1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs? If your unit is accredited by an outside source, please attach the letter verifying your accreditation.

A student who graduates from the School of Agriculture should be able to:

1. Display knowledge of the local, state, and national agriculture industry and education system.
2. Perform critical reasoning, perceive assumptions, and make judgments based on the basic principles of animal science, plant and soil science, and agricultural economics.
3. Utilize sound decision-making techniques necessary for solving profitable farm and agribusiness management problems.
4. Identify prominent agricultural pests with their associated benefits/damages and the current management practices applied.
5. Demonstrate advanced knowledge and skills contained within courses for their chosen agriculture degree option.
6. Identify and successfully pursue employment opportunities in his/her chosen field of the agriculture industry.

The Student Learning Outcomes are measured through student performance and responses on exams, quizzes, laboratory exercises, case studies, homework assignments, reports, and presentations. The SLO’s are communicated to the public, community, and other stakeholders through our UAM School of Agriculture website. We intend to include the SLO’s on the next publication of our academic unit brochure that is distributed to all sectors of the public including prospective students.

The learning outcomes are posted on the School of Agriculture website at http://www.uamont.edu/Agriculture/REPORTS/Student%20Learning%20Outcomes.pdf under a specific heading. We do not have a separate accrediting agency.
2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University. The mission statement can be found in the General Information section of the catalog.

<table>
<thead>
<tr>
<th>UAM MISSION STATEMENT</th>
<th>Unit Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor.</td>
<td>SLO 1</td>
</tr>
<tr>
<td>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</td>
<td>SLO 2</td>
</tr>
<tr>
<td>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</td>
<td>SLOs 3, 4, 5</td>
</tr>
<tr>
<td>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</td>
<td>SLO 6</td>
</tr>
</tbody>
</table>

The first paragraph of the UAM Mission Statement (UAMMS) states the commitment to search for truth and understanding. This search for School of Agriculture students focuses on all levels of the agriculture industry and education system and is embodied in our first SLO – that all School of Agriculture graduates display knowledge of this industry and this system. To successfully conduct this search, our graduates should master applications of the three elements of our second SLO – critical reasoning, assumptions, and judgments.

The proper application of these elements within our animal science, plant and soil science, and agricultural economics disciplines is exemplified in the search for truth and understanding through scholastic endeavor. This application also fits directly into the second paragraph of the UAMMS of enhancing and sharing knowledge, preserving and promoting the intellectual content of society, and educating people for critical thought.
The third, fourth, and fifth SLOs for School of Agriculture graduates represent specific applications of learning experiences with regard to decision-making techniques, prominent pests and current management practices applied to them, and advanced knowledge and skills related to their chosen degree option. These applications reinforce classroom principles through the learning experiences of our students as described in paragraph three of the UAMMS within their own and other cultures.

The sixth School of Agriculture SLO is the identification and successful pursuit of employment opportunities by students in their chosen fields of the agriculture industry. UAM strives for excellence in all of its endeavors and seeks to assure opportunities for students from all backgrounds. The School of Agriculture, in similar fashion, strives for the same excellence and provision of opportunities.

Accomplishment of these SLOs and the elements in the UAM Mission Statement do not just happen. The School of Agriculture faculty members communicate the six desired student learning outcomes to prospective students through individual inquiries, alumni referrals, and booth displays presented at field days, career days, and other public meetings. Each prospective student is given the URL of the School of Agriculture website and a copy of the School of Agriculture brochure (Appendix I). An overview is provided of the agriculture degree programs, the options available, and other program agreements that the School has established with other institutions. Each student name with address is provided to UAM Admissions so the student can receive the general admissions package and a follow-up letter is sent to the student from the School of Agriculture Dean.

Current students are reminded of the learning outcomes through the specific objectives stated in each course syllabus. These objectives communicate the learning outcomes on a more detailed level with focus on that respective course. Over half of the agriculture syllabi are available, by course, on individual agriculture faculty websites. The student first goes to the School website and then opens a faculty member’s website to find the hyperlink for a specific course. Syllabi examples for three courses are provided in Appendix I.

School degree plans are shown on the website under “Degree Programs” at http://www.uamont.edu/Agriculture/degreeprograms.htm by each agriculture degree option with all required/optional courses. Possible eight-semester plans for each degree option are also listed in the website at http://www.uamont.edu/Agriculture/8semesterplans.htm. School of Agriculture Student Learning Outcomes are listed on the School website at http://www.uamont.edu/Agriculture/REPORTS/Student%20Learning%20Outcomes.pdf. Prospective and current students will also find more detailed learning outcomes listed within specific course syllabi goals. Learning outcomes are stated at the beginning of each semester in an oral manner on the first class day and distributed in written form on respective course syllabi.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Evidence of learning may be found at both the course and degree levels. Course level data to measure achievement of the six School of Agriculture student learning outcomes begins with the
COMMUNICATION ASSESSMENT REPORT 2014

GUIDING QUESTIONS

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

Students who earn the Bachelor of Arts in Communication should:

1. Send and receive verbal, nonverbal and written messages that meet critical standards;
2. Demonstrate facility in using major theories in message analysis;
3. Demonstrate significant skill in adapting messages to any type of communication;
4. Create formal messages using credible research methods and solid reasoning;
5. Demonstrate an understanding of the ethics, practices, and importance of communication theories in their area of emphases.

The SLOs can be found in the UAM catalogue (see Appendix A), on course syllabi (see Appendix B), and on the School of Arts and Humanities website in the context of assessment reports: http://www.uamont.edu/arts_and_Humanities/assessments/COMMAssessment2011.pdf

2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

UAM Mission Statement:

The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assu res opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development.

COMM SLO 1 reflects the university mission in enabling students to communicate effectively. (assured by the core requirements of Communication Writing, Interpersonal Communication, and Argumentation and Debate).
COMM SLO 2 reflects the university mission in educating people for critical thought (assured by the core requirement of Theories of Human Communication).

COMM SLO 3 reflects the university mission to enable students to “synthesize knowledge,” “communicate effectively,” use “technology with intelligence and responsibility,” and “act creatively within their own and other cultures.” (assured by the core requirements of Modern Media Literacy, Interpersonal Communication, and Argumentation and Debate, as well as the elective Intercultural Communication).

COMM SLO 4 reflects the university mission in the aim to “enhance and share knowledge, to preserve and promote the intellectual content of society and to educate people for critical thought” (assured by the core requirements of Modern Media Literacy and Theories of Human Communication).

COMM SLO 5 reflects the university mission in teaching students to “use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures” (assured by the core requirements of Communication Writing and Modern Media Literary).

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

General Education Communication Assessment:

The Communication faculty have decided that, given the extent and complexity of the General Education offerings in their discipline, they will do a separate assessment report evaluating the effectiveness of the Public Speaking, Business and Professional Speaking, and Interpersonal Communication classes. They will submit this report in 2015.

Description of General Education assessment instruments:

Pre-tests and post-tests are administered in the three General Education offerings. The pre-test is administered to students the first week of class. The post-test is administered to these students the final week of the class. See Appendix C (Public Speaking test), Appendix D (Business and Professional Speaking test), and Appendix E (Interpersonal Communication test).

Sample of data gathered in General Education Courses:

Business and Professional Speaking

Pre test

N=104
Mean= 14.808
SD= 4.711
1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs? If your unit is accredited by an outside source, please attach the letter verifying your accreditation.

The following student learning outcomes have been adopted by the School of Business.

The student graduating from the School of Business at the University of Arkansas at Monticello will be able to:

1. demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration,
2. demonstrate understanding of international business and international effects on US firms in an interdependent world,
3. be able to gather, analyze, and present results of research and business analysis,
4. demonstrate competence in the use of common business application software and an understanding of the role of information systems in business,
5. demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to those problems, either orally or in writing,

Student Learning Outcomes are listed on the School of Business webpage (School of Business Website at UAM), and will appear in the 2013-15 University Catalog. Because the SLOs are available on the School of Business website, they are available to the general public, potential employers, and to prospective students. As indicated below, course objectives are included in all syllabi. The School of Business has a brochure (attached as Appendix A) that is made available to all prospective students and the Office of Admissions. The brochure is intended to provide information about the School’s programs, its faculty, examples of its outstanding graduates, and to provide information about how to contact the school. SLOs are not included currently, but will be included in this brochure when it is reprinted. A revised brochure listing the SLOs will be posted on the School of Business website, since brochures will be reprinted only when the current supply runs low.

- In the School of Business, SLOs are required as part of the syllabus, along with course learning objectives. Several faculty members link the course learning objectives to Student Learning Outcomes. Sample syllabi for three different instructors’ Fall 2012 and Spring 2013 courses are attached as part of Appendix B.

The UAM School of Business is not accredited by any agency other than the University’s accreditation from the Higher Learning Commission.
2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

The mission statement of the University of Arkansas at Monticello is as presented below. Each of the mission statement goals is addressed by one or more of the School of Business learning objectives.

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

All School of Business SLOs are consistent with the mission of UAM. The first paragraph of the UAM mission is concerned with the search for truth. This search requires understanding of theory and practice in a chosen field and in an area of concentration. Without basic knowledge, the ability to analyze, evaluate, and extend knowledge is not achievable. The School of Business SLO 1 directly supports enhancement of knowledge, and the promotion of the intellectual content of society. SLOs 3 and 5 are concerned with critical thinking and analysis of problems, directly supporting parts 2 and 3 of the mission statement.

School of Business SLOs 2, 3, 4 & 5 all support the third part of the UAM mission. SLO 2 is intended to develop understanding of international business and its effects on organizations in the US, as well as increasing cultural understanding of School of Business students. SLO 3, in its emphasis on analysis and presentation skills, supports the synthesis and communication portions of this portion of the mission. SLO 5 is supportive of the creativity portion of this University goal. SLO 4 contributes to building School of Business students’ skills under the technology segment of this section of the mission.

The fourth section of the mission is primarily related to providing educational opportunities in the professions (such as accounting). SLO 1 supports this University goal.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?
1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

Graduates from the School of Computer Information Systems (CIS) should have mastery of the student learning outcomes listed below. A further explanation of each SLO is located in Appendix A. The School of CIS website also has a complete list of student learning outcomes:

   SLO 1 - Practical knowledge of various productivity software packages.
   SLO 2 - Practical knowledge of various programming languages.
   SLO 3 - Knowledge of information systems development methods and techniques.
   SLO 4 - Knowledge of data communications and local area networks.
   SLO 5 - Knowledge of communication skills.

Each syllabus (Appendix B) lists the student learning outcome(s) that pertain to that course. Promotional PowerPoint presentations also contain the SLOs and are shown during special events such as Scholar’s Day and Weevil Welcome Days. The presentations are also located on the CIS website:

   http://www.uamont.edu/cis/2014assessment/cismajor.ppt
   http://www.uamont.edu/cis/2014assessment/cisminor.ppt
   http://www.uamont.edu/cis/2014assessment/ciscert.ppt

Prospective students who express an interest in pursuing a major, minor, or advanced certificate in CIS receive a personalized letter (Appendix C) from the dean with an attached copy of the School of CIS brochure (Appendix D) and degree requirements. The current brochure does not contain a specific listing of the department’s SLOs; however, it emphasizes the various productivity software packages offered (SLO 1), the various programming languages offered (SLO 2), problem solving utilizing verbal/written communication skills (SLO 3 and 5), networking (SLO 4) enabling the student to advance in a complex business environment in the brochure.

The School of Computer Information Systems has no accrediting body.

2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.
The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development.

Student Learning Outcomes 1, 2, and 4 (Appendix A) address aspects of UAM’s mission that “…enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, …”. These SLOs focus on teaching students to be good learners. The software packages, programming languages, and data communications standards and methodologies will continue to change due to the rapid pace of change within the IT industry, but the purpose behind these SLOs is to teach students how to effectively learn and utilize new concepts, and how to best apply that knowledge.

SLO 3 relates directly to the University mission to “educate people for critical thought.” Systems analysis is the second step in information systems development, and critical thinking skills are a core component of this area. Successful students should develop the ability to analyze both existing systems and proposals, address problem areas, and be able to develop solutions.

SLO 5 relates to larger sections of the University’s mission. Phrases such as “…seeks to enhance and share knowledge” and “enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures” stress the importance of sharing and communicating the knowledge learned. To stress this SLO, students are encouraged to work in groups to share their skills. They are also urged to practice communications by writing memos, status reports, and system manuals, as well as preparing and giving oral presentations for their peers. Throughout the CIS curriculum, good communication skills are continually stressed, and the students share their knowledge via presentations and documents they create.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Learning among students in the School of CIS is assessed by the students’ final grade in the course and their results on pre-course and post-course exams. A student’s final grade is earned through a variety of learning assessment tools that include exams, quizzes, homework, programming assignments, projects, presentations, and research papers. Each course uses multiple methods because each assessment tool measures the students’ understanding of the material differently. Exams, quizzes, and homework measure the students’ ability to retain material covered in class, while programming assignments and projects tend to require students to demonstrate comprehension and critical thinking skills. Several CIS courses also include presentations to further develop their oral communication skills and research
1. What are the Student Learning Outcomes (SLOs) for your unit?

Candidates (students) completing a degree in the School of Education must be able to demonstrate the five strands of the Conceptual Framework (the underlying structure in the School of Education that gives conceptual meaning to the unit’s operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) which includes Knowledge, Diversity, Pedagogy, Professionalism, and Technology. The successful candidate (student) must be able to demonstrate the following outcomes:

**Knowledge**
- Teacher candidates (students) in initial licensure programs of study will develop and extensive content knowledge base in order to reach and teach all learners in a diverse society.
- Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.

**Pedagogy**
- Teacher candidates (students) in initial licensure programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.
- Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.

**Diversity**
- Teacher candidates (students) in initial licensure programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the great society they serve to improve teaching and learning.
- Educators and other school personnel in advanced programs of study will serve as role models by actively promoting a school climate and culture that values difference among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.

**Professionalism**
- Teacher candidates (students) in initial licensure programs of study will demonstrate professionalism as the interact with student, parents, colleagues, and others.
- Educators and other school personnel in advanced programs of study will be role models for fairness and integrity in working with their colleagues, students, families, and the community at large.
Technology

- Teacher candidates (students) in initial programs of study will utilize multiple classroom technology resources and tools to improve teaching and learning.
- Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will make available the necessary resources to acquire the latest technology tools.

Unit goals can be found by visiting [http://www.uamont.edu/education/PDFs/UnitGoals.pdf](http://www.uamont.edu/education/PDFs/UnitGoals.pdf)

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The School of Education has been NCATE accredited since 1968 and will seek continuing accreditation in October of 2015; however, NCATE has now become the Council for Accreditation of Educator Preparation (CAEP). The School of Education must seek reaccreditation every seven years. The NCATE Reaccreditation Letter can be found by visiting [http://www.uamont.edu/education/pdf/NCATE%20Letter.pdf](http://www.uamont.edu/education/pdf/NCATE%20Letter.pdf)

1a. How do you inform the public and other stakeholders (students, potential students, the community about your SLOs?

The School of Education informs the public and other stakeholders about the student learning outcomes by placing them on the School of Education website, School of Education Annual Reports, on recruitment materials, and in the School of Education Conceptual Framework.

2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

The School of Education seeks to fulfill the university mission through the following student learning outcomes. The outcomes are aligned to state and national standard and are a direct reflection of the UAM mission.

Knowledge

The SLOs indicated below reflect the School of Education’s efforts to enhance and share knowledge, to preserve and promote the intellectual content society, and to educate people for critical thought, which is a component of the UAM mission.

- Teacher candidates (students) in initial licensure programs of study will develop and extensive content knowledge base in order to reach and teach all learners in a diverse society.
- Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.
**Pedagogy**
The SLOs indicated below reflect the School of Education’s efforts to ensure opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, which is a component of the UAM mission.

- Teacher candidates (students) in initial licensure programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.

- Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.

**Diversity**
The SLOs indicated below reflect the School of Education’s enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures, which is a component of the UAM mission.

- Teacher candidates (students) in initial licensure programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the great society they serve to improve teaching and learning.

- Educators and other school personnel in advanced programs of study will serve as role models by actively promoting a school climate and culture that values difference among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.

**Professionalism**
The SLOs indicated below reflect the School of Education’s efforts to ensure opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development, which is a component of the UAM mission.

- Teacher candidates (students) in initial licensure programs of study will demonstrate professionalism as the interact with student, parents, colleagues, and others.

- Educators and other school personnel in advanced programs of study will be role models for fairness and integrity in working with their colleagues, students, families, and the community at large.
Technology
The SLOs indicated below reflect the School of Education’s enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures, which is a component of the UAM mission.

- Teacher candidates (students) in initial program of study will utilize multiple classroom technology resources and tools to improve teaching and learning.

- Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will make available the necessary resources to acquire the latest technology tools.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

The School of Education has carefully aligned the five strands of the conceptual framework to state and national standards, the Danielson Framework for Teaching model for all initial and advanced programs to provide validity to all programs. Specific assessments, identified as signature assessments, have been aligned with these standards to provide School of Education with the data necessary to determine if candidates (students) are meeting the unit goals. There are seventeen major assessments that are considered undergraduate unit assessments for the School of Education. The seventeen assessments are completed by all undergraduate teacher education candidates (students) seeking a teaching licensure regardless of their program of study. The School of Education collects and analyses data longitudinally to determine progress over time. Based on the data in Appendix A the School of Education was able to conduct in-depth analyses of the overall performance data in each of the programs based on the same assessment and same standard, thus enabling the School of Education to answer the question “Are our candidates (students) learning?”

As demonstrated in the following analysis, the School of Education used the Chi Square test to determine if the differences in scoring distributions were significant or if the differences could have happened randomly and, therefore, would be considered of no significance.

Candidates are evaluated six times by the cooperating teacher and university supervisor during Internship I and Internship II for a total of twelve times during the yearlong internship using the Teacher Candidate Rating Instrument. The number of observations provided the School of Education an excellent opportunity to examine growth over time with the same candidates utilizing the same evaluation instrument and same evaluators.

The School of Education collected and analyzed data on three sets of interns starting in January of 2013. Internship I cooperating teacher and university supervisor scores for interns entering during the spring semester of 2013 were analyzed first. Comparing the critical probability value for 2 Degrees of Freedom (DF) at the .05 alpha level of 5.99
The School of Forest Resources (SFR) offers undergraduate and graduate degrees in three major areas: Forestry, Wildlife Management, and Spatial Information Systems (SIS). SFR’s graduate program offers a Master of Science in Forest Resources with specialization in Forestry, Wildlife Management, and Spatial Information Systems. Additionally, the School also offers a two-year degree in Land Surveying Technology. The mission statement for the School is as follows.

The mission of the School of Forest Resources is to educate professional forest and wildlife resource managers, to enlarge the body of knowledge in renewable forest resources, and to disseminate new ideas and technology. Successful accomplishment of this mission will promote and enhance management, conservation and appreciation of public and private forests, thereby providing for continuous production and optimum attainment of a variety of forest resources for the people of Arkansas, the South and the Nation. These resource benefits include the production of wood and fiber, wildlife and clean water; as well as provision for recreation, aesthetic, and other special values.

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

The learning outcomes of the School of Forest Resources are:

1. To educate baccalaureate-level professionals in both forestry and wildlife management, with both the professional competence and diversity of background to assume positions with a variety of resource management organizations, such as private industry, private consulting firms, or public agencies; furthermore, to provide an educational and professional basis for successful work performance and for assuming increasing administrative and managerial responsibilities to the middle management level and beyond.
2. To provide graduate-level educational opportunities in forest resources.
3. To provide students the opportunity to acquire the professional and academic competence in forestry or wildlife necessary to be nationally competitive in graduate studies.
4. To foster general education, a professional curriculum, and a collegiate environment that attract and retain academically strong and professionally motivated students.
5. To promote an educational environment in which a strong orientation toward academic performance is encouraged, and where a dedication to the profession and its ethics is developed.
In addition, the School's other professional objectives are:

1. To support research programs at both the basic and applied levels that contribute to the body of knowledge in forestry and related natural resources, and which address the professional, scientific, and social needs of forestry and natural resources communities in the State, the region, and the Nation.

2. To maintain a program of extension and public service that transmits new and established knowledge and technology to appropriate clientele through workshops, seminars, symposia, continuing education programs, and publications.

These statements are easily accessible on the web at the School’s home page. The url for these statements is: http://www.afrc.uamont.edu/sfr/mission2.htm.

The School’s Forestry curriculum is accredited by the Society of American Foresters (SAF). The letter of accreditation is attached in Appendix I.

All SFR programs (forestry, wildlife management, spatial information systems, land surveying, and graduate programs) have separate brochures that provide information on the requirements of the degree programs to prospective students. The combined SFR brochure and the SIS program brochure are attached in Appendix III. The SFR web site (http://www.afrc.uamont.edu/sfr/index.htm) also provides ample information on our programs to any prospective students. In addition, the UAM catalog also includes detailed information on our programs. Several times a year, the School rents information booths at professional meetings and conventions in an effort to recruit and provide information to prospective students. Once a year, the School holds a recruitment day that brings in students from neighboring high schools. The event involves current SFR students and faculty who demonstrate teaching and research activities at SFR to prospective students.

Current students are reached in a variety of different ways. All SFR faculty members are required to develop specific, measurable core competencies/learning objectives for each of their courses. Students are required to meet the requirements of these core competencies over the course of the semester before they can receive a passing grade for the course. These core competencies are clearly explained in course syllabi and communicated to the students on the first day of class. Examples of several course syllabi are included in Appendix IV. Many SFR faculty members also have web sites for their courses and these learning objectives are communicated to the students through these web sites.

Additionally, SFR graduate students are also in constant communication with their thesis advisors and graduate committee members. Graduate students receive ample
advice and mentoring needed to fulfill the requirements for their Master of Science degree.

2. Describe how your unit’s Student Learning Outcomes fit into the mission of the university.

School of Forest Resource’s mission statement and goals contribute to the University’s overall mission statement of seeking to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The following table presents a comparison of SFR’s mission statements to those of the University.

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<td>Educational Obj. 1, 2</td>
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<td></td>
<td>Educational Obj. 3</td>
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<tr>
<td></td>
<td>Educational Obj. 4, 5</td>
</tr>
<tr>
<td></td>
<td>Professional Obj. 1</td>
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</tbody>
</table>

Therefore, the School’s mission statement and goals contribute to the University’s mission through preparation of the student for life-long learning and contribution in natural resources professions.

The Arkansas Forest Resources Center (AFRC), a University of Arkansas Center of Excellence, has three separate missions as part of the University of Arkansas Division of Agriculture’s land grant status. The Center’s teaching mission is administered
through the School of Forest Resources. The research and outreach missions, on the other hand, are administered through the Division of Agriculture. AFRC brings together academicians and researchers in the natural resources area from around the state. The mission statement of the Center reads:

“The mission of the Arkansas Forest Resources Center is to develop and deliver superior programs in education, research and extension that enhance and insure sustainability of forest based natural resources”

The Center’s mission incorporates the cutting edge, and diverse research conducted by the Center faculty into SFR’s teaching mission. This ultimately results in the delivery of superior and up-to-date learning materials to the students, and to the natural resources community in general. This is a direct component of the University’s mission to enhance and share knowledge.

3. **Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?**

SFR faculty members use a variety of methods to assess the achievement of School’s learning outcomes. These assessment methods can be broadly categorized into course-specific assessment and degree-specific assessment. These assessment techniques and analyses of data are described below.

**A. COURSE-SPECIFIC ASSESSMENT**

Since the School offers several graduate, undergraduate, and associate degrees in fundamentally different subject areas, the nature of course content varies widely within the School. Therefore, choice of specific methods of assessment for individual courses is left up to individual instructors. Where appropriate, faculty members use pre and post tests.

Assessment of student performance at SFR has two essential elements. The first is individual course-level assessment done by instructors. Second, these course-level assessment data are then used for assessment at the program level. The measure of student performance begins with individual courses. The School’s assessment system is designed to produce measurements on students’ achievement of specific learning objectives. At the end of each semester, data on course assessment are reported to the School Assessment Coordinator (Dr. Mehmood) through a short report. This report essentially contains information on student performance in achieving the core competencies. The Assessment Coordinator collects and analyzes these data for use by the unit and our accreditation agency for the forestry degree—the Society of American Foresters. As a part of this analysis, the coordinator prepares an annual
1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

The student learning outcomes are posted on the library website at http://www.uamont.edu/library/about/outcomes.htm. The outcomes are displayed at the circulation desk as well. Although the SLOs are not listed in the brochure, it provides a general overview of the outreach to the public. **The library circulation brochure is available in Appendix A.**

**Student Learning Outcomes:**

1. Students using the library should be able to access the materials needed for their research to complete an assignment.
   a. To support the students’ information needs by developing print and digital collections based on the university objectives of teaching, research, and public service.
   b. To support the students’ research needs by building and maintaining a collection of internet resources which are appropriate for the undergraduate student and the selected graduate programs.
   c. To support the students’ delivery needs by making internet resources accessible to resident and distance learning students.
   d. To support the students’ needs for local historical information.
   e. To support the students’ scholarly needs through the development of electronic, microform and print resource collections that parallel the academic curriculum.

2. Following a bibliographic instruction session, students should be aware of the resources available to them, including the human resources of the library faculty and staff.
   a. To support the students’ learning needs through the provision of reference services.
   b. To support the students’ research needs by providing guidance in the use of library resources in all forms.
   c. To support the students’ learning needs by working with teaching faculty to integrate scholarly resources into courses and course content.
2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

**UAM Library Mission**

The University of Arkansas at Monticello Library functions as a primary educational unit on the campus by providing and organizing resources and services for the student in his or her academic course work at the university. The library also assists the students, faculty, and administrative personnel who desire to satisfy their research, information, and leisure reading requirements.

The library shares knowledge by providing access to scholarly publications. The library supports the entire curriculum with supplemental texts, articles and other documents for all of the subject areas taught at UAM. The library educates students to critically appraise information resources, particularly those provided over the internet. The library provides reference resources such as dictionaries and style manuals to help students communicate effectively. The library supports the achievement and development of students by serving as advisors or assistant advisors to student organizations such as Phi Alpha Theta.

**UAM College of Technology at Crossett Library**

The UAM-CTC Library supports the curriculum of the Crossett campus. Staff also teach individual students computer literacy skills such as accessing their e-mail and completing online forms. The library has approximately 8,000 holdings in print and audio-visual formats. The library is also equipped with a five-station computer lab and scanner. The library is furnished with four tables (each with six chairs) for student use and an additional reading area with four upholstered chairs. There are also four workstations for test-taking and/or studying.

**UAM College of Technology at McGehee Library**

The UAM-CTM Library supports the curriculum of the McGehee campus with supplemental texts, articles and software. The library supports the faculty in the classroom with equipment and resources and it supports the faculty as scholarly researchers. In addition to the resources stored for general use, instructors use special funding to purchase resources for individual classroom use. It has approximately 2,700 holdings. The library provides seating for 37 patrons comfortably. The UAM-CTM Library also supports the needs of the nursing program.
1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs? If your unit is accredited by an outside source, please attach the letter verifying your accreditation.

A student who graduates from UAM with a major administered by the School of Mathematical and Natural Sciences should:

1. Be able to clearly express mathematical and/or scientific ideas in oral and written communication;
2. Be able to demonstrate the ability to apply scientific and/or mathematical concepts to real world situations;
3. Have a core knowledge of the major discipline;
4. Be prepared for immediate employment in a scientific, technical, medical, or educational environment;
5. Be prepared to enter graduate or professional school in the appropriate area.

The Student Learning Outcomes (SLOs) are measured through student performance on exams, quizzes, laboratory exercises, field course journals, homework assignments, research projects, reports, and/or presentations.

The Student Learning Outcomes are posted on the School of Mathematics and Natural Science website at: http://www.uamont.edu/Math_and_Sciences/learningoutcomes.htm. They are also posted in the two display cases near the front entrance to the Science Center.

External Accreditations: None
2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

Student Learning Outcomes (SLOs) 1, 2, and 3 address aspects of UAM’s mission that are related to the commitment to search for truth and understanding through scholastic endeavor. These SLO’s focus on teaching students to have core knowledge in their discipline, be able to apply the basic core knowledge to real world situations, and effectively communicate scientific information orally and in writing. Students in Math and Sciences learn specific information related to their discipline, and also the historical aspects of the advancements made in their field, including advancements made in their specific fields related to improved technology found in today’s instrumentation.

SLOs 2 and 3 support the University’s goal to enhance and share knowledge, promote the intellectual content and promote critical thinking. Students in Math and Science majors learn many basic concepts early in their college career, and as the courses become more in depth, critical thinking skills are enhanced as understanding of content, applications, and connections to more complicated systems are made through course content, papers, laboratory projects, and research.

SLO’s 4 and 5 address the preparedness of Math and Science majors to enter the workplace or enter a graduate program in a related field. The general education component of the degree plans for math and science majors provides a broad background in the liberal arts and basic and applied sciences. Supportive requirements provide additional background in the sciences and mathematics, and the courses in the major provide specific content and serve as the basis for critical thinking and problem solving skills that will enable a graduate to enter the workplace, a professional program, or a graduate program in a related area.
The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

3. Provide an analysis of the learning data from your unit. How is this data used as evidence of learning.

The School of Mathematical and Natural Sciences uses performance in the classroom and laboratory to measure student comprehension. Multiple exams are given in each course, and in many courses a comprehensive final exam is given. Homework, quizzes, lab notebooks, field journals, research papers, and oral presentations are also graded in several courses. In the School of Mathematical and Natural Sciences, grades are given almost entirely based on student performance, not attendance and other elements that are unrelated to the student’s ability to successfully complete the learning objectives at the course level. The course objectives for each course are based on common syllabi adopted by the state, comparison with courses at other universities, the specific course content required by professional and graduate programs, and for the case of chemistry, the American Chemical Society. Even though our chemistry program is not accredited by the ACS, their internationally recognized model is followed as closely as possible.
1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?**

The faculty in the School of Nursing (SON) prepares nurse generalists at the technical (AASN) and professional (BSN) entry to practice levels. BSN student learning goals/outcomes are included here and can also be found at the SON website at [http://www.uamont.edu/Nursing/mission.htm](http://www.uamont.edu/Nursing/mission.htm).

The SLOs for the SON BSN graduate include demonstration of:

- the ability to think critically using a problem solving process that is goal directed and ethical and based on standards of professional nursing practice as evidenced by an average of ≥ 74% on nursing care plans and written examinations, scoring ≥ 900 on the HESI E2 exit exam the first time, and passing the NCLEX-RN, the licensure examination the first time;
- an understanding of nursing research and evidence-based nursing practice as evidenced by scores of ≥ 74% on evidenced based practice summaries and ≥ 74% on the Nursing Research course project;
- therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by average scores of ≥ 74% on all clinical assignments and passing the exit exam (HESI E2) and registered nurse licensing exam (NCLEX-RN) the first time;
- the ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of ≥ 74% on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association, National Student Nurses Association, and Sigma Theta Tau International (if eligible);
- communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores ≥ 74% on all process recordings and presentations; and
- the ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of ≥ 74% on all teaching plans.

The SLOs for the AASN graduate include demonstration of:

- the ability to think critically using a problem solving process that is goal directed and ethical and based on standards of nursing practice as evidenced by an average of ≥ 74% on nursing care plans and written examinations;
- therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by average scores of ≥ 74% on all clinical assignments and passing the exit exam (HESI E2) and licensing exam (NCLEX-RN) the first time;
the ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of ≥ 74% on delegation examination items and management journals;

communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by scores ≥ 74% on all process recordings and presentations; and

the ability to educate individuals, families, and families in communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of ≥ 74% on all teaching plans.

A. Students are informed of the SON SLOs:
   o in all course syllabi via email at least one week before each course begins;
   o in the SON Student Handbook, emailed to students at least one week before they begin the nursing sequence; and
   o the first day of class in all nursing courses.

B. The public and other stakeholders can find the SON SLOs on:
   o a link (Mission and Philosophy) on the SON web site at: http://www.uamont.edu/Nursing/mission.htm and

Accreditation

The BSN programs (generic, RN-BSN, and LPN-BSN) of the UAM SON are accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly called the National League for Nursing Accrediting Commission (NLNAC), and the AASN and the BSN programs are approved by the Arkansas State Board of Nursing (ASBN; Appendix).

The BSN program has approval from ASBN through 2013. A five-year approval survey of the BSN program was submitted to the ASBN on July 3, 2013 and will be reviewed by the board in September 2013. The AASN program has full approval until 2017. Approval extends for 5 years. ASBN regulations for approval of a registered nurse program can be found at: http://www.arsbn.arkansas.gov/lawsRules/Documents/Rules%20Chapter6.Effective1.1.13.pdf Chapter 6.

The BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) from 2010 to 2018 (Appendix A). Guidelines for accreditation can be found at http://www.acenursing.org/resources#manual. At the request of ACEN, the SON submitted a substantive change report to the accrediting agency in January 2013. In response to the report, ACEN decided a focused visit was required. The focused visit occurred in April 2013. As of this writing (July 29, 2013), the SON has not received a report from the April visit. ACEN Standards for the BSN program are available at http://www.acenursing.net/manuals/SC2013.pdf.

The SON began the NLNAC accreditation process for the AASN program in fall 2010. At this time the SON has not completed the process and will continue to work toward this goal during the
2. Describe how your unit’s specific student learning outcomes (SLOs) fit into the mission of the University.

The overall mission of the School of Nursing is to strive for excellence in the preparation of technical (Associate of Applied Science in Nursing Degree - AASN) and professional (Bachelor of Science in Nursing Degree - BSN) nurse generalists. This mission is accomplished through the achievement of course objectives leading to the SLOs.

The ability to think critically using a problem solving process that is goal directed and ethical and based on standards of professional nursing practice meshes with the University’s mission statement, “[t]he University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.” The SON faculty seeks to enhance critical thinking through class discussions, simulation experiences, nursing care plans/journals, and other classroom and clinical assignments.

The SON aim for students to obtain an understanding of nursing research and evidence-based nursing practice corresponds with the University’s mission statement, “[t]he University provides learning experiences that enable students to synthesize knowledge….” The SON faculty members encourage understanding of research through assigned readings of research and a research project in the Nursing Research course.

The ability to use therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan reflects the University’s mission statement, “[t]he University provides learning experiences that enable students to… use knowledge… with intelligence and responsibility….” Assigned readings, nursing care plans and journals, and hands on clinical experiences enhance students’ ability to use knowledge with intelligence and responsibility.

The ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as client advocates in a variety of settings, teaching students to effectively communicate and collaborate, and to educate individuals, families, and communities using teaching learning principles support the University’s mission statements, “The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.” As SON students learn course content they are instructed through lecture, demonstration, and role modeling to think critically, communicate effectively, and use knowledge and technology with intelligence and creativity, which enables them to develop and apply leadership and management skills and cost effective care, support change, and serve as client advocates in a variety of health care settings.
Major Programs of Study

There are five major programs of study within the School of Social and Behavioral Sciences. Two culminate in a Bachelor of Arts degree:
- History
- Political Science

Two culminate in a Bachelor of Science:
- Criminal Justice
- Psychology

One culminates in a Bachelor of Social Work:
- Social Work (Accredited Professional Degree)

Minors are offered in all of these disciplines, as well as in human services and sociology. Course work only is offered in anthropology and geography.

Mission

The mission of the School of Social and Behavioral Sciences is to develop competent professionals, leaders, and socially responsible graduates who can effectively interact with diverse populations, function in multi-disciplinary and technologically advance work environments in their chosen occupations and professions, and serve the citizens of the state the nation and the global community.
1. **What are the student learning outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

A student who graduates with a Bachelor of Science in Criminal Justice or Psychology, a Bachelor of Arts in History or Political Science, or a Bachelor of Social Work from the School of Social and Behavioral Sciences (SSBS) will develop the following skills:

1. **Research**: Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.

2. **Critical Thinking**: The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.

3. **Grounded Knowledge**: A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

4. **Presentation Skills**: The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.

5. **Self-Awareness**: An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.

6. **Sociocultural Awareness**: Recognition for, understanding of and respect for sociocultural diversity.

7. **Preparedness for the Workforce**: Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

8. **Career Planning**: Realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

In line with the requirements set forth by the Council on Social Work Education (CSWE), the UAM Social Work has the following goals:

- To prepare students for competent, ethical generalist social work practice to include an awareness of the profession’s global reach.
- To build upon a student’s liberal arts foundation that emphasizes critical thinking.
- To graduate students who are grounded in the profession’s values and ethics.
- To instill in students a commitment to work with and empower vulnerable populations, and to promote social and economic justice.
- To prepare students for graduate education and to encourage lifelong learning.

These goals were created to coordinate with the CSWE mandated ‘Ten Core Competencies,’ which are applied to all Social Work programs nationwide. (A summary of the Ten Core Competencies are found in Appendix 1.)
The public and stakeholders are informed of the SSBS SLOs via the following sources:

- The School of Social and Behavioral Sciences website.
- Informational handouts available to students from the SSBS office including:
  - A listing of student SLOs is included on the handout outlining the majors and minors found in the SSBS (See Appendix 2)
  - Departmental informational ‘fact sheets’ outlining the requirements for and expected SLOs from the various departments found in the SSBS. (See Appendix 3.)
- Upon entering the SSBS, new students are advised of the expected learning outcomes by their faculty advisors and/or by the dean during their initial registration and often during subsequent preregistration cycles verbally.
- **Social Work Field Practicum Handbook.** This handbook is required reading for all social work field practicum students and explains the social work field practicum portion of the B.S.W. degree program.


2. **Demonstrate how your unit’s Student Learning Outcomes fit into the mission of the University.**

The mission for the University of Arkansas at Monticello as a whole is as follows:

> The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge to preserve and promote the intellectual content of society and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts basic and applied sciences selected professions and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula certification programs and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

The Student Learning Outcomes for the School of Social and Behavioral Sciences have been modelled to reflect the mission of the University as a whole. For example, UAM’s commitment to “search for truth and understanding through scholastic endeavor” is found in all SSBS courses, which (in accordance with SLOs 1, 2, 3, 5 and 6) instil students with comprehensive research skills grounded in quantitative and/or qualitative methods, which allow them to develop and use critical thinking skills as they consolidate a grounded knowledge of their field, one that includes a knowledge and understanding of the major arguments, assumptions, theories and evidence found in the social sciences. Through skeptical inquiry and the use of the scientific method, which emphasizes objective analysis of the world around them, students will thereby gain awareness about the world more generally that is inclusive of an awareness of self, as well as a recognition for, understanding of and respect for sociocultural diversity.

The University’s commitment to “preserve and promote the intellectual content of society and to educate people for critical thought” is also a priority. Both critical thinking skills (SLO 2) and sociocultural awareness (SLO 6) directly support these goals by requiring students analyze, evaluate and
synthesize whatever knowledge they gain, which in turn promotes the development of a worldview that is diverse and socio-cultural sensitive, as well as incorporated into a grounded knowledge and understanding of the world (SLO 3).

By promoting self-awareness through the participation by students in the department field study (Horizon’s) program (SLO 3), the SSBS upholds the university’s commitment to “provide learning experiences that enable students to synthesize knowledge” about the world around them and thereby gain a grounded knowledge and understanding (SLO 3) of the diverse populations that graduates from the social sciences are likely to encounter in the workforce (SLO 6). This will thus ensure that SSBS graduates are able to act responsibly and “creatively within their own and other cultures,” even those found within the United States as a diverse, multi-ethnic nation-state.

Aligned with the university’s mission to provide students with the skills “to synthesize knowledge, communicate effectively, and use knowledge and technology” in the workforce, the SSBS helps students hone their own research skills (SLO 1) in order to evaluate and manage information for presentations in academic and professional settings (SLO 4). With these skills, especially if combined with the faculty’s commitment to provide students with credible career planning strategies (SLO 8), the SSBS provides future graduates with the communication and leadership skills need for success in a career grounded in the social sciences.

By promoting and developing these eight SLOs, the SSBS further upholds the University’s promise to provide a quality “liberal arts” education to “both traditional and non-traditional students.” Through the provision of such general education classes as American History, Survey of Civilization, and American National Government, as well as introductory classes to psychology, sociology, social work and criminal justice, the SSBS helps to consolidate a “strong program of general education” at UAM. Moreover, through the provision of classes underpinned by “contemporary disciplinary curricula,” the SSBS provides degree programs that “foster individual achievement and personal development,” but more specifically consolidate the skills needed for “vocational/technical preparation” and success in the workforce.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

In the School of Social and Behavioral Sciences, student learning is first and foremost measured according to assessment processes created by individual professors for individual courses. Hence, most curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. The faculty use teacher made tests, standardized tests, research papers, short papers, projects, class presentations, undergraduate research projects, presentations at various state and regional professional meetings, and other similar types of activities to determine whether students are learning what the SSBS faculty desire them to learn. SLOs are assessed against the criteria set forth on a course by course basis by the instructor. This does not mean, however, that consistency is not important throughout the department. To ensure that each professor within the SSBS is adhering to the standards set forth for the SSBS as a whole, faculty members are required to create comprehensive syllabi for each course. Each syllabus is then further monitored by the SSBS Dean to ensure that they include the information needed by students to complete the course, i.e. specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines, etc. (Sample syllabi from the SSBS department are included in Appendix 4.)

Passing each course thus suggests proficiency with the material presented in that course and
QUESTION 1: What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

The Administrative Office Technology (AOT) program provides students with the academic knowledge, independent learning skills, and confidence to successfully complete a technical certificate or a certificate of proficiency. Earning a degree in the Administrative Office Technology provides entry into one of many career pathways.

Students successfully completing the Office Support Certificate of Proficiency should demonstrate basic competencies in an office environment for limited entry-level office support positions and/or for continuation onto the technical certificate program in Administrative Office Technology.

Students successfully completing the technical certificate in Administrative Office Technology will be able to:

1. Demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials inherent in office technology using appropriate software.
2. Demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment.
3. Demonstrate the integration of theory, lab, and field content necessary to obtain employment in entry-level business offices.

Student learning outcomes for the Administrative Office Technology program are located:

1. on the UAM College of Technology-Crossett (UAM-CTC) program Website at http://www.uamont.edu/uamctc/pdf/aot.pdf
2. in the AOT classroom
3. in a promotional brochure used for recruiting purposes (See Appendix A: Promotional Brochure)
5. in each course syllabus (See Appendix B: Sample Syllabus)

QUESTION 2: Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor.

A. Students assess and apply appropriate societal and work ethics in the global environment. Learners develop personal, social, and employability skills.

B. Students produce appropriate business documents inherent in an office setting (See Appendix C: Sample Syllabus)

The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.

A. AOT students are equipped to attain excellence in a global economy as world-class employees and citizens by successfully completing the AOT program.
B. Real world applications are reinforced using case studies. Students use problem-solving skills, imagination, reasoning, and critical thinking to solve case studies or situations with which they have no personal experience. Students demonstrate their competencies in a safe environment before entering the workforce.

C. Emphasis on critical thinking, creative problem solving, and professional development prepare students for challenges they will face in today's global marketplace.

The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

A. Students integrate theory, lab, and field content to obtain employment in entry-level business offices. Students complete student learning outcomes that are introduced, reinforced, and mastered in the prescribed courses for the AOT program.

B. Students demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment by completing documents on time individually or as a team member. Multiple assignments are assigned with due dates to reinforce time management.

C. Students are encouraged to communicate learning outcomes effectively in class discussions, brainstorming, and conversations (Turn-to-Your-Partner activities).

D. Subject materials in each course are linked with other courses in the AOT program. Student learning outcomes are reinforced and mastered.

E. Students prepare for initial employment, continuing education, and practical life skills.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training.

A. Students demonstrate abilities to produce appropriate business documents such as letters, forms, tables, graphs, financial documents, and other materials in office technology using appropriate software.

B. Students use instruction, information, and training related to academic and technical skills required to enhance career-related skills in technology, ethics, and professionalism.

The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

A. Students demonstrate the ability to rapidly and appropriately respond to multiple requests within a contemporary office environment by successfully completing Tech Business Practicum, a capstone course in the AOT program.

B. Students establish standards of excellence recognized by the business community.
1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community, peer institutions) about your SLOs?**

   Students successfully completing the UAM-CTM Hospitality Services program should be able to:

   **Students successfully completing the UAM-CTM Hospitality Services program should be able to:**

   1. Identify hospitality as the act of generously providing care to those in need, and relating understanding through community service.

   2. Demonstrate safety and sanitation in the food and lodging industry by identifying, maintaining and safely utilizing commercial tools and equipment.

   3. Outline the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.

   4. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries.

   5. Compile effective written and interpersonal communication skills to justify knowledge of fundamental supervisory responsibilities.

   These outcomes and additional program information can be found in the course syllabi (Appendix A) and at the following websites: [http://www.uamont.edu/mcgehee/Hospitality1.htm](http://www.uamont.edu/mcgehee/Hospitality1.htm) and [http://www.uamont.edu/facultyweb/kelley/](http://www.uamont.edu/facultyweb/kelley/)

   Also, the Student Learning Outcomes are outlined on the UAM-CTM Hospitality Brochure (Appendix B).

   These SLO's are posted outside the classroom. (Appendix C) (photo taken outside classroom entrance)
2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, and understanding through scholastic endeavor. The University seeks to **enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.** The University provides learning experiences that enable students to **synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.** The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters **individual achievement and personal development.**

All of the Hospitality SLOs address the highlighted portions of UAM’s mission statement. It is the goal of the Hospitality curriculum to educate the students by providing the basic knowledge necessary for success in the chosen field. There are many professions to choose from under the Hospitality umbrella. It is the goal of this University to prepare the student to become a productive member of society no matter what their chosen profession. (opportunities encompass, selected professions, and vocational/technical preparation, contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training)

SLO #1: The students identify hospitality as the act of providing care to those in need. They put this knowledge to use in their community service. By doing so, they **enhance and share knowledge; they synthesize knowledge, and act creatively within their own and other cultures.** The student also experiences **individual achievement and personal development.**

SLO #2: The students demonstrate safety and sanitation and also maintain and safely utilize commercial tools and equipment. Through their demonstrations in various lab settings, the students **enhance and share knowledge, synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility.** Through individual lab work and team work, the students have **individual achievement and personal development.**

SLO #3: The student is aware of the skills and behaviors required to analyze, judge and act in ways that contribute to customer satisfaction during customer involvement. By using these skills, the student is able to **preserve and promote the intellectual content of society, and to educate people for critical thought.** They are also enabled to **synthesize knowledge, communicate effectively, and act creatively within their own and other cultures.**

SLO #4: The student demonstrates knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries. This SLO is addressed throughout the mission of the University. (enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. opportunities encompass, selected professions, and vocational/technical preparation. through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. **individual achievement and personal development.**
SLO #5: Effective written and interpersonal communication skills are assessed throughout the course to justify knowledge of fundamental supervisory responsibilities. This is accomplished with oral presentations, letter writing, resume preparation, and duties in the lab. This SLO addresses all highlighted areas of the mission of the university. (enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. opportunities encompass selected professions, and vocational/technical preparation. contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. individual achievement and personal development.)

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

The students’ learning is assessed through a variety of measurements. After completing a self-guided reading worksheet (Appendix D) of the topic to be taught, and then reading the text, the students participate in class discussion. Through this discussion, the students’ comprehension is analyzed by their participation in question and answer.

The students are also evaluated at the end of each unit taught, by written examination. The exams include; matching, multiple choice, fill-in-the blank, and short answer (Appendix E). After grading the exam, the students and I go over the exam question by question. This provides another opportunity for question and answer.

Opportunities for open response are also provided for the student. This is a great tool to use in order to evaluate reading comprehension. The students must demonstrate their ability to utilize context clues in order to fully answer the questions and to see a situation and evaluate. (Appendix F).

The students are assessed on the work completed in the lab. A rubric is used to evaluate student demonstration of techniques and coursework taught (Appendix G).

The Internship students schedule an exit interview with me during the last week of the semester. (Appendix H) The results will be used to evaluate the Internship program overall and make any adjustments necessary.

Prior to completing their Technical Certificate in Hospitality, students are enrolled in Internship. They are to complete 90 hours of “on the job” training. (SLO #2) They are evaluated by the place of training and the results are analyzed to ensure the various areas evaluated meet student learning standards. (Appendix I) The following results were noted:

<table>
<thead>
<tr>
<th>General Technical Skills and Knowledge</th>
<th>Communication Skills</th>
<th>Non-Technical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.9% out of a possible 30%</td>
<td>27.9% out of a possible 30%</td>
<td>36.7% out of a possible 40%</td>
</tr>
<tr>
<td>Includes: knowledge level of terms and concepts, technical ability, quality of work, production, work standards, critical thinking skills</td>
<td>Includes: written communication, oral communication, following directions, listening, communication</td>
<td>Includes: enthusiasm, initiative, punctuality, attendance, interpersonal skills, professional appearance, adaptability, overall attitude</td>
</tr>
</tbody>
</table>

These assessment tools allow me to ensure the student is accomplishing the student learning outcomes.