



ASSESSMENT PLAN
2024

Table of Contents

Introduction.....	2
Purpose of Assessment.....	2
Assessment History at UAM	2
Accreditation	3
Vision	4
Mission	4
Core Values.....	4
Institutional Learning Outcomes.....	5
Strategic Goals	5
University Assessment Committee.....	9
Assessment Procedures.....	9
Overview.....	9
Unit Assessment Plans.....	10
Assessment Cycle.....	122
General Education Assessment.....	14
Program-Embedded and Cocurricular Assessment.....	15
Assessment Management System	16
Assessment Challenges Being Addressed.....	16
Evidence of Commitment to Assessment.....	17
Current Assessment Initiatives	17
Past Assessment Initiatives.....	18
Appendix A: Annual Report Templates.....	20
Appendix B: Annual Assessment Reports.....	21
Appendix C: AACU Value Rubrics.....	22
Appendix D: Annual Assessment Report Rubrics (Rating Forms for Annual Reports).....	27
Appendix E: Course-based Assessment by Academic Unit.....	28
Appendix F: Cocurricular Assessment Mapping	33
Appendix G: Simplified OSCQR for Assessment of Online Classes.....	34

Introduction

The University of Arkansas at Monticello seeks to maintain a transparent, collaborative, and ever-evolving assessment process predicated on the expertise of faculty, who set appropriate criteria and standards for our students to strive for. Faculty and staff systematically gather and analyze evidence of student performance and continually modify curricular and co-curricular programs to better serve students striving to attain their personal, academic, and career goals.

Purpose of Assessment

Assessment permeates every aspect of the institution to ensure continuous growth and data-driven decision making. It is integrally and intimately related to the university's Strategic Plan.

The value of assessment is manifested in many ways, such as the following:

- Improvement of curricular and cocurricular programs
- Validation of mission and vision
- Tracking of the evolution of a program
- Informed planning
- Informed policy discussions
- Informed re-allocation of resources
- Foundation for funding requests
- Foundation for reflection on approaches to improving teaching and learning
- Foundation for a culture of continuous improvement
- Illustration of compliance in meeting accreditation requirements
- Illustration of adherence to models of best practices
- Illustration of attainment of national benchmarks of success

The History of Assessment at UAM

The Council on Assessment of Student Academic Achievement (CASAA) was formed in 1995 to review the assessment reports of all academic units and to provide feedback on improving assessment reporting.

In response to the 2004 Higher Learning Commission (HLC) Team Visit Report, UAM began developing resources to further assist the academic units and faculty in the improvement of the assessment process. The university's goal was to create a more robust and valuable assessment program that would provide useful data for program improvement. An Assessment webpage was established to provide assessment resources to the academic units.

Assessment has continuously evolved as an important component of assuring academic integrity and quality.

In the summer of 2017, the Vice Chancellor for Academic Affairs, together with a task force, re-evaluated and consolidated the annual reporting process of academic units. Until this time, deans annually completed multiple reports, including documents on annual assessment, viability, retention, faculty development funds, outside employment, an updated unit strategic plan, and a review of the unit strategic plan from the previous year, as well as a summative annual report. Since the 2017-18 academic year, academic units have submitted a single annual report that includes all of these components—and some new components that we felt would be useful in assessing all curricular and cocurricular programs.

Assessment of UAM’s cocurricular programs commenced in 2012 with the adoption of the Council for the Advancement of Standards and the online Satisfaction Survey. In Fall 2018, when the CASAA Committee was reorganized to form the University Assessment Committee (UAC), the academic assessment and the cocurricular assessment systems became linked.

University-wide Institutional Learning Outcomes (ILOs) were adopted in January 2019. The same ILOs were adopted for the general education core in April 2019. The Institution also determined that academic advising and career services (cocurricular areas) would be assessed annually for progress toward meeting the University-wide ILOs.

UAM continues its work to refine the institutional assessment processes. For example, in the 2022-23 academic year, because the template for an academic-unit’s Annual Report did not serve the Library and Student Advising well, those two units worked with Academic Affairs to design distinct templates for their Annual Reports, as did the technical campuses. Academic Affairs continues to refine the structure and content of the Annual Report to capture and analyze data that will lead to positive change. The most recent revisions to the Annual Report templates were made in 2024.

Accreditation

The University of Arkansas at Monticello is accredited by The Higher Learning Commission, the National Association of Schools of Music, the National League for Nursing Commission for Nursing Education Accreditation, the Society of American Foresters, the Council on Social Work Education, and the Arkansas State Board of Nursing.

Technical programs have been approved by the Arkansas State Board of Nursing, the Commission on Accreditation of Allied Health Education, the Arkansas Department of Human Services, and the Arkansas Department of Health.

The University offers a wide range of credentials: certificates of proficiency, technical certificates, associate degrees, baccalaureate degrees, master’s degrees, and graduate certificates.

Documents pertaining to accreditation are available for review upon request to the relevant administrator: Vice Chancellor for Academic Affairs on the Monticello campus; Vice Chancellor, College of Technology at Crossett; or Vice Chancellor, College of Technology at McGehee.

Vision

The University of Arkansas at Monticello will be recognized as a model open access regional institution dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the region, state, and beyond.

Mission

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.

Core Values

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view, and by promoting not only tolerance and acceptance, but support and advocacy.

Institutional Learning Outcomes

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

UAM's Strategic Goals

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

KPI: *Year-to-year student enrollment*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *Year-to-year number of students participating in curricular and co-curricular activities*

KPI: *Year-to-year number of students accessing support services*

KPI: *Student satisfaction rate for support services*

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

KPI: *Academic standing data*

KPI: *15, 30, 45, 60, and 90-hour progression data*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *On-time graduation rate*

KPI: *Number of credentials conferred year-to-year*

KPI: *Employment rates of graduates in fields related to program of study*

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

KPI: *Academic standing data*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *Number of senior projects and capstone experiences*

KPI: *Number of student internships and practicums*

Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

KPI: Percentage of faculty receiving “Excellent” or “Exceeds Expectations” on annual faculty evaluations

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

KPI: Maintenance of a 5-year rotation of technology

KPI: Number of training opportunities released via the Workday Learning Center and/or Blackboard

KPI: Number of faculty using Center for Teaching and Learning

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

KPI: Number of promotions among UAM faculty and staff

KPI: Average years of employment for faculty

KPI: Average years of employment for staff

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM’s presence in the region, state, and beyond through

more customized, targeted social media and other marketing strategies.
Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

KPI: *Number of admission applications year-to-year*

KPI: *Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling of campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

KPI: *Maintenance or construction projects accomplished each year*

KPI: *Disposal and replacement of vehicles and large equipment each year according to set criteria: age, performance, anticipated maintenance cost*

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

KPI: *Number of concurrent enrollment partnerships year-to-year*

KPI: *Number of industry partners year-to-year*

KPI: *Number of students enrolled in noncredit workforce training*

KPI: *Number of academic programs offered with other institutions of higher education year-to-year*

KPI: *Number of articulation agreements year-to-year*

KPI: *Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.*

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including

student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

KPI: Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment

KPI: Number of social media posts and hits on the alumni page

KPI: Outreach to prospective donors

University Assessment Committee

Mission statement: The UAC addresses and advances effective assessment of student learning at the University of Arkansas at Monticello.

The University Assessment Committee (UAC) leads and assists in the oversight of assessment that provides continuous self-evaluation and improvement across all academic and administrative units. The UAC's primary function is to provide constructive feedback for program improvement and strategic planning.

The members of the UAC are appointed by the Chancellor at the beginning of each academic year. The Committee is chaired by the Associate Vice Chancellor for Program Development, Assessment, and Distance Learning (Ex-Officio), and includes four representatives recommended by the Vice Chancellor for Academic Affairs, one representative recommended by the Director of Athletics, one representative recommended by the Vice Chancellor for the College of Technology at Crossett, one representative recommended by the Vice Chancellor for the College of Technology at McGehee, two representatives recommended by the Vice Chancellor for Student Engagement, one representative recommended by the Vice Chancellor for Finance and Administration. Additional members of the committee are the Director of Instructional Technology (Ex-Officio), the Director of Institutional Research (Ex-Officio), and other members selected by the Chancellor.

Assessment Procedures

Overview

Assessment occurs at all levels of the university including undergraduate and graduate-level academic programs; student activities such as band, choir, and debate; advising; career services; and tutoring. Ultimately, UAM examines its overall effectiveness as an institution. Analyses of assessments provide critical data to measure progress toward meeting Institutional Learning Outcomes, as well as fulfillment of UAM's vision, mission, and strategic plan.

Students are assessed multiple times throughout their educational experience: in their

freshmen classes, at mid-career points, and in capstone courses.

Faculty evaluate student learning through examinations, rubrics, surveys, pre- and post-tests, standardized tests, writing assignments, and portfolios. In acknowledgement that not all disciplines are the same and that one method is not necessarily suitable for all units, the methods of assessment vary across the academic disciplines and departments. Faculty, program administrators, and university leadership collaborate to determine the assessment methodologies most efficient and consistent with program objectives and goals.

To promote and encourage continuous self-evaluation and improvement across all academic and administrative units, the UAC serves in an advisory capacity to all units to ensure perpetual development of goals, desired outcomes, and assessment that monitors progress and documents results.

The UAC fulfills its mission by:

1. Developing, implementing, and maintaining learning assessment processes at the institutional level.
2. Reviewing institutional and program-level learning assessment reports.
3. Advising faculty, departments, and colleges on assessment procedures and methods.
4. Recommending to and collaborating with the committee chair to provide workshops and seminars for faculty.
5. Developing university-wide Institutional Learning Outcomes and, when adopted, overseeing the assessment of those ILOs.
6. Developing a plan for assessment of Student Learning Outcomes for non-academic units.

Unit Assessment Plans

Academic and administrative units develop assessment plans linked to the university mission, vision, and goals found in the strategic plan. Assessment is a faculty-driven process with guidance and assistance from unit heads and the UAC. Annual Reports are due August 1st to Academic Affairs. The reports, in turn, are due to the UAC by October 1 each year.

The UAC develops tools to review each assessment plan and to report the results. The UAC provides feedback to the units and a final report to the Chancellor by May 1 each year.

The assessment and review processes evolve to strengthen effectiveness and better ensure validity and reliability.

Following are the assessment guidelines that the UAC provided to units for 2023-24:

AACU Rubrics Focus for Academic Year 2023-24

- Teamwork
- Global Learning

Remember that you don't have to use all the dimensions. In fact, for Global Learning, we have formally reduced the AACU Rubric to two dimensions: Global Self-Awareness and Cultural Diversity.

Assessment of Distance Learning

- We will collect assessment data this year for all 100-percent online classes that are part of the General Education Curriculum.
- In addition, we will collect assessment data this year for all classes that are part of 100-percent online programs.
- Data for all other online classes will be collected in 2024-25.
- Faculty are to self-assess their online courses in the context of Simplified OSCQR (See attachment). They are encouraged to seek assistance in that self-assessment from IT.
- Deans will review and approve the self-assessments and compile and analyze the data in the new summary table in the unit's Annual Report.

Reminders:

Specificity in description of assessment processes and analysis of data

- In your Annual Report, specify the contexts in which students are assessed, the specific courses and assignments.
- Note the trendline for scores at different student career levels: freshmen, mid-career, and capstone. (We hope to see an upward trend in scores.)
- What does analysis of the data suggest should change in a program and/or in our assessment processes?

Documenting Assessment

Upload scoring sheets and any other documents related to AACU rubrics to the "Assessment Data Folder." HLC will want to see our documentation of assessment. The Annual Report summarizes assessment. The "Assessment Data Folder" documents the assessment process.

Interpreting the AACU rubrics

It should be the faculty who interpret the rubrics, but perhaps with the following *broad* guidance:

- Expected performance range for freshmen: 0 to 2.
- Expected performance range for mid-career students: 2 to 3.
- Expected performance range for capstone students: 3 to 4.

Our goal is to see graduating seniors demonstrating the Institutional Learning Outcomes at the 3

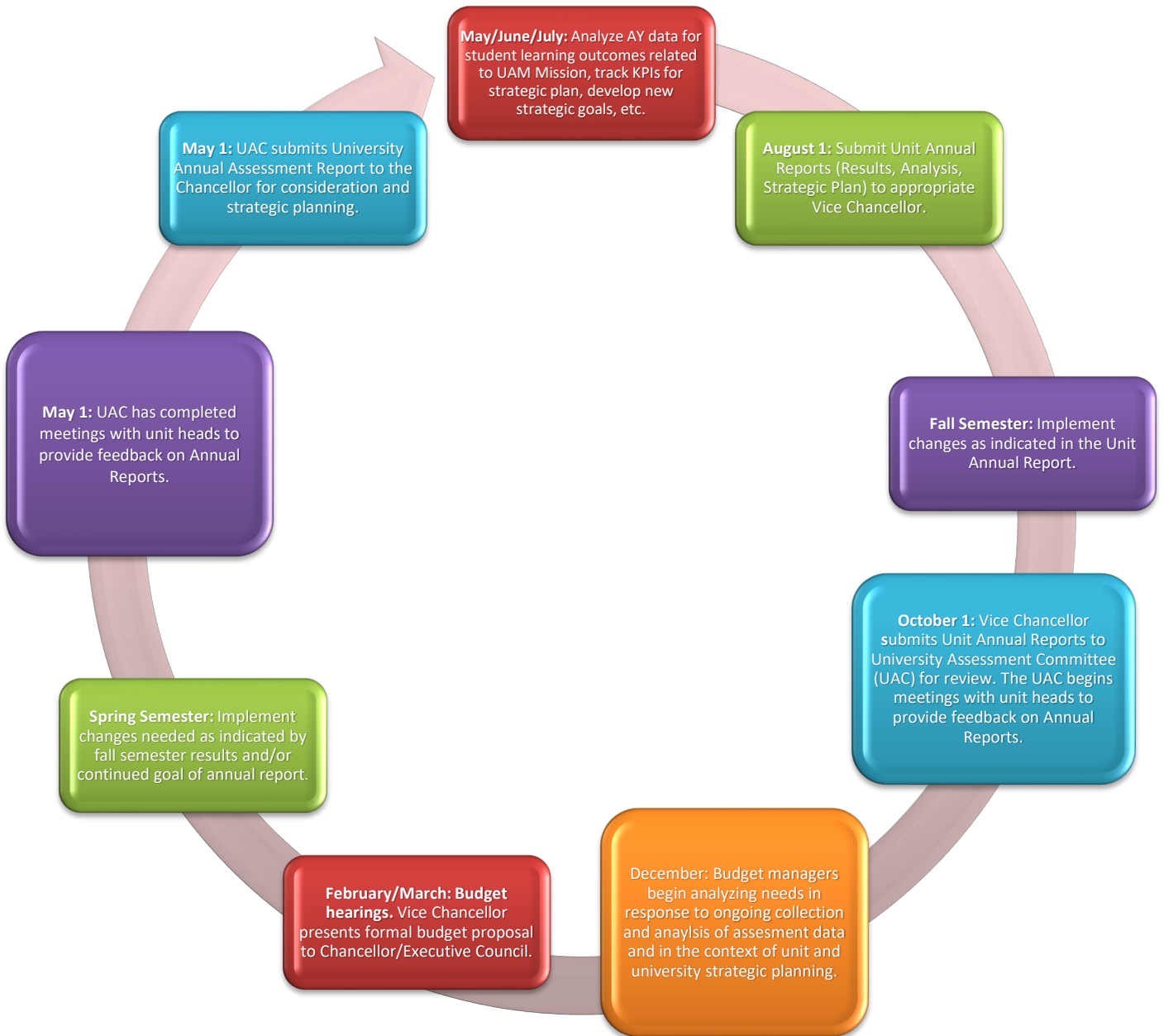
or 4 level. It will be rare for a freshman to perform at the level of 4.

Support

The University Assessment Committee (UAC) exists to support UAM's efforts to do assessment that will lead to improved programs and enhanced service to our students. Please feel free to seek help from the UAC as you collect and analyze data. Early Fall Semester, UAC will announce workshops intended to assist programs in their interpretation and use of the AACU rubrics for Teamwork and Global Learning.

Assessment Cycle

As the graphic on the next page demonstrates, the annual assessment cycle begins in May and June with the analysis of data gathered throughout the academic year. That analysis forms the foundation for modified and new unit strategic goals stated in every unit's Annual Report, which is due to Academic Affairs August 1st. Changes predicated on the analysis of assessment data go into effect with the start of Fall Semester. By October 1st, the Vice Chancellor for Academic Affairs submits all unit Annual Reports to the University Assessment Committee, and the UAC begins evaluating—and meeting about—the reports. These meetings continue through March. Throughout Fall Semester and Spring Semester, faculty and staff gather assessment data. Budget requests at Spring Semester budget hearings are tied to assessment. By May 1st the UAC submits the University Annual Assessment Report to the Chancellor.



1. A template is used for the Academic Annual Report and the Cocurricular Annual Report. See [Appendix A for Annual Report Templates](#) and [Appendix B for the Annual Reports](#) and [Appendix D for the Annual Report Rating Form used by the UAC](#). (In addition, academic programs also perform a 5-year review of new and significantly modified programs, as well as a 10-year program review for all programs, in accordance with guidelines set by the Arkansas Department of Higher Education.)
2. The University ILOs and General Education Core ILOs are assessed within the Annual Report of the school or college offering the courses.
3. The Academic Annual Reports also include university assessment data for co-curricular programs.
4. Taylor Library, Academic Advising, and the technical campuses at Crossett and McGehee submit distinct annual assessment reports to show progress toward meeting the University ILOs.
5. The methods used to measure the ILOs are not necessarily meant to replace all other direct and indirect measures currently utilized by the units. The University ILO data can be an addition to the other assessment data gathered by units and program directors.

General Education Assessment

Spring Semester 2019, the General Education Committee voted to accept the adoption of the University Institutional Learning Outcomes for the general education core curriculum. The UAM Assembly officially approved the ILOs on April 24, 2019.

To ensure that the ILO benchmarks are met, the general-education faculty score the value rubrics aligned with the ILOs in the following classes. Students completing UAM’s general-education core must complete Composition II, communications, history or government, and fine arts appreciation; therefore, each ILO is measured at least once per student.

General Education Core Course-based Assessment of SLOs:

<u>Prefix</u>	<u>Number</u>	<u>Name</u>	<u>SLO Scored</u>
ENGL	1023	Composition II	Critical Thinking, Written Communication
ENGL	1043	Honors Composition II	Critical Thinking, Written Communication
COMM	1023	Public Speaking	Oral Communication
COMM	2203	Interpersonal Communication	Oral Communication
COMM	2283	Business and Professional Speech	Oral Communication
NRM	2063	Natural Resources Communication	Oral Communication
HIST	2213	American History I	Teamwork
HIST	2223	American History II	Teamwork
ART	1053	Art Appreciation	Global Learning
FA	1023	Film Appreciation	Global Learning
MUS	1113	Music Appreciation	Global Learning

The ILO rubric results are reported in the Academic Annual Report specific to the course. The scored rubrics are available for review in the UAC SharePoint. See [Appendix C](#) for the AACU Value Rubrics.

All four ILOs (Communication, Critical Thinking, Global Learning, and Teamwork) were measured in the spring of 2022 and analyzed in each unit’s 2021-2022 Annual Report. In 2022-23, the university adopted a two-year rotation. The following is the current plan.

	Collection of Assessment Data	Create Improvement Plan in Annual Report (if necessary)	Implement Improvement Plan or Initiate Follow-up Assessment	UAC Monitors Results Submitted in SharePoint	Review Results and Make Assessment Plan Revisions (if necessary)	Follow-up Assessment
Critical Thinking	Fall and Spring 2025	End of AY2025	AY2026	Mid-year AY2026	End of AY2026	Spring 2027
Communication	Fall and Spring 2025	End of AY2025	AY2026	Mid-year AY2026	End of AY2026	Spring 2027
Global Learning	Fall and Spring 2026	End of AY2026	AY2027	Mid-year AY2027	End of AY2027	Spring 2028
Teamwork	Fall and Spring 2026	End of AY2026	AY2027	Mid-year AY2027	End of AY2027	Spring 2028

Program-Embedded Assessment

The University ILOs are also assessed in discipline-specific coursework. The AACU rubrics will be scored in each course identified in [Appendix E](#).

Cocurricular Assessment

UAM is cognizant of the three expectations of the Higher Learning Commission (HLC) regarding cocurricular assessment:

- 1) Staff members providing cocurricular activities are appropriately qualified, trained and supported in their professional development;
- 2) Cocurricular programs are suited to the institution's mission and contribute to the educational experience of its students;
- and 3) The institution assesses achievement of the learning outcomes that it claims for its cocurricular programs.

HLC allows an institution to determine for itself what activities are “cocurricular.” Cocurricular learning activities reinforce the university’s mission and values while complementing the formal

curriculum.

UAM has also identified several cocurricular activities that will be assessed using the AACU rubrics. The programs are listed in [Appendix F](#).

Assessment Management System

Outcomes assessment is an integrated Blackboard module licensed by UAM. Outcomes assessment extracts direct evidence of student learning from Blackboard Learn courses. By collecting student-submitted assignments from existing courses and facilitating a rubric-based secondary evaluation of them, UAM can demonstrate achievement of learning outcomes.

The AACU value rubrics have been made accessible to faculty in Blackboard Outcomes in the following phases.

PHASE I (AY2022): Rubrics attached to general education courses designated to measure University ILOs.

PHASE II (AY2023): Rubrics attached to discipline-specific courses designated to measure University ILOs.

PHASE III (AY2024): Blackboard Outcomes allows us to collect identified assignments for secondary evaluation.

The UAC recommends that all faculty scoring the rubrics do so through Blackboard Outcomes. However, faculty also have a Word version of the rubrics for their use. Rubrics scored outside of Blackboard Outcomes are uploaded into the UAC SharePoint.

Assessment Challenges Being Addressed

- This assessment plan is an evolving document. Revisions to address the needs of the University are expected and are being made as data are collected and analyzed.
- Most recently (January, February, and October 2023), UAM conducted AACU rubric-training workshops. The aim was to help faculty and staff interpret the rubrics and utilize them consistently across disciplines and regardless of course level. These workshops were conducted by faculty with expertise in Critical Thinking, Oral Communication, Written Communication, Global Learning, and Teamwork. Assessment is and must be a faculty-driven process. UAC's role is limited to providing broad guidance and support to all units in their assessment efforts. The UAC will continue to facilitate training in and discussion of the AACU rubrics as all of us at UAM strive for consistency in our assessment of courses and programs.
- Since the Academic Annual Report (another ever-evolving document) has been in use for some time, UAM is continuing to expand its assessment efforts in cocurricular areas.

- Taylor Library, Academic Advisement, and the technical campuses now have distinct and appropriate templates for their Annual Reports.
- To ensure the quality of distance learning, the university has adopted the New York SUNY OSCQR rubric as a tool for designing and assessing online classes.

Evidence of Commitment to Assessment

Current Assessment Initiatives

University Assessment Committee:

The UAC, formed in 2018, demonstrates UAM's commitment to university-wide assessment and fosters a supportive, inclusive, and transparent assessment environment.

Annual University Assessment Report:

This report documents, summarizes, and analyzes the work of the University Assessment Committee each year while at the same time tracking and analyzing data provided in Annual Reports of academic units and demographic data provided by the Institutional Data Office.

Use of the Online SUNY Course Quality Rubric (OSCQR) to help build new online courses.

Creation of a UAM Condensed OSCQR to assess all online courses (see [Appendix G](#)). In 2023-24, all online sections of General Education courses and all online courses that are part of one-hundred-percent online programs were assessed. In 2024-25, all other online courses are being assessed.

Conference Participation:

UAM continues to send members of the HLC Steering Committee to the HLC Annual Conference.

Members of the UAC attend both in-person and virtual assessment workshops.

Use of AACU Rubrics for cocurricular activities.

American Chemical Society Standardized Final Exams:

General Chemistry and Organic Chemistry faculty use the ACS standardized final exams. Student performance on these exams is used to determine areas that need more or reduced class coverage.

Pre/Post Tests:

Many classes, such as Music Theory and Introduction to Literary Studies, use pre/post

tests to determine whether learning outcomes are being met.

UAM Graduate Survey:

The UAM Graduate Survey is released to students two to three weeks prior to the December, May, and June commencement ceremonies. The survey results are disseminated to academic units and incorporated into and analyzed in the University Annual Assessment Report.

Website Survey:

The UAM website allows any visitor to rate their experience. This feedback allows Information Technology to make strategic plans to improve the website.

Student Satisfaction Survey:

Since 2012, UAM has had a Satisfaction Survey under “Life at UAM” on the Student Engagement website. The survey allows students and other stakeholders to submit feedback on the following areas to the Office of Student Affairs:

Academic Advising	ID Card System	Student Health
Admissions	Information Technology	Student Programs/Activities
Bookstore	Intramurals/Recreation	Testing Center
Career Services	Judicial Affairs	Tutoring Center
Cashier’s Office	Student Affairs	University Reservations
Counseling Center	Public Safety	Wellness Center
Food Service	Registrar’s Office	
Financial Aid	Residence Life	

The Office of Student Affairs shares the results with the appropriate office.

Past Assessment Initiatives

Council on Assessment of Student Academic Achievement:

UAM used CASAA as a mechanism to drive academic program assessment from 1995 until 2018.

Collegiate Assessment of Academic Proficiency (CAAP):

CAAP was used for several years to assess the General Education program. The results were not reliable because of low student engagement. The academic units have since been assessing the General Education curriculum by other means.

Survey of Student Perceptions of General Education:

In April 2004, 116 students were surveyed the administration of the CAAP examination. The survey included questions about the General Education courses, as well as the mission statement and other ancillary variables that peripherally affect academic coursework. The data was used to compile recommendations for teaching strategies in

General Education courses.

CAS Learning and Development Outcomes:

The Council for the Advancement of Standards in Higher Education (CAS) promotes standards to enhance opportunities for student learning and development from higher education programs and services. From 2012-2015, the Vice Chancellor for Student Affairs asked all offices under Student Affairs to use the CAS Learning and Development Outcomes across their different programs. The VC moved away from this initiative because the efforts failed to produce valuable data.

Appendix A – Annual Report Templates

Academic Unit Template: <https://www.uamont.edu/academics/pdfs/university-assessment/2024AcademicUnitTemplatefor23-24AnnualReport.pdf>

<https://www.uamont.edu/academics/assessment.html>

Technical Campuses Annual Report Template: [2024 Annual Report Template - Technical.docx](#)

Library Annual Report Template: [2024 Library Annual Report Template 2023-24.docx](#)

Academic Advising Annual Report Template: [2024 Academic Advising Annual Report Template 2023-24.docx](#)

Appendix B—Annual Assessment Reports

The following link provides access to several years of reports for each unit:

<https://www.uamont.edu/academics/pdfs/Assessment-Reports.pdf>

Appendix C—AACU Value Rubrics

AACU Value Rubrics (original version): <https://www.aacu.org/initiatives/value-initiative/value-rubrics>

AACU Value Rubrics revised to best serve the needs of UAM:

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact vawlee@aacu.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 2	Milestones 2	Benchmark 1	Not Met 0
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Not meeting dimensional requirements for Benchmark 1.
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.	Not meeting dimensional requirements for Benchmark 1.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be: considered critically is stated without clarification or description.	Not meeting dimensional requirement for Benchmark 1.
Evidence <i>Selecting and using information to investigate a point of view or conclusion.</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Not meeting dimensional requirement for Benchmark 1.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Not meeting dimensional requirement for Benchmark 1.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	Not meeting dimensional requirement for Benchmark 1.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.	Not meeting dimensional requirement for Benchmark 1.



ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Not meeting dimensional requirement for Benchmark 1.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Not meeting dimensional requirement for Benchmark 1.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Not meeting dimensional requirement for Benchmark 1.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Not meeting dimensional requirement for Benchmark 1.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Not meeting dimensional requirement for Benchmark 1.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group .	Shares ideas but does not advance the work of the group.	Not meeting dimensional requirement for Benchmark 1.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	Not meeting dimensional requirement for Benchmark 1.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Not meeting dimensional requirement for Benchmark 1.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members, 	Not meeting dimensional requirement for Benchmark 1.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	Not meeting dimensional requirement for Benchmark 1.

WRITTEN COMMUNICATION VALUE RUBRIC

for more, information, please, contact valus@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Not meeting dimensional requirement for Benchmark 1.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Not meeting dimensional requirement for Benchmark 1.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s)_ for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	Not meeting dimensional requirement for Benchmark 1.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Not meeting dimensional requirement for Benchmark 1.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Not meeting dimensional requirement for Benchmark 1.

Appendix D: Annual Assessment Report Rubrics (Rating Forms for Annual Reports)

Academic Units Annual Report Rating Form: <https://www.uamont.edu/academics/pdfs/university-assessment/ReportRatingFormforAcademicUnit23-24.pdf>

Taylor Library Annual Report Rating Form: [Taylor Library Report Rating Form.docx](#)

Academic Advising Annual Report Rating Form: [Academic Advising Rating Form.docx](#)

Technical Campus Annual Report Rating Form: [Report Rating Form for Tech Campuses 23-24.docx](#)

Appendix E – Course-based Assessment by Academic Unit

Every Academic Unit has agreed to measure the University ILOs using the AACU Value Rubrics. Some revisions have been made to the designated courses since 2019 when the AACU Rubrics were adopted. Following are the courses selected for use for assessment in 2022-23 (focus: Communication and Critical Thinking) and 2023-24 (focus: Teamwork and Global Learning).

School of Arts and Humanities

Program	Prefix	Number	Course Name	ILO Scored
Art	ART	3403	Art History I	Global Learning, Critical Thinking
Art	ART	4693	Senior Thesis	Communication, Teamwork
Comm	COMM	4653	Theories of Human Communication	Critical Thinking, Global Learning
Comm	COMM	4053	Modern Rhetoric	Communication, Teamwork
English	ENGL	4763	Advanced Composition	Communication, Critical Thinking, Teamwork, Global Learning
Liberal Arts (Each student chooses an emphasis area; capstone course is assessed)	ART	4693	Senior Thesis	Communication, Critical Thinking, Teamwork, Global Learning
	COMM	4633	Senior Capstone in Speech	
	ENGL	4763	Advanced Composition	
	ENGL	4913	Senior Project in Creative Writing	
	MODL	443V	Seminar in Foreign Language Studies	
	PHIL	4633	Special Topics in Philosophy	
Modern Languages	FREN/S PAN	2213	Intermediate II	Global Learning, Communication, Critical Thinking, Teamwork
Music	MUS	4751/4691	Wind Symphonic/Concert Choir	Teamwork
Music	MUS	3573	Music History II	Communication, Global Learning, Critical Thinking
Master of Arts	ENGL	598V	MA Thesis	Communication, Critical Thinking, Teamwork, Global Learning
Master of Fine Arts (Creative Writing)	ENGL	519V	MFA Thesis	Global Learning, Communication, Critical Thinking, Teamwork
Master of Fine Arts (Debate)	COMM	598V	Thesis	Communication, Critical Thinking, Teamwork, Global Learning
Master of Music	MUS	5906	Capstone Residency	Global Learning, Critical Thinking, Communication, Teamwork

School of Business

Program	Prefix	Number	Course Name	ILO Scored
Business Core	ECON	2213	Principles of Microeconomics	Communication (oral)
Business Core	GB	2043	Business Communications	Communication (written and oral)
Accounting	ACCT	4343	Forensic Accounting	Communication (written)
Business Core Marketing	MGMT	4653	Strategic Management (capstone course)	Critical Thinking
Finance	FIN FIN	4603 4613	Financial Policy and Planning Investments	Critical Thinking
Marketing	MKT	3463	Consumer Behavior	Communication (written)
Accounting	ACCT	3403	Intermediate Accounting I	Critical Thinking

School of Computer Information Systems

Program	Prefix	Number	Course Name	ILO Scored
CIS	CIS	2203	Programming Logic and Design	Communication
CIS	CIS	3423	COBOL	Critical Thinking
CIS	CIS	4253	Cybersecurity	Global Learning
CIS	CIS	3123	Linux Operating System	Teamwork

School of Education

Program	Prefix	Number	Course Name	ILO Scored
EDUC	EDUC	2233	Instructional Technology	Teamwork
EDUC	EDUC	3203	Educational Psychology	Communication
EDUC	EDUC	2253	Needs of Diverse Learners	Global Learning
EDUC	EDUC	3583	Assessment Techniques	Critical Thinking
PE	PE	2403	Lead Up Games	Teamwork
PE	PE	3303	Community Health	Global Learning
PE	PE	3503	Adapted Physical Education	Communication
PE	PE	4603	Physical Education Test and Measurements	Critical Thinking

College of Forestry, Agriculture and Natural Resources

Program	Prefix	Number	Course Name	SLO Scored
Agriculture	AGEC	2273	Agricultural Economics	Critical Thinking, Global
Agriculture	AGRI	4771	Seminar	Communication
Agriculture	ANSC	1003	Principles of Animal Science	Critical Thinking, Teamwork
Natural Resources Mgmt.	NRM	2023	Human Dimensions in Natural Resources	Communication
Natural Resources Mgmt.	NRM	4043	Natural Resources Policy	Global Learning

Natural Resources Mgmt.	NRM	4063	Natural Resources Practicum	Teamwork, Critical Thinking
Land Surveying	SURV	3264	Route & Construction Surveying	Critical Thinking
Land Surveying	SURV	4183	Law and Professionalism in Geomatics	Global Learning
Land Surveying	SURV	4884	Surveying Practicum	Teamwork, Communication

School of Mathematical and Natural Sciences

Program	Prefix	Number	Course Title	SLO Scored
Biology	BIOL	198V	Special Topics: Critical Thinking	Critical Thinking
Biology	BIOL	198V	Special Topics: Critical Thinking	Oral Communication
Mathematics	MATH	1003	Quantitative Literacy	Critical Thinking
Chemistry	CHEM	1121	General Chemistry I Laboratory	Teamwork
Natural Science	ESCI	1073	Earth and Atmosphere	Global Learning
Biology	BIOL	2171	General Botany Lab	Critical Thinking
Mathematics	MATH	2405	Calculus II	Critical Thinking
Biology	BIOL	3223	Biological Statistics	Critical Thinking
Biology	BIOL	3484	General Ecology	Teamwork
Chemistry	CHEM	3414	Organic Chemistry II	Critical Thinking
Chemistry	CHEM	3414	Organic Chemistry II Lab	Written Communication
Mathematics	MAED	3553	Number Systems	Oral Communication
Biology	BIOL	3023	Climate Change	Global Learning
Biology	BIOL	3013	Plants in Our World	Oral Communication
Biology	BIOL	3013	Plants in Our World	Written Communication
Chemistry	CHEM	4731	Biochemistry Lab	Written Communication
Chemistry	CHEM	4731	Biochemistry Lab	Teamwork

School of Social and Behavioral Science

Program	Prefix	Number	Course Name	SLO Scored
Criminal Justice	CJ	4903	Criminal Justice Capstone	Communication
Criminal Justice	CJ	2153	Research Methods	Critical Thinking
Criminal Justice	CJ	3313	Statistics for the Social Sciences	Critical Thinking
Criminal Justice	CJ	3233	Criminal Law	Global Learning
Psychology	PSY	3013	Research Methods II	Communications
Psychology	PSY	2013	Research Methods I	Teamwork
Psychology	PSY	2203	Statistical Methods	Critical Thinking
Social Work	SWK	3123	Cultural Diversity	Global Learning
Social Work	SWK	3213	Generalist Practice II	Teamwork
Social Work	SWK	3243	Methods of Social Work Research I	Critical Thinking
Social Work	SWK	4413	Generalist Practice III	Global Learning
Political Science	PSCI	2283	Research Methods in the Social Sciences	Critical Thinking
Political Science	PSCI	3313	Statistics for the Social Sciences	Critical Thinking
Political Science	PSCI	2233	Comparative Politics	Global Learning
History	HIST	2213	American History I	Teamwork
History	HIST	2223	American History II	Teamwork
History	HIST	1013	World History to 1500	Global Learning
History	HIST	1023	World History Since 1500	Global Learning
History	HIST	3513	Historiography and Historical Methods	Critical Thinking
History	HIST	4543	American West (every two years)	Communication

School of Nursing

Program	Prefix	Number	Course Name	SLO Scored
---------	--------	--------	-------------	------------

Nursing (AASN)	NURS	1015	Principles of Nursing Care I	Critical Thinking
Nursing (AASN)	NURS	124V	Principles of Nursing Care II	Critical Thinking
Nursing (AASN)	NURS	225V	Principles of Nursing Care III	Critical Thinking
Nursing (BSN)	NURS	3103	Nursing Skills	Teamwork
Nursing (BSN)	NURS	311V	Concepts in Nursing Care I	Critical Thinking
Nursing (BSN)	NURS	332V	Concepts in Nursing Care II	Critical Thinking
Nursing (BSN)	NURS	4153	Community Health Nursing	Teamwork
Nursing (BSN)	NURS	444V	Concepts in Nursing Care III	Critical Thinking
Nursing (BSN)	NURS	4473	Nursing Research	Teamwork and Communication
Nursing (BSN)	NURS	4504	Leadership and Management in Professional Nursing	Communication and Global Learning
Nursing (BSN)	NURS	452V	Concepts in Nursing Care IV	Critical Thinking

College of Technology - Crossett

Program	Prefix	Number	Name	SLO Scored
Tech Core	BUS	2003	Tech Business English	Communication
Tech Core	COM	1203	Tech Communication	Communication
Tech Core	CFA	1103	Tech Computer Fundamentals	Global Learning
Tech Core	MAT	1203	Technical Mathematics	Critical Thinking
Tech Core	MAT	2213	Advanced Industrial Mathematics	Critical Thinking
Tech Core	BUS	2143	Tech Business Math	Critical Thinking
Electromechanical Technology TC	COM	1102	Employability Skills/Ethics	Teamwork

College of Technology - McGehee

Program	Prefix	Number	Name	SLO Scored
Tech Core	BUS	2003	Tech Business English	Communication
Tech Core	COM	1203	Tech Communication	Communication
Tech Core	CFA	1103	Tech Computer Fundamentals	Global Learning
Tech Core	MAT	1203	Technical Mathematics	Critical Thinking
Tech Core	MAT	2213	Advanced Industrial Mathematics	Critical Thinking
Tech Core	BUS	2143	Tech Business Math	Critical Thinking
HOSP TC/BUS TC	COM	1102	Employability Skills/Ethics	Teamwork

Appendix F: Cocurricular Assessment Mapping

UAM has adopted HLC's definition of cocurricular and designated the following activities as cocurricular.

Monticello Campus

School/College/Department	Program/Student Group/Activity	SLO Scored	Direct Assessment Measure
College of Forestry, Agriculture and Natural Resources	Quiz Bowl	Communication, Critical Thinking, Global Learning, Teamwork	AACU Value Rubric
School of Arts and Humanities	Debate	Communication, Teamwork	AACU Value Rubric
School of Arts and Humanities	Concert Choir	Teamwork	AACU Value Rubric
School of Arts and Humanities	Marching Band	Teamwork	AACU Value Rubric
Taylor Library	Library Tours	Critical Thinking	ACRL Rubrics AACU Rubric
Office of Academic Advising	Registration	Communication, Critical Thinking	AACU Value Rubric
Office of Career Services	Programming, if applicable	Communication, Critical Thinking	AACU Value Rubric

Crossett Campus

School/College/Department	Program/Student Group/Activity	SLO Scored	Direct Assessment Measure
Career Pathways	Employability Skills	Communication, Critical Thinking	AACU Value Rubric

Appendix G: UAM Simplified OSCQR for Assessment of Online Classes

Simplified OSCQR

A condensed checklist for UAM, Academic Year 2023-24



1. Welcome, overview and information (Simplified from OSCQR standards 1-10):

- 1.1. The course has information that makes it clear how and when students attend class or submit assignments. **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**
 - *Students should know if there are mandatory sessions held online (if synchronous), or how many times a week assignments are due (if asynchronous).*
- 1.2. Contact information is in the course shell for the instructor (including how and when the instructor will communicate), academic support services, IT support services. **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**
 - *Set realistic expectations. For example: "I answer emails from 9-5, and I try to answer all emails within 48 hours. I do not answer emails on Sundays, but do my best to get through all messages received on the weekend on Monday."*

2. Course Organization (Simplified from OSCQR standards 16-28)

- 2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated. **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**
- 2.2. The Blackboard navigational menu includes important links, and unused tools and links are removed. (ie. If a faculty member isn't using the Blackboard Groups feature, it has been removed from the navigation menu). **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**

3. Accessibility (OSCQR standard 21)

- 3.1. At a minimum, videos should have automatically generated captions. **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**
 - *(YouTube and Microsoft Stream use AI and speech-to-text software to generate captions)*
- 3.2. If course readings are in the red on Ally, faculty have reached out to the library to see if more accessible copies can be located. **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**

4. Course activities (Simplified from OSCQR standards 29-30)

- 4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects. **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**
- 4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such as critical reflection or analysis. **__ Sufficiently present __ Minor Revision __ Moderate Revision __ Major Revision**

5. Interaction (Interaction is the heart of any online course. OSCQR standards 38-43 are unmodified)

- 5.1. Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignment). **Sufficiently present** **Minor Revision** **Moderate Revision** **Major Revision**
- 5.2. Expectations for interaction are clearly stated (how will students contributions be scored, how frequently do they need to contribute?). **Sufficiently present** **Minor Revision** **Moderate Revision** **Major Revision**
- 5.3. Learners have the opportunity to get to know the instructor. **Sufficiently present** **Minor Revision** **Moderate Revision** **Major Revision**
- 5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration. **Sufficiently present** **Minor Revision** **Moderate Revision** **Major Revision**
- 5.5. Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. **Sufficiently present** **Minor Revision** **Moderate Revision** **Major Revision**

6. Technology Requirements (Simplified from OSCQR standards 11-15)

- 6.1. Students are told up front about technology requirements for the class. **Sufficiently present** **Minor Revision** **Moderate Revision** **Major Revision**
- 6.2. If there are technology requirements for exams (such as Respondus Monitor) a practice test is included. **Sufficiently present** **Minor Revision** **Moderate Revision** **Major Revision**