2021AY Assessment Report
(July 16, 2021)

Introduction

The 2021AY was the final year in a six-year assessment cycle begun during the 1516AY. Assessments, such as entry-level, mid-level, exit-level, alumni surveys, and co-curricular assessments, occur routinely each year. The covid-19 pandemic presented particular challenges to assessment in co-curricular programs, because students undertook much of their academic work in virtual environments. Though some students were in residence during the 2021AY, much of the co-curricular activities, such as athletics, band, and vesper choir, were either modified or curtailed. Nevertheless, working in the virtual environment meant many assignments were digital and could be readily uploaded to LiveText and subjected to rubric-based assessments. UAPB endeavored to continue its assessment and improvement process with minimal disruption by the pandemic. The 2021AY was the second of two years during which Problem Solving, Teamwork, and Lifelong Learning were assessed across the institution.

This report summarizes the results of our longitudinal assessments (entry-, mid-, and exit-level), rubric-based assessments of SLOs (institutional, school, and degree program), and co-curricular program 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, what their current assessment data show, and how their unit will adjust instruction to improve student learning outcomes. Academic units are asked to answer several questions. The first question academic units answer is "What outcome improvements occurred during last academic year?" The answers to this question are juxtaposed with the academic unit's plans for improvement from the preceding academic year in Appendix 1 of the annual assessment report. After reviewing the assessment data from the last academic year, academic units answer two more questions, which are "What did the assessment data from the last academic year show?" and "What will be done to improve the outcomes in the next academic year?" 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 summaries and attempt to answer the question "What outcome improvements occurred during last academic year?" 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 assessment data from the last academic year show?" and "What will be done to improve the outcomes in the next academic year?" 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, scheduled for completion by mid-October each year. The mid-October deadline allows units and programs to implement their improvement plans during the academic year. This is the basic cycle of assessment and improvement for the UAPB.

In addition to institutional SLOs, schools have adopted school-level SLOs common to all departments within a school. School-level SLOs may be assessed with the Association of American Colleges and

Universities (AAC&U) VALUE Rubrics, as are the seven institutional SLOs. Rubric-based assessments of institutional and school-level SLOs are conducted within the LiveText system (Watermark, Inc.), which is the institution's assessment management system. This system facilitates the creation of assignments, submission of student artifacts, rubric-based assessments, archiving of artifacts, and compilation of assessment data. The rubric-based assessment data for institutional and school-level SLOs are archived in LiveText and continuously available to department chairs, other administrators, and the Office of Assessment.

The Student Assessment Plan calls for longitudinal assessment at four points in time. Entry-level assessment metrics include high school GPA, class rank, and ACT scores. The mid-level assessment is a rising junior exam, which uses a standardized exam (ETS Proficiency Profile) to assess proficiency in general education knowledge areas, as well as Critical Thinking. Senior assessments take the form of either senior comprehensive exams or senior projects. Senior assessments represent exit-level assessments of discipline-specific knowledge, skills, and competencies. The Office of Assessment conducts surveys of alumni three and five years after graduation as a means of follow up assessment.

This assessment report attempts to capture the assessment activities that occurred during the 2021AY. Activities on the UAPB campus were clearly affected by the covid-19 pandemic. Approximately 75% of classes were in some virtual format during both academic terms. LiveText is a web-based management system, so rubric-based assessments of digital artifacts provided by students continued as before. Nevertheless, some programs were not able to fully capture assessment data. Similar to the spring 2020 term, co-curricular programs faced challenges in assessment during the 2021AY because of the nature of student interactions and limited presence on campus. Specific questions about the content of this report or the interpretation of assessment data should be referred to the Office of Assessment.

Institutional Student Learning Outcomes

Problem Solving

This is the second year that Problem Solving has been assessed by the entire institution. Approximately 405 rubric-based assessments of Problem Solving were conducted at UAPB during the academic year. Average Problem Solving scores ranged from a low of 55.4% (n=10, SD=19.9%) for freshmen to a high of 87.5% (n=28, SD=13.8%) for graduate students. Average Problem Solving scores monotonically increased from freshmen to middleclassmen (sophomores and juniors) to seniors and finally, to graduate students. Two aspects of Problem Solving, Implementing Solutions and Evaluating Outcomes, were consistently among the lowest aspects of Problem Solving across classifications.

Teamwork

One hundred ninety rubric-based assessments of Teamwork were conducted during the 2021AY. Average Teamwork scores varied little among classifications. Scores ranged from 70.4% (n=45, SD=22.0%) for freshmen to 80.0% (n=13, SD=14.1%) for graduate students. While no aspect of Teamwork was consistently the lowest, the facilitation of the contributions of others to the team was consistently among the lowest aspect scores of the Teamwork rubric. Contributes outside of team meetings was also consistently among the lowest aspect scores of Teamwork.

Lifelong Learning

Approximately 313 rubric-based assessments of Lifelong Learning were conducted during the 2021AY. Average Lifelong Learning scores were quite consistent among classifications. Scores ranged from 70.0% (n=125, SD=21.7%) for midclassmen to 74.9% (n=130, SD=21.8%) for seniors. Last academic year

Independence was generally the lowest aspect score. This academic year, Transfer and Reflection tended to be among the lowest aspect scores across classifications and appear to present the greatest challenges to undergraduate students acquiring the various Lifelong Learning skills.

School-level Student Learning Outcomes

SAFHS

The two school-level SLOs assessed in the School of Agriculture, Fisheries, and Human Sciences were Global Learning (an AAC&U VALUE rubric) and Human Needs and the Global Environment (rubric developed by SAFHS). The latter rubric is designed to assess students' understanding of economic profitability, environmental stewardship, social responsibility through the application of an interdisciplinary perspective. Nine assessments of Global Learning and eleven assessments of Human Needs and the Global Environment were conducted during the 1920AY. This year there were 41 assessments of Global Learning and 14 assessments of Human Needs and the Global Environment.

Average Global Learning scores ranged from 55.6% (n=3, SD=4.8%) for seniors to 70.0% (n=24, SD=19.8%) for middleclassmen. These scores are lower than Global Learning assessment scores during the 1920AY. For the second year in a row, students consistently scored poorest on the global self-awareness aspect of the Global Learning rubric.

Average Human Needs and the Global Environment scores ranged from 44.6% (n=2, SD=2.5%) for freshmen to 57.4% (n=12, SD=16.0%) for middleclassmen. No rubric based assessment of Human Needs and the Global Environment has ever assessed all ten aspects of this rubric. This year, all 14 assessments only assessed seven of the aspects of this SLO. Of the aspects that were assessed, Social Responsibility and Applying Sustainability were consistently among the lowest aspect scores.

SAS

The School of Arts and Sciences has been assessing Teamwork and Information Literacy for five years. Teamwork was one of the institutional SLOs assessed during the 1920AY and was addressed above. There were 331 rubric-based assessments of Information Literacy conducted in the School of Arts and Sciences. Average scores for Information Literacy ranged from 79.6% (n=125, SD=17.8%) for seniors to 84.0% (n=40, SD=19.3%) for freshman. It does not appear that Information Literacy scores increase as students progress through the School. Last year, different aspects of Information Literacy were lowest at each of the three classifications. However, this year, Critically Evaluate Information was consistently the lowest~~rs~~ aspect score across all classification and represents the greatest challenge for students.

SBM

The School of Business and Management chose to assess Critical Thinking and Ethical Reasoning at the school-wide level. Fifty-two rubric-based assessments of Critical Thinking were conducted in the SBM this academic year. Average Critical Thinking scores during the 2021AY ranged from a low of 57.6% (n=7, SD=21.0%) for freshmen to a high of 80.0% (n=39, SD=16.8%) for middleclassmen. There was little difference in average Critical Thinking scores between middleclassmen and seniors (avg=73.0%). Context and Assumptions was generally among the lowest aspect scores for Critical Thinking across all classifications.

There were 18 rubric-based assessments of Ethical Reasoning conducted in the SBM during the 2021AY. Average scores ranged from 58.7% (n=8, SD=24.3%) for seniors to 70.0% (n=10, SD=10.7%) for middleclassmen. In past years, Ethical Self-Awareness was consistently a challenge for students across all

classifications. This academic year, Applying Ethical Concepts and Different Ethical Perspectives were the lowest aspect scores for senior and middleclassmen, respectively.

SOE

The School of Education assesses Intercultural Knowledge and Lifelong Learning as their school-wide SLOs. Lifelong Learning was assessed at the institutional level this academic year and is covered above. Twenty-six rubric-based assessments of Intercultural Knowledge were conducted during the 2021AY. Average scores for Intercultural Knowledge ranged from 76.7% (n=12, SD=14.0%) for middleclassmen to 86.3% (n=14, SD=11.4%) for seniors. Cultural self-awareness was consistently the lowest aspect of Intercultural Knowledge last year. This year Curiosity was the lowest aspect score for both classifications in which Intercultural Knowledge was assessed.

Degree Program Student Learning Outcomes

Degree program student learning outcomes are an integral part of the student assessment plan. Discipline-specific knowledge, skills, and competencies are assessed through senior comprehensive exams and senior projects. These are summative assessments. Beginning in the 1920AY, departments identified a single degree program SLO to be assessed across their curricula. Curriculum maps identifying courses in which the SLO was 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, though some might. Each department summarizes and interprets the assessments of their degree program SLOs. These assessment results as well as plans for improvement are included in the final draft of the annual assessment report (i.e. Appendices 1 & 2 scheduled to be complete September 15, 2021).

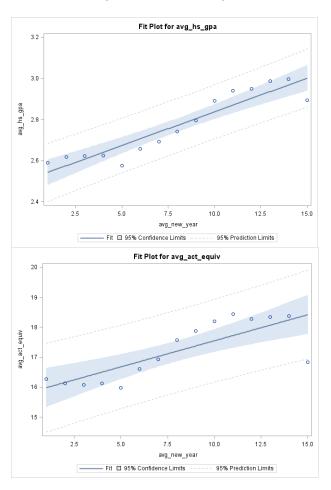**Co-curricular Student Learning Outcomes**

The Office of Assessment works with co-curricular units to identify what students gain from interaction with respective co-curricular programs. Assessments included 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. Some co-curricular units were challenged during the covid-19 pandemic because of irregular contact with students. Nevertheless, co-curricular units continued to serve students and 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).

Longitudinal Assessment

Entry-level

UAPB typically tracks three metrics when students enroll for the first time. Those metrics are high school grade point average (GPA), high school rank, and ACT (or equivalent) score. The covid-19 pandemic altered some enrollment requirements, including the requirement to provide an ACT score. Nevertheless, the majority of new students did provide an ACT or an SAT score. The Office of Assessment began with data from the 0607AY (i.e. Year 1) and includes data from the 2021AY (i.e. Year 15).

The positive trend in the average high school GPA that began in the 1011AY (Year 5) appears to have curtailed around the 1617AY (Year 11). The last six years indicate that average high school GPA was approximately 2.9 and fell about a tenth of a point in the 2021AY (Figure 1). Over the 15-year period, average ACT score shows a positive trend. A review of the last 6 years shows that the average ACT score has leveled (Figure 2). In five of the past six years, average ACT scores ranged from 18.2 to 18.4. However, average ACT score during the 2021AY was 16.8.

Figure 1. Average high school GPA of incoming freshmen for the past 15 years.

Figure 2. Average ACT score of incoming freshmen for the past 15 years.

There is significant improvement in average high school class rank (i.e. average ranks closer to one means students were closer to the top of their respective graduating classes) over the past 15 years. However, data from the last six years indicate a trend toward students that, on average, are further from the top of their high school class (Figure 3). During the 1617AY average high school class rank was 38th but average high school class rank was 49th during the 2021AY.
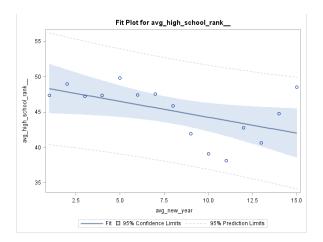
Figure 3. Average class rank of incoming freshmen for the past 15 years. Lower averages depict freshman ranked closer to the top of their high school class (i.e. negative trend = improvement).
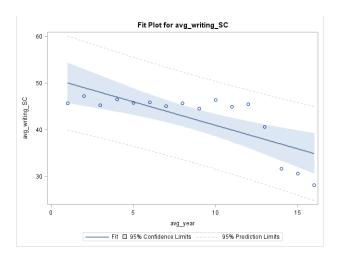
The ACT sub-scores for math, English, reading, and science all continue to show significant positive trends for the 15-year period under consideration. However, considering only the last six years of data, all these subscores are either level or declining. Sub-scores fell from the 1920AY to the 2021AY by an average of 10.3% with the largest declines in the areas of English and reading. Incoming freshmen are trending toward being less prepared for college. The freshman class of during the 2021AY might face academic challenges that could warrant special attention and appropriate resource allocation.

Mid-level

The ETS Proficiency Profile is used as the University's mid-level assessment (i.e. rising junior exam). The Proficiency Profile was first administered during spring 2018. The 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. This year, we incentivized performance on the Proficiency Profile by entering student that achieved an overall score of 30% or higher in a drawing for a $100 VISA gift card. This was advertised at the time the exam was announced and again when each reminder to take the exam was issued.

We examine trends for scores in each skill area over time. The only knowledge area that is not showing a significant decline over the 16-year period is reading. However, we note that reading has declined from a high of 47% in the 1718AY to a low of 32% in the 2021AY. Other knowledge areas clearly show significant declines over the 16-year period. The ETS Proficiency Profile also creates a percentile for Critical Thinking among individuals taking the exam nationwide. In the four year since switching to the ETS Proficiency Profile, students at UAPB averaged between the 21st and 27th percentile.
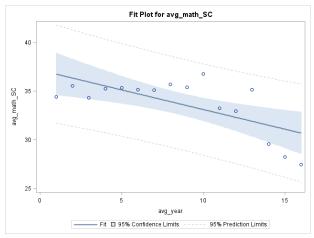
Figure 4. Average writing scores for rising juniors during the past 16 years.

Figure 5. Average math scores for rising juniors during the past 16 years.
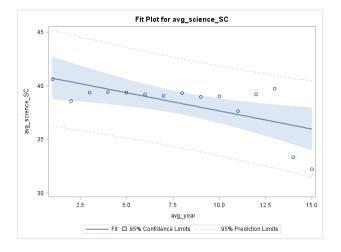

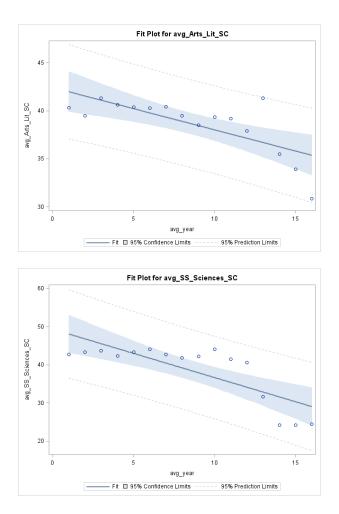Figure 6. Average science scores for rising juniors during the past 16 years.

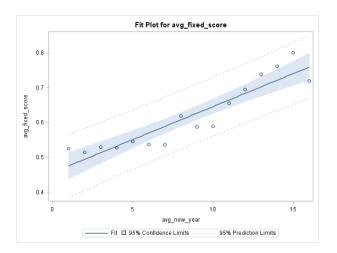Figure 7. Average arts & literature scores for rising juniors during the past 16 years.

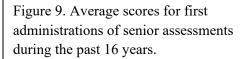Figure 8. Average social science scores for rising juniors during the past 16 years.

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 are typically administered using a Scantron form. Forms are delivered to the Office of Assessment for grading. The Office of Assessment reports the scores back to the department and in the institution's student information system (i.e. Colleague). A few degree programs are using senior projects. Senior projects are graded with a rubric and the rubric scores are reported to the Office of Assessment for compilation and entry into Colleague.

The covid-19 pandemic forced most classes to be virtual during all or part of the 2021AY. Hence, pencil and paper versions of the senior comprehensive exam, completed using a Scantron form, were not necessarily possible during the fall 2020 term. Administration of a senior comprehensive exam was optional during that term. Senior comprehensive exams were required during the spring 2021 term. Some departments administered the senior comprehensive exam electronically and simply reported the student scores to Assessment. This removed an opportunity for the Office of Assessment to summarize performance on the senior comprehensive exam by knowledge, skill, or competency area.

Senior assessments have been scaled on a proportional basis (i.e. percentage/100) so that tests from different units can be combined and the institutional performance of seniors can be tracked through time. Only the first administrations of senior assessments have been utilized in these analyses. Some departments require students to retake the exam if a specific score was not achieved on the first attempt. The Office of Assessment has compiled average senior assessment scores each academic year for 16 years. There is a significant positive trend in average senior assessment scores over this period (Figure 9).

Figure 9. Average scores for first administrations of senior assessments during the past 16 years.

The average senior assessment score during the 2021AY (72%, n=305, SD=21%) was somewhat lower than the average score during the 1920AY (81%, n=196, SD=14%). The proportion of students scoring above 70% on their senior assessment (Figure 10) on their first try remains relatively high. The percentile performance 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 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.
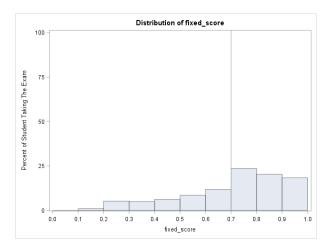

Figure 10. Relative frequency distribution of senior assessment scores during the 2021AY with the 70% threshold (vertical line) indicated.

Senior comprehensive exams that continue to be administered using Scantron forms can help identify discipline-specific knowledge, skill, and competency areas. Those 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. Such plans would be found in Appendix 1.

Alumni surveys

We were unable to survey the FA17-SP18 cohort of alumni. No valid emails were collected for graduates during that academic year.

For the FA15-SP16 cohort (five years after graduation), a total of 321 surveys were sent out to alumni, 6 responses were sent back giving a response rate 5.9%. The data showed that 61% of the respondents have a job in their field and 88% have obtained a master's degree. Only one of the respondents participated in specialized programs. When asked what academic skills were gained from the university, the students identified time management communication, teamwork, water quality research, networking, and research skills. The data also showed that the students had to learn skills like negotiating contracts, lesson planning, and upper level computer skills while on the job.

When asked about co-curricular activities, the data showed that 52% participated in at least one co-curricular activity while in school. Students recommend more mentoring for future teachers, and events that talk about life after college as a means of improving their educational experience. About 72% of the cohort participated in an internship and 44% of those internships led to a job in their field of study. When asked about the overall academics at the University, the data showed that the students were somewhat satisfied. It appears that they showed the most concern toward the quality of the academic facilities. The non-academics overall response data showed that the students were somewhat satisfied. Most concern was shown for the living and dining facilities.

The response rate to this survey was low but showed an increase relative to previous years. The data indicated that many students are pursuing post baccalaureate degrees. Students wanted to learn more life skills and were generally satisfied with the education they received but were concerned about the facilities maintenance and upkeep. The survey also showed that a high proportion of student internships led to jobs in the respective field of study.

Summary of longitudinal assessments

Average entry-level assessment scores have declined in recent years. Average mid-level assessment scores are declining. Average exit-level assessment scores are generally improving, though there was a decline this year compared to last year. The proportion of seniors passing their senior assessment on the first attempt is increasing. The university requires a minimum score of 70% on a senior assessment to graduate. Students not passing the senior assessment on the first attempt subsequently retake the exam. The marked improvement in discipline-specific knowledge, skills, and competencies concurrent with a decline in general education accomplishments warrants attention.

Data for the last six years suggest entering freshman were less prepared for college. Entry level assessment scores during the 2021AY were markedly lower than 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 50th percentile and scores continue to decline. The average performance during senior assessments is improving. The university requirement that seniors score 70% or better on their senior assessment may be responsible for senior assessment scores continuing to improve. 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. Incentivizing performance on the ETS Proficiency Profile did not seem to affect student performance. Nevertheless, the Office of Assessment will continue 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.

Other Assessment Activities during 1920AY

Acquisition of the EDA and ELDA from Watermark

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 EDA and ELDA can be associated with specific assignments in either department and assessed as any other AAC&U rubric. 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

Two academic units utilized the Field Experience Module during the 2021AY. The School of Education created field experiences for students enrolled in a variety of courses. Specifically, the SOE attached the EDA to these field experiences, such that an external assessor and the instructor of record could use the EDA to assess a student's skills and competencies. Furthermore, the students were able to conduct a self-assessment using the EDA. All these assessments are captured and archived within LiveText, rendering them available to the SOE and the Office of Assessment. Hence 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.

Computer-Based Administration of ETS Proficiency Profile

During the fall 2020 term, the Assessment Office worked with University College to identify students who needed to take the rising junior exam (i.e. students with 45-60 credits toward graduation at the beginning of the fall 2020 term). The Office of Assessment notified students, registered them to take an electronic version of the ETS Proficiency Profile, and sent out two reminders to the students to take the exam. The exam could be taken from any location using lock-down browser technology. The process seemed to work well, but a high proportion of students ignored all the reminders and ended up with a hold on their account precluding preregistration for the next term. Students who contacted the Assessment Office were again provided with the means to take the rising junior exam electronically. The process of notification, registration, test administration, and academic holds was repeated during the spring 2021 term. The process seems to be working as intended with a few exceptions.

In several cases, academic advisors have told students they were required to take the rising junior exam when those students were not on the list produced by Assessment's active Excel file. In those cases, the advisors were counting total credits accumulated at UAPB, rather than credits counting toward graduation. For example, if a student took Basic English, their credit total might be 47, but only 44 of the credits count toward graduation. In such a case, the student is not required to take the rising junior exam

and should not have an academic hold precluding preregistration. Such a student would be identified in the following term when their credits toward graduation fall within the 45-60 credit range. Any academic advisor that is unsure of the status of a student with respect to the rising junior exam should have that student contact the Assessment Office.

Meeting attendance

The covid-19 pandemic precluded travel to face to face meetings during the 2021AY. However, personnel within the Assessment Office participated in a virtual meeting of the Arkansas Association for Assessment of Collegiate Learning held April 22, 2021.

Future Assessment Activities

Assessment instruments for degree program student learning outcomes

The Office of Assessment continues to work with departments to create curriculum maps, identify degree program learning outcomes, and develop authentic assessment opportunities. For example, the Office of Assessment has identified standards and SLOs for Rehabilitation Services and Biology that could be used to assess degree program SLOs. The Office of Assessment has created a number of degree program or discipline specific rubrics on behalf of academic units. 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-level SLOs.

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
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 -	N/A	
	Regulatory Science B.S. SLO - Regulatory compliance associated with food, agricultural, industrial, health and environment safety (rubric)		
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies		

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Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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	**N/A**	
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies		
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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.**	
	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 needs to**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		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.**	
	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.**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		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.	
	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.**	
	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**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		available. In the future, it be good that faculty remember the purpose of assessment, which would likely adjust the score distributions across the different student classifications. Undergraduates assessing consistently higher than graduate students is an unlikely scenario, especially in oral communication.	
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies	**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 are still are not completed for all subjects. We will continue to push to get all study guides done. Regardless of sample sizes, there is only minimal interpretation possible for these test scores since students have only recently been required to pass the exam with a 70% (as of May 2020). In fact, the first senior required to pass (Juan Ramos) did in fact pass with a 72% this past spring. Our expectations are that when the 70% passing score becomes more ingrained, seniors will take the exam more**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		seriously and prepare more diligently.	
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 others 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 International Programs and Studies and on global**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		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**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		positively impact the overall school's results.	
	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.**	
	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.**	
	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**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		include more opportunities for teamwork in the upcoming academic year by having students create collaborative art projects in at least 2 courses. We will collect assessment data for these projects and submit to the university assessment.	
	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.**	
	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.**	
	Art Discipline Specific Knowledge, Skills, and Competencies	**Courses will continue to be reviewed as needed to ensure students graduate within 4 years.**	
Biology	Problem Solving	**Designing assignments that have real world issues and asking students to create solutions to them will increase students' problem solving skills to improve outcomes for this academic year.**	
	Teamwork		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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.**	
	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.**	
	Teamwork		
	Biology B.S. SLO – Biological research	**N/A**	
	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.**	
Chemistry and Physics	Problem Solving		
	Teamwork		
	Lifelong Learning		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	Information Literacy		
	Teamwork		
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs		
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of energy and matter		
	Chemistry Discipline Specific Knowledge, Skills, and Competencies		
	Physics Discipline Specific Knowledge, Skills, and Competencies		
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies		
	Forensics Discipline Specific Knowledge, Skills, and Competencies		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
English, Humanities, and Foreign Languages	Problem Solving	**Faculty needs to assign more Problem-solving exercises.**	
	Teamwork		
	Lifelong Learning	**Projects need to be given so students can show their resourcefulness and creativity.**	
	Information Literacy		
	Teamwork	**Faculty needs to hold conferences to monitor the progress of the projects.**	
	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.**	
	English Discipline Specific Knowledge, Skills, and Competencies	**There will be focus on revision and editing drafts.**	
	Theater Discipline Specific Knowledge, Skills, and Competencies		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
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 -		
	Mathematics B.S. SLO -		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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 were students did not do well. This type of learning should begin with the introductory classes and reinforced throughout the learning program.**	
	Mass Communication B.A. Broadcast SLO - Apply tools 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**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		stress learning in areas where students need more instruction and encourage students to spend more time working with the technologies appropriate for the profession	
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies		
Music	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Music B.S. SLO - Ability to analyze provide music and express analysis theory/ orchestration / arranging or comparison		
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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		
	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		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Addiction Studies Discipline Specific Knowledge, Skills, and Competencies		
Social and Behavioral Sciences	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Criminal Justice B.A. SLO - Theory	**NA**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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.**	
	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 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**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	Social Science History Discipline Specific Knowledge, Skills, and Competencies	**NA**	
	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.**	
	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.**	
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		
	Lifelong Learning	**Assignment will be submitted once fulltime faculty returns.**	
	Information Literacy	**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**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		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 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	**The classes that were assessed included freshman who experienced writing and technology challenges**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	professional behavior	**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 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		

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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		
	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**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		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.	
	Teamwork	**A Teamwork assignment will be placed in a 2000 and 3000 level course. The instructors will clearly explain the components of Teamwork, so the students fully understand each area when assigned a group project to complete. Examples of the component "Contributes to Outside Meetings" will be particularly stressed for better understanding of assignment expectation. Faculty in other courses will reinforce students' understanding of the components of Teamwork**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		as they assign students to work as partners or in groups to assignments.	
	Lifelong Learning	**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:** • **engage all students in various kinds of reflective writing and conversations as described in the rubric where they discuss lifelong learning skills and dispositions while matriculating through their degree program.** • **review the content of the Foundations of the Lifelong Learning (FOLL) rubric to gain a clearer understanding of criteria being assessed.** • **align the assessment instructions to the rubric and determine its clarity and appropriateness for students being assessed.** • **discuss all areas of the rubric with the students for greater understanding so they will know how their work will be assessed.** • **Encourage students' participation in professional development activities where they are**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		required to submit reflective comments applying what they learned to enhance their FOLL.	
	Intercultural Knowledge	**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 Son how faculty can engage students to improve their confidence and knowledge on the IKC and in life.** • **utilize Kagan strategies to engage students in warm/friendly open discussions addressing culture diversity and people differences** • **require writing assignments where students address the importance of specific elements of ones' culture in relation to its history, values,**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		beliefs, and practices. • **assign students case studies to read and/or videos to view that will engage them in reflecting on their areas for improving and recognizing the feelings of their culture as well as another cultural group(s).** • **engage students in verbal/written and topics on social justice**	
	Lifelong Learning	**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:** • **engage all students in various kinds of reflective writing and conversations as described in the rubric where they discuss lifelong learning skills and dispositions while matriculating through their degree program.** • **review the content of the Foundations of the Lifelong Learning (FOLL) rubric to gain a clearer understanding of criteria being assessed.** • **align the assessment instructions to the rubric and determine**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		its clarity and appropriateness for students being assessed. • **discuss all areas of the rubric with the students for greater understanding so they will know how their work will be assessed.** • **Encourage students' participation in professional development activities where they are required to submit reflective comments applying what they learned to enhance their FOLL.**	
	Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning	**Students will be placed in groups for more practice in discussing the scenarios that address the learner and learning.**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		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.	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		Several of the Methods (Science, Social Studies, Reading) classes are incorporating lesson plans so that students gain practice in developing plans that are more inclusive and recognizes all learners especially children with special needs.	
	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**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		field of vocational rehabilitation. Additionally, faculty will continue to review assessment score ranges and feedback to see where improvements are needed.	
	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 several resources for the Learning Plus Lab.** • **IXL** • **Study.com** • **ACT online links** • **Praxis Interactive exams** • **Interim Dean wrote grant to hire visiting chair to work with students in passing the Praxis exams** • **Several faculty members have created a course inside of study.com where students logon and complete lessons that reinforce the content being taught in their courses (Psychology of Learning and Teaching and Methods of teaching Science).** • **Instructors use ETS Study Guide in the content areas and review with students.** • **Public school teachers and peers have**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		conducted evening tutoring in math, science, social studies, reading, and the PLT were conducted for undergraduate and graduate students **• The LPL Coordinator/instructor works one on one with undergraduates and graduates in LPL in preparing them for the Praxis exams.** **• Course syllabi require students to spent hours for credit in LPL fall 2019** **• Point system provided to students who take the take and/or pass it** **• Several faculty members require students to spend a number of hours in the LPL and/or working in Study.com and IXL.** **• Faculty members work one on one with students in content areas** **• Video clips aligned to course content (Khan Academy, YouTube) are also put together to help students with Praxis content to work on during summer** **• Faculty course syllabi have several links to support students' preparation for the test.**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies	**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.** **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 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**	

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		understanding and ability to assess a client's functional limitations **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.**	
Health, Physical Education & Recreation	Problem Solving	**Department needs to work on Problem Solving skills for the majors.**	
	Teamwork	**Department will continue to work on the Teamwork within the program.**	
	Lifelong Learning		
	Intercultural Knowledge	**Continue to develop Intercultural Knowledge of students.**	
	Lifelong Learning	**Department will work on the creating Lifelong Learners in the program.**	
	Health and Physical Education	**The department has made an alignment chart of**	

Appendix 1 – Curricular Program Outcome Improvements During the 2020-21AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	B.S. SLO - Design and implement plans which are linked to program goals	**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.**	
	HPER Discipline Specific Knowledge, Skills, and Competencies	**Will work on the content knowledge of the majors.**	
	Principles of Learning and Teaching	**Will work with Curriculum and Instruction Department on improving the scores.**	
University College – General Studies	General Studies Discipline Specific Knowledge, Skills, and Competencies		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
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 (Comp Exam)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Animal Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Agricultural Engineering Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills,		

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	and Competencies (Comp Exam)		
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Aquaculture and Fisheries	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Global Learning		
	Human Needs and the Global Environment		
	Aquaculture and Fisheries Science B.S. SLO – Oral Communication (AAC&U rubric)		
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
Human Sciences	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Global Learning		
	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)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Nutrition Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Hospitality and Tourism Management Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Art and Design	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Art B.S. SLO - Use visual art elements and principles of design to create original works of art		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed to become a certified art teacher.		
	Art Discipline Specific Knowledge, Skills, and Competencies (Senior Exhibit)		
Biology	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Biology B.S. SLO – Biological research		
	Biology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
Chemistry and Physics	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs		
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of energy and matter		
	Chemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Physics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Forensics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
English, Humanities, and Foreign Languages	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	English Literature/Liberal Arts B.A. SLO - Demonstrate student writing ability		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	English Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Theater Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
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 (Comp Exam)		
Math and Computer Science	Problem Solving		
	Teamwork		
	Lifelong Learning		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Information Literacy		
	Teamwork		
	Computer Science B.S. SLO -		
	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	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Mass Communication B.A Print SLO - Write clearly and		

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	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	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Music B.S. SLO - Ability to analyze provide music and express analysis theory/ orchestration / arranging or comparison		

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
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		
	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 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	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		
	Lifelong Learning		
	Information Literacy		
	Teamwork		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Criminal Justice B.A. SLO - Theory		
	Psychology B.S. SLO - Methods		
	Social Science B.A. SLO - Culture		
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Psychology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Social Science History Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Social Work	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Information Literacy		
	Teamwork		
	Social Work B.S.W. SLO - Demonstrate ethical and professional behavior		
	Social Work Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Accounting	Problem Solving		
	Teamwork		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Lifelong Learning		
	Critical Thinking		
	Ethical Reasoning		
	Accounting B.S. SLO -		
	Accounting Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		
Business Administration	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Critical Thinking		
	Ethical Reasoning		
	Business Administration B.S. SLO -		
	Business Admin Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		
Curriculum and Instruction	Problem Solving		
	Teamwork		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Lifelong Learning		
	Intercultural Knowledge		
	Lifelong Learning		
	Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning		
	Rehabilitation Services B.S. SLO - Culture diversity, legal, & ethical issues		
	Praxis Exam		
	Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Health, Physical Education & Recreation	Problem Solving		
	Teamwork		
	Lifelong Learning		
	Intercultural Knowledge		

Department/Unit	Student Learning Outcome	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Lifelong Learning		
	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals		
	HPER Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Praxis Exam		
University College – General Studies	General Studies Discipline Specific Knowledge, Skills, and Competencies (Senior Project)		

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
Academic Skills and Developmental Services	Students will show improvement in their reading comprehension and vocabulary skills.	Although there were statistically significant results, most students did not meet the targeted reading comprehension cut score. We will order a new textbook, develop new assignments, and increase our outreach to students.	A paired t-test was performed to determine if a statistically significant difference had occurred between mean pretest and mean post-test scores. Unlike in previous years, the results were not statistically significant.
UAPB Quality Initiative "African-American Male Student Persistence Initiative: Leadership Development"	Students will gain "leadership abilities and positive self-concepts."	(1) Seek to provide additional professional and peer mentors to freshmen and sophomore students. (2) Capture data at mid-term and again at the end of the fall and Spring semesters through administering a brief survey to assess the level of participation in student organizations. This process will be used to aid in guiding students to the right organizational fit for them on an individualized basis. (3) To broaden the educational experience of students and to assist with retention and graduation rates a monthly promotion of "Study Abroad" opportunities. Announcing to students that some funding is provided through a joint partnership with the MOC Initiative and the UAPB International Program Office.	1) Faculty Advisors were proactive in service provision to the students served. A joint effort with enrollment management enable improved service delivery. Collaboration was also sought out with respect departments as well, to better insure a smooth transition for students to their major departments. (2) There was the inability to meet this subjective because of the issues presented by the COVID Pandemic. Plans are in place to pursue this measure again beginning Fall 2021. (3) Broadening the educational experiences of our students is an ongoing process. However, because of the COVID pandemic travels abroad were postpone this year. We hope to regain this venture in the near future.
Trio Student Support Services	Participants will gain the academic	Students will be provided additional tutoring and	At least 65% of participants gained the

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	performance level required to stay in good academic standing at the University, helping the maintain scholarships and graduate in a timely manner.	guidance with courses during the semester. Students who display additional assistance will be provided with coaching services that require continual monitoring and frequent updates from instructors.	performance level required to stay in good academic standing at the University; thereby, creating visible scholastic guidelines to pursue additional studies.
Carolyn F. Blakely Honors Program	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people willing to make their respective communities and nation a better place to live, work, and learn.	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.	Established the Founding Chapter of The National Society of Collegiate Scholars Honors Society (NSCS) for freshmen and sophomores. There were 36 new members. NSCS provides additional scholarship opportunities and scholarship reviewers are available for student applicants.

We collaborated with the University of Arkansas at Fayetteville and Honors Arkansas workshops and are planning future projects for the upcoming school year.

Due to the pandemic, students were not allowed to travel out of the country. However, the Honors Program will be partnering with the Office of International Programs by providing workshops on how to apply for national scholarships to travel abroad for the next school year. |
| | | | |
| **Military Science** | Students are qualitatively | Military science labs and classes for AY20/21 will | We were able to execute multiple miniature training |

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
1. Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.	evaluated on an "Outstanding", "Excellent", "Proficient", "Capable" and "Unsatisfactory" scale (O/E/P/C/U)) IAW Cadet Command LDP. Expectations are 10% O, 40% E, and 50% P with zero "capable" or failure ratings. Ratings are based on the overall composite of the Army's 17 Core Competencies. A minimum overall rating of Capable is required to remain in the program. Core Competencies are: Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge, Leads Others, Extend Influence beyond CoC, Lead by Example, Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results. Cadets will develop their critical thinking skills through leading a team. The	continue to focus on critical thinking and technical and tactical knowledge in order to increase confidence. Due to COVID-19 we were not able to execute either Basic or Advance Camp during the summer as usual. Both camps will be executed during the Fall 20' semester.	camps in lieu of the standard Basic and Advance Camps performed during the summer months. Cadets successfully completed all training earning multiple first-time GOs for the events.

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.		
Military Science 2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.	Contracted cadets will participate in three physical training (PT) session per week and conduct at least two Army Physical Fitness Tests (APFT) each semester. Non-contracted cadet must participate in one PT session per week. Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.	Continue to improve the overall physical fitness of the cadets and prepare them for the Army's new physical fitness test which takes effect in October 2020. Increase attendance by changing attendance requirements and restructuring the fitness program.	Re-focused our fitness training to incorporate skills required for the Army's new combat fitness test and increased the cadet's fitness levels by 5% for each fitness event. Organized and executed one joint fitness event with UAPB, HSU, and OBU.
Watson Memorial Library	Students will gain an understanding of research resources available in through the Watson Memorial Library	*The Library has increased student success* through extensive hands-on information literacy instruction. Students who utilize the Library for educational purposes such as information literacy instruction sessions, online database access, and interlibrary loan research states "students who use resources in the library are	The valuation of the Information Literacy programming assessment shows 90% of college students answered content specific questions correctly.

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		proven to better grades than those who do not use resources in library are proven to have better grades than those who do not use library resources" (acrl.org). The Library has added innovative solutions to improving student success for more *collaborative educational programs and services involving teamwork, problem-solving, and life-long learning skills to enhance student learning.* The Library has implemented a virtual information literacy session for self-pace online instruction, interactive smart board video conference system, Study.com, and Grammarly.	
Viralene J. Coleman Computerized Writing Center	We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.	Approximately 1362 students contacted received tutoring or attended a workshop provided by a writing center staff member or tutor during the academic school year. Of the students that attended a workshop or tutoring session contacted: 41 graduating seniors attended an English Proficiency Workshop or a one-on-one tutoring session. All forty-one graduating seniors successfully passed the examination. 745 students received one-on-one	The Viralene J. Coleman Writing Center staff members provided approximately 950 virtual visits to the writing center during the 2020-2021 AY. We assisted and tutored students on a wide variety of projects and papers for any discipline to brainstorming, outlining, and prewriting, sentence and paragraph concerns (structure, clarity, organization, etc.),

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		tutoring or attended a Thank You Letter Workshop. All seven-hundred and forty-five thank you letters were edited, critiqued and approved by a writing center staff member. 596 students received tutoring through walk-in, email (virtual), or scheduled tutoring sessions. Those students were seeking assistance with various assignments or writing projects. Approximately 85% of those students contacted received passing grades on their assignments. The writing center also assisted students with internship applications, graduate school admission letters, personal statements, and scholarship applications. Approximately, 90% of those students assisted received financial assistance, admission into graduate school, or the internship consideration they were seeking.	citing sources (APA, MLA, etc.), integrating quotes into papers, editing drafts of assignments, grammar punctuation, scholarship or graduate school concerns. Approximately 90% of the students contacted, that received assistance, with essays, letter writing, APA or MLA guidance etc. from in the writing center staff member received passing grades on their assignments received internship opportunities or were seeking admission into a graduate school. The writing center staff, also reviewed, critiqued and approved approximately 646 Thank You Letters that were submitted by students that received financial assistance from various scholarship providers. All thank you letters were reviewed, critiqued/approved by a writing center staff member. We also provided 28 students with essay writing tips/instructions in preparation for the Spring 2021 Common

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
			Examination. We are currently not assisting student with the English Proficiency. The examination was waived during the 2020-2021AY, until further notice.
Band	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.)	n/a	n/a
Vesper Choir	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.)	n/a	n/a
Office of International	Students will	As we increasingly engage more faculty and staff in	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
Programs and Studies: **Education Abroad (19/20): China; London, UK; Guatemala, South Africa, Brazil**	1) develop competency in one or more of the three areas: a) knowledge and understanding of a thematic topic related to their major/program of study; b) improved fluency in a foreign language; and/or c) practical application of knowledge and skills related to their major/program of study; 2) learn how to be flexible and adaptable in a foreign culture; and 3) become partners with OIPS in promoting education abroad at UAPB.	education abroad programming, the advisement model needs to be adjusted to reflect greater time, effort and attention on preparation of faculty and staff for an overseas education abroad experience. Last year we made it possible for two faculty to attend faculty development programs in France and Guatemala. We are also developing a collaboration with EF College Study Tours and, beginning with the fall 2020 semester, will introduce a formal approval process for faculty who wish to organize study abroad programs.	
	Peace Corps Prep (OIPS)		
	Program participants will develop competencies through the following: 1) Enrollment in coursework	Goals established included: 1) Recruit a third cohort 2) Conduct a second round of ABCD, Part I. training 3) Conduct the first round of ABCD, Part II. training Facilitate the exit interview/certification process for students	Changes to academic operations in March, 2020, had a detrimental impact on program participation through the 2020-2021 AY. Once students left campus after the closing of dorms, we were unsuccessful in maintaining contact notwithstanding repeated attempts by phone, email,

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	related to six thematic areas designated by the U.S. Peace Corps 2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area 3) Enrollment in foreign language coursework 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	graduating between May and December 2020	text messaging, etc. We effectively lost the second cohort with the exception of one student. Efforts to create a third cohort were stymied. However, exit interviews were successfully conducted for two members of Cohort One. 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.
	UAPB Collegiate 4-H (OIPS)		
	UAPB Peace Corps Prep members will participate in and gain knowledge and skills through 4-H volunteer activities. **UAPB Collegiate 4-H members** will learn	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	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.

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	about and participate in global programs sponsored by OIPS.	members who are not in the Peace Corps Prep Program.	
	National Scholarship Initiative (OIPS)		
	Students will: 1) Gain information about scholarship opportunities which enable or enhance global engagement 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 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.
	SAFHS Global Leadership Initiative (OIPS)		
	Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to: 1) Receive timely updates on academic and professional opportunities in the global arena 2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks	OIPS will aggressively pursue grantsmanship and fundraising opportunities to support SAFHS student participation in global program opportunities. OIPS will work with SAFHS faculty and staff to do the following: 1) Raise awareness of global opportunities 2) Increase faculty/staff participation in education abroad programming Increase faculty/staff participation in grantsmanship opportunities that will open doors for greater student participation in the global arena	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 through these funding will enable students to participate in any one or more of the following: 1) OIPS Global Education/Development Practicum 2) Faculty led education abroad programs in Kenya, Ghana, Colombia, Costa Rica and Guatemala 3) OIPS worked with the SAFHS technology specialist to create email distribution lists for

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
			faculty, staff and students (both undergraduate and graduate)
Career Services	Students will understand the job search process and skills for obtaining a job.	Offer virtual workshops on the job search process and how to utilize Handshake to create a strong profile and resume that will attract employers. Handshake is the #1-way college students find jobs, internships and Cooperative Education positions. Make a strong attempt to partner Basic Academic Services to offer virtual Resume Writing Workshops, Why Career Services and Job Search Process so we can help get students focused on the importance of Career Services in their freshman year. When a student sign-up with career services, we will teach them how to use handshake and we will review their profile.	
Office of Student Involvement & Leadership	Students involved with the Office of Student Involvement & Leadership gain valuable experience in network building, planning events, leadership and professional pursuits. OSIL offers valuable programs in the field of Student Activities allocations, mentoring, diverse	More efforts will be shared in presenting communication to the students appropriately. If the students receive outside communication to be directed differently, our office will guide them to the source to seek further assistance. Due to the current pandemic and with respects to the "Social	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	and international programs, fraternity and sorority life, leadership development, student support programs and services (Black History Month, Women's History Month Celebration, Unity Fest) and more. Additionally, OSIL offers the opportunities for students to gain leadership in co-curricular programming outside of the classroom. Many of the organizations under the umbrella assist in creating events, programs and occasions for the development of the students. Leadership in the following areas are sought out by under the umbrella of governance, archives, political and student 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)	Distance Policy," we will continue to email all information shared to the appropriate individuals as identified within the RSO information packet. We will continue to provide quality programming to develop our student leaders and encourage students to be involved and engaged within the programs developed from our office.	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	at the end of the year, to obtain particular data information and assess their involvement in programming. Additionally, we ask of their support to better improve the Office of Student Involvement & Leadership area.		
Student Counseling, Assessment, and Development	Students will get "…effective counseling, psycho-social support, testing, and enrichment (development) activities to foster persistence and lifelong learning."		
Disability Services	Even playing field like students without Disabilities		
Veteran Affairs	Chapter Benefits from the government		
Residential Life	The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and recreational activities provide health and wellness, awareness of global and local issues and concerns reviewed,	• Create a position and office space for a full-time live-in community director in the residence halls responsible for programming activities and overseeing the quality of life for the residents.	

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	information about student safety on campus and off-campus discussed, community projects performed, and individuals develop new skills, and a sense of community is fostered among all residents. Student leaders and the residential life staff are committed to strengthening the relationship and level of understanding among people by supporting them in their learning about the diversity that exists within the residence hall communities. The department encourages each person to see this as a lifelong learning process in which we continue to develop the skills and attitudes necessary to be positive and productive members of society. Developing these skills and attitudes involves a commitment to value human diversity. We, therefore, encourage acceptance and appreciation of people regardless of race, gender, age, ethnicity, able-bodiedness, sexual	• The department of residential services will provide student surveys after each program to determine the impact the program had on student learning. • Provide increased training for residential life staff to increase title IX presentations within the residence halls. • Increase community-outreach programming in the Pine Bluff and Jefferson County area to provide engaging and active learning opportunities for students living in residence halls. • Increase drug and alcohol programming in the residence halls to educate student residents on the harmful effects and impact drug and alcohol can have on derailing college students' success.	

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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.	• Create space for staff, faculty, and students to have more round table discussions in the residence hall on current and global issues affecting college students and society.	
			•
Student Health Services	Students will gain access to a range of reproductive health services. Students will be provided with information, services, and supplies for effective reproduction control to enable students to		

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	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.		
Fitness Center	Students will learn about regular fitness activity and nutrition. They will also learn how to develop muscular strength and improve cardiovascular health.	We will engage the students more by implementing educational classes on Nutrition and Exercise. It is important that students learn how to eat well daily, and how to effectively incorporate regular exercise into their weekly schedules. Keeping on top of fitness and nutrition can help students maintain holistic wellness after graduation.	
Title IX - Affirmative Action/Student Life	Student will gain an understanding of… • Alcohol Awareness • Bystander Intervention • Drug Awareness • Sexual Violence Awareness (CampusSave) • Intimate Partner Violence I. Title IX/Sexual Assault/Consent II. How to report these matters III. Resources Available	Partner with residential life and student leadership and involvement to developing social distancing programing that will address subject matters covered in on-line training • Increase virtual/social distance informational sessions due to Covid-19, e.g. new student orientation, annual training with athlete department, orientation with	

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?		What outcome improvements occurred during the 2020-21AY?
	IV. Continue to find creative ways to learn due to our new way of working & learning	summer programs, and training with student leaders • Intimate Partner Violence		
STEM Academy	STEM Academy students gain experience in comportment in the business/research environment through summer internships.	More Guest Lecture Series presenters to explain to students the benefits of summer internships and co-ops. Announcement of opportunities through Acadly.		
Student Success Center	After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.	1. Improve the quality of the tutoring program through training and evaluation of tutors including use of online media to conduct tutoring. 2. Increase collaboration with instructors in courses where most students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Train faculty and staff to use AVISO Retention software to submit early alerts, to address student problems early in the semester; to engage students, to identify persistence and course risk factors and to increase the chances of success by providing proactive interventions.		**Fall 2020:** A total of 25 students attended the Enrollment Management and Student Success sponsored tutoring virtually and face-to-face. The tutoring program held few face-to-face sessions due to the COVID 19 Pandemic. Students attended 51 tutoring sessions, attempted 355 credit hours, completed 323 credit hours, and had a 90.98% course completion rate. In addition, students tutored had an 84.0% pass rate with a grade of "C" or above. The 25 students tutored ended the fall 2020 semester with an overall grade point average of 3.19. **Spring 2021:** A total of 34 students participated in the Enrollment Management and Student Success sponsored tutoring virtually and face-to- face.

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		5. Ensure program is fully funded to prevent service interruptions. Improve the quality of SSC Tutoring and other programs through training and evaluation of tutors: a) Administer an annual student evaluation survey. b) Implement Peer Tutor training curriculum developed. c) Include an online tutoring module in the training curriculum. Increase collaboration with instructors: a) The Supplemental instruction program was launched in the spring 2020 but did not have an online training component and was discontinued as a result of the impact of COVID 19. This component will be included in future trainings. Increase visibility to attract student participants earlier in the semester: a. Use several forms of media, tools and events to market tutoring program. Implement an early alert program. AVISO Retention was launched in November 2019. a) Develop a webinar styled training for faculty and staff using the	The tutoring program held limited face-to-face sessions due to the COVID 19 Pandemic. Students attended 68 tutoring sessions, attempted 473 credit hours, completed 430 credit hours, resulting in a 90.9% course completion rate. In addition, the students tutored had a 78.5% course pass rate with a grade of "C" or above. The 34 students tutored ended the spring 2020 semester with an overall grade point average of 2.99.

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
		university's LMS Blackboard to allow on-demand training and easy updates. Review budget for the tutoring program and identify diverse funding sources. a) The tutoring program was not fully funded in the fall 2019 semester and the program started late in the semester. The budget will be reviewed prior to program start to prevent future interruptions.	
LIONS Program (Learning Institute and Opportunities for New Students)	1. Increase freshmen enrollment in college-level course work by completion of developmental courses. 2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist. 3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB. 4. Increase number of students graduating in 10 or fewer semesters gauged by earlier	Increase summer enrollment in the LIONS Program to increase the number of FTE freshmen enrolled during the fall. Partner more closely with academic advisors to improve greater class achievements and persistence to graduation. Improve the tracking of LIONS Program participant's engagement in co-curricular programs and enhance the activities of the LIONS Alumni Club, including community service and peer mentoring. Partner more closely with the Student Success	Ninety-five new freshmen enrolled in the first-ever "virtual" LIONS Program for 2020, due to the COVID -19 pandemic. . Ninety-five participants were retained for fall 2020 with a retention rate of 99%. The cumulative GPA for the 2020 LIONS Program cohort was 3.00. During spring 2021, several LIONS Program alumni were elected for key positions in the SGA.

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	graduation then non-participants.	Center coaches and supplemental instruction mentors to improve persistence to graduation.	During spring 2021, 33 LIONS alumni were scheduled for graduation.
L.A. Davis, Jr. Student Union	Our goal is for Students to be able to gain leadership skills with multiple registered student organizations that are housed within student Union such as the student government association, union programming board, School newspaper and Year Book just to name a few offices in the student union. Students are able to receive information from the main office in the student union regarding the offices that provide services for students. Students will also be able to gain access to the multiple food amenities provided by full services. Students will also be able to gain employment access and applying for jobs which food services this house within the student union and Multiple work-study opportunities. Student fellowship, quite learning environments, and study labs are also made available for	Our goal is to provide a more detailed information window for students to have hands on information regarding the student Union and all it has to offer. The student union has recently undergone a facelift to the existing structure of the student union this enhancement, this has provided a more fresh modern look to the union with hopes of encourage students to attend more planned events that is provided by the union program and board and other registered student organizations for their benefit. The student union will also undergo more updates to the structural in the coming months and year; such as update internet connection, roof, restrooms etc.	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2020-21AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in 2020-21AY?	What outcome improvements occurred during the 2020-21AY?
	students to enjoy during their time on campus.		
UAPB Athletics	Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.		

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
Academic Skills and Developmental Services	Students will show improvement in their reading comprehension and vocabulary skills.	Data analysis indicated that there had been no statistically significant improvements.	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.
UAPB Quality Initiative "African-American Male Student Persistence Initiative: Leadership Development"	Students will gain "leadership abilities and positive self-concepts."	Ongoing efforts to serve students in a time involving limited resources and new ways of doing things due to the COVID Pandemic.	Seek out and use multiple ways of service- delivery.
Trio Student Support Services	Participants will gain the academic performance level required to stay in good academic standing at the University, helping the maintain scholarships and graduate in a timely manner.	At least 65% of participants gained the performance level required to stay in good academic standing at the University; thereby, creating visible scholastic guidelines to pursue additional studies.	Students will be provided 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 updates through emails, texts, and telephone calls.
Carolyn F. Blakely Honors Program	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people willing to make their respective communities and nation a better place	30 students graduated from the Honors Program during AY 20-21. 17 students are gainfully employed or enrolled in graduate or professional school.	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

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	to live, work, and learn.		the graduation survey link in Blackboard to centralize the data on our graduates. Finally, enroll our graduates in a Remind text group before they leave so they are better accessible for updates.
Military Science 1. Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.	Students are qualitatively evaluated on an "Outstanding", "Excellent", "Proficient", "Capable" and "Unsatisfactory" scale (O/E/P/C/U)) IAW Cadet Command LDP. Expectations are 10% O, 40% E, and 50% P with zero "capable" or failure ratings. Ratings are based on the overall composite of the Army's 17 Core Competencies. A minimum overall rating of Capable is required to remain in the program.

Core Competencies are:
Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge, Leads Others, Extend Influence beyond CoC, Lead by Example, | Cadets are continuing to perform to standard.

Due to COVID-19 we were not able to execute either Basic or Advance Camp during the summer as usual. We did execute make-up sessions and the senior class was evaluated achieving an Excellent rating on all events.

All eligible Sophomore, Junior and Senior cadets are currently attending or completing the Basic and Advanced Camp for 2021.

Of the freshman and sophomore cadets that participated in military science labs, 100% improved in their confidence in their critical thinking skills.

According to cadre/staff comments and evaluations, 60% of all cadets require improvement in communication, | Military science labs and classes for AY20/21 continued to focus on critical thinking and technical and tactical knowledge in order to increase confidence. |

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results. Cadets will develop their critical thinking skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.	physical fitness, and confidence.	
Military Science 2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.	Contracted cadets will participate in three physical training (PT) session per week, and conduct at least two Army Physical Fitness Tests (APFT) each semester. Non-contracted cadet must participate in one PT session per week. Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.	The Army's new fitness test evaluates a Soldiers combat fitness using six (6) unique events. Cadets are required to get 60% or better in each of the events to be considered as passing and can achieve a score of 600 (or 100% in each of event). UAPB students' scores ranged from 254 to 501 with the Average score of 414. Most failures stem from the 2mi run (last event).	Continue to improve the overall physical fitness of the cadets and prepare them for the Army's new physical fitness test (still being evaluated). We will use the data from the past two fitness tests to focus on areas where there is a majority of the failures. Specifically, Standing Power Throw, Spring-Drag-Carry, and 2mi Run.
Watson Memorial Library	Students will gain an understanding of research resources available in through	The data shows majority of students surveyed were Freshman (Q1). 37% students received	The library has directly linked information literacy with teamwork, problem-solving, lifelong learning, critical

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	the Watson Memorial Library	prior library instruction and 61% responded with no prior library instruction (Q2). 64% answered 1-4 hours, 5-10 91%, 97% 11-20 or more than 20 97% (Q3). 75% comprehended using scholarly information, with the best method to practice (Q4). The analysis indicated students should consider when evaluating a website 75 % responded correctly (Q5). 88% of the college student answered correctly content question what is plagiarism (Q6). 55% of college students acknowledged the most efficient source for finding related articles (Q7). 66% answered if a book or article is not available in the library how they can receive a copy (Q9). The valuation of this assessment shows 90% of college students answered content specific questions correctly (Q8, Q10, Q11, Q12, Q13).	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 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

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
			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.
Viralene J. Coleman Computerized Writing Center	We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.	The Viralene J. Coleman Writing Center staff members provided approximately 950 virtual visits to the writing center during the 2020-2021 AY. We assisted and tutored students on a wide variety of projects and papers for any discipline to brainstorming, outlining, and prewriting, sentence and paragraph concerns (structure, clarity, organization, etc.), citing sources (APA, MLA, etc.),	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

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
		integrating quotes into papers, editing drafts of assignments, grammar punctuation, scholarship or graduate school concerns. Approximately 90% of the students contacted, that received assistance, with essays, letter writing, APA or MLA guidance etc. from in the writing center staff member received passing grades on their assignments received internship opportunities or were seeking admission into a graduate school. The writing center staff, also reviewed, critiqued and approved approximately 646 Thank You Letters that were submitted by students that received financial assistance from various scholarship providers. All thank you letters were reviewed, critiqued/approved by a writing center	that give each writer encouragement and confidence in using their own voice to become a better writer.

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
		staff member. We also provided 28 students with essay writing tips/instructions in preparation for the Spring 2021 Common Examination. We are currently not assisting student with the English Proficiency. The examination was waived during the 2020- 2021AY, until further notice.	
Band	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.)		
Vesper Choir	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		

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
International Programs: Education Abroad (Ghana, Guyana, France, Mexico,	Students will 1) develop competency in one or more of the three areas: a) knowledge and understanding of a thematic topic related to their major/program of study; b) improved fluency in a foreign language; and/or c) practical application of knowledge and skills related to their major/program of study; 2) learn how to be flexible and adaptable in a foreign culture; and 3) become partners with OIPS in promoting education abroad at UAPB.	OIPS was able to make substantial progress in engaging faculty in education abroad programming through grantsmanship and institutional capacity building. Overseas education abroad programming remained in shutdown status. Through the HBCU-China Network, OIPS recruited three UAPB students who successfully completed a virtual Chinese language study program.	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.
	Peace Corps Prep (OIPS)		
	Program participants will develop competencies through the following:	Campus life, through which students share a common daily routine that facilitates and promotes extracurricular	We are in a rebuilding phase. OIPS submitted the application for approval to operate the Peace Corps Prep

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	1) Enrollment in coursework related to six thematic areas designated by the U.S. Peace Corps 2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area 3) Enrollment in foreign language coursework 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	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.	Program for a second five-year cycle. The goal is to also commence recruitment of Cohort III drawing upon limited face-to-face engagement that follows campus COVID-19 protocols.
	UAPB Collegiate 4-H (OIPS)		
	UAPB Peace Corps Prep members will participate in and gain knowledge and skills through 4-H volunteer activities. **UAPB Collegiate 4-H members** 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.
	National Scholarship Initiative (OIPS)		
	Students will:		

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	1) Gain information about scholarship opportunities which enable or enhance global engagement 2) Receive advisement on best practices regarding application submissions	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.
	SAFHS Global Leadership Initiative (OIPS)		
	Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to: 1) Receive timely updates on academic and professional opportunities in the global arena 2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks	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. Also, through a collaboration with the Assistant Dean for Academics, OIPS organized a faculty webinar on globalizing the curriculum. 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.	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. Recruitment for overseas programming will also resume.
Career Services	Students will understand the job search process and skills for obtaining a job.	The pandemic played a big role in the results of the assessment. However, it did indicate that we still have students that do	My primary focus for the next academic year will be visibility and a stronger connection between academia and career services. I will have one

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
		not understand the job search process and skills for obtaining a job. We still have a lot of students that have not connected to career services. The results did a present a good representation of the value of career services.	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 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.
Office of Student Involvement & Leadership	Students involved with the Office of Student Involvement & Leadership gain valuable experience in network building, planning events, leadership and professional pursuits. OSIL offers valuable programs in the field of Student Activities allocations, mentoring, diverse and international programs, fraternity and sorority life, leadership development, student support programs and services (Black History Month, Women's History Month Celebration, Unity Fest) and more.		

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	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 Office of Student Involvement & Leadership area.		

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
Student Counseling, Assessment, and Development	Students will get "…effective counseling, psycho-social support, testing, and enrichment (development) activities to foster persistence and lifelong learning."		
Disability Services	Even playing field like students without Disabilities		Outcome is being revised for 2021-22AY to… "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." Increase the visibility and connectedness of campus resources. Students with disabilities want a sense of inclusion.

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2021-22AY

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
			Interact with the faculty and students with issues with online classes.
Veteran Affairs	Chapter Benefits from the government		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.
Residential Life	The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and 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		

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	individuals develop new skills, and a sense of community is fostered among all residents. Student leaders and the residential life staff are committed to strengthening the relationship and level of understanding among people by supporting them in their learning about the diversity that exists within the residence hall communities. The department encourages each person to see this as a lifelong learning process in which we continue to develop the skills and attitudes necessary to be positive and productive members of society. Developing these skills and attitudes involves a commitment to value human diversity. We, therefore, encourage 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		

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	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.		
Student Health Services	Students will gain access to a range of reproductive health services. 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 ensure that education need not be interrupted or limited by an unwanted pregnancy.		

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
Fitness Center	Students will learn about regular fitness activity and nutrition. They will also learn how to develop muscular strength and improve cardiovascular health.		
Title IX - Affirmative Action/Student Life	Student will gain an understanding of… • Alcohol Awareness • Bystander Intervention • Drug Awareness • Sexual Violence Awareness (CampusSave) • Intimate Partner Violence I. Title IX/Sexual Assault/Consent II. How to report these matters III. Resources Available		
STEM Academy	STEM Academy students gain experience in comportment in the business/research environment through summer internships.		
Student Success Center	After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will	**Fall 2020:** A total of 25 students attended the Enrollment Management and Student Success sponsored tutoring virtually and face-to-	The Student Success Center will continue to improve program quality and success rates in the next academic year utilizing the following actions.

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	improve their academic performance by earning a "C" grade or better in the subject tutored.	face. The tutoring program held few face-to-face sessions due to the COVID 19 Pandemic. Students attended 51 tutoring sessions, attempted 355 credit hours, completed 323 credit hours, and had a 90.98% course completion rate. In addition, students tutored had an 84.0% pass rate with a grade of "C" or above. The 25 students tutored ended the fall 2020 semester with an overall grade point average of 3.19. **Spring 2021:** A total of 34 students participated in the Enrollment Management and Student Success sponsored tutoring virtually and face-to-face. The tutoring program held limited face-to-face sessions due to the COVID 19 Pandemic. Students attended 68 tutoring sessions, attempted 473 credit hours, completed 430 credit hours, resulting in a 90.9% course completion rate. In addition, the students tutored had a 78.5% course pass rate with a grade of "C" or above. The 34 students tutored ended the spring 2020 semester	1. Improve the quality of the tutoring program through training and evaluation of tutors, including the use of online media to conduct tutoring. 2. Increase collaboration with instructors in courses where most students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Train faculty and staff to use AVISO Retention software to submit early alerts, address student problems early in the semester, engage students, identify persistence and course risk factors, and increase success by providing proactive interventions. 5. Begin hiring and training tutors in Spring and Summer and fully funding 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.

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
		with an overall grade point average of 2.99.	
LIONS Program (Learning Institute and Opportunities for New Students)	1. Increase freshmen enrollment in college-level course work by completion of developmental courses. 2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist. 3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB. 4. Increase number of students graduating in 10 or fewer semesters gauged by earlier graduation then non-participants.	Ninety-five new freshmen enrolled in the first-ever "virtual" LIONS Program for 2020, due to the COVID -19 pandemic. Ninety-five participants were retained for fall 2020 with a retention rate of 99%. The cumulative GPA for the 2020 LIONS Program cohort was 3.00. During spring 2021, several LIONS Program alumni were elected for key positions in the SGA. During spring 2021, 33 LIONS alumni were scheduled for graduation.	1. Increase freshmen enrollment in college-level course work by completion of developmental courses. 2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist. 3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB. 4. Increase number of students graduating in 10 or fewer semesters gauged by earlier graduation then non-participants.
L.A. Davis, Jr. Student Union	Our goal is for Students to be able to gain leadership skills with multiple registered student organizations that are housed within student Union such as the		

Co-Curricular Area or Program	What should students gain from your service or program?	What did the 2020-21AY assessment show?	What will be done to improve the outcome in 2021-22AY?
	student government association, union programming board, School newspaper and Year Book just to name a few offices in the student union. Students are able to receive information from the main office in the student union regarding the offices that provide services for students. Students will also be able to gain access to the multiple food amenities provided by full services. Students will also be able to gain employment access and applying for jobs which food services this house within the student union and Multiple work-study opportunities. Student fellowship, quite learning environments, and study labs are also made available for students to enjoy during their time on campus.		
UAPB Athletics	Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.		