

## **2022\_23AY Assessment Report October 15, 2023**

### **Introduction**

Assessment of student learning at the University of Arkansas at Pine Bluff took multiple forms. We conducted rubric based assessments of institutional, school, and degree program Student Learning Outcomes (SLO) in academic programs. These assessments were archived in LiveText (Watermark Insights, LLC), our assessment management system. We completed the second year of a six-year rotation of assessment of institutional SLOs. For the second year in a row, we conducted institution-wide assessments of Written Communication and Reading. Assessments of what students gained from participation in and interactions with co-curricular programs also occurred.

The University also undertook a process of longitudinal assessment. We conducted entry-level, mid-level, exit-level, and alumni assessments. Entry-level assessment metrics included high school GPA, class rank, and ACT scores. The mid-level assessment was a rising junior exam (i.e., the ETS Proficiency Profile), which assessed proficiency in general education knowledge areas. Senior assessments took 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 conducted surveys of alumni three and five years after graduation as a means of follow up assessment.

This report summarizes the results of our longitudinal, curricular, and co-curricular assessments. Assessment activities were undertaken throughout the academic year. In May of 2023, assessment data was summarized. In June, the summaries were reported to administrators, deans, directors, and particularly, department chairs. These administrators were 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 the 9-month faculty returned from summer break in August of 2023.

At the beginning of the current academic year, returning 9-month faculty were presented with summaries of assessment data. Faculty and administrators reported improvements relative to planned improvements for the 2022\_23 academic year (reported in Appendix 1 of the annual Assessment Report). Faculty and administrators also reported what the assessment data from the 2022\_23 academic year indicated and how their unit will adjust activities and instruction to improve student learning outcomes during the 2023\_24 academic year (reported in Appendix 2 of the annual Assessment Report).

Co-curricular programs undertook similar data reviews and planning activities, either during the summer or at the beginning of the 2023\_24 academic year. Co-curricular programs examined data and reported outcome improvements during 2022\_23 academic year relative to improvement plans (reported in Appendix 3 of the annual Assessment Report). As with academic units, co-curricular programs also reported on assessment data from the 2022\_23 academic year and plans for improvement during the 2023\_24 academic year (reported in Appendix 4 of the annual Assessment Report).

Reports of accomplishments and plans for improvement from academic units and co-curricular programs were shared with the Office of Assessment for inclusion in the annual assessment report. The 2022\_23AY Assessment Report was finalized on October 15, 2023. This deadline allows units and programs to implement their improvement plans during the 2023\_24AY. This is the basic cycle of assessment and improvement for the University.

This assessment report captures the assessment activities which occurred during the 2022\_23AY. Activities on the UAPB campus are returning to pre-pandemic status. Certain academic activities germane to assessment are evolving. For example, some departments (e.g., Math and Computer Science, Art) are using projects rather than comprehensive exams as their senior assessment (see the UAPB Student Assessment Plan for a complete explanation of senior assessments [https://www.uapb.edu/sites/www/Uploads/Assessment/NewFolder/Newdocs/UAPB Student Assessment Plan\\_11.pdf](https://www.uapb.edu/sites/www/Uploads/Assessment/NewFolder/Newdocs/UAPB_Student_Assessment_Plan_11.pdf)). Specific questions about the content of this report or the interpretation of assessment data should be referred to the Office of Assessment.

## **Institutional Student Learning Outcomes**

### *Written Communication*

Written Communication assessments were generally unchanged from last academic year for every classification (freshmen, middleclassmen, seniors) except graduate students. During the previous academic year, average Written Communication assessments ranged from 78% to 81% among classifications. Average Written Communication assessments during the current academic year ranged from 79% to 82% among all classifications except graduate students. The average Written Communication assessment for graduate students was 86% (n=23, SD=13). These data suggest that the skill of Written Communication varies little from year to year or among classifications. Such interpretations are predicated on the assumption that instructors are applying the Written Communication rubric consistently across classifications. If instructors of freshmen level courses are lenient and instructors of senior level courses are strict in their application of the Written Communication rubric, a situation such as we see may arise. As in previous years, the aspects Sources of Evidence and Syntax and Mechanics were consistently among the lowest aspect scores for Written Communication across classifications. Improvement in overall scores could be achieved by undertaking exercises to specifically strengthen those skills.

### *Reading*

Reading assessment scores were nominally higher for freshmen, middleclassmen, and seniors during the current academic year relative to last year. Last year, average Reading assessments ranged from 77% to 78% among those classifications. Average Reading assessments during the 2022\_23AY ranged from 79% to 81%. These slight differences probably do not represent significant year-to-year improvements in Reading. Average Reading assessments for graduate students fell from 92% (n=10, SD=5) to 75% (n=9, SD=13), which does represent a significant decline in that skill among graduate students. Average Reading assessments were largely flat from classification to classification for both academic years. There is no rubric-based evidence

that Reading improves as students rise through classifications. Relationship to the Text, and Analysis were aspects of the Reading SLO that had consistently low scores across classifications and academic years. Overall scores might be improved most significantly by addressing these aspects of Reading.

## **Student Learning Outcomes among Schools**

### *SAFHS*

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

Global Learning went largely unassessed during the 2022\_23AY. Across the SAFHS there were no freshmen assessments, one middleclassmen assessment, six senior assessments and no graduate student assessments of Global Learning. The average Global Learning assessment for seniors fell from 82% (n=5, SD=18) in the 2021\_22AY to 77% (n=6, SD=14) during the 2022\_23AY. Any other summaries or interpretations are hampered by the lack of assessments of this school-level SLO.

Only five assessments of Human Needs and the Global Environment were conducted during the 2022\_23AY. Average Human Needs and the Global Environment assessments ranged from 50% to 59% among classifications. Among the Human Needs and the Global Environment assessments conducted this academic year, none of the assessments included each of the seven aspects of the SLO. Little can be concluded regarding this school-level SLO with the dearth of assessments.

### *SAS*

The School of Arts and Sciences has been assessing Information Literacy and Teamwork as their school SLOs. Average Information Literacy assessments increased monotonically from 65% (n=3, SD=9) for freshmen to 72% (n=50, SD=21) for sophomores and juniors to 82% (n=62, SD=20) for seniors. Average Information Literacy scores at the middleclassmen and senior classifications for the 2022\_23AY were higher than last year. As was true last academic year, Critically Evaluate Information was among the lowest aspects for the Information Literacy SLO within the School of Arts and Sciences for the 2022\_23AY. An improvement plan that targeted the Critically Evaluate Information aspect would likely improve the Information Literacy assessments overall.

Teamwork was assessed only at the middleclassmen and at the senior classification levels during the 2022\_23AY. Average Teamwork assessments increased at both classification levels from last academic year to this one. The average Teamwork assessment for the middleclassmen classification was 83% (n=20, SD=8.9) last year and 92% (n=19, SD=18) this year. The average Teamwork assessment for seniors was 89% (n=34, SD=16) last year and 96% (n=20, SD=9) this

year. The rubric aspects Contributes Outside Meetings and Fosters a Constructive Climate were consistently low for both classifications and academic years. Work that encouraged development of these aspects would likely increase overall Teamwork assessments.

### *SBM*

The School of Business and Management assesses Critical Thinking and Ethical Reasoning. Average Critical Thinking assessments were higher this academic year than last academic year. During the 2021\_22AY, average Critical Thinking assessments ranged from 89% to 92% among undergraduate classifications. During the 2022\_23AY, average Critical Thinking assessments ranged from 97% to 100% among undergraduate classifications. We observed average Critical Thinking assessments of 100% (n=5, SD=0) for sophomores and juniors and 100% (n=5, SD=0) for seniors. The data indicate that all students at both classifications received perfect Critical Thinking assessments. Hence, there was no aspect of the Critical Thinking rubric that was particularly challenging for the students.

Average Ethical Reasoning assessments for the 2022\_23AY ranged from 76% to 79% among undergraduate classifications. During the 2021\_22AY, only seniors were assessed for Ethical Reasoning. The average Ethical Reasoning assessment was 89% (n=7, SD=11) for seniors during the 2021\_22AY. As was true in previous years, Different Ethical Perspectives was consistently among the lowest aspect scores of Ethical Reasoning. Overall improvements in Ethical Reasoning assessments would be expected if an improvement plan was directed toward the Different Ethical Perspectives aspect.

### *SOE*

The School of Education assesses Intercultural Knowledge and Lifelong Learning as their school SLOs. There were no assessments of Intercultural Knowledge in the School of Education during the 2022\_23AY. Lifelong Learning rubric scores monotonically increased across undergraduate classifications. Freshmen assessments averaged 25% (n=1), middleclassmen averaged 48% (n=13, SD=22), and seniors averaged 64% (n=10, SD=19). These averages are each lower than the average Lifelong Learning assessment for the respective classification from the previous year. As we observed during the 2021\_22AY, the aspects Initiative and Independence were consistently among the lowest aspect scores for Lifelong Learning during the 2022\_23AY.

## **Degree Program Student Learning Outcomes**

Degree program student learning outcomes were an integral part of the student assessment plan. Discipline specific knowledge, skills, and competencies are assessed through senior comprehensive exams and senior projects. These are summative assessments. Beginning in the 2019\_20AY, departments identified a degree program SLOs to be assessed across their curricula. Curriculum maps identifying courses in which the SLOs were introduced (typically a 1000-level course), reinforced (typically a 2000- or 3000-level course), and assessed for mastery (typically a 4000-level course) were created. The assessment instrument for each degree program SLO was identified by departments. Since the assessment instrument was not necessarily a rubric, degree program assessments do not necessarily reside in LiveText. Nevertheless, assessment results for

degree program SLOs, as well as plans for improvement are included in Appendices 1 & 2. Plans for improvement included activities such as practice sessions before comprehensive exams, attending conferences, continue to collect data, case studies, assessment training for instructors, team projects, curriculum adjustments,

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

The Office of Assessment worked with co-curricular units to identify what students gain from interaction with respective co-curricular programs. Co-curricular 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. Co-curricular programs identified steps to improve student outcomes and reported back to the Office of Assessment. Summaries of assessment activities, data analyses, and plans for improvement of student outcomes were incorporated in the annual assessment report (see Appendices 3 & 4). Plans for improvement of student outcomes in co-curricular programs included increased tutoring, enrichment workshops, acquisition of software and applications to support student success, writing contests, increased education abroad programming, guest lectures, increased career readiness activities, enhanced use of early alerts, and financial counselling,

### **Longitudinal Assessment**

#### *Entry-level*

UAPB examined three metrics for freshmen who were enrolled for the first time during the 2022\_23AY. These metrics included high school grade point average (GPA), high school rank, and ACT (or equivalent) score. The Office of Assessment began with data from the 2006\_07AY (i.e., Year 1) and included data from the 2022\_23AY (i.e., Year 17).

Overall, there was a positive trend in the average high school GPA. There was, however, a noteworthy dip in high school GPA in the last three years (Figure 1). The covid-19 pandemic began in the U.S. in January 2020. Hence, freshmen entering the University during the last three years would have experienced learning disruptions relative to the pandemic, likely affecting their high school GPA. High school GPA averaged 2.89 during the 2020\_21AY, 2.88 during the 2021\_22AY, and 2.91 during the 2022\_23AY. Though not a particularly low average GPA, the minimum GPA among freshmen ranged from 1.36 to 1.44 over those three academic years.

Average ACT or equivalent scores exhibit the same reduction over the three years since the beginning of the covid-19 pandemic. In the three years prior to the beginning of the pandemic, the average ACT or equivalent scores ranged from 18.3 to 18.4 (Figure 2). However, in the three years since the beginning of the pandemic, average ACT or equivalent scores ranged from 16.3 to 16.8. Minimum ACT or equivalent scores for freshmen over the past three years ranged from 7 to 9. ACT equivalents are based on cross walks between ACT score and SAT or Accuplacer scores.

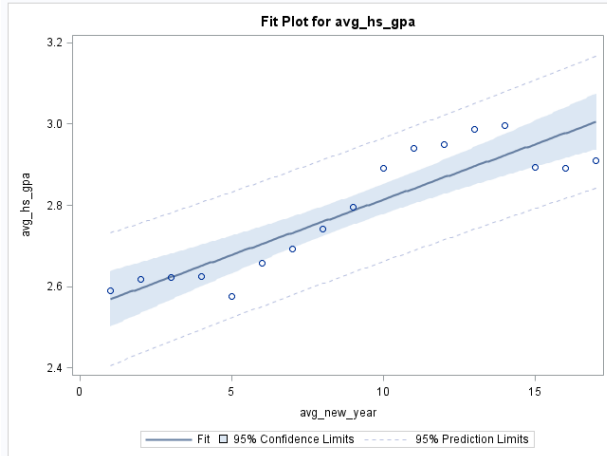


Figure 1. Average high school GPA of incoming freshmen for the past 17 years.

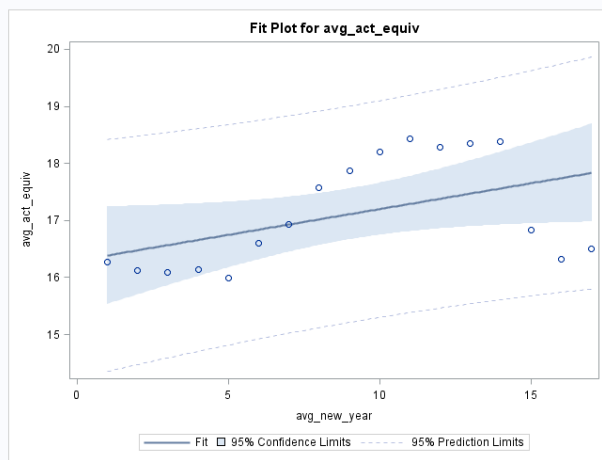


Figure 2. Average ACT score of incoming freshmen for the past 17 years.

Data from the last eight years indicate a trend toward students who, on average, were further from the top of their high school class. Freshmen rank averaged 49<sup>th</sup>, 50<sup>th</sup>, and 48<sup>th</sup> over the past three years, respectively (Figure 3). Freshmen rank had averaged as high as 38<sup>th</sup> in year 12.

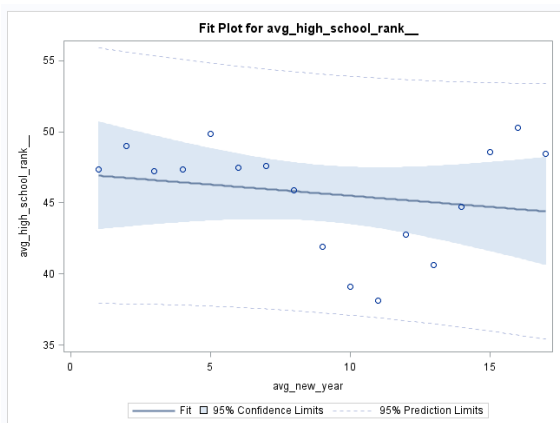


Figure 3. Average class rank of incoming freshmen for the past 17 years. Lower averages depict freshmen ranked closer to the top of their high school class (i.e., negative trend = improvement).

The ACT or equivalent sub-scores for math, English, reading, and science all indicated declines over the past three years. The English scores appeared to decline most among sub-scores. Incoming freshmen trended toward being less prepared for college, with English and reading

presenting the greatest challenges to incoming freshmen. The freshmen classes during the 2020\_21AY, 2021\_22AY, and 2022\_23AY might face academic challenges that could require special attention and monitoring.

The ETS Proficiency Profile is used as the University's mid-level assessment (i.e., rising junior exam). The Proficiency Profile was first administered during spring of year 13. The Proficiency Profile assesses 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. We scaled scores from both exams to represent percentages of maximum possible scores so that data were comparable between exams.

UAPB administered the Proficiency Profile to students that had between 45 and 60 credits toward graduation. We used an electronic version of the exam, so the exam could be completed by students at their convenience. Students who failed to take the exam when instructed to do so received an academic hold on their account. The hold ostensibly prohibits registration for the next academic semester until the student completes the exam. However, the Office of Assessment determined that less than one third of the students eligible to take the mid-level assessment did so. Students were able to work around the academic hold and register for classes in the semester following the semester when they should have taken the rising junior exam. Hence, the average scores on the Proficiency Profile are a sample from the complete set of students eligible to take the exam during this academic year.

We examined trends for scores in each skill area over time. Every knowledge area exhibited a significant decline over the 17-year period (Figures 4-8). However, we note that the last five years of data correspond to the use of the ETS Proficiency Profile, with earlier test scores coming from the ACT CAAP exam. Considering only the last five years, we still observe negative trends in writing, math, science, and arts & literature. Only social science average scores appear stable over the last five years (Figure 8). We note that for most skill areas (e.g., writing, math, science, and arts & literature), the lowest reported average scores occurred in the last three years. These years represent a three-year period following the beginning of the pandemic in January 2020. It is likely we are seeing the results of reduced learning among our rising juniors related to changes in modalities of course offerings and pedagogy due to the pandemic.

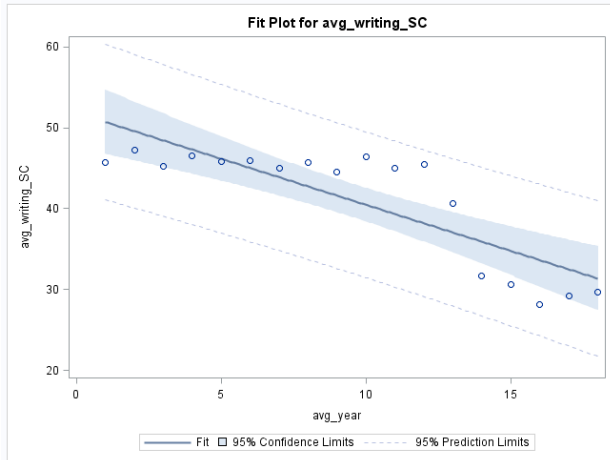


Figure 4. Average writing scores for rising juniors during the past 18 years.

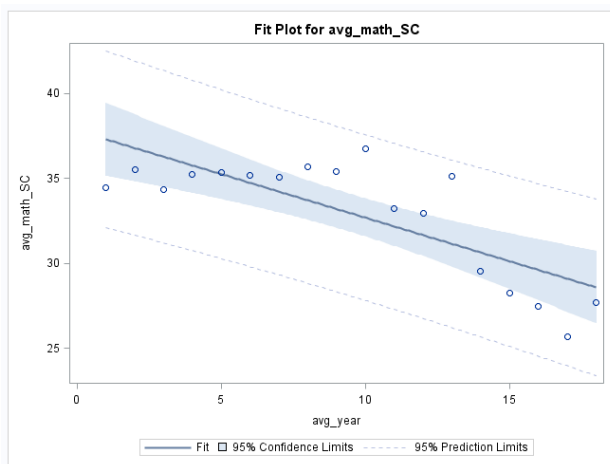


Figure 5. Average math scores for rising juniors during the past 18 years.

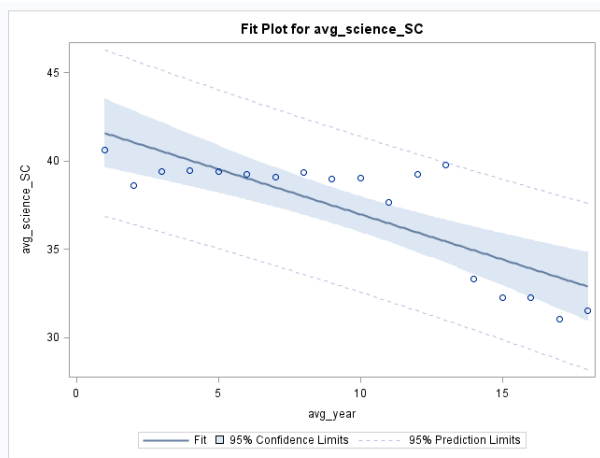


Figure 6. Average science scores for rising juniors during the past 18 years.



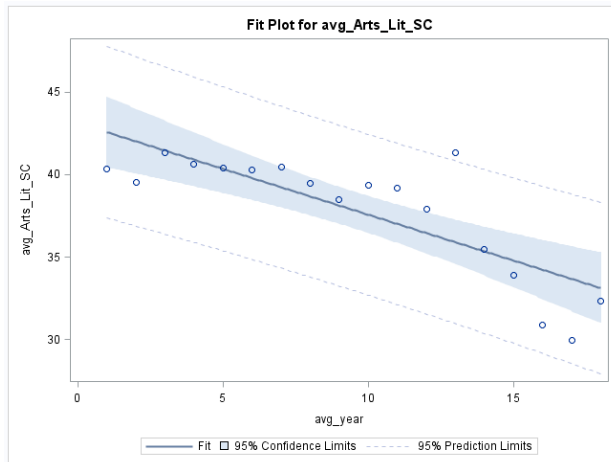


Figure 7. Average arts & literature scores for rising juniors during the past 18 years.

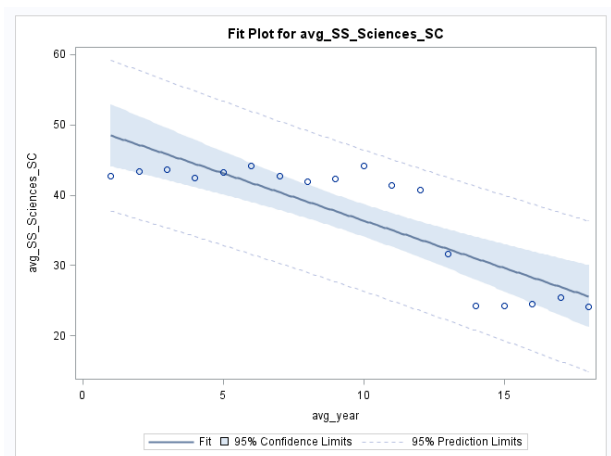


Figure 8. Average social science scores for rising juniors during the past 18 years.

### *Exit-level*

Senior assessments at UAPB take one of two forms, senior comprehensive exams, or senior projects. The majority of departments used senior comprehensive exams as the senior assessment for their degree programs. The School of Business and Management used the Peregrine Major Field test as the senior comprehensive exam for Accounting and Business Administration. The School of Education used the Praxis exams as their senior comprehensive exam in teacher education programs. The Nursing Program used the RN Comprehensive Predictor as their senior comprehensive exam. Other departments developed their own senior comprehensive exams. Senior comprehensive exams administered using a Scantron form were delivered to the Office of Assessment for grading. Some departments embedded the senior comprehensive exam in a capstone course. Others used Blackboard for administration of the senior comprehensive exam. Departments that reported senior assessment scores to the Office of Assessment have the scores entered in the institution's student information system (i.e., Colleague) by Mr. Arthur Thomas. The Office of Assessment created summaries for each knowledge, skill, or competence area covered by a senior comprehensive exam if the department provided sufficient information to do so. A few degree programs used senior projects (e.g., Art, Computer Science) as the senior

assessment. Senior projects were graded with a rubric and the rubric scores were reported to the Office of Assessment for compilation and entry into Colleague.

Senior assessments were scaled on a proportional basis (i.e., percentage/100) so that test scores from different units could be combined and the institutional performance of seniors could be tracked through time. Only the first administrations of senior assessments were utilized in these analyses. Some departments required 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 18 years. There was a significant positive trend in average senior assessment score over this period. However, average scores for the last three years were lower than average scores for year 12-15 (Figure 9). The trend in lower average senior assessment scores over the past three years was not unlike the three-year trend in lower rising junior average scores. It is possible this represents a decline in student learning concomitant with instructional challenges related to the pandemic.

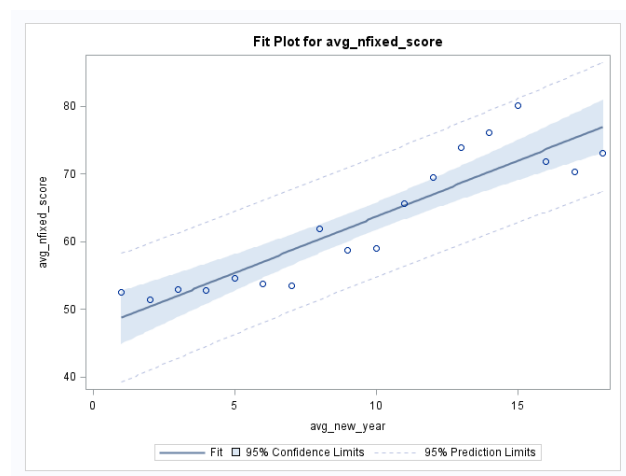


Figure 9. Average scores for first administrations of senior assessments during the past 18 years.

The average senior assessment scores during the 2020\_21AY (72%, n=305, SD=21), 2021\_22AY (70%, n=310, SD=21), and 2022\_23AY (73%, n=338, SD=20) were all lower than the average scores during the preceding three years (Figure 9). Fewer than 75% of graduating seniors scored 70% or above on the first attempt of their senior assessment (Figure 10). The percentile performances from students taking the Peregrine Major Field test and the Praxis exams were averaged into overall average performance. However, the threshold score for “passing” was not necessarily 70% on those exams. Specific performance data for those two exams can be found in the assessment data summaries for departments within the SMB and the SOE.

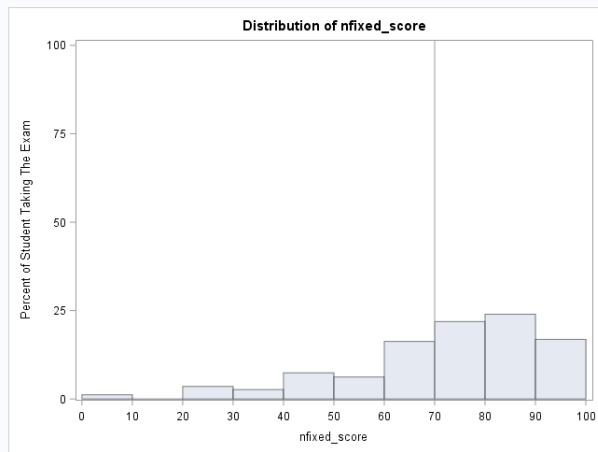


Figure 10. Relative frequency distribution of senior assessment scores during the 2022\_23AY with the 70% threshold (vertical line) indicated.

Many departments identified discipline specific knowledge, skill, and competency areas in their senior comprehensive exams or senior projects. Departments that did so tracked overall performance (as indicated above) as well as performance in discipline specific KSC areas. Those departments identified knowledge areas of concern and specifically addressed those areas with improvement plans. Departmental interpretations of 2022\_23AY assessment data and plans for improvements during the 2023\_24AY are found in Appendix 2 of the annual Assessment Report.

*Alumni surveys*

For the 2022\_23 Academic Year, approximately 1100 surveys were distributed to alumni via email. The Office of Assessment contracted with IntellectSpace for access to LiveAlumni. This product brings together email addresses from alumni that self-identify through public social media profiles. We matched alumni from LiveAlumni with names from graduation data for the past five years to generate the 1100-person email list we used this year. Unfortunately, our response rate did not justify the annual expense to maintain LiveAlumni. We received only eight responses, which represented a response rate less than one percent.

Nevertheless, we analyzed the eight responses as we do every year. The data showed that 50% of the respondents had a job in their field. The other 50% that responded were obtaining or had obtained master’s degrees. None of the respondents participated in specialized programs. When asked what academic skills were gained from the university, the respondents said time management, resume writing, active listening, networking, technical writing, and research skills. The data also showed that respondents had to learn skills like problem solving and mechanical engineering on the job, after graduation.

When asked about Co-curricular activities, 87% of respondents reported participation in at least one such activity. Students recommend that more involvement with Career Services, the L.I.O.N.S program, and the Carolyn Blakely Honors College likely would enhance the UAPB student experience. Eighty seven percent of respondents reported participation in an internship. Fifty percent of those internships led to a job. When asked about the overall academics at the University, respondents reported they were somewhat satisfied. Respondents reported the most concern regarding the quality of instruction in their majors. Overall, respondents were somewhat

satisfied regarding non-academics. Respondents reported the most concern for the student experiences on campus.

The alumni survey data set was quite small, but the data indicated that more students were pursuing post-baccalaureate degrees. Students wanted to learn more discipline specific skills but were generally satisfied with the education they received at UAPB. The data also showed that the students want more done to enhance the student experience. Perhaps there is a need for more involvement from clubs and other co-curricular programs.

### *Summary of longitudinal assessments*

Data at each point of longitudinal assessment from the past three years suggested student learning was becoming a greater challenge. Entry level assessment scores (high school GPA, ACT or equivalent, class rank) all suggested incoming freshmen were less prepared for college than in years prior to the pandemic. Mid-level assessments exhibited negative trends for approximately the past five years, with some of the lowest ETS Proficiency Profile average scores coming in the three years since the pandemic. Although the long-term (i.e., 18-year) trend in average performance on senior assessments (comprehensive exams or projects) is positive, the last three years of senior assessment scores tell a different story. The last three years of average senior assessment scores are all lower than the average senior assessment scores during the preceding three years. A considerable proportion of students did not pass the senior comprehensive exam on their first attempt.

There were challenges around authentic assessment of student learning using the ETS Proficiency Profile. There was no minimum score requirement. Students were not incentivized to do their best. It appeared there were mechanisms in place to circumvent the requirement for all students to take the rising junior exam. Assessment will continue to explore avenues that lead to better assessment of rising juniors.

### **Other Assessment Activities during 2022\_23AY**

#### *Curriculum Maps for degree programs*

A frequent question asked of the Office of Assessment by instructors is “what am I supposed to do for assessment?” There is no specific answer to that question. The Office of Assessment does not dictate assessment responsibilities to instructors or academic departments. Rather, the Office of Assessment works with instructors and departments to encourage authentic assessments of institutional, school-wide, and degree program student learning outcomes. The particulars of assessment for each department are the responsibility of the department. The Office of Assessment asks departments to outline their plans for assessment in the form of a curriculum map.

The Office of Assessment focused efforts this academic year on working with departments to create curriculum maps for the 2023\_24AY. The Office of Assessment asked each department chair to work with their instructors to identify the three places in the curriculum where the 2023\_24AY institutional SLOs (Oral Communication and Critical Thinking) would be

introduced, reinforced, and assessed for mastery. Most often, a freshmen-level course is where SLOs are introduced, a sophomore- or junior-level course is where SLOs are reinforced, and a senior-level course is where SLOs are assessed for mastery. Departments were asked to identify the three courses and the three assignments that would serve as the basis for Oral Communication and Critical Thinking assessments within the department. Likewise, departments were asked to identify where school-level SLOs would be introduced, reinforced, and assessed for mastery. Departments were asked to identify the three courses and three assignments that would serve as the basis for assessments of each of the two school-level SLOs. Finally, departments were asked to indicate where one degree program SLO per degree program would be introduced, reinforced, and assessed for mastery. Departments were asked to identify the three courses and three assignments that would serve as the basis for assessment of degree program SLOs. Thus, curriculum maps including all this information allow instructors to answer for themselves the question “what am I supposed to do for assessment?” The Office of Assessment received curriculum maps for the 2023\_24AY from 12 of 18 departments.

### *HLC Meeting*

The Director of Assessment was able to attend the 2023 HLC meeting in Chicago, IL during the spring term. Topics of interest at the meeting included higher education in the new political landscape, faculty fatigue and burn-out, meeting the assessment requirements of accreditation, integrating assessment and institutional data into decision-making and resource allocation, and change management. As in previous years, other topics of interest included the higher education cliff and how institutions can prepare as well as alternative credentialing (i.e., certificates and licenses in addition to degrees).

### **Future Assessment Activities**

#### *Watermark Contract*

The site license-based distribution system for LiveText proposed by Watermark and adopted by UAPB has been in place for a year. The new distribution system has simplified the management of the assessment system. Hence, the new contract with Watermark has been beneficial to the institution. We maintain a legacy system for assessment management that meets our needs. One challenge faced by the Office of Assessment is related to the negotiated price for the site license. The price for the LiveText site license was predicated on an enrollment of approximately 2500 students. Currently, enrollment is below that level. Since assessment fees to cover the expense of LiveText are generated by a per credit hour assessment fee, fewer students enrolling for fewer credit hours results in fewer assessment funds. It is likely that during the fall semester of the 2023\_24AY the fee structure of the current contract will need to be re-examined. An initial conversation with our Watermark representative regarding this challenge faced by UAPB suggests Watermark is open to discussion.

#### *Degree Program Student Learning Outcomes*

At present, most academic departments are assessing a single degree program SLO each year. A typical department might explicitly identify six to eight degree program SLOs. If only one SLO

is assessed each year, there is a six- to eight-year rotation before each degree program SLO has been assessed one time. This is not a good assessment practice. Under such an assessment rotation, there is no opportunity to plan improvement, execute the plan, and re-assess the same SLO. In the future, the Office of Assessment will work with academic departments to create curriculum maps and assessment plans for several degree program SLOs per year for two years, thereafter, switching to other degree program SLOs until all degree program SLOs have been assessed. Furthermore, the Office of Assessment will endeavor to help academic programs identify or create rubrics for each of their degree program SLOs.

### *Assessment Workshops*

There is enough churn among instructors to warrant a review of the UAPB Student Assessment Plan and of basic assessment and improvement activities. The first of these reviews is scheduled as a 1-h Zoom-based workshop on the assessment process and the role of curriculum mapping in assessment activities to be held during the fall term. A spring term assessment workshop will likely focus on degree program student learning outcomes and rubrics to assess those SLOs.

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
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<b>Agriculture</b>	Written Communication	Faculty will include Writing Assignments. Students must write reports. More presentations and group assignments will be included.	Sophomore, Junior and Senior levels Written Communication is higher than the University Average.
	Reading	Faculty will include Reading Assignments. Students must write reports on Assignments. More presentations and group assignments will be included.	Senior level Reading is 86.54%, this higher than the University Average.
	Global Learning	Faculty will include Global Learning Assignments. Students must write reports on Assignments. More presentations and group assignments will be included.	
	Human Needs and the Global Environment	Faculty will include Human Needs and Global Environment Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	
	Agricultural Sciences B.S. SLO - Global agricultural production practices and processes (rubric)	Faculty will include Agricultural Production Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
	Agricultural Engineering B.S. SLO -	Faculty will include Regulatory Compliance Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	
	Regulatory Science B.S. SLO - Regulatory compliance associated with food, agricultural, industrial, health and environment safety (rubric)	Faculty will include Regulatory Compliance Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Students are still doing poorly on this Exam. Must take this Exam seriously.
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Students are still doing poorly on this Exam. Must take this Exam seriously.
	Animal Science Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Students are still doing poorly on this Exam. Must take this Exam seriously.
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Students are still doing poorly on this Exam. Must take this Exam seriously.



Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	
	Agricultural Engineering Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Students are still doing poorly on this Exam. Must take this Exam seriously.
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Students are still doing poorly on this Exam. Must take this Exam seriously.
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Student scored an “A” on the Exam!!!
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	Students are still doing poorly on this Exam. Must take this Exam seriously.
<b>Aquaculture and Fisheries</b>	Written Communication	We will ensure the successful implementation of written communication through regular monitoring and review.	Completed Assessments for written communication at the sophomore, Junior, and senior levels for undergraduate students and graduate level.
	Reading	Regular monitoring and review will ensure the	Assessments on Reading were completed at the Graduate level only. We

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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		successful implementation of reading SLO at all levels.	could not implement it at the undergraduate level.
	Global Learning	Global learning SLO will be implemented at the undergraduate and graduate levels per the approved curriculum.	No Global Learning Assessments in Aquaculture/Fisheries in AY 2022-23.
	Human Needs and the Global Environment	Human Needs and the Global Environment SLO will be implemented at the undergraduate and graduate levels per the approved curriculum.	This SLO could not be implemented in AY2022-23. Some planned courses were not offered due to the lack of students.
	Aquaculture and Fisheries Science B.S. SLO – Oral Communication (AAC&U rubric)	Oral communication is not a targeted SLO in AY2022-23. However, it will be done in some courses that require presenting projects and reports in class. Also, faculty will continue to mentor graduate and undergraduate students in presenting their research findings in professional society meetings and annual field days.	Oral communication was implemented at all levels (graduate and undergraduate) except freshman year. Rubric-based assessment for Oral Communication was part of learning in several courses, including aquaculture economics and statistics. Students of undergraduate and graduate levels were also mentored to present in various professional society meetings where they received awards.
	Aquaculture and Fisheries Discipline Specific	The department will continue implementing discipline-specific skills articulated in the curriculum	A comprehensive exam was held for the graduating senior student(s). The

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Knowledge, Skills, and Competencies	map for various aquaculture and hatchery management tools, fisheries management processes, and field/ lab techniques. We will conduct rubric-based assessments for discipline-specific SLOs.	department updated study guides for all seven tested subjects. The department has also taught several fisheries management processes, aquaculture and hatchery management tools, and field/ lab techniques. These are implemented in various subjects taught at the undergraduate and graduate levels. Students learned about breeding, rearing, and harvesting fish, shellfish, algae, and other organisms in various aquatic environments. They learned the financial management of fish farming and fish hatcheries. Also, they learned fisheries management methods and processes needed to prevent overfishing and maintain optimum fish stocks. These techniques enhanced students' knowledge and skills essential in daily life in aquaculture and fisheries careers.
<b>Human Sciences</b>	Written Communication		Among the two freshman students, the data showed that at least one student had a higher concept of written communication.

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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			Junior and senior level students had an opportunity to continue to improve upon their writing skills in upper-level courses (e.g., Human Sciences Research, Administration and Supervision, and Senior Seminar, etc.).
	Reading		
	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		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies		In 2021, the mean score among all course content was 100%. In 2023, the mean score of 95.23. Overall students were well prepared and in command of the subject matter and course content.
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies		In 2021, the mean score was 81.25. In 2023, there was an improvement in the mean score to 92.85. The data showed that overall students were well prepared and in command of the subject matter and course content.
	Nutrition Discipline Specific Knowledge, Skills, and Competencies		
	Hospitality and Tourism Management Discipline Specific Knowledge, Skills, and Competencies		
<b>Art and Design</b>	Written Communication	The department will strive to collect formal data in the 2022-23 year.	All sophomores, juniors and seniors wrote a research paper: sophomore paper related to color theory, Junior paper related to color psychology. Senior paper related to various artworks focused

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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			on different color palettes.
	Reading	The department will strive to collect formal data in the 2022-23 year.	Sophomores completed a quiz (reading comprehension) related to 3-D Design. Juniors completed a quiz related to the history of sculpture and Seniors completed a critical review of sculpture and discussed it.
	Information Literacy	The department will strive to collect formal data in the 2022-23 year.	All juniors completed a quiz related to an article explaining a multi-step printmaking process.
	Teamwork	The department will strive to collect formal data in the 2022-23 year.	Formal data was <u>not</u> collected but juniors worked as a team to complete a large-scale sculpture and Art Guild members worked as a team to create a mural.
	Art B.S. SLO - Use visual art elements and principles of design to create original works of art	The department will strive to maintain a high mean score.	The annual mean score for seniors was 89/100.
	Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed to become a certified art teacher.	The department will have 1 senior art education major in 2022-23 and will collect data on certification exams.	The senior art education major scored above the state average on the PRAXIS Art Exam for teacher certification.

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Art Discipline Specific Knowledge, Skills, and Competencies	The department will strive to maintain a high mean score.	The annual mean score for seniors was 87/100.
<b>Biology</b>	Written Communication	By viewing the mean for the percent variable, graduate students displayed a higher level of written communication than the freshmen, sophomores/juniors, and seniors: 80.6, 79.3, 79.1, and 78.2, respectively.	Short research papers on a course-related topic and “What Would You Do” assignments were given in upper-level classes (Comparative Anatomy, Vertebrate Physiology, and Genetics) to ensure written communication skills were being exercised and increased.
	Reading	For this SLO, based on the mean for the percent variable, graduate students performed better than any other classification with a mean percent of 92%. The means for the percent variable for Seniors, freshmen, and sophomores/juniors are 78.4%, 77.0%, and 76.6%, respectively.	Case studies and peer-reviewed articles were discussed in most classes (i.e., Principles of Biology, Principles of Biology II, General Zoology, Human Anatomy and Physiology I, etc.). After reviewing them, students were asked to state the research methods in the articles as well as what methods could have been utilized to improve the given results. In respect to the case studies, students were asked their thoughts on what they would do differently, if anything.
	Information Literacy	Freshmen displayed the highest for this SLO. Their mean value for the variable	For sophomore and junior level courses (i.e., General Microbiology,

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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		percent was 79.8%. Seniors displayed the second highest, followed by the sophomores/juniors with means for the percent variable 68.1% and 65.4%, respectively.	Genetics, General Zoology, etc.), students were given application problems to solve. The instructions were to locate appropriate literature to help solve the problems, assess the literature in respect to its usefulness, and organize the information found to present as a mini research project.
	Teamwork	Overall, this SLO displayed a B average (80% or higher) for all classification levels based on the mean value for the percent variable. Seniors displayed the highest (88.9%) followed by the freshman (84.5%) and sophomores/juniors (83%).	For this SLO, improvements included implementing team visual/audio presentations and completing group assignments in most classes (Principles of Biology I, General Zoology, Human Anatomy & Physiology I, Comparative Anatomy, and Biology Seminar).
	Biology B.S. SLO – Biological research	Not assessed	N/A
	Biology Discipline Specific Knowledge, Skills, and Competencies	With the exception of Comparative Anatomy, Vertebrate Physiology, and Developmental Biology (mean values for the percent variable score of 79.71%, 78.84%, and 78.26%, respectively-which is still passing), observable means are between 82 and 88 for all other subjects (Principles of Biol I, Principles of Biol II,	More detailed assignments as well as assignments that increase the understanding of Comparative Anatomy, Vertebrate Physiology, and Developmental Biology were created. These assignments include but are not limited to vocabulary-heavy assignments, case



Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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		General Zoology, General Botany, Genetics, Cell Biology, and Microbiology). Upon graduating with a Biology degree, students have not only retained information provided to them during their tenure at the university but have also been equipped to successfully gain employment or continue their learning education in a Biology-related field.	studies, and more hands-on lab exercises.
<b>Chemistry and Physics</b>	Written Communication	Continue to employ exercises which assess this topic.	There was no significant change
	Reading	Give students more reading exercises	A slight improvement was noted
	Information Literacy	Incorporate research papers into more courses.	Considerable improvement: 68% to 81%
	Teamwork	Incorporate team projects into laboratory courses	Significant improvement: 88% to 93%
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs	We will incorporate exercises which address this feature	This was addressed by the senior comprehensive exam. However, 22/23 graduates performed much more poorly than 21/22 graduates
	Chemistry and Physics B.S. Physics SLO - To solve problems		This was addressed by the senior comprehensive exam. However, 22/23 graduates performed

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	utilizing the interactions of energy and matter		much more poorly than 21/22 graduates
	Chemistry Discipline Specific Knowledge, Skills, and Competencies	Continue to prep students for this exam in the Chemistry Seminar course	The prep was done. However, for some reason our chemistry graduates in 23 did not perform as well as those in 22
	Physics Discipline Specific Knowledge, Skills, and Competencies	We will start from the level of students' knowledge in problem solving, and then advance gradually	Too little data to tell. Only 1 Physics graduate in 23 and none in 22.
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies	Biochemistry review questions will be given during the Chemistry Seminar course	Biochemistry students did better in 23 than 22.
	Forensics Discipline Specific Knowledge, Skills, and Competencies	Forensic review questions will be given during the Chemistry Seminar course.	Forensics students did worse in 23 than in 22.
<b>English, Humanities, and Foreign Languages</b>	Written Communication	The Chair will write Common Exam questions and select faculty members to have students place in LiveText. Also, the Chair will announce to faculty members to be consistent in assigning (paragraph writing-ENGL 1310-and 1311-Essay Writing and 1321-Argumentative papers).	The students did well in writing college-level essays. Faculty used the computer component in their textbooks (Connect) to giving writing exercises.
	Reading	Faculty will assign more analytical writing and reading assignments in all levels.	Students did well in reading certain levels of writing.

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Information Literacy	Faculty will assign more assignments for students to critically/analyze evaluate information.	Students did well in reading certain content.
	Teamwork	Faculty will assign more individual conferences to discuss the students' writing problems and have more group editing sessions.	Faculty met with students in ENGL 1321 for including citation. Students were advised on their papers to make improvements in introductions, conclusions, and citing sources. Students did improve after consultations.
	English Literature/Liberal Arts B.A. SLO - Demonstrate student writing ability	Chair will mention these grammar issues with faculty so these issues will assist in the students' writing.	Faculty used the computer component of their textbooks to focus on grammar to better grammar usage.
	English Discipline Specific Knowledge, Skills, and Competencies	Students will practice and review in text citations and Work Cited assignments thoroughly.	Students did work on thoroughly reading and analyzing the content for research papers.
	Theater Discipline Specific Knowledge, Skills, and Competencies		
<b>Industrial Technology</b>	Written Communication		
	Reading		
	Information Literacy		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Teamwork		
	Industrial Technology B.S. SLO - Industrial safety management and practices		
	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies		
<b>Math and Computer Science</b>	Written Communication		<p>Because assessments were not conducted in previous academic years, there is no data available for comparison or to provide feedback for those years. However, it's worth noting that the Department of Mathematics and Computer Science (MCS) held a faculty development workshop on assessment on September 30, 2023. During this workshop, we laid out the assessment plans for the Mathematics and Computer Science Degree Programs as well as the Computer Science and Technology Graduate Degree Program for 2023-2024AY.</p>
	Reading		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Information Literacy		
	Teamwork		
	Computer Science B.S. SLO -		
	Mathematics B.S. SLO -		
	Computer Science Discipline Specific Knowledge, Skills, and Competencies		
	Math Discipline Specific Knowledge, Skills, and Competencies		
<b>Multimedia Communication</b>	Written Communication		
	Reading	Faculty will focus on providing assignments that require students to read and write more. For mass communications professionals, this is critical to their success in the field. One way of doing this is to urge them to read news accounts and discuss them in class. Students also will be encouraged to read texts (fiction and non-fiction) that focus on mass communications. Students also will be encouraged to do research in the field. This	Some students showed improvement in reading comprehension due to the assignments they completed during the 2023-2024 academic year. These students show a better understanding of multimedia news and broadcast technology. Students were also encouraged to do research. As a result, two teams of two students each entered research papers in the UAPB

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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		also could improve reading skills.	Research forum in the spring of 2023. One of the teams placed second in the competition with a paper on cell phone technology.
	Information Literacy		
	Teamwork		
	Mass Communication B.A Print SLO - Write clearly and correctly in forms and styles appropriate for the profession		
	Mass Communication B.A. Broadcast SLO - Apply tools and technologies appropriate for the communication profession		
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies		
<b>Music</b>	Written Communication		
	Reading		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	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		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies		
<b>Nursing</b>	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Nursing B.S. SLO - Synthesize knowledge from nursing science,		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	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		
<b>Social and Behavioral Sciences – Addiction Studies</b>	Written Communication		N/A
	Reading		N/A
	Information Literacy		100% of students reached benchmark scores of 80% or above on GASP 5331 course Case Studies and Referral Exercises.  80% of students reached benchmark scores of 80% or above in both GASP research courses.
	Teamwork		100% of students assigned to faculty-led team stipend projects met their project requirements.



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	Addiction Studies Discipline Specific Knowledge, Skills, and Competencies		Three of five students on-track for graduation in academic year 22/23 met all Addiction Studies Specific Knowledge, Skills, and Competencies with benchmark scores of 80% or above and graduated from the Addiction Studies Program. One of the remaining two students is progressing toward meeting all Addiction Studies Specific Knowledge, Skills, and Competencies with benchmark scores of 80% or above. The other student has chosen to discontinue graduate study.
<b>Social and Behavioral Sciences</b>	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Criminal Justice B.A. SLO - Theory		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Psychology B.S. SLO - Methods		
	Social Science B.A. SLO - Culture		
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies	Encourage students to improve study skills and attend class. The lowest individual scores were from students with very poor class attendance and participation.	Study groups were formed, and class attendance/participation greatly improved. 1 student had to retake the SCE in the fall. The pass rate in the spring was 100%.
	Psychology Discipline Specific Knowledge, Skills, and Competencies	For 2022-2023 academic year: Comprehensive exam preparation and review can be conducted in two separate sessions (for the 5 psychology courses). One to provide within the Seminar class during the students' senior semester/year, another to be provided one week before the day of comp exam.	With 2 separate sessions of pre-exam reviews for students, the average scores have been increased from the 60s to above 70s.
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies	Continue with the exam prep but begin earlier in the semester.	Due to intervention, the averages of both overall scores and the theories of aging section improved (from 92 to 94 percent, and from 71 to 100 percent, respectively).

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Social Science History Discipline Specific Knowledge, Skills, and Competencies	The study guide will be incorporated into classes and students will get it well in advance of the exam.	The scores improved in some areas, most notably in the U.S. History to 1877 section.
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies	We will still review courses taken earlier in the curriculum (Intro, AmGov, PolTheory) to ensure students have not lost that information. Make sure to work with those Social Science Education majors and students who have limited contact outside of class.	Although overall scores remained relatively flat (unchanged), the scores for Intro to Political Science and Political Theory flipped places from the previous year. We must continue to pay attention to reviewing introductory courses.
	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies	While the numbers improved in most areas, the averages for social problems went down. This content will be reinforced in our seminar course.	Due to intervention, the averages of both overall scores and the social problems section improved (from 79 to 84 percent, and from 43 to 66 percent, respectively).
<b>Social Work</b>	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Social Work B.S.W. SLO - Demonstrate ethical and professional behavior.		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Social Work Discipline Specific Knowledge, Skills, and Competencies	As a result of this score, instructors will design assignments in class and through various presentations that will allow students to evaluate practice at all levels of social work practice. Class lectures will also discuss and provide examples of what is required to evaluate practice with individuals, families, groups, organizations, and communities. Students must grasp the importance of advancing social justice in the social work field within practice before graduation and becoming employed in various agencies.	Evaluating practice on all levels decreased to 74%  Advancing social justice increased to 73.5%.
<b>Accounting</b>	Written Communication		
	Reading		
	Critical Thinking		
	Ethical Reasoning		
	Accounting B.S. SLO -		
	Accounting Discipline Specific Knowledge, Skills, and Competencies		

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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<b>Business Administration</b>	Written Communication		
	Reading		
	Critical Thinking		
	Ethical Reasoning		
	Business Administration B.S. SLO -		
	Business Admin Discipline Specific Knowledge, Skills, and Competencies		
<b>Curriculum and Instruction</b>	Written Communication	<p>The faculty will review the WC assessment rubric for clarity during a C and I faculty meeting to better understand its components in assessing students written communication skills. To improve the students' skills and performance in written communication, the faculty using this assessment will review it with the students to make sure they understand what is expected of them in their writing assignment(s).</p> <p>The data will be shared with the graduate coordinator who will review the students' results and make recommendations.</p>	C and I faculty were reminded of the competencies throughout semester and provided with the rubrics. More time will be planned to review the competencies to determine clarity, depth of understanding of faculty and student use.

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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	Reading	<p>The reading rubric will be reviewed with faculty during a faculty meeting. Faculty will review the areas of the rubric with their students. Faculty will be asked to select a required reading assignment and score it based on all areas, in the Reading rubric, specifically focusing on the low performance areas, Relationship to Text and Genres.</p> <p>Overall, more hands-on writing practice is needed with the students to enhance their reading and written communication. This can be easily embedded when students are assigned reading or writing assignments.</p> <p>The graduate students tend to understand the various areas of the rubric. Reviewing genres with the students will enhance their writing performance.</p>	C and I faculty were reminded of the competencies throughout semester and provided with the rubrics. More time will be planned to review the competencies to determine clarity, depth of understanding of faculty and students' use.
	Intercultural Knowledge	All classes should provide opportunities for students to reflect on their cultural differences. This topic will be a discussion during a faculty meeting addressing	On-going

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

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		<p>how they incorporate diversity in their teaching.</p> <p>Continue to engage students in a warm and friendly environment working on projects/assignments so students will learn to appreciate and better understand each other cultural differences.</p>	<p>In the diversity course students, were assigned several activities where they address their culture and other cultural experiences; survey on socioeconomics, magazines read, TV shows and/or movies, discussions on commercials seen during TV programs, places visited; perception of working with other groups of people, etc.</p>
	Lifelong Learning	<p>C and I faculty will be asked to review their assignment for this assessment to determine if students truly understand it and to determine if the assessment aligns to the expectation of the rubric. The chair and faculty using this specific assessment will review the assignment for clarity. Then faculty will review with their students.</p>	<p>The assessment is in a course where students can</p>
	Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning	<p>The EPP is going through a transformation to improve the program’s effectiveness. Assessments and rubrics through large and small group meetings are in the process of being reviewed to determine the degree of rigor and alignment to state standards.</p>	<p>The EPP program continues to improve in its transformation to prepare students to be day 1 ready. This area had many components as teams met. Several working retreats were conducted to address</p>

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		<p>Faculty and students are being trained to differentiate instruction when working work with a diverse group of students in simSchool, Mursion, and on a school site.</p>	<p>curriculum improvement (alignment of standards; reviewing of data for strengths and areas for improvement; revision of Field and Clinical Experience Handbook, trainings on use of edTPA assessments).</p> <p>Faulty received training as well as students on how to use simSchool and Mursion. More students were engaged in using simSchool due to its flexibility of use.</p>
	<p>Rehabilitation Services B.S. SLO - Culture diversity, legal, &amp; ethical issues</p>		
	<p>Praxis II Content and Principles of Learning and Teaching</p>	<p>The EPP faculty members are in a transition to review syllabi for rigor and content alignment with state standards and the Praxis exam to improve students' success in the course and on the exam.</p> <p>A Curriculum Review meeting will be conducted to cover general and specific information about the Praxis exams.</p>	<p>The faculty met in a retreat designed (fall 2022) to focus on the curriculum. The committee discussed a report that focused on improving the program, specifically the course content and delivery. Faculty members provided suggestions on how faculty could improve rigor for better student learning. A follow up mini retreat in spring 23 focused on writing program goals and aligning the course syllabi to the InTASC,</p>



Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
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		<p>Faculty will continue to provide students with time to work on study.com in the Learning Plus Lab and/or in their classroom where computers are available.</p> <p>Students will continue to take the Praxis Interactive Teaching exam and receive a study plan when they have submitted their scores to Ms. Allen.</p> <p>The 8-semester plan for elementary education majors is a new initiative to require students to begin early taking the Praxis exams. It identifies specific courses and Praxis exams students are to take before the student teaching experience.</p> <p>Students can improve their scores by taking advantage of the tutorials by Dr. Fletcher.</p>	<p>TESS standards. Some suggestions were made too.</p> <p>During the spring 2023 semester, C and I faculty worked together to review the course syllabi, assessments, and alignment to edTPA.</p> <p>Fall 2022 and spring 2023 Ms. Allen visited classrooms to speak to students about the LPL and Interactive exams.</p> <p>During the fall 2022 semester, students were given codes in their course to access study.com. Other faculty assigned students supervised class time to work in the LPL whereas others worked within their courses. Some gains were made toward students making APP on Praxis exams.</p> <p>A major focus of the plan was to encourage students to begin taking the Praxis test early and after completing specific courses which were out of the general study sequence and moved closer to assist students in preparing for the Praxis exam.</p> <p>The plan is being revised to address discussions</p>
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Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
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			<p>performance on the Praxis.</p> <p>A few of our candidates undergraduate and graduate continue to work with Dr. Fletcher.</p>
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	<p>Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies</p>	<p>Faculty will be required to align the specific categories and vocabulary being assessed more closely to what is being taught in their courses.</p> <p>All courses will be aligned to the categories offered in the Rehabilitation Service Program. The study guide will be included in all course syllabi.</p> <p>Faculty will ensure that the study guide is aligned to all categories in courses. Students will be provided study sessions to prepare for the exam.</p> <p>Identify a major assignment to include the categories' specific terminology being assessed.</p> <p>Meet with faculty to determine other strategies for increasing students' overall knowledge and performance on the exam.</p>	<p>Through email messages faculty were reminded to include the study guide in all rehabilitation courses so students could begin becoming familiar with items on senior exam.</p> <p>Several past and present faculty members aligned the competencies to rehabilitation courses and to test items.</p> <p>Continuous conversations were/are conducted with adjunct instructors on how to increase students' interest in program and knowledge for the senior exam. The Practicum instructor created on a regular basis quizzes and assignments to review with students throughout the semester before the exam scheduled date. Zoom meetings were held to discuss topics for review. Also, the students had a face-to-face study session in fall 2022. A study guide was created by an instructor in order</p>
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Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
			<p>for students to become familiar with material covered over the semesters. A study guide is provided to students in each course.</p> <p>C and I has hired an instructor and coordinator of the rehabilitation program to improve the quality of the program.</p>
<b>Health, Physical Education &amp; Recreation</b>	Written Communication	Department has required more written work for students and became more critical of the writing skills.	<p>The Written Communication for SR is up to 91.66 and lowered standard deviation of 10.89. This could be due to the lower numbers in 2223AY.</p> <p>SOPH/JR had a decree in 2223AY to 83.17 and an increased in the standard deviation to 25.35.</p>
	Reading	Department requires readings and will continue to work on the reading skills.	Department did not have reading assessments reported in 2223AY.
	Intercultural Knowledge	Department will work on developing culturally appropriate activities and experiences.	Department did not have Intercultural Knowledge assessments reported in 2223AY.
	Lifelong Learning	Department is working on developing and creating Lifelong Learning experiences.	Department did not have Lifelong Learning assessments reported in 2223AY.

Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
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	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals	Department made efforts to improve the state mandated, PRAXIS, exam scores with the alignment of courses to outside required activities which began in the Spring semester 2020.	<p>The Department has made efforts to improve the knowledge and experiences of the students. Since 2021AY to present, there has been 36 exams taken. This does not indicate if it was by different people or if people has taken the exam multiple times. In 223AY, the mean exam percent score was 35.90 which was down from the past 2 year and the standard deviation is up to 12.82 in the same period of time. The percentage score range low was 23 and the high was 60 in 2223AY.</p> <p>Recently, the state required cut score was lowered which could impact the improvements of the reporting of scores.</p>
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	HPER Discipline Specific Knowledge, Skills, and Competencies	Improve the scores in Content Knowledge sections. Content section typically has the lowest score. Emphasis has been placed on improving the Content Knowledge section	<p>Based on the average of last 8 years with 7 being broken down, average score Content Knowledge, 73.67. The weighted average is 71.72. In 2223AY, Content was as 93.75 up by 10 points from 2122AY.</p> <p>Overall Average for Senior Exam since 15/16AY is 79.43 and weighted at 79.21. Since 1718AY, Overall average has been over 84.</p>
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Appendix 1 – Curricular Program Outcome Improvements During the 2022\_23AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2022_23AY (your plan from the 2021_22AY Assessment Report)	What outcome improvements occurred during the 2022_23AY?
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			2223AY had an average of 92.42.
	Principles of Learning and Teaching		N/A
<b>University College – General Studies</b>	General Studies Discipline Specific Knowledge, Skills, and Competencies	The basic mission of the General Studies Program regarding assessment has been, and will continue to be, one that utilizes the Senior Project Assessment tool (refining and/or improving it as needed). Close attention will be given to any decline in student scores/overall percentages on the Senior Project. If a decline is detected, it will be apparent that a reevaluation of the instrument is needed and possible changes in our approach. At present, the current assessment instrument remains appropriate for this multidisciplinary program allowing the greatest flexibility possible for our students.	Enrollment change in the General Studies Program increased by 4.3%, totaling 6 students in the 2022-23 academic year. The General Studies Program has been consistent in producing majors who perform at and above the 70% level on the Senior Assessment; however, this year 3 out of 35 students performed between 60% and 62%. There were 32 students with scores ranging from 70% to 100% with an average score of 70.83%. Yet again, positive results related to knowledge, skills, and competencies in their respective disciplines— Science & Technology, Liberal and Fine Arts, Professional Studies, and Social and Behavioral Sciences are reported. Assessment summaries have little variation over the past 6 years.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
<b>Agriculture</b>	Written Communication		
	Reading		
	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 - – Power & Machinery, Agricultural Production Systems and Soil & Water Management		
	Regulatory Science B.S. SLO - Regulatory compliance associated with food, agricultural, industrial, health and environment safety (rubric)		
	Agriculture Business Discipline Specific Knowledge, Skills,		More time and better preparation for the Comprehensive Exam.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	and Competencies (Comp Exam)		More emphasis on the seriousness of this Exam.  Practice Session
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		More time and better preparation for the Comprehensive Exam.  More emphasis on the seriousness of this Exam.  Practice Session.
	Animal Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		More time and better preparation for the Comprehensive Exam.  More emphasis on the seriousness of this Exam.  Practice Session
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		More time and better preparation for the Comprehensive Exam.  More emphasis on the seriousness of this Exam.  Practice Session.
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		More time and better preparation for the Comprehensive Exam.  More emphasis on the seriousness of this Exam.  Practice Session.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	Agricultural Engineering Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		<p>More time and better preparation for the Comprehensive Exam.</p> <p>More emphasis on the seriousness of this Exam.</p> <p>Practice Session.</p>
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		<p>More time and better preparation for the Comprehensive Exam.</p> <p>More emphasis on the seriousness of this Exam.</p> <p>Practice Session.</p>
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		<p>More time and better preparation for the Comprehensive Exam.</p> <p>More emphasis on the seriousness of this Exam.</p> <p>Practice Session.</p>
<b>Aquaculture and Fisheries</b>	Written Communication	During AY22-23, scores for written communication in AQFI were slightly lower than the campus average for	We will continue ensuring the successful implementation of written communication through



Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		sophomore and junior years (campus: $79.83 \pm 14.66$ , $n= 225$ ; AQFI: $71.66 \pm 27.54$ , $n= 3$ ). For the Freshman level, no assessments were done in AQFI. At the Senior level, AQFI scores were slightly higher than the campus average (campus: $78.77 \pm 17.32$ , $n= 154$ ; AQFI: $79.44 \pm 21.42$ , $n=9$ ). At the Graduate level, Written Communication SLO was implemented by the Department of Aquaculture and Fisheries only (AQFI: $85.92 \pm 13.11$ , $n=23$ ).	regular monitoring and review.
	Reading	The Reading SLO assessments were completed only at the graduate level. At the graduate level, only AQFI completed the Reading SLO in AY22-23; the mean score was ( $75.18 \pm$ SD of $13.13$ , $n= 9$ ). We failed to implement it at the undergraduate level.	Extra efforts will be made to ensure the implementation of Reading SLO at all levels.
	Global Learning	Global Learning SLO was not implemented at the undergraduate or graduate level. It was due to the cancellation of some planned courses	Following the approved curriculum, global learning SLO will be implemented at the undergraduate and graduate levels.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		due to the lack of students.	
	Human Needs and the Global Environment	This SLO could not be implemented in AY2022-23. It was due to the cancellation of some planned courses due to the lack of students.	Human Needs and the Global Environment SLO will be implemented at the undergraduate and graduate levels per the approved curriculum.
	Aquaculture and Fisheries Science B.S. SLO – Oral Communication (AAC&U rubric)	Oral communication was implemented at all levels except the freshman level. Students of undergraduate and graduate levels were also mentored to present in various professional society meetings where they received awards. During AY22-23, scores for oral communication in AQFI were slightly lower than the campus level average for sophomore and junior years (campus: 72.43 ± 15.14, n= 163; AQFI: 65.71 ± 16.69, n= 7). For the Freshman level, no assessments were done in AQFI. At the Senior level, AQFI scores were lower than the campus average (campus: 83.02 ± 13.80, n= 180; AQFI: 66.66 ± 7.64, n=3). At the Graduate level, the Oral Communication SLO score was slightly lower than the campus	Continue reviewing, be mindful of the data, and seek improvement within the AQFI Dept. Also, faculty members will continue mentoring graduate and undergraduate students to present their research findings in professional society meetings and annual field days.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		average (campus: 75.34 ± 15.40, n= 43; AQFI: 74.25 ± 15.54, n= 27).	
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	In AY 2022-23, students learned many fisheries management processes, aquaculture and hatchery management tools, and field/ lab techniques. These techniques enhanced students' knowledge and skills essential in daily life in aquaculture and fisheries careers. Rubric-based assessments were conducted in different courses.	The department will continue implementing discipline-specific skills articulated in the curriculum map for various aquaculture and hatchery management tools, fisheries management processes, and field/ lab techniques. The focus of discipline specific SLOs in AY 2023-24 will be quantitative literacy.
<b>Human Sciences</b>	Written Communication	Among freshman students, the data showed that at least one student had a higher concept of written communication.  Junior and senior level students will continue to have an opportunity to improve upon their writing skills in upper-level courses (e.g., Human Sciences Research, Administration and Supervision, and Senior Seminar, etc.)	Students who require additional support with written communication will be referred to the Writing Center. Also, more assignments will be added to incorporate written communication (e.g., journal article critique, written reflections, etc.)
	Reading		
	Global Learning		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	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)	With a mean score of 95.23, the data showed that overall students were well prepared and in command of the subject matter and course content.	As needed, more instruction will be added to expose students to financial literacy platforms as well as data related to family dynamics and culture.
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	With a mean score of 92.85, the data showed that overall students were well prepared and in command of the subject matter and course content.	As needed, more instruction will be added to expose students to more opportunities to practice fashion illustration with up-to-date equipment and practice garment making.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	Nutrition Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Hospitality and Tourism Management Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
<b>Art and Design</b>	Written Communication	<p>For the university data, there was not a statistically significant difference in the 22-23 results when compared to the 21-22 results. Scores were in the general range of 3.</p> <p>Art major seniors scored a mean of 88.75 on their written artist statements during the 22-23 year. This was an increase from the previous year when the mean score was 83.89.</p>	We will continue to ensure our majors prepare artist statements.
	Reading	There was not a statistically significant difference in the 22-23 university results when compared to the 21-22 results. Scores were in the general range of 3.	We will collect reading data for art majors this year.
	Information Literacy	University scores overall were slightly higher in the 22-23 year when compared to the previous year.	We will continue to assess our majors in information literacy.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		Art major seniors scored a mean of 95 on their senior exhibit presentations during the 22-23 year, this was an increase from the previous year when the mean score was 83.33.	
	Teamwork	Scores overall were slightly higher in the 22-23 year when compared to the previous year. However, more seniors were assessed in the 2022-23 year which may have impacted the aggregate results.	We will continue to ensure art majors complete group projects and consider some type of data to collect.
	Art B.S. SLO - Use visual art elements and principles of design to create original works of art	Four art majors completed the senior project and scored a mean of 93.50, an increase from the previous year when the mean was 86.22.	We will focus on maintaining or increasing the mean score.
	Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed to become a certified art teacher.	1 Art Ed major completed the Praxis Art Exam and scored above the state average.	We will continue to collect Praxis scores to be able to make annual comparisons.
	Art Discipline Specific Knowledge, Skills, and Competencies (Senior Exhibit)	Four seniors completed the senior project and scored a mean of 97.50 on skills and technique. This was an increase from the previous year when the mean was 85.00.	We will focus on maintaining or increasing the mean score.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
<b>Biology</b>	Written Communication	By viewing the mean for the percent variable, freshmen displayed a higher level of written communication than the seniors and sophomores/juniors: 91.79%, 89.44, and 82.69, respectively.	While students demonstrated a good understanding of written communication, improvement can always occur. To ensure sophomores/juniors and seniors retain information learned as freshmen, they will be assigned more written assignments such as reflection papers and short research papers to keep and hone their written communication skills.
	Reading	For this SLO, based on the mean for the percent variable, freshmen students performed better than any other classification with a mean percent of 89.19%. The mean for the percent variable for sophomores/juniors and seniors are 85.97% and 78.33, respectively.	All students will be given biology related papers with questions to answer to improve reading and comprehension skills.
	Information Literacy	Sophomores/juniors displayed the highest for this SLO. Their mean value for the variable percent was 80.99%. Seniors displayed the second highest with a mean for the percent variable of 79.99%.	Completing Biology-related case studies in BIOL 1455 (Principles of Biology) and having students find peer-reviewed articles that relate to a given topic in BIOL 1456 (Principles of Biology II) will increase the students understanding of information literacy to improve outcomes for this academic year.
	Teamwork	Overall, this SLO displayed a B average (80% or higher) for all classification levels	Discussing Real-life application scenarios in BIOL 1455 (Principles of Biology), participating in

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		based on the mean value for the percent variable. Sophomores/juniors displayed the highest (89.995%) followed by seniors (87.495%).	“debate” style forums in BIOL 3460 (Comparative Anatomy), completing a team/group research proposal over Biology-related research in BIOL 4170 (Biology Seminar), and completing a team presentation over course-related topic in BIOL 4460 (Developmental Biology) are all activities that will be implemented to improve this outcome for the 2023-2024 academic school year.
	Biology B.S. SLO – Biological research	N/A	N/A
	Biology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	For the following variables: General Biology, Zoology, Botany, Genetics, Comparative Anatomy, Cell Biology, Vertebrate Physiology, Developmental Biology, and Microbiology, all mean values were passing (70% or higher), with an average mean of 81.55%. Microbiology displayed the highest with a mean of 89.09% followed by Genetics (86.81%), Botany (86.01), Zoology (83.33%), Developmental Biology (81.82%), Cell Biology (81.25%), General Biology (78.79%), Comparative Anatomy (78.79%), and Vertebrate Physiology (73.55%).	Providing more detailed information for Vertebrate Physiology, Comparative Anatomy, and General Biology as well as creating assignments that increase the understanding of Vertebrate Physiology, Comparative Anatomy, and General Biology will be done to improve the outcome.



Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?	
<b>Chemistry and Physics</b>	Written Communication	No significant change was noted	More written exercises will be given, and students will be given feedback on how to improve writing skills	
	Reading	Slight improvement was noted	More reading exercises will be given. Exercises will be given which require written feedback to determine whether or not they understand what they are reading.	
	Information Literacy	Very significant improvement was noted here.	Students will be prepped on how to find pertinent information	
	Teamwork	Our students are doing well in this area	More teamwork exercises will be developed	
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs	Insufficient data	We need to develop some assessment exercises in this area.	
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of energy and matter	Insufficient data due to very low number of Physics majors	We need to recruit more Physics majors	
	Chemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Substantial decrease from last year. Our three Chemistry graduates were working full time and invested very little effort in studying for the comp. exam	Graduating seniors will be encouraged not to work and devote full time to their studies	

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	Physics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Insufficient data	We need to recruit more Physics majors
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Slight improvement was noted	A study guide will be given in the Chemistry Seminar course and students will be encouraged to start early on prep for the exam
	Forensics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	We had only 1 Forensics graduate. She performed poorer than those in 21/22. Again, full time work was the problem	Graduating seniors will be encouraged not to work and devote full time to their studies
<b>English, Humanities, and Foreign Languages</b>	Written Communication	There were problems with writing introductions and conclusions.	The department will hold essay writing and poetry writing contests. This will refine the synthesis and analysis of the various tests they encounter in academic writing. Moreover, these contests will provide deep analytical and critical thinking skills to further enhance creativity and interpersonal skills as well. These events will strengthen students' writing and learning aptitudes across the curriculum.
	Reading	There were problems with reading literature from different countries, there problems with syntax and in-depth understanding of texts.	There will be a symposium on "Teaching Best Practices in Reading" by faculty members across campus. The Department of English will host the symposium.
	Information Literacy	There are problems with the Senior Capstone exam with seniors not	Faculty will focus on having students to work on citing sources correctly.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		citing sources well. Students seemed to rush through the first draft.	Students write several drafts before the final draft.
	Teamwork	There were faculty-held conferences.	Faculty will give more group work.
	English Literature/Liberal Arts B.A. SLO - Demonstrate student writing ability	Students did well with essay writing. There were problems with the introduction and conclusion.	The Chair will announce to faculty the problems that students are having overall, and they will focus on the introduction with thesis and clear and concise conclusions.
	English Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The students are still having problems with introductions and conclusions in their writing. Students are not analyzing readings too in-depth. Comp. Exam- Students need to cite more sources clearly.	Faculty will be informed of the findings, and they will focus on these weak areas.
	Theater Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
<b>Industrial Technology</b>	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		
	Industrial Technology B.S. SLO - Industrial		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	safety management and practices		
	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
<b>Math and Computer Science</b>	Written Communication	Because assessments were not conducted in previous academic years, there is no data available for comparison or to provide feedback for those years. However, it's worth noting that the Department of Mathematics and Computer Science (MCS) held a faculty development workshop on assessment on September 30, 2023. During this workshop, we laid out the assessment plans for the Mathematics and Computer Science Degree Programs as well as the Computer Science and Technology Graduate Degree Program.	Please refer to the provided MCS assessment roadmap. Our MCS faculty will assess their students in accordance with this roadmap. Each MCS faculty member has been trained in the assessment process and has also designed their assessment assignments and/or projects to evaluate their students. It's important to note that our MCS faculty understands the distinction between assessment and grading.
	Reading		
	Information Literacy		
	Teamwork		
	Computer Science B.S. SLO -		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	Mathematics B.S. SLO -		
	Computer Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Math Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
<b>Multimedia Communication</b>	Written Communication	Overall students have shown improvement in this area with seniors making the most progress.	Faculty will continue to create assignments that will help students grow in this area. The instructor for the Media, Grammar and Style class will create more assignments that focus on syntax and other grammatical issues. Instructors in Media News Writing I will also include more of these assignments on the syllabus.
	Reading	Some students have shown improvement in this area with freshmen, sophomores and juniors making the most progress. While senior scores remain average, there has been some improvement in their scores also.	Faculty will continue to focus on providing assignments that require students to read and write more. Students will be encouraged to read and watch news accounts and discuss them in class. Students also will be encouraged to read texts (fiction and non-fiction) that focus on mass communications.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	Information Literacy	Seniors and juniors showed improvement, however, sophomores scored below average.	Faculty will create assignments that help students understand and retain the information they are receiving. These could include hands on skills assignments in the labs and assignments that include research and explanation.
	Teamwork	Students scored well in this area, possibly because a lot of assignments in mass communications require students to work in groups.	Faculty will continue to assign projects that require students to work in groups to complete assignments that require them to work in the labs. This will improve their skills as mass communications majors and help prepare them for the job market.
	Mass Communication B.A Print SLO - Write clearly and correctly in forms and styles appropriate for the profession	Not assessed	
	Mass Communication B.A. Broadcast SLO - Apply tools and technologies appropriate for the communication profession	Not assessed	
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Students continued to score average or slightly above average in this area.	Faculty will create assignments during their freshman, sophomore, and junior years that will help them improve their scores on the comprehensive exam. This includes

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
			assigning work that will enhance their portfolios and mass communications skills.
<b>Music</b>	Written Communication		
	Reading		
	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 (Comp Exam)		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
<b>Nursing</b>	Written Communication		
	Reading		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	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		
<b>Social and Behavioral Sciences – Addiction Studies</b>	Written Communication		
	Reading		
	Information Literacy	22_23AY data show that 100% of students are meeting benchmark scores of 80% or above in the SLO on course assignments. The percentage of students achieving benchmark scores of 80% or above in the	Academic advisement will continue to assist students with the best time in their matriculation to enroll in the research sequence. Faculty will closely monitor students’ progression from Incomplete grades to final grades in the research sequence. There are three



Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		SLO is 80% for the research project. Percentage differences are accounted for by students who do not complete their research project within the semester timeframe and earn a grade of Incomplete.	students in this status now. All three will earn a final grade during 23_24AY.
	Teamwork	Students responded well to faculty-led team stipend projects, with 100% of students involved meeting their project requirements.	Addiction Studies will continue to offer students the opportunity to participate in faculty-led team projects. The faculty will develop additional opportunities for students to engage in teamwork. These opportunities will include in-class and out-of-class opportunities to accommodate our 100% online students.
	Addiction Studies Discipline Specific Knowledge, Skills, and Competencies		
<b>Social and Behavioral Sciences</b>	Written Communication		
	Reading		
	Information Literacy		
	Teamwork		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	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)	The overall mean score was 86.82, higher than 82.89 in 2021-2022. The most significant improvements were in Introduction to Corrections and Juvenile Delinquency.	Intensive review of each of the 5 core areas will result in continuous improvement on the SCE.
	Psychology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Scores from 2022-23 were on average similar and higher to the previous year. History & Systems and Physiological results tend to be on the lower ends.	While the numbers improved in some areas, the specific areas of History & Systems and Physiological Psych require more intensive exam preparation.
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Scores from 2022-23 were on average similar or higher than the previous year, most notably in the theories of aging area.	While the numbers improved in some areas, the averages for death & dying went down. This content will be reinforced during the exam prep.
	Social Science History Discipline Specific Knowledge, Skills,	Scores from 2022-23 were on average similar to the previous year, with the most notable	While the numbers improved in some areas, scores remain low for U.S. History since 1877 and Western Civilization II, and

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
	and Competencies (Comp Exam)	improvement in the U.S. History to 1877 area.	down for non-Western Civilization. The study guide will be incorporated into these classes.
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Scores from 22-23 were slightly lower (a percentage point mean) than the previous year. The problem areas continue to be courses taken early in the curriculum (Intro and Theory).	We will continue to review information learned in early courses that students may have forgotten as they progress through the curriculum. We will try starting reviews earlier in the semester, and individual counseling to assess readiness for the exam.
	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Scores from 2022-23 were on average similar or higher than the previous year, most notably in social problems and human culture areas.	While the numbers improved in some areas, the averages for social statistics went down. This content will be reinforced in our seminar course.
<b>Social Work</b>	Written Communication	One senior course was assessed at 93%	The Social Work Department will be intentional on assessing all level courses (freshmen, sophomore, junior, senior)
	Reading	One sophomore/junior course was assessed at 89.5%	The Social Work Department will be intentional on assessing all level courses (freshmen, sophomore, junior, senior)
	Information Literacy		
	Teamwork	Two senior courses was assessed at 99.99% and 95%	The Social Work Department will be intentional on assessing all

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		Two sophomore/junior courses was assessed at 92% and 99.99%	level courses (freshmen, sophomore, junior, senior)  The Social Work Department will revisit the teamwork rubric and have a conversation to make sure that instructors understand the rubric and are scoring correctly. 99.99% is extremely high and leaves no room for improvement.
	Social Work B.S.W. SLO - Demonstrate ethical and professional behavior.	The ethical and professional behavior competency was assessed at 80%	Although the percentage is a high percentage, instructors will continue to focus and design assignments/discussions that will allow students to learn about ethical and professional behavior, so that the percentage will not decrease.
	Social Work Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Advance social justice was assessed at 73.5%  Evaluating practice on all levels was assessed at 74%.	Instructors will focus and design assignments/discussions that will allow students to evaluate practice at all levels of social work practice. Class lectures will also discuss and provide examples of what is required to evaluate practice with individuals, families, groups, organizations, and communities.  Instructors will focus and design assignments/discussions on social justice to grasp the importance of advancing social justice in the social work field within practice before graduation and

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
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			becoming employed in various agencies.
<b>Accounting</b>	Written Communication		
	Reading		
	Critical Thinking		
	Ethical Reasoning		
	Accounting B.S. SLO -		
	Accounting Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		
<b>Business Administration</b>	Written Communication		
	Reading		
	Critical Thinking		
	Ethical Reasoning		
	Business Administration B.S. SLO -		
	Business Admin Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
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Curriculum and Instruction	Written Communication		
	Reading	<p>On the 2022-23 assessment report, five freshman students were assessed in the area of Reading compared to five students who were assessed in 2021-2022. This number is very low compared to how much reading is required in education courses.</p> <p>The five freshman students' average scores ranged from 2.39 (Relation to Text), 2.39 (Readers Voice) to 2.79 (Genre) and 2.79 (Analysis).</p> <p>There were 33 sophomore /juniors assessed in the area of Reading. Students' scores ranged from 3.09 in Comprehension to 2.85 in Analysis.</p> <p>There were 35 seniors assessed, and their scores ranged from 3.42 in the Readers Voice to 3.08 in Analysis. Overall, the students' Analysis scores were the lowest in the areas assessed. Taking a closer look at the scores and comparing some of other assessments could improve students' needs for improvement.</p>	<p>A meeting will be scheduled for faculty to discuss University competencies. Focal topics include the following: rethinking/ reassigning placement of assessments; discuss the idea of a specific assessment(s) all students may take based on level; review other education assessments addressing competencies; and consistency in assessments given, scored, and submitted in LiveText.</p> <p>The SOE Assessment Committee will be invited to participate in discussion and suggest ideas for overall improvement of improved/increased data results.</p> <p>Someone from the assessment office will be invited to the meeting.</p> <p>Continuous progress</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		<p>There were nine graduate students who were assessed using the Reading rubric. Their scores ranged from 2.66 in Interpretation to 3.74 in the Reader’s Voice. Other low scores were in Analysis (2.99) and Comprehension (2.99).</p> <p>Faculty, through course assignments/instructions, have to draw attention to the reading skills to assist in enhancing students’ overall academic performance.</p> <p>The Science of Reading has been implemented in courses to bring secondary students’ awareness to specific areas to improve not only their reading but to support struggling readers they will soon teach.</p>	
	Intercultural Knowledge	No assessment data was recorded for this competency.	No assessment data was reported for this competency.
	Lifelong Learning	<p>Only one freshman student was reported as taking the Lifelong Learning assessment.</p> <p>Thirteen sophomores/juniors were reported as taking the assessment. The scores in this assessment</p>	<p>On-going</p> <p>Reviewing the LifeLong Learning competency will support best placement for students.</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		<p>ranged from 1.76 in Initiative to 2.07 in Reflection. There were ten seniors whose scores were slightly better. Their scores ranged from 2.39 (Transfer) to 2.69 (Initiative, Curiosity).</p> <p>This assessment assesses students’ skills and dispositions of how they view their lifelong learning. More students should take this assessment. “Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.”</p>	
	<p>Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning</p>	<p>The Learner and Learning is an important standard in all K-12 programs and courses. The teacher candidates demonstrate an understanding of their knowledge and skills through class participation, completion of course assignments, quizzes, exams, and field experience opportunities (face to face, modules, videos) in courses such as SPED 2300 Survey of Exceptional Children, EDUC 3302 Psychology of Learning and Teaching, EDUC 3306</p>	<p>The C and I faculty continues working with US Prep in ways to improve the preparation of students to teach day 1.</p> <p>A major assessment is provided in all the courses mentioned. However, faculty members continue to experience other ways to assess our education major’s growth. The SOE-C and I <i>continue</i> to participate in Learning Tours to observe practices for improving students’ preparation to teach across states and school districts. During the in-state</p>



Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		Assessing Learners, EDUC 3303 Classroom Behavior Management and EDUC 4V12 Student Teaching Clinical.	Learning Tours, faculty will continue to informally observe and assess our education majors as they teach mini lessons to school age students.
	Rehabilitation Services B.S. SLO - Culture diversity, legal, & ethical issues	Data from the senior exam indicated the 2022-2023 academic year was a better year for students taking the senior comprehensive exam compared to 2021-2022 and other years. The 2022-2023 senior scores ranged from 62.63 in Ethics to 92.99 in Theory-Client Relations. Theory-Client Relations has not always been at the top of the list for student success when taking the exam.	<p>Students were more confident when taking the Senior Comprehensive Exam. The strategies for improving students' confidence and taking the exam will continue.</p> <p>The Practicum instructor created on a regular basis quizzes and assignments to review throughout the semester before the exam scheduled date. The instructor conducted zoom meetings to discuss topics as a form of review. Also, the students had a face-to-face study session in fall 2022. A study guide was created by course instructors in order for students to become familiar with material covered over the semesters. A study guide is provided to students in each course.</p> <p>The Rehab program has a new instructor and coordinator. She has begun to review the program to determine areas for improvement and how the program may become nationally accredited through (CORA).</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
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	Praxis Exam	<p>One hundred twenty-nine education majors were reported as taking some form of the Praxis tests. The report shows how many times each of the tests were taken, but it does not show the count/percentage of student successes. Of course, the elementary education multiple sets (MS of tests were taken (English/language arts, math, science, and social studies). The elementary math test was taken 14-20 times, health and PE 10 times, Math (secondary) 10 times, and Music 10 times. Another set of test takers included three students majoring in school leadership. Again, this report shows you the rate of students across disciplines taking a form of the Praxis test, but it does not share the success rate and what group of students scored high or low or in what specific area of the test.</p>	<p>The EPP faculty members are in a transition to review syllabi for rigor and content alignment with state standards and the Praxis exam to improve students' success in the course and on the exam.</p> <p>The LPL continues to support students in passing the Praxis exam. Implemented through the LPL is a voucher that students can receive to pay for their exams. They must participate in a plan to qualify for receiving the voucher.</p> <p>Faculty continued to assign students' time to work on the Praxis exams in the Learning Plus Lab and/or they allocated time in their classroom where computers were available.</p> <p>Students will continue to take the Praxis Interactive Teaching exam and receive assistance in creating a study plan.</p> <p>Further disaggregation of the test data could be requested to look closer at students' results when planning for improvement during larger groups, individuals.</p> <p>Instructors from other areas like Biology have created test taking workshops and invited students to attend.</p>
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Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
			<p>SOE created boot camps on several occasions to provide students tutorial assistance in taking and passing their Praxis exam. Several students would attend the boot camps which also qualified them to work toward receiving a voucher which would assist in paying for the test.</p> <p>Some students continue to receive assistance through outreach support off campus.</p>
	<p>Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)</p>	<p>Data from the senior exam indicated the 2022-2023 academic year was a better year for students taking the senior comprehensive exam compared to 2021-2022 and other years. The 2022-2023 senior scores ranged from 62.63 in Ethics to 92.99 in Theory-Client Relations. Theory-Client Relations has not always been at the top of the list for student success when taking the exam.</p>	<p>On-going</p>
<p><b>Health, Physical Education &amp; Recreation</b></p>	<p>Written Communication</p>	<p>Department will report data better for the required written works.</p>	
	<p>Reading</p>	<p>Department will evaluate and report data for reading</p>	
	<p>Intercultural Knowledge</p>	<p>Department will evaluate and report data</p>	

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		for Intercultural Knowledge	
	Lifelong Learning	Department will evaluate and report data for Lifelong Learning experiences	
	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals	The department will monitor the state mandated PRAXIS scores of test takers to improve on the results. Department will adjust and manage the different learning experiences for students in the preparation of the exam.	
	HPER Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	Department will work on the improvements of the senior exam as well as each experience in the learning of the skills, knowledge and competencies in the program.	
	Praxis Exam	The department will monitor the state mandated PRAXIS scores of test takers to improve on the results. Department will adjust and manage the different learning experiences for students in the preparation of the exam.	
<b>University College – General Studies</b>	General Studies Discipline Specific Knowledge, Skills, and Competencies (Senior Project)	As reflected in the data, the General Studies Program remains consistent in producing majors who perform at and above the 70% level on the BGS Senior	

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

Department/Unit	Student Learning Outcome	What did the 2022_23AY assessment show?	What will be done to improve the outcome in the 2023_24AY?
		<p>Assessment, with small variations. There were 32 students with scores ranging from 70% to 100% and 3 students with scores ranging from 60% to 62% with an average score of 79.83%. Positive results related to knowledge, skills and competencies in their respective disciplines (Science and Technology, Liberal and Fine Arts, Professional Studies, and Science and Technology) are being reported. There has been little variation within the last 6 years.</p>	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
<b>Academic Skills and Developmental Services</b>	Students will show improvement in their reading comprehension and vocabulary skills.	We will continue to increase our outreach to students. However, the need for developmental Reading is consistently waning away. This results from a 2012 requirement to remove developmental courses from the state Department of Higher Education. It was proposed that Reading 1213 and English 1310 be merged to form a Language Arts class which would satisfy both developmental Reading and Basic English at the same time, because of this the stand-alone Reading course is not needed.	As predicted, Developmental Reading courses continued to have fewer students in need of the course and eventually were phased out. There is no longer a need for Reading 1213 as a single course. The few students who may score low enough to need Reading will be placed in a combined course of Reading and English (1310 English/Blended) where both Basic English 1310 and Reading 1213 are combined. Doing so, gets us a step closer toward removing remediation out of HIED.
<b>UAPB Quality Initiative “African-American Male Student Persistence Initiative: Leadership Development”</b>	Students will gain "leadership abilities and positive self-concepts."	Plans for the 2022-2023 year will allow us to meet with the students on future leadership events. We will schedule sessions with our first-year Lab and schedule sessions on campus for our other students by having speakers come in and talk with the students during the Fall and Spring sessions.	
<b>Trio Student Support Services</b>	Participants will gain the academic performance level required to stay in good academic standing at the University, helping the maintain scholarships and graduate in a timely manner.	SSS will work to increase academic achievement and graduation rates through continued in-person tutoring and online NetTutor services. New this year is the addition of MatchWare MindView software comprehensive, visual learning tool	Post-pandemic, students have been eager to receive in-person tutoring, and preferred personal assistance over virtual assistance. Hence, NetTutor online professional services were not highly utilized. Also, the Matchware software tool did not

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
		designed to help develop and organize ideas.	prove as effective as SSS Professional individual and group tutoring writing and research services. SSS staff effectively implemented intensive coaching and tutoring strategies through ongoing monitoring and updating with personal sessions, Blackboard messaging, texts, emails and telephone calls.
<b>Carolyn F. Blakely Honors Program</b>	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people willing to make their respective communities and nation a better place to live, work, and learn.	We will continue to make use of our Blackboard course/organization as a means of incorporating measures to gauge responses to the Scholars Seminars and campus/community service opportunities. In addition to documenting the plans of our graduates in our senior send-off book, we will also place the graduation survey link in Blackboard to centralize the data on our graduates. Finally, we will encourage our graduates to enroll in an Honors Program Alumni Remind text group before they leave so they are better accessible for updates.	We have seen an increase in enrollment for the Fall 2023 semester in our Honors Program by 45%. We had an increase of Sophomores and Juniors due to recruitment efforts throughout the school year. We provided the transfer coordinator with the enrollment criteria for our honors students. We encourage international students to apply. We sent membership invitations through Aviso texts and emails to eligible students. Blackboard has been updated and contains information regarding scholarships and internships. The website has been updated making our application and Honors contract electronically fillable. All students must submit a signed contract agreement. Our communication with the members has improved

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
			<p>significantly. We have implemented an attendance policy. We had some interns during the summer through Upward Bound Program. All Honors students are required to have an internship, study abroad or volunteer hours during the summer.</p>
<p><b>Military Science</b>  <b>1. Leadership.</b>  <b>Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.</b></p>	<p>Students are qualitatively evaluated on an “Outstanding”, “Excellent”, “Proficient”, “Capable” and “Unsatisfactory” scale (O/E/P/C/U)) IAW Cadet Command LDP. Expectations are 10% O, 40% E, and 50% P with zero “capable” or failure ratings. Ratings are based on the overall composite of the Army’s 17 Core Competencies. A minimum overall rating of Capable is required to remain in the program.</p> <p>Core Competencies are:                      Military Bearing,                      Physically Fit,                      Confident, Resilient,                      Mental Agility,                      Innovation,                      Interpersonal Tact,                      Domain Knowledge,                      Leads Others, Extend Influence beyond CoC,                      Lead by Example,</p>		



Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
	<p>Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results.</p> <p>Cadets will develop their critical thinking skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.</p>		
<p><b>Military Science</b>  <b>2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.</b></p>	<p>Contracted cadets will participate in three physical training (PT) session per week and conduct at least two Army Physical Fitness Tests (APFT) each semester. Non-contracted cadet must participate in one PT session per week.</p> <p>Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.</p>		
<p><b>Watson Memorial Library</b></p>	<p>Students will gain an understanding of research resources available in through</p>		

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
	the Watson Memorial Library		
<b>Viralene J. Coleman Computerized Writing Center</b>	We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.	Faculty will bring students to the Writing Center to work on grammar and sentence structure. Students will work on the computers in the lab to write and research projects. Workshops will be held for MLA and APA documentation.	Students did well on the departmental assessment –Essay Exam (Common Exam). Students were able to write college level essays. Also, students are able to write research papers using MLA or APA documentation.
<b>Band</b>	Members of the UAPB Band will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
<b>Vesper Choir</b>	Members of Vesper Choir will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)	Students will focus on listening skills during rehearsals and performances to ensure proper building and areas in need of improvement. They will self-assess improvement areas and schedule sectional rehearsals to achieve accuracy and a cohesive sound.	Student-led sectional rehearsals were held regularly which helped to improve to overall quality of cohesiveness of sound in each section. Students also periodically assess other students’ need for academic help and offer assistance as needed. This led to at least 3 students who were on academic probation significantly improving their GPAs and returning for the 23-24 academic year.

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
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<p><b>Office of International Programs and Studies:</b> <b>1. Education Abroad</b></p>	<p>Students will</p> <p>1) develop competency in one or more of the three areas:</p> <p>a) knowledge and understanding of a thematic topic related to their major/program of study;</p> <p>b) improved fluency in a foreign language; and/or</p> <p>c) practical application of knowledge and skills related to their major/program of study;</p> <p>2) learn how to be flexible and adaptable in a foreign culture; and</p> <p>3) Become partners with OIPS in promoting education abroad at UAPB.</p>	<p>The goal is to continue faculty engagement, implement overseas programs during the summer of 2022 and continue the collaboration with the HBCU-China Network.</p> <p>In this regard, programming may emerge even stronger after the COVID-19 pandemic subsides.</p>	<p>During 2022-2023AY, the COVID pandemic substantially subsided and global travel returned to standard norms.</p> <p>The HBCU-China Network did not offer virtual programs during this cycle.</p> <p>However, two faculty-led programs were conducted under an existing grant with the 1890 Center of Excellence for International Engagement and Development (CEIED).</p> <p>The Honors Program under the leadership of Ms. Annette Williams Fields launched a new program slated for May 2024. Recruitment commenced in earnest and continued throughout the academic program year.</p> <p>OIPS has existing grants to support student travel to Kenya.</p>
<p><b>Office of International Programs and Studies:</b> <b>2. Peace Corps Prep</b></p>	<p>Program participants will develop competencies through the following:</p> <p>1) Enrollment in coursework related to six thematic areas</p>	<p>We are in a rebuilding phase.</p> <p>OIPS submitted the application for approval to operate the Peace Corps Prep Program for a second five-year cycle.</p>	<p>With the formal approval of the Memorandum of Understanding between UAPB and the U.S. Peace Corps, recruitment and outreach activities commenced in earnest.</p>

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
	<p>designated by the U.S. Peace Corps</p> <p>2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area</p> <p>3) Enrollment in foreign language coursework</p> <p>4) Enrollment in coursework that promotes cross-cultural/inter-cultural learning</p> <p>5) Engagement in campus-based leadership development experiences</p> <p>6) Participation in the UAPB Collegiate 4-H Club</p> <p>7) Participation in asset-based community development (ABCD) training</p>	<p>The goal is to also commence recruitment of Cohort III drawing upon limited face-to-face engagement that follows campus COVID-19 protocols.</p>	<p>Under the Biden Administration, the Office of University Programs has demonstrated a stronger commitment to: 1) campus outreach and program support as well as 2) increasing the diversity of participants in campus-based programs.</p> <p>Two campus visits by Peace Corps representatives greatly assisted with outreach activities and jump-starting our Outreach and Recruitment Advisory Council.</p> <p>Internally, we updated/upgraded forms on our Peace Corps Prep website and designed new recruiting products such as videos on the application process that could be transmitted via text messaging.</p> <p>Application advisement sessions were conducted April through June.</p> <p>Due to a new collaboration with Black Male Achievers, five applications were received for Cohort III&gt;</p>
<p><b>Office of International Programs and Studies:</b></p> <p><b>3. UAPB Collegiate 4-H</b></p>	<p><b>UAPB Peace Corps Prep members</b> will participate in and gain knowledge and skills through 4-H volunteer activities. <b>UAPB Collegiate 4-H members</b> will learn about and participate in global programs sponsored by OIPS.</p>	<p>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.</p>	<p>This goal was achieved; however, membership in the 4-H Club appears to be lower than normal. Thus, there was not a large pool with which to work.</p>
<p><b>Office of International</b></p>	<p>Students will:</p>		

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2022\_23AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2022_23AY?	What outcome improvements occurred during the 2022_23AY?
<p><b>Programs and Studies:</b>  <b>4. National Scholarship Initiative</b></p>	<ol style="list-style-type: none"> <li>1) Gain information about scholarship opportunities which enable or enhance global engagement</li> <li>2) Receive advisement on best practices regarding application submissions</li> </ol>	<p>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.</p>	<p>This goal was postponed to 2023-2024AY.</p>
<p><b>Office of International Programs and Studies:</b>  <b>5. SAFHS Global Leadership Initiative</b></p>	<p>Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Receive timely updates on academic and professional opportunities in the global arena</li> <li>2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks</li> </ol>	<p>OIPS will move forward with the institutional process for approving faculty led education abroad programs combined with other risk management protocols to ensure faculty, staff and student safety and well-being when traveling abroad.</p> <p>Recruitment for overseas programming will also resume.</p>	<p>Through a schoolwide email distribution system, OIPS sends regular updates on global opportunities to students, faculty, staff and administrators.</p> <p>No new faculty led proposals were submitted during 2023-2024AY.</p> <p>However, there was increased faculty engagement in international extension grant activities primarily slated for small farmer capacity building in Kenya.</p> <p>OIPS continued to tweak and refine the international travel form in consultation with the Office of Academic Affairs. OIPS was able to ensure that travelers supported by existing grants completed the form. However, it needs to migrate out to the broader school and university as a standard protocol.</p>
<p><b>Office of International Programs and Studies:</b></p>	<p>Through this association, international students will:</p>	<p>We continue with the revitalization of the Association following setbacks during the height</p>	<p>For the first time, ISA officers became meaningfully engaged in campus advocacy due to a</p>

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<b>6. International Students Association</b>	<ol style="list-style-type: none"> <li>1) Gain and strengthen their leadership skills</li> <li>2) Create a safe space for members to share about their experience as students at UAPB</li> <li>3) Organize and conduct activities that strengthen friendships and peer support</li> <li>4) Organize and conduct activities that enable members to participate in campus more fully life</li> <li>5) Engage in advocacy on behalf of international students' needs and aspirations</li> <li>6) Foster and support on-going internationalization and global awareness activities</li> </ol>	<p>of the COVID-19 pandemic.</p> <p>This year's goals include the following:</p> <ol style="list-style-type: none"> <li>1) Implement an email birthday greetings notification system</li> <li>2) Conduct fall and spring semester birthday celebrations</li> <li>3) Participate in the annual Thanksgiving food drive</li> <li>4) Conduct a second annual walk/run during Global Awareness Week</li> <li>5) Successfully conduct officer elections</li> </ol>	<p>bullying incident which triggered awareness of a range of issues impacting international students at UAPB. Actions undertaken by the newly elected officers included meetings with the Vice Chancellor of Student Affairs, the Dean of the Office of Student Involvement and Leadership and other key stakeholders. Officers developed a memo outlining several concerns which was also shared with the membership.</p>
<b>STEM Academy</b>	<p>STEM Academy students gain experience in compartment in the business/research environment through summer internships. Skills about entrepreneurship in STEM areas.</p>	<p>Continue in-person Guest Lecture Series presenters that offer summer internships and co-ops that relay benefits of networking.</p> <p>Announcement of opportunities through group messaging and other message forums.</p> <p>Increase opportunities for research and</p>	<p>Students have become more of the research, internship and cooperative education experiences as we rebound from the pandemic.</p>

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		entrepreneurship in the STEM areas	
<b>Career Services</b>	Students will understand the job search process and skills for obtaining a job.	Our primary focus will be to increase the number of freshmen that register with our office no later than the first semester of their sophomore year. This will be done in collaboration with Basic Academic Services. A meeting will be scheduled to discuss our goal and a plan of action will be developed. We will look at the number of sophomores we have registered and set a goal to increase that number by a certain percentage by the end of the calendar year.	During the 2021-2022 academic school year we had a total of 30 freshman and sophomores that registered with career services. During this reporting period, 2022-2023, we have a total of 75 freshman and sophomores that have registered with career services. This an increase of 150% over the academic year of 2021-2022.
<b>Office of Student Involvement &amp; Leadership (also Fitness Center and Union)</b>	Students involved with the Office of Student Involvement & Leadership gain valuable experience in network building, planning events, leadership, and professional pursuits. 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 addition of a Student Engagement Center and a newly renovated facility will assist students in outlining success through their collegiate experience. Involving students for a successful outcome to engage and grow program-development will continue to be introduced as we highlight the areas for improvement for the future year.	

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	<p>the following areas are sought out by under the umbrella of governance, archives, political and student body awareness, student programming, and fraternity/sorority life.</p> <p>Following the pursuits of the persistence and retention mechanisms, we assess all of our Registered Student Organizations (RSO) at the end of the year, to obtain particular data information and assess their involvement in programming.</p> <p>Additionally, we ask for their support to better improve the Office of Student Involvement &amp; Leadership area.</p>		
<b>Counseling and Student Wellness</b>	<p>Students will get effective counseling from licensed professionals, receive psycho-social support, and attend various presentations directed at increasing holistic health of students, and enrichment/personal development activities to foster persistence and lifelong learning.</p>	<p>Students are encouraged to fill out anonymous surveys assessing the quality of services provided from Counseling Center.</p> <p>Increase in activities and programs centered on increasing student mental and physical health utilizing community resources.</p>	<p>First Annual Mental Health Awareness Week was implemented from March 18-21 covering the following topics: Suicide Prevention, Substance Abuse/Prevention, Sexual Assault, Women's and Men's mental health, LGBTQI+ mental health. Conducted student workshops in each dormitory hall and for multiple classes.</p>
<b>Disability Services</b>	<p>Even playing field like students without Disabilities</p>		



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<b>Veteran Affairs</b>	Serves the needs of all Veterans and dependents, as well as military service members attending the University Campus. Our office supplements other campus units with special emphasis on the transition and retention of Veterans. Our department maintains productive relationships with offices, agencies, and programs throughout UAPB in order to best respond to the needs of our Veterans.		Veteran Services was awarded Military Friendly, Spouse Friendly and Military Friendly Bronze Member.
<b>Residential Life</b>	The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and recreational activities provide health and wellness, awareness of global and local issues and concerns reviewed, information about student safety on campus and off-campus discussed, 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	During the 2022-2023 academic school year, the department will provide surveys for all programs and activities hosted in the residence halls. At the end of the academic school year, there will be a survey for the residents asking them about their housing experience. In addition, evaluations and surveys will be provided to the residential assistants so they will know their strengths and weakness and can give information about their experience as residential assistants.	The Department of Residential Life took proactive steps in 2022-2023 to address important issues and enhance the well-being of students living in the residence halls. Here is a breakdown of the activities and programs mentioned: 1. Campus Police Talks on Student Safety: Hosting programs where campus police discuss student safety both on and off-campus was a valuable initiative. These discussions help students become more aware of safety measures and resources available to them. 2. Gang Unit Presentations: Having the gang unit speak to

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	<p>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 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</p>		<p>students about gangs in the area was crucial in keeping students informed about potential safety concerns. Understanding the local environment and potential risks is essential for student safety.</p> <p>3. Domestic Violence Workshops: Domestic violence workshops are essential for educating students about recognizing, preventing, and responding to domestic violence. These workshops contribute to creating a safer and more informed community.</p> <p>4. Title Workshop in Conjunction with Office of Title IX: Collaborating with Title IX to host a workshop in residence halls was significant. Title IX ensures that students have equal access to education and addresses issues like sexual harassment and discrimination. Such workshops empowered students with knowledge of their rights and available resources.</p> <p>5. Residential Assistant (RA) Evaluations: Conducting evaluations for residential assistants was crucial for maintaining the quality of support provided to residents. These assessments help identify areas for improvement and professional</p>

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	<p>academic, social, and personal growth while at the University. The primary goal of the residential life program is to provide residence halls with an atmosphere that is conducive to growth and learning in these areas.</p>		<p>development opportunities for RAs.                      6. End-of-Year Surveys: Distributing end-of-year surveys to students living in residence halls was an excellent way to collect feedback and assess overall satisfaction. The feedback obtained can be used to improve future programming and the residential living experience.                      These initiatives collectively contribute to a safer, more informed, and supportive living environment for students.</p>
<p><b>Student Health Services</b></p>	<p>Students will gain access to a range of reproductive health services.</p> <p>Students will be provided with information, services, and supplies for effective reproduction control to enable students to realize their own desires in regard to number and spacing of children and to ensure that education need not be interrupted or limited by an unwanted pregnancy.</p>	<p>In addition to providing reproductive health services, Jefferson County Health Department will offer a new program called REAL (Reproductive Education Access and Lifestyle) to provide health education and lifestyle support.</p> <p>During Fall 2022AY, incoming Freshmen will receive packet with reproductive health services information and resources.</p> <p>We will create flyers, posters and utilize social media to promote the reproductive health program and to encourage students' participation.</p>	<p>We were not able to implement the new program called REAL, due to funds ending in Spring 2022.</p> <p>We took a new approach to increase student's participation, to promote awareness and to assess student's understanding of reproductive health.</p> <p>We created a new 14x16 framed Family Planning poster and 8x11 flyers, utilizing the QR scanning system, to register and schedule appointments. The posters and flyers will be visible in all female dorms and highly used restrooms.</p> <p>The QR system will allow for a pre and post questionnaire prior to and after receiving services.</p>

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<p><b>Student Success Center</b></p>	<p>After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.</p>	<p>The Student Success Center will continue the following actions to improve program quality and success rates in the next academic year.</p> <ol style="list-style-type: none"> <li>1. Improve the quality of the tutoring program through training and evaluation of tutors including use of online media to conduct tutoring.</li> <li>2. Increase collaboration with instructors in courses where most students struggle.</li> <li>3. Increase visibility to attract student participants earlier in the semester.</li> <li>4. Train faculty and staff to use AVISO Retention software to submit early alerts, to address student problems early in the semester; to engage students, to identify persistence and course risk factors and to increase the chances of success by providing proactive interventions.</li> <li>5. Begin hiring tutors in in Spring and Summer for the next academic year and create a pool of applicants to ensure program is fully staffed at all times.</li> </ol>	<p>To enhance the quality and success rates of our programs in the upcoming academic year, the Student Success Center is implementing the following measures:</p> <ol style="list-style-type: none"> <li>1. <b>Enhanced Tutoring Options:</b> Students can now avail themselves of both peer and online tutoring services. In-person tutoring will be facilitated at the Library and Harrold Complex.</li> <li>2. <b>Supplemental Instruction:</b> While this resource is available, its utilization remains low among instructors. Efforts will be made to promote its benefits and encourage broader adoption.</li> <li>3. <b>Increased Visibility:</b> We have ramped up publicity efforts for our tutoring program to heighten awareness and participation.</li> <li>4. <b>Aviso Engagement:</b> There is a noticeable uptick</li> </ol>
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			<p>in engagement with Aviso by academic faculty and Co-Curricular staff.</p> <p>5. <b>Streamlined Hiring:</b> We have harnessed a feature allowing for a pool of student applicants, significantly reducing hiring timeframes. Nonetheless, recruiting and retaining peer tutors remains a challenge we aim to address.</p>
<p><b>LIONS Program (Learning Institute and Opportunities for New Students)</b></p>	<p>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.</p> <p>2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist.</p> <p>3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB.</p> <p>4. increased number of students graduating in</p>	<p>The program will continue the collaboration with high school counselors to increase enrollment.</p> <p>The program will assist participants in making a successful transition from high school to college.</p> <p>Expand opportunities for mentoring with the Student Success Center coaches and TRIO Student Support Services to increase the overall GPA of participants.</p> <p>Enhance the tracking of program alumni and reinstate the LIONS Alumni Club Registered</p>	<p>The program will return to the previous practice of recruiting students with a higher GPA from high schools.</p> <p>The program has been given more employment positions to attend to more student demands.</p> <p>The program partnered with the Student Success Peer Mentor Program and again made tutoring mandatory for all participants.</p> <p>The program took the necessary actions to reinstate the LIONS Alumni Club, a</p>

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	10 or fewer semesters gauged by earlier graduation than non-participants.	<p>Student Organization (RSO) to support campus and community services.</p> <p>We will continue to encourage our students to register for 15 hours each semester to assure on-time graduation in 4 years.</p>	<p>Registered Student Organization (RSO).</p> <p>Over 1400 students have participated in the LIONS Program with the 6-year graduation rate over 50%.</p>
<p><b>Title IX - Affirmative Action</b></p>	<p>Student will gain an understanding of...</p> <ul style="list-style-type: none"> <li>• Alcohol Awareness</li> <li>• Bystander Intervention</li> <li>• Drug Awareness</li> <li>• Sexual Violence Awareness (CampusSave)</li> <li>• Intimate Partner Violence</li> </ul> <p>I. Title IX/Sexual Assault/Consent</p> <p>II. How to report these matters</p> <p>III. Resources Available</p> <p>IV. Continue to find creative ways to learn due to our new way of working &amp; learning</p>		
<p><b>UAPB Athletics</b></p>	<p>Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.</p>		<p>Student Athletes will gain leadership skills along with the ability to work well with others to achieve common goals through variable obstacles by competing</p>

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			in intercollegiate athletics.

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

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<b>Academic Skills and Developmental Services</b>	Students will show improvement in their reading comprehension and vocabulary skills.	Remarkable improvement was shown in placement scores and/or the use of combined course instruction for students needing developmental Reading. Fewer students needed the Reading course and these who did, successfully matriculate out of the combined Reading/English course (1310 English/Blended).	Continued utilization of the Blended course will be used, coupled with intrusive advisement from the BAS staff, including follow-up at and before midterm concerning the students' progress.
<b>UAPB Quality Initiative “African-American Male Student Persistence Initiative: Leadership Development”</b>	Students will gain "leadership abilities and positive self-concepts."		
<b>Trio Student Support Services</b>	Participants will gain the academic performance level required to stay in good academic standing at the University, helping the maintain scholarships and graduate in a timely manner.	Based on the SSS Annual Performance Report, at least 87% of the students gained the performance level required to stay in good academic standing at the University; thereby, creating visible scholastic guidelines to pursue additional studies. SSS graduation rate also	SSS will work to increase the retention, academic achievement, and graduation rates of current participants through continued in-person and virtual tutoring through online software resources. NetTutor and MatchWare MindView are currently under review and Academic Tutoring Center and Tutor.com are being considered as alternate online services.



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		succeeded at 42% based on a 6-year student entry cohort.	
<b>Carolyn F. Blakely Honors Program</b>	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people willing to make their respective communities and nation a better place to live, work, and learn.	Attendance increased. Communication has been a key to improving our attendance and commitment. We have used Aviso, Remind, GroupMe as methods of communication. We have organized and created a welcoming family friendly environment for our students. We have an open-door policy. We invited Teki Hunt to discuss ways to improve resources for international students. Eleven students participated in a leadership conference at the University of Central Arkansas and communication styles. Mr. Glover was invited to speak about mental health awareness and resources available. We have been in touch with different alumni chapters to promote our	We are creating different venues to keep communication open with our students. We will schedule enrichment workshops. We are trying to create working relationship skills and networking. Enrollment is a priority in our department therefore we want to be actively participating in the different events during the year. We are working on keeping the lab up to date to facilitate our students with the must-up-to-date technology. We are implementing a Spanish immersion program to help acquire diverse knowledge and skills. We are also planning international student opportunities to help our students be more marketable once they graduate. We are also assisting with internship opportunities. Marketing the different opportunities in social media.

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		program and the university.	
<p><b>Military Science</b>  <b>1. Leadership.</b>  <b>Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.</b></p>	<p>Students are qualitatively evaluated on an “Outstanding”, “Excellent”, “Proficient”, “Capable” and “Unsatisfactory” scale (O/E/P/C/U)) IAW Cadet Command LDP. Expectations are 10% O, 40% E, and 50% P with zero “capable” or failure ratings. Ratings are based on the overall composite of the Army’s 17 Core Competencies. A minimum overall rating of Capable is required to remain in the program.</p> <p>Core Competencies are:                      Military Bearing,                      Physically Fit,                      Confident, Resilient,                      Mental Agility,                      Innovation,                      Interpersonal Tact,                      Domain Knowledge,                      Leads Others, Extend Influence beyond CoC,                      Lead by Example,                      Communicates,                      Creates a Positive Environment, Prepares Self,                      Develops Others, and Gets Results.</p> <p>Cadets will develop their critical thinking</p>		

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	<p>skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.</p>		
<p><b>Military Science</b>  <b>2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.</b></p>	<p>Contracted cadets will participate in three physical training (PT) sessions per week and conduct at least two Army Physical Fitness Tests (APFT) each semester. Non-contracted cadet must participate in one PT session per week.</p> <p>Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.</p>		
<p><b>Watson Memorial Library</b></p>	<p>Students will gain an understanding of research resources available in through the Watson Memorial Library</p>	<p>Students who participated in the survey were 22% freshmen, 25% sophomores, and 29% were classified as seniors (Q1). 57% of students reported no prior instruction from the Library (Q2). The analysis</p>	<p>The new implementation of OCLC WorldShare, Integrated Library System, allows students to identify reliable information, search across an entire collection of databases and find items in other libraries. Students can further refine information literacy and problem-solving abilities. The student will be better prepared for success in academic courses and lifelong</p>

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		<p>showed 35% spend 1-4 hours, 35% of students spend 5-10 hours and 21% revealed no hours spent conducting research at the library (Q3). 79% of the students answered incorrectly if assigned a paper using scholarly information; what were the best methods to use for research? (Q4). 71% of the students responded very well to the overall evaluation of information literacy (Q5). Most students agreed or strongly agreed that instructors were knowledgeable (Q6). The assessment gives confirmation of 36% to 82% of college students answered content-specific questions correctly (Q7, Q8, Q9 &amp; Q10), and 63% answered incorrectly to the 4 content knowledge</p>	<p>learning. The library has updated new research tutorials in Niche Academy. The library faculty will create information literacy videos and revise the survey to be clearer and more concise for the student to understand the concept of information literacy better. This platform sustains current introductions to databases that support students learning outcomes in understanding information literacy and accessing credible resources. The library faculty will continue to promote ongoing assessments for information literacy instruction to improve the development of knowing the strengths and weaknesses of students' research skills.</p>

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		<p>questions from the assessment. 62% strongly agreed that the instructional materials were understandable, and 96% agreed (Q11). 93% of the students would recommend the instructional session to others (Q12). 73% answered correctly content question; what are LibGuides? (Q13).</p>	
<p><b>Viralene J. Coleman Computerized Writing Center</b></p>	<p>We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.</p>	<p>There were problems with students synthesizing the course materials/texts. There were problems with in-depth reading.</p>	<p>The Writing Center plans to hold Essay and Poetry Writing Contests. This in hope will refine synthesis and analysis of the various texts they encounter in the academic setting. Moreover, these contests will provide deep analytical and critical thinking skills to further enhance creativity and improve interpersonal skills as well. These events will strengthen students' writing and learning aptitudes across the curriculum.</p>
<p><b>Band</b></p>	<p>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,</p>		

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	their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
<b>Vesper Choir</b>	Members of Vesper Choir will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)	The assessment shows improvement in teamwork skills relative to previous years.	Student-led sectionals will continue to be encouraged along with active listening both in rehearsal and performance. Students will also regularly collaborate based on mutual academic courses to help ensure academic success and encourage student retention.
<b>Office of International Programs and Studies: 1. Education Abroad</b>	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;	The on-going shift in programming to include participation from other 1890 institutions enabled faculty and students from Tennessee State University and Delaware State University to participate in programs abroad supported through a grant from the 1890 Center of Excellence for International Engagement and Development.  Investments in the development of	This year we will evaluate lessons learned from pilot faculty led initiatives and determine whether and how program changes may be incorporated in future initiatives. We would like to create and strengthen a business model based on 1890 participation as well as other HBCUs in Arkansas.  Currently there are education abroad programs slated for Kenya and Europe.  We also plan to provide stipends to students who are interested in learning about global education as a career pathway through internships with OIPS. This may provide a suitable

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	<p>2) learn how to be flexible and adaptable in a foreign culture; and</p> <p>3) Become partners with OIPS in promoting education abroad at UAPB.</p>	<p>SAFHS faculty led programs finally bore fruit with nine students and six faculty from UAPB and other institutions participating in programs abroad (Ghana and Kenya).</p> <p>Finally, we continue to see the effects of the COVID pandemic in the suppression of student interest and engagement in global programming. Some students appear more comfortable engaging with global programs on campus versus abroad.</p>	<p>opportunity for students who are not yet ready to travel abroad.</p>
<p><b>Office of International Programs and Studies</b>  <b>2. Peace Corps Prep</b></p>	<p>Program participants will develop competencies through the following:</p> <p>1) Enrollment in coursework related to six thematic areas designated by the U.S. Peace Corps</p> <p>2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area</p>	<p>Again, we continue to see the effects of the COVID pandemic in the suppression of student interest and engagement in global programming. Some students appear more comfortable engaging with global programs on campus versus abroad.</p>	<p>Activities will take place at two levels:</p> <p>1) We will move forward with application reviews, advisement, orientation and training sessions for Cohort Three.</p> <p>We will commence outreach and recruitment for Cohort Four as well. As a part of this process, we will explore the feasibility of recruiting students through campus-based student affiliations. Last year’s recruitment efforts achieved success primarily through a collaboration with Black Male</p>

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2023\_24AY

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	<ul style="list-style-type: none"> <li>3) Enrollment in foreign language coursework</li> <li>4) Enrollment in coursework that promotes cross-cultural/inter-cultural learning</li> <li>5) Engagement in campus-based leadership development experiences</li> <li>6) Participation in the UAPB Collegiate 4-H Club</li> <li>7) Participation in asset-based community development (ABCD) training</li> </ul>	<p>Notwithstanding an intensive outreach and recruitment effort extending over several months, it took a lot of sweat and hard labor to generate five applicants for Cohort Three.</p> <p>Some applicants were very clear that they were not interested in traveling abroad but would consider participation in Peace Corps Prep as a campus-based program.</p>	<p>Achievers. It would be interesting to see if this model can be expanded.</p>
<p><b>Office of International Programs and Studies:</b>  <b>3. UAPB Collegiate 4-H Club</b></p>	<p><b>UAPB Peace Corps Prep members</b> will participate in and gain knowledge and skills through 4-H volunteer activities. <b>UAPB Collegiate 4-H members</b> will learn about and participate in global programs sponsored by OIPS.</p>	<p>No 4-H members were successfully recruited to join Peace Corps Prep. However, this aspect of our recruitment strategy started somewhat late during the spring semester.</p>	<p>Two levels of engagement will occur:</p> <ul style="list-style-type: none"> <li>1) New Peace Corps Prep members will join the collegiate 4-H chapter. Recruitment and outreach of 4-H members will commence during the fall semester.</li> </ul>
<p><b>Office of International Programs and Studies:</b>  <b>4. National Scholarship Initiative</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>1) Gain information about scholarship opportunities which enable or enhance global engagement</li> <li>2) Receive advisement on best practices regarding</li> </ul>	<p>OIPS has been resuming normal operations in phases.</p> <p>This program component was simply placed on hold due to the time and energy involved in</p>	<p>OIPS will take the lead in a collaboration with the Honors Program to create a Global Scholarships and Fellowships Interest Group.</p> <p>Consistent with the pilot initiative during 2019-2020, advisement sessions will be conducted based on student</p>



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	application submissions	bringing other programs back online.	interest and pending scholarship deadlines.
<b>Office of International Programs and Studies: 5. SAFHS Global Leadership Initiative</b>	<p>Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Receive timely updates on academic and professional opportunities in the global arena</li> <li>2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks</li> </ol>	<p>Students are increasingly expressing interest in global opportunities. However, one important lesson learned is that SAFHS students are accustomed to full or substantial financial support for participation in career or professional development opportunities. Students are not likely to take on the proposition of raising funds for travel abroad experiences.</p> <p>Also, COVID chilling effect on global engagement was evidenced by student hesitancy to travel abroad even when financial support is forthcoming.</p>	<p>During this program cycle, we do have grants that will cover substantially all the costs for travel abroad.</p> <p>Based on interest conveyed during 2022-2023AY and new outreach efforts, we hope to increase SAFHS student participation in global programming.</p>
<b>Office of International Programs and Studies: 6. International Students Association</b>	<p>Through this association, international students will:</p> <ol style="list-style-type: none"> <li>1) Gain and strengthen their leadership skills</li> <li>2) Create a safe space for members to</li> </ol>	<p>What we were able to accomplish was adversely affected by campus operations not yet returning to pre-COVID status. For example, the annual Thanksgiving convocation, one of</p>	<p>We continue with the revitalization of the Association following setbacks during the height of the COVID-19 pandemic.</p> <p>One key goal is to follow-up on the previous year's advocacy efforts by organizing a series of information sessions with</p>

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	<p>share about their experience as students at UAPB</p> <ol style="list-style-type: none"> <li>3) Organize and conduct activities that strengthen friendships and peer support</li> <li>4) Organize and conduct activities that enable members to participate in campus more fully life</li> <li>5) Engage in advocacy on behalf of international students' needs and aspirations</li> <li>6) Foster and support on-going internationalization and global awareness activities</li> </ol>	<p>the key activities in which ISA was involved, was once again cancelled.</p> <p>On the other hand, reports of the bullying of an international student, led ISA officers to engage in a series of conversations with Administration and a thorough investigation of the incidents which occurred.</p>	<p>various campus stakeholders/offices.</p> <p>This year's goals also include the following:</p> <ol style="list-style-type: none"> <li>1) Continue birthday greetings and fall/spring semester birthday parties in collaboration with OIPS</li> <li>2) Fill vacant officer position (Graduate Event Co-Coordinator)</li> <li>3) Work with officers to recruit members for the Event Coordination Committee</li> <li>4) Work with officers to set schedule of activities for the academic year, including on-going advocacy efforts</li> <li>5) Work with officers to develop and implement a system of on-going communications with membership</li> </ol>
<b>STEM Academy</b>	<p>STEM Academy students gain experience in comportment in the business/research environment through summer internships.</p>	<p>Students gained additional knowledge hearing from their cohorts about the experiences and opportunities presented through summer internships. Students were able to attend and present summer research opportunities at conferences.</p>	<p>Continue virtual and in-person Guest Lecture Series presenters that offer summer internships and co-ops that relay benefits of networking.</p> <p>Announcement of opportunities through group messaging and other message forums.</p> <p>Return to in person graduate school preparation.</p>
<b>Career Services</b>	<p>Students will understand the job search process and</p>	<p>During the 2021-2022 academic school year we had</p>	<p>I would like to continue to work towards increasing the freshman and sophomores that register</p>

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	skills for obtaining a job.	a total of 30 freshman and sophomores that registered with career services. During this reporting period, 2022-2023, we have a total of 75 freshman and sophomores that have registered with career services. This an increase of 150% over the academic year of 2021-2022.	with our office because it is important that we get these students started early on the career development process. We will add an additional partner, the LION's Program. We will offer incentives to get registered to have a 50% increase in freshman and sophomores over the 2022-2023 baseline of 105.
<b>Office of Student Involvement &amp; Leadership (also Fitness Center and Union)</b>	Students involved with the Office of Student Involvement & Leadership gain valuable experience in network building, planning events, leadership, and professional pursuits. OSIL offers valuable programs in the field of Student Activities allocations, mentoring, diverse and international programs, fraternity and sorority life, leadership 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-		

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	<p>curricular programming outside of the classroom. Many of the organizations under the umbrella assist in creating events, programs, and occasions for the development of the students. Leadership in the following areas are sought out by under the umbrella of governance, archives, political and student body awareness, student programming, and fraternity/sorority life.</p> <p>Following the pursuits of the persistence and retention mechanisms, we assess 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 for their support to better improve the Office of Student Involvement &amp; Leadership area.</p>		
<p><b>Student Counseling, Assessment, and Development</b></p>	<p>Students will get “...effective counseling, psycho-social support, testing, and enrichment (development) activities to foster</p>		

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	persistence and lifelong learning.”		
<b>Disability Services</b>	Even playing field like students without Disabilities		
<b>Veteran Affairs</b>	Serves the needs of all Veterans and dependents, as well as military service members attending the University Campus. Our office supplements other campus units with special emphasis on the transition and retention of Veterans. Our department maintains productive relationships with offices, agencies, and programs throughout UAPB in order to best respond to the needs of our Veterans.		
<b>Residential Life</b>	The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and recreational activities provide health and wellness, awareness of global and local issues and concerns reviewed, information about student safety on campus and off-campus discussed, community projects performed, and individuals develop		

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	<p>new skills, and a sense of community is fostered among all residents.</p> <p>Student leaders and the residential life staff are committed to strengthening the relationship and level of understanding among people by supporting them in their learning about the diversity that exists within the residence hall communities. The department encourages each person to see this as a lifelong learning process in which we continue to develop the skills and attitudes necessary to be positive and productive members of society. 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 diversity and the ideas that generate from that diversity, we encourage staff and students to reach out to</p>		
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	<p>each other and develop positive relationships. The residential life staff is there to assist student residents in the development of their academic, social, and personal growth while at the University. The primary goal of the residential life program is to provide residence halls with an atmosphere that is conducive to growth and learning in these areas.</p>		
<p><b>Student Health Services</b></p>	<p>Students will gain access to a range of reproductive health services.</p> <p>Students will be provided with information, services, and supplies for effective reproduction control to enable students to realize their own desires in regard to number and spacing of children and to ensure that education need not be interrupted or limited by an unwanted pregnancy.</p>		
<p><b>Student Success Center</b></p>	<p>After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will improve their academic</p>	<p>For the academic year 2022-23, the Student Success Plan was implemented as an initiative for students displaying risk factors</p>	<p>Improving the outcomes of students completing the Student Success Plan requires a multi-pronged approach, considering both the individual and systemic factors that might be affecting student performance. Based on the information given in the</p>

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	<p>performance by earning a "C" grade or better in the subject tutored.</p>	<p>believed to be potential barriers to their academic persistence and retention. This comprehensive plan is structured to provide a well-rounded support system. It encompasses:</p> <p>An initial intake form to assess individual needs. Personalized coaching to guide them through their academic journey. Skills development sessions tailored to enhance their proficiencies. Tutoring sessions to assist them in challenging subjects.</p> <p>Out of the student body, a total of 145 students engaged in and completed the Student Success Plan. Here's a demographic breakdown of these students:</p> <p>By Classification:                      Freshmen: 93 or 64%                      Sophomores: 35 or 24%                      Juniors: 6 or 4%                      Seniors: 5 or 3%</p> <p>By Cumulative GPA:</p>	<p>report, the following strategies can be implemented:</p> <ol style="list-style-type: none"> <li>1. Enhanced Early Alerts and Success Coaching:                             <ul style="list-style-type: none"> <li>• Encourage faculty and academic advisors to use early alert systems to intervene early when students struggle and to address any academic challenges they face.</li> <li>• Develop a mentorship program where upperclassmen mentor newcomers.</li> </ul> </li> <li>2. Financial Counseling:                             <ul style="list-style-type: none"> <li>• Partner with Student Financial Services to provide additional financial counseling to students with balances to identify potential solutions, scholarships, grants, or flexible payment plans.</li> <li>• Organize workshops on financial literacy to educate students about budgeting, financial planning, and debt management.</li> </ul> </li> <li>3. Strengthen Tutoring Services:                             <ul style="list-style-type: none"> <li>• Increase the availability and visibility of tutors, particularly in subjects that have high rates of academic difficulty.</li> <li>• Expand tutoring services to include both peer tutoring programs where students help each other based on their strengths and online tutoring.</li> </ul> </li> <li>4. Skills Development Workshops:                             <ul style="list-style-type: none"> <li>• Regularly offer workshops on time management, study skills, note-taking, and test-taking strategies.</li> <li>• Incorporate soft skills training, like communication</li> </ul> </li> </ol>



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		<p>0-1.99: 74 or 51% students                      2.00-2.99: 45OR                      31% students                      3.00-4.00: 26 OR                      18% students                      It's worth noting that the enrollment of seven students from this cohort was either canceled or deleted. From the residual 138 students:</p> <p>91 chose to re-enroll for Fall 2023.                      2 celebrated their graduation.                      45, unfortunately, did not continue their education.                      This data translates to a success rate of 65.9% for the participants of the Student Success Plan.</p> <p>A deeper look into the 45 students who didn't persist showed that 32 of them, which is 71%, encountered multiple challenges impeding their academic progression. These included outstanding financial balances, unsatisfactory academic performance, and a</p>	<p>and critical thinking, to improve overall student capability.</p> <p>5. Feedback Mechanism:</p> <ul style="list-style-type: none"> <li>• Introduce regular feedback sessions where students can share their experiences with the plan, suggesting areas for improvement.</li> <li>• Use the feedback to make timely adjustments to the program.</li> </ul> <p>6. Tailored Interventions:</p> <ul style="list-style-type: none"> <li>• For students with a GPA below 2.00, intensify individualized intervention plans which might include more intensive tutoring, study groups. Partner with academic advisors to offer modified course loads.</li> </ul> <p>7. Social and Emotional Support:</p> <ul style="list-style-type: none"> <li>• Partner with Counseling services and require student to meet with a counselor and incorporating mental health and well-being workshops or counseling services for students feeling overwhelmed.</li> <li>• Create a sense of community among participants to foster peer support.</li> </ul> <p>8. Track Progress Regularly:</p> <ul style="list-style-type: none"> <li>• Monitor students' progress not only academically but also in terms of skills development and personal growth. Adjust strategies as needed.</li> </ul> <p>9. Outreach and Communication:</p> <ul style="list-style-type: none"> <li>• Enhance communication channels to ensure that students are aware of all the resources and services available to them.</li> </ul>

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		GPA falling below 2.00.	<ul style="list-style-type: none"> <li>• Organize regular check-ins to keep students engaged and informed.</li> <li>10. Involvement of External Stakeholders:               <ul style="list-style-type: none"> <li>• Involve parents or guardians in the plan, especially for freshmen and sophomores, to ensure a supportive environment at home.</li> <li>• Partner with local businesses and organizations for internships or mentorship opportunities.</li> </ul> </li> <li>11. Regular Review and Update Success Plan:               <ul style="list-style-type: none"> <li>• The Student Success Plan should be a living document, reviewed and updated annually or even by semester based on the changing needs of students and the effectiveness of the strategies implemented. Implementing these strategies can provide a more comprehensive and holistic approach to the Student Success Plan, ensuring that it addresses the diverse challenges faced by students and offers them the best chance at academic success.</li> </ul> </li> </ul>
<b>LIONS Program (Learning Institute and Opportunities for New Students)</b>	<ol style="list-style-type: none"> <li>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.</li> <li>2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist.</li> <li>3. Support academic, personal, social development of new freshmen by active engagement with</li> </ol>	<p>Recruit more incoming Freshmen students to participate in the LIONS Program to increase the number of FTE students enrolled for the fall semester.</p> <p>Partner more closely with the Student Success coaches and Early</p>	<p>Eighty-three freshmen enrolled in the 2022 LIONS Program. Eighty-two students completed the program, after one student was suspended by Student Affairs for disciplinary reasons.</p> <p>The program partnered with the Student Success Peer Mentor and STAR Programs making tutoring and attendance in Enrichment programs mandatory for all participants.</p>

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	<p>academic and co-curricular programs at UAPB.</p> <p>4. Increased number of students graduating in 10 or fewer semesters gauged by earlier graduation than non-participants.</p>	<p>Alert systems to achieve greater class attendance and persistence to graduation.</p> <p>Improve the tracking LIONS Program participants' engagement in co-curricular programs and enhance the activities and community service hours and peer mentoring.</p>	<p>During the Spring 2023 semester dozens of LIONS participants were engaged in co-curricular programs, including choir, Band, athletics and SGA.</p>
<p><b>Title IX - Affirmative Action</b></p>	<p>Student will gain an understanding of...</p> <ul style="list-style-type: none"> <li>• Alcohol Awareness</li> <li>• Bystander Intervention</li> <li>• Drug Awareness</li> <li>• Sexual Violence Awareness (CampusSave)</li> <li>• Intimate Partner Violence</li> </ul> <p>I. Title IX/Sexual Assault/Consent</p> <p>II. How to report these matters</p> <p>III. Resources Available</p> <p>IV. Continue to find creative ways to learn due to our new way of working &amp; learning</p>		

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<b>UAPB Athletics</b>	Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.		