

1617AY Assessment Report

Introduction

The 1617AY is the second academic year of assessment following a major revision of the Student Assessment Plan (revised December 2015). The Office of Assessment compiles data on institutional and school-level student learning outcomes (SLOs). Two institutional SLOs and two school-wide SLOs per school were assessed using AAC&U Value Rubrics. The assessments were conducted in LiveText (the institution's assessment management system). Student artifacts (the student's actual assignments) are archived in LiveText and associated with the instructor's assessment of the artifact.

The Student Assessment Plan calls for transition point assessments at the beginning, middle, and end of a student's tenure at UAPB and for follow-up with alumni. Entry-level data were acquired from the student information system (Datatel). Mid-level assessments were based on CAAP exam scores and sub-scores, which the Office of Assessment acquires directly from ACT®. Exit-level data were comprised of senior assessments, which took the form of senior projects, senior comprehensive exams, or standardized exams recognized by specialized accrediting bodies (e.g. Peregrine Academic Services, ETS® Praxis Series). In all cases, the senior assessment identifies discipline-specific knowledge, skill or competency (KSC) areas. In addition to the overall performance on a senior assessment, each KSC area was analyzed separately.

The Office of Assessment summarized assessments of SLOs and the senior comprehensive exams and sent summaries of these assessments to each academic unit. The Office of Assessment requested that each academic unit answer two questions: a) What did the assessment data show? and b) What will be done to improve learning outcomes? The preliminary assessment report was finalized when the academic units "close the assessment loop" by returning their interpretation of assessment data and their plans for improvement to the Office of Assessment (summarized in Appendix 1, columns C and D).

Cocurricular programs have explicitly articulated learning outcomes for students interacting with respective programs. These cocurricular programs have identified methods of assessment, including surveys, focus groups, and other indirect approaches. The Office of Assessment works with cocurricular programs to summarize assessment data. Cocurricular programs are asked to: a) determine what their assessment data indicated and b) outline planned changes the cocurricular program will undertake to improve learning outcomes (summarized in Appendix 2).

In fall 2016, the Office of Assessment undertook an alumni survey. This survey was administered through our assessment management system and distributed to alumni three and five years after graduation. The survey was designed to identify important learning outcomes that affect employment and career trajectories. The survey was also designed to identify cocurricular activities that led directly or indirectly to career success.

The cycle of assessment adopted in the revised Student Assessment Plan is new to the institution. An Assessment Manual was created during the 1617AY to facilitate a deeper understanding of the roles that each individual plays in the assessment process (see http://www.uapb.edu/sites/www/Uploads/Assessment/UAPB%20Assessment%20Manual%20with%20Appendix%20A_07.pdf). Of particular interest in the UAPB Assessment Manual is Appendix A, which is a month-by-month outline of the assessment activities of cabinet-level administrators, academic deans, assessment point persons, department chairs, cocurricular program directors, instructors, the Assessment System Administrator, and the Director of Assessment.

Institutional Student Learning Outcomes

The Institutional SLOs during the 1617AY were Written Communication and Reading. These were assessed using the AAC&U VALUE Rubrics for those two SLOs. These same two institutional SLOs were assessed during the 1516AY, allowing a comparison between academic years and among classifications. These analyses presume that SLOs are introduced during the freshman year, reinforced during sophomore and junior years, and mastered by the senior year. Hence, we combined assessment results for sophomores and juniors and report them as midclassmen.

On a percentage basis, Written Communication scores in the 1617AY increased with classification, with freshman averaging 66% (n=143), midclassmen averaging 67% (n=450), seniors averaging 74% (n=419), and graduate students averaging 77% (n=63). Scores for freshman and midclassmen fell slightly from averages for those classifications during the 1516AY. This could be due to a greater familiarity with the Written Communication rubric among instructor, leading to assessments that are more accurate during the 1617AY. Among the aspects of Written Communication, Syntax and Mechanics generally presented the greatest challenge for all classifications during both academic years. Mean (SD) scores for seniors were 2.8 (0.9) and 2.9 (0.9) on a 4-point scale, during the 1516AY and 1617AY, respectively. Academic units have planned more iterative writing assignments; with points offered for revisions that incorporate the instructor's feedback into a subsequent draft of a writing assignment (see Appendix 1). Some units plan to encourage students to avail themselves of the help offered by the Writing Center.

On a percentage basis, Reading scores in the 1617AY also increased with classification, with freshman averaging 68% (n=303), midclassmen averaging 69% (n=159), seniors averaging 75% (n=74), and graduate students averaging 87% (n=8). Freshman Reading scores declined slightly from 71% (n=11) in the 1516AY to 68% (n=303) in the 1617AY. This could be explained by assessment score inflation during the first academic year that Reading assessments were undertaken. That is, the 1617AY score for freshman is probably a truer representation of freshman reading level. Among aspects of Reading, comprehension, relationship to the text, and the reader's voice were consistently low across classifications and academic years. If a score of

three (on a 4-point scale) were set as the benchmark for seniors, a significant percentage of seniors would fall below that level.

Several units have identified a need for norming events, particularly with respect to institutional SLOs. It is incumbent upon the Office of Assessment to provide materials and opportunities for norming the AAC&U Rubrics. This would include the Written Communication and Reading rubrics, as well as the Critical Thinking and Oral Communication rubrics to be used during the 1718AY.

School-wide Student Learning Outcomes

Information Literacy and Quantitative Literacy were adopted as school-wide SLOs for the School of Agriculture, Fisheries, and Human Sciences (SAFHS). The AAC&U VALUE Rubrics for these two SLOs were used in rubric-based assessments. Percentage scores for Information Literacy increased with classification during the 1617AY, with freshman averaging 53% (n=39), midclassmen averaging 67% (n=58), seniors averaging 70% (n=68), and graduate students averaging 86% (n=7). At each classification, scores were higher during the 1617AY than the 1516AY. This could be interpreted as significant improvement of this learning outcome among all classifications. Among aspects of Information Literacy, ethical use of information was the lowest or next to lowest score across classifications. Mean scores for seniors were 2.6 (1.1) and 2.7 (0.8) out of 4 on ethical use of information during the 1516AY and 1617AY, respectively. Percentage scores for Quantitative Literacy monotonically increased with classification during the 1617AY. Freshman averaged 44% (n=24), midclassmen averaged 58% (n=29), seniors averaged 69% (n=55), and graduate students averaged 88% (n=38). Percentage scores were generally similar at each classification between the two academic years.

The School of Arts and Sciences (SAS) adopted Information Literacy and Teamwork as school-wide SLOs. Rubric-based assessments used those two AAC&U VALUE Rubrics. Generally, percentage scores for Information Literacy increased monotonically with classification, with one notable exception. Freshman averaged 83% (n=34) during the 1617AY. Seniors averaged 80% (n=106) and 79% (n=73) during the 1516AY and 1617AY, respectively. Unlike SAFHS where ethical use of information was challenging, students in SAS were most challenged by the effective use of information. This was true among classifications and between academic years. The assessment of Teamwork was based on fewer actual assessments and showed more variability among classifications and between years. Seniors averaged 88% (n=20) and 86% (n=21) during the 1516AY and 1617AY, respectively. Generally, two aspects of Teamwork that presented challenges for SAS students were the ability to facilitate the contribution of others to the team and the skill of responding to conflict.

The School of Business and Management (SBM) adopted Critical Thinking and Ethical Reasoning as their school-wide SLOs. The AAC&U VALUE Rubrics were employed for assessment of these two SLOs. No assessments of Ethical Reasoning were conducted during

either academic year. Percentage scores for Critical Thinking were generally low in the 1516AY, ranging from 42% (n=9) for freshman to 57% (n=29) for seniors. Percentage scores were quite a bit higher in the 1617AY, ranging from 81% (n=96) for midclassmen to 90% (n=31) for seniors. The aspects of Critical Thinking that presented particular challenges to SBM students were explanation of the issues and the student's ability to take a position on a complex issue.

Within the School of Education (SOE), Intercultural Knowledge and Lifelong Learning served as the two school-wide SLOs. As in other schools, the AAC&U VALUE Rubrics were adopted for assessment of these SLOs. In both academic years combined, only three assessments of Intercultural Knowledge occurred at the freshman level. Midclassmen averaged 46% (n=2) and 56% (n=23) in the two academic years. Seniors averaged 96% (n=1) in the 1516AY and 46% (n=22) in the 1617AY. Graduate students averaged 55% (n=4) and 86% (n=4) in the 1516AY and 1617AY, respectively. There appears to be a need for norming of the Intercultural Knowledge rubric and a need for more consistent assessments among classifications. Percentage scores for Lifelong Learning monotonically declined across classifications from freshman to seniors. Freshman scores averaged 75% (n=1) and 87% (n=255), while senior scores averaged 55% (n=30) and 65% (n=55). Again, the fact that freshman scores are so much higher than senior scores suggests instructors may not apply the Lifelong Learning rubric uniformly across classifications. If the SOE continues to use Lifelong Learning, norming exercises are warranted.

Degree Program Student Learning Outcomes

The institution has eight academic units/programs accredited or pursuing accreditation. These programs include Human Sciences, Art, Music, Social Work, Industrial Technology Management and Applied Engineering, Nursing, Business and Management, and Education. Accredited programs have student learning outcomes, competencies, or standards set by their accrediting bodies. Some programs, though not accredited, have standards or competencies explicitly outlined by an administration, commission, or society. Some programs do not have the luxury of standards or competencies explicitly outlined by a governing body. The Office of Assessment is committed to working with all academic units to identify Degree Program Student Learning Outcomes, develop appropriate assessments and rubrics (if necessary), map the Student Learning Outcomes across curricula, undertake appropriate assessments, summarize data, and use the assessment data to effect improvement of programs.

Assessment data for Degree Program SLOs can be managed within LiveText, just as Institutional and School-wide SLOs are currently. The Office of Assessment is committed to supporting degree programs and their efforts to improve student learning by demonstrating how our assessment management system can be utilized at every academic level (Degree Program, School-wide, and Institutional).

Discipline-specific knowledge, skills, and competencies are assessed through senior assessments. A senior assessment can take the form of a senior project assessed with a rubric, a senior

comprehensive exam created by a department, or a standardized exam adopted by a department (e.g. the Praxis exam required by the SOE). The Office of Assessment collects data on student performance on senior assessments, and the data from standardized exams are shared with the Office of Assessment. Students from several degree programs or concentrations are consistently performing well. Those include Human Development and Family Studies, Biology, Computer Science, Nursing, and Social Work. The lowest annual average among those degree programs is 75% (n=16 for Human Development and Family Studies in 1516AY, see Table 1). Conversely, there are students from some degree programs or concentrations with consistently low averages on senior assessments. Those include Agriculture Business, Plant and Soil Science, Food Service and Restaurant Management, Psychology, and Rehabilitation Services. The highest annual average among those degree programs is 48% (n=6 for Rehabilitation Services in 1617AY, see Table 1). The majority of degree programs will need to exhibit significant improvements on senior comprehensive exams if the institution intends to set a baseline for performance on a senior comprehensive as a requisite for graduation. Almost all senior comprehensive exams have explicitly identified discipline-specific knowledge, skills, and competencies. Most departments have identified the areas of poorest performance on senior comprehensive exams and have advised faculty to focus on those areas throughout curricula. Many departments plan to generate study guides for their senior comprehensive exams and to incorporate reviews and or practice for the senior comprehensive exams, often by incorporating them in senior level courses. Several units are updating senior comprehensive exams. Several units (e.g. Curriculum and Instruction, Business Administration) are changing course content, syllabi, and textbooks to better prepare student for senior comprehensive exams. Finally, as the institution nears the time when the senior comprehensive exam must be passed to graduate, several departments are planning to stress the seriousness of the exam as students navigate the curricula.

Cocurricular Program Assessments

The Office of Assessment works with cocurricular programs to identify “what students gain” from association with respective programs. Cocurricular programs from the divisions of Enrollment Management, Student Affairs, Academic Affairs, Athletics, and the UAPB Quality Initiative are participating in the assessment process. Student learning outcomes in cocurricular programs can generally be categorized as addressing issues of academic success, career skills, social adjustment to college life, and leadership (see Appendix 2). The following are highlights of assessment results in cocurricular programs. The percent of students served by the Student Success Center who earned grades of “C” or better averaged 77% at the end of spring 2017. Sixty-eight percent (n=138) of students engaged with Career Services who had a job, had a job in their field, while only 59% (n=116) of students not associate with Career Services who had a job, had a job in their field. Veterans Affairs was able to ensure that 100% of veterans eligible for benefits received them within three weeks. Disability Services was able to arrange accommodations for all students who properly submitted paperwork. Ninety-eight percent of students utilizing Writing Center services received satisfactory remarks on their projects. Ninety-

four percent of LIONS students passed their developmental courses and could enroll in freshman-level courses the subsequent fall. Students who participated in Title IX training had a greater understanding of the subject matter. Ninety-two percent of Honors Program Seniors indicated plans to attend graduate/professional school or enter the work force. Ninety-six percent of respondents to the Quality Initiative survey indicated they planned to return to campus after the summer. International Program students adjusted to different cultures and cuisines, periodic power outages, limited internet connectivity, and in some cases absence of air conditioning. International Program students increased fluency in various languages. Overall, student athletes generally see themselves as campus leaders and role models, though there was a slight decline in the level of agreement with such statements among seniors during the 1617AY relative to the 1516AY.

Transition Point Assessments

Entry-level Assessments

Entry level data for the period fall 2006 to spring 2017 was analyzed by academic year. The institution continues to see significant increases in student performance at the entry level. There are significant positive trends in time with average high school GPA. In the 0607AY, the average high school GPA was 2.59 (0.61), while in the 1617AY, the average high school GPA was 2.94 (0.52). Likewise, average high school class rank has significantly risen during that period. In the 0607AY, the average class rank was 47 (27), but in the 1617AY, the average class rank was 38 (25). During this period, the average ACT score went from 16.3 (3.4) to 18.4 (3.1). These are all indications that the institution is admitting students that are generally better prepared for college work. The observed improvements in entry level performance of students appear to be a result of increased enrollment standards and a concerted effort to recruit higher caliber students with attractive financial aid offerings.

Mid-level Assessments

Juniors take the CAAP exam as they exit University College. The institution has CAAP exam data extending back to the 0506AY. This is a standardized exam created by ACT to test general education, but not necessarily discipline-specific knowledge, skills, or competencies. Scores are provided in the subject areas of writing, math, reading, science, English usage and mechanics, rhetoric, arts & literature, social studies & science, basic algebra, and college algebra. There have been no significant gains in test scores over the period from the 0506AY to the 1617AY. Two subjects, reading and arts & literature, have declined significantly over the period. Reading averaged 41.4 (9.7)% in the 0506AY, but only 39.9 (9.8)% in the 1617AY. Arts & literature averaged 40.3 (9.6)% in the 0506AY and 38.5 (9.9)% in the 1617AY.

Exit-level Assessments

Exit level data are based on senior assessments, which take one of three forms. Senior assessments are based on a senior project, a senior comprehensive exam, or a standardized licensure exam (e.g. Peregrine Standardized Tests, Praxis Test Series). During the period between fall 2005 and spring 2017, the institution has experienced a significant positive trend in performance on senior assessments. In the 0506AY, senior assessments averaged 52.2 (15.8)%. In the 1617AY, senior assessments averaged 69.5 (20.3)%. When the performance on senior assessments is decomposed into schools, the School of Agriculture, Fisheries, and Human Sciences, the School of Arts and Sciences, and the School of Business and Management all experienced significant positive changes in average senior assessment scores over time. The increase in quality of student admitted to the institution could have an effect on the performance of students on senior assessments. However, one has to consider the lag inherent in the two data sets. Students admitted to the institution in the 1617AY will not begin to show up in the senior assessment data set until the 1920AY. Therefore, one might also conclude senior assessments are becoming less rigorous, students are performing better, or a combination of the two phenomena is occurring.

Longitudinal Patterns of Learning

Over the 10 to 12-year period in question, the average freshman is coming to the institution more prepared for college. This is likely associated with the considerable efforts of the division of Enrollment Management and the increases in admissions standards. We do not observe increases in performance on the CAAP exam during the same period. In fact, two subject areas exhibited declines in average scores. One might have anticipated that, with the admission of better-prepared students making academic gains at the same rate, the performances on the CAAP exam would have increased. Furthermore, the increase in quality of student admitted to the institution could have an effect on the performance of students on senior assessments. We did observe modest increases in average senior comprehensive exam scores in most schools over the period.

One has to consider the lag inherent in the data sets. Students admitted to the institution in the 1617AY will not begin to show up in the senior assessment data set until the 1920AY. There is another school of thought that espouses seniors do not take the senior comprehensive exam seriously, because they do not have to pass. This school of thought discounts the senior comprehensive data for that reason. The institution will need to decide whether the exit data are meaningful. Furthermore, the institution will need to determine when and if seniors will be required to pass the senior comprehensive exam, and what the benchmark for passing (e.g. 50% or 70%) will be.

Follow Up with Alumni

Alumni surveys are one way to assess a university's success at preparing graduates for life, the world or work and/or graduate studies. Surveys measure the effects of programs and extra-

curricular activities on the achievement of learning outcomes vital to a student's complete development. Alumni surveys were conducted during the fall term. Two cohorts were surveyed, one three years after graduation and one five years after graduation. Email addresses were acquired from career services, departments, schools, and alumni associations. Initial contact was in the form of a letter from the Chancellor, announcing the survey and indicating that the survey instrument would come from LiveText. One day later, the survey instrument was distributed via email. One week later, non-respondents received a second correspondence requesting participation in the survey. One day later, the survey was re-sent from LiveText.

Response rates to alumni surveys are quite variable. Response rates can be affected by the campus environment, the type of institution, the relevance of the survey to alumni, and the rate to the Strategic National Arts Alumni Project. This survey was conducted by a direct marketing firm. A meta-analysis of response rates in web- or internet-based surveys showed response rates ranging from less than 5% to as high as 90% (Cook et al. 2000). Response rates were higher with precontacts, more total contacts, high salience to the survey population, and incentives. The alumni survey conducted in fall 2017 utilized a precontact, included four contacts, and emphasized the importance of alumni information to improvement of student learning outcomes at UAPB. The survey did not utilize an incentive.

The following is a summary of Alumni survey results.

Fall 2011-Spring 2012 Cohort (5 years after graduation).—Five hundred and six alumni surveys were distributed and fourteen responses were received, generating a response rate of 2.8%. Seventy-seven percent of respondents have a job in their field. Three respondents in this cohort have obtained masters degrees. Few respondents (7.1%, n=1) participated in specialized programs such as AmeriCorps or Peace Corps. Respondents said leadership, oral communication, resourcefulness, discipline-specific skills, time management, written communication, statistics, and research skills were skills important in their career and acquired at the university. Respondents indicated that interviewing, further discipline-specific skills, further written and oral communication skills, and professional networking were skills they needed, but had to acquire on the job.

Seventy-eight percent of respondents participated in at least one co curricular activity (Figure 1). Respondents recommended professional clubs, mentorship programs, the debate team, research organizations, and Greek life as useful co curricular programs. Twenty-one percent (n=3) of respondents indicated Greek life influenced them to become engaged in civic organizations after graduation (Figure 2).

About 57% (n=7) of respondents participated in an internship and 37% (n=3) of those internships led to a job. Respondents were generally satisfied with academics at the University (Figure 3). It appears that they show the most concern over academic advisement. Respondents were satisfied,

but slightly less so, with non-academics, showing most concern for the living and dining facilities.

Fall 2013-Spring 2014 Cohort (3 years after graduation).—Four hundred and thirty six surveys were distributed and nine responses were received, generating a response rate of 2.1%. Sixty-seven percent (n=4) have jobs in their field. Two of nine respondents (22%) obtained masters degrees after graduating and the same percentage participated in special programs. Respondents said paying attention to details, resourcefulness, discipline-specific skills, community involvement, statistics, and research skills were skills important in their career and acquired at the university. This cohort indicated data analysis tools and a more in-depth knowledge of organic chemistry were skills they needed, but had to acquire on the job.

Seventy-eight percent (n=7) of respondents participated in at least one co curricular activity (Figure 1), with Greek life having the highest participation rate. Respondents recommend participation in discipline-specific clubs. Forty-four percent (n=4) of respondents were engaged in civic organizations after graduation (Figure 2), and Greek life and Honors College were given as the reasons for that engagement. A little over half of the respondents completed an internship and 80% (n=4) of respondents completing an internship said the internship led directly or indirectly to a job in their field.

Respondents from this cohort appear to be satisfied with academic aspects of their university experience (Figure 3). They were least satisfied with the academic facilities on campus. Students were also asked about non-academics on campus. Respondents were somewhat less satisfied with non-academic aspects of their university experience, showing the most concern for living and dining facilities.

Overall Observations.—We acknowledge this summary is based on small sample sizes. The Office of Assessment will work to increase response rates of future surveys. Nevertheless, these data indicate a relatively small proportion of alumni are earning graduate degrees. Respondents appeared to want more in-depth discipline specific skills, but were generally satisfied with their academic and non-academic experiences at UAPB. Respondents were least satisfied with the dorms and the dining area. Greek life is an important co curricular activity. Participation in Greek organizations influenced alumni to be active in civic organizations after graduation. Maybe there is a need for Greeks to do more on campus.

Future Assessment Activities

The Office of Assessment envisions several possible avenues for further development of assessment activities. The HLC team that visited the campus to review the online Masters in Addiction Studies Program specifically asked about Degree Program Student Learning Outcomes. In their letter supporting the Online Addiction Studies Program, the HLC team specifically recommended that Addiction Studies, as well as other degree programs, articulate student learning outcomes. As a matter of practice, these SLOs would be mapped across their

curriculum and quantitatively assessed. Therefore, the Office of Assessment expects that one emphasis for assessment will revolve around articulation of student learning outcomes for degree programs, especially independently accredited programs with articulated standards and competencies, and development of plans for assessment of those outcomes.

There are several high profile cocurricular programs that are not participating in the assessment process. Assessment of cocurricular programs would be greatly enriched with the participation of some of our signature programs. The Office of Assessment would like to get more cocurricular programs involved in assessment and continuous improvement. Furthermore, some of our cocurricular programs have developed quantitative methods of indirect assessment, while others are reporting mostly in the narrative form. The Office of Assessment would like to work with cocurricular programs to ensure that assessments are authentic, and at least semi-quantitative.

The institutional SLOs being assessed in the 1718AY are different from those assessed during the 1516AY and 1617AY. Instead of Written Communication and Reading, the institution will be assessing Critical Thinking and Oral Communication. It may be necessary for the Office of Assessment to work with the Center for Teaching and Learning to provide adequate professional development opportunities for instructors who are not familiar with the pedagogy of Critical Thinking.

Norming events are a hallmark of a mature assessment program. There are indications in our assessment data that suggest faculty may have applied the same rubric differently during the two academic years. Familiarity with the rubric and its aspects could have led to instructors scoring artifacts somewhat more critically during the second academic year. The Office of Assessment will consider how we might incorporate norming activities into our routine assessment cycle.

Table 1. Summary of senior comprehensive exam or standardized exam performance by degree program for two academic years.

| Degree Program | 1516AY | 1617AY |
|-------------------------------------|--------|--------|
| Agriculture Business | 42 | 42 |
| Agricultural Economics | 57 | 47 |
| Animal Sciences | 53 | 56 |
| Plant and Soil Science | 20 | 20 |
| Poultry Science | 71 | - |
| Regulatory Science - Agriculture | 68 | 63 |
| Regulatory Science - Env Biol | 67 | 77 |
| Regulatory Science - Ind Health Saf | 53 | 74 |
| Fisheries Biology | 69 | 62 |
| Food Serv Rest Mgmt | - | 40 |
| Merch Textiles Design | 64 | 65 |
| Hum Dev Fam Studies | 75 | 96 |
| Nutrition | - | 59 |
| Art | - | 60 |
| Biology | 93 | 93 |
| Chemistry | 72 | 73 |
| Physics | - | - |
| English | 61 | 45 |
| Theater | 71 | 82 |
| Mass Communication | 48 | 76 |
| Industrial Technology | 76 | 73 |
| Computer Science | 95 | 88 |
| Mathematics | - | 71 |
| Music | 55 | 40 |
| Sound Recording | 56 | - |
| Nursing | - | 100 |
| Criminal Justice | 57 | 59 |
| History | 69 | 54 |
| Political Science | 53 | - |
| Psychology | 41 | 47 |
| Sociology | 68 | 59 |
| Social Work | 84 | 80 |
| Accounting | 56 | 52 |
| Business Administration | 53 | 60 |
| Rehabilitation Services | 43 | 48 |
| Praxis PLT Early Childhood | 61 | 55 |
| Praxis PLT Grades K-6 | 43 | - |
| Praxis PLT Grades 5-9 | - | 65 |
| Praxis PLT Grades 7-12 | 66 | 64 |
| Praxis Phys Ed Content Knowledge | 54 | 50 |
| Health, Phys Ed, Recreation | 51 | 58 |

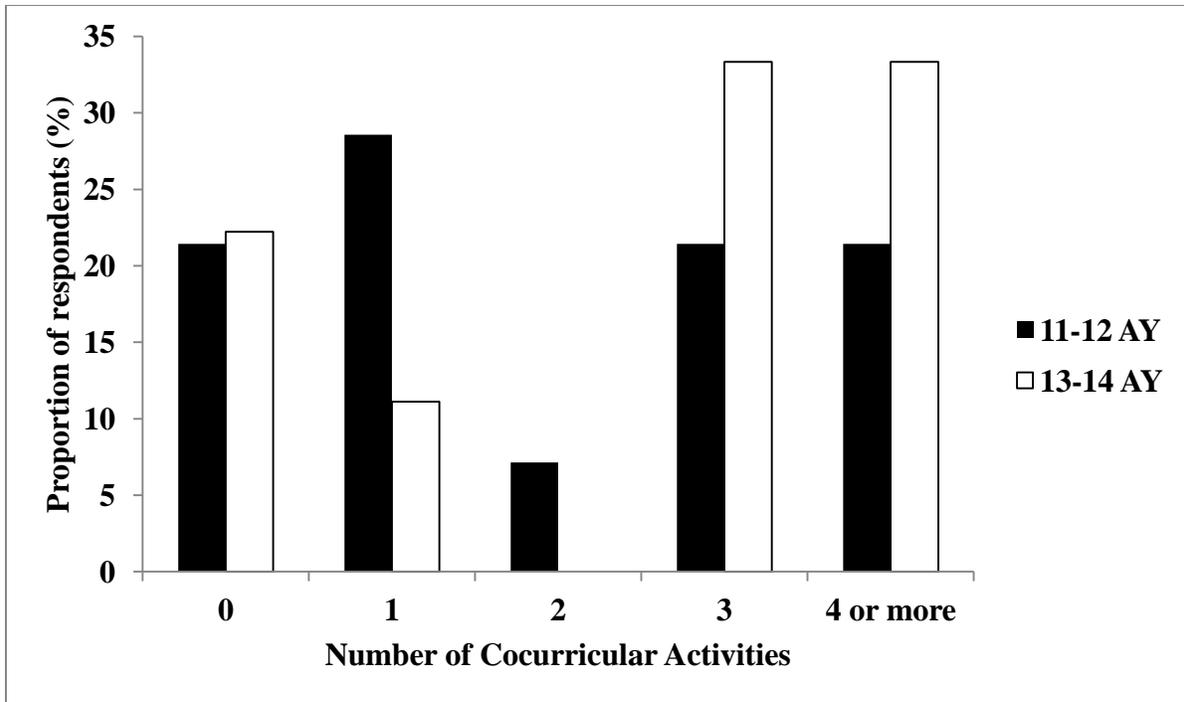


Figure 1. Proportion of survey respondents participating in varying numbers of co curricular activities.

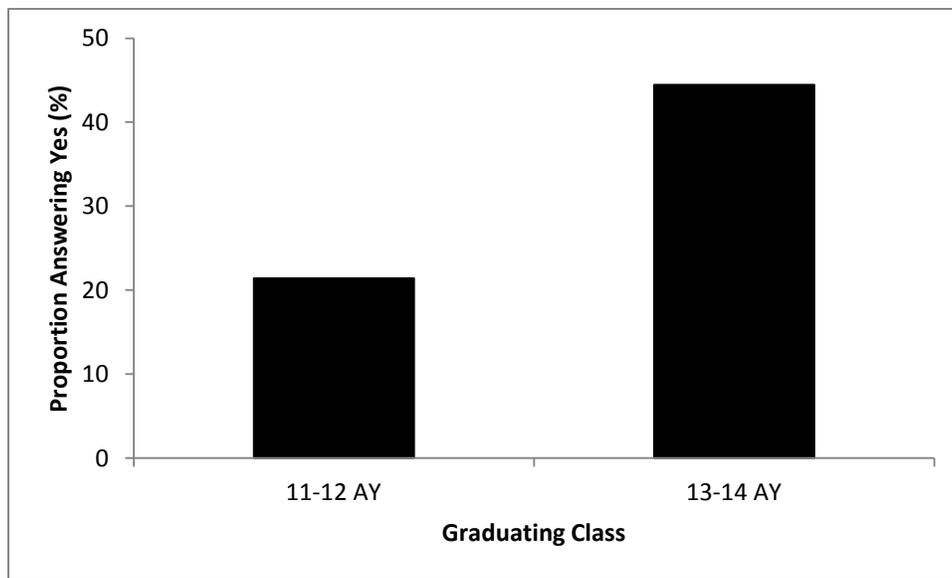


Figure 2. Proportion of survey respondents answering yes to the question, “Are you engaged in civic organizations in your community?”

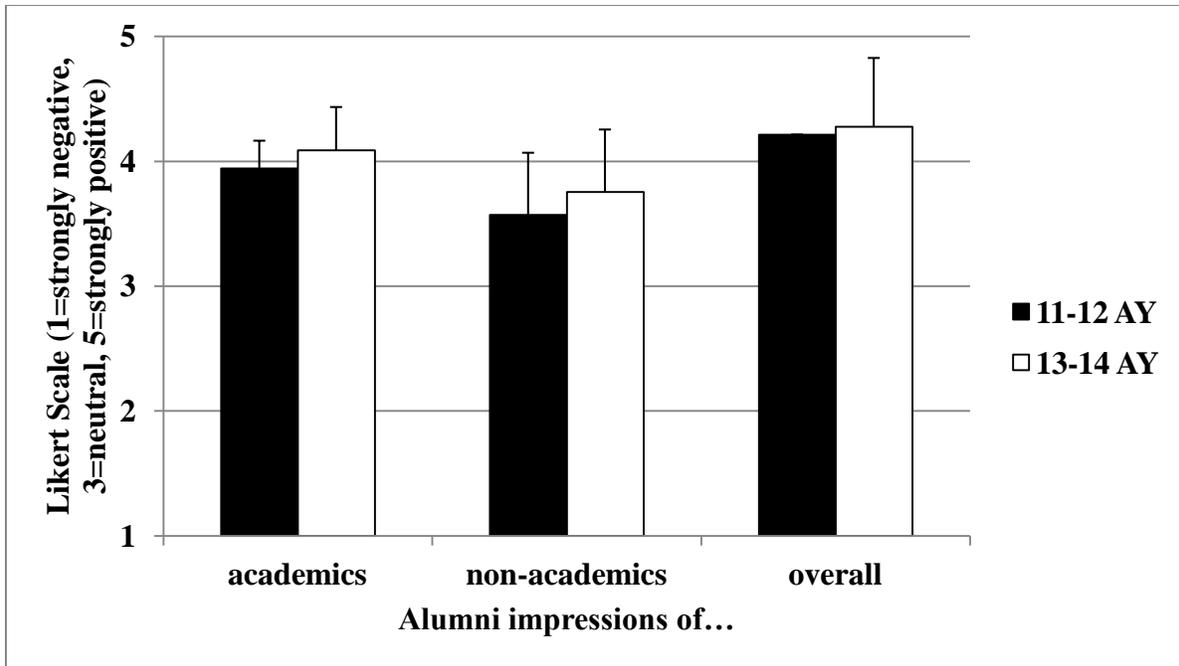


Figure 3. Mean responses to questions regarding academic and non-academic issues, as well as overall impression of the educational experience of UAPB alumni. Error bars are 1 SD.

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------|--------------------------|--|--|
| Academic Affairs | Written Communication | Written Communication scores were higher for most classifications during the 1516AY. Average percentage scores fell 5%-11% between the 1516AY and the 1617AY, with the exception of seniors, which was somewhat stable between academic years. Although graduate students had the highest rubric scores, they were generally below the 3.5 level on a 4-pt scale. | Norming events and norming materials will be generated and made available to academic units along with instructions on how to use such materials. |
| | Reading | Reading scores were flat across classifications during both academic years for undergraduates. Graduate students (85.5% to 87.5%) read at a higher level than seniors (70.7% to 75.3%), and were close to the top of the score range. | In general, all curricula should encourage more reading, with particular attention to the analysis and interpretation of assigned reading materials. |
| SAFHS | Written Communication | Written communication remains a weakness for SAFHS students, similar to reading. Freshmen score approximately 2.5 on a 4-point scale and make only minimal gains through their senior year. Seniors perform only slightly better than sophomores/juniors, and fall just short of level 3 in all but Context, demonstrating slight growth in their understanding of how to write for a particular audience and purpose. Scores in 2016-17 reversed the trend seen in 2015-16 in which student writing actually deteriorated from freshman to senior year. Graduate students perform better than undergraduates, but still struggle to attain mastery, only scoring in the low 3's on all evaluated writing abilities. | Learning to write effectively is an iterative process. Students must have multiple opportunities to rewrite assignments to improve. After meeting with the department chairs, faculty will be encouraged to create assignments with a written component that will allow students to resubmit edited documents for additional credit. |
| | Reading | Student scores in reading are just below level 3 as freshmen, and remain essentially unchanged throughout their time at UAPB. Students are able to read but do not | Reading was a SLO, which SAFHS faculty struggled to evaluate. Very few SAFHS assignments truly fit the rubric for Reading. However, SAFHS |

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| | | <p>exhibit a rich understanding of textual information. Graduate students score consistently higher and approach or attain mastery in nearly all categories, no mean feat when many of the graduate students are not native English speakers.</p> | <p>students will be required to do more independent reading, which will then be tested in class. Students will be provided with strategies for reading for information and content. Students will be encouraged to generate questions based upon their readings to ask in class so they can further clarify what they have learned in the reading assignment.</p> |
| | Information Literacy | <p>Information literacy is the weakest of the currently assessed student learning outcomes when freshmen arrive on campus. Students clearly do not understand how to seek out and use information effectively or ethically. They struggle to evaluate critically what information they do encounter. Freshmen entering in 2016 had a better understanding of how to use properly information, but gains from freshman to senior year are modest at best. Graduate students have a better understanding of information and how to use it effectively, and ethically, but still require additional growth to attain mastery.</p> | <p>Faculty will be encouraged to use a plagiarism tool like TurnItIn.com to teach students the proper way to use and cite source material. Students will be instructed on how to evaluate sources and be mindful of potential conflicts of interest between sources of information and the information they provide.</p> |
| | Quantitative Literacy | <p>While students gain competence in quantitative literacy from the time they arrive as freshmen through their senior year, they remain below the mastery level (4). In fact, they only approach level 3 except as seniors. Seniors only reach level 3 in calculation. Not surprisingly, graduate students perform well in quantitative analysis but are somewhat weak in calculation and application of analysis to draw appropriate conclusions from mathematical data. Student scores in Quantitative analysis did not</p> | <p>Faculty will increase student awareness of where, when and how they are using quantitative skills in discipline-specific ways. Faculty will assign more quantitative activities in appropriate, discipline-specific courses. Faculty will include interpretation of quantitative outcomes as part of quantitative assignments. This will also contribute to improved written communication.</p> |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-----------------|--|--|--|
| | | change substantially from 2015-16 to 2016-17. | |
| Agriculture | Written Communication | Percentage hovers at just under 75% and does not increase with class. Graduate student percentage at 85%. Lowest aspect scores are in Sources of Evidence and Syntax and Mechanics. Highest aspect score is Context and Purpose of Writing. | Norming events are likely called for, since underclass student appear to write as well as upperclass students. More practice writing across all curricula would be useful. Perhaps, more work in citation procedures is warranted. |
| | Reading | Percentage for all classes at 70% or below. Graduate student percentage at 86%. Lowest aspect scores were in Analysis and Interpretation. Highest aspect cores in Comprehension and Genre. | More instruction in analysis and interpretation appears necessary. Probably also need norming events for the AAC&U Reading rubric. Sample sizes are low, so more assessments of key assignments are also important. |
| | Information Literacy | Percentages ranged from 32% for sophomores to 61% for seniors, with graduate students averaging 84%. There was improvement with class, but seniors are not where they should be at graduation. Graduate students scored at the 84% level. Underclassmen particularly challenged by the Use Information Ethically aspect of Information Literacy. | Instruction on ethical use of information, including proper citation of others' work, plagiarism and correctly presenting others' conclusions will be implemented. Additional instruction in evaluating information, its relevance, veracity and reliability will be included. |
| | Quantitative Literacy | Small sample sizes are obvious, especially for underclassmen. Percentages range from 46% to 68% for undergraduates. Graduates score at the 80% level. Lowest aspect score was often Application/Analysis (i.e. ability to draw appropriate conclusions). | More opportunities to apply quantitative literacy to "real world" problems so that students can make the connection between mathematical operations and their uses will be provided. Integration of assignments that include application of concepts rather than theoretical information recall will be implemented. |
| | Agriculture Business Discipline Specific Knowledge, Skills, and Competencies | Percentages average about 42% on the comprehensive exam. Agriculture coops, ag finance, and ag marketing are challenging skill areas for students. | Overall performance across degree options in Agriculture and Regulatory Science is far below the targeted minimum of 70% . The department plans to restructure the Comprehensive Exams from the current questions |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|---|---|
| | | | that are based on recall information to questions based on critical thinking and problem analysis during the 2017-2018 academic year. |
| | Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies | Sample size is low (one student), but that individual was challenged by ag finance and animal science. | |
| | Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies | Average percentage was 53%. Plant science, soils, and ecology were challenging areas. Student average was high in genetics. | |
| | Animal Science Discipline Specific Knowledge, Skills, and Competencies | Only two students took this exam in the 15-16 AY. Average percentage was 20% and students were challenged in multiple knowledge areas. | |
| | General Agriculture Discipline Specific Knowledge, Skills, and Competencies | Only one student took this exam, and that student scored a 71%. Lowest knowledge area score was 63% in ag economics. | |
| | Agriculture Education Discipline Specific Knowledge, Skills, and Competencies | One student took this exam. The student averaged 68%. The student scored perfectly in investigation and negotiation. The lowest knowledge area score was in entomology. | |
| | Poultry Science Discipline Specific Knowledge, Skills, and Competencies | One student took this exam. The student scored 67%. The student was particularly challenged in the knowledge areas of ag engineering and entomology. | |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|---------------------------|---|--|---|
| | Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies | The one student that took this exam scored 52%, and the lowest knowledge area scores were in pollution, epidemiology, and industrial safety. | |
| | Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies | Percentages average about 42% on the comprehensive exam. Agriculture coops, ag finance, and ag marketing are challenging skill areas for students. | |
| | Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies | Sample size is low (one student), but that individual was challenged by ag finance and animal science. | |
| Aquaculture and Fisheries | Written Communication | Scores in AQFI were lower than the University across all student groups, including the GR level. <u>However, I do not think this observation is real.</u> Having taught our entire spectrum of students (from FR to PhD) and many non-AQFI majors, I do not believe AQFI students perform so far behind the rest of campus. Rather, I think campus-wide <u>norming events</u> were needed to standardize assessment scoring across the different majors. This may have been especially true for the Written Comm. SLO. | Continue reviewing and be mindful of the data, and <u>continue to assess to seek improvement within AQFI Dept.</u> Note: University SLOs have now changed, so it is unlikely norming for Written Comm. will occur anytime soon. However, this will become an AQFI SLO this next year, so norming can occur at the department level. Some instructors also are planning to offer points to students that properly revise their writing assignments per instructor edits following the initial grading. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-----------------|--------------------------|---|--|
| | Reading | Scores in AQFI were lower than the University across all three undergraduate student groups. In each case, the scores were substantially (>10% difference) lower than University scores. As before, <u>I am skeptical this observation is real</u> and feel campus-wide <u>norming events</u> were needed to correct this bias. Additionally, the Reading SLO was not widely assessed in AQFI, so scores are based on very few students, and therefore, has limited interpretation. | Continue reviewing and be mindful of the data. Note: University SLOs have now changed, so it is unlikely norming for Reading will occur anytime soon. |
| | Information Literacy | Scores in AQFI were greater than SAFHS at the FR level and similar at SO-JR, SR, and GR levels. In effect, AQFI students began above average, with the SAFHS catching up and surpassing AQFI by the SR year. Although SAFHS-wide <u>norming events</u> are probably needed, sample sizes in AQFI and SAFHS were not high and have limited interpretation. This SLO appears to have not been well assessed throughout SAFHS. | Continue reviewing and be mindful of the data. Note: SAFHS SLOs have now changed, so it is unlikely norming for Info. Literacy will occur anytime soon. |
| | Quantitative Literacy | Scores in AQFI were much greater than the SAFHS at the FR level, though assessment of this SLO during the FR year appears rare throughout SAFHS. In fact, this SLO was not assessed at the frequency expected given the high number of quantitative courses that SAFHS offers. SAFHS-wide <u>norming events</u> are probably needed for this SLO too. | Continue reviewing and be mindful of the data, and <u>continue to assess to seek improvement within AQFI Dept.</u> Note: SAFHS SLOs have now changed, so it is unlikely norming for Quant. Literacy will occur anytime soon. However, this will become an AQFI SLO this next year, so norming can occur at the department level. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|--|--|
| | General Aquaculture Discipline Specific Knowledge, Skills, and Competencies | We have long-term exam data back to the 2001-02 school year. Exam scores averaged 61% during 2001-02 through 2014-15 and 65% since 2015-16. Although scores appear to be weakly trending upward, <u>present-day pass rates are still below 50% using the new 70% pass rate criterion adopted last school year.</u> Using the old 50% criterion, pass rates were 88% during 2002-2014 and 92% since 2015. | To help students better prepare for future exams, we are <u>preparing study guides</u> for all seven tested courses. Organized study sessions also are being considered as new component for Senior Seminar class. However, this course is only 2 credits, and there may not be sufficient time for this unless other topics are dropped (this would be a SAFHS decision). |
| | Aquaculture Discipline Specific Knowledge, Skills, and Competencies | No graduates | |
| | Aquaculture and Seafood Business Discipline Specific Knowledge, Skills, and Competencies | No graduates | |
| | Fisheries Discipline Specific Knowledge, Skills, and Competencies | No graduates | |
| Human Sciences | Written Communication | Written skill decreased each year towards the senior year. The skill level drops significantly in senior year. | Courses will provide more opportunities to write using more rigorous criteria that would challenge the student. We will invite someone from the writing lab to review writing strategies. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|--|---|
| | Reading | Freshmen reading level decreased in junior and senior year. Areas of concern are Reader's Voice and Relationship to Text. | Courses will include more reading assessments that require text analysis. We will invite someone from the reading lab to review reading strategies. |
| | Information Literacy | Skill level increased each year. All categories need improvement as the student moves toward senior year. | Courses will increase assessments that require reading and analyzing information. |
| | Quantitative Literacy | Freshmen skill level increased in junior year then decreased slightly in senior year. Calculation, Assumption, Communication, and Application Analysis are categories that need improvement. | Courses will include assessments that require budget analysis and/or calculations. |
| | Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies | Family and Financial Issues and Families Across Cultures are among the lowest performance categories. Financial Management also needs improvement. | A seminar on financial management and/or providing math tutors for students may help to improve the outcome in courses related to financial management and family financial issues. A new textbook was selected for the Families across Cultures course. Therefore, the test questions will be re-examined for relativity. Other test questions may have to be resubmitted to increase the comprehension of the course material to match the students' knowledge base gained within the course. This strategy may help to improve the outcomes for the Families across Cultures course. |
| | Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies | All categories need slight improvement. The two categories that need the most improvement are Textiles and Merchandising. | We will increase the rigor for the textiles and merchandising assessments. We will review instruction to show the connection between classroom and career. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-------------------|--|--|---|
| | Nutrition and Dietetics Discipline Specific Knowledge, Skills, and Competencies | All categories need improvement. The two categories that need the most improvement are Counseling Methods and Science of Dietetics. | We will incorporate student outcomes in all classes and provide meaningful assessments for students to understand. |
| | Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies | All categories need much improvement. Governance of Dietetics had the lowest score. | Revisit the program outcomes and incorporate outcomes in all courses so students can have a continuous review and application of the outcomes. |
| | Human Sciences Education Discipline Specific Knowledge, Skills, and Competencies | No graduates | |
| Arts and Sciences | Written Communication | | |
| | Reading | | |
| | Information Literacy | 15/16 AY reflected information literacy was 62% for freshman (28) and content areas range from a low of 2.2 to a high of 2.7. However, significant improvement was noted for freshman (29) in 16/17 AY with 83% of freshman content areas ranging from a low of 3.2 to a high of 3.4. Seventy-six (76 %) Sop/Juniors in 15/16 AY content areas range from a low of | Faculty showed significant improvement in preparing students as it relates to Information Literacy from one academic year to the next. Chairs will work with faculty to ensure that assignments, lectures, and student engagement continues to take place from the freshman to the senior year. As needed, chairs will work with faculty to develop |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---------------------------------|--|--|
| | | <p>2.9 to a high of 3.1. Academic year 16/17, seventy-eight percent (78%) Soph/Juniors (131) content areas ranged from a low of 2.9 to slight increase of 3.3. In 15/16 AY, seventy-nine point nine percent (79.9%) of Seniors (105), content areas range from a low of 3.0 to a high of 3.3. In 16/17 AY, seventy-eight point nine percent (78.9%) of seniors (71), content areas reflect a low of 2.9 to a high of 3.4.</p> | <p>specific assignments for each level, i.e., freshman, sophomore/junior, and senior years that are rubric-based.</p> |
| | <p>Teamwork</p> | <p>15/16 AY reflected 69.9% for freshman (4) and content areas range from 2.4 to 2.9. Significant improvement was noted for 16/17 AY, 97% of freshman (97) was engaged in teamwork and content areas ranged from 3.8 to 3.9. Significant improvement was noted in numbers completing the assignments in 16/17 AY. In 15/16 AY, ninety-one (91%) of Soph/Juniors (39) content areas were noted to range from 3.5 to 3.7. In 16/17 AY, seventy-four percent (74%) of Soph/Juniors (31), content areas range from a low of 2.8 to a high of 2.9. this was a significant decrease from 15/16 AY. In 15/16 AY, eighty-eight (88%) of Seniors (19), content areas range from a low of 3.4 to a high of 3.7. In 16/17 AY, eighty-six (86%) of Seniors (21), content areas range from a low of 3.2 to a high of 3.6. There was a slight decrease in content areas from 15/16 AY to 16/17 AY.</p> | <p>Assessment results show that faculty have engaged students in teamwork, however, limited collaboration from freshman to senior year is of concern. Students are more prone to engage in teamwork if all participants take part. Therefore, faculty will need to design activities and various assignments that will make this happen. Freshman reflected the highest level of involvement with teamwork in academic year 16/17. Some departments did not have teamwork assignment for either academic years. Therefore, chairs will need to work with faculty in designing assignments and other activities for their areas. Faculty will need to engage Soph/Juniors and Seniors in activities and assignments that will stress the importance of teamwork not only at the educational level but for future careers. It is evident that faculty is teaching content areas from freshman to senior years related to teamwork.</p> |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---|---|---|
| Art | Written Communication | | |
| | Reading | | |
| | Information Literacy | | |
| | Teamwork | | |
| | Visual Arts Discipline Specific Knowledge, Skills, and Competencies | One student completed the Senior Comprehensive Exam. The student's overall score was 60. Subtest scores showed the student scored highest in History (70.37), followed by Teaching methods (55.88). The students scored lowest in Critical Thinking (50). | To ensure higher scores by students on critical thinking portions of the comprehensive exam, the Art Department will implement more teaching strategies that are proven to help students develop students' analytic and higher-order thinking skills. For example, during classes such as art history and art appreciation classes, faculty will instruct students in a more consistent and systemic way. For example, each faculty member will: 1) pose more open-ended questions to ensure students have ample opportunities to develop problem-solving skills, 2) offer more opportunities for peer discussion and debate, and 3) model concrete strategies for students to learn how to synthesize information. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---|--------------------------------------|--|
| | | | <p>Each faculty member will also implement more formative assessment measures to monitor student learning during instructional time. These measures may include asking students to write short (less than 50 words) summaries of a complex issue and then provide specific feedback to each student. Alternatively, a faculty member might take a quick student poll after a lecture to gather students' thoughts on the most confusing area of topic.</p> <p>The faculty, as a group, will also review summative assessment data after mid-term exams are completed. These data will be analyzed by variables such as classification levels, major, gender, and attendance rates. This analysis will allow faculty to understand better, which students are progressing most and least while there is still time in the semester to change instructional methods as needed.</p> |
| | Art Education Discipline Specific Knowledge, Skills, and Competencies | No Assessments were done | |
| Biology | Written Communication | | |
| | Reading | | |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-----------------------|---|---|---|
| | Information Literacy | | |
| | Teamwork | | |
| | Biology Discipline Specific Knowledge, Skills, and Competencies | There is evidence of knowledge gained. Students comprehend and understand the subject matter and can reason critically and writing improved some in some courses. | We will give a more stringent exercise to gauge student's ability to reason critically. We will also test student's abilities to work in a group. Each faculty will administer 2 assessments - critical thinking and group/team work this fall semester during our two departmental assessment weeks in October and November. |
| | Science Education Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| Chemistry and Physics | Written Communication | | |
| | Reading | | |
| | Information Literacy | | |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|--|---|---|---|
| | Teamwork | | |
| | Chemistry Discipline Specific Knowledge, Skills, and Competencies | Students performed quite well on some areas of the Senior Comprehensive Exam but not on others. Areas where students scored below 60% were identified as weak areas. | Areas where students scored below 60% on Senior Comprehensive Exam were identified. Information was dispersed to Chemistry faculty and faculty were advised to address those weak areas in the teaching of their courses |
| | Physics Discipline Specific Knowledge, Skills, and Competencies | There were no Physics graduates during this academic year | |
| English, Theatre, and Mass Communication | Written Communication | Written Communication scores in English, Theatre and Mass Communications were, as expected higher than the average for the institution. The scores for 16/17 showed some improvement over the scores for 15/16 and except for the senior scores in 15/16, show improvement as students move through the curriculum. The higher scores for Freshmen in 16/17 probably indicate that we are receiving students who were better prepared by their high schools to do college-level work. | The Department has assigned specific faculty members to do assessments in each of the learning outcomes at the Freshman, intermediate, and Senior levels to ensure that we have sufficient data at each level to track the progress of our students as they matriculate. This improved data collection should provide better data to assess the success and limitations of our program next year. We have also agreed (among the faculty making the assessments) that the standard for mastery should be what we expect of our graduates rather than our expectations of success at the level that the course is offered, especially at the Freshman and intermediate levels. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---------------------------------|--|--|
| | Reading | <p>Eight freshman students were evaluated with the Reading rubric in 15/16 and only two students were evaluated in 16/17. All of these students but one were Freshmen. The 15/16 group scored higher than the institution average while the 16/17 group was only slightly above the institution average. Since all of the students evaluated were Freshmen, there is no way to determine if the Department's programs were improving student performance in this area. The higher scores in 16/17 suggest that we are receiving better-prepared Freshmen.</p> | <p>The Department has assigned specific faculty members to do assessments in each of the learning outcomes at the Freshman, intermediate, and Senior levels to ensure that we have sufficient data at each level to track the progress of our students as they matriculate. This improved data collection should provide better data to assess the success and limitations of our program next year. We have also agreed (among the faculty making the assessments) that the standard for mastery should be what we expect of our graduates rather than our expectations of success at the level that the course is offered, especially at the Freshman and intermediate levels.</p> |
| | Teamwork | <p>The scores on the Senior Comprehensive Examination are consistently low, partially because the students know that they will graduate even though they do not pass the examination and primarily because the fact-based nature of multiple-choice questions does not reflect the Department's approach to the study of language and literature. The lowest scores are consistently found in the History of the English Language, a course most students have not yet completed when they take the Senior Comprehensive Examination and in Modern English Grammar. The nature of these two courses is quite different from the majority of literature courses in the major. Modern English Grammars is a scientific introduction to Linguistics and</p> | <p>The English Department is phasing out its use of the Senior Comprehensive Examination because it has never found its fact-based approach to content reflected the Department's emphasis on process, critical thinking, and textual analysis. The Examination is being replaced with a Senior project associated with the degree program's capstone course. Most of the Seniors in 16/17 did the Senior project and the results were reported to the Assessment Office, but they are not included in this report. The Department is convinced that the Senior project assessment provides a better indication of the success of the program than the old examination did since the Senior project captures elements, which are</p> |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-----------------|---|--|---|
| | | History of the English Language is essentially a history course with a linguistic emphasis. | taught and reinforced in all of our major classes, elements, designed to enable students to appreciate and evaluate any literature they will encounter after leaving our program. |
| | Information Literacy | In 15/16, only four Freshmen and one Senior were evaluated using the Teamwork rubric. The Senior's score was substantially lower than the Freshmen's score, but the numbers are too small to determine a pattern. In 16/17, 41 Freshmen were evaluated using this rubric. Their scores were substantially higher than the scores of all the students evaluated in 15/16, but since no Sophomores, Juniors, or Seniors were evaluated with this rubric, conclusion can be drawn concerning the effectiveness of the Department's programs in teaching Teamwork. | The Department has assigned specific faculty members to do assessments in each of the learning outcomes at the Freshman, intermediate, and Senior levels to ensure that we have sufficient data at each level to track the progress of our students as they matriculate. This improved data collection should provide better data to assess the success and limitations of our program next year. We have also agreed (among the faculty making the assessments) that the standard for mastery should be what we expect of our graduates rather than our expectations of success at the level that the course is offered, especially at the Freshman and intermediate levels. |
| | English Literature/Liberal Arts Discipline Specific Knowledge, Skills, and Competencies | Two students took the Senior Comprehensive Examination in 15/16 and two students took the examination in 16/17. Theatre History was a low scoring area both years. It is an area in the curriculum, which is not reinforced in multiple classes. In 16/17, when both students did well on the examination, the score in the area of directing improved substantially. This was due to hiring of a very qualified Director of Theatre to replace an instructor with little directing experience. This Director of Theatre has since moved on to a position at another | The Department has asked that the area of Theatre be put inactive status because it has not met state productivity standards since it became a separate degree area several years ago. We are working to move Theatre into a degree program, which will attract enough majors to meet viability standards. We anticipate no graduates in the 17/18 school year, but we will adjust the Comprehensive Examination to reflect what is being taught as we teach out the program. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|--|--|
| | | university. | |
| | English Education Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| | Acting Discipline Specific Knowledge, Skills, and Competencies | The scores on the Senior Comprehensive Examination in Mass Communication showed a vast overall improvement in 16/17 over the scores in 15/16. In 15/16, none of the 9 students who took the examination scored a passing grade of 70. In 16/17, the average score was 75.5. This was due to an increased emphasis on the necessity of passing the examination, the development of a study guide, and more disciplined leadership in the area of Mass Communications. The weakest area in 16/17 was in the area of Oral Communications, an area that is receiving less emphasis than in the past because of the changing technological nature of the discipline and the curriculum. | The area of Mass Communication will continue its efforts to encourage students to study for the Comprehensive Examination and it will take a look at the questions in the Oral Communications part of the examination to make sure that the questions in that section are up to date, and the concepts are taught and reinforced in various classes in the curriculum. |
| | Theatre Management Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---|---|---|
| | Broadcast Journalism Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| | Print Journalism Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| Industrial Technology | Written Communication | | |
| | Reading | | |
| | Information Literacy | | |
| | Teamwork | | |
| | Industrial Technology Discipline Specific Knowledge, Skills, and Competencies | We need some improvement in with our written communication; The teamwork has been excellent due to the Project based learning we have implemented. Senior Comprehensive exam had some issues with one of the categories but overall the pass rate has been good | The following improvements actions will be to provide more writing exercises and to refer students to writing lab as a requirement for certain documents. More intense preparation time will be spent on the Sr. Comprehensive exam with instruction from each professor in |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|---------------------------|--|---|--|
| | | | their specialty area associated with the exam. |
| Math and Computer Science | Written Communication | | |
| | Reading | | |
| | Information Literacy | | |
| | Teamwork | | |
| | Computer Science Discipline Specific Knowledge, Skills, and Competencies | The average percentage of students taking the computer science comprehensive exam was 95%. Only one student scored lower than the 70% benchmark. The knowledge areas of Numerical Analysis and Data Structure and Database Systems were attempted less frequently (43% and 13% of the time, respectively). Logic skills were the most challenging knowledge area, with an average score of 85%. Additional assignments are needed to assess students written communication skills. Teamwork is a major part of computer science coursework; however, more assessment data is needed in this area. | Additional workshops/tutorials, team projects, research projects or instruction will be provided by each professor in the specialty areas of Numerical Analysis, Data Structures, and Database Systems in preparation for the Sr. Comprehensive exam and graduate education. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---|--|---|
| | | | |
| | Mathematics Discipline Specific Knowledge, Skills, and Competencies | The average percentage of students taking the mathematics comprehensive exam was 71%. No students scored below the 70% benchmark. The knowledge areas of Calculus, Linear Algebra, and Discrete Math were the most challenging with average scores of 69%, 50%, and 50% respectively. Additional assignments are needed to assess students written communication skills. | Additional research projects or instruction will be provided by each professor in the specialty areas of Calculus, Linear Algebra, and Discrete Math in preparation for the Sr. Comprehensive exam. |
| | Mathematics Education Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| Music | Written Communication | Percentage hovers at just under 75% and does not increase with class. Graduate student percentage at 85%. Lowest aspect scores are in Sources of Evidence and Syntax and Mechanics. Highest aspect score is Context and Purpose of Writing. | Norming events are likely called for, since underclass student appear to write as well as upper class students. More practice writing across all curricula would be useful. Perhaps, more work in citation procedures is warranted. |
| | Reading | Percentage for all classes at 70% or below. Graduate student percentage at 86%. Lowest aspect scores were in Analysis and Interpretation. Highest aspect cores is Comprehension and Genre. | More instruction in analysis and interpretation appears necessary. Probably also need norming events for the AAC&U Reading rubric. Sample sizes are low, so more assessments of key assignments are also important. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-----------------|--|---|---|
| | Information Literacy | Freshman and sophomore percentages (62% and 68%) were quite a bit lower than junior and senior percentages (80% and 80%). Lowest aspect was Use Information Effectively across all classes. | |
| | Teamwork | Teamwork was high across classes, ranging from 70% for freshman to 92% for juniors. Facilitation of Others Contributions was a challenging aspect for all classes. | |
| | Music Teaching Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| | Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies | The sole student that took the music (non-teaching) comprehensive exam scored 55%. The most challenging knowledge area was terminology and definitions, on which the student scored 43%. | A greater emphasis will be made on student enrollment in the Junior Senior Seminar Class - a review for the Senior Comprehensive exam and the Praxis II Exam. Greater faculty involvement in the class and in development of review materials will be mandated by the Department Chair. |
| | Sound Recording Discipline Specific Knowledge, Skills, and Competencies | Sound Recording Discipline Specific Knowledge, Skills, and Competencies | A comprehensive review of content and the organization of the senior comprehensive exam is underway. Current test appears to be a "catch-all", which does not address the content specific to each of the non-teaching degrees. Updated tests will be more emphasis specific. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|--------------------------------|--|--|---|
| Nursing | Written Communication | Nursing majors are above the University Mean. Noted slight decrease in Syntax, which may correlate to greater emphasis on use of the language of medicine, and medical terminology in Senior year. | Continue emphasizing formal writing of research papers and assignments incorporating APA format. |
| | Reading | N/A | No assessments submitted |
| | Information Literacy | Requirement of Nursing Research course may be a contributor to the nursing mean 11.0% \geq the University's mean. | Continue requiring data collection assignments to support evidence-based practice for the profession. Reinforce proficiency in nursing informatics. |
| | Teamwork | N/A | No assessments submitted |
| | RN-BSN Discipline Specific Knowledge, Skills, and Competencies | Students achieved Nursing Program objectives. | Analyze academic portfolios process for areas of needed revision and refine requirement to show more strongly evidence of program outcomes. |
| Social and Behavioral Sciences | Written Communication | The mean scores across the written communication sub areas, with the exception of "sources of evidence", indicate that students' written communication worsens as they matriculate. However, the decrease in means is not statistically significant. One explanation for the lower scores over time could be the increased demand as students complete | Faculty will provide students with resources on campus, specifically, the Student Success Center and/or tutoring. Additionally, faculty may refer students to the Grammarly software package. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|--|---|
| | | coursework in upper division courses. Another explanation for lower means in the upper classifications (juniors and seniors) may be because of the recent implementation of assessment. In other words, they would not have had reinforcement over their complete academic career. | |
| | Reading | There were 2 freshman respondents, thus, their mean scores are excluded from this analysis. Seniors showed marginal improvement over juniors. | Faculty will refer students identified as having reading difficulties to the Academic Skills and Development Center. |
| | Information Literacy | As students matriculate, their information literacy improves in all sub areas. However, seniors are under performing in two sub areas: Critically evaluate and effective use of information. | Faculty may incorporate examples of how to use information efficiently and effectively during lectures as well as how to evaluate critically information. |
| | Teamwork | Students did very well in all sub areas of teamwork, with means nearing 4.0. | Continue to assign homework and assignments that require teamwork. |
| | Criminal Justice Discipline Specific Knowledge, Skills, and Competencies | Student scores on the comprehensive exam ranged from 24% to 88%, with an average of 57%. The weakest knowledge area was Correction Programs with an average of 43%. | In an effort to improve outcomes, faculty must stress the importance and seriousness of the senior comprehensive exam. Beginning in the Spring of 2018, CRJU 4325 Seminar in Criminal Justice will focus on preparing students for the exam and an updated study guide will be provided to assist in their preparation. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|--|---|
| | Gerontology Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| | History Discipline Specific Knowledge, Skills, and Competencies | One student took the History comprehensive exam during the spring 2016 semester. That student averaged 69%. The student averaged 50% in 6 of the 12 knowledge areas. Averages were higher than 50% on the remaining knowledge areas, with scores as high as 100% in Sectional Crisis and Western Politics. | Of the most recent History graduates, one had not had a course in the major the semester the exam was taken and the other had not had a course in major the previous two semesters. That may have affected performance. Students will be reminded that they must take the senior comprehensive exam. Faculty will emphasize the key areas of emphasis in class and the study guide will reinforce them. |
| | Political Science Discipline Specific Knowledge, Skills, and Competencies | No Political Science graduates this academic year. | Scores indicate a need to focus on American Gov/History, Research, and aspects of Political Science Philosophy/Theory. Faculty will provide underclassmen opportunities to prepare and present/teach information to improve retention. In the absence of a senior seminar course, faculty will better integrate skills and knowledge learned in lower level courses into upper level course as reinforcement. |
| | Sociology Discipline Specific Knowledge, Skills, and Competencies | Scores on the Sociology comprehensive exam ranged from 50% to 98%, with an average score of 68%. The lowest two knowledge area scores were for Research Methods and Sampling, which both averaged 46%. | Students prepare for the senior comprehensive exam in the senior seminar course (SOCI 4313). Besides continuing to review other material that will be tested on the exam, special attention will be paid to the sections of the exam in which they performed poorly (namely, methods and sampling). |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|--|---|
| | Social Studies Education Discipline Specific Knowledge, Skills, and Competencies | No Assessments done | |
| | Psychology Discipline Specific Knowledge, Skills, and Competencies | Student scores on this comprehensive exam averaged 41%. The two most challenging knowledge areas were Conditioning and Applied Industrial Psychology, both of which averaged only 15%. German Psychology and American Psychology were almost as low (20% for both of these knowledge areas). | When students take part in academic advisement, the advisor will inform/remind the student of the comprehensive exam. The advisor will show the student how to access the study guide on the website and encourage the student to complete the study guide as the student completes courses. In addition, more time will be devoted to reviewing these areas in PSYC 4310, Seminar in Psychology. In particular, Dr. Albert Toh will provide review sessions in PSYC 4310, because he teaches PSYC 2303, History and Systems and PSYC 3301, Psychology of Learning. |
| Social Work | Written Communication | Percentage hovers at just under 75% and does not increase with class. Graduate student percentage at 85%. Lowest aspect scores are in Sources of Evidence and Syntax and Mechanics. Highest aspect score is Context and Purpose of Writing. | Norming events are likely called for, since underclass student appear to write as well as upper class students. More practice writing across all curricula would be useful. Perhaps, more work in citation procedures is warranted. |
| | Reading | Percentage for all classes at 70% or below. Graduate student percentage at 86%. Lowest aspect scores were in Analysis and Interpretation. Highest aspect cores in Comprehension and Genre. | More instruction in analysis and interpretation appears necessary. Probably also need norming events for the AAC&U Reading rubric. Sample sizes are low, so more assessments of key assignments is also important. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---|--|--|
| | Information Literacy | Freshman and sophomore percentages (62% and 68%) were quite a bit lower than junior and senior percentages (80% and 80%). Lowest aspect was Use Information Effectively across all classes. | More instruction is needed across all classes. Sample sizes are very low, therefore more assessment of key assignments are needed across curriculum. Faculty will need to ensure students submit required assignments for assessment. |
| | Teamwork | Teamwork was high across classes, ranging from 70% for freshman to 92% for juniors. Facilitation of Others Contributions was a challenging aspect for all classes. | Faculty will need to ensure students submit required assignments for assessment. Sample size was extremely low. Students will rate facilitation of others contributions during teamwork assignments and submit to faculty. |
| | Social Work Discipline Specific Knowledge, Skills, and Competencies | Twenty students took the Social Work comprehensive exam, and all students scored above the 70% benchmark. Scores ranged from 71% to 95%. The two most challenging knowledge areas were Engaging at all Levels, and Evaluating Practice at all Levels, both of which averaged 76%. | Social Work faculty will integrate specific practice behaviors relative to the ongoing components of engagement and evaluation at all level of practice. This will include, but not limited to, lecturers/discussions and specific assignments. |
| | Social Work Discipline Specific Knowledge, Skills, and Competencies | Eighteen students took the Social Work comprehensive exam, and 89% scored above the 70% benchmark. Scores ranged from 38% to 95%. A couple of students were not successful in passing the comprehensive exam the first time but were successful the second time. The two most challenging knowledge areas were Intervene at all levels, and Evaluating Practice at all levels, both of which averaged 71.5%. | Social Work faculty will integrate specific practice behaviors relative to the ongoing components of intervention and evaluation at all levels of practice. This will include, but not limited to, lecturers/discussions and specific assignments. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-----------------------------------|---|---|--|
| | Social Work Discipline Specific Knowledge, Skills, and Competencies | Evaluating Practice at all levels, reflect the lowest average for both academic years 15/16 and 16/17, respectively, 75% and 69%. | Social Work faculty will integrate specific practice behaviors relative to the ongoing component of evaluation at all levels of practice. This will include, but not limited to, lecturers/discussions and specific assignments. |
| School of Business and Management | Written Communication | | |
| | Reading | | |
| | Critical Thinking | | |
| | Ethical Reasoning | | |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|--|--|--|
| Accounting | Written Communication | | |
| | Reading | | |
| | Critical Thinking | | |
| | Ethical Reasoning | | |
| | Accounting Discipline Specific Knowledge, Skills, and Competencies | Our assessment data is done using the SBM's accreditation ACBSP CPC exam. There are several areas that the Accounting Department needs to work with our students to improve. A longitudinal data assessment was used to analyze the same information in accordance with our student's national scores compared by ACBSP. | The Department of Accounting will take each course tested on the CPC exam and use the content of the data being tested to develop a study guide for students taking the exam. We will divide the courses among each professor/instructor to work with the graduating seniors for each cohort in a workshop that will be setup during the semester prior to them taking the exam to |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-------------------------|--|--|--|
| | | | assist them with their preparation. |
| Business Administration | Written Communication | Around 40% freshmen have top skill to be enhanced to more than 50%. Weak on providing evidence and source, and control of syntax. | Include more reference in syllabus and require them to be read |
| | Reading | Weak on comprehension, relationship to text and analysis to freshmen, weak on reader's voice to Juniors. | In a class, have a group discussion on a paper after to be read and present a summary at front. |
| | Critical Thinking | Assumption and Hypothesis are weak points. | Hypothesis analysis in Business Statistics classes, and Assumptions in Econ modeling class will be more highlighted |
| | Ethical Reasoning | No evaluation was made | Business ethics classes will evaluate it |
| | Business Admin Discipline Specific Knowledge, Skills, and Competencies | Most accounting skills, human resource and organizational behavior and MIS are downgraded. Marketing, accounting and macroeconomics are low graded area. | Marketing, macroeconomic and accounting faculty will discuss how to upgrade course syllabus. Human resource, organizational behavior and MIS faculty will discuss how to upgrade class teaching. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---|--------------------------------------|--|
| | Economics and Finance Discipline Specific Knowledge, Skills, and Competencies | | |
| | Marketing Discipline Specific Knowledge, Skills, and Competencies | | |
| | Finance Discipline Specific Knowledge, Skills, and Competencies | | |
| | Management Discipline Specific Knowledge, Skills, and Competencies | | |
| | Business Technology Education Discipline Specific Knowledge, Skills, and Competencies | | |
| School of Education | Written Communication | | |
| | Reading | | |
| | Intercultural Knowledge | | |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|----------------------------|---------------------------------|---|---|
| | Lifelong Learning | | |
| Curriculum and Instruction | Written Communication | <p>There was not a significant difference between the department's average score and the institution's average score. The data reflects an increase in the scores of freshmen and seniors. The five-point increase is significant. Unfortunately there was a decrease in the scores of sophomores and juniors and graduate students (Scores decreased by 2-3 points). However, when department scores are compared with the scores for the SOE, seniors and graduate students scores were higher.</p> | <p>Send students to the writing laboratory for assistance in increasing writing proficiency. Discuss and emphasize structure, style and content when making written assignments. Place examples of well-written papers and articles in the Word Resource Center and require that students discuss the structure, style and content of the articles.</p> <p>Continue to work on the reading skills development by referring students to enhancement programs. Place more emphasis on vocabulary development prior to and while making assignments.</p> |
| | Reading | <p>The scores for reading were limited in number. The scores were significantly lower than anticipated. However, average scores for the department were higher than the scores for the SOE. Freshmen and Sophomore scores were significantly lower by approximately 8 points. Seniors and Graduate students had higher averages when compared to the scores for the SOE.</p> | <p>Is there a way to compare the students who passed Praxis CORE in reading with the students listed here to see if there is a significant difference in the scores?</p> |
| | Intercultural Knowledge | <p>There is no data to use to compare these scores. We will monitor and determine if programmatic changes need to be made. The average for the department is higher than the SOE.</p> | <p>Continue to use and integrate techniques for Intercultural Knowledge.</p> |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---|---|---|
| | Lifelong Learning | LIFELONG LEARNING. There is no data to use to compare these scores. We will monitor and determine if programmatic changes need to be made. | Encourage students to engage in reflective journaling focusing on personal discovery and relevance. Create and assign variety of activities to make the connection. |
| | Elementary Education Principles of Learning and Teaching | The Knowledge of Content score for Early Childhood Education dropped five points. This could be a result of the transition to Elementary Education where more emphasis was placed on expanding the knowledge base in the content areas. | Transition to Elementary Education |
| | Middle Childhood Education Principles of Learning and Teaching | PLT - Early Childhood for the past 3 years has averaged 58%. AY 1617 the score dropped 5 points to 55%. This too could be the result of program emphasis that was redesigned to address the transition to Elementary Education. | The transition to Elementary Education has resulted in changes in the course content to ensure that key assessments address content for grades 5 and 6. The department is exploring the cost of virtual classrooms to increase knowledge base and apply, analyze and evaluate learning at all elementary grade levels. |
| | Secondary Education Principles of Teaching and Learning | PLT - Grades 7-12 has been consistent. The scores have been within the range of 63-66% over the past 3 years. | Meet with departments that provide secondary content to discuss a greater collaboration between the SOE and the content areas. Expand the knowledge base in the General Methods course to ensure that the instructional skills required are being fully addressed. Finally, the department will correlate the materials between the PLT and General Methods course. |
| | Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies | A review of the assessment data identifies a decrease in knowledge of client assessment. The lowest of 36% was in Client Assessment. Additionally, terminology and general knowledge dropped to fifty percent (50%). The two-point | The department chairperson and faculty will examine the Client Assessment content, strengthen content where needed and implement additional assignments to increase knowledge of content in this area. |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|---|---|--|---|
| | | reduction is not a significant drop. | Resource study materials will be placed in the Word Learning Resources Center. Finally, faculty will prepare study materials that include terminology and general knowledge resource materials. |
| Health, Physical Education & Recreation | Written Communication | Mean scores went up for the categories but still needs improvement. | Continue to work on the written skills of students through papers, projects, and other means. |
| | Reading | Only had few mean scores for Reading and needs improvement. | Continue to work on the reading skills through different assignments. |
| | Intercultural Knowledge | Had improved mean scores for 16/17 year. | Improve the Intercultural Knowledge by expanding learning experiences such as papers and fieldwork opportunities. |
| | Lifelong Learning | Freshman and Soph/Junior close to SOE mean scores. Seniors lower. | Create more Lifelong Learning experiences for the students in the learning environment. |
| | PE/K-12 Teaching Principles of Teaching and Learning | Praxis Content Physical Education score had mean of 49.7. | Improvements for Content Knowledge as per the PRAXIS Exam scores. |
| | Recreation/Wellness Discipline Specific Knowledge, Skills, and Competencies | Content Knowledge at mean score of 51%. Lowest of the four components. Collaboration had mean score of 53.9%. | Students will earn 60% or greater on Comprehensive Exam in Academic Year 2017-18. Improve the Content Section of the Comprehensive Exam to 58%. Improve the Collaboration Section on the Comprehensive Exam to 58%. |
| University College | Written Communication | Even though the number of student participants varied in size from 111 to 223 depending on the variable being assessed, the standard deviation spread of | We plan to continue to work with our students using practical application and repetition of written assignments. Having students |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---------------------------------|---|---|
| | | <p>values from the mean, for the overall freshman class for written communication reflected a 77.2 mean over a 20.5 standard deviation and a 65.7 mean over 23.1 standard deviation reported for the two student groups which were assessed. Weaknesses appeared mainly in sources/evidence, and syntax/mechanics for group one and in sources/evidence, syntax/mechanics and disciplinary/conventions for group two. What this mean is freshman students need improvements made in: 1) using highly credible sources when writing, 2) arrangement of words, creating well-formed sentences, spelling, punctuation, capitalization, paragraph formation, and 3) organization, presentation, style, formatting, and citation, reference written material.</p> | <p>to write more will give them more practice and increase the opportunity for improvement. We will also continue to encourage them to use the writing lab, the Watson Memorial Library resources, individual teacher tutoring, TRIO Student Support Services (if eligible), Student Success Center, and peer tutors.</p> |
| | <p>Reading</p> | <p>The numbers for the two reported assessments for reading included (11) for one and ranged between (297 and 303) for the second. The standard deviation from the mean was 70.8/25.8 and 67.6/28.6 respectively for the two groupings. Greater weaknesses appeared to be in recognizing the reader’s voice (form or format through which the narrator tells the story), interpretation, analysis, relationship to text, and genres</p> | <p>University College now has under its auspices a Fast-Track College and Career Readiness Program. The program is designed to help reduce the cost of attending college and the time it takes to graduate. Prior to enrollment students can test out of required General Education courses. Moreover, if enrolled a student can go through a 10-week (or less) program to meet the General Education requirements. Modules are</p> |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---------------------------------|--|--|
| | | (the type of art, literature, or music—poetry, drama, prose, fiction/nonfiction, etc.). | used here that assist students in better understanding the logistics and the students are self-paced. Additionally, we provide tutoring in reading more effectively via TRIO Student Support Services, and the ASDS faculty provide assistance to students via individual tutoring sessions upon demand |
| | Information Literacy | The information literacy participants assessed were small—reflecting a (7) and (4) respectively for the Fall 16/Spring 17 academic year. Seemingly, weaknesses were most prevalent in accessing information and critically evaluating information for the Fall/16 assessment and for Spring/17, assessing the extent of information needed, showed the greatest weakness. Students apparently are not recognizing when information is needed, and they are lacking in the ability to locate, evaluate and use it effectively. If nothing else, our students should be able to find and evaluate information in their respective disciplines. | University College plans to become more proactive in informing/encouraging students of the need for them to become more cognizant of issues, trends, current events, employment possibilities, globalization issues, educational pursuits, etc., via our orientation courses and personal advisement sessions—stressing the need for them to have an awareness of the world around them. The Personal and Social Development course currently acquaints students with various learning styles and study skills with an emphasis on critical thinking and the application of technology, while other aspects of the course encourages participation in various facets of University life. Guided journal writings are also used. We will also continue to strengthen the requirements for the Career and Life Planning course—that already teaches literacy in career acquisition and development |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|-----------------|---|---|--|
| | | | (including being aware of one's skills, interests, current application procedures, resume/letter writing, mock interviews, job search skills, etc.). |
| | Quantitative Literacy | Individual responses were attained from 21 to 22 students regarding quantitative literacy. Assessment data revealed the greatest weakness to be in "assumptions" followed by "interpretation and representation". Students appear to be weak in being able to read and understand numerical data that may be presented in graphs, tables, formulas, etc. Students need to be able to apply mathematical skills when solving real life problems, as well | In our freshman orientation classes, we plan to incorporate more real world applications through active learning and discovery; require students to use pictorial graphing to show a particular process; fine videos that address quantitative literacy and require that students watch them; and pair quantitative literacy with writing assignments, oral presentations and critical thinking activities. We will also continue to use collaborative instruction and group work, as well as the use of computer technology. In addition, students will be given exercises that require that they make and evaluate assumptions regarding data. |
| General Studies | General Studies Discipline Specific Knowledge, Skills, and Competencies | The Senior Comprehensive Exam assessment included 12 respondents. The mean scores ranged from 76.04 to 94.20 and the standard deviation ranged from 6.24 to 22.94, with the greatest weakness being in the critical thinking variable. Scores on the exam were (for the most part) good. However, the exam did not meet the needs of an adequate assessment for a multidisciplinary program. | University College has now changed from administering a test to its graduates to providing a Senior Project. The Senior Project allows the student to apply and extend academic and career-related knowledge and skills in new and complex situations, appropriate to his/her own personal, academic, and/or career interests and post-baccalaureate goals. Students |

Appendix 1. Assessment in Curricular Units

| Curricular Unit | Student Learning Outcome | What did the assessment show? | What will be done to improve learning outcomes? |
|------------------------|---------------------------------|--------------------------------------|--|
| | | | <p>may use community and school resources to complete a problem-solving project that relates to an interest or goal they may have. Since General Studies is a multidisciplinary, flexible program this change better fits the clientele being served. The project allows for not only critical thinking, but a large array of possibilities.</p> |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|--|--|--|---|
| <p>Student Success Center/Living Learning Center Peer Tutoring Program</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 percentage of students earning a grade "C" or better in the tutored course at the end of Fall 2015 by tutoring site were: Delta LLC, 95.5%; and Harrold LLC, 93.7%; Math Lab, 77%; Writing Center, 95%;</p> | <p>1. Improve the quality of the tutoring program through training and evaluation of tutors. 2. Increase collaboration with instructors in courses where most students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Implement an early alert program to address student problems early in the semester to increase the chances of success by providing proactive interventions.</p> |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|-------------------------------|--|--|--|
| | | <p>The percentage of students earning a grade "C" or better in the tutored course at the end of Fall 2016 by tutoring site were: Corbin Hall, 73.9%; Delta LLC, 100%; Harrold LLC, 92.0%; J.W. Library, 88.9%; Math Lab, 94.6%; and Writing Center, 87.5% The credit completion rate was 92.2%. Of the 254 student participants, 56% were female and 44% were male. The average cumulative GPA prior to tutoring was 2.99 and after tutoring, was 3.03 after tutoring.</p> | <p>1. Improve the quality of SSC Tutoring and other programs through training and evaluation of tutors: a. Administered annual student evaluation survey - April 2017 - 75 respondents to-date (May 12 deadline). b. Developing training curriculum that will require 10 hours of tutor training and will include an on-demand blackboard course with training modules to supplement face to face workshops to be launched Fall 2017</p> |
| | | | <p>2. Increase collaboration with instructors: a. Beginning dialogue with selected departments to establish supplemental instruction programs for selected advanced courses.</p> |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|-------------------------------|--|-------------------------------|---|
| | | | <p>3. Increase visibility to attract student participants earlier in the semester:</p> <ul style="list-style-type: none"> a. Expanded number of tutoring locations from 4-6; b. Updated webpage; c. Established twitter account; d. Use Constant Contact email marketing software to provide information by personal student email e. Setup display tables at student events. f. Utilized campus bulletin for announcements to faculty and students. |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|-------------------------------|--|-------------------------------|---|
| | | | <p>4. Implement an early alert program to address student problems early in the semester to increase the chances of success by providing proactive interventions: a. Early Alert Program launched in February 2017. b. Faculty participation totaled 18 and number of student alerts totaled 63. Of the student alerts, 87.3% were delinquent in one or more courses at midterm.</p> |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|-------------------------------|--|--|---|
| | | <p>The percentage of students earning a grade "C" or better in the tutored course at the end of Spring 2017 by tutoring site were: Corbin Hall, 75.0%; Delta LLC, 73.3 %; Harrold LLC, 86.8%; J.W. Library, 58.3 %; Math Lab, 75.4%; and Writing Center, 90.6%. The credit completion rate was 92.2%. Of the 202 student participants, 56% were female and 44% were male.</p> | <p>1. Improve the quality of the tutoring program through training and evaluation of tutors. 2. Increase collaboration with instructors in courses where most students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Continue to expand implementation of the early alert program to address student problems early in the semester to increase the chances of success by providing proactive interventions.</p> |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|--------------------------------------|---|---|---|
| | | <p>Eighty-four students that utilized Student Success Center services responded to an online evaluation survey. The SSC hours of operation were satisfactory and met the needs of 84.5% of respondents. Nearly, 94% agreed that the staff were considerable and helpful. About 89% were satisfied with the resources and help received. An overwhelming majority, 96%, would recommend the SSC to other students.</p> | |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|-------------------------------|---|---|--|
| Career Services | Students will understand the job search process and skills for obtaining a job. | <p>The Senior Exit Survey indicated that 39% of students met with Career Services first as freshman, while 26% did not meet with Career Services until they were seniors. Half of all students met with Career Services less than once a year. 52% of students did not do an internship. 46% of students did not have Career Services review a resume and half of students do not have a resume on file with Career Services. 30% of students participated in no extracurricular activities at UAPB. 50% of students indicated they intended to attend graduate school. 55% of students indicated they had a job and 64% of students with a job had a job in their field of study. A second summary compared students with a resume on file with Career Services to students that did not actively engage with Career Services and have no resume on file. About the same percent of students visited Career Services first as freshman (see table below). Students actively engaged with Career Services visited more frequently, were more likely to do an internship, more likely to have a coach review their resume, more likely to go to graduate school, and more likely to participate in extracurricular activities. Students actively engaged with Career Services were not more likely to have a job, but were more likely to have a job in their field if they had a job at all. 76% of students actively</p> | <ol style="list-style-type: none"> 1. To develop a collaboration between Career Services, faculty and academic departments. 2. To build a stronger partnership between Career Coaches, academic advisors, faculty, deans, and chairpersons. 3. To increase awareness of the benefits of utilizing Career Services through advertisements, social media and news releases. 4. To utilize Career Services' ambassadors to promote office events and employer information sessions. 5. To set up information tables in high traffic student areas during peak times. |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|--|--|----------|--------|-----------------------|----|----|----------------------------------|----|----|-----------------|----|----|-------------------|----|----|-----------------|----|----|----------------------|----|----|---------|----|----|--------------------|----|----|----------------------------------|------------|------------|--|
| | | <p>engaged with Career Services indicated a positive (very favorable or favorable) opinion regarding interactions with Career Services.</p> <table border="1" data-bbox="407 978 1224 1360"> <thead> <tr> <th></th> <th>Inactive</th> <th>Active</th> </tr> </thead> <tbody> <tr> <td>First_time = Freshman</td> <td>41</td> <td>37</td> </tr> <tr> <td>Coach_Freq = Other + Once a year</td> <td>87</td> <td>58</td> </tr> <tr> <td>Internships = 0</td> <td>63</td> <td>41</td> </tr> <tr> <td>Resume_Review=yes</td> <td>11</td> <td>88</td> </tr> <tr> <td>Grad School=yes</td> <td>43</td> <td>57</td> </tr> <tr> <td>Extracurricular = no</td> <td>41</td> <td>20</td> </tr> <tr> <td>Job=yes</td> <td>56</td> <td>54</td> </tr> <tr> <td>job in field = yes</td> <td>59</td> <td>68</td> </tr> <tr> <td>Sample Size (number of students)</td> <td>197</td> <td>203</td> </tr> </tbody> </table> | | Inactive | Active | First_time = Freshman | 41 | 37 | Coach_Freq = Other + Once a year | 87 | 58 | Internships = 0 | 63 | 41 | Resume_Review=yes | 11 | 88 | Grad School=yes | 43 | 57 | Extracurricular = no | 41 | 20 | Job=yes | 56 | 54 | job in field = yes | 59 | 68 | Sample Size (number of students) | 197 | 203 | |
| | Inactive | Active | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First_time = Freshman | 41 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coach_Freq = Other + Once a year | 87 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Internships = 0 | 63 | 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Resume_Review=yes | 11 | 88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grad School=yes | 43 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extracurricular = no | 41 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Job=yes | 56 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| job in field = yes | 59 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sample Size (number of students) | 197 | 203 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|--------------------------------------|---|--|---|
| | | <p>We used a statistical procedure called logistic regression to examine the importance of internships, extracurricular activities, and having a resume on file with Career Services to whether or not a student had a job upon graduation. We found that the number of internships was important, and that the more internships a student did, the more likely they were to have a job upon graduation. We found that doing at least one internship as opposed to doing no internships was not a significant predictor of job status. Having a resume on file with Career Services was not a predictor of job status. Oddly, we found that being involved in one or more extracurricular activities was negatively associated with having a job. That is, a higher percent of students without jobs than with jobs were involved in extracurricular activities. This is not to say that extracurricular activities lead to unemployment. This seems to be an artifact of this particular data set. However, in the future, data perhaps should be collected on the number of extracurricular activities in addition to whether students were involved in extracurricular activities at all.</p> | |

Appendix 2. Assessment in Co-Curricular Units

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| Veteran Affairs | Chapter Benefits from the government | 100 percent of individuals who were eligible for benefits received those benefits within three weeks. The office of Veterans Affairs will help navigate the admissions, registration and financial aid process. | Better cooperation of all entities involved. We will make sure the students understand the process from beginning to end. |
| Disability Services | To collaborate and empower students who have disabilities in order to coordinate support services and programs that enable access to an education and university life. | Students have little difficulty receiving accommodations once the proper paperwork is submitted to each instructor. | Continue to simplify the process for all students. Keep students up to date on all information. |

Appendix 2. Assessment in Co-Curricular Units

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|---|--|--|---|
| Viralene J. Coleman Computerized Writing Center | We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers. | Of the students we were able to contact, 98% received satisfactory remarks on their assignments/projects. One student improved her Praxis Writing score, but was not successful at passing the exam. | While 98% of the students we were able to contact scored satisfactory, there were a significant number of students who we were unable to reach. In order to increase our response rate, we will consider utilizing a release form in order to work with faculty to follow up on the assignments/projects since the students are sometimes difficult to reach during our follow-up attempts. |
| Learning Institute and Opportunities for New Students (LIONS summer enrichment Program) | 1. Increase freshmen enrollment in college-level course work. 1. Completion of developmental courses. | 97.4 % of 228 LIONS students enrolled in developmental courses passed their courses and were eligible for freshmen-level courses. | Increase enrollment in the LIONS summer Program to increase the number of fall freshmen enrolled in freshmen-level courses. |

Appendix 2. Assessment in Co-Curricular Units

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|--------------------------------------|---|---|---|
| | <p>2. Increase persistence of at-risk freshmen. 2. Understanding of the elements of "grit" to persist</p> | <p>Freshmen retention rate for LIONS was 74.4%; 38.5 % greater than the non-participating cohorts.</p> | <p>Collaborate more closely with academic advisors using the early alert process to improve academic achievements and persistence to graduation. Strengthen outreach to LIONS alumni to participate in planned programming.</p> |
| | <p>3. Support academic, personal, social development of new freshmen. 3. Active engagement with academic and co-curricular programs at UAPB</p> | <p>LIONS Program students are active in the SGA with 12 officers and 5 queens including Miss UAPB for 2017-2018.</p> | <p>Improve the tracking of LIONS student engagement in co-curricular programs. Involve the Office of Student Involvement and Leadership during the academic year.</p> |
| | <p>4. Increase number of students graduating in 10 or fewer semesters. 4. Earlier graduation than non-participants</p> | <p>Forty LIONS Program students graduated in 9.8 semesters. LIONS students graduate at a 43% greater rate in 5 and 6 years than non-participants.</p> | <p>Collaborate more closely with academic advisors using the early alert process to improve persistence to graduation.</p> |

Appendix 2. Assessment in Co-Curricular Units

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| <p>Title IX - Affirmative Action/Student Life</p> | <p>Student will gain an understanding of I. Title IX/Sexual Assault/Consent II. How to report these matters III. Resources Available</p> | <p>There was a significant decrease in the number of students who participated in the on-line training, but they appeared to have a greater understanding of the subject matter. This was visible in the pre and post assessment information for this year compared to last year. This might be due to the significant decrease in participation and nature of the issues, as well as student's experience prior to arriving on campus.</p> | <p>The student programming needs to be reassessed to ensure the needs of the students are being met upon their arrival and thereafter. There are existing Target areas, which may include , orientation student engagement/life, "Growing the Pride," etc.</p> |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|---|---|---|---|
| <p>International Programs: Education Abroad (Ghana, Guyana, France, Mexico,</p> | <p>Students will 1) develop competency in one or more of the three areas: a) knowledge and understanding of a thematic topic related to their major/program of study; b) improved fluency in a foreign language; and/or c) practical application of knowledge and skills related to their major/program of study; 2) learn how to be flexible and adaptable in a foreign culture; and 3) become partners with OIPS in promoting education abroad at UAPB.</p> | <p>The students had to adapt to city life, which required adjusting to different cultures and cuisines, periodic power outages, limited internet connectivity, in some cases no air conditioning, and conducting project interviews in non-traditional settings. Students were also able to increase their fluency in various languages. Most students exceeded expectations in terms of the impact of her education abroad experience.</p> | <p>No major changes in the assessment process are anticipated at this time.</p> |

Appendix 2. Assessment in Co-Curricular Units

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| Carolyn F. Blakely Honors Program | Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well educated and well-rounded people willing to make their respective communities and nation a better place to live, work, and learn. | Of the graduates we were able to contact, 92 % of senior exit respondents indicated plans to attend graduate/professional school or to enter the workforce. One graduate's plans were undecided. 70% of graduates indicated involvement in their community. | To improve the outcome, we will revise our exit survey strategy to capture more detailed information from all of our graduates. Additionally, we will continue to offer seminars, workshops, and other opportunities for students to reflect on their academic and career goals. |
| African-American Male Student Persistence Initiative: Leadership Development (UAPB Quality Initiative) | Students will gain "leadership abilities and positive self-concepts." | Fifty-nine percent of survey respondents had joined a campus organization. Ninety-six percent of survey respondents said they planned to return to campus in Fall 2017. | Plans include expanding the positive results of the Quality Initiative to the entire freshman population. Plans also include the continued Summit for Education, Leadership, Mentorship and Entrepreneurship. In addition, we are sponsoring to freshman males to attend study abroad summer 2017. |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|--------------------------------------|--|---|---|
| Watson Memorial Library | Students will gain an understanding of research resources available in through the Watson Memorial Library | <p>The majority of college students surveyed were freshman, with some previous library instruction, who spend 1-4 hours per week in a library (Q01-Q03). On average, 43% of college students answered content specific questions correctly (Q04, Q07, Q09, & Q10). On average, 89% of college students responded positively regarding the quality of instruction (Q05, Q06, & Q11). Only 5% of college students preferred online instruction only (Q08) and 91% of college students would recommend the session to others.</p> <p>High school students generally responded similarly to the college students. On average, 46% of high school students answered content specific questions correctly. High school students also responded positively regarding the quality of instruction (avg=94%) and 94% of high school students would recommend the session to others.</p> | <p>The library will conduct hands-on bibliographic instruction training with students to enhance their research skills. In addition to improving the student learning outcome the implementation of Libguides online platform to support and identified co-curricular research needs of the students, faculty and academic programs. Libguides integrate a diverse range of information sources and instructional support materials in an organized manner that works for students and makes it easier for them to navigate the broad range of resources.</p> |

Appendix 2. Assessment in Co-Curricular Units

| Co-Curricular Area or Program | What should students gain from your service? | What did the assessment show? | What will be done to improve the learning outcome? |
|-------------------------------|---|---|---|
| UAPB Athletics | Student-Athletes will gain leadership skills to become role models by competing in intercollegiate athletics. | <p>1. Overall, 1617AY survey recipients generally responded with Likert scores greater than or equal to scores from the 1516AY. This indicates that recipients agreed a bit more with statements indicating that athletes saw themselves as campus leaders and role models.</p> <p>2. For the second year in a row, overall, among females, and among males, survey respondents again agreed most with statement 2.</p> <p>3. Unlike the 1516AY, in the 1617AY responses did not vary most to statement 4. The level of disagreement depended upon the demographic, with males disagreeing among themselves most on statement 4, and females disagreeing most among themselves on statement 5.</p> <p>4. In the 1516AY the average level of agreement with all statements generally increased slightly with classification, and was strongest for 5th Year Seniors. Alternatively, in the 1617AY, the average level of agreement with all statements increased from Freshman to Sophomores to Juniors, but decline following the Junior year in Seniors and 5th Year Seniors.</p> | For the upcoming AY of 2017-18, funding has been allocated that will allow the athletics department to provide more leadership development seminars and workshops with professional speakers who can provide a greater variety of educational information and different metrics on how to become leaders. Additionally, the athletics department will also make a more concentrated effort amongst our upperclassmen (Juniors and Seniors) to increase attendance for leadership development seminars and workshops, and participation in the Student-Athlete Advisory Committee. The athletics department will continue to evaluate leadership development with our student-athletes by administering a Likert Scale survey. |

Appendix 2. Assessment in Co-Curricular Units

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| <p>Military Science</p> | <p>Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.</p> <p>Core Competencies are: Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge, Leads Others, Extend Influence beyond CoC, Lead by Example, Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results.</p> <p>Cadets will develop their critical thinking skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.</p> | <p>Of the freshman and sophomore cadets that participated in military science labs, 100% improved in their confidence in their critical thinking skills.</p> <p>Of the junior cadets (population of 20 cadets), 20% received "Exceeds Expectations", 75% received "Satisfactory", and 5% (1 cadet) received "Needs Improvement.</p> <p>From cadre comments taken from evaluation reports, 60% had comments discussing an improvement in communication and confidence.</p> <p>From cadre comments taken from evaluation reports, 80% had comments discussing no significant improvement in preparing self or developing others.</p> | <p>Military science labs in the 2016-17 school year will have a tactical focus squad level scenario to promote critical thinking, technical and tactical knowledge, and preparing self.</p> |

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| <p>Military Science</p> | <p>Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.</p> <p>Contracted cadets will participate in three physical training (PT) session per week, and conduct at least two Army Physical Fitness Tests (APFT) each semester. Non-contracted cadet must participate in one PT session per week.</p> <p>Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.</p> | <p>Of contracted cadets, 100% showed a 10% increase in APFT scores. The final average APFT score was increased by 36 points to 236 points. Three contracted cadet lost enough weigh to move from over-weight to within Army weight standards.</p> <p>Non-contracted cadets where not evaluated; however cadets that participated for two or more PT sessions a week on average reported an increase in overall health and fitness.</p> | <p>The PT program is exceeding the Army standard. There are no plans to make any changes.</p> |