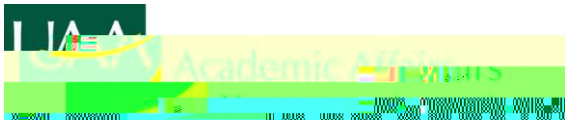


1. A. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

For each course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have

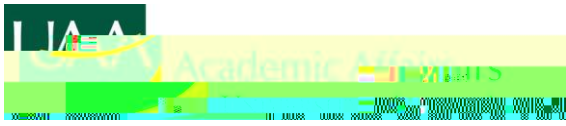


W } À] Ç } μ } % } P } u [• μ } v š } % } o } v } Æ } u } ~ } • • } (assignment, or activity that showcases the student learning in this core competency. (500 characters or less)

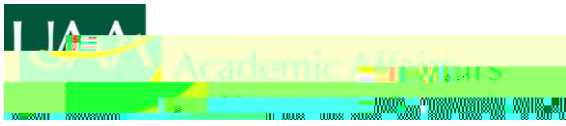
PROGRAM STUDENT LEARNING OUTCOMES

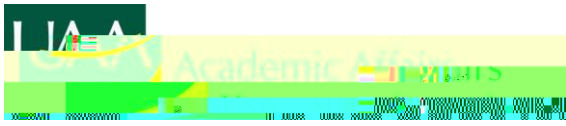
2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts

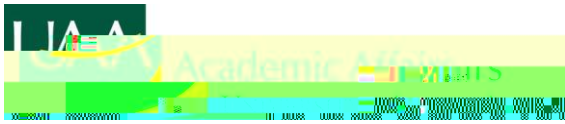


4. What are the findings and what do they tell the faculty about student learning in your program?
(750 characters or less)





STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS



Metric	Definition	Rationale
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. Data source: UA System Warehouse RTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE ± GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. Data source: UA System Warehouse RTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

