UNIVERSITY ASSESSMENT REPORT

APRIL 22, 2024

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University Assessment Committee
2023-2024
Appointed by the Chancellor

Academic Affairs	Mr. Mark Spencer (Chair)
Forestry, Agriculture, and Natural Resources	Dr. Rob Ficklin
Arts and Humanities	Dr. Steven Harper
Mathematics and Natural Sciences	Dr. Carole Martin
Social and Behavioral Sciences	Dr. Sharon Silzell
College of Technology-Crossett	Ms. Dawn Reed
College of Technology-McGehee	Ms. Paisley Owyoung
Athletics	Ms. Garianna Pace
Finance & Administration	Mr. Thomas Lafever
Student Engagement	Ms. Terri Richardson
Student Engagement	Ms. Sydney Gavin-Herron
Information Technology	Mr. Bryan Fendley

Tasks the UAC Is Charged With

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 Student Learning Outcomes and, when adopted, overseeing the assessment of those SLOs (also referred to as Institutional Learning Outcomes or ILOs).
6. Developing a plan for assessment of Student Learning Outcomes for non-academic units.

Summary of the Work of the UAC

The UAC met ten times from October 5, 2023, to March 28, 2024, with extensive additional communication via email. Minutes of the meetings are available on the UAM website as well as in the University Assessment Committee Organization.

Task 1: *Developing, implementing, and maintaining learning assessment processes at the institutional level.*

> The 2023-2024 academic year was the third year that units gathered AACU rubric data (see Appendix A). In accordance with the University Assessment Plan of 2023, this year's focus was on two of the four Institutional Learning Outcomes: Teamwork and Global Learning. The UAC asked unit leaders to begin gathering data using the AACU rubrics and scoring sheets (see Appendix B) in the contexts of designated classes, programs, activities, and events Fall 2023 and to continue to do so throughout Spring 2024. The data will be included in units' 2023-24 Annual Reports (due August 1, 2024).

> For the first time, several units used Blackboard as an assessment management system that facilitates the assessment process in the contexts of scoring the AACU rubrics, the storing and analysis of data, and the running of reports by program directors and unit heads.

> Assessment of online classes was conducted in earnest for the first time using "Simple OSCQR," a distinctly UAM adaptation of SUNY OSCQR. A table for summarizing and analyzing online assessment data was added to the Annual Report template (see Appendix E).

Task 2: *Reviewing institutional and program-level learning assessment reports.*

> The UAC reviewed all annual assessment reports submitted for AY2023. These reports came from all the academic units, the technical campuses, the Taylor Library, and Academic Advising. The UAC findings are summarized in the next section of this report.

Task 3: *Advising faculty, departments, and colleges on assessment procedures and methods.*

> In Fall 2023, unit leaders were provided with updated guidance regarding university-wide and program assessment (see Appendix C). This guidance emphasized this year's focus on gathering and analyzing data related to the Institutional Learning Outcomes Teamwork and Global Learning. It also emphasized the importance of assessing online classes. In addition, unit heads were reminded about expectations regarding the use of the AACU rubrics.

Task 4: *Recommending to and collaborating with the committee chair to provide workshops and seminars for faculty.*

Within units, deans and members of the UAC have leadership roles in the training of faculty and the dissemination of information about the assessment process. The UAC emphasizes that the assessment process should be faculty-driven and therefore largely determined by the faculty in individual units within the framework of broad guidance provided by the UAC.

The 2022-23 Annual Reports reinforced the need for faculty and staff training in the use of the AACU rubrics, the analysis of rubric data, and an understanding of the fundamental aims and purposes of program and university assessment.

On October 10, 2023, a rubrics-training workshop was held to assist faculty and staff in the interpretation and use of the AACU rubric for Teamwork. There were 17 attendees. Three attendees responded to a survey asking for feedback regarding the value of the workshop. One said the workshop was "very helpful." One said the workshop was "somewhat helpful." One said the workshop was "not helpful." Suggestions on the survey for improving rubric training included "more time for discussion" and "better presenters." On October 17, 2023, a training workshop focused on the Global Learning rubric. There were twenty-two attendees. Seven attendees responded to a survey asking for feedback regarding the value of the workshop. Five said the workshop was "very helpful." Two said it was "somewhat helpful." The chief suggestions from the survey were to "allow more time for discussion" and to provide "more examples."

Faculty with expertise in the areas of Teamwork and Global Learning conducted the workshops, which were in-person but also made available via Zoom and were recorded for individuals to view at their convenience. In Spring 2024 Semester, the workshop presenters from Fall Semester volunteered to visit individual units to assist with additional and more in-depth rubric training.

Task 5: *Developing university-wide Student Learning Outcomes and, when adopted, overseeing the assessment of those SLOs (also referred to as Institutional Learning Outcomes or ILOs).*

Since 2018, the Institutional Learning Outcomes (Communication, Critical Thinking, Global Learning, and Teamwork) have been firmly established. Approaches to gathering data regarding the dimensions within each ILO have evolved since that time with unit and university-wide training in the interpretation and use of the AACU rubrics.

Task 6: *Developing a plan for assessment of Student Learning Outcomes for non-academic units.*

There were concerted efforts this year to gather assessment data for cocurricular activities including the Forestry competitions, Band, Choir, Advising, Career Counseling, the Taylor Library, and Debate.

Findings of the UAC

1) General Report Requirements

The unit annual assessment reports were all adequate in meeting the expected benchmarks. Some units' reports exceeded expectations in certain sections of the report: the School of Education, the School of Social and Behavioral Sciences, and the School of Business. The UAC made recommendations to all units as to how they might improve the gathering, analysis, and reporting of data. In meetings with unit heads, the UAC emphasized that program changes should be predicated on assessment data.

2) Enrollment

Three Year Enrollment and Graduation Numbers (Source: Annual Reports)

School of Arts & Humanities								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
BA Art	15	0	18	2	12	3	15	1.6
BA Communication	13	3	15	5	8	5	12	4.3
BA English	17	10	13	4	15	4	15	6
BA Liberal Arts	1	0	1	0	1	0	1	0
BA Modern Languages	3	0	3	1	2	0	2.7	.3
BA/BME Music	55	7	46	11	39	5	46.7	7.6
MA English	N/A	N/A	4	0	5	0	N/A	N/A
MFA Creative Writing	20	4	12	3	14	5	15.3	4
MM Jazz Studies	7	17	6	14	14	7	9	12.6
MFA Debate	N/A	N/A	3	0	6	0	N/A	N/A
GC Creative Writing	N/A	N/A	N/A	N/A	0	0	N/A	N/A
GC Comp & Rhetoric	N/A	N/A	N/A	N/A	0	0	N/A	N/A
GC English Lit	N/A	N/A	N/A	N/A	0	0	N/A	N/A
GC Children & Adolescent Lit	N/A	N/A	N/A	N/A	0	0	N/A	N/A

School of Business								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
AS Business	7	20	15	31	10	18	10.7	23
Bachelor of Accounting	60	17	59	14	46	12	55	14.3
Bachelor of Business Administration	155	38	141	39	133	33	143	36.7

School of CIS								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
CP CIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TC CIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AS CIS	4	13	11	12	5	8	6.6	11
BS CIS	67	13	57	17	46	14	56.6	14.6
Adv Cert CIS	0	0	0	0	0	0	0	0

School of Education								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
CP Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TC Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AS Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BA Middle Childhood Ed	4	1	4	0	6	0	5	0.3
BA K-6 Education	62	8	49	3	57	1	56	4
BS HPE	67	27	59	18	62	15	63	20
BS Teaching & Learning	14	2	12	2	3	0	9.6	1.3
BS Exercise Science	78	7	85	10	95	17	86	11.3
BSE Ed Studies	106	46	121	45	84	29	104	40
MAT	233	108	292	92	297	150	274	116.6
MEd Ed Leadership	7	1	16	6	8	10	10.3	5.6

MEd Education	13	6	13	8	10	1	12	5
MPEC	21	9	40	14	30	18	30.3	13.6

School of Math and Natural Sciences								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
AS Engineering Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AS Data Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BS Biology	73	18	68	11	65	12	68.6	13.6
BS Mathematics	10	3	10	3	12	2	10.6	2.6
BS Natural Sci	29	8	16	5	17	2	20.3	5
BS Chemistry	38	15	27	7	29	6	31.3	9.3
Pre-Engineering	13	N/A	11	N/A	6	N/A	10	N/A
Pre-Medicine	38	N/A	31	N/A	30	N/A	33	N/A
Pre-Pharmacy	19	N/A	10	N/A	4	N/A	11	N/A
Allied Health	27	N/A	19	N/A	17	N/A	21	N/A

School of Nursing								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
AASN	10	5	13	7	20	11	15	8
BSN	166	20	122	19	111	18	133	19
MSN	N/A	N/A	N/A	N/A	9	N/A	N/A	N/A
GC Public Health	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School of Social & Behavioral Sciences								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
CP Crime Scene Investigation	N/A		N/A		N/A		N/A	N/A
TC Crime Scene Investigation	N/A		N/A		N/A		N/A	N/A
CP Law Enforcement Administration	N/A		N/A	1	N/A	1	N/A	N/A
TC Law Enforcement Administration	N/A		N/A		N/A		N/A	N/A
AAS Crime Scene Investigation	N/A		N/A		N/A		N/A	N/A
AAS Law Enforcement Investigation	N/A		N/A		N/A		N/A	N/A
AS Criminal Justice	N/A	N/A	N/A	1	N/A	3	N/A	N/A
BA History	14	5	13	3	10	4	12.3	4
BA Political Science	24	10	12	2	11	5	15.6	5.6
BA Psychology	58	14	66	15	56	14	60	14.3
BS Criminal Justice	51	15	46	9	49	8	48.6	10.6
BSW	59	8	48	16	34	5	47	9.6

Note 1: Enrollment for the CP, TC, and AAS degrees is not applicable as students do most of their coursework at CJI and do not directly apply to UAM for admission.

Note 2: The CPs, TCs, AAS degrees, and AS in Criminal Justice are modifications of the BS in Criminal Justice, and not considered as independently viable programs.

Division of General Studies								

Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
Associate of Arts	159	123	140	101	162	81	153.66	101.66
Associate of Applied Science	23	82	24	83	20	61	22.33	75.33
BGS	1	2	0	0	0	0	.33	.66
BIS	27	24	27	10	30	26	28	20
BAS	41	9	46	13	47	8	44.66	10

College of Forestry, Agriculture & NR								
Program	Enroll Fall 2020	Grads 2020-21	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
AAS Forest Tech	0	0	0	0	0	0	0	0
AS Natural Resource Management		3		5		6		5
AS Land Surveying Tech		2		0		3		2
AS Agriculture		7		6		6		6
BS Natural Resources Management	63	19	71	12	56	12	59	15
BS Land Surveying	16	4	9	2	11	1	12	2
BS Agriculture	102	16	85	21	82	12	90	16
MS Forest Resources	18	4	20	3	24	7	21	5
GC Waterfowl Hab & Recreation Management	N/A	N/A	4	4	4	3	N/A	N/A
GC Forest Business	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-Vet	17	N/A	21	N/A	20	N/A	19	N/A

Crossett								

Program	FTE 2020-2021	Grads 2020-21	FTE 2021-2022	Grads 2021-22	FTE 2022-2023	Grads 2022-23	3-Year Average Enrollment	3-Year Average Grads
CP Basic Business Principles		2		0		1		1
CP Child Dev Assistant		5		3		2		3.3
CP EMT		0		0		0		0
CP Healthcare Office Skills		3		7		8		6
CP Hospitality Skills		3		5		1		3
CP HVAC/R Technology Fundamentals		8		8		6		7.3
CP Industrial Equipment Repairs		37		27		29		31
CP Manufacturing Principles		0		0		0		0
CP Nursing Assistant		28		30		20		26
CP Phlebotomy		--		8		17		N/A
CP Welding		8		47		20		25
TC Advanced Manufacturing Technology	4.5	1	.4	0	0	0	1.6	0.3
TC Industrial Production Technology	0	0	0	0	0	0	0	0
TC Business Technology	3.7	7	N/A	4	5.4	4	3	5
TC Early Childhood Education	4.9	4	6.9	7	3.6	2	5.1	4.3
TC Electromechanical Maintenance Technology	33.4	38	27.2	29	26.5	24	29	30.3
TC Health Information Technology	13	3	12.5	5	18.9	12	14.8	6.7
TC Hospitality Services	1.1	3	6.8	2		3		2.7
TC HVAC/R Technology	8.9	11	6	8	5.2	6	6.7	8.3
TC Practical Nursing	23.6	9	22.8	5	31	11	25.8	8.3

Program	FTE 2020-2021	Grads 2020-21	FTE 2021-2022	Grads 2021-2022	FTE 2022-2023	Grads 2022-23	FTE 3-Year Average	3-Year Average Grads
TC Welding Technology	12.4	6	14	10	6.8	7	11.1	7.7
Advanced TC Electromechanical Technology--Instrumentation	35.9	30	30.8	36	26.4	27	31	31
AAS General Technology		46		53		43		47.3
AAS Industrial Technology		28		35		22		28.3
AAS Advanced Manufacturing Technology		1		0		0		0.3

McGehee								
Program	FTE 2020-2021	Grads 2020-21	FTE 2021-2022	Grads 2021-2022	FTE 2022-2023	Grads 2022-23	FTE 3-Year Average	3-Year Average Grads
CP Automotive Diagnostics		8		3		4		5
CP Business Principles		12		8		9		9.6
CP Child Dev Associate		19		13		13		15
CP EMT Basic		2		8		10		6.6
CP Heavy Equipment		4		5		8		5.6
CP Health Office Skills		3		7		8		6
CP Hospitality Skills		1		7		3		3.6
CP Nursing Assistant		45		68		51		54.6
CP Phlebotomy		9		15		12		12
CP Tractor & Trail Operation		5		4		1		3.3
CP Welding		6		21		26		17.6
TC Automotive Service Technology	37.6	1	30.3	7	11.6	2	26.5	3.3
TC Business Office Technology	80	8	65	7	54.6	5	66.5	6.6

TC Diesel Technology	29.6	3	34.3	6	29.9	0	31.2	3
TC Early Childhood Development	118.8	13	96.7	14	71	10	95.5	12.3
TC Health Information Technology	21.7	3	24.7	5	35.3		27.24	5
TC Heavy Equipment	17.6	3	14.5	3	23	7	18.38	4.33
TC Hospitality Services	18.3	2	27	4	17.6	5	20.9	3.6
TC Paramedic	12.3	5	17.3	1	16.7	4	15.4	3.3
TC Practical Nursing	74.7	5	75.3	3	111.3	6	87.1	4.6
TC Welding Technology	35	10	31.3	2	26.3	11	30.8	7.6

Programs of Concern

The following programs have seen reduced enrollment numbers for the last three academic years or have been of concern in recent years and are starting to show improvement. Explanations for the reductions and/or strategies to address the concerns are provided. (Source: Annual Reports)

Program	Fall 2020	Fall 2021	Fall 2022	Explanation/Strategies
School of Business				
BBA Accounting	60	59	46	Enrollment in accounting programs has been falling nationwide and has become a concern to both academics and professionals. In 2017 there were 73 students majoring in accounting, compared with 46 in fall 2022. Concern and uncertainty over the changes to the exam and process for Certified Public Accountant licensure may be part of the reason behind falling enrollments. There are many career options in accounting that do not require a CPA, and our accounting faculty plan to emphasize these options in recruitment.

School of Arts and Humanities				
BA Art	15	18	12	The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA Communication	13	15	8	The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA English	17	13	15	The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA Modern Languages	3	3	2	The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
MM Jazz Studies	13	6	14	The pandemic had a devastating effect on the music industry. Fortunately, the program numbers came back in Fall '22.
School of Education				
BA K-6 Elementary Education	62	49	57	The School of Education is always mindful to focus recruitment efforts widely across all programs. The decline in enrollment is somewhat reflective of campus enrollment trends and also reflects nationwide challenges to recruit high-school graduates into education programs.
BA Middle Childhood Education	4	4	6	The MLED enrollments have declined since the state changed the licensure levels and "testing out" regulations for licensure. The licensure levels are now K-6, 4-8, and 7-12. Traditional licensure programs are declining. Fall 2020 data indicated that 80% of total Education majors were in non-licensure programs. Fortunately, regarding resources, the BA in Middle Childhood Education has no distinct courses of its own. All of its curriculum is shared with other programs in the SOE.
Bachelor: Teaching and Learning	14	12	3	The BSTL is one of two non-licensure degrees in the School of Education that share many of the same courses. The pandemic caused more students to want online courses. Many students are opting for the Bachelor of Science in Education Studies because it is a non-licensure degree that is totally online.
Master of Education	13	13	10	Enrollment has declined in recent years, but has now leveled off, and the program remains viable in terms of graduation

				numbers. The School of Education continues its recruitment efforts.
Master of Education in Ed Leadership	7	16	8	The School of Education continues its recruitment efforts.
Master of Physical Education and Coaching	21	40	30	After enrollment declines for three years, the program made a robust comeback in Fall '21 and although there was a decline in Fall '22, the program remains robust in historical terms.
School of Nursing				
BS Nursing	166	122	111	Because nursing is no longer seeing a correlation between ACT scores and graduation, the SON has recently dropped its requirement of an ACT score of 19 to declare nursing as a major and follow the UAM degree pathway. This move should increase the number of declared majors. In addition, the SON plans to continue recruiting RNs who do not have a BSN.
School of Social and Behavioral Sciences				
BA History	14	13	10	Faculty are providing workshops for high school teachers that will hopefully lead to new students. Faculty are developing new ways of delivering courses, including offering topical courses with sections that serve as general education electives and upper-division seminars. History will be merging with Political Science into a single major for AY 24-25 to boost numbers and reduce viability concerns.
BA Political Science	24	12	11	Faculty are focusing on explaining academic and job opportunities to students enrolled in general education courses, developing more comprehensive promotional materials for prospective students, and creating opportunities for students to network with graduates. Political Science will be merging with History into a single major for AY 24-25 to boost numbers and reduce viability concerns

BS Psychology	58	66	56	The program is developing a new track through the major to further accommodate transfer and online students. The hiring of a new faculty member will allow us to offer more topical courses like Industrial Psychology and Consumer Behavior.
Technical Campuses				
TC Health Professions	0	0	6	For a number of years, the program was ineligible for financial aid; therefore, students were not inclined to enroll in it. In 2022, the program was discovered to be eligible for financial aid and enrollment was positively impacted.
College of Forestry, Agriculture & NR				
BS Natural Resources management	63	71	56	Efforts to increase enrollment include conventional and social media releases, in-school visits, booths at youth events, and CFANR's hosting of youth events.
School of Mathematical and Natural Sciences				
BS Biology	73	68	65	The decline in enrollment is perhaps primarily reflective of the campus-wide decrease. The program remains large and viable.
BS Chemistry	38	27	29	After a significant increase in majors in 2018 and 2019, the number has fallen back to historical levels.
BS Mathematics	10	10	12	The Mathematics program added an option for educators with the hope that this option will serve the needs of regional public schools and increase enrollment numbers. In addition, the program is now offered 100% online. New embedded associate degrees in Data Science and Engineering Mathematics should also help to increase enrollment.

3) Progression/Retention

Freshman Data:

UAM's fall-to-fall retention rates for first-time entering, full-time, and bachelor-seeking students continue to be historically high. It's impressive that fall-to-fall retention has improved roughly 16 to 24 percentage points since 2015. (Source: ADHE)

Fall-to-Fall Retention Rates

Fall 2022 Cohort	68.9%
Fall 2021 Cohort	67.9%
Fall 2020 Cohort	69.1% (updated 4.16.2024)
Fall 2019 Cohort	76.0%
Fall 2018 Cohort	65.3%
Fall 2017 Cohort	61.6%
Fall 2016 Cohort	52.8%
Fall 2015 Cohort	52.2%

As noted last year, there was a troubling equity gap with the 2020 freshman cohort: 71.4% of Caucasian students returned in Fall 2021, but only 43.9% of African American students returned; however, the gap closed significantly with the 2021 cohort: 66.5% vs. 63.3%. In the 2022 cohort the retention rate for Caucasian students was 67.9% and 62.5% for African Americans. (Source: UAM IR) (ADHE data indicates that such equity gaps are not unique to UAM.)

Fall-to-Fall Retention Rate: Fall 2020 Cohort by Gender, Race, Ethnicity, Age
Rate of students from Fall 2020 cohort that returned Fall 2021

	Male: Returned	Male: Did Not Return	Female: Returned	Female: Did Not Return	All Students Returned
Non-Resident	1	0	2	0	3/3 (100%)
Hispanic/Latino	4	2	8	3	12/17 (70.6%)
American Indian or Alaska Native	2	0	0	0	2/2 (100%)
Asian	0	0	0	0	NA
Hawaiian	0	0	0	0	NA
African American	9	13	9	10	18/41 (43.9%)
Caucasian	49	15	73	23	90/126 (71.4%)
Two or more races	13	7	9	7	54/70 (77.1%)

Traditional (24 and below)	77	37	101	43	178/258 (69%)
Non-Traditional (25 and above)	1	0	0	0	1/1 (100%)
Total	78/115 (67.8%)	37/115 (32.2%)	101/144 (70.1%)	43/144 (29.9%)	179/259 (69.1%)

Fall-to-Fall Retention Rate: Fall 2021 Cohort by Gender, Race, Ethnicity, Age
Rate of students from Fall 2021 cohort that returned Fall 2022

	Male: Returned	Male: Did Not Return	Female: Returned	Female: Did Not Return	All Students Returned
Non-Resident	0	0	2	0	2/2 (100%)
Hispanic/Latino	7	4	16	1	23/28 (82.1%)
American Indian or Alaska Native	0	0	0	0	NA
Asian	0	0	0	0	NA
Hawaiian	0	0	0	0	NA
African American	9	5	10	6	19/30 (63.3%)
Caucasian	47	36	68	22	115/173 (66.5%)
Two or more races	5	2	5	4	10/16 (62.5%)
Traditional (24 and below)	68	47	101	33	169/249 (67.9%)
Non-Traditional (25 and above)	0	0	0	0	NA
Total	68/115 (59.1%)	47/115 (40.9%)	101/134 (75.4%)	33/134 (24.6%)	169/249 (67.9%)

Fall-to-Fall Retention Rate: Fall 2022 Cohort by Gender, Race, Ethnicity, Age
Rate of students from Fall 2022 cohort that returned Fall 2023

	Male: Returned	Male: Did Not Return	Female: Returned	Female: Did Not Return	All Students Returned
Non-Resident	1	1	0	0	1/2 (50%)
Hispanic/Latino	4	1	13	2	17/20 (85.0%)
American Indian or Alaska Native	0	0	0	0	NA
Asian	0	0	0	0	NA
Hawaiian	1	0	0	0	1/1 (100%)
African American	17	10	8	5	25/40 (62.5%)

Caucasian	36	21	53	21	89/131 (67.9%)
Two or more races	6	2	5	2	11/15 (73.3%)
Traditional (24 and below)	65	35	78	30	143/208 (68.8%)
Non-Traditional (25 and above)	0	0	1	0	1/1 (100%)
Total	65/100 (65%)	35/100 (35%)	79/109 (72.5%)	30/109 (27.5%)	144/209 (68.9%)

The most recent data shows a very positive trend in both the 100% and 150% graduation rates. (Source: ADHE and AHEIS)

100% Graduation Rate

Fall 2019 Cohort	32%
Fall 2018 Cohort	28.0%
Fall 2017 Cohort	26.7%
Fall 2016 Cohort	13.7%
Fall 2015 Cohort	15.9%
Fall 2014 Cohort	16.7%

150% Graduation Rate

Fall 2017 Cohort	35%
Fall 2016 Cohort	26.0%
Fall 2015 Cohort	25.0%
Fall 2014 Cohort	26.6%
Fall 2013 Cohort	25.0%
Fall 2012 Cohort	21.3%

UAM's fall-to-fall retention rate for _all_ first-time freshmen dropped from 61.8% for the Fall 2021 cohort to 58.5% for the Fall 2022 cohort. The retention is still significantly higher than it was for the Fall 2017 cohort (50.9%). This data does not consider whether a student completed a credential, for example, a CP or TC. (Source: UAM IR)

Fall-to-Fall Retention Rates (All first-time freshmen)

Term	All FTF
Fall 2022 Cohort	230/393 (58.5%)
Fall 2021 Cohort	270/437 (61.8%)
Fall 2020 Cohort	295/477 (60.8%)
Fall 2019 Cohort	324/496 (65.3%)
Fall 2018 Cohort	325/578 (56.2%)
Fall 2017 Cohort	336/670 (50.9%)

Student-Athlete Data: (Source: ADHE)

Fall-to-Fall Retention Rates

Term	Student Athletes
Fall 2022 – Fall 2023	71.2%
Fall 2021 - Fall 2022	62.7%
Fall 2020 – Fall 2021	65% (corrected 5.1.23)
Fall 2019 – Fall 2020	67.7%
Fall 2018 – Fall 2019	61.3%
Fall 2017 – Fall 2018	61.0%

As evidence of further recovery since the pandemic, there was a significant jump in the student-athlete fall-to-fall retention rate. There was also improvement (see below) in the student-athlete graduation rates. (Source: ADHE)

100% Graduation Rate (Student Athletes)

Fall 2019 Cohort	33.3%
Fall 2018 Cohort	24.5%

Fall 2017 Cohort	38% (corrected 5.1.23)
Fall 2016 Cohort	22.0%
Fall 2015 Cohort	33.3%
Fall 2014 Cohort	24.0%

150% Graduation Rate (Student Athletes)

Fall 2017 Cohort	46.0%
Fall 2016 Cohort	42.4%
Fall 2015 Cohort	41.7% (corrected 5.1.23)
Fall 2014 Cohort	34.9%
Fall 2013 Cohort	41.5%
Fall 2012 Cohort	37.6%

Pathways: (Source: Academic Affairs)

Prior to the implementation of the Pathways program in 2019, the fall-to-fall retention of students with ACT scores below 16 averaged around 37%. Pathways was created to enhance under-prepared students' chances of earning a credential or multiple credentials starting with the Certificate of Proficiency and then possibly moving on to a Technical Certificate and, from there, possibly an associate degree and even a bachelor's.

The retention rates of redirected Pathways cohorts are somewhat deceptive because these students are often quick to earn a credential like a CP or TC and then leave UAM to begin working.

To evaluate the success of Pathways, it's necessary to look at data from prior to the Pandemic because more recent data appears to continue to reflect the negative impact of Covid.

The retention data for the Fall 2019 cohort of 78 redirected Pathways students suggests a rather successful program, especially when considering that by Spring 2023, 55 credentials had been earned:

Retention of Fall 2019 Pathways students

Spring 2020	62 students (79.5%)

Fall 2020	**41 students (52.6%)**
Spring 2021	**35 students (44.9%)**
Fall 2021	**23 students (29.5%)**
Spring 2022	**19 students (24.4%)**
Fall 2022	**13 students (16.7%)**
Spring 2023	**12 students (15.4%)**
Number of credentials earned	**55**

Entering in the midst of the pandemic, the Fall 2020 cohort of 88 redirected students, however, performed less well as reflected in the cohort's following retention percentages: Fall 2021, 40.9%; Fall 2022, 13.6%; Fall 2023, 6.8% with only 44 credentials having been conferred.

The Fall 2021 cohort of 68 redirected students performed slightly better than the 2020 cohort. Fall 2022 retention was 44.1% and Fall 2023 retention was 14.7% with 45 credentials having been conferred.

Intimately related to Pathways is first-time freshmen placement in remediation for Math and English. Co-requisite remediation and the use of Multiple Measures for placement are difficult to judge as of yet because of the impact of the pandemic shortly after implementing these practices. Success rates, for instance, in freshman English courses are still not back to where they were prior to the pandemic (see Gateway Course Success below).

A Fall 2022 pilot program allowing students with ACT scores between 13 and 15 to enter associate degree programs showed poor results. Only 9 of 34—26.4%—were in Good Standing academically at the end of the semester. A similar pilot but with more robust advising built in was repeated Fall 2023 with improved results: 17 of 41 students—41.4%--were on good standing for Spring Semester 2024.

Through meticulous analysis of standardized test scores, high-school GPAs, and success rates (grades of A, B, C) in English and Math gateway courses for freshmen, it was determined that students should be placed on the basis of standardized test scores *or* high-school GPA *or* an in-house placement test. It was further determined that, if all remediation is waived for a student, the Pathways criteria should be waived so that the student can enroll in the academic program of his or her choice.

4) Gateway Course Success (Source: Annual Report)

a) English gateway success rates are on an upward trajectory as they continue to recover from their severe drop during the pandemic. The implementation of a required college-orientation course for all first-time freshmen may be helping.

b) In Math, we see mixed results with the co-requisite model of remediation. While success rates in College Algebra with Review have risen to 90%, success rates have been declining in Quantitative Literacy with Review (this past year: 33%). Math faculty need to investigate the contrast.

Course	2020-2021 Passed	2020-2021 Failed	2021-2022 Passed	2021-2022 Failed	2022-2023 Passed	2022-2023 Failed	3-Year Trend Passed	3-Year Trend Failed
ENGL 1013 Comp I	342/59%	240/41%	339/63%	199/37%	385/65%	206/35%	1085/63%	636/37%
ENGL 1023 Comp II	325/64%	180/36%	308/66%	156/34%	331/65%	179/35%	972/66%	507/34%
MATH 1003 Quantitative Literacy	109/64%	62/36%	100/59%	70/41%	96/68%	45/32%	305/63%	177/37%
MATH 1103 Quantitative Literacy with Review	83/44%	106/56%	79/35%	145/65%	76/33%	153/67%	238/37%	404/63%
MATH 1033 Trigonometry	24/55%	20/45%	34/60%	23/40%	42/72%	16/28%	100/63%	59/37%
MATH 1043 College Algebra	109/57%	81/43%	79/59%	54/41%	72/61%	47/39%	260/59%	182/41%
MATH 1143 College Algebra with Review	44/70%	19/30%	53/83%	11/17%	74/90%	8/10%	171/82%	38/18%
MATH 2255 Calculus I	30/73%	11/27%	12/57%	9/43%	17/55%	14/45%	59/63%	34/37%

*Passed = A, B, or C; Failed = D, F, or W

5) Completion

a) ADHE viability standards, based on a three-year average, are as follows:

i) An average of four (4) graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS);

ii) An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics;

iii) An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;

iv) An average of four (4) graduates per year for master's, specialist and first-professional programs; and,

v) An average of two (2) graduates per year for doctoral programs.

b) The following programs have recently appeared or continue to appear to be at risk of being nonviable. (Source: Annual Reports)

Number of Degrees Awarded

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average	Program Strategies
BA Art	0	2	3	5	1.66	The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA Communication	3	5	5	13	4.3	The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA English	10	4	4	18	6	The program is currently viable, but low enrollment numbers bring concerns about future viability. The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA Modern Languages	0	1	0	5	1.6	The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
MFA Creative Writing	4	3	5	12	4	The program is viable, but the School of Arts and Humanities has implemented strategies to reach a goal of 6 graduates per year.

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average	Program Strategies
BA History	5	3	4	12	4	The History program is undertaking several initiatives designed to help recruit majors, including involvement with History Day Arkansas and renewed involvement with the Phi Alpha Theta history honor society. Moreover, the major will merge with Political Science to achieve viability.
BA Political Science	10	2	5	17	5.66	The School of Social and Behavioral Sciences is merging Political Science and History.
BSW Social Work	8	16	5	29	9.66	The program is viable, but with the drop to 5 graduates this past year, the School of Social and Behavioral Sciences is exploring more robust recruitment strategies.
BS Natural Science	8	5	2	15	5	Faculty will be seeking new and more robust strategies for recruiting majors.
BS Mathematics	3	3	2	8	2.66	Mathematics fell below four graduates per year for the fifth consecutive year. Strategies to recruit additional students are underway. An option for educators was added, and the program is now offered 100% online.
BA Middle Level Ed Major	1	0	0	1	0.33	The School of Education modified the Middle Level Ed Major to have no unique classes. All of the classes are part of other programs,

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average	Program Strategies
						primarily the K-6 program. We have attempted to get ADHE to recognize it as a cognate.
BA K-6 Education	8	3	1	12	4	Enrollment in the program is not an issue, but retention is. The School of Education is examining the reasons why students don't complete.
MS Forest Resources	5	3	7	15	5	With 7 graduates this past year and an average of 5 over the past three years, the program is viable. With enrollment up as well, there's reason for optimism that the program will remain viable.
AS Land Surveying Technology	2	0	3	5	1.66	All land surveying courses for the AS and BS are now offered via hyflex delivery. This new attendance flexibility has been aggressively marketed statewide through media releases. Current enrollment increased to 11 students in Fall '22.
BS Land Surveying	4	2	1	10	3.3	All land surveying courses for the AS and BS are now offered via hyflex delivery. This new attendance flexibility has been aggressively marketed statewide through media releases.
TC Automotive Technology	3	1	2	6	2	The graduation rates in the CP are strong, a circumstance that

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average	Program Strategies
						should suggest a strong TC, but the data indicate some reconfiguration of the TC may be needed.
TC Hospitality McGehee Crossett	 2 3	 4 2	 5 3	 11 8	 3.66 2.66	Classes are currently being offered on two campuses. One of the facilities was renovated with the goal of recruiting additional students.
CP Hospitality McGehee Crossett	 1 3	 7 5	 3 1	 11 9	 3.66 3	This CP is embedded in the Hospitality Services technical certificate discussed above.
CP/TC Health Professions	0	0	4	4	1.33	Historically, students have not enrolled in this program because it was not eligible for financial aid. Last year, it was discovered that the program is actually eligible for financial aid, and enrollment increased. This trend is expected to continue and lead to the program becoming viable.
CP/TC Correctional Law Enforcement	-	-		-	-	This program is currently not enrolling students.
TC Heating, Ventilation, Air Conditioning, & Refrigeration Tech	11	8	6	24	8	The program start date was delayed due to a lack of staffing. The first cohort began the program in January 2020. The program is now viable.
CP Manufacturing Principles	0	0	0	0	1.0	Covid was a major factor in the enrollment decline because companies cut back production and the number of internships.

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average	Program Strategies
AAS Advanced Manufacturing Technology	1	0	0	1	.33	The industries and sponsors of the programs have been approached about revamping the curricula to focus solely on the major facets of manufacturing and not so much on the industrial maintenance.
TC Advanced Manufacturing Technology	1	0	0	1	0.3	
TC Industrial Production Technology	0	0	0	0	0	

The following degree programs have been designated by ADHE as cognate/embedded programs: (Source: ADHE)

Award	CIP	Program Name
BS	52.1201	Computer Information Systems
AC	52.1201	Computer Information Systems
AS	52.1201	Computer Information Systems
AAS	52.0901	Hospitality & Tourism Management
TC	52.0901	Hospitality Services
CP	52.0901	Hospitality Skills
TC	52.0401	Business Technology
CP	52.0401	Basic Business Principles
BBA	52.0201	Business Administration
AS	52.0201	Business Administration
PMC	51.3811	Public Health Nursing
MSN	51.3811	Public Health
BSN	51.3801	Nursing
AAS	51.3801	Nursing
TC	51.0904	Emergency Medical Technician
BC	51.0904	Emergency Medical Technician
BC	51.0904	Emergency Medical Technician

TC	48.0508	Welding Technology
CP	48.0508	Welding
TC	47.0604	Automotive Service Technology
CP	47.0604	Automotive Diagnostics
AAS	47.0303	Industrial Technology
TC	47.0303	Heavy Equipment Operation
CP	47.0303	Industrial Equipment Repair
CP	47.0303	Timber Equipment Safety & Operation
CP	47.0303	Safety & Basic Maintenance
TC	47.0201	Heating, Ventilation, Air Conditioning, & Refrigeration Tech (HVAC/R)
CP	47.0201	Heating, Ventilation, Air Conditioning, & Refrigeration Tech (HVAC/R)
AAS	43.0406	Crime Scene Investigation
TC	43.0406	Crime Scene Investigation
CP	43.0406	Crime Scene Investigation
BS	43.0104	Criminal Justice
AS	43.0104	Criminal Justice
AAS	43.0103	Law Enforcement Administration
TC	43.0103	Law Enforcement Administration
CP	43.0103	Law Enforcement Administration
TC	43.0102	Correctional Law Enforcement
CP	43.0102	Correctional Law Enforcement
BS	31.0505	Exercise Science
AS	31.0505	Exercise Science
MPEC	31.0501	Physical Education & Coaching
BS	31.0501	Physical Education (non-licensure)
BA/BS	31.0501	Health, Physical Education, & Exercise Science
BAS	30.9999	Applied Sciences
AAS	30.9999	General Technology

BIS	24.0102	General Studies
AA	24.0102	General Education
MFA	23.1302	Creative Writing
GC	23.1302	Creative Writing
BS	15.1102	Land Surveying
AS	15.1102	Land Surveying Technology
TC	15.0699	Industrial Production Technology
CP	15.0612	Manufacturing Principles
AAS	15.0613	Advanced Manufacturing Technology
TC	15.0613	Advanced Manufacturing Technology
BME	13.1312	Music Education
BA	50.0901	Music
BS	03.0501	Natural Resources Management
AS	03.0501	Natural Resources Management
AAS	03.0511	Forest Technology
BS	01.0102	Agriculture
AS	01.0102	Agriculture

6) Faculty

A) Faculty credentials remain true to UAM's strategic goal of Student Success. In other words, academic units continue to retain and recruit well-qualified and high-achieving faculty and staff.

7) Curriculum Revisions

A) The curriculum revisions indicated in the academic annual reports are consistent with UAM's mission as well as the strategic goal of Student Success by developing, delivering, and maintaining quality academic programs. See Appendix D for a complete list of Curriculum and Standards, as well as and Graduate Council, proposals for the 2023-24 academic year.

8) Student Perceptions: (Source: Graduation Survey)

The results below are from the May 2023 survey (86 responses out of 399 possible) and December 2023 survey (30 responses out of 286 possible).

A. An overwhelming majority (79 out of 80) of graduates feel that UAM prepared them "a lot" or "some" in their preparation for employment or advanced study. 72.5% said "a lot," 26.3% said "some," 1.3% said "little," and 0% said "none."
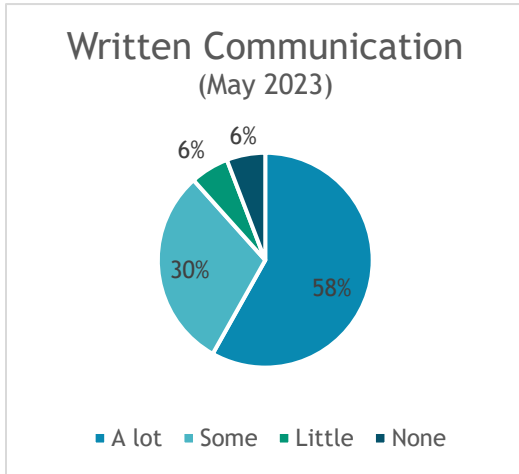
How well did UAM prepare you for employment or future study?

May-23

A Lot	Some	Little	None
48	14	0	0

How well did UAM prepare you for employment or future study?

Dec-23

A Lot	Some	Little	None
10	7	1	0
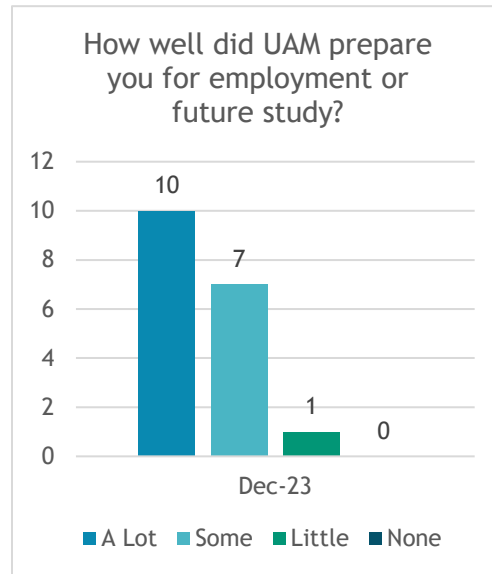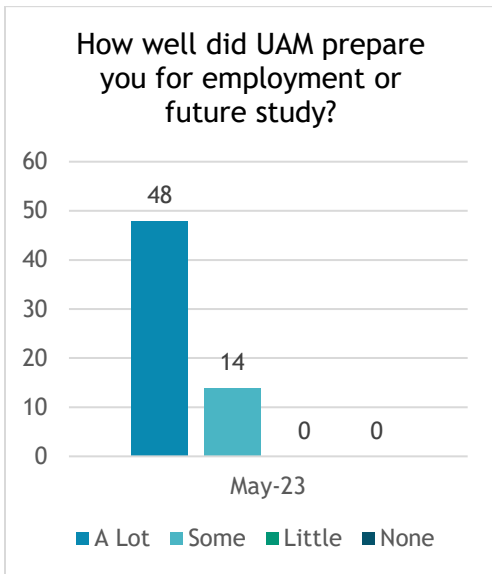
B. Most graduates are planning to enter the workforce full-time. Also, a significant number are entering graduate or professional school.

What will most likely be your primary activity upon graduation?

Categories (May-23 and Dec-23):
- Other
- Starting or Raising Family
- Volunteer Activity
- Military Service
- Additional Undergraduate Coursework
- Graduate or Professional School, Part Time
- Graduate or Professional School, Full Time
- Seeking Employment
- Employment, Part Time
- Employment, Full Time

Legend: May-23, Dec-23
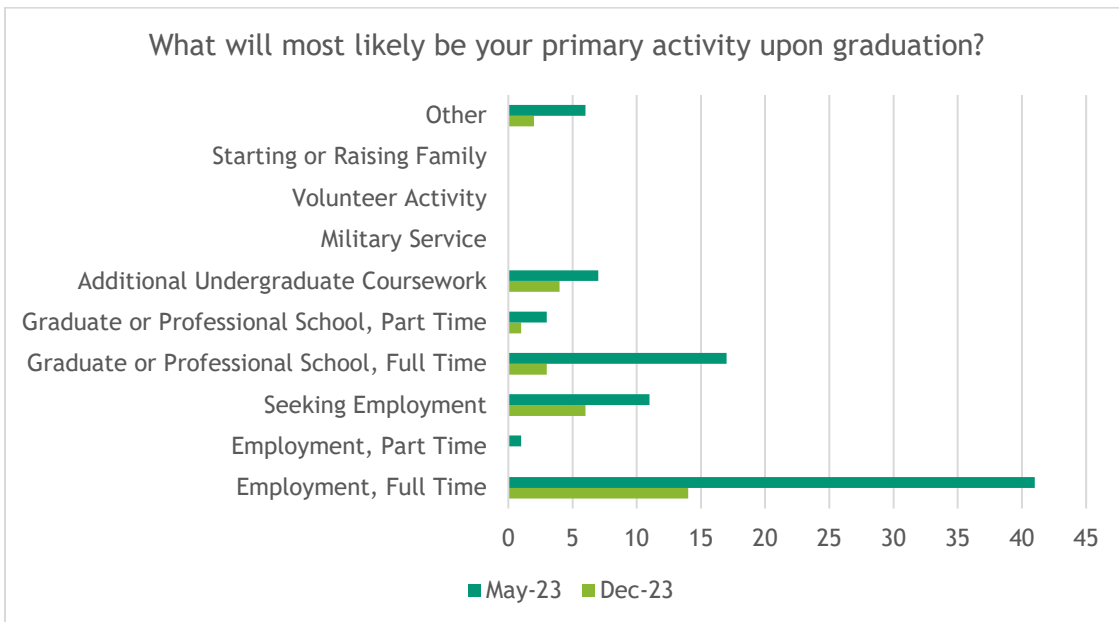
C. An overwhelming majority of respondents (generally 80% to 90% for each Institutional Learning Outcome) felt that, as a result of the instruction they received at UAM, they improved their knowledge and skills "a lot" or "some."
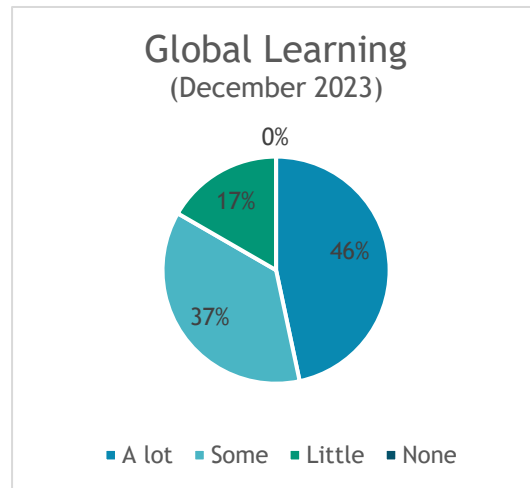
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your written communication skills?
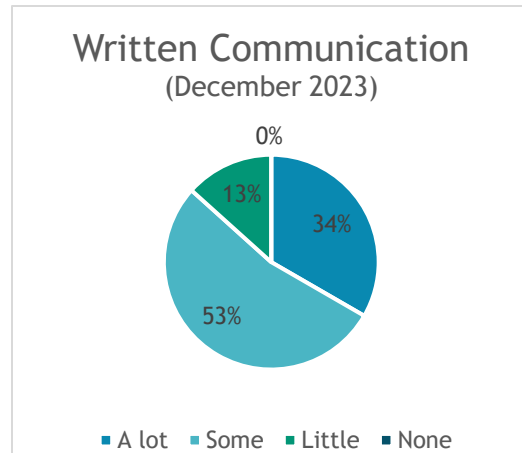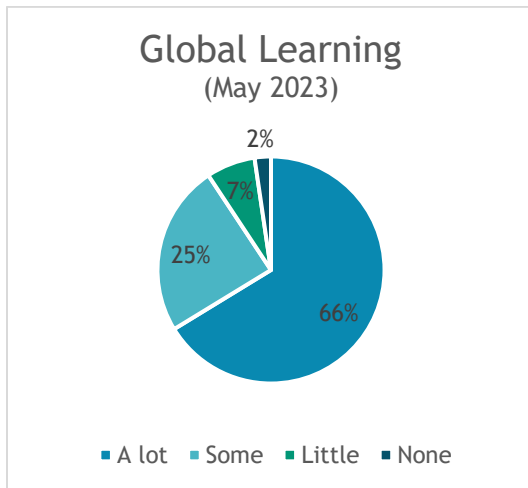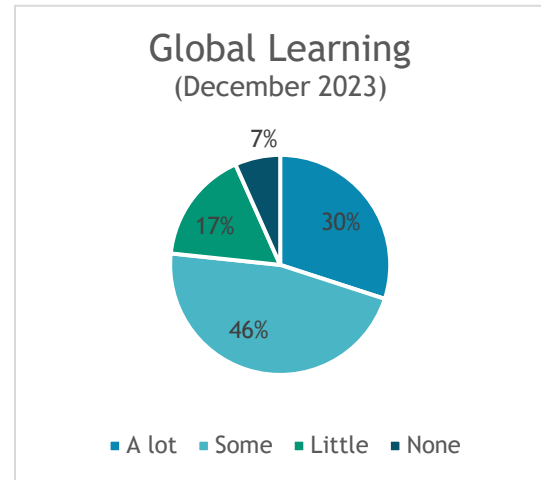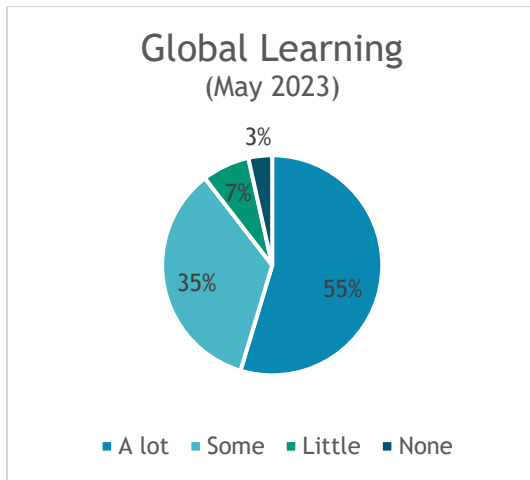
Written Communication
(May 2023)

- A lot — 58%
- Some — 30%
- Little — 6%
- None — 6%

Written Communication
(December 2023)

- A lot — 34%
- Some — 53%
- Little — 13%
- None — 0%

Question: As a result of your experience at UAM, how much progress do you feel you made in improving your oral communication skills?
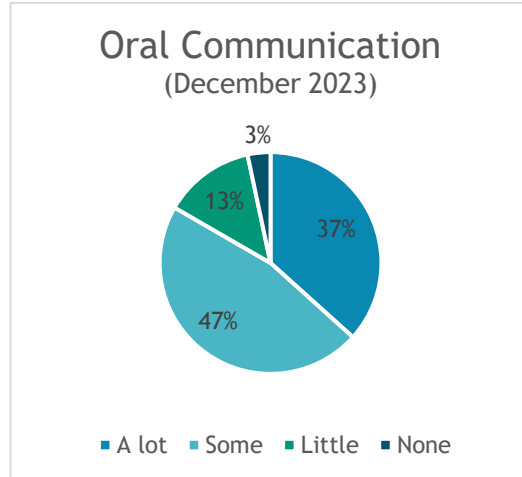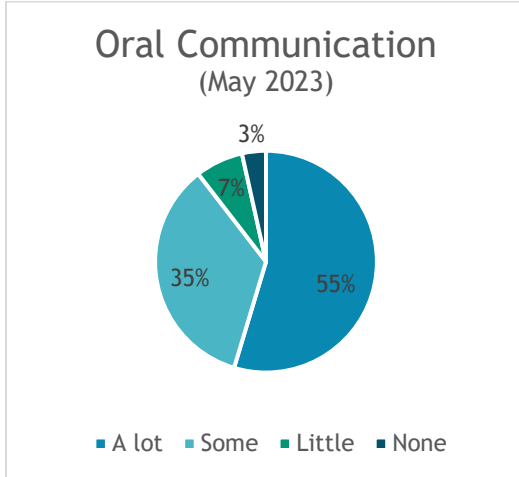
Oral Communication
(May 2023)

- A lot — 55%
- Some — 35%
- Little — 7%
- None — 3%

Oral Communication
(December 2023)

- A lot — 37%
- Some — 47%
- Little — 13%
- None — 3%

Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to think critically?
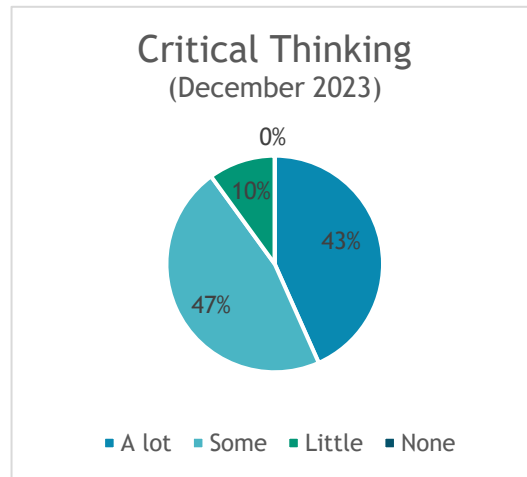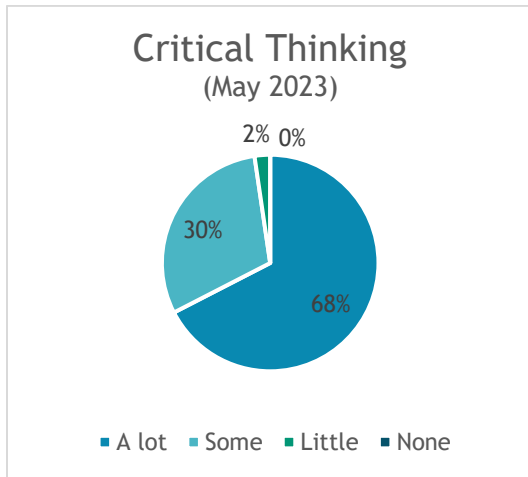
Critical Thinking
(May 2023)

2% 0%

30%

68%

■ A lot ■ Some ■ Little ■ None

Critical Thinking
(December 2023)
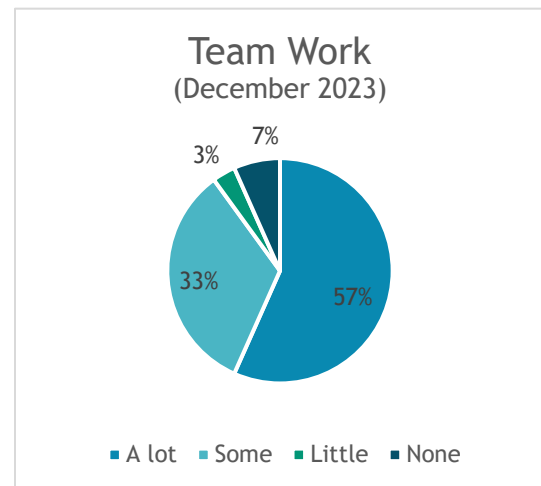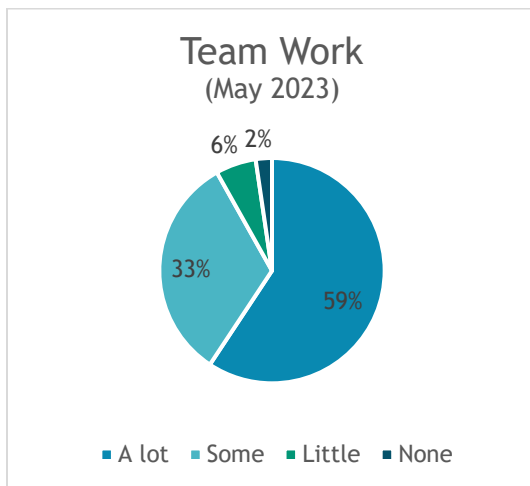
0%

10%

43%

47%

■ A lot ■ Some ■ Little ■ None

Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to understand viewpoints, values, or customs different from your own?

Global Learning
(May 2023)

2%

7%

25%

66%

■ A lot ■ Some ■ Little ■ None

Global Learning
(December 2023)

0%

17%

37%

46%

■ A lot ■ Some ■ Little ■ None

Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to see how your actions affect the local and global communities?

Global Learning
(May 2023)

3%
7%
35%
55%

■ A lot ■ Some ■ Little ■ None

Global Learning
(December 2023)

7%
17%
30%
46%

■ A lot ■ Some ■ Little ■ None

Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to work collaboratively with others?

Team Work
(May 2023)

6% 2%
33%
59%

■ A lot ■ Some ■ Little ■ None

Team Work
(December 2023)

3% 7%
33%
57%

■ A lot ■ Some ■ Little ■ None

Recommendations

The UAC significantly revised and updated the University Assessment Plan in 2022-23 for the first time since 2019 and again in 2023-24. The Assessment Plan 2024 is the most substantial document to date and will be UAM's guide in moving forward as faculty, staff, and administrators continue to collect and analyze data and implement positive changes based on data.

In 2024-25, the UAC will be promoting broader campus use of Blackboard as an assessment management system.

Units will assess any online classes that were not assessed in 2023-24.

UAC will provide training workshops again for faculty and staff using the Communication and Critical Thinking rubrics.

Appendix A: UAM Modified AACU Rubrics

CRITICAL THINKING VALUE RUBRIC
for more information, please contact value@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 *Selecting and using information to investigate a point of view or conclusion.*	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.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact vaulee@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 3	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.

WRITTEN COMMUNICATION VALUE RUBRIC

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

AAC&U Association of American Colleges and Universities

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 *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	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 *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	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.

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: • 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: • 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: • 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: • 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.

Appendix B: Scoring Sheets to be used with the AACU Rubrics

SCORING SHEET TO USE WITH AACU RUBRIC

Oral Communication

UAM class number and name:_____

Semester:_____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Organization							
Language							
Delivery							
Supporting Material							
Central Message							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC

Written Communication

UAM class number and name:_____

Semester:_____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Context and Purpose for Writing							
Content Development							
Genre and Disciplinary Conventions							
Sources and Evidence							
Control of Syntax and Mechanics							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC

Critical Thinking

UAM class number and name:_____

Semester:_____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Explanation of Issues							
Evidence							
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences}							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC

Global Learning

UAM class number and name:_____

Semester:_____

If dimension not assessed, leave blank. Note that the Global Self-awareness and Cultural Diversity dimensions are the only ones that UAM requires units to assess.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Global Self-Awareness							
Perspective Taking							
Cultural Diversity							
Personal and Social Responsibility							
Understanding Global Systems							
Applying Knowledge to Contemporary Global Contexts							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

SCORING SHEET TO USE WITH AACU RUBRIC
Teamwork

UAM class number and name:_____

Semester:_____

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average	Total # of students
Contributes to Team Meetings							
Facilitates the Contributions of Team Members							
Individual Contributions Outside of Team Meetings							
Fosters Constructive Team Climate							
Responds to Conflict							

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths
-

Weaknesses
-

Opportunities for Growth
-

Threats to Effectiveness
-

APPENDIX C: Assessment Guidelines 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. (See attachments.)

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 the self-assessments and compile and analyze the data in the new summary table (See attachment) 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.

APPENDIX D: Curriculum & Standards Proposals and Graduate Proposals for 2023-2024

Unit	C&S Proposal
Academic Affairs	
AA 1	Catalogue Revision of Policy on Undergraduates Enrolled in Graduate Courses
AA 2	New Catalogue Statement: Application of Undergraduate Hours toward a Graduate Credential. *Withdrawn from C&S.*
AA 3	New Catalogue Statement: Second Associate Degree
AA 4	New Catalogue Statement: Readmission of Servicemembers
AA 5	Modify references to midterm grades in academic calendar
AA 6	Modify General Education Restrictions
AA 7	Change in Role and Scope to offer doctoral degrees
AA 8	Modify Academic Code Violation policy
AA 9	Modify Multiple Measures criteria
School of Business	
BUS 1	Modify Course: AACT 4323
BUS 2	Modify Course: ECON 2113
BUS 3	Modify Course: ACCT 3413
BUS 4	Modify Course: FIN 3483
BUS 5	Modify Course: FIN 4623
BUS 6	Add MKTG 3XXX3 Sports Marketing
BUS 7	Modify Marketing Emphasis
College of Forestry, Agriculture & Natural Resources	
CFANR 1	Modify Wildlife Management and Conservation Option
CFANR 2	Delete Course: NRM 4103 Wetland Ecology and Management
School of Computer Information Systems	
CIS 1	Modify BS in CIS
CIS 2	Add ISYS 2XXX3
CIS 3	Add BS in Computer Science
General Studies	
None	
School of Arts & Humanities	
SAH 1	Delete Art major
SAH 2	Modify Course: English Comp I Lab
School of Mathematical & Natural Sciences	
SMS 1	Modify Course: MATH 1103 Quantitative Literacy with Review
SMS 2	Modify Course: MATH 1003 Quantitative Literacy
SMS 3	Add Course: MATH XX0 Quantitative Literacy Lab

SMS 4	Modify Course: MATH 1143 College Algebra with Review
SMS 5	Add Course: MATH XX0 College Algebra with Review Lab
SMS 6	Modify Course: MATH 1043 College Algebra
SMS 7	Modify Course: BIOL 2091 Principles of Biology Lab II
SMS 8	Modify Course: BIOL 3013 Plants in Our World
SMS 9	Modify Course: MATH 102 Quantitative Literacy with Review Lab
SMS 10	Modify Course: BIOL 2233
SMS 11	Modify Course: MATH 1003 Quantitative Literacy
SMS 12	Modify Course: MATH 1043 College Algebra
School of Education	
SOE 1	Modify Course: EDUC 1143
SOE 2	Modify K-6 Plan of Study
SOE 3	Add Esports Track to BS in HPE
SOE 4	Add PHED 2XXX3 Introduction to ESports
SOE 5	Add PHED 3XXX3 Advanced ESports
SOE 6	Add PHED 4XXX3 Internship in Esports
SOE 7	Modify Program: BS in Ed
School of Nursing	
SON 1	Modify Course: NURS 3XX2 Cultural Competency in Nursing
SON 2	Modify Course: NURS 3XX2 Ethics, Policy and Legal Issues
SON 3	Delete Course: NURS 3XX3 Pharmacology and Clinical Decision Making
SON 4	Modify Course: NURS 3XX5 Nursing Care of Adults and Clinical Practicum
SON 5	Modify Course: NURS 4XX6 Nursing Care of Adults and Clinical Practicum II
SON 6	Modify Course: NURS 4XX7 Nursing Care of Adults and Clinical Practicum III
SON 7	Modify BSN Major Requirements
SON 8	Modify 9-Semester Plan for BSN
SON 9	Deletion of LPN to BSN option
SON 10	Catalog modification to allow SAT for admission
School of Social & Behavioral Sciences	
SSBS 1	Modify Course: HIST 1013
SSBS 2	Modify Course: HIST 1023
SSBS 3	Modify Course: HIST 2213
SSBS 4	Modify Course: HIST 2223
SSBS 5	Modify Course: PSY 2203
SBS 6	Add SSBC 2XXX3 Research Methods
SBS 7	Add BA History and Political Science
SBS 8	Delete BA History
SBS 9	Delete BA Political Science
SBS 10	Modify HIST 3593/2XXX3 Arkansas History
SBS 11	Modify HIST 30073 Native American History
SBS 12	Modify HIST 34073 Emergence of Modern Europe
SBS 13	Modify HIST 35073 Medieval Middle East
SBS 14	Modify HIST 35273 Modern Europe

SBS 15	Modify HIST 35773 Colonial America
SBS 16	Modify HIST 35873 Latin America
SBS 17	Modify HIST 36373 American South
SBS 18	Modify HIST 36473 Medieval Age
SBS 19	Modify HIST 36873 American Revolution and Early Republic
SBS 20	Modify HIST 37073 Modern Middle East
SBS 21	Modify HIST 37173 Hispanic World Since 1800
SBS 22	Modify HIST 40073 European Communism and Fascism 1919-1945
SBS 23	Modify HIST 40173 History of European Popular Culture
SBS 24	Modify HIST 40273 American Environmental History
SBS 25	Modify HIST 40373 Christianity
SBS 26	Modify HIST 40473 Crusades
SBS 27	Modify HIST 40573 Vikings
SBS 28	Modify HIST 45473 American West
SBS 29	Modify HIST 46073 Modern America 1900-1945
SBS 30	Modify HIST 46173 Recent America 1945-present
SBS 31	Modify HIST 46573 American Civil War and Reconstruction
SBS 32	Modify HIST 46773 Mexico
SBS 33	Modify HIST 4497V Seminar in History
SBS 34	Modify HIST 4667V Seminar in American History
SBS 35	Modify HIST CRJU 32433 Procedural Law
SBS 36	Modify HIST PLSC 34143 Procedural Law
SBS 37	Delete CJ 3313
SBS 38	Delete SWK 3243
SBS 39	Modify SBSC 3XXX3 Statistics for Social Sciences
SBS 40	Delete SOC 2283
SBS 41	Modify SBSC 4XXX3 Professional and Career Preparation
SBS 42	Modify the BS in Criminal Justice
SBS 43	Modify the BS in Psychology
SBS 44	Modify the Bachelor of Social Work
SBS 45	Add ANTH 2XXX3 Biological Anthropology and Archeology
Technical Campuses (joint proposals)	
Crossett & McGehee 1	Modify TC in Health Information Technology
Crossett & McGehee 2	Modify TC in Business Technology
Crossett & McGehee 3	Modify CP in Basic Business Principles
Crossett & McGehee 4	Modify TC Business Tech
Crossett & McGehee 5	Add Tech Web Design BUSI 2XXX3
Crossett & McGehee 6	Add Tech Digital Marketing BUSI 2XXX3
Crossett & McGehee 7	Add Tech Human Resources BUSI 2XXX3
Crossett	

Crossett 1	Modify CP in Health Information Technology
Crossett 2	Modify AAS in Hospitality and Tourism Management
McGehee	
McGehee 1	Delete EMT CP
McGehee 2	Modify CP in Basic Business Principles

Unit	Graduate Council Proposal
Academic Affairs	
AA 1GR	Catalogue Revision of Policy on Undergraduates Enrolled in Graduate Courses
AA 2GR	New Catalogue Statement: Application of Undergraduate Credits to a Graduate Credential
AA 3GR	Modify Graduate Admissions Policy
School of Arts & Humanities	
SAH 1GR	Add MUTH 5XXX3 Analysis and Music Lit
SAH 2GR	Modify 5906/MUSC 5XXX3 Capstone Residency
SAH 3GR	Add MUED 5XXX3 Topics in Rehearsing Music Ensembles
SAH 4GR	Modify MUS 5106/MUSC 5XXX3 Jazz Gateway Residency
SAH 5GR	Modify MM Jazz Catalogue Listing to reflect new courses and other curriculum changes
SAH 6GR	Add MUSC 5XXX2 Topics in World Music
SAH 7GR	Modify MUS 5023 MUAP 5XXX1 Private Lesson
SAH 8GR	Add MUTH 5XXX2 Graduate Review of Music Theory
SAH 9GR	Add Graduate Certificate in Debate Pedagogy
School of Education	
SOE 1GR	Delete Course: SPED 5123
SOE 2GR	Add P-K/Special Ed Endorsement/Graduate Certificate
SOE 3GR	Add K-6/7-12 SPED Resource Graduate Certificate
SOE 4GR	Add K-12 SPED Graduate Certificate
SOE 5GR	Modify catalogue: Admission to MAT
School of Nursing	
SON 1GR	Modify BSN Conferral to Accommodate RN to MSN Students

APPENDIX E: Online Class Assessment Based on Simplified OSCQR: <u>Unit Summary</u>

Fill in unit totals in each box below; summarize action plans (if any are needed) for each Standard; do SWOT analysis based on this data.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
1.Welcome, overview and information						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.						
2.Course Organization						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.						
3.Accessibility						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.						
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.						

4.Course Activities					
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.					
4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such as critical reflection or analysis.					
5.Interaction					
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.					
5.2. Expectations for interaction are clearly stated.					
5.3. Learners have the opportunity to get to know the instructor.					
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.					
6.Technology Requirements					
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the					

UAM IT department.					
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.					

Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in the academic unit?

Strengths:

Weaknesses:

Opportunities:

Threats:

To what extent do you believe your unit's online classes meet the federal government's requirements for "regular and substantive"? The following link provides definitions and guidance regarding the requirements: https://oscqr.suny.edu/rsi/.