

2022-2024 Assessment Cycle Report

Student Success Council



Arkansas State University – Beebe

Mission: Transforming lives through quality learning experiences

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I. Introduction

Arkansas State University-Beebe (ASUB) aims to provide its students with the highest quality educational experiences. ASUB embraces continuous improvement in the delivery of learning experiences and student satisfaction. Both Curricular (Academic) and Co-curricular assessment are important in ensuring that our students build a foundation of knowledge and skills aimed at lifelong learning and success.

During the **2022-2023 academic year**, the Student Success Council oversaw and collected data regarding assessment in the following ways:

1. Assessment of Student Success Outcomes (SSOs) in academic courses and programs
2. Implementation of our college's Graduate Exit Survey

During the **2023-2024 academic year**, the Student Success Council oversaw and collected data regarding assessment in the following ways:

1. Assessment of Student Success Outcomes (SSOs) in defined Co-curricular areas
2. Implementation of the Ruffalo Noel Levitz Student Satisfaction Inventory, a nationally-normed assessment instrument
3. Implementation of our college's Graduate Exit Survey

Annual reports were written at the end of each academic year and have been combined in this **2022-2024 Assessment Cycle Report**.

II. Assessment Outcomes and Cycle

The Student Success Council developed the following college-wide outcomes as identifiers of student success at ASUB:

ASUB Student Success Outcomes

Support and Engagement

ASUB will maintain an environment that assists each student to be financially, mentally, physically and emotionally secure enough to achieve their college objective.

Successful students at ASUB:

- Feel physically and psychologically safe and healthy
- Receive tutoring and mentoring that facilitate their academic success
- Feel welcome on campus by employees, student organizations and activities that foster social inclusion
- Demonstrate financial literacy through interactions with offices, personnel and course work

Goal Completion

ASUB will work to make sure that each student stays with the University the appropriate amount of time to complete his or her college objective.

Successful students at ASUB:

- Progress easily through admission, registration and the enrollment processes
- Choose from extensive coursework available online and on campus
- Receive academic advising that helps them achieve their educational and career goals

- Report effective support from financial, tutoring and other ASUB offices
- Have appropriate and attractive facilities and resources available
- Continue their studies at ASUB across semesters and academic years until graduating from ASUB or achieving their educational goals
- Transfer successfully to a four-year university to continue their studies or obtain employment within their field or chosen career

Communication

ASUB will provide students with the communication skills necessary to succeed professionally.

Successful students at ASUB:

- Write clearly, concisely and accurately and revise with logical organization utilizing technological resources
- Read for comprehension so they can restate, explain, infer and interpret information
- Listen for comprehension so they can restate, explain, infer and interpret information
- Speak clearly, concisely, accurately, logically, persuasively and enthusiastically
- Participate in collaborative learning experiences

Society and Self

ASUB will provide an environment that equips each student to grow as a person, gaining respect and appreciation for both themselves and the world around them.

Successful students at ASUB:

- Encounter people, situations, and experiences that promote an appreciation for diversity
- Develop interpersonal skills appropriate to professional and academic situations
- Exemplify integrity and ethical behavior in academic, vocational and personal pursuits
- Engage in activities that promote leadership development
- Plan, prepare and initiate goals towards personal, professional and organizational goals
- Demonstrate knowledge of self in the context of society

Creative and Analytical Thinking

ASUB will provide an educational experience that prepares each student to perform well academically, now and in future endeavors.

Successful students at ASUB:

- Solve problems by recommending, generalizing, modifying, reconstructing, creating and summarizing
- Using a variety of media to create solutions to visual and conceptual problems.
- Solve a variety of mathematical problems using both traditional and technological techniques and models
- Apply mathematical and scientific reasoning to new and real-life situations while drawing appropriate conclusions
- Research a subject by identifying and evaluating information utilizing traditional and technological resources appropriate to the problem or task
- Read, interpret, quantify, model and graph data using traditional and technological formats
- Interpret and evaluate scientific data presented in various formats
- Critically analyze and compare alternative hypotheses or viewpoints

ASUB Assessment Cycle

For assessment cycle purposes, academic years end July 31 and begin August 1. The fall semester determines whether a year is odd or even.

Even-numbered academic years

Co-Curricular

- April-May: Individual areas submit assessment plans for subsequent academic year
- September-December: Survey Taskforce reviews nationally-normed assessment along with Graduate Exit Survey; data shared with campus community and pertinent stakeholders

Academics

- Course and program-level assessments deployed during either the fall or spring semesters
- April 30: Fall assessments reviewed and action plans submitted

Student Success Council

- August: Student Success Council annual reports

Odd-numbered academic years

Co-Curricular

- January-May: Nationally-normed assessment instrument deployed
- April-May: Individual areas submit assessment results, action plans and assessment plans for subsequent academic year

Academics

- September 30: Spring assessments reviewed, action plans developed and submitted.

Student Success Council

- August: Student Success Council annual and cycle reports

III. Student Success Outcome (SSO) Assessment in Academic areas

In the 2022-2023 academic year, faculty deployed course- and program-level assessments in either the Fall or Spring semesters. Those who deployed assessments in the Fall 2022 semester met with colleagues teaching the same course or program to discuss results and develop actions plans based on key findings from the assessment data. They submitted that information by May 1, 2023. Those who deployed assessments in the Spring 2023 semester submitted results with action plans by September 1, 2023. After this date, the SSC shared assessment files with deans and directors for review and overseeing the execution of action plans. The following tables summarize the number of programs and general education courses that met and did not meet their assessment goals.

Table 1: Summary of SSO Assessment for Courses and Programs in Arts and Humanities

Division of Arts & Humanities				
Program Assessments				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	0	1	1	0%
Creative and Analytical Thinking	1	0	1	100.0%
Society and Self	6	1	7	86%
Totals	7	2	9	77.8%
Course Assessments				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	5	3	8	63%
Creative and Analytical Thinking	2	5	7	28.6%
Society and Self	10	11	21	47.6%
Totals	17	19	36	47.2%
Division Totals				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	5	4	9	55.6%
Creative and Analytical Thinking	3	5	8	37.5%
Society and Self	16	12	28	57.1%
Totals	24	21	45	53%
Program Action Plans	8	7	15	53.3%
Course Action Plans	22	14	36	61.1%
Action Plans Based On Whether Present in Assessment vs Whether Met				

Table 2: Summary of SSO Assessment for Courses and Programs in Math and Sciences

Division of Math & Sciences				
Program Assessments				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	2	0	2	100%
Creative and Analytical Thinking	9	1	10	90%
Society and Self	3	0	3	100%
Totals	14	1	15	93.3%
Course Assessments				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	1	0	1	100%
Creative and Analytical Thinking	25	17	42	59.5%
Society and Self	0	0	0	N/A
Totals	26	17	43	60.5%
Division Totals				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	3	0	3	100%
Creative and Analytical Thinking	34	18	52	65.4%
Society and Self	3	0	3	100%
Totals	40	18	58	69%
Program Action Plans	12	19	31	38.7%
Course Action Plans	12	15	27	44.4%
Action Plans Based On Whether Present in Assessment vs Whether Met				

Table 3: Summary of SSO Assessment for Courses and Programs in Career Education

Division of Career Education				
Program Assessments				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	1	0	1	100%
Creative and Analytical Thinking	17	6	23	73.9%
Society and Self	0	1	1	0%
Totals	18	7	25	72.0%
Course Assessments				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	1	1	2	50%
Creative and Analytical Thinking	20	20	40	50.0%
Society and Self	10	1	11	90.9%
Totals	31	22	53	58.5%
Division Totals				
Student Success Outcomes	Met	Unmet	Totals	Percentage who met goals
Communication	2	1	3	66.7%
Creative and Analytical Thinking	37	26	63	58.7%
Society and Self	10	2	12	83.3%
Totals	49	29	78	63%
Program Action Plans	12	20	32	37.5%
Course Action Plans	19	30	49	38.8%
Action Plans Based On Whether Present in Assessment vs Whether Met				

Addressing HLC Concerns:

During AY 2022-23, the SSC took inventory and worked to ensure that the institution is on track to address assessment concerns (listed below) raised by HLC in the institution's decennial reaccreditation visit in 2021. Below is a progress report on this work:

The team recommends that ASU-Beebe provide an embedded report in the Year 4 Review that addresses the following:

1. Publish measurable Program Learning Outcomes for all programs, including those in general education and transfer departments, in the College Catalog and/or on program webpages.

- a. *Program outcomes were posted on each of the respective academic program webpages during the building of the institution's new website in the spring and summer of 2023.*
 - b. *The Office of Academics will also publish program outcomes in the annual Academic Catalog beginning in 2024-25.*
2. **Adjust Course-level Data Reporting Form to include course-level learning outcomes to be assessed, mirroring the Program-level Data Reporting Form.**
 - a. *The Course-level Data Reporting Form was revised to mirror the Program-Level Data Reporting Form. Instead of only emphasizing the course's alignment with the program outcome and institutional Student Success Outcome (SSO), the Course-level data form now provides an area for reporting the specific Course or Learning Outcomes that are measured in alignment with the broader program outcome and SSO.*
3. **Provide evidence of completed cycle of assessment of course learning outcomes, including data reporting, action planning, and results of that action planning.**
 - a. *Charts for program- and course-level outcomes are provided below.*
 - b. *All action plans are developed by the faculty Subject Matter Expert for each Course/Program. Program action plans are provided in the Appendix. SMEs report plans to the SSC, and they are accessible to faculty on the SSC's intranet SharePoint site. Once the action plans are developed, SMEs meet with faculty teaching the course(s), and they collectively decide the best course of action for continuous improvement in the course(s).*
4. **Provide evidence of completed cycle of assessment data reporting, action planning, and results of those actions plans and for co-curricular programs.**
 - a. *The SSC will coordinate with directors of the institution's co-curricular programs on assessment deployments, data collection, and action plans during AY 2023-24.*
 - b. *Charts for SSO assessment in co-curricular programs are provided below.*
5. **Provide evidence of completed cycle of assessment data reporting, action planning, and results for general education programs.**
 - a. *The SSC, division deans, and the Office of Academics collaborated to more specifically define the institution's General Education program and will include the following language in the AY 2024-25 Academic Catalog:*

Philosophy and Assessment of General Education

The general education curriculum at ASU-Beebe, as defined by the Arkansas Division of Higher Education's 35-hour state minimum core requirements, provides learning experiences in a variety of academic disciplines designed to give students an opportunity to acquire the body of knowledge and skills common to educated people regardless of their career paths. Recognizing the importance of life-long learning, the faculty has identified the desired characteristics for students completing the general education component:

1. The successful student will have mastered the basic skills, including reading, writing, speaking, listening, mathematics, computer interaction, and library and informational technologies.
2. The successful student will have developed higher order thinking skills, such as summary, synthesis, analysis, interpretation, organization, problem solving, and evaluation.
3. The successful student will have developed a personal system of values, including

dependability, work ethic, self-reliance, sense of self-value, honesty and integrity, and good interpersonal skills.

By obtaining these essential values, the students prepare themselves for their goals. As determined by the specific course philosophy published in the syllabus of each general education course, faculty assess these learning goals with exams, assignments, or other tools in alignment with one or more of the College's five Student Success Outcomes: Support and Engagement, Goal Completion, Communication, Society and Self, and Creative and Analytical Thinking.

b. Furthermore, the state's Arkansas Division of Higher Education reviews the institution's syllabi for General Education courses to ensure alignment with the state's common course goals on a regular basis.

c. The committee has also listed the six degrees most associated with our transfer partners.

i. Associate of Applied Science

ii. Associate of Fine Arts

iii. Associate of General Studies

iv. Associate of Science

v. Associate of Arts in Liberal Arts

vi. Associate of Sciences in Liberal Arts and Sciences

Finally, to improve course-level assessment, data collection, and faculty reporting processes, the faculty, the Office of Academics, the Student Success Council, and the Office of Distance Education collaborated to develop a plan for gradually implementing assessment alignments and tools for measurement into LMS Canvas course shells with a product called Insight. Deploying these assessments and data collection in select General Education courses in Canvas will be piloted in AY 2024-25 in new Master Course shells that are currently under construction with a Title III grant and will then expand to other courses in subsequent years.

IV. Student Success Outcome (SSO) Assessment in Co-Curricular areas

ASUB defines co-curricular as activities, programs, and experiences reinforcing the institution's mission and values and that complement the formal curriculum. Co-curricular activities do not typically offer academic credit and may occur outside of school or after regular school hours. The college assesses co-curricular areas through our institutional learning outcomes referred to as Student Success Outcomes (SSOs).

ASUB Student Success Outcomes

- **Support and Engagement:** ASUB will maintain an environment that assists each student to be financially, mentally, physically and emotionally secure enough to achieve their college objective.
- **Goal Completion:** ASUB will work to make sure that each student stays with the University the appropriate amount of time to complete his or her college objective.
- **Communication:** ASUB will provide students with the communication skills necessary to succeed professionally.
- **Society and Self:** ASUB will provide an environment that equips each student to grow as a person, gaining respect and appreciation for both themselves and the world around them.
- **Creative and Analytical Thinking:** ASUB will provide an educational experience that prepares each student to perform well academically, now and in future endeavors.

ASUB has identified nine Co-Curricular Areas to be assessed:

- Career / Transfer Services
- Counseling Services
- Student Life
- Advising and Learning Center
- Faculty Led International Trips
- Office of Disability Services
- English Internship Program
- Library
- Uncharted literary and art magazine

Table 4: SSO Co-Curricular Reporting

Co-Curricular Area	Student Success Outcomes	Assessment Tool	Goal	Goal Status
Advising and Learning Center	Support and Engagement	The addition of a Study Group on the Heber Springs campus will be the assessment tool to measure the increase of available in-person study options.	At least one in-person study group will be implemented on the Heber Springs campus during the 22-23 academic year. This will be added to the existing study groups across the institution.	Met
Advising and Learning Center	Support and Engagement	2022-2023 New Student Advising Appointment Satisfaction Survey	The New Student Advising Appointment Satisfaction Survey will prove that at least 75% of new students (that respond to the survey) will express that they feel they were appropriately connected with resources by the advising during the appointment.	Met
Career Services	Support and Engagement	Successful implementation of 12 career-skills training sessions during the 22-23 academic year. Sessions will be available at various campuses and online throughout the year. Students completing a certain number of sessions will receive a certification for career readiness.	Pilot program for career-skills training will be implemented with the successful completion of 6 sessions each semester.	Unmet
Counseling Services	Support and Engagement	Successful implementation of program-specific workshops and finals workshops based on student success, mental health, and counseling. Four workshops will be academic-program specific, and two will be focused on finals mental health/stress.	Pilot program for counseling workshops will be implemented with the successful completion of 3 workshops each semester.	Met

Disability Services	Support and Engagement	Survey will be emailed within 24 hours to all students after they have completed a New Accommodation Student Appointment with the Office of Disability Services to measure the engagement & understanding of the information shared during a new student appointment. The survey will measure whether students self-report they have a functional understanding of the three basic components to the implementation of accommodations for the first time.	75% of all students completing a New Accommodation Student Appointment with Office of Disability Services will self-report a "Yes", that they have a good working understanding of the following. 1. How Accommodation Notices are issued to instructors. 2. How to reach out for assistance regarding questions or concerns about their accommodations. 3. How to continue accommodations for future courses.	Met
English Internship Program	Support and Engagement	Internship students were expected to successfully integrate the Reflective Essay/Statement into the required e-Portfolio & reflect upon the various items/projects they chose to include in their internship portfolio.	100% of all English Internship students successfully integrated the Reflective Essay/Statement into their e-Portfolios.	Met
Faculty-Led International Trips (El Salvador)	Society and Self	Survey Questions: (Multiple Choice Questions and Reflective Responses)	75% of all participants are satisfied and have learned to be better global citizens	Met
Faculty-Led International Trips (Norway)	Society and Self	Survey Questions	75% of all participants are satisfied and learn how to be better global citizens.	Met
Library	Support and Engagement	Usage statistics provided through gate counter at entrances/exit.	Usage statistics will remain consistent from previous year and/or with FTE increases or decreases.	Met

Student Life	Support and Engagement	ResLife Portal - Residential Education Module Assessment.	Aimed for 60% of the residential population and 10% of the commuter population on the Beebe campus will have been exposed to at least one learning outcome from each of the four Campus Life A.R.C.H. Co-Curriculum domains.	Unmet
Transfer Services	Support and Engagement	Students interested in transferring to another college will be asked to register with the Office of Transfer Services via an online form. The Student Success Coach will connect students with resources via that registration list.	At least 65% of current students each semester that have registered as interested in transferring will be personally contacted by the Student Success Coach with transfer guidance and information.	Met
Uncharted Literary and Art Magazine	Creative and Analytical Thinking	A questionnaire was sent out through a Microsoft Form Office 365 Form. Feedback from members was used as data to do a qualitative analysis.	Since this is a qualitative analysis, the "desired result" question and the "Met" or "Unmet" question are not applicable.	N/A ¹

Table 5: SSO Co-Curricular Action Plans

Most of the co-curricular areas met their goals for the year. The following Action Plans were proposed, and the Student Success Council will follow up with the individual program directors to ensure they are working to address their action plans over the next year.

Co-Curricular Area	Action Plan
Career Services	It was decided that individual sessions would be more beneficial than six training sessions. Approximately twenty individual sessions took place during the academic year to work on interview skills, job searches, and assistance with cover letters and resumes. The original training session plan will be adjusted for the upcoming academic year.

¹ The Student Success Council will modify the co-curricular reporting form to better analyze qualitative data in the 2024-2026 assessment cycle.

Student Life	In March 2024, the Campus Life Coordinator resigned. When the Office of Student Life can hire a replacement Campus Life Coordinator, it will focus training and planning on better utilization of the ResLife Portal and ASUB Mobile app tools for recording attendance to co-curricular programming and logged interactions. The Office of Student Life will host a roundtable conversation with housing staff to develop better strategies and perhaps incentives for staff to log informal interactions. Currently, the Office of Student Life only logs attendance to a formal program, however, it does not track the impact of more informal or passive engagement strategies that very well might expose a resident to our co-curricular learning outcomes but are not documents for assessment. Additionally, the Office of Student Life will seek to collect attendance records from co-curricular programs outside of the Student Life programming (i.e., New Student Orientation, TRIO, Disability Services, etc.) to log engagement with A.R.C.H. learning outcomes beyond Student Life programs.
Uncharted Literary and Art Magazine	The action plan is twofold: 1. Have a "work week" each month for submissions to improve our organization issues. This will happen on Tuesday and Thursday of the work week, and members will work in the Uncharted office reviewing submissions in groups. 2. Implement a "Get the Word Out" campaign in the fall about the magazine. This will include members standing at the Uncharted office window to discuss the magazine with people as well as hand out flyers. This will also take place on work weeks every month.

V. Ruffalo Noel Levitz Student Satisfaction Inventory

The Ruffalo Noel Levitz Student Satisfaction Inventory (RNL) is administered to students in the spring of each even-numbered year. Students are asked to rate each question based on how important they felt it was and then on how satisfied they were with that area. The difference between these two rating scores is described as the gap, and a lower gap is better, as it means that the college is either meeting or exceeding students' expectations.

The Student Success Council identified 5 questions from the RNL that convey a general overview of the campus and identified 25 questions that aligned with the nine co-curricular areas assessed for our Student Success Outcomes (SSOs). The data from 2024 and 2022 are shown in the tables below for comparison.

Table 6: General Campus Questions

Questions	2022			2024		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Most students feel a sense of belonging here.	5.97	5.61	0.36	6.46	6.07	0.39
The college shows concern for students as individuals.	6.12	5.64	0.48	6.49	6.26	0.23
People on this campus respect and are supportive of each other.	6.32	5.86	0.46	6.62	6.14	0.48
This school does whatever it can to help me reach my educational goals.	6.40	5.85	0.55	6.77	6.34	0.43
I seldom get the "run-around" when seeking information on this campus.	6.26	5.69	0.57	6.72	6.12	0.60

RNL indicates that ASUB is remaining consistent in these general student satisfaction areas. There was a general trend across the board of higher in student satisfaction scores, but student importance also rose, keeping the gap scores close to their 2022 values.

Table 7: Co-Curricular Questions

Co-Curricular Area	Question(s)	2022			2024		
		Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Advising and Learning Center	The personnel involved in registration are helpful.	6.34	6.10	0.24	6.67	6.44	0.23
	My academic advisor is approachable.	6.40	6.09	0.31	6.73	6.28	0.45
	My academic advisor helps me set goals to work toward.	6.09	5.65	0.44	6.60	6.35	0.25
	My academic advisor is concerned about my success as an individual.	6.21	5.80	0.41	6.52	6.17	0.35

	My academic advisor is knowledgeable about my program requirements.	6.46	6.15	0.31	6.78	6.56	0.22
	Computer labs are adequate and accessible.	6.33	6.20	0.13	6.73	6.53	0.20
	Tutoring services are readily available.	6.40	6.30	0.10	6.83	6.63	0.20
	New student orientation services help students adjust to college.	6.02	6.06	0.04	6.58	6.19	0.39
Career/Transfer Services	The career services office provides students with the help they need to get a job.	6.10	5.55	0.55	6.49	6.50	0.01
	My academic advisor is knowledgeable about the transfer requirements of other schools.	6.48	6.19	0.29	6.60	6.39	0.21
	There are adequate services to help me decide upon a career.	6.20	5.83	0.37	6.63	6.28	0.35
	Students are notified early in the term if they are doing poorly in a class.	6.23	5.35	0.88	6.57	6.02	0.55
Counseling Services	Counseling staff care about students as individuals.	6.35	5.95	0.40	6.76	6.21	0.55
English Internship Program	Internships or practical experiences are provided in my degree/certificate program.	6.12	5.63	0.49	6.40	5.92	0.48

Faculty Led International Trips	Internships or practical experiences are provided in my degree/certificate program.	6.12	5.63	0.49	6.40	5.92	0.48
	I am able to experience intellectual growth here.	6.50	6.27	0.23	6.63	6.31	0.32
Library	Library resources and services are adequate.	6.18	6.18	0.00	6.76	6.63	0.13
	Library staff are helpful and approachable.	6.35	6.37	0.02	6.44	6.64	0.20
	Students are made to feel welcome on this campus.	6.33	6.20	0.13	6.73	6.53	0.20
Office of Disability Services	Counseling staff care about students as individuals.	/	6.13	/	/	6.32	/
Student Life	It is an enjoyable experience to be a student on this campus.	6.33	5.94	0.39	6.78	6.41	0.37
	Students are made to feel welcome on this campus.	6.42	6.12	0.30	6.73	6.54	0.19
	The student center is a comfortable place for students to spend their leisure time.	6.21	6.00	0.21	6.33	6.24	0.09
	I generally know what's happening on campus.	5.83	5.83	0.00	6.27	5.78	0.49
Uncharted Literary and Art Magazine	Internships or practical experiences are provided in my degree/certificate program.	6.12	5.63	0.49	6.40	5.92	0.48

RNL indicates that ASUB is remaining consistent in these co-curricular areas. Overall, of the 25 questions, 15 of them had a lower gap than in 2022 when the RNL was first administered. With regard to the survey question related to Disability Services, there is no measure of the student's perception of importance, as every student does not utilize the Office of Disability Services, so there is no gap score to compare with 2022. However, student satisfaction for that office did increase from 2022 to 2024.

VI. Graduate Exit Survey

The Graduate Exit Survey is used to capture, collect, and present findings regarding the student experience. Our intent with administering this anonymous survey is to convey our dedication to improving the student experience. ASUB students are provided with the survey when they apply for graduation. The survey link is sent to their college email address using our learning management system (Canvas). The survey is implemented using the Microsoft Forms software tool. The survey is voluntary and anonymous. Survey results are presented in an overview report document and can be downloaded into an Excel file for further analysis. The survey includes sixteen questions. The first seven questions collect information about the student and their future academic plans. The next three questions use a Likert five-point scale to measure student use of and opinions on academic engagement, student services, and information technology at the college. The next three questions collect information regarding student use of our college's social media platforms. The last three questions determine how likely the student would be to recommend the college to family or friends and to provide additional feedback through open response questions. The Student Success Council publishes a separate annual analysis report for the Graduate Exit Survey and that document can be accessed from the Assessment page of the ASUB website.

VII. Cycle Report Conclusion:

ASUB continues to assess and improve in all aspects of curricular co-curricular activities. The Student Success Council will continue to oversee the assessment of the established curricular and co-curricular areas as well as consider new areas that may be added in the future. We will continue to analyze our SSO assessment processes to ensure that they are providing relevant and actionable data to ensure that the co-curricular programs are providing satisfactory and meaningful educational experiences for students. We strive to improve the overall academic experience for all students by offering strong curricular and co-curricular programs that will provide a well-rounded education.

In the AY 2024-2026 SSO Assessment Cycle, the SSC intends to focus on:

- Improving faculty understanding of SSO assessment goals and implementation
- Improving data reporting for academic assessment
- Ensuring that all programs and courses have action plans for future SSO Assessment
- Working with faculty to execute action plans for continuous improvement in courses and programs
- Improving faculty and staff understanding of co-curricular assessment
- Helping departments make data-driven decisions using the Graduate Exit Survey and the Ruffalo Noel Levitz Survey results

VIII. Appendix: Program Action Plans

Arts and Humanities

Program	Program Learning Outcome(s)	Student Success Outcome Associated with the Goal	Was the Goal Met?	Action Plan
Early Childhood Education Program	The student will create and develop a CDA portfolio that demonstrates the knowledge gained throughout the curriculum, classroom experiences, and observations specific to the CDA coursework.	Society and Self	No	After careful examination of the CDA courses and assessment data, it was determined that Instructor B did not follow proper program protocol when grading CDA portfolios. All students in Instructor B's course were found to have grades of 100 percent on their portfolios with little to no feedback (this is evidence that portfolios were not thoroughly scored to the best of the instructor's ability). After these findings, it was determined by the administration that Instructor B would no longer teach part-time for the ASU Beebe education program. In the future, instructors will develop and include more "checkpoints" during portfolio work, and portfolio feedback will be given often during the semester and at the end of the course. It is vital that there be an open channel of communication during the portfolio process. A rubric will always be used for the portfolio grading process.
	Students will complete all CDA coursework with a C or better.	Creative and Analytical Thinking	No	After careful examination of the CDA courses and assessment data, it was determined that Instructor B did not follow proper program protocol when grading assignments for the CDA course group (which includes ECH 2203 Exceptional Child, ECH 1113 Foundations of Early Childhood, ECH 1103 Child Growth and Development). All students in Instructor B's course were found to have grades of 100 percent on all assignments (with the exception of one assignment submission) with little to no feedback. This is evidence that course assignments were not thoroughly graded, nor was the class facilitated to the best of the instructor's ability. After these findings, it was determined by the administration that Instructor B would no longer teach part-time for the ASU Beebe education program. In the future, instructors will give adequate feedback and use a rubric for every assignment and discussion.
	Students will complete the final exam, which covers all significant aspects of both the textbook, with a grade of a C or better.	Creative and Analytical Thinking	No	After careful examination of the CDA course final exam, it was determined that Instructor B did not follow proper program protocol when grading. The test should cover the CDA course group - ECH 2203 Exceptional Child, ECH 1113 Foundations of Early Childhood, ECH 1103 Child Growth and Development. Both feedback and analyzing student growth are important parts of the assessment process. All students in Instructor B's course were found to have grades of 100 percent on the final exam. No substantial feedback was attached to the graded final exams. After these findings, it was determined by the administration that Instructor B would no longer teach part-time for the ASU Beebe education program. In the future, instructors will give feedback on all final exams and use a rubric when applicable.
Education	The student will create and develop an online portfolio that demonstrates the knowledge gained throughout the curriculum, classroom experiences, and observations specific to Introduction to Teaching.	Society and Self	Yes	Instructors within the education program have already met and looked at ways to improve the technical aspect of the digital portfolio. Students will continue using a new Folio portfolio structure through Canvas Learning Systems in Fall 2023. Educational Technology instructors will continue to introduce digital portfolios.
	Students will complete this capstone course with a C or better, after completing 30 hours of observation.	Society and Self	Yes	Instructors will continue to research and add best practice strategies within the classroom and online learning platform, Canvas. Instructors will create more interactive assignments and opportunities for authentic feedback and assessment.
	Students will complete the final exam, which covers all significant aspects of both the textbook, with a grade of a C or better.	Creative and Analytical Thinking	Yes	Instructors will more fully utilize the textbook within the classroom and online learning platform. Program leaders will look at creating more intensive vocabulary, terminology, and educational theory/practice study.
El Salvador Field Trip	Encourage students to be global citizens	Society and Self	Yes	N/A
Graphic Design	Exhibit a foundation-level skill with the relevant software and media related to graphic design.	Creative and Analytical Thinking	No	Revise assignments specifically in Foundations of Digital Media and Foundations of Two-Dimensional Design to better prepare students for the program-level assessment project and their time in Introduction to Graphic Design class.
Health	Appreciation for Cultural Diversity: Demonstrate an awareness and appreciation for cultural diversity.	Society and Self	Yes	N/A
	Knowledge of Self in the Context of Society: Demonstrate knowledge of self in the context of society.	Society and Self	Yes	N/A
	Personal Needs for Health, Fitness, and Safety: Demonstrate knowledge of personal needs for health, fitness, and safety.	Society and Self	Yes	N/A
Music	Tone Quality	Creative and Analytical Thinking	No	Applied instructors and ensemble conductors will include more tone building exercises.
	Intonation	Creative and Analytical Thinking	Yes	N/A
	Phrasing/Expression	Creative and Analytical Thinking	No	Instructors and students will analyze melodic lines and phrasing
Physical Education	Appreciation for Cultural Diversity: Demonstrate an awareness and appreciation for cultural diversity.	Society and Self	Yes	N/A
	Knowledge of Self in the Context of Society: Demonstrate knowledge of self in the context of society.	Society and Self	Yes	N/A
	Personal Needs for Health, Fitness, and Safety: Demonstrate knowledge of personal needs for health, fitness, and safety.	Society and Self	Yes	N/A

Business and Career Education

Program	Program Learning Outcome(s)	Student Success Outcome Associated with the Goal	Was the Goal Met?	Action Plan
Agriculture Equipment Technology	The AASAET graduate will bequalified for employment as a John Deere Service Technician.	Creative and Analytical Thinking	Yes	N/A
	The AASAET graduate will obtain 3rd party John Deere certifications to reach a level 2 certified technician by graduation.	Creative and Analytical Thinking	Yes	N/A
Automotive Technology	To provide our community with repair technicians.	Society and Self	No	To correct this and to improve on this number; instructors will go out into the community to make connections in the repair industry. Doing this will open more opportunities for our students.
	Students will earn industry required certifications in the field.	Creative and Analytical Thinking	Yes	N/A
	Students will beable to perform basic diagnostic and trouble shooting skills.	Creative and Analytical Thinking	No	To correct this, students will be retaught the skills and given more opportunity until the student has mastered the skill.
Computer-Aided Drafting and Design	The AASCADD graduate will bequalified for gainful employment as a computer-aided drafting/design technician at the entry level.	Creative and Analytical Thinking	Yes	N/A
	The AASCADD graduate will demonstrate proficient technical and software skills by obtaining third part certification.	Creative and Analytical Thinking	Yes	N/A
Computerized Machining	Student will beable to produce orthographic views using current software	Creative and Analytical Thinking	Yes	N/A
	Student will be able to write a basic CNC program from a print	Creative and Analytical Thinking	Yes	N/A
	Student will beable to manual machine a part from a print to a tolerance of+- .010	Creative and Analytical Thinking	Yes	N/A
	Student will beable to set up a CNC machine, download a program to the CNC machine and run a part to a tolerance of+- .005	Creative and Analytical Thinking	Yes	N/A
Computer Systems and Networking Technology	Students will be able to install, configure, and administer a Microsoft Server (Active Directory, Group Policy, File and Printer Sharing, DNS, Hyper-V, DHCP, PowerShell, storage) with 70% pass rate of TestOut Certification	Creative and Analytical Thinking	No	Catch students in an earlier course and encourage a good work ethic. Failing students actively refused study resources and 9 hours of class time set aside for exam preparation. Faculty should attend (some already have) talks of generational learners and how each respond in the classroom.
	Students will learn the basics of computer forensics and data recovery and demonstrate proficiency in computer examinations and data recovery task. Goal is 70% will pass the forensics skill final.	Creative and Analytical Thinking	Yes	N/A
Diesel Technology	80% of students will score 85% or higher on final skills test.	Creative and Analytical Thinking	Yes	N/A
	80% of students will leave with their HVAC EAP 609 certification.	Creative and Analytical Thinking	No	My action plan is to try and give them another week of hands-on time with HVAC simulation module and the E609 study guide prep before proctoring the exam.
	ASE IMMR standards and performance-based testing with 80% of students being proficient and receiving ASE certifications.	Creative and Analytical Thinking	No	Continued support from the industry with more hands-on training aids, updated and easier to read ESCO HVAC EPA 609 study material, and ASE level study guides for T2-T8 being added to our Cengage book list or available for purchase as physical copies on our campus bookstore as well as practice tests online.
HVAC-R	Learn and demonstrate how to handle regulated refrigerants.	Creative and Analytical Thinking	Yes	During the materials course, they will learn the importance of safety for themselves and others. ESCO offers the EPA 608 to test the students on their knowledge. They must take a 100-question test with 4 parts. Most students pass multiple parts on the first try. They have 4 attempts per ESCO and I have had only 6 parts that weren't passed this year out of 100. Roughly a 94% passing rate. I would like to get this to 100% with only a few taking the test more than once.
	Learn and demonstrate how to braze, solder, glue, and thread pipes.	Creative and Analytical Thinking	Yes	During the materials course, they will learn the importance of safety for themselves and others. The students braze and glue copper, gas pipe, and pvc to make a square to prove their knowledge and ability. I have around 95% that pass this and about 75% of students ask repetitive questions. I am looking at implementing the Brazing and Soldering Employment Ready Exam from ESCO. I would like to see 100% passing without any questions.
	The HVAC-Rstudents that graduate will be qualified to gain employment in the HVAC-R field.	Creative and Analytical Thinking	Yes	N/A
	The HVAC-R students that graduate will bequalified to gain employment at a higher starting salary.	Creative and Analytical Thinking	No	I am working with local HVAC-R companies to organize a trial job with them during the class. The work experience would excel all students.
	The HVAC-R students will take and pass a total of 13 ESCO Employment Ready Exams.	Creative and Analytical Thinking	No	I have added Interplay as a second instructor to help me get more one on one time with the students and need to add another instructor.

Industrial Tech	Students will be able to interpret and troubleshoot basic hydraulic and pneumatic systems.	Creative and Analytical Thinking	Yes	N/A
	Students will be able to identify the components in an electrical circuit.	Creative and Analytical Thinking	No	Add in more components and circuit building.
	Students will be able to interpret schematic and wiring diagrams, electrical plans and specifications.	Creative and Analytical Thinking	Yes	N/A
	Students will be able to install industrial, residential and commercial wiring.	Creative and Analytical Thinking	Yes	N/A
Marine Technology	Demonstrate Effective Communication skills	Communication	Yes	N/A
	Demonstrate Skills and Knowledge to successfully enter marine service industry	Creative and Analytical Thinking	Yes	N/A
	Earn at least one third party marine service certification	Society and Self	Yes	N/A
Power Sports	Each graduating student will obtain Yamaha Entry Level Marine Certification.	Creative and Analytical Thinking	Yes	N/A
Welding Technology-Heber Springs	Students will receive instruction through Power Point Presentations over NCCER Modules Welding Safety 29101-09 and Construction Safety 00109-09. Students will be required to pass a written test on each and a performance evaluation also. Students will constantly be observed using safe work practices. OSHA General Industries will also be offered as a reinforcement of the importance of safe work practices. Student lead safety briefings once a month also will be used. Students will be graded on presentation and content of presentation.	Creative and Analytical Thinking	Yes	One on one instruction and demonstration with individual students, Weekly safety lectures over topics covered in the Basic Safety and Welding Safety lectures
	Students will be able to read and interpret basic welding detail drawings in order to create parts that follow welding symbols and dimensional tolerances	Creative and Analytical Thinking	Yes	One on one instruction and demonstration with individual students. Review the content with individual students in the following lectures. Introduction to Construction Drawings and Reading Detail Welding Drawings
	Students will be able to follow safe work practices and procedures in accordance to OSHA standards, understand the hazards of welding and demonstrate the proper attitude towards safety, and recognize hazards and apply safety procedures required for material handling. Use proper PPE (personal protective equipment) at all times	Creative and Analytical Thinking	Yes	One on one instruction and demonstration with individual students, Weekly safety lectures over topics covered in the Basic Safety and Welding Safety lectures.
Welding	Student will be able to identify and setup different types of welding equipment	Creative and Analytical Thinking	Yes	N/A
	Students will be able to read and interpret basic welding detail drawings in order to create parts that follow welding symbols and dimensional tolerances	Creative and Analytical Thinking	No	Create a Welding blueprint class
	Students will be able to properly setup and use various material preparation equipment such as oxy-fuel cutting, plasma arc cutting, and air carbon arc gouging as well as mechanical preparation tools such as grinders, nibblers, and files	Creative and Analytical Thinking	Yes	N/A

Math and Science

Program	Program Learning Outcome(s)	Student Success Outcome Associated with the Goal	Was the Goal Met?	Action Plan
EMS	Demonstrate the cognitive ability to comprehend, apply and evaluate clinical information relative to their entry-level EMS education.	Creative and Analytical Thinking	Yes	N/A
	Demonstrate the technical proficiency in all psychomotor skills necessary to fulfill the role of an entry-level EMS provider.	Creative and Analytical Thinking	Yes	N/A
	Given a pre-hospital emergency care scenario, manage a team of rescuers, supervise and perform an assessment of the scene/patient, and apply currently acceptable patient care protocols.	Creative and Analytical Thinking	Yes	N/A
Health Information Technology - HIA/HIT	Technical Skill Attainment - The Student will exhibit the psychomotor/technical skills needed to enter the workforce as a productive entry-level medical office professional. Students demonstration of adequate levels of competency during internship while under the supervision of professionals	Creative and Analytical Thinking	Yes	N/A
	Gainful Employment - 85% of students will be employed as a medical office professional (or similar profession) within 6 months of finishing the program.	Creative and Analytical Thinking	No	The main issue was that we could not get students to stay in contact with us after graduation/completion of the program. Last year we implemented the survey form requiring them to answer criterion 2 goals. We did not make it worth points in an assignment form. But this year we required them to take the survey as an Intern Exit Survey Assignment, and made it mandatory to leave us multiple levels of contact information upon program completion. Our goal may have been met, but it is unknown what 2 students did after the program.
	70% of students will be able to apply diagnosis/procedure codes correctly. Successful completion of CPT and ICD-10 coding courses with a D or better will be the measure for this competency.	Creative and Analytical Thinking	Yes	N/A
Medical Laboratory Technician (MLT)	Prepare graduates for the workplace through job placement, for transfer to the upper division programs, and for the eligibility necessary to pass a nationally recognized certification examination at the MLT level.	Society and Self	Yes	N/A
	Produce a skilled medical laboratory professional with the knowledge and competence in the theoretical principles inherent to the performance of medical laboratory testing.	Creative and Analytical Thinking	Yes	N/A
	Prepare students to possess the knowledge, skills, and abilities needed in the professional setting to gain and maintain the confidence of patients, professional associates, and the community.	Communication	Yes	N/A
Pharmacy Technician Science	Through communication, creative and analytical thinking and a strong commitment to society and self, the ASU-Beebe Pharmacy Technician program strives to educate and train qualified, competent technicians through formal education to meet current and future pharmacy employment needs.	Communication	Yes	N/A
	Individuals seeking to be pharmacy technicians are surrounded by support and engagement while learning in state-of-the-art pharmacy simulation facilities.	Creative and Analytical Thinking	Yes	N/A
	Students reach goal attainment by becoming nationally certified through engaging in a comprehensive pharmacy curriculum focused on best practices within the pharmacy profession.	Society and Self	Yes	N/A
Practical Nursing	Ninety percent of students will pass the National Licensure Examination for Practical Nursing	Creative and Analytical Thinking	Yes	Update curriculum related to identified weaknesses on the NCLEX - PN report
Registered Nursing	Ninety percent of students will pass the National Licensure Examination for Registered Nursing	Creative and Analytical Thinking	Yes	Update curriculum related to identified weaknesses on the NCLEX - RN report
Vet Tech	80% of recent graduates will be gainfully employed within 6 months of graduation.	Society and Self	No	Job placement help is offered. Job postings are updated on the program Facebook account. Emails are sent to students still looking for jobs.
	50% of all students taking the VTNE will be successful on the first attempt	Creative and Analytical Thinking	Yes	We did meet the goal but use of the Vet tech prep class was instituted to try to increase student pass rates.
	All eligible graduates will take the VTNE.	Creative and Analytical Thinking	No	Register students to take the board exam prior to graduation from our program.