 87.5% (n=4, SD=4.6). Causation Generalization and Economic Profitability were the two lowest aspect scores for the Human Needs and the Global Environment SLO.

#### *SAS*

The School of Arts and Sciences has been assessing Teamwork and Information Literacy as their school SLOs. Average scores for Information Literacy ranged from 65.4% (n=26, SD=20.8) for middleclassmen to 79.4% (n=8, SD=24.7) for freshman. Average Information Literacy scores for the 2021\_22AY were not really higher than average scores for the 2020\_21AY for any classification. Information Literacy scores tended to decline slightly from one classification to the next, probably indicating a lower standard for this SLO being applied by Arts and Sciences faculty teaching freshman and sophomore level courses. Critically Evaluate Information was among the lowest aspects for the Information Literacy SLO within the School of Arts and Sciences.

Teamwork average scores ranged from 83.0% (n=20, SD=8.9) for middleclassmen to 88.9% (n=34, SD=15.5) for seniors. There scores are modestly higher than scores for these two classifications from the 2020\_21AY. Contributes Outside Meetings and Facilitates Others Contributions are two aspects consistently low among all aspects of the Teamwork SLO. Work that encouraged development of these aspects would benefit students.

#### *SBM*

The School of Business and Management assesses Critical Thinking and Ethical Reasoning. Average Critical Thinking scores were higher at each classification during the 2021\_22AY than during the 2020\_21AY. For example, Critical Thinking scores for seniors rose from 73.0% (n=5, SD=14.4) to 91.6% (n=26, SD=14.7). Most aspects scores of the Critical Thinking rubric were similar, but Context Assumptions was consistently among the lowest scores.

Seven Ethical Reasoning assessments, all among seniors, were conducted during the 2021\_22AY. The average Ethical Reasoning score was higher during the 2021\_22AY (89.3%, n=7, SD=11.3) than during the 2020\_21AY (58.7%, n=8, SD=24.3). As in previous years, Different Ethical Perspectives was the lowest aspect score among the five aspects of Ethical Reasoning.

### *SOE*

The School of Education assesses Intercultural Knowledge and Lifelong Learning as their school SLOs. Intercultural Knowledge rubric scores were lower at the middleclassman and senior level during the 2021\_22AY than during the 2020\_21AY. For example, senior scores fell from 86.3% (n=14, SD=11.4) to 80.6% (n=3, SD=10.5). Middleclassman scores fell from 76.7% (n=12, SD=14.0) to 70.0% (n=5, SD=11.9). Worldview Frameworks and Verbal/Nonverbal Communication were generally the lowest aspects of Intercultural Knowledge.

Lifelong Learning rubric scores were not much different during the 2021\_22AY than during the 2020\_21AY. Lifelong Learning scores ranged from 52.0% (n=17, SD=27.2) for middleclassmen to 73.9% (n=14, SD=20.1) for freshman. Lifelong Learning scores did not monotonically increase across classifications, suggesting that little development of this skill occurs within the SOE curricula or that the rubric is being applied differently among classifications, with assessors applying lower standards with freshman. Initiative and Independence were consistently among the lowest aspect scores for Lifelong Learning during the 2021\_22AY.

### **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 2019\_20AY, departments identified a degree program SLOs to be assessed across their curricula. Curriculum maps identifying courses in which the SLOs were 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. 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. These assessment results as well as plans for improvement are included in Appendices 1 & 2.

### **Co-curricular Student Learning Outcomes**

The Office of Assessment works with co-curricular units to identify what students gain from interaction with respective co-curricular programs. Assessments include a variety of direct and indirect methods, such as self-assessments, 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. Co-curricular units continued to serve students despite challenges related to covid-19. Co-curricular units participate in the assessment and improvement process. Summaries of assessment activities, data analyses, and plans for improvement of student outcomes are incorporated in the annual assessment report (see Appendices 3 & 4). Examples of what students gain through participation in co-curricular activities include outcomes such as “leadership abilities and positive self-concepts” (UAPB Quality Initiative) and understanding “the job search process and skills for obtaining a job” (Career Services). Improvement plans include activities such as merging “Reading 1213 and English 1310 to form a Language Arts class” (Academic Skills and Developmental Services) and “Jefferson County Health Department will offer a new program called REAL

(Reproductive Education Access and Lifestyle) to provide health education and lifestyle support’ (Student Health Services).

## Longitudinal Assessment

### Entry-level

UAPB examines three metrics when students enroll for the first time. These metrics include high school grade point average (GPA), high school rank, and ACT (or equivalent) score. The Office of Assessment began with data from the 2006\_07AY (i.e., Year 1) and includes data from the 2021\_22AY (i.e., Year 16).

The positive trend in the average high school GPA that began in the 2010\_11AY (Year 5) appears to have curtailed around the 2016\_17AY (Year 11). The last two years, in particular, indicate that average high school GPA was lower than it had been during the previous five years (Figure 1). High school GPA averaged 2.89 during the 2020\_21AY and 2.88 during the 2021\_22AY. While this does not seem like a particularly low average GPA, it should be noted that the minimum GPA among freshman ranged from 1.36 to 2.00 over the past 5 years. This trend indicates a reduced readiness for college among incoming freshman at our institution. Average ACT score were generally stable at ~18.3 for years 10-14 (Figure 2). However, concomitant with the observed lower high school GPAs, the average ACT scores have fallen considerably in the last two years. Average ACT scores were 16.8 and 16.3 during the last two years, respectively. These are marked and noteworthy changes.

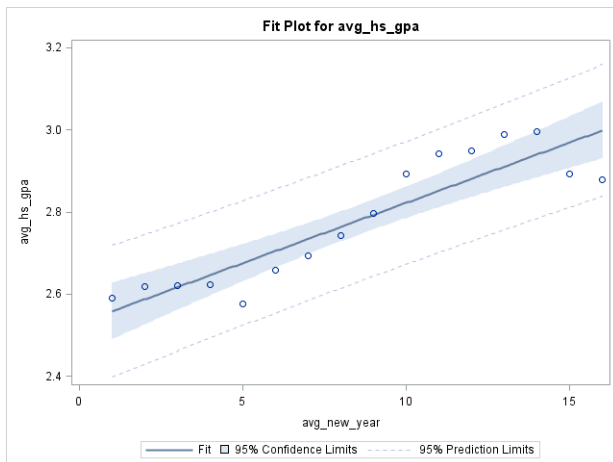


Figure 1. Average high school GPA of incoming freshmen for the past 16 years.

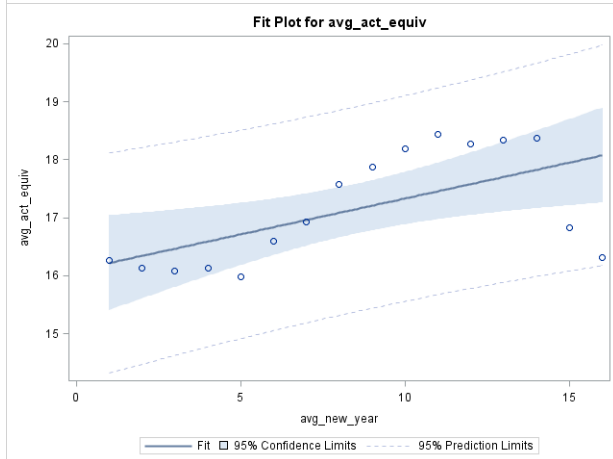


Figure 2. Average ACT score of incoming freshmen for the past 16 years.

Data from the last seven years indicate a trend toward students that, on average, are further from the top of their high school class (Figure 3). Freshman rank averaged 49<sup>th</sup> and 50<sup>th</sup> over the past two years, respectively. Freshman rank had averaged as high as 38<sup>th</sup> in year 12.

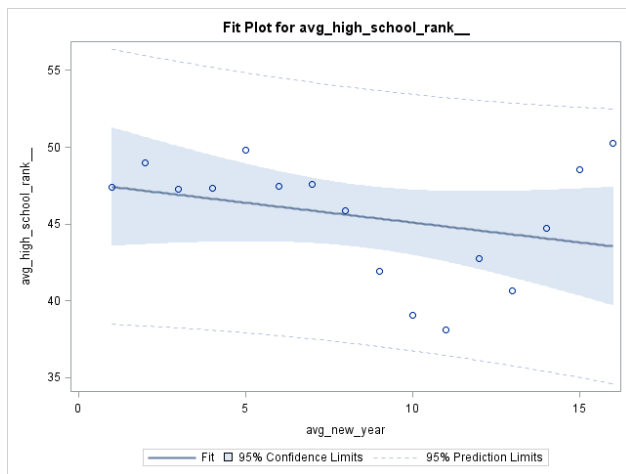


Figure 3. Average class rank of incoming freshmen for the past 16 years. Lower averages depict freshman ranked closer to the top of their high school class (i.e., negative trend = improvement).

The ACT sub-scores for math, English, reading, and science all indicated declines over the past two years. The English scores appeared to decline most among sub-scores. These recent declines are inconsistent with the Written Communication assessment scores reported for freshman earlier. This points to a need to raise standards and expectations for freshman performance among faculty that teach freshman and sophomore level courses. Incoming freshmen are trending toward being less prepared for college. The freshman classes during the 2020\_21AY and 2021\_22AY might face academic challenges that could require special attention and increased resource allocation to student support services.

*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 of year 13. The Proficiency Profile tests the same skill areas as the former exam (the ACT CAAP) 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.

UAPB administers the Proficiency Profile to students that have between 45 and 60 credits toward graduation. We use an electronic version of the exam, so it may be completed by students at their convenience. Students who fail to take the exam when instructed to do so receive an academic hold on their account. The hold prohibits registration for the next academic semester until the student completes the exam.

We examine trends for scores in each skill area over time. Every knowledge area is showing a significant decline over the 17-year period (Figures 4-8). The last four years are markedly lower than preceding years. The ETS Proficiency Profile also creates a percentile for Critical Thinking among individuals taking the exam nationwide. In the years since switching to the ETS Proficiency Profile, students at UAPB averaged between the 20<sup>st</sup> and 27<sup>th</sup> percentile in Critical Thinking, with the lowest two scores coming in the last two year.

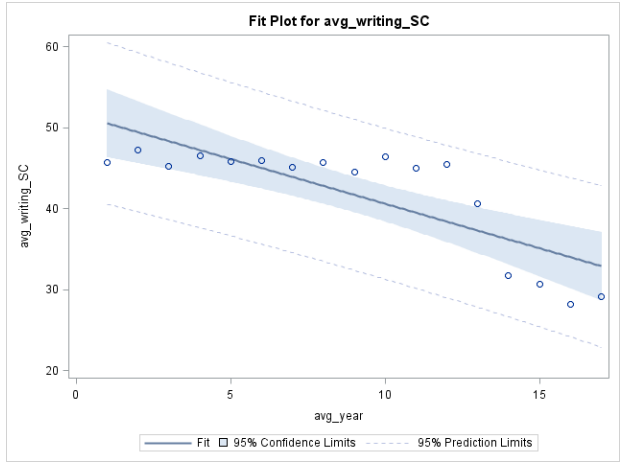


Figure 4. Average writing scores for rising juniors during the past 17 years.

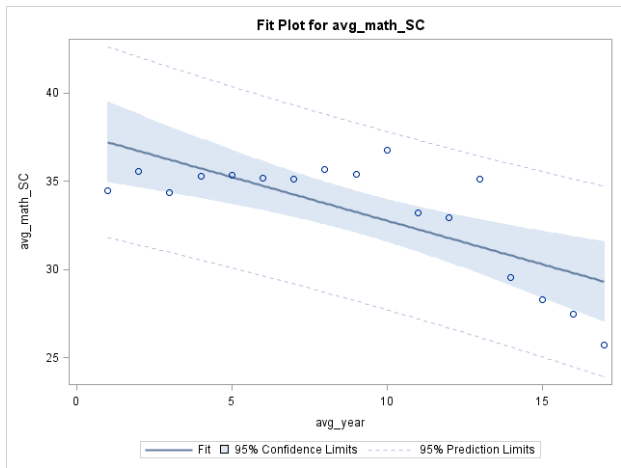


Figure 5. Average math scores for rising juniors during the past 17 years.

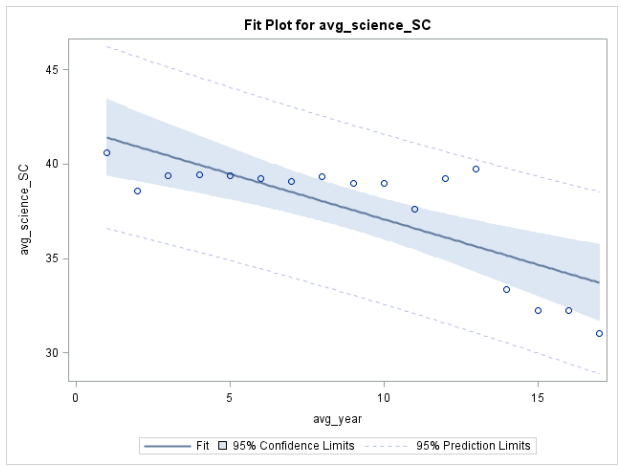


Figure 6. Average science scores for rising juniors during the past 17 years.

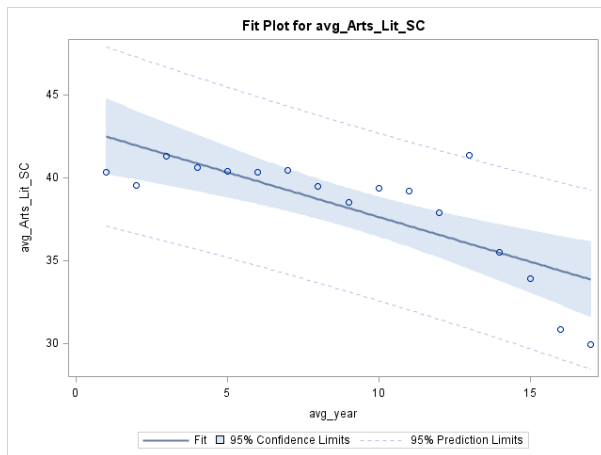


Figure 7. Average arts & literature scores for rising juniors during the past 17 years.

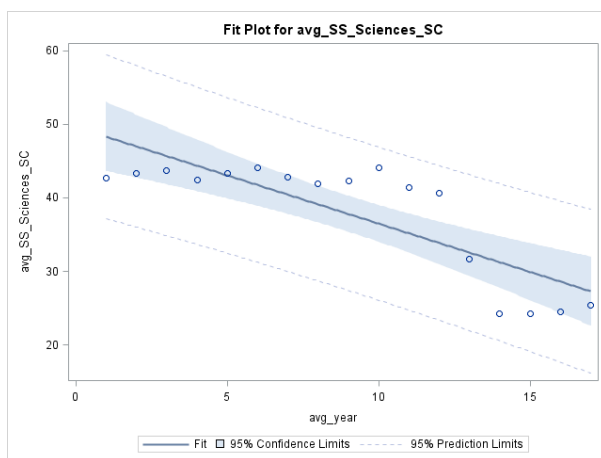


Figure 8. Average social science scores for rising juniors during the past 17 years.

*Exit-level*

Senior assessments at UAPB take one of two forms, senior comprehensive exams, or senior projects. The majority of departments use senior comprehensive exams as the senior assessment for their degree programs. The School of Business and Management uses the Peregrine Major Field test as the senior comprehensive exam for Accounting and Business Administration. 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 administered using a Scantron form are delivered to the Office of Assessment for grading. Some departments have imbedded the senior comprehensive exam in a capstone course. Others are using Blackboard for administration of the senior comprehensive exam. Departments that report senior assessment scores to the Office of Assessment have the scores entered in the institution’s student information system (i.e., Colleague) by Mr. Arthur Thomas. The Office of Assessment can create summaries for each knowledge, skill, or competence area covered by a senior comprehensive exam only if the department provides sufficient data to do so. 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/100) so that test scores from different units can be combined and the institutional performance of seniors can be tracked through time. Only the first administrations of senior assessments are utilized in these analyses. Some departments



require students to retake the exam if a specific score is not achieved on the first attempt. The Office of Assessment has compiled average senior assessment scores each academic year for 17 years. There is a significant positive trend in average senior assessment score over this period. However, average scores for the last two years are lower than average scores for year 12-15 (Figure 9). This may be due to instructional challenges related to the pandemic.

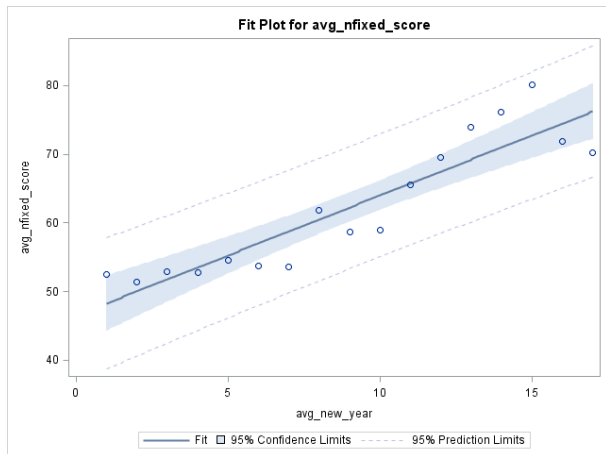


Figure 9. Average scores for first administrations of senior assessments during the past 17 years.

The average senior assessment score during the 2020\_21AY (72%, n=305, SD=21) and the 2021\_22AY (70%, n=310, SD=21) were both lower than the average score during the 2019\_20AY (81%, n=196, SD=14%). The proportion of students scoring above 70% on the first attempt of their senior assessment is moderate (Figure 10). The percentile performances from students taking the Peregrine Major Field test and the Praxis II exam are averaged into overall average performance. However, the threshold score for “passing” is not necessarily 70% on those exams. Specific performance data for those two exams can be found in the assessment data summaries for departments within the SMB and the SOE.

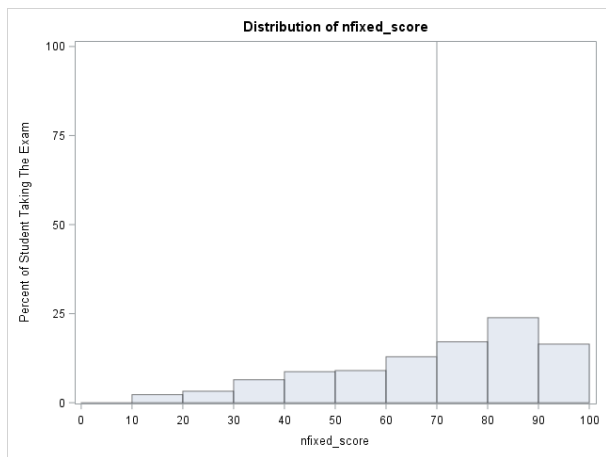


Figure 10. Relative frequency distribution of senior assessment scores during the 2021\_22AY with the 70% threshold (vertical line) indicated.

Senior comprehensive exams that continue to be administered using Scantron forms can be used to identify discipline-specific knowledge, skill, and competency areas requiring attention. Departments may 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 departments that make those data available to the Office of Assessment. Those departments can identify knowledge areas of concern and specifically address those areas with improvement plans. Departmental interpretations of 2021\_22 AY assessment data and plans for improvements during the 2022\_23AY are found in Appendix 2.

### *Alumni surveys*

The Office of Assessment faces a challenge when attempting to conduct alumni surveys. Neither the Alumni Association nor the University have comprehensive lists of personal emails for alumni that have graduated within the past five years. The five year time-frame is most relevant to our longitudinal assessments. The Office of Assessment has contracted with Intellect Space to purchase a comprehensive list of alumni emails. While we have little to report with respect to alumni in this annual report, we have mapped out a path to increase the number of surveys sent to alumni using the email list we are acquiring from Intellect Space. We continue to struggle with low response rates. The low response rate is being given further consideration.

### *Summary of longitudinal assessments*

Average entry-level assessment scores have declined, particularly in the past two years. Average mid-level assessment scores have been declining for some time and show particular downward movement during the last 2-3 years. Average exit-level assessment scores were positive but have shown declines over the past two years. The proportion of seniors passing their senior assessment on the first attempt appears stable. The decline in entry, mid and exit level assessments warrants attention.

Data from recent years suggests entering freshman were less prepared for college. Entry level assessment scores during the last two years were clearly lower than in the past. Mid-level assessments indicate student performance is below average. Average scores in knowledge areas tested by the ETS Proficiency Profile are below the 50<sup>th</sup> percentile and scores continue to decline. The average performance during senior assessments was positive but appears to have declined in recent years. Rising juniors are required to take, but not necessarily pass, the ETS Proficiency Profile. There is a relationship between a requirement to meet a minimum standard on an assessment and the average performance on that assessment. The Office of Assessment continues to examine means of incentivizing the rising junior exam. 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, thereby garnering an authentic mid-level assessment. Furthermore, a move to imbed senior assessments within a senior capstone course might result in students being better prepared for the senior assessment and performing better on their first attempt. This will be monitored in the future.

### **Other Assessment Activities during 2021\_22AY**

#### *Increased use of the EDA and ELDA by the School of Education*

The School of Education requested assistance from the Office of Assessment to acquire discipline-specific disposition assessments. The Educational Disposition Assessment (EDA) and the Educational Leadership Disposition Assessment (ELDA) were purchased from Watermark by the Office of Assessment on behalf of the School of Education in November 2020. The EDA and ELDA are LiveText documents that were delivered to the Assessment Office and shared with the faculties of Curriculum and Instruction and HPER. The Office of Assessment noted a marked increase in the use of the EDA and ELDA during the 2021\_22AY. The acquisition of these disposition assessments specifically supports the SOE effort to maintain CAEP accreditation. Data from these assessments are capture and archived in LiveText just like any other rubric based assessment.

#### *Use of Field Experience Module*

The same two academic units utilized the Field Experience Module (FEM) during the 2021\_22AY as used the FEM during the 2020\_21AY. The School of Education created field experiences for students enrolled in a variety of courses. Specifically, the SOE attached the EDA and the ELDA to field experiences, such that an external assessor and the instructor of record could use the EDA and the ELDA to assess a student's skills and competencies. Furthermore, students were able to conduct a self-assessment using the EDA and the ELDA. All these assessments are captured and archived within LiveText, rendering them available to the SOE and the Office of Assessment. The rubric based assessments using the EDA support both the HLC and the CAEP accreditation efforts. Regulatory Science also used the Field Experience Module this year. The Department of Agriculture's Regulatory Science program is also using the FEM to track and assess skills developed during internships associated with that program.

### *Reading Workshop*

During the spring 2022 term, the Assessment Office worked with Dr. Chris Hakala to offer a reading pedagogy workshop. Dr. Hakala is Director of the Center for Excellence in Teaching, Learning, and Scholarship at Springfield College in Springfield, MA. Three separate half-day workshops were offered during which instructors learned to teach reading to college students, and how to assess Reading skills using the AAC&U Reading rubric.

An assessment of the workshop indicated that participants felt the workshop was informative and worthwhile. When asked to indicate how much they agreed with the statement, "I have a better understanding of what drives reading comprehension because of the workshop" using a 5-point Likert scale (1=strongly disagree to 5=strongly agree) average (SD) response was 4.2 (1.0). When asked to indicate level of agreement with the statement, "I have a better understanding of the aspects of the AAC&U Reading rubric because of the workshop" average response was 3.9 (0.9). Finally, when asked to indicate level of agreement with the statement, "The knowledge and information I gained from this workshop was worth the time I dedicated to it" average response was 4.2 (1.0). Open-ended responses to the question, "What were the most useful part or parts of the Reading workshop?" included "Helpful suggestions on making assignments" and "Using prompts, tying rubrics to assignments". Helpful materials from Dr. Hakala's workshop have been shared at the Office of Assessment website using this link.

[http://www.uapb.edu/administration/academic\\_affairs/assessment/reading\\_professional\\_development\\_workshop.aspx](http://www.uapb.edu/administration/academic_affairs/assessment/reading_professional_development_workshop.aspx)

In addition to the reading pedagogy workshop, the Office of Assessment created a generic assignment to be used when assessing reading skills using the AAC&U Reading rubric. This framework for creating a prompt has been made available to all UAPB instructors through the Office of Assessment website. The generic assignment can be found at

<http://www.uapb.edu/Uploads/Files/Downloads/How%20to%20create%20a%20generic%20homework%20assignment%20for%20the%20Reading%20Student%20Learning%20Outcome.docx>

### *Watermark Contract Re-negotiated and signed for 3 more years*

The University of Arkansas at Pine Bluff came to the end of its original 7-year contract to use LiveText as our assessment management system. During the spring 2022 term, we created an RFP, released the RFP, evaluated the responses, negotiated a contract, and executed the contract with Watermark Insights, LLC. Watermark purchased LiveText during the initial 7-year contract period. We have pivoted from a keycode-based distribution system to a site license-based distribution system. The new distribution system should relieve considerable time and pressure on the Office of Assessment. The Assessment System Administrator will no longer be required to associate specific keycodes with invitations to register for a specific user's LiveText account. This pivot also relieves the Office of Assessment from intermittent purchases of new keycodes to cover shortfalls within a semester. Confirmation of our relationship with Watermark and LiveText for three years relieves instructors of the possible burden of learning a different assessment management system. Instructors were already burdened with having to learn a new enterprise system (Workday), a new virtual meeting system (Zoom's Class), and a new tenure portfolio system (Interfolio).

### *HLC Meeting*

After not attending the Higher Learning Commission (HLC) meetings in 2020 and 2021 due to the pandemic, the Director of Assessment was able to attend the 2022 HLC meeting in Chicago, IL during the spring term. Topics of interest at the meeting included the higher education cliff. This term refers to the shrinking demographic of college-age individuals. The "cliff" is anticipated in or around 2025. The competition for a diminishing number of college-bound high school graduates will put a strain on resources and could lead to closures of more vulnerable academic institutions. Other topics of interest were the inclusion of co-curricular programs in rubric based assessment schemes, the new HLC software portal for preparing assurance arguments, best practices for preparing assurance arguments, competition with for-profit institutions of higher education, program prioritization and strategic shrinking of academic institutions, and alternative modes of credentialing (i.e., offering certificates and licenses in addition to degrees).

### **Future Assessment Activities**

#### *Assessment instruments for degree program student learning outcomes*

The Office of Assessment plans to work more closely with departments to formalize curriculum maps, revise degree program learning outcomes, and develop rubrics associated with degree program SLOs. Although the Office of Assessment has created a number of degree program or discipline specific rubrics on behalf of academic units, we do not necessarily see departments summarizing or utilizing rubric based assessment data to improve degree program student learning outcomes. The UAPB continues to work toward the best practice of rubric-based assessments of degree program SLOs in concert with our current practice of rubric based assessments of institutional and school SLOs.

#### *Norming Events*

Some of the rubric based assessment data suggest that our campus might benefit from another round of norming events. Previously, we used artifacts that were submitted to LiveText and evaluated by experts. These were used in norming events that clarified aspects of the Written Communication rubric and used group discussions and consensus to increase inter-rater reliability of the AAC&U rubrics. We are considering repeating this process as a refresher for the campus during the 2022\_23AY.

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
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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 -		
	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		

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	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		Mean Score, Soil Mechanics was Above Average.
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies		Mean Scores Excellent and Above Average.
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies		Mean Scores Excellent and Above Average.

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies		
Aquaculture and Fisheries	Problem Solving	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.	Problem solving was not a targeted SLO in AY2021-22.
	Teamwork	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	Teamwork was not a targeted SLO in AY2021-22. However, several students of undergraduate and graduate level worked together as a team and presented research results in professional society meetings.

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		needs to get more serious about assessment.	
	Lifelong Learning	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.	Lifelong learning was not a targeted SLO in AY2021-22.
	Global Learning	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.	It was implemented at the Graduate level in AY21-22, which was absent in the previous year.
		Continue reviewing and be mindful of the data, and	



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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		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.	
	Human Needs and the Global Environment	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 get more serious about assessment.	This SLO could not be implemented in AY2021-22. It was because some planned courses were not offered due to the lack of students.
	Aquaculture and Fisheries Science B.S. SLO – Oral Communication (AAC&U rubric)	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,	Oral communication was not a targeted SLO in AY2021-22. However, rubric-based assessment for Oral Communication was part of learning in several courses such as aquaculture economics, program evaluation and survey methods, and statistics. Students of undergraduate and graduate levels were also

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<p>which would likely adjust the score distributions across the different student classifications.</p> <p>Undergraduates assessing consistently higher than graduate students is an unlikely scenario, especially in oral communication.</p>	<p>mentored to present in various professional society meetings where they received awards.</p>
	<p>Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies</p>	<p>To help students better prepare for future exams, the department planned to <u>prepare study guides</u> for all 7 tested subjects. However, although faculty have had several years to complete these, they 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>	<p>The department prepared study guides for all 7 tested subjects. The department has also introduced several fisheries management processes, aquaculture and hatchery management tools, and field/ lab techniques. These are implemented in various subjects taught at the undergraduate and graduate levels. Students learned about the breeding, rearing, and harvesting fish, shellfish, algae, and other organisms in various water environments. They learned the financial management of fish farming and fish hatcheries. Also, they learned fisheries management methods and processes that are needed to prevent overfishing and maintain optimum fish stocks. These techniques enhanced students' knowledge and skills that</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
			are essential in day-to-day life in careers related to aquaculture and fisheries.
Human Sciences	Problem Solving	Faculty will adjust instruction to improve the lowest score, Evaluate Outcomes. Faculty will integrate more experiential learning/ practicum.	
	Teamwork	Faculty will continue to strengthen teamwork experiences by including facilitates other’s contributions into class assignments and allowing a safe place for courageous conversations that promotes brainstorming solutions to conflict.	
	Lifelong Learning	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	Faculty will continue to strengthen global learning experiences by seeking opportunities for professional development collaborating with the campus-based Office of	

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		International Programs and Studies and on global systems projects with other institutions of higher learning.	
	Human Needs and the Global Environment	Faculty will adjust instruction to increase student understanding in the areas of Economic Profitability, Environmental Stewardship, and Social Responsibility by integrating opportunities for 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	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 -	N/A	

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies	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	We will continue to strengthen program experiences by updating the course syllabi and creating authentic assessments	
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies	We will continue to strengthen program experiences by updating the course syllabi and creating authentic assessments	
	Nutrition Discipline Specific Knowledge, Skills, and Competencies	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	N/A	
Art and Design	Problem Solving	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.	Four advanced studio courses implemented a new rubric for scoring students' problem-solving efforts while making painting and sculptures. Rubric was applied during students' presentations during critiques. 2021-22 was the first year for

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
			implementation of the rubric so data collected serves as a baseline for future years. (see rubric sent in separate document)
	Teamwork		
	Lifelong Learning	A&D courses require students to engage 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.	A new rubric for scoring students' life-long learning skills was implemented in the Portfolio I course during end-of-semester critiques. 2021-22 was the first year for implementation of the rubric so data collected serves as a baseline for future years. (see rubric sent in separate document)
	Information Literacy	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).	Two rubrics mentioned above include elements of information literacy. However, the department intends to develop a specific rubric during the 2022-23 academic year.
	Teamwork	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 for	Art majors were offered 2 large-scale community-based projects to build teamwork skills. The community-based projects were implemented as part of a grant awarded to the department. A painting professor completed a mural with 16 painting students and a sculpture

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		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.	professor completed a 17 foot tall sculpture with 8 sculpture students. Each completed piece of artwork now resides in downtown Pine Bluff. Formal data were not collected however anecdotal data such as student comments were compiled for the grant report. More team projects will be implemented in the 2022-23 year and formal data will be collected. (see photographs sent in separate document)
	Art B.S. SLO - Use visual art elements and principles of design to create original works of art	A&D faculty will continue to compare current student outcomes for each course in relation to the previous year.	Faculty met in August 2022 to discuss course outcomes and student survey results from the previous year.
	Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed to become a certified art teacher.	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.	The department offered two tutoring sessions for 1 junior art education major. There were no senior art education majors in 2021-22.
	Art Discipline Specific Knowledge, Skills, and Competencies	Courses will continue to be reviewed as needed to ensure students graduate within 4 years.	36 of 40 art majors matriculated appropriately during 2021-22.
Biology	Problem Solving	Designing assignments that have real world issues and asking students to create solutions to them will increase students' problem	Case studies and application/critical thinking questions have been integrated into many classes (i.e.,

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		solving skills to improve outcomes for this academic year.	Principles of Biology, General Zoology, Anatomy & Physiology, and Comparative Anatomy, Vertebrate Physiology, and Developmental Biology)
	Teamwork		
	Lifelong Learning	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.	Activities such as course refresher quizzes and assignments are given at the beginning of each course to assess information gained from the previous, prerequisite course. Activities for the remaining of course begin with refreshers and then build from information gained.
	Information Literacy	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.	Peer-reviewed articles were discussed in many classes (i.e., Principles of Biology, General Zoology, Comparative Anatomy, etc.). After reviewing them, students were asked to state the research methods in the articles as well as what methods that would have utilized to improve the given results.
	Teamwork		
	Biology B.S. SLO – Biological research	N/A	



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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Biology Discipline Specific Knowledge, Skills, and Competencies	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.	Cell Biology students were asked to answer critical thinking/comprehension questions. Upon answering them, application questions were discussed to ensure students were increasing their knowledge of Cell Biology.
Chemistry and Physics	Problem Solving	Design more homework assignments which involve problem solving. Make tutors available to assist students	
	Teamwork	Design team projects in laboratory courses	
	Lifelong Learning	Engage students in research projects and encourage them to present work at regional and national meetings	
	Information Literacy	Require more research papers in courses	
	Teamwork	Design team projects in laboratory courses	
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs	Incorporate more laboratory exercises which require graph preparation and interpretation. Involve students in research projects which involve these skills	

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of energy and matter	We will start from the level of students' knowledge in problem solving, and then advance gradually	
	Chemistry Discipline Specific Knowledge, Skills, and Competencies	Incorporate course review into the Chemistry Seminar course. Have a list of review questions from each chemistry course.	
	Physics Discipline Specific Knowledge, Skills, and Competencies	Incorporate course review into Physics Seminar course.	
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies	Incorporate a review of the Biochemistry courses into the Chemistry Seminar course including a list of review questions.	
	Forensics Discipline Specific Knowledge, Skills, and Competencies	Incorporate course review into the Chemistry Seminar course. Have a list of review questions from forensic chemistry.	
English, Humanities, and Foreign Languages	Problem Solving	Faculty needs to assign more Problem-solving exercises.	The students did provide thought-provoking discussions from their readings.
	Teamwork		
	Lifelong Learning	Projects need to be given so students can show their resourcefulness and creativity.	Students displayed interesting and knowledgeable power-point presentations. Also, the students provided

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
			thoroughly written research papers.
	Information Literacy		
	Teamwork	Faculty needs to hold conferences to monitor the progress of the projects.	The students collaborated on group assignments and all students participated in the activities.
	English Literature/Liberal Arts B.A. SLO - Demonstrate student 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.	In the English Capstone course and Independent Study courses, students reviewed MLA documentation on Purdue OWL an online Writing Lab for research papers. Also, students revised papers over and over to provide senior level writing. Moreover, students focused on close-readings to make sure that they provided their thoughtful explanations of the texts for their research papers.
	English Discipline Specific Knowledge, Skills, and Competencies	There will be focus on revision and editing drafts.	Students took the department’s Common Exam and, and they were given a chance to revise and edit their papers for coherent and concise writing.
	Theater Discipline Specific Knowledge, Skills, and Competencies		

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
Industrial Technology	Problem Solving		
	Teamwork		
	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		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Computer Science B.S. SLO -		

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Mathematics B.S. SLO -		
	Computer Science Discipline Specific Knowledge, Skills, and Competencies		
	Math Discipline Specific Knowledge, Skills, and Competencies		
Multimedia Communication	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Mass Communication B.A Print SLO - Write clearly and correctly in forms and styles appropriate for the profession	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.	The department placed more emphasis on learning in introductory courses that focused on grammar and print and broadcast styles of news writing. More emphasis was placed on this type of learning in other classes as well. Students are being encouraged to spend more time working the labs where they gain experiences writing for newscasts. Students also will be encouraged to write more for the

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
			student newspaper (which has not published since Covid-19 struck). We hope to restart the newspaper this fall.
	Mass Communication B.A. Broadcast SLO - Apply tools and technologies appropriate for the communication profession	Students will benefit greatly by completing assignments that require them to spend more time in the learning 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	Faculty continued to create assignments that encourages students spend more time in the learning laboratories. Faculty also continued to stress learning in areas where students need more instruction. Faculty also continue to encourage students to spend more time working with technologies appropriate for the profession.
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies		
Music	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Music B.S. SLO - Ability to analyze provide music and		

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	express analysis theory/ orchestration / arranging or comparison		
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies		
	Music (non- teaching) Discipline Specific Knowledge, Skills, and Competencies		
Nursing	Problem Solving		
	Teamwork		
	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		

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Nursing RN to BSN Track Discipline Specific Knowledge, Skills, and Competencies from Senior Project		
	Nursing Generic Track NCLEX Predictor Scores		
Social and Behavioral Sciences – Addiction Studies	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Addiction Studies Discipline Specific Knowledge, Skills, and Competencies		
Social and Behavioral Sciences	Problem Solving		
	Teamwork		



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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Criminal Justice B.A. SLO - Theory	NA	
	Psychology B.S. SLO - Methods	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	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	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.	The overall average of scores during the 2021-2022 AY were 82.89%. The scores were slighter lower compared to the 2020-21 AY - 89.6%. However, since 2018, the overall scores have been above the passing score of 70%.
	Psychology Discipline Specific Knowledge, Skills, and Competencies	Including a segment on the comprehensive exam study guide in each of the classes that the information is	

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		learned, and then review and practice it again in the Seminar course. These will be completed in groups, and for credit, to ensure they have study aids in place.	
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies	NA	One student completed the Sr. Comp. Exam with a score of 92% on the first administration.
	Social Science History Discipline Specific Knowledge, Skills, and Competencies	NA	One student took the exam and passed on the first attempt.
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies	Create space to better prepare students for exam. Refreshers on information covered in Intro level courses would be helpful.	When excluding non-SSPOL majors and students who have limited contact with faculty, the scores improved by 4points.
	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies	Majors now have the test bank to prepare for the exam. The test bank is distributed in the seminar course.	The overall mean increased eight points, with improvements in most areas.
Social Work	Problem Solving	The problem solving assignment was completed but not submitted to LiveText for assessment. Work with instructor to make sure the correct assignment is submitted into LiveText for assessment.	
	Teamwork		

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
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	Lifelong Learning	Assignment will be submitted once fulltime faculty returns.	
	Information Literacy	<p>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 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</p>	

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		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	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 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	

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		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		
	Teamwork		
	Lifelong Learning		
	Critical Thinking		
	Ethical Reasoning		

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Business Administration B.S. SLO -		
	Business Admin Discipline Specific Knowledge, Skills, and Competencies		
Curriculum and Instruction	Problem Solving	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.	Faculty learned that more practice activities are needed for students to learn the skill of problem solving and team work.  Students were placed in groups to create a unit and teach to their peers. They had difficulty in working together to plan meeting times, decide on topic to plan lessons. Students received more guidance on how to effectively collaborate in teams.
	Teamwork	A Teamwork assignment will be placed in a 2000 and 3000 level courses. 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 “Contributes to Outside Meetings” will be	Faculty learned that more practice activities are needed for students to learn the skill of problem solving and teamwork.  Students were placed in groups to create a unit and teach to their peers. They had difficulty in working together to plan meeting times, decide on

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<p>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>	<p>topic to plan lessons. Students received more guidance on how to effectively collaborate in teams.</p>
	<p>Lifelong Learning</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"> <li>• 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.</li> <li>• review the content of the Foundations of the Lifelong Learning (FOLL) rubric to gain a clearer understanding of criteria being assessed.</li> <li>• align the assessment instructions to the rubric and determine its clarity and appropriateness for students being assessed.</li> <li>• discuss all areas of the rubric with the students for greater understanding so they will know how their work will be assessed.</li> </ul>	<p>Explanation of rubric is on-going.</p>

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<ul style="list-style-type: none"> <li>Encourage students' participation in professional development activities where they are required to submit reflective comments applying what they learned to enhance their FOLL.</li> </ul>	<p>Students participated in several professional developments: Lesson planning, ethics, child maltreatment, behavior management, technology, co-teaching.</p>
	<p>Intercultural Knowledge</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 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 on how faculty can engage students to improve their confidence and knowledge on the IKC and in life.</p> <ul style="list-style-type: none"> <li>utilize Kagan strategies to engage students in warm/friendly open discussions addressing culture diversity and people differences</li> <li>require writing assignments where students address the importance of specific elements of</li> </ul>	<p>Continue to engage students in utilizing Kagan strategies that will provide warm/friendly open discussions addressing culture diversity and differences.</p>



Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<p>ones' culture in relation to its history, values, beliefs, and practices.</p> <ul style="list-style-type: none"> <li>• assign students case studies to read and/or videos to view that will engage them in reflecting on their areas for improving and recognizing the feelings of their culture as well as another cultural group(s).</li> <li>• engage students in verbal/written and topics on social justice</li> </ul>	<p>On-going use of case studies.</p>
	<p>Lifelong Learning</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"> <li>• 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.</li> <li>• review the content of the Foundations of the Lifelong Learning (FOLL) rubric to gain a clearer understanding of criteria being assessed.</li> </ul>	<p>ongoing</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<ul style="list-style-type: none"> <li>• align the assessment instructions to the rubric and determine its clarity and appropriateness for students being assessed.</li> <li>• discuss all areas of the rubric with the students for greater understanding so they will know how their work will be assessed.</li> <li>• Encourage students’ participation in professional development activities where they are required to submit reflective comments applying what they learned to enhance their FOLL.</li> </ul>	
	<p>Elementary Education, Middle Level Education, Special Education                      B.S. SLO – The learner and learning</p>	<p>Students will be placed in groups for more practice in discussing the scenarios that address the learner and learning.</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> <p>Several of the Methods (Science, Social Studies, Reading) classes are incorporating lesson plans so that students gain practice in</p>	<p>Students designed unit plans and implemented a or lesson or lessons using a co-teaching model in a classroom setting.</p> <p>Students designed unit plans and implemented a or lesson or lessons using a co-teaching model in a</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		developing plans that are more inclusive and recognizes all learners especially children with special needs.	classroom setting. Students taught their lesson to a group of students at a school site.
	Rehabilitation Services B.S. SLO - Culture diversity, legal, & ethical issues	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.	Professional development was provided to enhance students understanding of Rehabilitation Services.  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.
	Praxis II Content and Principles of Learning and Teaching	The Department of Curriculum and Instruction continues to plan activities and interventions to support students' success on the Praxis exams. The department has invested in	The Arkansas Department of Education: Division of Elementary and Secondary Education removed the Praxis II Principles of Learning

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<p>several resources for the Learning Plus Lab.</p> <ul style="list-style-type: none"> <li>• IXL</li> <li>• Study.com</li> <li>• ACT online links</li> <li>• Praxis Interactive exams</li> </ul> <p>• Interim Dean wrote grant to hire visiting chair to work with students in passing the Praxis exams</p> <p>• Several faculty members have created a course inside of study.com where student's logon and complete lessons that reinforce the content being taught in their courses (Psychology of Learning and</p>	<p>and Teaching test as a requirement for Arkansas licensure. Secondary and middle school majors are required to pass their content area(s) while Elementary Education K6 majors are required to pass their content areas and a Foundation of Reading exam to be licensed to teach in Arkansas.</p> <p>A visiting chair (VC) was hired to review and create reports on three years of Praxis data. As a result of the data reports, several activities were put in place to increase students' performance on the Praxis exams. Some activities included the following: students receive study guide after taking Praxis interactive practice test; weekly Praxis study sessions via zoom; and seminar course, where students enrolled to receive one on one Praxis assistance.</p> <p>* Praxis content reinforced through course work</p> <p>Students enrolled in the course, Testing Seminar to receive one on one tutorial services in passing the Praxis exam.</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<p>Teaching and Methods of teaching Science).</p> <ul style="list-style-type: none"> <li>• Instructors use ETS Study Guide in the content areas and review with students.</li> <li>• 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</li> <li>• The LPL Coordinator/instructor works one on one with undergraduates and graduates in LPL in preparing them for the Praxis exams.</li> <li>• Course syllabi require students to spent hours for credit in LPL fall 2019</li> <li>• Point system provided to students who take the take and/or pass it</li> <li>• Several faculty members require students to spend a number of hours in the LPL and/or working in Study.com and IXL.</li> <li>• Faculty members work one on one with students in content areas</li> </ul>	<p>Several faculty member(s) identify lessons in study.com. Students logon and complete lessons that reinforce the content being taught in their courses (Psychology of Learning and Teaching and Methods of Teaching Science).</p> <p>Several students attended zoom and/or face to face tutorials taught by faculty on and off campus. The PLT was eventually removed from being a requirement. Therefore, the students focused on meeting their content requirements.</p> <p>On-going</p> <p>Students receive course points.</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<ul style="list-style-type: none"> <li>• Video clips aligned to course content (Khan Academy, YouTube) are also put together to help students with Praxis content to work on during summer</li> <li>• Faculty course syllabi have several links to support students' preparation for the test.</li> </ul>	
	<p>Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies</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 various kinds of assessments to improve the areas of CA. Some of the following assessments/inventories will continue to be discussed in</p>	<p>Thirteen students took the Senior Comprehensive exam during the 21/22 academic year.</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<p>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>	
Health, Physical Education & Recreation	Problem Solving	Department needs to work on Problem Solving skills for the majors.	Problem Solving Skills improved for FR, SO/JR, SR, and GRAD reports. The Means were higher in each area from the 19/20 year. The standard deviation was close to the same to the prior year and in some cases slightly higher.

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	Teamwork	Department will continue to work on the Teamwork within the program.	Teamwork was not assessed during the 19/20 year. FR had better mean and standard deviation for the 20/21 year.
	Lifelong Learning		Not assessed.
	Intercultural Knowledge	Continue to develop Intercultural Knowledge of students.	SO/JR and SR means were lower in the 20/21 year than the prior year. The standard deviations did improve by 1-2 points in 20/21 year, lower scores for each area.
	Lifelong Learning	Department will work on the creating Lifelong Learners in the program.	HPER did not have any data for Lifelong Learning during the year.
	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals	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.	<p>The department complete the crosswalk of the study.com material to the degree and courses and began to implement the use of the resources within the courses. It was also cross walked from the PRAXIS exam to the courses for student's knowledge of what courses should cover the material for success in the exam.</p> <p>Based on the numbers, there was an increased number of students who claimed UAPB as the institution who took the exam from 19/20 year to 21/22 year. This could indicate a single student taking the exam several</p>



Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
			<p>times within a given year.</p> <p>The mean of the scores has improved from 19/20 year of 32.43 to 21/22 year score of 47.45. The standard deviation lowered during the same time frame from 14.93 to 9.04. In 20/21 the exam was taken 15 times and in 21/22 it was taken 11 times.</p>
	<p>HPER Discipline Specific Knowledge, Skills, and Competencies</p>	<p>Will work on the content knowledge of the majors.</p>	<p>The 20/21 Senior Comprehensive exam results were roughly the same as the 19/20 year.</p>
	<p>Principles of Learning and Teaching</p>	<p>Will work with Curriculum and Instruction Department on improving the scores.</p>	<p>Exam not required with licensure. Moving to another assessment.</p>
<p>University College – General Studies</p>	<p>General Studies Discipline Specific Knowledge, Skills, and Competencies</p>	<p>The basic mission of the General Studies Program regarding assessment has been, and will continue to be, one that utilizes the Senior Project Assessment tool (refining and/or improving it as needed). Close attention will be given to a decline in student scores/overall percentages on the Senior Project. If a decline is detected, it will be apparent that a possible reevaluation of the instrument is needed and possible changes in our approach. However, we do feel that the current instrument being used is appropriate for this multidisciplinary program, allowing the greatest flexibility possible in</p>	<p>The General Studies Program is consistent in producing majors who perform at and above the 70% level on the Senior Assessment. There were 22 students with scores ranging from 70% to 100% with an average score of 82%. Again, positive results related to knowledge, skills, and competencies in their respective disciplines (Science and Technology, Liberal &amp; Fine Arts, Professional Studies, and Social and Behavioral Sciences) are reported. Assessment Summaries have only varied slightly within the past five years.</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2021\_22AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		assessing the students enrolled in the program.	

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
Agriculture	Written Communication		Faculty will include Writing Assignments. Students must write reports. More presentations and group assignments will be included.
	Reading		Faculty will include Reading Assignments. Students must write reports on Assignments. More presentations and group assignments will be included.
	Global Learning		Faculty will include Global Learning Assignments. Students must write reports on Assignments. More presentations and group assignments will be included.
	Human Needs and the Global Environment		Faculty will include Human Needs and Global Environment Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.
	Agricultural Sciences B.S. SLO - Global agricultural production practices and processes (rubric)		Faculty will include Agricultural Production Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.
	Agricultural Engineering B.S. SLO - – Power & Machinery,		Faculty will include Regulatory Compliance Assignments. Students must write reports on these

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Agricultural Production Systems and Soil & Water Management		assignments. More presentations and group assignments will be included.
	Regulatory Science B.S. SLO - Regulatory compliance associated with food, agricultural, industrial, health and environment safety (rubric)		Faculty will include Regulatory Compliance Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Mean Scores Decreased.	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
	Animal Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Mean Scores Decreased.	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Mean Scores Decreased.	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
	Agricultural Engineering Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Soil Mechanics Mean Score 80.	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Mean Score Excellent – Above Average.	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Mean Score Excellent – Above Average.	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		Faculty must continue to encourage students to take the Comprehensive Exam Seriously.
Aquaculture and Fisheries	Written Communication	During AY21-22, scores for written communication in AQFI were slightly lower than the campus average for sophomore and junior years (campus: $79.13 \pm 16.11$ , n= 186; AQFI: $75.83 \pm 6.58$ , n= 12).	We will ensure the successful implementation of written communication through regular monitoring and review.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		<p>For the Freshman level, no assessments were done in AQFI. At the Senior level, AQFI scores were slightly higher than the campus average (campus: <math>78.21 \pm 18.28</math>, <math>n= 242</math>; AQFI: <math>79.99 \pm 8.89</math>, <math>n=4</math>). Scores were significantly higher at the Graduate level (campus: <math>80.57 \pm 5.67</math>, <math>n= 35</math>; AQFI: <math>99.99</math>, <math>n=4</math>).</p>	
	Reading	<p>Completed Assessments at all levels. Introduced assessment at the Freshman level. At the Graduate level, only AQFI implemented the Reading SLO on campus.</p> <p>At the Undergraduate level, mean scores in AQFI were less than campus level averages. At the Freshman level in AQFI, the mean score (<math>40 \pm SD</math> of <math>21.2</math>; <math>n= 4</math>) was substantially less than the campus level (mean = <math>77 \pm SD</math> of <math>22</math>; <math>n= 62</math>). At the Sophomore/ Junior level in AQFI mean scores (<math>72.77 \pm SD</math> of <math>10.9</math>; <math>n= 9</math>) was less than campus level (mean = <math>76.62 \pm SD</math> of <math>19.38</math>; <math>n= 167</math>). At the Senior level in</p>	Regular monitoring and review will ensure the successful implementation of reading SLO at all levels.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		AQFI mean scores (71.66 ± SD of 18.93; n= 3) was less than campus level (mean= 78.40 ± SD of 20.44; n= 148). At the graduate level, only AQFI completed the Reading SLO in AY21-22; the mean score was (92.0 ± SD of 5.20, n= 10).	
	Global Learning	This is a continuing SAFHS-level SLO from AY18-19. Global Learning SLO was not implemented at the undergraduate level. It was because some planned undergraduate courses were not offered due to the lack of students. At the graduate level, only AQFI completed the Global Learning SLO in AY21-22; the mean score was (97.9 ± SD of 2.94, n= 2).	Global learning SLO will be implemented at the undergraduate and graduate levels per the approved curriculum.
	Human Needs and the Global Environment	This SLO could not be implemented in AY2021-22. It was because some planned courses were not offered due to the lack of students.	Human Needs and the Global Environment SLO will be implemented at the undergraduate and graduate levels per the approved curriculum.
	Aquaculture and Fisheries Science B.S. SLO – Oral	Oral communication was not a targeted SLO in AY2021-22.	Oral communication is not a targeted SLO in AY2022-23. However, it will be

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Communication (AAC&U rubric)	However, rubric-based assessment for Oral Communication was part of learning in several courses such as aquaculture economics, program evaluation and survey methods, and statistics. Students of undergraduate and graduate levels were also mentored to present in various professional society meetings where they received awards.	done in some courses that require presenting projects and reports in class. Also, faculty will continue to mentor graduate and undergraduate students in presenting their research findings in professional society meetings and annual field days.
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	In AY 2021-22, students learned a number of fisheries management processes, aquaculture and hatchery management tools, and field/ lab techniques. These techniques enhanced students' knowledge and skills that are essential in day-to-day life in careers related to aquaculture and fisheries. Rubric-based assessments were conducted in different courses.	The department will continue implementing discipline-specific skills articulated in the curriculum map for various aquaculture and hatchery management tools, fisheries management processes, and field/ lab techniques. We will conduct rubric-based assessments for discipline-specific SLOs.
Human Sciences	Written Communication		
	Reading		
	Global Learning		



Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Human Needs and the Global Environment		
	Human Sciences B.S. SLO - To explain how their major impacts the lives of individuals families and community		
	Hospitality and Tourism Management B.S. SLO -		
	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Nutrition Discipline Specific Knowledge, Skills,		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	and Competencies (Comp Exam)		
	Hospitality and Tourism Management Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Art and Design	Written Communication	Art majors were not formally assessed on Written Communication but, overall, in the university, students of every classification generally performed at a level of 3.	The department will strive to collect formal data in the 2022-23 year.
	Reading	Art majors were not formally assessed on Reading but, overall, in the university, sophomore, junior and senior students performed within the level of 3. Freshmen scored below 3 on relationship to text, interpretation, and analysis.	The department will strive to collect formal data in the 2022-23 year.
	Information Literacy	Art majors were not formally assessed on Information Literacy however, freshmen in the university scored between 2.99 and 3.37 on various components, sophomores and juniors scored between 2.29 and 2.99 and seniors scored between 2.47 and 2.82.	The department will strive to collect formal data in the 2022-23 year.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Teamwork	Art majors were not formally assessed on Teamwork but overall freshmen in the university scored between 3 and 3.6 on various components, sophomores and juniors scored between 2.94 and 3.54 and seniors scored between 3.47 and 3.67.	The department will strive to collect formal data in the 2022-23 year.
	Art B.S. SLO - Use visual art elements and principles of design to create original works of art	Nine art majors completed the senior project and scored a mean of 85 on skills and techniques.	The department will strive to maintain a high mean score.
	Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed to become a certified art teacher.	The department did not have any art education majors to take the certification exams in 2021-2022.	The department will have 1 senior art education major in 2022-23 and will collect data on certification exams.
	Art Discipline Specific Knowledge, Skills, and Competencies (Senior Exhibit)	Nine seniors completed the senior project and scored means of: 83 on presentation, 89 on process, 89 on ideas and 84 on written statement.	The department will strive to maintain a high mean score.
Biology	Written Communication	By viewing the mean for the percent variable, graduate students displayed a higher level of written communication than the freshmen, sophomores/juniors, and seniors: 80.6, 79.3, 79.1, and 78.2, respectively.	By viewing the mean for the percent variable, graduate students displayed a higher level of written communication than the freshmen, sophomores/juniors, and seniors: 80.6, 79.3, 79.1, and 78.2, respectively.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Reading	For this SLO, based on the mean for the percent variable, graduate students performed better than any other classification with a mean percent of 92%. The means for the percent variable for Seniors, freshmen, and sophomores/juniors are 78.4%, 77.0%, and 76.6%, respectively.	For this SLO, based on the mean for the percent variable, graduate students performed better than any other classification with a mean percent of 92%. The means for the percent variable for Seniors, freshmen, and sophomores/juniors are 78.4%, 77.0%, and 76.6%, respectively.
	Information Literacy	Freshmen displayed the highest for this SLO. Their mean value for the variable percent was 79.8%. Seniors displayed the second highest, followed by the sophomores/juniors with means for the percent variable 68.1% and 65.4%, respectively.	Freshmen displayed the highest for this SLO. Their mean value for the variable percent was 79.8%. Seniors displayed the second highest, followed by the sophomores/juniors with means for the percent variable 68.1% and 65.4%, respectively.
	Teamwork	Overall, this SLO displayed a B average (80% or higher) for all classification levels based on the mean value for the percent variable. Seniors displayed the highest (88.9%) followed by the freshman (84.5%) and sophomores/juniors (83%).	Overall, this SLO displayed a B average (80% or higher) for all classification levels based on the mean value for the percent variable. Seniors displayed the highest (88.9%) followed by the freshman (84.5%) and sophomores/juniors (83%).
	Biology B.S. SLO – Biological research	Not assessed	Not assessed

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Biology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	With the exception of Comparative Anatomy, Vertebrate Physiology, and Developmental Biology (mean values for the percent variable score of 79.71%, 78.84%, and 78.26%, respectively-which is still passing), observable means are between 82 and 88 for all other subjects (Principles of Biol I, Principles of Biol II, General Zoology, General Botany, Genetics, Cell Biology, and Microbiology). 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.	With the exception of Comparative Anatomy, Vertebrate Physiology, and Developmental Biology (mean values for the percent variable score of 79.71%, 78.84%, and 78.26%, respectively-which is still passing), observable means are between 82 and 88 for all other subjects (Principles of Biol I, Principles of Biol II, General Zoology, General Botany, Genetics, Cell Biology, and Microbiology). 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.
Chemistry and Physics	Written Communication	No data shown. We have been assessing this.	Continue to employ exercises which assess this topic.
	Reading	Slight improvement	Give students more reading exercises
	Information Literacy	Overall improvement trend	Incorporate research papers into more courses.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Teamwork	Considerable variation between semesters but overall upward trend	Incorporate team projects into laboratory courses
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs	No data	We will incorporate exercises which address this feature
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of energy and matter	Sample size too small to be relevant	
	Chemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Slight upward trend	Continue to prep students for this exam in the Chemistry Seminar course
	Physics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Sample size too small to be relevant	We will start from the level of students' knowledge in problem solving, and then advance gradually
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Slight downward trend. Probably due to low class attendance during COVID	Biochemistry review questions will be given during the Chemistry Seminar course
	Forensics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Slight downward trend	Forensic review questions will be given during the Chemistry Seminar course.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
English, Humanities, and Foreign Languages	Written Communication	The scores for freshman and middleclassmen did not show much development of this skill.	Chair will write Common Exam questions and select faculty members to have students place in LiveText. Also, the Chair will announce to faculty members to be consistent in assigning (paragraph writing-ENGL 1310-and 1311-Essay Writing and 1321-Argumentative papers).
	Reading	It showed reading rubrics scores improved slightly.	Faculty will assign more analytical writing and reading assignments in all levels.
	Information Literacy	The scores tended to decline slightly from one classification to the next.	Faculty will assign more assignments for students to critically/analyze evaluate information.
	Teamwork	Contributes to outside meetings and facilitates others contributions are two aspects that are low among the Teamwork SLO.	Faculty will assign more individual conferences to discuss the students' writing problems and have more group editing sessions.
	English Literature/Liberal Arts B.A. SLO - Demonstrate student writing ability	Sources of evidence, syntax, and mechanics were problems seen in the writings.	Chair will mention these grammar issues with faculty so these issues will assist in the students' writing.
	English Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Senior-level students are experiencing MLA documentation problems in Capstone projects.	Students will practice and review in text citations and Work Cited assignments thoroughly.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
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	Theater Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Industrial Technology	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Industrial Technology B.S. SLO - Industrial safety management and practices		
	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Math and Computer Science	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Computer Science B.S. SLO -		



Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Mathematics B.S. SLO -		
	Computer Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Math Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Multimedia Communication	Written Communication		
	Reading	The assessment shows that improvement still needs to be made in this area.	Faculty will focus on providing assignments that require students to read and write more. For mass communications professionals, this is critical to their success in the field. One way of doing this is to urge them read news accounts and discuss them in class. Students also will be encouraged to read texts (fiction and non-fiction) that focus on mass communications. Students also will be encouraged to do research in the field. This also could improve reading skills.
	Information Literacy		
	Teamwork		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Mass Communication B.A Print SLO - Write clearly and correctly in forms and styles appropriate for the profession		
	Mass Communication B.A. Broadcast SLO - Apply tools and technologies appropriate for the communication profession		
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Music	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Music B.S. SLO - Ability to analyze provide music and express analysis theory/ orchestration / arranging or comparison		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Nursing	Written Communication		
	Reading		
	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		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Nursing Generic Track NCLEX Predictor Scores		
Social and Behavioral Sciences – Addiction Studies	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Addiction Studies Discipline Specific Knowledge, Skills, and Competencies		
Social and Behavioral Sciences	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Criminal Justice B.A. SLO - Theory		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Psychology B.S. SLO - Methods		
	Social Science B.A. SLO - Culture		
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The overall average of scores during the 2021-2022 AY were 82.89%. The scores were slighter lower compared to the 2020-21 AY - 89.6%.	Encourage students to improve study skills and attend class. The lowest individual scores were from students with very poor class attendance and participation.
	Psychology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The overall average of scores during the 21-22 AY were 69%, slightly lower than the previous year (72.75%). While gains were made in the experimental and physiological areas, significant decreases occurred in history/systems and statistics.	For 2022-2023 academic year: Comprehensive exam preparation and review can be conducted in two separate sessions (for the 5 psychology courses). One to provide within the Seminar class during the students' senior semester/year, another to be provided one week before the day of comp exam.
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	One student completed the exam with a score of 92% on the first attempt.	Continue with the exam prep but begin earlier in the semester.
	Social Science History Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	One student took the exam and passed on the first attempt.	The study guide will be incorporated into classes and students will get it well in advance of the exam.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Scores from 2021-2022 we slightly lower on average (about 4 percentage point difference) but may have been due to Social Studies Ed major (limited contact with student) and a student returning to school (nontraditional) having lower scores.	We will still review courses taken earlier in the curriculum (Intro, AmGov, PolTheory) to ensure students have not lost that information. Make sure to work with those SSED majors and students who have limited contact outside of class.
	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Scores from 2021-22 were on average higher than the previous year, most notably in applied research and sampling areas.	While the numbers improved in most areas, the averages for social problems went down. This content will be reinforced in our seminar course.
Social Work	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Social Work B.S.W. SLO - Demonstrate ethical and professional behavior		
	Social Work Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The highest pass scores were: 98.04, 93.77, and 92.44 for Engage at all levels, Assess all levels and Practice and Research. The overall mean of the percentage	As a result of this score, instructors will design assignments in class and through various presentations that will allow students to evaluate practice at all levels of

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		pass score for the nine (9) competencies was 86.04. The lowest score (72.27) was Advance Justice with Individuals, Families, Groups, Organizations, and Communities.	social work practice. Class lectures will also discuss and provide examples of what is required to evaluate practice with individuals, families, groups, organizations, and communities. Students must grasp the importance of advancing social justice in the social work field within practice before graduation and becoming employed in various agencies.
Accounting	Written Communication		
	Reading		
	Critical Thinking		
	Ethical Reasoning		
	Accounting B.S. SLO -		
	Accounting Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		
Business Administration	Written Communication		
	Reading		
	Critical Thinking		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
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	Ethical Reasoning		
	Business Administration B.S. SLO -		
	Business Admin Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		
Curriculum and Instruction	Written Communication	<p>Looking at the data, the freshman students tended to score the highest in Written Communication compared to the sophomores/juniors and seniors.</p> <p>The freshmen students' scores in Written Communication (WC) ranged between 3.47 being the highest in Context Purpose to the lowest 3.17 in Content Development. As for Content Development, the sophomores/juniors and seniors also scored the lowest in the area of Content Development.</p> <p>Using the same rubric, both the sophomores/juniors and seniors scored below the freshman students -3.17 in the area of Content Development. The sophomores/juniors scored 2.93 and seniors 2.81 with the lowest score of all in Content Development.</p>	<p>The faculty will review the WC assessment rubric for clarity during a C and I faculty meeting to better understand its components in assessing students written communication skills. To improve the students' skills and performance in written communication, the faculty using this assessment will review it with the students to make sure they understand what is expected of them in their writing assignment(s).</p>



Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		<p>Graduate students' Written Communication assessment scores ranged from 3.25 in the areas of Sources- Evidence and Syntax Mechanics to 3.14 Context-Purpose. The areas Content Purpose 3.14 and Disciplinary Conventions 3.16 were the lowest scores on the assessment.</p>	<p>The data will be shared with the graduate coordinator who will review the students' results and make recommendations</p>
	<p><b>Reading</b></p>	<p>The freshman students tended to score relatively high based on the information in the data chart. They scored 3.99 which matched the maximum score on a scale of 3.99 on the data chart in the areas of Comprehension, Genres, Analysis, and Interpretation. They scored 3.59 in the area of Readers' Voice. Their lowest score was in the area of Relationship to Text with a 2.99.</p> <p>The sophomore/juniors scored the highest in the area of Reader's Voice 3.10 and the lowest in Genres 2.55.</p> <p>The seniors scored the highest in the area of Reader's Voice 3.01 and the lowest in Genres- 2.70.</p> <p>The graduate students performed above 3.00 in all categories on the</p>	<p>The reading rubric will be reviewed with faculty during a faculty meeting. Faculty will review the areas of the rubric with their students. Faculty will be asked to select a required reading assignment and score it based on all areas, in the Reading rubric, specifically focusing on the low performance areas, Relationship to Text and Genres.</p> <p>Overall, more hands on writing practice is needed with the students to enhance their reading and written communication. This can be easily embedded when students are assigned reading or writing assignments.</p> <p>The graduate students tend to understand the various areas of the rubric.</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		<p>Reading rubric. This is an indication that the reading ability of this group has a good command of the areas. Their performance scores ranged from 3.99 being the highest in the areas of Analysis and Interpretation. Their lowest score was in Genres with a 3.39. would be the lowest</p>	<p>Reviewing genres with the students will enhance their writing performance.</p>
	<p><b>Intercultural Knowledge</b></p>	<p>The data from the sophomores/juniors and seniors revealed possibly a trend in how students viewed themselves in terms of their Intercultural Knowledge.</p> <p>The sophomores/juniors' scores were the lowest in the areas of Worldview Frameworks 2.59, Verbal Nonverbal Communication 2.59, and Openess 2.59.</p> <p>The sophomores/juniors' scores were high in the area of Cultural Self Awareness 3.08 meaning they understand themselves and able to fit into other cultures.</p> <p>The seniors' scores were Worldview Frameworks 2.99, Verbal Nonverbal Communication 2.99, and Openess 2.99. No scores were recorded for freshman and graduate students.</p>	<p>All classes should provide opportunities for students to reflect on their cultural differences. This topic will be a discussion during a faculty meeting addressing how they incorporate diversity in their teaching.</p> <p>Continue to engage students in a warm and friendly environment working on projects/assignments so students and will learn to appreciate and better understand each other cultural differences.</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	<p><b>Lifelong Learning</b></p>	<p>The freshman students' scores on the Lifelong Learning Assessment ranged from 3.1 Curiosity to 2.7 Independence.</p> <p>The sophomores/juniors' scores ranged from Curiosity 2.2 to Independence 1.8.</p> <p>The seniors' scores ranged from 3.66 (highest) in the areas of Culture Self Awareness and Empathy 3.33 to the lowest areas of Worldview Frameworks 2.99, Verbal Nonverbal Communication 2.99, and Openness 2.99.</p>	<p>C and I faculty will be asked to review their assignment for this assessment to determine if students truly understand it and to determine if the assessment aligns to the expectation of the rubric. The chair and faculty using this specific assessment will review the assignment for clarity. Then faculty will review with their students.</p>
	<p><b>Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning</b></p>	<p>The learner and learning is an important standard in all programs especially the Elementary K6, Middle Level and Special Education programs in the SOE Educator Preparation Program. The teacher candidates demonstrate an understanding of their knowledge and skills during teaching and assessing in coursework (SPED 2300 Survey of Exceptional Children, EDUC 3302 Psychology</p>	<p>The EPP is going through a transformation to improve the program's effectiveness. Assessments and rubrics through large and small group meetings are in the process of being reviewed to determine the degree of rigor and alignment to state standards.</p> <p>Faculty and students are being trained to differentiate instruction when working work with a diverse group of students in simSchool, Mursion, and on a school site.</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		of Learning, EDUC 4V12).	
	Rehabilitation Services B.S. SLO - Culture diversity, legal, & ethical issues		
	Praxis Exam	<p>One hundred twenty Praxis tests were completed by students from across disciplines ranging from elementary, middle, and secondary programs. The assessments with the highest average percent mean were Fundamental Subjects: Content Knowledge 58.0 and Family and Consumer Sciences 55.0. The lowest scores from the various tests taken were Social Studies-Content and Interpretation with a 22.60 and Physical Education-Content and Design with a 23.50.</p>	<p>The EPP faculty members are in a transition to review syllabi for rigor and content alignment with state standards and the Praxis exam to improve students' success in the course and on the exam.</p> <p>A Curriculum Review meeting will be conducted to cover general and specific information about the Praxis exams.</p> <p>Faculty will continue to provide students time to work on study.com in the Learning Plus Lab and/or in their classroom where computers are available.</p> <p>Students will continue to take the Praxis Interactive Teaching exam and receive a study plan when they have submitted their scores to Ms. Allen.</p> <p>The 8 semester plan for elementary education majors is a new initiative to require students to begin early taking the Praxis exams. It identifies specific courses and Praxis exams students are to take before the student teaching experience.</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
			Students can improve their scores by taking advantage of the tutorials by Dr. Fletcher.
	<p><b>Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)</b></p>	<p>The data from the Senior Comprehensive exam (SCE) indicated a digress in students’ performance on the categories/variables assessed. Even though the individual students taking the exam passed with a 70% or better, their overall performance on each category was low compared to the academic year 2020-2021. The students’ highest scores were in the areas of Theory Client Relations 69.23, Client Assessment 58.04, and Ethics 57.23. Their lowest areas were General Practice (34.32), and Terminology-General Knowledge was 32.13. The students’ overall performance was low (45.87%) compared to the 20-21AY 76.86%.</p> <p>Previous years of data show where students’ overall performance on Theory Client Relations tended to be a strong area.</p>	<p>Faculty will be required to align the specific categories and vocabulary being assessed more closely to what is being taught in their courses.</p> <p>All courses will be aligned to the categories offered in the Rehabilitation Service Program. The study guide will be included in all course syllabi</p> <p>Faculty will ensure that the study guide is aligned to all categories in courses. Students will be provided study sessions to prepare for the exam.</p> <p>Identify a major assignment to include the categories’ specific terminology being assessed.</p> <p>Meet with faculty to determine other strategies for increasing students’ overall knowledge and performance on the exam.</p>
Health, Physical Education & Recreation	Written Communication	Continue to evaluate and assess different writing assignments throughout the program	

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	Reading	Continue to evaluate and assess different reading assignments throughout the program	
	Intercultural Knowledge	Continue to evaluate and assess different intercultural assignments throughout the program	
	Lifelong Learning	Improve the lifelong learning importance in the program. Work on the development of skills.	
	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals	Evaluate the crosswalk applications within the coursework to see if program improved knowledge and skills of students.	
	HPER Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Will work on improving the mean and lowering the standard deviation of the scores. In the process of updating the current exams.	
	Praxis Exam	Incorporated the Learning Plus Lab activities within the courses, making a mandatory assignment.	
University College – General Studies	General Studies Discipline Specific Knowledge, Skills, and Competencies (Senior Project)	The General Studies Program is consistent in producing majors who perform at and above the 70% level on the Senior Assessment. There were 22 students with scores ranging	The basic mission of the General Studies Program regarding assessment has been, and will continue to be, one that utilizes the Senior Project Assessment tool (refining and/or improving it as needed).

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Department/Unit	Student Learning Outcome	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		<p>from 70% to 100% with an average score of 82%. Again, positive results related to knowledge, skills, and competencies in their respective disciplines (Science and Technology, Liberal &amp; Fine Arts, Professional Studies, and Social and Behavioral Sciences) are reported. Assessment Summaries have only varied slightly within the past five years.</p>	<p>Close attention will be given to a decline in student scores/overall percentages on the Senior Project. If a decline is detected, it will be apparent that a possible reevaluation of the instrument is needed and possible changes in our approach. However, we do feel that the current instrument being used is appropriate for this multidisciplinary program, allowing the greatest flexibility possible in assessing the students enrolled in the program.</p>

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
<b>Academic Skills and Developmental Services</b>	Students will show improvement in their reading comprehension and vocabulary skills.	ASDS had recently begun to use a new textbook and other assignments shortly before world-wide social and educational disruptions due to the pandemic and other factors. We do not plan to make any new changes for AY 21_22 based on these results.	Since there were no plans made regarding new changes AY 21-22 because of the pandemic and other factors no outcome improvements occurred during the 21-22 AY. Multiple ways of service delivery were forced upon us because of COVID-19 restrictions. We changed from a total in person environment to a virtual environment including teaching and testing. Little to no in-person contact was made.
<b>UAPB Quality Initiative “African-American Male Student Persistence Initiative: Leadership Development”</b>	Students will gain "leadership abilities and positive self-concepts."	Seek out and use multiple ways of service- delivery.	In reference to working with students and assisting them with gaining leadership abilities, we could not meet with the students due to having to overcome the disruption that was due to the Pandemic. Plans for the 2022-2023 year will allow us to meet with the students on future leadership events.
<b>Trio Student Support Services</b>	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.	Students will be provided virtual tutoring and guidance with courses during the semester through Zoom and NetTutor professional online services. Students who displayed additional need for assistance were provided coaching services that required continual monitoring and frequent	Students received in-person and virtual tutoring, and guidance with courses during the semester through Zoom and NetTutor professional online services. Students with academic deficits received intensive coaching that included continual monitoring and frequent updates through



Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		updates through emails, texts, and telephone calls.	emails, texts, and telephone calls.
<b>Carolyn F. Blakely Honors Program</b>	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.	We will continue to make use of our Blackboard course/organization as a means of incorporating measures to gauge responses to the Scholars Seminars and campus/community service opportunities. In addition to documenting the plans of our graduates in our senior send-off book, we will also place the graduation survey link in Blackboard to centralize the data on our graduates. Finally, enroll our graduates in a Remind text group before they leave so they are better accessible for updates.	Graduating seniors take an exit survey that indicates their future plans and community involvement.
<b>Military Science 1. Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.</b>	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	Military science labs and classes for AY20/21 continued to focus on critical thinking and technical and tactical knowledge in order to increase confidence.	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	<p>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 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><b>Military Science</b>  <b>2. Physical Fitness.</b>  <b>Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.</b></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</p>	<p>Continue to improve the overall physical fitness of the cadets and prepare them for the Army's new physical fitness test (still being evaluated).</p> <p>We will use the data from the past two fitness tests to focus on areas where there is a majority of the</p>	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	<p>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>failures. Specifically, Standing Power Throw, Spring-Drag-Carry, and 2mi Run</p>	
<p><b>Watson Memorial Library</b></p>	<p>Students will gain an understanding of research resources available in through the Watson Memorial Library</p>	<p>The library has directly linked information literacy with teamwork, problem-solving, lifelong learning, critical thinking, and learn models of education for student success. Collaboration with faculty through curriculum-integrated programs, such as new tutorial platform Niche Academy designed to support and engage students, Study.com, an online video lesson platform to help students master any subject. Grammarly, an online application, will allow students to correct grammatical mistakes, making their documents more precise and readable. The Library, through Title III grant funds, purchase of interactive</p>	<p>The library Information literacy facilitates the basis for lifelong learning that's common to all disciplines and learning settings on all levels of educational programs. It supports learners to master content and extend their research and writing skills to become more self-directed and assume greater control over their learning. The library's new implementation of Niche Academy makes it easy to assign the proper training to diverse learners. This platform allows librarians to instruct on a specific assignment</p>

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		<p>smartboards/video conferencing systems, computer podiums, three new research databases. The Library implemented Virtual Information Literacy sessions during the COVID-19 Pandemic to support online instruction and social distancing requirements. Students received the same information presented during face-to-face sessions. Librarian staff were able to assist students through the library’s online Chat and Ask-A-Librarian platforms, ZOOM Meetings, and phone calls. However, the Library received far less requests from faculty and students for Information Literacy sessions due to the COVID-19 Pandemic and social distancing. The library actively contributes to the students’ learning practices in their assessments to enrich and develop the skills, knowledge and values needed for students to become lifelong learners.</p>	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
<b>Viralene J. Coleman Computerized Writing Center</b>	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.	The Viralene J. Coleman Writing Center staff members will continue to meet students where they are and provided non-judgmental, individualized one-on-one writing assistance via UAPB email, the Zoom platform, Grammarly and via Turnitin.com etc. To ensure our students become effective writers. The staff in the writing center staff views writing as a process and provide writing support from the brainstorming stage to the final draft for many assignments. Our staff always is driven by the support and assistance that give each writer encouragement and confidence in using their own voice to become a better writer.	
<b>Band</b>	Members of the UAPB Band will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of		

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	contributions they make to team discussions.)		
<b>Vesper Choir</b>	Members of Vesper Choir will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
<b>Office of International Programs and Studies:</b>	<p>Students will</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 style="text-align: center;"><i>Education Abroad</i></p> <p>As we increasingly engage more faculty and staff in education abroad programming, the advisement model needs to be adjusted to reflect greater time, effort and attention on preparation of faculty and staff for an overseas education abroad experience. Last year we made it possible for two faculty to attend faculty development programs in France and Guatemala.</p> <p>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>	<p>Notwithstanding the disruptions and challenges posed by COVID-19, OIPS engaged in a collaboration with the Department of English, Humanities and Foreign Language to submit a proposal for a new Spanish minor degree track that will be implemented through an existing OIPS program provider in Guatemala. This is the same provider who hosted a UAPB faculty member during August 2019.</p> <p>We maintained communications with EF College Study Tours but did not make any substantial progress in developing a formal MOU.</p> <p>The COVID-19 pandemic increase momentum for developing protocols for faculty/staff international</p>

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	<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>travel, faculty led education abroad programming and institutional risk management in general</p>
<b><i>Peace Corps Prep</i></b>			
	<p>Program participants will develop competencies through the following:</p> <p>1) Enrollment in coursework related to six thematic areas designated by the U.S. Peace Corps</p> <p>2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area</p> <p>3) Enrollment in foreign language coursework</p> <p>4) Enrollment in coursework that promotes cross-cultural/inter-cultural learning</p> <p>5) Engagement in campus-based leadership development experiences</p> <p>6) Participation in the UAPB Collegiate 4-H Club</p>	<p>Goals established included:</p> <ol style="list-style-type: none"> <li>1) Recruit a third cohort</li> <li>2) Conduct a second round of ABCD, Part I. training</li> <li>3) Conduct the first round of ABCD, Part II. Training</li> <li>4) Facilitate the exit interview/certification process for students graduating between May and December 2020</li> </ol>	<p>Changes to academic operations in March 2020, had a detrimental impact on program participation through the 2020-2021 AY.</p> <p>Once students left campus after the closing of dorms, we were unsuccessful in maintaining contact notwithstanding repeated attempts by phone, email, text messaging, etc. We effectively lost the second cohort with the exception of one student. Efforts to create a third cohort were stymied.</p> <p>However, exit interviews were successfully conducted for two members of Cohort One.</p> <p>Nevertheless, some improvements occurred. We launched the “We Are Change Makers Student Convocation” in virtual format, re-initiated work on the Peace Corps Prep webpage and conducted a virtual spring information session in collaboration with a newly designated Peace Corps Recruiter for UAPB.</p>

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Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
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	7) Participation in asset-based community development (ABCD) training		
<b><i>UAPB Collegiate 4-H</i></b>			
	<b>UAPB Peace Corps Prep members</b> will participate in and gain knowledge and skills through 4-H volunteer activities. <b>UAPB Collegiate 4-H members</b> will learn about and participate in global programs sponsored by OIPS.	OIPS will deepen the collaboration with the SAFHS 4-H Program by: 1) linking Peace Corps Prep members with existing 4-H community partners as part of the ABCD Part II training and 2) recruiting 4-H members who are not in the Peace Corps Prep Program.	The ABCD training collaboration was placed on hold. However, an information session was conducted jointly by OIPS and the 4-H Program to share information about the Peace Corps Prep Program.
<b><i>National Scholarship Initiative</i></b>			
	Students will: 1) Gain information about scholarship opportunities which enable or enhance global engagement 2) Receive advisement on best practices regarding application submissions	This activity was effectively placed on hold with the exception of the following: 1) Assisted a previous unsuccessful applicant for the Gilman Scholarship with a resubmission – which was successfully funded in the amount of \$4,000 2) Advised our first applicant for the Boren Awards National Security Program and subsequently served on a review panel to gain a better understanding of the qualities of a competitive application	During this cycle we were nevertheless successful in establishing and/or deepening working relationships with key scholarship agencies.  In the case of the Gilman Scholarship Program we worked diligently with staff to track down and maintain contact with scholarship recipients and communicated regularly on COVID-19 protocols and any adjustments required with scholar programs.
<b><i>SAFHS Global Leadership Initiative</i></b>			
	Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to:  1) Receive timely updates on	OIPS will aggressively pursue grantsmanship and fundraising opportunities to support SAFHS student participation in global program opportunities.	Three grants and new partnerships were established that provide practicum and/or travel opportunities for SAFHS students that span the disciplines of agriculture, aquaculture/fisheries and human sciences. Opportunities allowed



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	<p>academic and professional opportunities in the global arena</p> <p>2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks</p>	<p>OIPS will work with SAFHS faculty and staff to do the following:</p> <ol style="list-style-type: none"> <li>1) Raise awareness of global opportunities</li> <li>2) Increase faculty/staff participation in education abroad programming</li> <li>3) Increase faculty/staff participation in grantsmanship opportunities that will open doors for greater student participation in the global arena</li> </ol>	<p>through these funding will enable students to participate in any one or more of the following:</p> <ol style="list-style-type: none"> <li>1) OIPS Global Education/Development Practicum</li> <li>2) Faculty led education abroad programs in Kenya, Ghana, Colombia, Costa Rica and Guatemala</li> <li>3) OIPS worked with the SAFHS technology specialist to create email distribution lists for faculty, staff and students (both undergraduate and graduate)</li> </ol>
<b>STEM Academy</b>	STEM Academy students gain experience in comportment in the business/research environment through summer internships.	Students gained more knowledge hearing from their cohorts about the experiences and opportunities presented through summer internships.	More Guest Lecture Series presenters to explain to students the benefits of summer internships and co-ops through virtual presentations. Announcement of opportunities through group messaging.
<b>Career Services</b>	Students will understand the job search process and skills for obtaining a job.	My primary focus for the next academic year will be visibility and a stronger connection between academia and career services. I will have one person dedicated to workshops that will be offered every semester. These workshops will be designed to assist students with the career development processes. The workshops will be	Due to loss in staff of the two primary positions that could create and conduct the workshops, we did not accomplish our goals. I just replaced one person in May of this year and the other position is still vacant. I did work on the committee to develop the Strategic Plan for the University. The plan did include steps that would increase student

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

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		<p>conducted in and outside of the classroom settings. I will also work closely with the committee that I will be assigned to in the next two weeks that will be developing the Strategic Plan for the University. Per the VC for Academia, the plan will include building a stronger relationship between career services and academia.</p>	<p>involvement with career services. The process was completed. No other meetings have been held in reference to approval and implementation processes.</p>
<p><b>Office of Student Involvement &amp; Leadership (also Fitness Center and Union)</b></p>	<p>Students involved with the Office of Student Involvement &amp; 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-</p>	<p>Adequate facilities will assist with the retention and the complete student engagement experience to assist our students in elevating co-curricular achievement.</p> <p>Student's experience on campus is reflective of adequate resources and financial stability on campus.</p>	<p>The Office of Student Involvement and Leadership and supportive areas were able to maintain the stability of the organizations by aligning different projects and programs to occur. The introduction of simultaneous programming contributed to the success of leadership development and engagement amongst students. In addition, weekly program initiatives transpired and the newly introduced program initiative to maintain student involvement targeting first year students developed for successful attraction and engagement opportunities.</p>

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	<p>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 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 &amp; Leadership area.</p>		
<b>Student Counseling,</b>	Students will get "...effective		

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<b>Assessment, and Development</b>	counseling, psycho-social support, testing, and enrichment (development) activities to foster persistence and lifelong learning.”		
<b>Disability Services</b>	Even playing field like students without Disabilities	<p>Outcome is being revised for 2021-22AY to...</p> <p>“Seek to help all students reach their highest level of academic and personal achievement. The Mission of The Disability Services Office is to collaborate with and empower students who have disabilities by coordinating support services and programs that enable access to an education and university life. Through our various student services and programs, we emphasize the importance or recognizing and embracing individual differences. In keeping with this Mission, UAPB is committed to helping students with disabilities obtain equal access to academic and programmatic services while allowing students to maintain a sense of independence.”</p> <p>Increase the visibility and connectedness of campus resources. Students with disabilities want a sense of inclusion.</p>	<p>Outcome is being revised for 2022-23 AY to...</p> <p>“Seek to help all students reach their highest level of academic and personal achievement. The Mission of The Disability Services Office is to collaborate with and empower students who have disabilities by coordinating support services and programs that enable access to an education and university life. Through our various student services and programs, we emphasize the importance or recognizing and embracing individual differences. In keeping with this Mission, UAPB is committed to helping students with disabilities obtain equal access to academic and programmatic services while allowing students to maintain a sense of independence.”</p> <p>Increase the visibility and connectedness of campus resources. Students with disabilities want a sense of inclusion.</p>

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Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
		Interact with the faculty and students with issues with online classes.	Interact with the faculty and students with issues with online classes.
<b>Veteran Affairs</b>	Serves the needs of all Veterans and dependents, as well as military service members attending the University Campus. Our office supplements other campus units with special emphasis on the transition and retention of Veterans. Our department maintains productive relationships with offices, agencies, and programs throughout UAPB in order to best respond to the needs of our Veterans.	Outcome is being revised for 2021-22AY to... “Serves the needs of all Veterans and dependents, as well as military service members attending the University Campus. Our office supplements other campus units with special emphasis on the transition and retention of Veterans. Our department maintains productive relationships with offices, agencies, and programs throughout UAPB in order to best respond to the needs of our Veterans.”  Improve on the readiness of the ever changing world of software and programs the government is using.	
<b>Residential Life</b>	The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and 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,		

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

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	<p>community projects performed, and individuals develop new skills, and a sense of community is fostered among all residents.</p> <p>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.</p> <p>Developing these skills and attitudes involves a commitment to value human diversity. We, therefore, encourage acceptance and appreciation of people regardless of race, gender, age, ethnicity, able-bodiedness, sexual orientation, socioeconomic status, or religious affiliation. While</p>		
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Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
	<p>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><b>Student Health Services</b></p>	<p>Students will gain access to a range of reproductive health services.</p> <p>Students will be provided with 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</p>	<p>Through partnership with the Jefferson County Health Department students will receive access to female and male reproduction education, counseling, contraception, and screening the 2<sup>nd</sup> and 4<sup>th</sup> Thursday each month.</p> <p>Students will have daily access to reproductive health information, counseling, condoms, and teaching module via SHS.</p>	<p>The COVID-19 created major disruptions to health services including sexual and reproductive health services.</p> <p>The partnership with Jefferson County Health Department was temporarily suspended 2021AY and resumed 2122AY.</p> <p>No improvements were noted. However, due to the encouragement of social</p>

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	ensure that education need not be interrupted or limited by an unwanted pregnancy.		distancing, which may have led to less opportunities for sex, we noted a declined in students requesting reproductive health services.
<b>Co-Curricular Education</b>			
<b>Student Success Center</b>	After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.	<p>The Student Success Center will continue to improve program quality and success rates in the next academic year utilizing the following actions.</p> <ol style="list-style-type: none"> <li>1. Improve the quality of the tutoring program through training and evaluation of tutors, including the use of online media to conduct tutoring.</li> <li>2. Increase collaboration with instructors in courses where most students struggle.</li> <li>3. Increase visibility to attract student participants earlier in the semester.</li> <li>4. Train faculty and staff to use AVISO Retention software to submit early alerts, address student problems early in the semester, engage students, identify persistence, and course risk factors, and increase success by providing proactive interventions.</li> <li>5. Begin hiring and training tutors in Spring and Summer and fully funding</li> </ol>	<p><b>Fall 2021:</b> A total of 21 students attended the Enrollment Management, and Student Success sponsored tutoring virtually and face to face. Students attended 40 tutoring sessions, attempted 264 credit hours, completed 229 credit hours, and had an 86.7% course completion rate. Students tutored had a 65% pass rate with a grade C or above. The 21 students tutored ended the fall 2021 semester with an overall grade point average of 3.11.</p> <p><b>Spring 2022:</b> A total of 13 students participated in the Enrollment Management and Student Success sponsored tutoring virtually and face to face. Students attended 26 tutoring sessions, attempted 194 credit hours, completed 177 credit hours, resulting in a 91.2% course completion rate. The students tutored had an 85.7% course pass</p>



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		<p>the program for the next academic year. 6. Provide additional resources through workshops and tutoring on how to be successful in an online course environment. 7. Increase utilization of the student laptop Loan program by expanding advertising to students and faculty.</p>	<p>rate with a grade C or above. The 13 students tutored ended the spring 2022 semester with an overall grade point average of 3.40.</p>
<p><b>LIONS Program (Learning Institute and Opportunities for New Students)</b></p>	<p>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.</p> <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 then non-participants.</p>	<p>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.</p> <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 then non-participants.</p>	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2021\_22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2021_22AY?	What outcome improvements occurred during the 2021_22AY?
<b>Title IX - Affirmative Action</b>	<p>Student will gain an understanding of...</p> <ul style="list-style-type: none"> <li>• Alcohol Awareness</li> <li>• Bystander Intervention</li> <li>• Drug Awareness</li> <li>• Sexual Violence Awareness (CampusSave)</li> <li>• Intimate Partner Violence</li> </ul> <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 &amp; learning</p>		
<b>UAPB Athletics</b>	<p>Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.</p>	<p>In 21-22AY student-athletes participate in leadership skills through mentorship, community service programs and various camps in the Pine Bluff area. There were 280 student-athletes with 152 which is 42% of the student-athletes participated in the mentorship, community service programs and various camps during their season of competition</p>	<p>The Department of Athletics stress the ongoing importance of each team to be engaged in community service projects so that each student-athlete can improve their leadership skills, mentorships, and community relations. Improve participation rate from 42% to 50% for the 2022-2023AY</p>

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
<b>Academic Skills and Developmental Services</b>	Students will show improvement in their reading comprehension and vocabulary skills.	Most students did not meet the targeted reading comprehension cut score. We did order new textbooks, develop new assignments, and increase our outreach to students.	We will continue to increase our outreach to students. However, the need for developmental Reading is consistently waning away. This results from a 2012 requirement to remove developmental courses out of Higher Education. It was proposed that Reading 1213 and English 1310 be merged to form a Language Arts class which would satisfy both developmental Reading and Basic English at the same time, because of this the stand-alone Reading course is not needed.
<b>UAPB Quality Initiative “African-American Male Student Persistence Initiative: Leadership Development”</b>	Students will gain "leadership abilities and positive self-concepts."	Due to the Pandemic, we couldn't meet.	Plans for the 2022-2023 year will allow us to meet with the students on future leadership events. We will schedule sessions with our first-year Lab and schedule sessions on campus for our other students by having speakers come in and talk with the students during the Fall and Spring sessions.
<b>Trio Student Support Services</b>	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 85% 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.	SSS will work to increase the academic achievement, and graduation rates through continued in-person tutoring and online NetTutor services. New this year is the addition of MatchWare MindView software comprehensive, visual learning tool designed to help develop and organize ideas.

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
<p><b>Carolyn F. Blakely Honors Program</b></p>	<p>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.</p>	<p>20 students graduated from the Honors Program during AY 21-22. Due to the Covid 19 pandemic, our senior activities were still altered, so we did not get a lot of responses to the exit survey. Of the 20 graduates, we received 13 responses. 12 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 7 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.</p>	<p>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.</p>
<p><b>Military Science</b>  <b>1. Leadership.</b>  <b>Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.</b></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,</p>		

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

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	<p>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 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><b>Military Science</b>  <b>2. Physical Fitness.</b>  <b>Be able to</b></p>	<p>Contracted cadets will participate in three physical training (PT)</p>		

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
<p><b>demonstrate an exceptional level of physical fitness, stamina, and mental toughness.</b></p>	<p>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><b>Watson Memorial Library</b></p>	<p>Students will gain an understanding of research resources available in through the Watson Memorial Library</p>	<p>Most college students surveyed were first-year students; results showed that 29% were classified as sophomores (Q2). Sixty-seven percent of the students responded to content questions without prior library instruction, and Thirty-two percent received library instruction (Q3). The analysis revealed that 37% spend 1-4 hours, and 32% students spend 5-10 hours conducting research at the library. (Q4). The analysis exhibited that 47% of the students if assigned a paper using scholarly information, what were the best methods to use for research? (Q5). The assessment illustrated</p>	

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
		<p>that Eighty-nine percent of the students know three practices to consider when evaluating a website (Q6). Thirty-five percent of the students correctly understand what plagiarism is? (Q7). Sixty percent of the college student answered the content question accurately as the most efficient source for finding related articles (Q8). Fifty-six percent of students answered the correctly content question of what information literacy is. (Q9). Eight-eight percent of college students ask how they can obtain a book or article that is not available in the library and how they can receive a copy (Q10). Eighty percent of college students answered content-specific questions correctly (Q11, Q12, Q13).</p>	
<p><b>Viralene J. Coleman Computerized Writing Center</b></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</p>		

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	stronger and more confident writers.		
<b>Band</b>	Members of the UAPB Band will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
<b>Vesper Choir</b>	Members of Vesper Choir will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
<b>Office of International Programs and Studies:</b>	<i>Education Abroad</i>		
	Students will  1) develop competency in one or more of the three areas:  a) knowledge and understanding of a thematic topic related to their	OIPS was able to make substantial progress in engaging faculty in education abroad programming through grantsmanship and institutional capacity building.  Overseas education abroad programming	The goal is to continue faculty engagement, implement overseas programs during the summer of 2022 and continue the collaboration with the HBCU-China Network.  In this regard, programming may emerge even stronger after the COVID-19 pandemic subsides.



Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	<p>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>remained in shutdown status.</p> <p>Through the HBCU-China Network, OIPS recruited three UAPB students who successfully completed a virtual Chinese language study program.</p>	
<b><i>Peace Corps Prep</i></b>			
	<p>Program participants will develop competencies through the following:</p> <p>1) Enrollment in coursework related to six thematic areas designated by the U.S. Peace Corps</p> <p>2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area</p> <p>3) Enrollment in foreign language coursework</p>	<p>Campus life, through which students share a common daily routine that facilitates and promotes extracurricular involvement, makes a critical difference. This may particularly be the case at HBCUs as some institutions across the country manage their Peace Corps Prep programs virtually, the pandemic notwithstanding.</p>	<p>We are in a rebuilding phase.</p> <p>OIPS submitted the application for approval to operate the Peace Corps Prep Program for a second five-year cycle.</p> <p>The goal is to also commence recruitment of Cohort III drawing upon limited face-to-face engagement that follows campus COVID-19 protocols.</p>

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2021_22AY assessment show?	What will be done to improve the outcome in the 2022_23AY?
	4) Enrollment in coursework that promotes cross-cultural/inter-cultural learning 5) Engagement in campus based leadership development experiences 6) Participation in the UAPB Collegiate 4-H Club 7) Participation in asset-based community development (ABCD) training		
<b><i>UAPB Collegiate 4-H</i></b>			
	<b>UAPB Peace Corps Prep members</b> will participate in and gain knowledge and skills through 4-H volunteer activities. <b>UAPB Collegiate 4-H members</b> will learn about and participate in global programs sponsored by OIPS.	Campus life, through which students share a common daily routine that facilitates and promotes extracurricular involvement, makes a critical difference. This may particularly be the case at HBCUs.	We are in a rebuilding phase. The goal this year will be to increase engagement with the 4-H Club to encourage member participation in OIPS global programs while also recruiting participation in the Peace Corps Prep Program.
<b><i>National Scholarship Initiative</i></b>			
	Students will: 1) Gain information about scholarship opportunities which enable or enhance global engagement 2) Receive advisement on best practices regarding	Campus life, through which students share a common daily routine that facilitates and promotes extracurricular involvement, makes a critical difference. This may particularly be the case at HBCUs.	This year, OIPS will work with the Honors Program and the Office of Academic Affairs to reconvene the National Scholarships Working Group, implement an information session and resume scholarship application advisement on a limited basis.

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	application submissions		
<b><i>SAFHS Global Leadership Initiative</i></b>			
	<p>Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Receive timely updates on academic and professional opportunities in the global arena</li> <li>2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks</li> </ol>	<p>By working with the SAFHS Technology Specialist and developing tailored messaging, OIPS was able to increase the amount of information shares with the SAFHS community.</p> <p>Also, through a collaboration with the Assistant Dean for Academics, OIPS organized a faculty webinar on globalizing the curriculum.</p> <p>OIPS has increased the number of faculty engaged in education abroad programming; however, capacity building issues remain a challenge. Few staff have experience with education abroad programming and it has been a stretch to provide the advisement needed for faculty to implement successful programs.</p>	<p>OIPS will move forward with the institutional process for approving faculty led education abroad programs combined with other risk management protocols to ensure faculty, staff and student safety and well-being when traveling abroad.</p> <p>Recruitment for overseas programming will also resume.</p>
<b>STEM Academy</b>	STEM Academy students gain experience in compartment in the business/research environment through summer internships.	Students gained additional knowledge hearing from their cohorts about the experiences and opportunities presented through summer internships. Students were able to attend and present summer research opportunities at conferences.	<p>Continue virtual and in-person Guest Lecture Series presenters that offer summer internships and co-ops that relay benefits of networking.</p> <p>Announcement of opportunities through group messaging and other message forums.</p>

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			Return to in person graduate school preparation.
<b>Career Services</b>	Students will understand the job search process and skills for obtaining a job.	The assessment indicated that students that frequently utilize career services normally graduate with a career in their major. The assessment also indicated that students that connect early in their college felt that career services helped them improve their interviewing skills and helped them to create a marketable resume. The major area of concern is still the number of students that actually connect with our office in their freshman year so they can take advantage of the career development process	Our primary focus will be to increase the number of freshmen that register with our office no later than the first semester of their sophomore year. This will be done in collaboration with Basic Academic Services. A meeting will be scheduled to discuss our goal and a plan of action will be developed. We will look at the number of sophomores we have registered and set a goal to increase that number by a certain percentage by the end of the calendar year.
<b>Office of Student Involvement &amp; Leadership (also Fitness Center and Union)</b>	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	The assessment outlined areas of improvement despite of unwavering circumstances. To circumvent areas within leadership development balanced the stability of environmental conflicts. Nevertheless, a reflection to the success of our students contributed from the new programs that were introduced and encouraged for more	The addition of a Student Engagement Center and a newly renovated facility will assist students in outlining the success through their collegiate experience. Involving students for a successful outcome to engage and grow program-development will continue to be introduced as we highlight the areas for improvement for the future year.

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	<p>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 body awareness, student programming, and fraternity/sorority life. Following the pursuits of the persistence and retention mechanisms, we asses all of our Registered Student Organizations (RSO) at the end of the year, to obtain particular data information and assess their involvement in programming. Additionally, we ask of their support to better improve the</p>	<p>creative ideas to be evolved.</p>	

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	Office of Student Involvement & Leadership area.		
<b>Student Counseling, Assessment, and Development</b>	Students will get “...effective counseling, psycho-social support, testing, and enrichment (development) activities to foster persistence and lifelong learning.”		
<b>Disability Services</b>	Even playing field like students without Disabilities		
<b>Veteran Affairs</b>	Serves the needs of all Veterans and dependents, as well as military service members attending the University Campus. Our office supplements other campus units with special emphasis on the transition and retention of Veterans. Our department maintains productive relationships with offices, agencies, and programs throughout UAPB in order to best respond to the needs of our Veterans.		
<b>Residential Life</b>	The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored,	During the assessment, the department realized that there wasn't anything in place to assess programs and activities or the student housing experience. In	During the 2022-2023 academic school year, the department will provide surveys for all programs and activities hosted in the residence halls. At the end of the academic school

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	<p>social and 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.</p> <p>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.</p> <p>Developing these skills and attitudes involves a commitment to value human diversity. We, therefore, encourage</p>	<p>addition, the RA program did not have a tool to access the performance or what was learned during the RA experience.</p>	<p>year, there will be a survey for the residents asking them about their housing experience. In addition, evaluations and surveys will be provided to the residential assistants so they will know their strengths and weakness and can give information about their experience as residential assistants.</p>

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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. 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>		
<b>Student Health Services</b>	<p>Students will gain access to a range of reproductive health services.</p> <p>Students will be provided with information, services, and supplies for</p>	<p>Due to the temporary suspension of reproductive health services in AY2021, the assessment data incomplete due to lack of program accessibility.</p>	<p>In addition to providing reproductive health services, Jefferson County Health Department will offer a new program called REAL (Reproductive Education Access and Lifestyle) to provide health</p>



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	<p>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>The Reproductive Health Services program was resumed for 2022AY.</p> <p>We noted a drastic decline in students seeking reproductive health services. This could have been due to students receiving reproductive health services via other avenues such as telehealth.</p>	<p>education and lifestyle support.</p> <p>During Fall 2022AY, incoming Freshmen will receive packet with reproductive health services information and resources.</p> <p>We will create flyers, posters and utilize social media to promote the reproductive health program and to encourage students' participation.</p>
<b>Co-Curricular Education</b>			
<b>Student Success Center</b>	<p>After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.</p>	<p>Fall 2021: A total of 21 students attended the Enrollment Management, and Student Success sponsored tutoring virtually and face to face. Students attended 40 tutoring sessions, attempted 264 credit hours, completed 229 credit hours, and had an 86.7% course completion rate. Students tutored had a 65% pass rate with a grade C or above. The 21 students tutored ended the fall 2021 semester with an overall grade point average of 3.11.</p> <p>Spring 2022: A total of 13 students participated in the Enrollment Management and Student Success</p>	<p>The Student Success Center will continue the following actions to improve program quality and success rates in the next academic year.</p> <ol style="list-style-type: none"> <li>1. Improve the quality of the tutoring program through training and evaluation of tutors including use of online media to conduct tutoring.</li> <li>2. Increase collaboration with instructors in courses where most students struggle.</li> <li>3. Increase visibility to attract student participants earlier in the semester.</li> <li>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</li> </ol>

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		<p>sponsored tutoring virtually and face to face. Students attended 26 tutoring sessions, attempted 194 credit hours, completed 177 credit hours, resulting in a 91.2% course completion rate. The students tutored had an 85.7% course pass rate with a grade C or above. The 13 students tutored ended the spring 2022 semester with an overall grade point average of 3.40.</p>	<p>providing proactive interventions. 5. Begin hiring tutors in in Spring and Summer for the next academic year and create a pool of applicants to ensure program is fully staffed at all times.</p>
<p><b>LIONS Program (Learning Institute and Opportunities for New Students)</b></p>	<p>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.                  2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist.                  3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB.                  4. Increase number of students graduating in 10 or fewer semesters gauged by earlier graduation than non-participants.</p>	<p>One hundred forty-two Freshmen participated in the LIONS Program for summer 2021.</p> <p>The cumulative grade point average for the participants was 3.13.</p> <p>The retention rate for summer to fall was 98%.</p> <p>During the May commencement exercises several LIONS participants graduated with honors.</p> <p>During spring 2021, many key positions with the SGA office, including Ms. UAPB were filled with LIONS Program alumni.</p>	<p>The program will continue the collaboration with high school counselors to increase enrollment.</p> <p>The program will assist participants in making a successful transition from high school to college.</p> <p>Expand opportunities for mentoring with the Student Success Center coaches and TRIO Student Support Services to increase the overall GPA of participants.</p> <p>Enhance the tracking of program alumni and reinstate the LIONS Alumni Club Registered Student Organization (RSO) to support campus and community services.</p>
<p><b>Title IX - Affirmative Action</b></p>	<p>Student will gain an understanding of...</p>		

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	<ul style="list-style-type: none"> <li>• Alcohol Awareness</li> <li>• Bystander Intervention</li> <li>• Drug Awareness</li> <li>• Sexual Violence Awareness (CampusSave)</li> <li>• Intimate Partner Violence</li> </ul> <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 &amp; learning</p>		
<b>UAPB Athletics</b>	Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.		