UNIVERSITY ASSESSMENT REPORT

MAY 1, 2023

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University Assessment Committee
2022-2023
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
Nursing	Dr. Christine Felts
College of Technology-Crossett	Ms. Dawn Reed
College of Technology-McGehee	Ms. Paisley Owyoung
Athletics	Ms. Garianna Pace
Finance & Administration	Mr. Brad Fuller
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 6, 2022, to March 16, 2023, 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 2022-2023 academic year was the second year that units gathered AACU rubric data (see Appendix A). In accordance with the University Assessment Plan of 2019, this year's focus was on two of the four Institutional Learning Outcomes: Communication (written and oral) and Critical Thinking. 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 2022 and to continue to do so throughout Spring 2023. The data will be included in units' 2022-23 Annual Reports (due August 1, 2023).

> IT has created within Blackboard an assessment management system that will allow the scoring of AACU rubrics, the storing and analysis of data, and the running of reports by program directors and unit heads.

> The UAC revised and updated the University Assessment Plan.

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

> The UAC reviewed all of the annual assessment reports submitted for AY2022. 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 '22, unit leaders were provided with new guidance regarding university-wide and program assessment (see Appendix C). This guidance pertained to the gathering, analysis, and documentation of data related to the Institutional Learning Outcomes.

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

> The majority of the 2021-22 Annual Reports expressed the need for faculty training in the use of the AACU rubrics. On January 24, 2023, a rubrics-training workshop was held to assist faculty and staff in the interpretation and use of the AACU rubrics for Communication (written and oral). There were 23 attendees. Seven attendees subsequently responded to a survey asking for feedback regarding the value of the

workshop. Three of the seven respondents said the workshop was "very helpful." The remainder of respondents said it was "somewhat helpful." Suggestions on the survey for improving rubric training included giving "more examples" and having "more time for questions and answers." On February 7, 2023, a training workshop focused on the Critical Thinking rubric. Five attendees responded to a survey asking for feedback regarding the value of the workshop. Four said the workshop was "very helpful." One said it was "somewhat helpful." The chief suggestion from the survey was to continue conducting workshops to help faculty feel comfortable with the rubrics. Faculty with particular expertise in the areas of Communication and Critical Thinking conducted the workshops, which were in-person but also made available via Zoom and were recorded for individuals to view at their convenience.

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.

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.*

With processes in place, this year was pivotal in the gathering of data for cocurricular activities such as the Forestry competitions, Band, Choir, Advising, Career Counseling, and Debate.

Findings of the UAC

1) General Report Requirements

The academic annual assessment reports were all adequate in meeting the expected benchmarks. Some units' reports exceeded expectations in certain sections of the report. The UAC made recommendations to all units as to how they might improve the gathering, analysis, and reporting of data.

2) Enrollment

UAM saw another slight decline in overall enrollment this year. 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 Report)

Program	Fall 2019	Fall 2020	Fall 2021	Explanation/Strategies
Accounting (BBA)	58	60	59	Enrollment in the School of Business remains stable. The school continues to plan to expand and implement online offerings and to provide multiple sections of some courses to better accommodate student needs.
Art	16	15	18	The School of Arts and Humanities plans to incorporate the curriculum into the Bachelor in Liberal Arts.
Communication	18	13	15	The School of Arts and Humanities plans to incorporate the curriculum into the Bachelor in Liberal Arts.
Modern Languages	2	3	3	The School of Arts and Humanities plans to incorporate the curriculum into the Bachelor in Liberal Arts.
Master of Music Jazz Studies	18	13	6	The pandemic had a devastating effect on the music industry. Fortunately, we seem past that challenge, and fall '22 numbers are back to 13. Moreover, the three-year graduation average is 13.33.
Health/PE Non-licensure	78	67	59	The School of Education recently made curriculum revisions to better meet the needs of students.
K-6 Elementary Education	78	62	49	The School of Education will be 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.
Bachelor of Science in Nursing	159	166	122	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. This move should increase the number of declared majors. The SON plans to continue recruiting RNs who do not have a BSN.
Bachelor: Teaching and Learning	23	14	12	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	16	13	13	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 will be mindful to focus recruitment efforts widely across all programs.

Master of Education in Ed Leadership	9	7	16	The program made a strong comeback in Fall 2021 and also saw a jump in graduation numbers. The School of Education will be mindful to focus recruitment efforts to keep the program growing.
Master of Physical Education and Coaching	17	21	40	After enrollment declines for three years, the program has now made a robust comeback.
History (BA)	14	14	13	Faculty are providing workshops for high school teachers that will hopefully lead to new students. Faculty will work with the Phi Alpha Theta honor society to develop outreach projects for prospective students, and are making plans to use UAM historic sites in courses. Faculty are also looking into developing new courses that will attract a more diverse group of students, including African-American History and Public History.
Political Science (BA)	32	24	12	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. The Pi Sigma Alpha honor society will be engaging in more activities and service projects that can be used as recruitment tools.
Psychology (BS)	58	58	66	The program anticipates continued growth in 2022, and is developing a new track through the major to further accommodate transfer and online students.
Health Professions	0	0	0	For a number of years, the program was ineligible for financial aid; therefore, students are not inclined to enroll in it. In 2022, the program was discovered to be eligible for financial aid which positively impacted enrollment.
Middle Childhood Education	15	4	4	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. The SOE will be mindful in its recruitment efforts to focus on middle level education. Traditional licensure programs are declining. Fall 2020 data indicate that 80% of total Education majors are in non-licensure programs. Fortunately, in regard to resources, this program has no distinct courses of its own. It is worthy to note that the Middle Childhood Education does not offer any unique courses. All of its curriculum comes from other courses offered with the SOE.
Natural Resources management (B.S.)	69	63	71	A significant increase this past year, which may be attributed to an aggressive effort to raise the statewide profile of CFANR. Efforts include conventional and social media releases, in-school visits, booths at youth events, and CFANR's hosting of youth events.
Criminal Justice	57	51	46	Negative societal attitudes towards the police stemming from the social justice movements of recent years continue to depress enrollment. Faculty will continue to revise promotional literature to emphasize social justice aspects of the program, working with criminal justice instructors at local high schools, and are

				exploring ways of expanding the acceptance of experiential learning to draw students back.
BS Biology	**102**	**73**	**68**	The decline in enrollment is perhaps primarily reflective of the campus-wide decrease. The program remains large and viable.
BS Chemistry	**53**	**38**	**27**	After a significant increase in majors in 2018 and 2019, the number has fallen back to historical levels.
BS Mathematics	**15**	**10**	**10**	The Mathematics program recently added an option for educators with the hope that this option will serve the needs of regional public schools and increase enrollment numbers. The program is also seeking approval of offering a 100% online bachelor's degree.
English	**24**	**17**	**13**	The School of Arts and Humanities plans to incorporate the curriculum into the Bachelor in Liberal Arts.
AAS Nursing	**19**	**10**	**13**	The pandemic discouraged a lot of individuals from pursuing careers in medical professions. The AASN curriculum was modified in an effort to enhance its appeal, and enrollment did tick up in Fall 2021.

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 despite a drop with cohorts admitted during the pandemic years of 2020 and 2021. It's actually rather remarkable that fall-to-fall retention has improved roughly 16 to 24 percentage points since 2015. (Source: ADHE)

Fall-to-Fall Retention Rates

Fall 2021 Cohort	67.9%
Fall 2020 Cohort	68% (updated 5.1.23)
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%

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 did; however, the gap closed significantly with the 2021 cohort: 66.5% vs. 63.3%. The extent to which the

pandemic had a disproportionate impact on African American students may come to light with future data. (Source: UAM IR)

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%)

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

100% Graduation Rate

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 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 increased for three consecutive years, but dropped for the Fall 2020 cohort—with the pandemic the likely reason. It ticked back up with the Fall 2021 cohort. (This data does not consider whether a student completed a credential.) (Source: UAM IR)

Fall-to-Fall Retention Rates

Term	All FTF
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 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%

The pandemic might be a factor in the drop in the graduation rate for athletes. Future data should reveal whether that was the case. (Source: ADHE)

100% Graduation Rate (Student Athletes)

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 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's degree and even a bachelor's.

The retention rates of 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.

The retention data for the Fall 2019 cohort of 78 Pathways students suggests a rather successful program, especially when considering that by Spring 2022, 52 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%)
Number of credentials earned	52

Entering in the midst of the pandemic, the Fall 2020 cohort, however, has not performed as well: Fall 2021 retention was 40.9%; retention for Fall 2022 was 13.6%; and only 26 credentials had been conferred.

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 were in Good standing academically at the end of the semester). A similar but somewhat restructured pilot is going to be repeated Fall 2023 with the hope of improved results. Data will be provided in future Annual Assessment Reports.

4) Gateway Course Success (Source: Annual Report)

   a) According to ADHE, UAM has gateway courses in English and mathematics. While other courses might fall under the traditional definition of gateway, these are the only courses we address in this report.

   b) English gateway success rates improved in the most recent year for which we have data after a severe drop in the pandemic year of 2020-21. With the implementation of a required college-orientation course for all first-time freshmen, we can hope for improved success rates and a return to at least historical rates.

   c) Similar patterns exist in math courses. Moving forward, we will be looking at the impacts of corequisite remediation and multiple-measures placement.

Course	2019-2020 *Passed	2019-2020 Failed	2020-2021 *Passed	2020-2021 Failed	2021-2022 *Passed	2021-2022 Failed	3-Year Trend *Passed	3-Year Trend Failed
ENGL 1013	403/73%	146/27%	342/59%	240/41%	339/63%	199/37%	1084/65%	585/35%
ENGL 1023	369/71%	149/29%	325/64%	180/36%	308/66%	156/34%	1002/67%	485/33%
MATH 1003	130/67%	64/33%	109/64%	62/36%	100/59%	70/41%	339/63%	196/37%
MATH 1103	81/54%	69/46%	83/44%	106/56%	79/35%	145/65%	243/43%	320/57%
MATH 1033	59/61%	38/39%	24/55%	20/45%	34/60%	23/40%	117/49%	124/51%
MATH 1043	109/67%	53/33%	109/57%	81/43%	79/59%	54/41%	297/61%	188/39%
MATH 1143	57/83%	12/17%	44/70%	19/30%	53/83%	11/17%	154/79%	42/21%
MATH 2255	26/59%	18/41%	30/73%	11/27%	12/57%	9/43%	68/64%	38/36%

*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 not being viable. (Source: Annual Reports)

Number of Degrees Awarded

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average	Program Strategies
Art	4	0	2	6	2	The School of Arts and Humanities plans to incorporate the curriculum into the Bachelor in Liberal Arts.
English	5	10	4	19	6.33	The program is currently viable, but low enrollment numbers bring concerns about future viability. The School of Arts and Humanities plans to incorporate the curriculum into the Bachelor in Liberal Arts.
History	3	5	3	11	3.6	This is the second time the BA in History has not met the three-year average for viability. The History program is also undertaking several initiatives designed to help recruit further majors, including involvement with History Day Arkansas and renewed involvement with the Phi Alpha Theta history honor society.
Natural Science	2	8	5	15	5	The program is trending toward viability.
Modern Languages	4	0	1	5	1.6	The School of Arts and Humanities plans to incorporate the curriculum

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average	Program Strategies
						into the Bachelor in Liberal Arts.
Master of Fine Arts in Creative Writing	2	4	3	9	3	Five students graduated in December '22. Forthcoming data should show viability.
Middle Level Ed Major (BA)	4	1	0	5	1.6	The School of Education modified the Middle Level Ed Major to have no unique classes. All of the classes are part of other programs, primarily the K-6 program. We have attempted to get ADHE to recognize it as a cognate.
Political Science	7	10	2	19	6.3	Political Science is viable, but we may need to consider new recruitment strategies and a possible merging of Political Science and History.
Social Work	7	8	16	31	10.3	Graduation numbers have now caught up with positive trends in enrollment. The program is viable.
Master of Science Forest Resources	3	5	3	11	3.7	Because almost all MS students are on paid graduate assistantships through faculty-secured grants, the high number of retirements and resignations of faculty in 2019 reduced the number of graduate students. The departed faculty were replaced in the latter half of 2021, and the current MS graduate enrollment of CFANR is 16. As such, graduation numbers are expected to increase substantially beginning in 2023.
A.S. Land Surveying Technology	3	2	0	5	1.6	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 has increased to 11 students.
B.S. Land Surveying	4	4	2	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

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average	Program Strategies
						releases. Current enrollment has increased to 11 students.
Automotive Technology, TC	6	3	1	10	3.3	The graduation rates in the CP are strong, a circumstance that should suggest a strong TC, but the data indicate some reconfiguration of the TC may be needed.
Hospitality, TC	1	4	2	7	2.3	Classes are currently being offered on two campuses. One of the facilities was recently renovated with the goal of recruiting additional students.
Hospitality, CP	2	3	5	10	3.3	This CP is embedded in the Hospitality Services technical certificate discussed above.
Health Professions (CP/TC)	0	0	0	0	0	Health Professions – Historically, students have not enrolled in this program because it was not eligible for financial aid. Last semester, 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.
Correctional Law Enforcement (CP/TC)	-	-	-	-	-	This program is currently not enrolling students.
Mathematics	3	3	3	10	3	Mathematics fell below four graduates per year for the fourth consecutive year. The institution is closely monitoring this program. Strategies to recruit additional students are underway. An option for educators was added to the Mathematics major this year, and program faculty have developed a 100% online bachelor's degree.
Heating, Ventilation, Air Conditioning, & Refrigeration Tech (TC)	0	11	8	19	6.3	The program start date was delayed due to staffing. The first cohort began the program in January 2020. The program is now viable.
Manufacturing Principles	3	0	0	3	1.0	Covid was a major factor in the enrollment decline because companies cut back production and the number of internships. The industries and sponsors of the program have been approached about revamping the curriculum to focus solely on the major facets of manufacturing and

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average	Program Strategies
						not so much on the industrial maintenance. Post Covid, the sponsoring companies are excited about restarting the internships and revamping the curriculum.
Advanced Manufacturing Technology AAS	5	1	0	6	2.0	Covid was a major factor in the enrollment decline because companies cut back production and the number of internships. The industries and sponsors of the program have been approached about revamping the curriculum to focus solely on the major facets of manufacturing and not so much on the industrial maintenance. Post Covid, the sponsoring companies are excited about restarting the internships and revamping the curriculum.
Advanced Manufacturing Technology TC	5	1	0	6	2.0	Covid was a major factor in the enrollment decline because companies cut back production and the number of internships. The industries and sponsors of the program have been approached about revamping the curriculum to focus solely on the major facets of manufacturing and not so much on the industrial maintenance. Post Covid, the sponsoring companies are excited about restarting the internships and revamping the curriculum.
Industrial Production Technology	2	0	0	2	0.7	Covid was a major factor in the enrollment decline because companies cut back production and the number of internships. The industries and sponsors of the program have been approached about revamping the curriculum to focus solely on the major facets of manufacturing and not so much on the industrial maintenance. Post Covid, the sponsoring companies are excited about restarting the internships and revamping the curriculum.

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

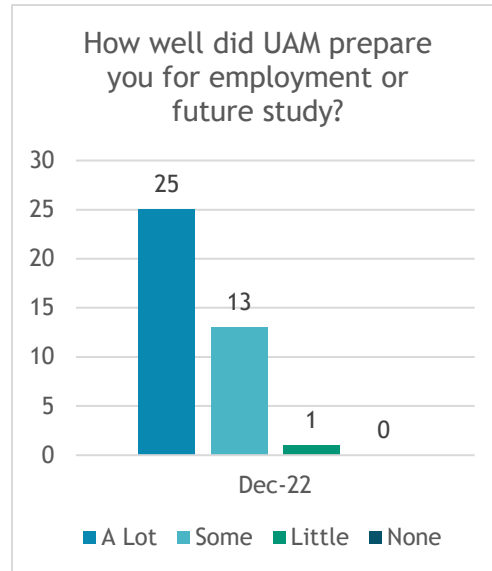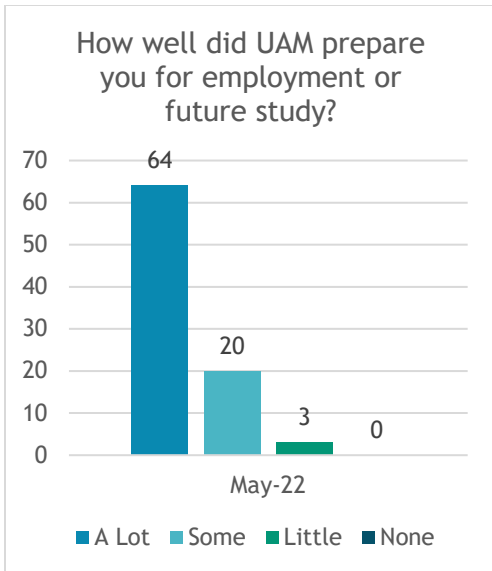   A) Faculty credentials remain true to UAM's strategic goal of Student Success. In other words, academic units continue to retain and recruit high achieving faculty and staff.

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 2022-23 academic year.
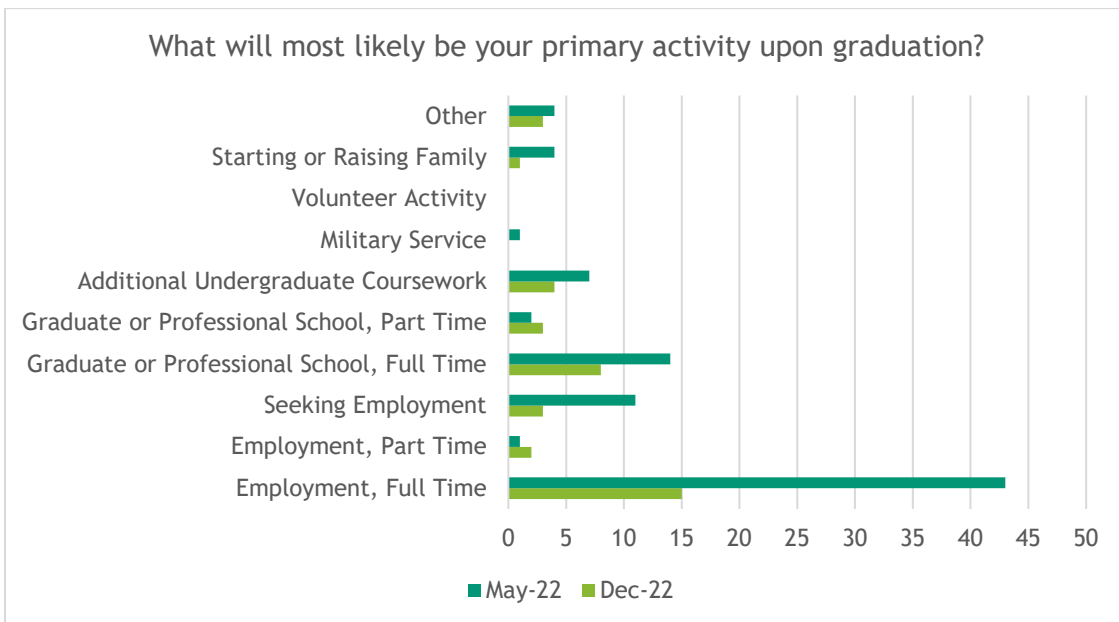
8) Student Perceptions: (Source: Graduation Survey)

The results below are from the May 2022 survey (87 responses out of 335 possible) and December 2022 survey (39 responses out of 240 possible).

   A) An overwhelming majority (122 out of 126) of graduates feel that UAM prepared them "a lot" or "some" in their preparation for employment or advanced study. 70.6% said "a lot." Only 3.1% said "little." 0% said "none."

Two bar charts titled "How well did UAM prepare you for employment or future study?"

May-22: A Lot 64, Some 20, Little 3, None 0

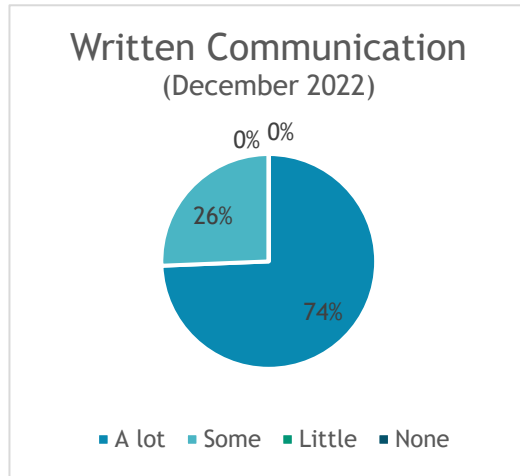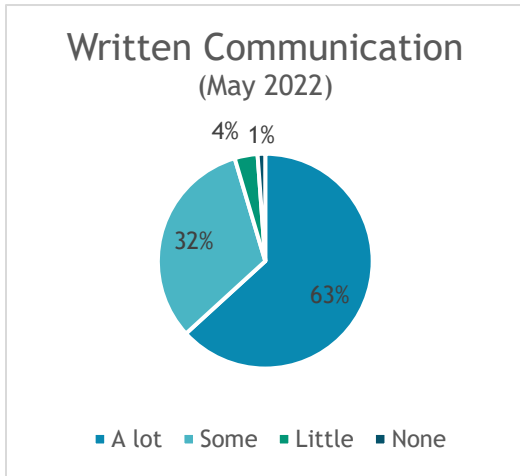Dec-22: A Lot 25, Some 13, Little 1, None 0

B) Most graduates are planning to enter the workforce full-time. Also, a significant number are entering graduate or professional school.

Horizontal bar chart titled "What will most likely be your primary activity upon graduation?"

Categories (top to bottom): 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
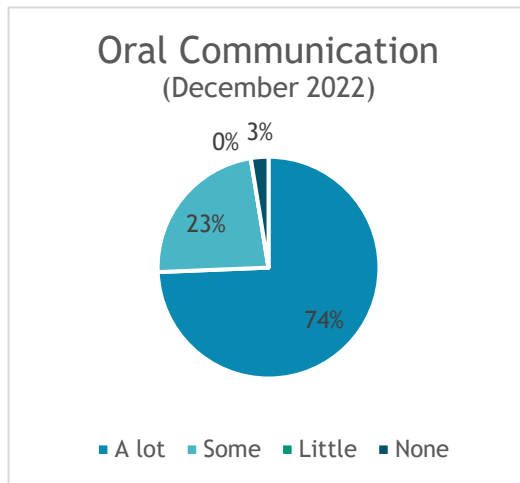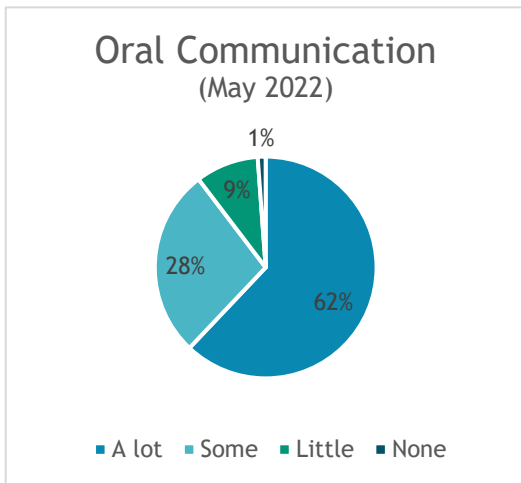
Legend: May-22, Dec-22

c) An overwhelming majority of respondents felt that, as a result of the instruction they received at UAM, they improved their knowledge and skills "a lot" or "some" in relation to UAM's Institutional Learning Outcomes. The significantly higher satisfaction rates for December graduates might have something to do with educational instruction returning to normal post pandemic.
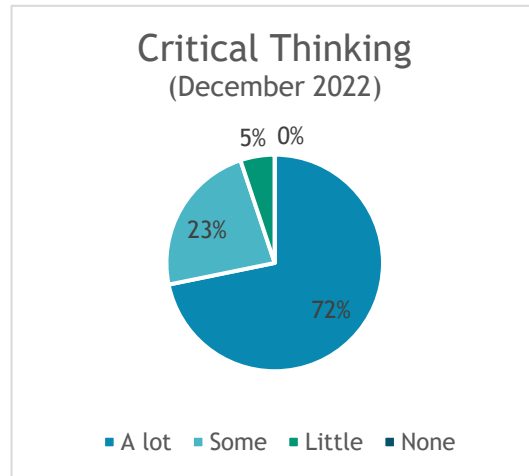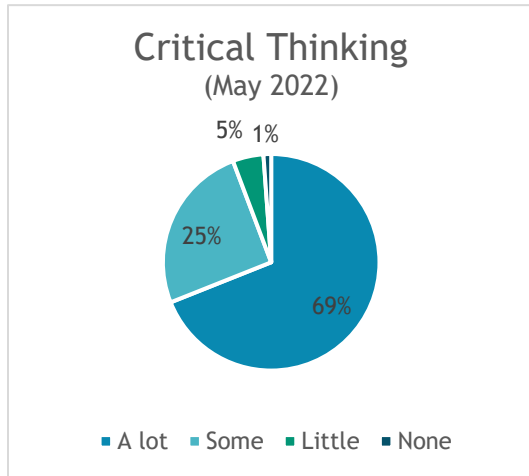
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your written communication skills?

Written Communication
(May 2022)

4% 1%
32%
63%

■ A lot ■ Some ■ Little ■ None

Written Communication
(December 2022)
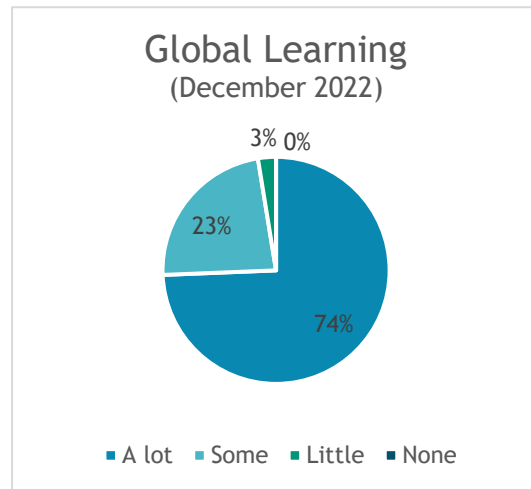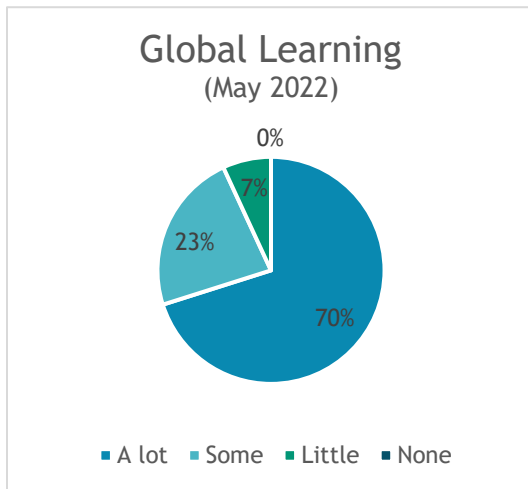
0% 0%
26%
74%

■ 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 oral communication skills?

Oral Communication
(May 2022)

1%
9%
28%
62%

■ A lot ■ Some ■ Little ■ None

Oral Communication
(December 2022)

0% 3%
23%
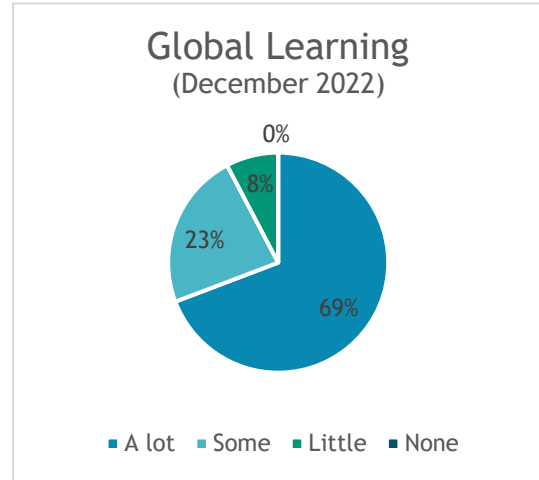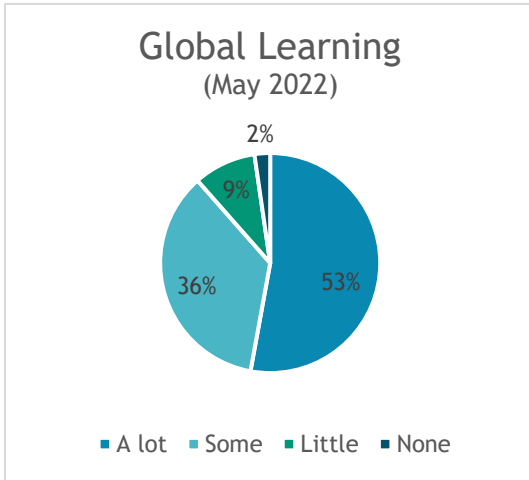74%

■ 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 think critically?

Critical Thinking
(May 2022)

5% 1%
25%
69%

■ A lot ■ Some ■ Little ■ None

Critical Thinking
(December 2022)
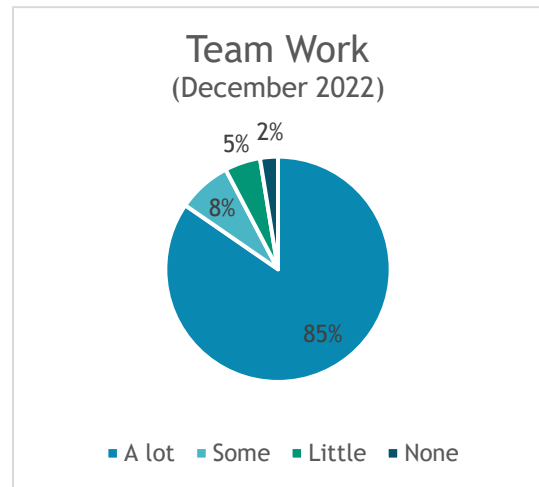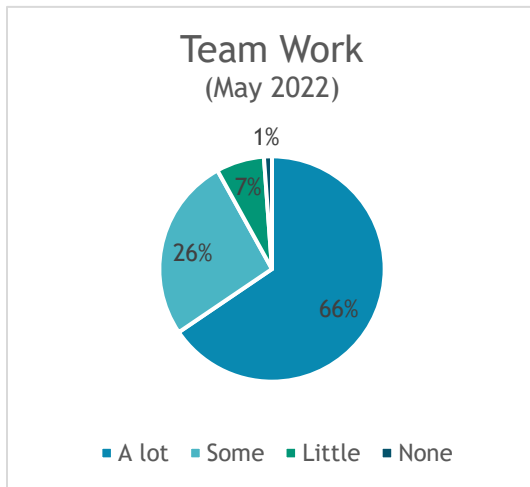
5% 0%
23%
72%

■ 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 2022)

0%
7%
23%
70%

■ A lot ■ Some ■ Little ■ None

Global Learning
(December 2022)

3% 0%
23%
74%

■ 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 2022)

2%
9%
36%
53%

■ A lot ■ Some ■ Little ■ None

Global Learning
(December 2022)

0%
8%
23%
69%

■ 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 2022)

1%
7%
26%
66%

■ A lot ■ Some ■ Little ■ None

Team Work
(December 2022)

2%
5%
8%
85%

■ A lot ■ Some ■ Little ■ None

Recommendations

University Assessment Plan 2023 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 the coming year, the UAC will be promoting broader campus use of Blackboard as an assessment management system.

The UAC will also offer guidance during the 2023-24 academic year in collecting AACU rubric data pertaining to Teamwork and Global Learning.

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

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.

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 2022-23

Focus for Academic Year 2022-23

Communication (oral and/or written, depending on unit)

Critical Thinking

Specificity in description of assessment processes and analysis of data

What are the specific contexts in which students are assessed? What specific courses and assignments?

Note range of scores at different student career levels: freshmen, mid-career, and capstone. (There should be an upward trend in scores, we hope.)

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 general 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.

UAM's goal, I think, is to have graduating seniors demonstrating the Institutional Learning Outcomes at the 3 or 4 level. I think it might be unusual for a freshman to perform at the level of 4.

<u>Evaluation uniformity across units/disciplines</u>

An idea: Assessment Ambassadors—faculty with particular expertise in critical thinking, oral communication, written communication, team work, and global learning who would give workshops for their colleagues using specific AACU rubrics.

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

Curriculum & Standards Proposals 2022-23

Unit	Proposal
AA 1	Modify Incomplete Policy
AA 2	Modify policy Repetition of courses
AA 3	Modify credit for Law Enforcement Training
AA 4	Modification--changing all course prefixes and numbers to conform to CCN.
AA 5	Modify catalogue statement regarding "Course Numbers and Symbols."
AA 6	Modify catalogue statement for required orientation course
AA 7	Modify catalogue statement for Academic Code Violations (tabled until Fall '23)
BUS 1	Add Accounting minor
BUS 2	Add MKT 4XX3 Social Media Marketing
BUS 3	Delete ACCT 4343
BUS 4	Delete ACCT 4643
BUS 5	Add GB 4XX1 Business Professionalism
BUS 6	Add GB 3XX3 Business Data Analysis
BUS 7	Modify ACCT 4333
BUS 8	Add MGMT 3XX3 Supply Chain Management
BUS 9	Delete GB 4363
BUS 10	Add FIN 4XX3 Financial Trusts and Estate Planning
BUS 11	Add MGMT 4XX3 Special Topics in Management
BUS 12	Add FIN 4XX3 Special Topics in Finance
BUS 13	Delete FIN 4683
BUS 14	Delete MKT 3483
BUS 15	Delete MKT 3513
BUS 16	Modify Bachelor of Business Administration Core and Majors
BUS 17	Delete GB 4333
CFANR 1	Add AGEC 4XX3 Agribusiness Analytics
CFANR 2	Add AGEC 4XX3 Agribusiness Management
CFANR 3	Add AGEC 2XX3 Integrated Pest Management
CFANR 4	Delete AGEC 4623 Farm Management
CFANR 5	Delete AGEC 4803 Agribusiness Firm Management
CFANR 6	Delete AGRO 2053 Applied Plant Pathology
CFANR 7	Modify ANSC 3483 Sheep and Goat Production
CFANR 8	Delete Site Specific Management Option
CFANR 9	Modify BS in Agriculture
CFANR 10	Modify ANSC 3413
CIS 1	Add CIS 2XX3 Help Desk Support

CIS 2	**Add CIS 2XX3 Basic Networking**
CIS 3	**Add Certificate of Proficiency (15 hours)**
CIS 4	**Add Technical Certificate (30 hours)**
General Studies	**Modify UST 1001**
SAH 1	**Modify BALA, Name Change to BLA**
SAH 2	**Modify ART 4723 Ceramics IV**
SAH 3	**Delete ART 3713 Ceramics III**
SAH 4	**Delete ART 4753 Ceramics V**
SAH 5	**Delete ART 4763 Ceramics VI**
SAH 6	**Modify ART 3123 Graphic Design III**
SAH 7	**Delete ART 3133 Graphic Design IV**
SAH 8	**Delete ART 4123 Graphic Design V**
SAH 9	**Modify ART 4743 Painting IV**
SAH 10	**Delete ART 3333 Painting III**
SAH 11	**Delete ART 4633 Painting III**
SAH 12	**Add COMM 4XX3 Social Media Research**
SAH 13	**Add COMM 4XX3 Advanced Public Speaking**
SAH 14	**Modify COMM 3013 Newswriting**
SAH 15	**Modify COMM 3023 Introduction to Public Relations**
SAH 16	**Modify COMM 3033 Communication Writing**
SAH 17	**Modify COMM 3043 Feature Writing**
SAH 18	**Modify COMM 3053 Contemporary Media Issues**
SAH 19	**Modify COMM 3063 New Media Theory and Practices**
SAH 20	**Modify COMM 3073 Digital Media Production**
SAH 21	**Modify COMM 359V Communication Practicum**
SAH 22	**Modify COMM 4013 Modern Media Theory**
SAH 23	**Modify COMM 4033 New Editing**
SAH 24	**Modify COMM 4053 Visual Rhetoric**
SAH 25	**Modify COMM 468V Communication Internship**
SAH 26	**Modify COMM 479V Independent Study in Communication**
SAH 27	**Modify ENGL 4013 Writing Across Contexts**
SAH 28	**Add COMM 4XX4 Senior Capstone**
SAH 29	**Add ENGL 4XX4 Senior Capstone**
SAH 30	**Add MODL 4XX4 Senior Capstone**
SAH 31	**Add MUS 4XX4 Senior Capstone**
SAH 32	**Modify prerequisites for ENGL 100 Composition Lab (tabled until Fall '23)**
SMS 1	**Add BIOL 3XX3 Climate Change**
SMS 2 [+3]	**Modification of Math major and request to offer as 100% distance program**
~~Math & Science 4 [Pulled by C&S at unit request]~~	~~Modification of Math minor~~
SMS 5	**Modify Math 1033**
SMS 6	**Modify Math 3545**

SMS 7	Modify Math 3495
SMS 8	Modify Math 1003
SMS 9	Add Math 1X2 Quantitative Literacy Lab
SMS 10	Modify Math 1103
SMS 11	Modify Math 1143
SMS 12	Modify Math 183
SMS 13	Modify Math 1043
SMS 14	Add ENGR 2XX3 Engineering Dynamics
SMS 15	Add ENGR 2XX3 Engineering Statics
SMS 16	Modify ENGR 1014
SMS 17	Add Associate of Science in Engineering Mathematics
SMS 18	Add Math 3XX3 Introduction to Machine Learning
SMS 19	Modify Mathematics Major, Data Science Option, BS
SMS 20	Add Associate of Science in Data Science
SMS 21	Add Advanced Certificate in Mathematics
SOE 1	Add ASE
SOE 2	Add TC in Education
SOE 3	Add CP in Education
SOE 4	Delete Coaching Minor
SOE 5	Delete Health & PE Minor
SSBS 1	Modify catalogue—AAS and Certificates
SSBS 2	Modify Crime Scene Investigation CP
SSBS 3	Modify Crime Scene Investigation TP
SSBS 4	Modify Crime Scene Investigation AAS
SSBS 5	Modify Law Enforcement Administration CP
SSBS 6	Modify Law Enforcement Administration TC
SSBS 7	Modify Law Enforcement Administration AAS
SSBS 8	Modify Political Science minor
SSBS 9	Delete Sociology Minor
SSBS 10	Modify AS in CJ
SSBS 11	Delete CJ 1001
SSBS 12	Delete SOC 3453
SSBS 13	Delete SOC 3543
SSBS 14	Delete SOC 4643
SSBS 15	Delete SOC 4673
SSBS 16	Modify CJ 3353
SSBS 17	Modify CJ 4903
SSBS 18	Modify PSY 3443
SSBS 19	Add CJ 4XX3 Violence in America
SSBS 20	Add CJ 4XX3 Corrections Law
SSBS 21	Add CJ 4XX3 Justice Leadership
SSBS 22	Add CJ 4XX3 Mass Incarceration
SSBS 23	Add CJ 4XX3 Death Penalty
SSBS 24	Add CJ 4XX3 Gangs
SSBS 25	Modify AS in CJ

Graduate Council Proposals 2022-23

Unit	Proposal
AA	Modify policy Second UAM Master's degree
CFANR	New Program: Graduate Certificate in Forest Business
CFANR	Add NRM 5XX3 Forest Appraisals
CFANR	Add NRM 5XX3 Forest Operations and Supply Chain Management
CFANR	Add NRM 5XX3 Leadership in a Forest Business
CFANR	Add NRM 5XX3 Life Cycle Assessment of Forest Products
CFANR	Add NRM 5XXV Independent Study in Forest Business
CFANR	Add NRM 5XX3 Forest Finance
CFANR	Add NRM 5XX3 Forest Products Marketing
CFANR	Add FRS 5XX3 Advanced GIS
CFANR	Modify catalogue statement to remove GRE as requirement for admission to graduate programs
SAH	Modify catalogue description for GC in Composition and Rhetoric
SOE	Modify catalogue: "Admission to Master of Education (M.Ed.) Program"
SOE	Add track to Master of Education
SOE	Delete EDFD 5053 Law for Public School Teachers
SOE	Delete EDFD 5273 Teaching the Culturally Different Child
SOE	Modify ECED 5043 Child Development
SOE	Modify ECED 5023 Creative Arts
SOE	Modify ECED 5033 Trends, Problems, and Issues of Early Childhood
SOE	Modify ECED 5053 Historical and Theoretical Approaches to Early Childhood Education