



UNIVERSITY ASSESSMENT REPORT

APRIL 29, 2025

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University Assessment Committee (UAC)

2024-2025

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 Owyong
Athletics	Ms. Alex Spainhouer
Finance & Administration	Mr. Thomas Lafever
Student Engagement	Ms. Terri Richardson
Student Engagement	Ms. Sydney Gavin-Herron (Fall '24) Mr. Brian Jones (Spring '25)
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 3, 2024, to March 27, 2025, with additional communication via email. Minutes of all 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 2024-2025 academic year was the fourth year that units gathered AACU rubric data (see [Appendix A](#)). In accordance with the University Assessment Plan, this year's focus was on two of the four Institutional Learning Outcomes: Communication (oral and written) and Critical Thinking. The UAC asked unit leaders to begin gathering data using the AACU rubrics and scoring sheets (see [Appendix B](#)) in designated classes, programs, activities, and events Fall 2024 and to continue to do so throughout Spring 2025. The data will be included in units' 2024-25 Annual Reports (due August 1, 2025).

All units are now using Blackboard as an assessment management system that facilitates the scoring of 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 using "Simple OSCQR," a distinctly UAM adaptation of SUNY OSCQR. A table for summarizing and analyzing online assessment data was added to the 2023-24 Annual Report template (see [Appendix E](#)) and will serve to organize and summarize online assessment data again in the 2024-25 annual reports.

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

The UAC reviewed all annual assessment reports submitted for AY2024. These reports came from all the academic units, the technical campuses, the Taylor Library, Academic Advising, and for the first time, The Testing, Career Services, and Tutoring Office.

The UAC findings are summarized below under "Findings of the UAC."

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

In Fall 2024, as in past years, unit leaders were provided with 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 Communication and Critical Thinking. It also emphasized that 2024-25 was the second year in the two-year cycle established for 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 2023-24 Annual Reports reinforced the need for 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.

During Professional Development Week 2024-25, a session addressed the following aspects of assessment at UAM:

- The purpose of assessment
- Higher Learning Commission expectations
- The appropriate use of UAM's assessment tools, including AACU rubrics and OSCQR
- Change predicated on data
- How IT facilitates assessment

Whereas in the previous two years when large workshops were held during the fall and spring semesters for all faculty, staff, and administrators engaged in assessment, this year more focused and customized training was offered to each individual unit.

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, Testing, Career Counseling, Tutoring, the Taylor Library, and Debate.

Findings of the UAC

1) General Report Requirements

Again this year, the unit annual assessment reports all met or exceeded expected benchmarks.

The UAC made recommendations to all units on how they might improve the gathering, analysis, and reporting of data. In meetings with unit heads, the UAC highlighted successful program strategies and continued to emphasize that change should be predicated on assessment data.

2) Enrollment

Overall Enrollment for UAM (source: Office of Institutional Research)

Campus	2021 - 2022	2022 - 2023	2023 - 2024	3-Year Total	3-Year Average
Main Campus	2570	2543	2543	7656	2552
<i>Undergraduates</i> Main Campus	1893	1825	1876	5594	1865
<i>Graduate students Main</i> Campus	677	718	667	2062	687
Crossett	150	128	142	420	140
McGehee	233	197	211	641	214
Concurrent	327	426	481	1234	411
Total all three campuses	3280	3294	3377	9951	3317

To avoid counting students multiple times, here is the logic used to count them:

1. If a student enrolled in even one class on the Monticello campus, they were counted toward Monticello.

2. If a student was enrolled in both McGehee and Crossett courses in the same academic year, they were counted toward the campus where their total units enrolled for the year were higher. If they had equal enrollment, the count went to McGehee by default, but this applies to very few students.
3. Students in concurrent classes only were counted as concurrent. If they matriculated as an undergraduate after taking concurrent courses within the same academic year, they were counted toward that campus location instead.

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

<i>School of Arts & Humanities</i>								
Program	Enroll Fall 2021	Grads 2021- 22	Enroll Fall 2022	Grads 2022- 23	Enroll Fall 2023	Grads 2023- 24	3-Year Average Enrollment	3-Year Average Grads
BA Art (program now discontinued)	18	2	12	3	14	2	14.6	2.3
BA Communication (program now discontinued)	15	5	8	5	8	2	10.3	4
BA English (program now discontinued)	13	4	15	4	13	3	13.6	3.6
B Liberal Arts	1	0	1	0	1	0	1	0
BA Modern Languages (program now discontinued)	3	1	2	0	0	0	1.6	.3
BA/BME Music	46	11	39	5	47	2	44	6
MA English	4	0	5	0	7	3	5.3	1
MFA Creative Writing	12	3	14	5	14	4	13.3	4
MM Jazz Studies	6	14	14	7	8	12	9.3	11
MFA Debate (program now discontinued)	3	0	6	0	4	0	13	0
GC Creative Writing	N/A	N/A	0	0	0	0	N/A	N/A
GC Comp & Rhetoric	N/A	N/A	0	0	0	0	N/A	N/A
GC English Lit	N/A	N/A	0	0	1	0	N/A	N/A

GC Children & Adolescent Lit	N/A	N/A	0	0	0	0	N/A	N/A
GC Debate	N/A	N/A	N/A	N/A	0	0	N/A	N/A

School of Business								
Program	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	3-Year Average Enrollment	3-Year Average Grads
AS Business	15	31	10	18	12	11	12.3	20
Bachelor of Accounting	59	14	46	12	42	10	49	12
Bachelor of Business Administration	141	39	133	33	153	46	142.3	39.3

School of Computer Information Systems								
Program	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	3-Year Average Enrollment	3-Year Average Grads
CP CIS	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A
TC CIS	N/A	N/A	N/A	N/A	2	1	N/A	N/A
AS CIS	11	12	5	8	12	8	9.3	9.3
BS CIS	57	17	46	14	50	14	51	15
Adv Cert CIS	0	0	0	0	0	0	0	0

School of Education								
Program	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	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	6	0	8	2	6	1
BA K-6 Education	49	3	57	1	72	6	59.3	3.3
BS HPE	59	18	62	15	62	12	61	15
BS Teaching & Learning	12	2	3	0	6	0	7	0.6

School of Education								
(program now discontinued)								
BS Exercise Science	85	7	95	10	84	16	88	11
BSE Ed Studies	121	45	84	29	91	37	98.6	37
MAT	292	92	297	150	281	136	290	126
MEd Ed Leadership	16	6	8	10	4	3	9.3	6.3
MEd Education	13	8	10	1	12	10	11.6	6.3
MPEC	40	14	30	18	16	8	28.6	13.3

School of Mathematical and Natural Sciences								
Program	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	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	68	11	65	12	60	12	64.3	11.6
BS Mathematics	10	3	12	2	8	4	10	3
BS Natural Sci	16	5	17	2	7	0	13.3	2.3
BS Chemistry	27	7	29	6	31	3	29	5.3
Pre-Engineering	11	N/A	6	N/A	3	N/A	6.6	N/A
Pre-Medicine	31	N/A	30	N/A	25	N/A	28.3	N/A
Pre-Pharmacy	10	N/A	4	N/A	4	N/A	6	N/A
Allied Health	19	N/A	17	N/A	5	N/A	13.6	N/A

School of Nursing								
Program	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	3-Year Average Enrollment	3-Year Average Grads
AASN	13	7	20	11	16	11	16.3	9.6
BSN	122	19	111	18	118	13	117	16.6
MSN	N/A	N/A	9	N/A	19	N/A	N/A	N/A

School of Nursing								
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 (See notes at bottom of chart.)	Enroll Fall 2021	Grads 2021- 22	Enroll Fall 2022	Grads 2022- 23	Enroll Fall 2023	Grads 2023- 24	3-Year Average Enrollment	3-Year Average Grads
CP Crime Scene Investigation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TC Crime Scene Investigation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CP Law Enforcement Administration	N/A	1	N/A	1	N/A	1	N/A	N/A
TC Law Enforcement Administration	N/A	N/A	N/A	N/A	N/A	1	N/A	N/A
AAS Crime Scene Investigation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AAS Law Enforcement Investigation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AS Criminal Justice	N/A	1	N/A	3	N/A	0	N/A	1.3
BA History (program now discontinued)	13	3	10	4	8	3	10.3	3.3
BA Political Science (program now discontinued)	12	2	11	5	17	7	13.3	4.6
BA Psychology	66	15	56	14	55	12	59	13.6
BS CJ	46	9	49	8	46	8	47	8.3
BSW	48	16	34	5	30	10	37.3	10.3

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 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	3-Year Average Enrollment	3-Year Average Grads
Associate of Arts	140	101	162	81	183	75	161.6	86
Associate of Applied Science	24	83	20	61	17	76	20.3	73
BGS (program now discontinued)	0	0	0	0	1	0	0.3	0
BIS	27	10	30	26	31	22	29.3	19.3
BAS	46	13	47	8	52	10	48.3	10.3

College of Forestry, Agriculture & NR								
Program	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	3-Year Average Enrollment	3-Year Average Grads
AAS Forest Tech	0	0	0	0	0	0	0	0
AS Natural Resource Management	N/V	5	N/V	6	N/V	13	Data separate from B.S. not available.	8
AS Land Surveying Tech	N/V	0	N/V	3	N/V	1	Data separate from B.S. not available.	1.3
AS Agriculture	N/V	6	N/V	6	N/V	10	Data separate from B.S. not available.	7.3
BS Natural Resources Management	71	12	56	12	62	9	63	11
BS Land Surveying	9	2	11	1	14	1	11.3	1.3

BS Agriculture	85	21	82	12	93	17	86	16.6
MS Forest Resources	20	3	24	7	18	7	20.6	5.6
GC Waterfowl Hab & Recreation Management	4	4	4	3	5	5	4.3	4
GC Forest Business	N/A	N/A	N/A	N/A	4	1	N/A	N/A
Pre-Vet	21	N/A	20	N/A	16	N/A	19	N/A

<i>Crossett</i>								
Program	Enroll Fall 2021	Grads 2021-22	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	3-Year Average Enrollment	3-Year Average Grads
CP Basic Business Principles	5	0	9	1	13	9	9	3.33
CP Child Dev Assistant	14	3	11	2	17	10	14	5
CP EMT	0	0	0	0	0	0	0	0
CP Healthcare Office Skills	14	7	21	8	15	7	16.7	7.3
CP Hospitality Skills	9	5	10	1	8	5	9	3.7
CP HVAC/R Technology Fundamentals	8	8	6	6	5	4	6.3	6
CP Industrial Equipment Repairs	33	27	29	29	29	14	30.3	23.3
CP Manufacturing Principles	0	0	0	0	0	0	0	0

Crossett								
CP Nursing Assistant	14	30	14	20	8	25	12	25
CP Phlebotomy	0	8	10	17	15	17	8.3	25
CP Welding	41	47	41	20	51	33	44.3	33.3
TC Advanced Manufacturing Technology	0	0	0	0	0	0	0	0
TC Industrial Production Technology	0	0	0	0	0	0	0	0
TC Business Technology	5	4	9	4	18	4	10.7	4
TC Early Childhood Education	14	7	11	2	24	4	16.3	4.3
TC Electromechanical Maintenance Technology	34	29	29	24	29	20	30.7	24.3
TC Health Information Technology	14	5	21	12	19	10	18	9
TC Hospitality Services	9	2	10	3	8	2	7	2.3
TC HVAC/R Technology	8	8	6	6	5	3	6.3	5.7
TC Practical Nursing	11	5	19	11	20	14	16.7	10
TC Welding Technology	17	10	10	7	12	7	13	8
Advanced TC Electromechanical	34	36	29	27	29	29	30.7	30.7

Crossett								
Technology-- Instrumentat ion								
AAS General Technology		53		43		52		49.3
AAS Industrial Technology	34	35	29	22	29	26	30.7	27.7
AAS Advanced Manufacturin g Technology	0	0	0	0	0	0	0	0

McGehee								
Program	Enroll Fall 2021	Grads 2021- 2022	Enroll Fall 2022	Grads 2022-23	Enroll Fall 2023	Grads 2023-24	3-Year Average Enrollment	3-Year Average Grads
CP Automotive Diagnostics	3	3	2	4	4	4	3	3.66
CP Business Principles	19	8	7	9	7	2	11	6.33
CP Child Dev Associate	16	13	5	13	5	20	8.66	15.33
CP EMT Basic	2	8	1	10	5	17	2.66	11.64
CP Heavy Equipment	1	5	1	8	2	5	1.33	6
CP Health Office Skills	6	7	3	8	2	1	4	5.33

McGehee								
CP Hospitality Skills	1	7	5	3	3	1	3	3.66
CP Nursing Assistant	7	68	5	51	4	42	5.33	53.66
CP Phlebotomy	1	15	8	12	10	10	6.33	12.33
CP Tractor & Trail Operation	1	4	6	1	2	11	3	5
CP Welding	2	21	3	26	2	15	2.33	20.66
TC Automotive Service Technology	9	7	5	2	7	1	7	3.33
TC Business Office Technology	37	7	28	5	26	2	30.33	4.66
TC Diesel Technology	16	6	15	0	12	7	14.33	4.66
TC Early Childhood Development	62	14	44	10	46	16	50.66	13.33
TC Health Information Technology	12	7	18	7	17	2	15.66	5
TC Health Professions	9	0	7	4	15	2	10.33	3
TC Heavy Equipment	5	3	8	7	6	4	6.33	4.66
TC Hospitality Services	10	4	10	4	5	1	8.33	3
TC Paramedic	9	1	9	4	12	4	10	3
TC Practical Nursing	42	3	56	6	58	6	52	5
TC Welding Technology	15	2	12	11	6	2	11	5

McGehee								
Practical Nursing AAS track-TC	9	0	0	0	1	0	3.33	0
Pend Practical Nursing TC (Associate track)	9	0	7	0	7	0	7.66	0

Programs of Concern (Source: Annual Reports)

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.

Program	Fall 2021	Fall 2022	Fall 2023	Explanation/Strategies
School of Business				
BBA Accounting	59	46	42	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 42 in fall 2023. 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 accounting faculty plan to emphasize these options in recruitment.
School of Arts and Humanities				
BA Art	18	12	14	The degree has been deleted. The School of Arts and Humanities incorporated the curriculum into the Bachelor of Liberal Arts.
BA Communication	15	8	8	The degree is in the process of being deleted. The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA English	13	15	13	The degree is in the process of being deleted. The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.

BA Modern Languages	3	2	0	The degree has been deleted. The School of Arts and Humanities incorporated the curriculum into the Bachelor of Liberal Arts.
MM Jazz Studies	6	14	8	The pandemic had a devastating effect on the music industry. Fortunately, a very high retention rate has kept the program's 3-year graduation average (11) well above viability requirements.
School of Education				
BA Middle Childhood Education	4	6	8	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	12	3	6	The BSTL is in the process of being deleted. Students not completing the program by May 2025 are being shifted into the Bachelor of Science in Education Studies.
Master of Education	13	10	12	Enrollment has leveled off, and the program remains viable. The School of Education continues its recruitment efforts.
Master of Education in Ed Leadership	16	8	4	The School of Education continues its recruitment efforts.
Master of Physical Education and Coaching	40	30	16	The School of Education continues its recruitment efforts.
School of Social and Behavioral Sciences				
BA History	13	10	8	History has been merged with Political Science into a single major to boost numbers and reduce viability concerns.
BA Political Science	12	11	17	Political Science has been merged with History into a single major to boost numbers and reduce viability concerns
Technical Campuses				
TC Health Professions	0	7	15	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	71	56	62	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	68	65	60	The decline in enrollment is perhaps primarily reflective of the campus-wide decrease. The program remains large and viable.
BS Chemistry	27	29	31	Enrollment has risen modestly for the past two years. The School of Mathematical and Natural Sciences continues its recruitment efforts.
BS Mathematics	10	12	8	An option for educators has been added with the hope that this option will serve the needs of regional public schools and increase enrollment numbers. Also, the program is now offered 100% online. New embedded associate degrees in Data Science and Engineering Mathematics may help to increase enrollment, as well.

Progression/Retention (Source: UAM IR)

Fall-to-Spring and Fall-to-Fall Retention by Campus

Fall 2021 Cohort	FTF	Spring 2022 Retention	Fall 2022 Retention
Main Campus	309	264 (85.4%)	209 (67.6%)
Crossett	66	56 (84.8%)	38 (57.5%)
McGehee	62	40 (64.5%)	23 (37.1%)
Combined	437	360 (82.3%)	270 (61.7%)

Fall 2022 Cohort	FTF	Spring 2023 Retention	Fall 2023 Retention
Main Campus	285	234 (82.1%)	180 (63.1%)
Crossett	53	42 (79.2%)	26 (49.0%)
McGehee	55	46 (83.6%)	24 (43.6%)
Combined	393	322 (81.9%)	230 (58.5%)

Fall 2023 Cohort	FTF	Spring 2024 Retention	Fall 2024 Retention
Main Campus	376	318 (84.5%)	246 (65.4%)
Crossett	47	41 (87.2%)	27 (57.4%)
McGehee	60	45 (75.0%)	21 (35.0%)
Combined	483	404 (83.6%)	294 (60.8%)

Notes:

Cohorts are limited to FTF.

On the technical campuses, several programs can be completed within one year.

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 2023 Cohort	72.2%
Fall 2022 Cohort	68.9%
Fall 2021 Cohort	67.9%
Fall 2020 Cohort	69.1%
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%

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

	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%)

Fall-to-Fall Retention Rate: Fall 2023 Cohort by Gender, Race, Ethnicity, Age
Rate of students from Fall 2023 cohort that returned Fall 2024

	Male: Returned	Male: Did Not Return	Female: Returned	Female: Did Not Return	All Students Returned
Non-Resident	0	0	1	0	1/1 (100%)
Hispanic/Latino	8	1	13	3	21/25 (84%)
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	13	8	11	11	24/43 (55.8%)
Caucasian	55	28	76	16	131/175 (74.9%)
Two or more races	1	2	2	1	3/6 (50%)
Traditional (24 and below)	79	38	102	31	181/250 (72.4%)
Non-Traditional (25 and above)	0	1	1	0	1/2 (50%)
Total	79/118 (66.9%)	39/118 (33.1%)	103/134 (76.9%)	31/134 (23.1%)	182/252 (72.2%)

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 2020 Cohort	34.7%
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Fall 2019 Cohort	32.4%
Fall 2018 Cohort	28.0%
Fall 2017 Cohort	26.7%
Fall 2016 Cohort	13.7%
Fall 2015 Cohort	15.9%
Fall 2014 Cohort	16.9%
Fall 2013 Cohort	12.5%

150% Graduation Rate

Fall 2018 Cohort	38.3%
Fall 2017 Cohort	35.1%
Fall 2016 Cohort	26.0%
Fall 2015 Cohort	25.0%
Fall 2014 Cohort	26.6%
Fall 2013 Cohort	24.5%
Fall 2012 Cohort	21.3%
Fall 2011 Cohort	19.5%

UAM's fall-to-fall retention rate for all first-time freshmen improved to 60.9% for the Fall 2023 cohort compared to 58.5% for the Fall 2022 cohort. The retention rate is 10 points 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)

<u>Term</u>	<u>All FTF</u>
Fall 2023 Cohort	294/483 (60.9%)
Fall 2022 Cohort	230/393 (58.5%)
Fall 2021 Cohort	270/437 (61.8%)
Fall 2020 Cohort	295/485

	(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 2023 - Fall 2024	64.6%
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%

Although there was decline in student-athlete Fall-to-Fall retention, there was a significant jump (see below) in the student-athlete 100% graduation rate. (Source: ADHE)

**100% Graduation Rate
(Student Athletes)**

Fall 2020 Cohort	45.3%
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%
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**150% Graduation Rate
(Student Athletes)**

Fall 2018 Cohort	38.8%
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 Data: (Source: Academic Advising)

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 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 first full cohort of 78 Pathways students (Fall 2019) suggests a rather successful program. The fall-to-fall retention of this group was 52.6%--a significant improvement over the historical retention rate of 37% for students with ACT scores below 16. By Spring 2023, 55 credentials had been earned:

Retention of 78 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

In the following cohorts, retention was diminished, arguably by the pandemic.

Retention of 88 Fall 2020 Pathways students

Spring 2021	68 students (77.3%)
Fall 2021	36 students (40.9%)
Spring 2022	29 students (33.0%)
Fall 2022	13 students (14.8%)
Spring 2023	12 students (13.6%)
Fall 2023	13 students (14.8%)
Spring 2024	9 students (10.2%)
Fall 2024	10 students (11.4%)
Number of credentials earned	47

Retention of 68 Fall 2021 Pathways students

Spring 2022	51 students (75.0%)
Fall 2022	32 students (47.1%)
Spring 2023	24 students (35.3%)
Fall 2023	15 students (22.1%)
Spring 2024	14 students (20.6%)
Fall 2024	14 students (20.6%)
Number of credentials earned	61

Pathways placements were suspended during 2022-23 and 2023-24 while a pilot program was implemented that allowed students to enter Associate degree programs regardless of test scores.

Retention of 34 Fall 2022 Pilot Students

Spring 2023	26 Students (76.4%)
Fall 2023	13 Students (38.2%)
Spring 2024	10 Students (29.4%)
Fall 2024	7 Students (20.5%)
Number of credentials earned	2 as of Fall '24

Retention of Fall 41 2023 Pilot Students

Spring 2024	40 (97.5%)
Fall 2024	25 (60.9%)
Number of credentials earned	0 as of Fall '24

The second year of the pilot was marked by more robust tracking and advising of the students.

The pilot led to lowering the ACT or equivalent cut score for admission into the Associate of Arts.

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).

Through 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.

3) Gateway Course Success (Source: Annual Reports)

- a) English gateway success rates are on a slight upward trajectory as they continue to recover from their severe drop during the pandemic. Success rates, however, are still below both pre-pandemic and pre-corequisite remediation levels. It is yet to be seen whether the corequisite model for remediation is effective.
- b) In Math, with the exceptions of College Algebra and Calculus I, success rates declined in 2023-24. The three-year success-rate trend for QL with Review—35%, 33%, 25%—is particularly troubling. After analyzing data, Math faculty have decided to back away from corequisite remediation to a great extent.

Course	2021-2022 Passed	2021-2022 Failed	2022-2023 Passed	2022-2023 Failed	2023-2024 Passed	2023-2024 Failed	3-Year Trend Passed	3-Year Trend Failed
ENGL 10103 Comp I	339 63%	199 37%	385 65%	206 35%	444 65%	235 35%	1,168 65%	640 35%
ENGL 10203 Comp II	308 66%	156 34%	331 65%	179 35%	369 69%	163 31%	1,008 67%	498 33%
MATH 11103 Quantitative Literacy	100 59%	70 41%	96 68%	45 32%	184 58%	132 42%	380 61%	247 39%
MATH 11103 Quantitative Literacy with Review	79 35%	145 65%	76 33%	153 67%	50 25%	153 75%	205 31%	451 69%
MATH 12003 Trigonometry	34 60%	23 40%	42 72%	16 28%	36 48%	39 52%	112 59%	78 41%
MATH 11003 College Algebra	79 59%	54 41%	72 61%	47 39%	68 61%	43 39%	219 60%	144 40%
MATH 11003 College Algebra with Review	53 83%	11 17%	74 90%	8 10%	118 72%	45 28%	245 79%	64 21%

MATH 24005 Calculus I	12 57%	9 43%	17 55%	14 45%	15 75%	5 25%	44 61%	28 39%
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*Passed = A, B, or C; Failed = D, F, or W

4) 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)

Programs of Concern—Number of Degrees Awarded

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average	Program Strategies
BA Art	2	3	2	7	2.3	This degree has been deleted. Students are directed to the new Bachelor of Liberal Arts.
BA Communication	5	5	2	12	4	This degree is in the process of being deleted. The School of Arts and Humanities has incorporated the curriculum into the Bachelor of Liberal Arts.
BA English	4	4	3	11	3.6	This degree is in the process of being deleted. The School of Arts and Humanities has incorporated the curriculum into the

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average	Program Strategies
						Bachelor of Liberal Arts.
BA Modern Languages	1	0	0	1	0.3	This degree has been deleted. Students are directed to the new Bachelor of Liberal Arts.
MFA Creative Writing	3	5	4	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.
BA History	3	4	3	10	3.3	This degree is being phased out. Students are directed to the new BA in History-Political Science.
BA Political Science	2	5	7	14	4.6	This degree is being phased out. Students are directed to the new BA in History-Political Science.
BS Natural Science	5	2	0	7	2.3	Faculty will be seeking new and more robust strategies for recruiting majors.
BS Mathematics	3	2	4	9	3	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	2	3	1	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

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average	Program Strategies
						ADHE to recognize it as a cognate.
BA K-6 Education	3	1	2	6	2	Enrollment in the program is not an issue, but retention is. The School of Education is examining the reasons why students don't complete.
AS Land Surveying Technology	0	3	1	4	1.3	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.
BS Land Surveying	2	1	1	4	1.3	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	1	2	1	4	1.3	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.
TC Hospitality McGehee	4	4	1	Total both campuses = 16	5.3	Classes are currently being offered on two campuses. One of the facilities was renovated with the goal of recruiting additional students.
Crossett	2	3	2			
CP Hospitality McGehee	7	3	1	Total both	7.3	This CP is embedded in the Hospitality Services TC.

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average	Program Strategies
Crossett	5	1	5	campuses =22		
CP/TC Health Professions	0	4	2	6	2.0	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	N/A	N/A	N/A	N/A	N/A	This program is currently not enrolling students.
TC Heating, Ventilation, Air Conditioning, & Refrigeration Tech	8	6	3	17	5.6	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	0	Covid was a major factor in the enrollment decline because companies cut back production and the number of internships.
AAS Advanced Manufacturing Technology	0	0	0	0	0	The industries and sponsors of the programs have been approached about revamping the curricula
TC Advanced Manufacturing Technology	0	0	0	0	0	to focus solely on the major facets of manufacturing and not so much on the

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average	Program Strategies
						industrial maintenance.
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
CP	51.0904	Emergency Medical Technician
CP	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

5) Faculty

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

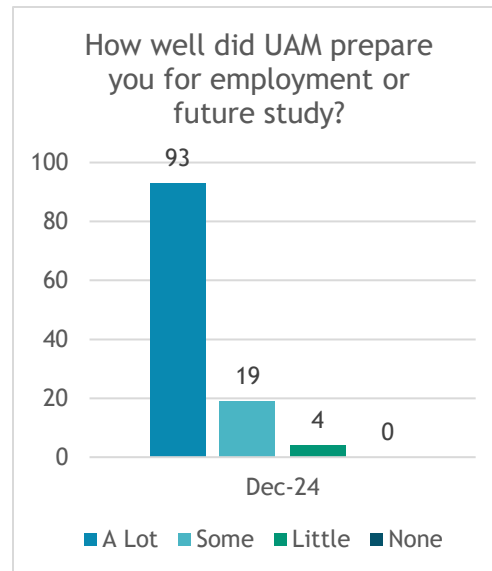
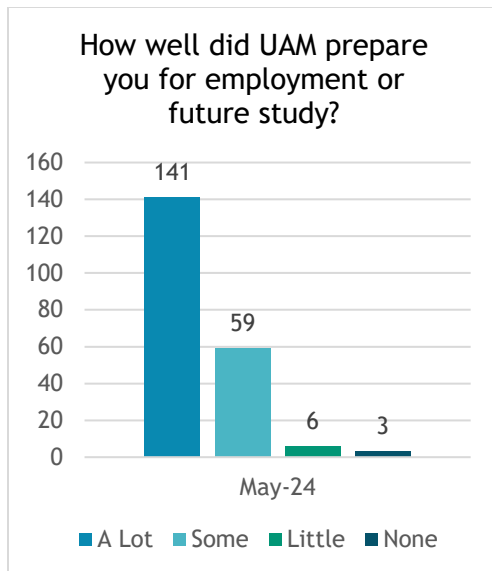
6) Curriculum Revisions

- 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 Graduate Council, proposals for the 2024-25 academic year.

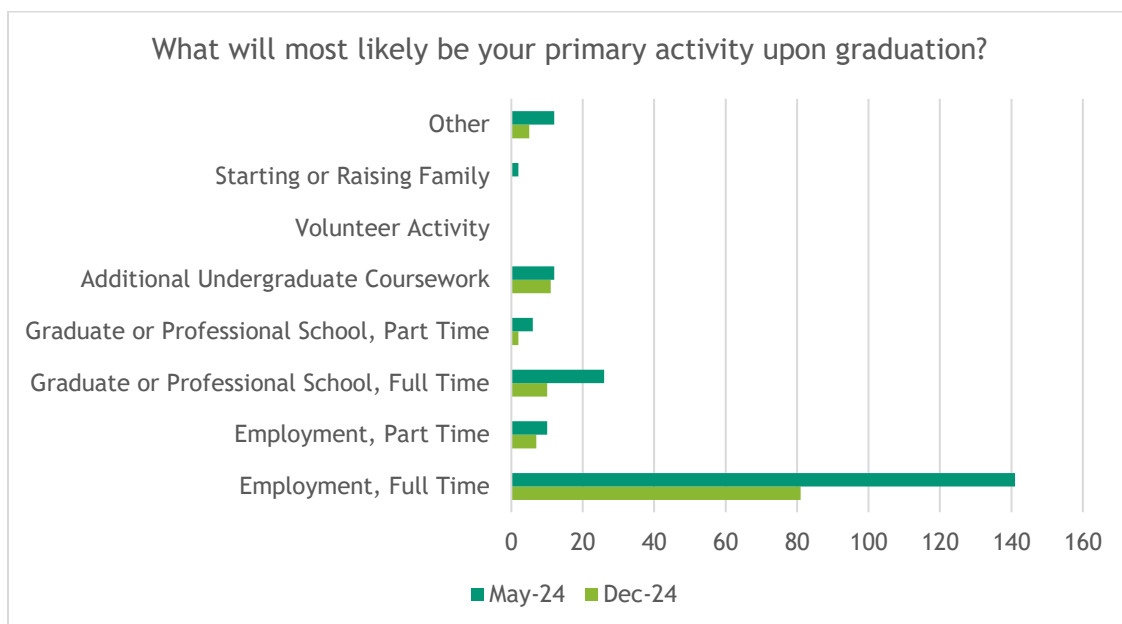
7) Student Perceptions: (Source: Graduation Survey)

The results below are from the May 2024 survey (209 responses out of 456 possible) and December 2024 survey (116 responses out of 418 possible).

- A. An overwhelming majority (312 out of 325) of graduates feel that UAM prepared them "a lot" or "some" in their preparation for employment or advanced study. 72.0% said "a lot," 24.0% said "some," 3.1% said "little," and 0.9% said "none."

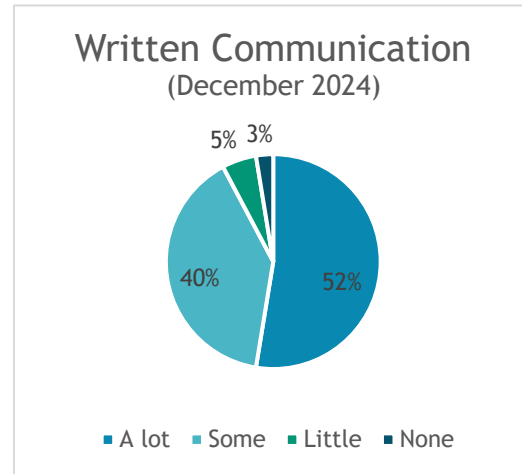
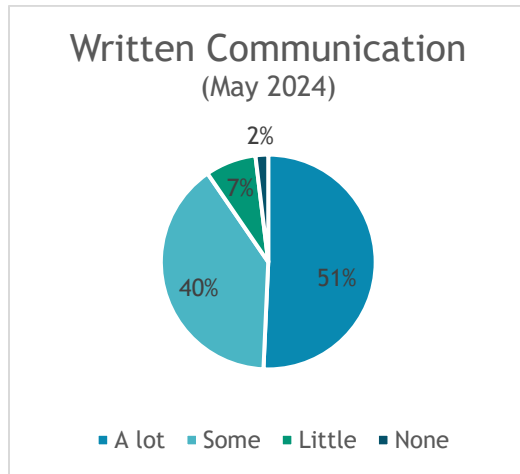


- B. Most graduates are planning to enter the workforce full-time. Also, a significant number are entering graduate or professional school.

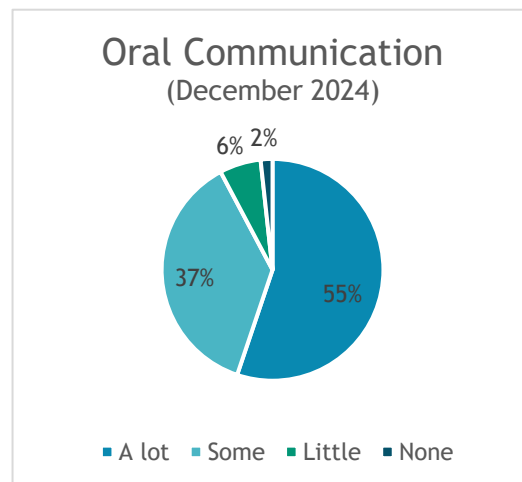
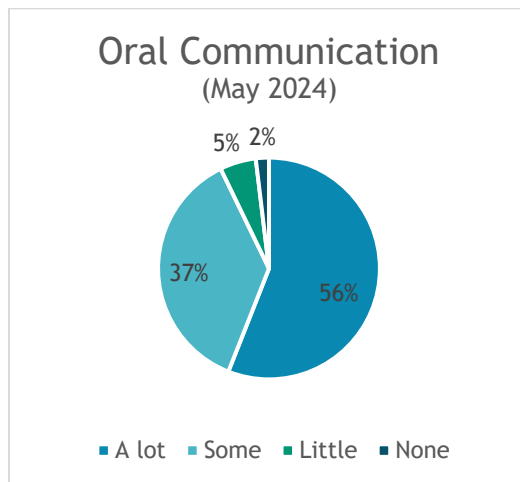


- C. An overwhelming majority of respondents (generally 80% to 90% for each Institutional Learning Outcome) felt that, as a result of the instruction they received at UAM, they improved their knowledge and skills “a lot” or “some.”

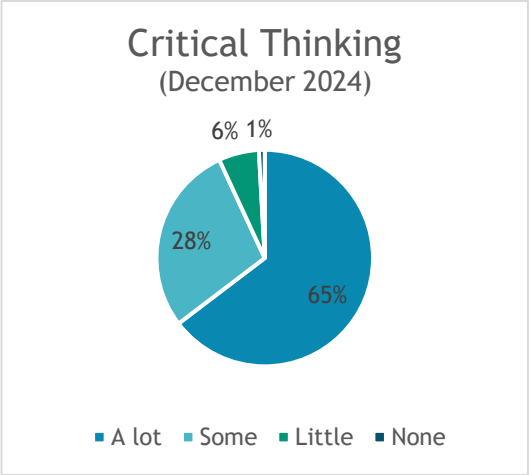
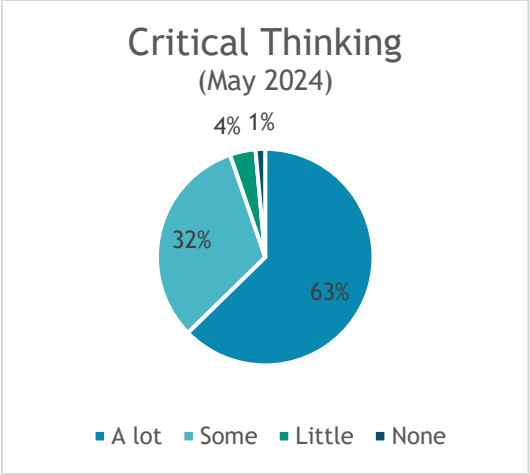
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your written communication skills?



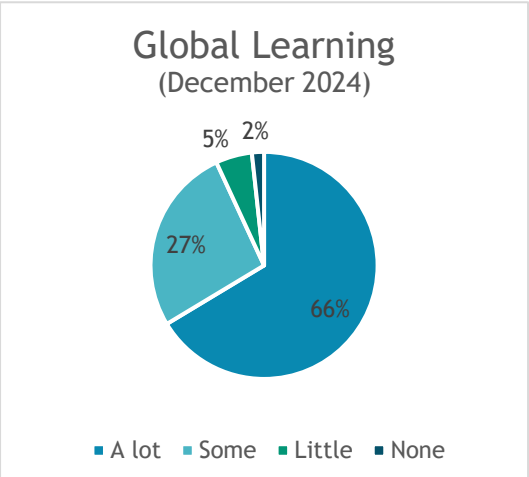
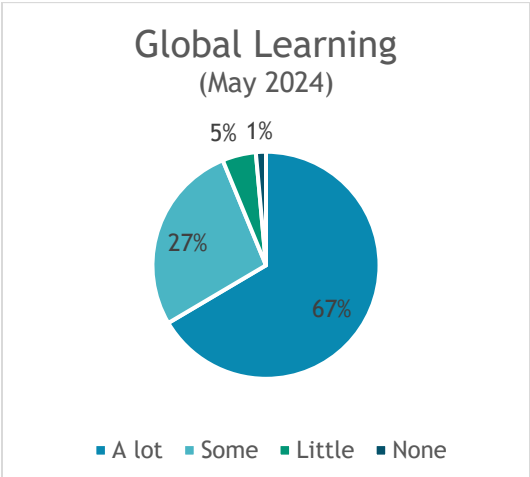
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your oral communication skills?



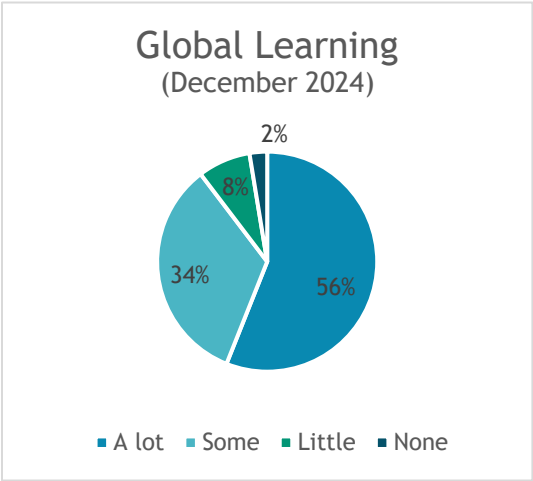
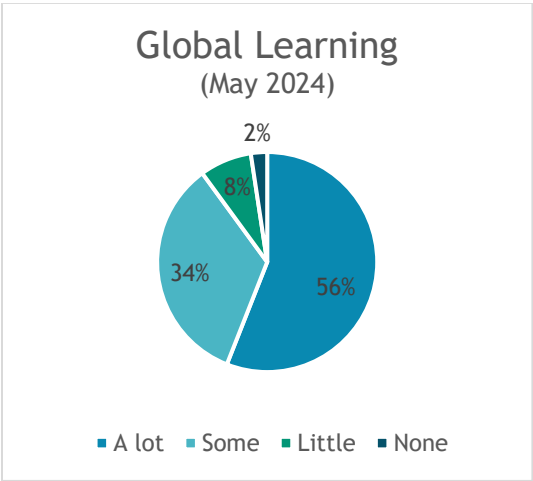
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to think critically?



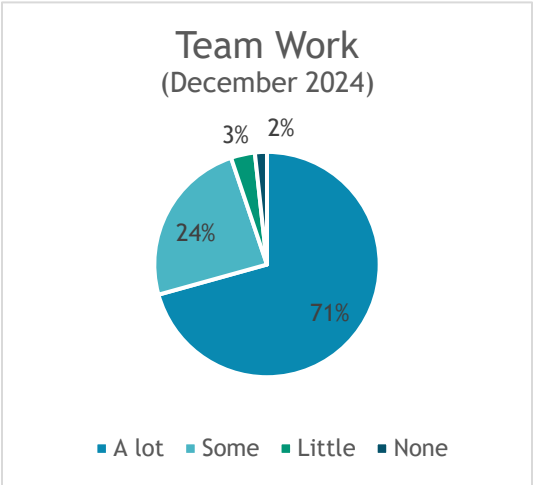
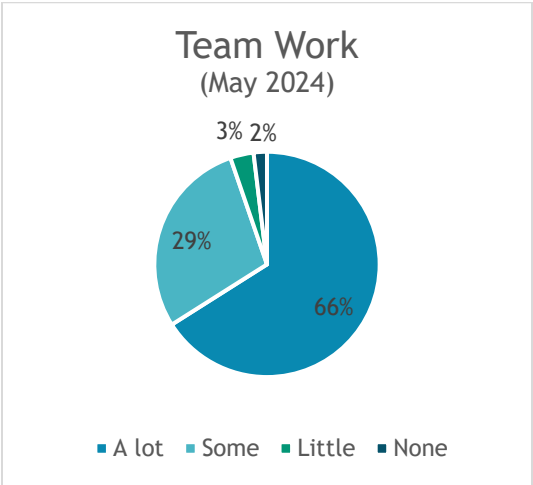
Question: As a result of your experience at UAM, how much progress do you feel you made in improving your ability to understand viewpoints, values, or customs different from your own?



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?



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?



Recommendations

The UAC recommends that units fine tune their assessment processes and look closely at ways their analysis of data can lead to positive change in terms of program quality, recruitment, retention, graduation rates, and tracking of graduates.

In 2025-26, the UAC will provide guidance that focuses on the collection and analysis of data related to the Institutional Learning Outcomes for Global Learning and Teamwork.

Also in 2025-26, units should assess all General Education online classes and all online courses that are part of a 100% online program.

UAM should investigate appropriate ways the General Education Committee can participate in the assessment process in collaboration with the academic units. The General Education Committee should start submitting an annual report, the contents of which will include a mission, vision, strategic plan, analysis of data, and recommendations for strengthening General Education offerings.

Appendix A: UAM Modified AACU Rubrics (2024-25)

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 <i>Selecting and using information to investigate a point of view or conclusion.</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Not meeting dimensional requirement for Benchmark 1.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Not meeting dimensional requirement for Benchmark 1.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Not meeting dimensional requirement for Benchmark 1.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.	Not meeting dimensional requirement for Benchmark 1.

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

WRITTEN COMMUNICATION VALUE RUBRIC

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



Definition

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

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

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

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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

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

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

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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

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

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

Appendix B: Scoring Sheets used with the AACU Rubrics (2024-25)

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							
Cultural Diversity							

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 2024-25

Focus for Academic Year 2024-25

- Communication (oral and written)
- Critical Thinking

For course-based and co-curricular assessment by unit, see appendices E and F in the University Assessment Plan 2024.

Remember that you don't have to use all the dimensions of a rubric.

Phase 2 of Assessment of Distance Learning

- We will collect assessment data this year for all online classes we did not assess in 2023-24: 100% online classes that are not part of the Gen Ed curriculum and not part of a 100% online program. We assess classes and cocurricular activities at undergraduate and graduate levels. We will do assessment on all campuses.
- 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.
- Unit heads will review and approve the self-assessments and will compile and analyze the data in the summary table in the unit's 2024-25 Annual Report.

Reminders:

In your annual report, be specific in describing assessment processes and analysis of data

- Specify the contexts in which students are assessed—the specific courses and assignments.
- Note the trendline for scores at different student career levels: freshman, mid-career, and capstone.
- What does analysis of the data suggest should change in a program and/or in our assessment processes?

Interpreting the AACU rubrics

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

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

- Expected typical 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.

APPENDIX D: Curriculum & Standards Proposals and Graduate Proposals for 2024-2025 Approved

C&S

Academic Affairs	Proposal
AA 1	Modify policy regarding enrollment in developmental courses
AA 2	Modify Degree Pathways Appeals Committee statement
AA 4	Update Academic Calendars
AA 5	Modify catalogue: conferral dates
AA 6	Modify ILO
Arts & Humanities	Proposal
SAH 1	Delete BA Communication
SAH 2	Delete BA English
SAH 3	Add SAH Orientation Course
SAH 4	Modify BLA
SAH 5	Modify ARAD 4680V
SAH 6	Add Graphic Design CP
SAH 7	Modify BLA
SAH 8	Delete ENGL 47353
SAH 9	Modify BA ENGL listing
SAH 10	Modify BA ENGL Comp & Rhetoric concentration
SAH 11	Modify BA ENGL Creative Writing Plan of Study
SAH 12	Modify BA ENGL Lit concentration
SAH 13	Modify ARHS 47333
SAH 14	Modify COMM 20253
SAH 15	Modify COMM 40153
SAH 16	Modify ENGL 47053
SAH 17	Modify ENGL 47153
SAH 18	Modify PHIL 46393
SAH 19	Modify WLLC 23003
SAH 20	Modify WLLC 4430V
SAH 21	Modify BLA (replaces SAH 7)
Business	Proposal
BUS 1	Modify MGMT 46503
BUS 2	Modify Bachelor of Business Administration
BUS 3	Modify SLO #5
College of Forestry, Agriculture & Natural Resources	Proposal
CFANR 1	Add NREM 3XXX1 Quiz Bowl
CFANR 3	Modify BS Agriculture
CFANR 4	Change name of General Agriculture option
Computer Information Systems	Proposal
CIS 1	Modify BS CIS to add concentration
Crossett	
Crossett 1	Modify BUSI 20793
Education	Proposal
SOE 1	Delete BTL

SOE 2	Modify transition points
SOE 3	Modify Elementary Ed
SOE 4	Modify BA K-6
SOE 5	Modify READ 20233
SOE 6	Modify EDHP 22533
General Studies	Proposal
GS 1	Modify BIS
GS 2	Modify Degree Pathways: Academic Eligibility
GS 3	Modify SLO
Math & Sciences	Proposal
SMS 1	Modify MATH 01483
SMS 2	Modify MATH 11103A
SMS 3	Modify MATH 01180
Nursing	Proposal
SON 1	Modify NURS 10262 - First Aid and CPR
SON 2	Modify NURS 10164 Principles I
SON 3	Modify NURS 1246V Principles II
SON 4	Modify NURS 2256V Principles III
SON 5	Modify Humanities options for BSN
SON 6	Modify NURS 10001 Essentials of Nursing
SON 7	Modify NURS 33363
SON 8	Modify NURS 41563
SON 9	Modify NURS 42104
SON 10	Modify NURS 23063
SON 11	Modify NURS 10164
SON 12	Modify NURS 1246V
SON 13	Modify NURS 2256V
Social & Behavioral Sciences	Proposal
SBS 1	Modify SBSC 49033
SBS 2	Add CRJU 2XXX3 Courts
SBS 3	Add CRJU 3XXX3 ethic and Cultural Competence
SBS 4	Delete CRJU 21333 Criminal Justice Ethics
SBS 5	Delete CRJU 21633 Multicultural Justice
SBS 6	Modify PSYC 30183
SBS 7	Modify AS Criminal Justice
SBS 8	Modify BS Criminal Justice
SBS 9	Modify CRJU 32433
SBS 10	Modify PLSC 34143
SBS 11	Add Social Science Pathways
SBS 12	Add Crisis Intervention
SBS 13	Add Sports Social Work
SBS 14	Modify Social Work Values and Ethics
SBS 15	Modify SCWK 21543
SBS 16	Modify SCWK 23243
SBS 17	Modify SCWK 23843
SBS 18	Modify SCWK 31243
SBS 19	Modify SCWK 43042
SBS 20	Modify SCWK 47044

SBS 21	Modify SCWK 42542
SBS 22	Modify SCWK 46744
SBS 23	Modify SCWK minor
SBS 24	Modify SCWK degree
SBS 25	Modify BS Psychology
SBS 26	Modify Psych minor
SBS 27	Delete Human Services minor
SBS 28	Delete CRJU 21533
SBS 29	Delete HIST 35713
SBS 30	Delete PLSC 22843
SBS 31	Delete PSYC 20183
SBS 32	Delete SCWK 33443
SBS 33	Delete ANTH 22403
SBS 34	Modify SOCI 10103
SBS 35	Modify SOCI 20103
SBS 36	Modify SCWK 10043
SBS 37	Modify SCWK 21243
SBS 38	Modify SCWK 21543
SBS 39	Modify SCWK 23243
SBS 40	Modify SCWK 30143
SBS 41	Modify SCWK 31243
SBS 42	Modify SCWK 43343
SBS 43	Modify SCWK 43443
SBS 44	Modify SCWK 43543
SBS 45	Modify SCWK 43743
SBS 46	Modify BSW degree description
SBS 47	Modify CRJU 34003
SBS 48	Modify CRJU 46203

GC

Arts & Humanities	Proposal
SAH GR 1	Delete MFA Debate and Communication
SAH GR 2	Modify catalog statement for GC Debate Pedagogy
SAH GR 3	Modify ENGL 55153
SAH GR 4	Delete SPAN 5900V
Education	Proposal
ED GR 1	Modify State Licensure Catalog statement
ED GR 2	Modify Catalog statement for MEd Leadership
ED GR 3	Modify Catalog statement for “Important Steps”
SOE GR 4	Modify EDFD 52783
SOE GR 5	Modify SPED 51383
SOE GR 6	Modify SPED 50983
Nursing	Proposal
SON GR 1	Modify NURS 50103
SON GR 2	Modify NURS 50214
SON GR 3	Modify NURS 50603
SON GR 4	Modify NURS 50703

APPENDIX E: Online Class Assessment Based on Simplified OSCQR: Unit Summary

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/>.