University of Arkansas at Monticello
Academic Unit Annual Report

Unit: College of Forestry, Agriculture and Natural Resources

Academic Year: 2021 - 2022

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals. (insert strategic plan, goals and KPIs below)

Vision

The College of Forestry, Agriculture and Natural Resources will develop future leaders and deliver science-based solutions through discovery, learning, and engagement. These efforts will result in healthy and productive forest, agricultural, and natural resources to help ensure social and economic prosperity.

Mission Statement

Our mission is to nurture the intellectual and personal development of our students, enlarge the body of knowledge in forestry, agriculture, and natural resource management, and to disseminate new ideas and technology. Our graduates will be life-long learners who succeed within their chosen discipline, and will promote and use creative, science-based solutions that enhance the quality of life of the people and communities we serve.

Student Learning Outcomes

Graduates of the College of Forestry, Agriculture and Natural Resources will:
- Understand basic theory and practice, and be skilled in applying appropriate tools and technology, for their chosen field of study
- Recognize how land management relates to the larger environment, economy, and society.
- Apply science-based knowledge and information to analyze and creatively solve management problems
- Demonstrate essential communication skills (interpersonal communication, nonverbal communication, written communication, and oral communication) that clearly provide relevant information and solutions to problems to diverse communities.

Strategic Plan

1. ***Student Success —fulfilling academic and co-curricular needs***

a. Develop, deliver, and maintain quality academic programs.

Continuing Goal: Successfully navigate challenges of delivering academic programs during COVID-19 pandemic.

Action: Plan for implementation of safety measures for delivery of courses in a classroom setting, while also preparing for quickly pivoting to remote delivery of courses.

KPI-1: Develop and implement a plan for operation of facilities that is specific, yet flexible, to address changing state and federal COVID-19 safety guidelines.

KPI-2: Develop and implement a plan for safe delivery of courses while also allowing the ability to quickly change modes of delivery in response to institutional requirements.

KPI-3: Obtain supplies and materials necessary to safely implement facility and course delivery plans.

2. ***Enrollment and Retention Gains***

b. Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.

New Goal: Enhance alumni engagement with CFANR teaching, research, and extension programs.

Action: Increase communications of CFANR activities to alumni and alumni involvement in teaching.

KPI-1: Create database of CFANR alumni.

KPI-1: Create CFANR newsletter of teaching, research, and extension outputs to mail and electronically provide to alumni and other CFANR stakeholders.

c. Identify and enhance pipeline for recruiting.

Continuing Goal: Improve recruitment of qualified high school and community college students into CFANR degree programs.

Action: Obtain and deliver recruitment materials to potential recruits. Organize friends and alumni to aid in student recruitment efforts.

KPI-1: Work with UAM to obtain previously designed recruitment materials so they can be delivered to potential students.

KPI-2: Actively manage social media accounts to promote College activities and aid in recruitment efforts.

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
KPI-1.1: Develop and implement a plan for operation of facilities that is specific, yet flexible, to address changing state and federal COVID-19 safety guidelines.	KPI-1.1 was accomplished.	This plan will continue to be used and updated as needed in the coming academic year if COVID-19 resurges and prompts greater safety measures.
KPI-1.2: Work with UAM to obtain previously designed recruitment materials so they can be delivered to students.	KPI-1.2 was accomplished.	Brochures were printed for the academic year. The recruitment materials were used at events. A second printing was also done, adding a QR code to send them to the CFANR website. Materials will be revised and purchased as needed in upcoming academic years.
KPI-2.1: Develop and implement a plan for safe delivery of courses in a classroom setting while also preparing for quickly pivoting to remote delivery of courses.	KPI-2.1 was accomplished.	This plan will continue to be used and updated as needed in the coming academic year is COVID-19 conditions prompt the university to implement safety measures.
KPI-2.2: Actively manage social media	KPI-2.2 was accomplished.	Social media accounts will continue to be used for promoting and recruiting for

KPI	Assessment of Progress	Implications for Future Planning/Change
accounts to promote College activities and aid in recruitment efforts.		CFANR. Frequency and quality of materials posted to these accounts will continue to escalate with faculty awareness and training in their value.

List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and	Students will demonstrate critical communication skills (interpersonal communication, nonverbal communication, written communication, and oral communication) by clearly providing informative information and presenting solutions to problems for diverse audiences.	Underlying all of the tenets of the UAM mission is the ability to communicate effectively to diverse audiences.	In accordance with the CFANR vision, developing student written and verbal communication skills is a critical component of developing future forestry, agriculture and natural resource management leaders.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.			
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	Students will understand basic theory and practice, and be skilled in applying appropriate tools and technology, for their chosen field of study. Students will apply science-based knowledge and information to analyze and solve management problems.	Understanding theory and practice is critical for achieving the UAM mission of educating diverse learners to succeed in a global environment. Application of the scientific method to the solution of problems is an essential component of meeting UAM's mission to promote innovative leadership, scholarship, and research.	The primary objective of the CFANR is to foster student success, both academically and professionally. Competency in the theory and practice within their field is essential for their success. The CFANR allocates significant resources to provide students with the tools and technology necessary for them to develop and effectively address management problems.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	Students will recognize how land management relates to the larger environment, economy, and society.	Land management decisions are foundational to resource utilization for economic growth, which is integral to the UAM mission of improving quality of life through sustainable economic development.	Beyond the grounding principles of theory and practice, successful students must appreciate how their management efforts influence the global resource base.
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Students will apply science-based knowledge and information to analyze and solve management problems.	Solution of problems via a collaborative, team approach is an essential component of meeting UAM's mission to promote innovative leadership, scholarship, and research.	The CFANR allocates significant resources to provide students with the tools and technology necessary for them to collaboratively develop and effectively address management problems.

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?

Assessment of Student Performance and CFANR Programs
The CFANR assessment system utilizes a combination of approaches directed toward assessing student performance, individual courses, and overall programs. This hierarchical system begins with the evaluation of individual student performance.

Assessment of Individual Student Performance
Performances of individual students are evaluated using a variety of different tools. These generally fall into two major groups. First, traditional methods include grading of tests and assignments in individual courses, transcript reviews, competency reviews in labs, and field practices. Second, student performance is assessed through the use of core competencies. These core competencies are essentially student learning objectives for each course. Students are required to demonstrate that they have achieved these core competencies before they are able to receive a passing grade for a course. Therefore, this requirement of core competencies is separate from traditional grading, and works as an additional layer in assessing student performance. This requirement also ensures that students learn certain basic skills from every class and works as a barrier against passing a course through memorization.

Evaluation of CFANR Courses
The second step in the assessment system is evaluation of courses offered within the College. This type of assessment is also done through a variety of tools that fall under two broad categories. The traditional tools for course evaluation include student evaluation of courses, student evaluation of instructors and peer evaluations. In addition, courses also are evaluated through summaries of student performance in achieving core competencies.

Evaluation of CFANR Programs

The following tools are used for program-level assessment:

Capstone Course and Senior Seminars
The natural resources management degree requires a capstone Practicum experience that challenges students to integrate materials learned from previous courses in the development of a management plan presented to actual forest landowners. In order to be successful in this course, the students must demonstrate critical thinking, problem solving, planning, and development skills along with the skills of oral and written communication. Since the students are required to work in groups, this course also tests the students' abilities in working as part of a team.

As previously mentioned, this course requires teamwork. Teams are assigned parcels of forested land typically owned by non-

industrial private forest landowners in the state. Each team is required to complete a comprehensive forest resource management plan for their parcel within the course of a semester (spring semester of their senior year). These plans require 10-15 hr/week of fieldwork involving survey of the land, inventory of timber, wildlife, and other resources. Students are expected to cooperate in the collection of these data. This provides an important and interesting experience for the students in that they have to work with students pursuing a different degree option who probably have a somewhat different way of looking at natural resource issues. The teams are also required to communicate with their respective landowner and understand his/her plans for the land. All of this information is then used to prepare the management plans. The quality of the management plan demonstrates each team's ability to integrate previous coursework into a working plan that meets specific management objectives. The teams are then required to present their plans in seminars that are open to the public. These seminars are attended by many faculty members, who actively participate in discussions and test the students through rigorous questioning. Ample feedback is provided as to the plan's effectiveness and integration of relevant course material. The teams also present their plans to their respective landowners.

Although Agriculture students do not complete a capstone course as part of their degree requirements, they do complete a Senior Seminar to demonstrate their ability to speak about a variety of issues. Students are evaluated by their fellow students during their presentation and feedback is also provided by their instructor.

Feedback Loop
The feedback loop is an essential step and ensures the dynamic nature of an assessment system. The feedback loop is built into every level of the CFANR assessment system. The students provide feedback to their instructors regarding course management and grading. Evaluation of core competencies allows feedback at all levels. First, it encourages communication among students and instructors, which in turn allows the instructors to adjust course materials and fine-tune day-to-day management of courses. Second, the summary data also feed valuable information back to the College for program-level assessment. Through program-wide linkages of core competencies, important feedback is provided to the faculty allowing them to adjust the curricula when necessary. Lessons from student performance assessment have played important roles in a number of unit decisions. Implementation of required student learning outcomes/ core competencies across CFANR courses now are used as a metric of preparedness and proficiency.

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA
Oral Communication

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	15	14	7	0	0	3.2	36
Language	10	16	10	0	0	3.0	36
Delivery	13	14	9	0	0	3.1	36
Supporting Material	13	18	4	1	0	3.2	36
Central Message	10	21	4	1	0	3.1	36

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths
- The majority of students assessed (72-86%) were rated at scores greater than 2
- No students were rated as 0

Weaknesses
- Language and Delivery metrics had lower proportions above scores greater than 2 than the other metrics

Opportunities for Growth
-

Threats to Effectiveness
-

What actions, if any, do you recommend to improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?

Written Communication

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Context and Purpose for Writing	11	26	4	6	0	2.9	47
Content Development	9	20	12	6	0	2.7	47
Genre and Disciplinary Conventions	7	24	12	4	0	2.7	47
Sources and Evidence	18	20	8	1	0	3.2	47
Control of Syntax and Mechanics	14	25	6	2	0	3.1	47

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths
-

Weaknesses
-

Opportunities for Growth
-

Threats to Effectiveness
-

What actions, if any, do you recommend that might improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Critical Thinking

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues	5	11	9	8	2	2.3	35
Evidence	5	11	9	8	2	2.3	35
Influence of Context and Assumptions	5	11	9	8	2	2.3	35
Student's Position (Perspective, Thesis/Hypothesis)	5	11	9	8	2	2.3	35
Conclusion and Related Outcomes (Implications and Consequences}	5	11	9	8	2	2.3	35

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths
-

Weaknesses
-

<u>Opportunities for Growth</u>
  -

<u>Threats to Effectiveness</u>
  -

What actions, if any, do you recommend that might improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Global Learning

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness	10	6	9	8	2	2.4	35
Perspective Taking	10	6	9	8	2	2.4	35
Cultural Diversity	10	6	9	8	2	2.4	35
Personal and Social Responsibility	10	6	9	8	2	2.4	35
Understanding Global Systems	10	6	9	8	2	2.4	35
Applying Knowledge to Contemporary Global Contexts	10	6	9	8	2	2.4	35

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths
-

Weaknesses
-

Opportunities for Growth
-

Threats to Effectiveness

What actions, if any, do you recommend that might improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Teamwork

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Contributes to Team Meetings	7	2	0	0	1	3.4	10
Facilitates the Contributions of Team Members	7	2	0	0	1	3.4	10

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Individual Contributions Outside of Team Meetings	7	2	0	0	1	3.4	10
Fosters Constructive Team Climate	7	2	0	0	1	3.4	10
Responds to Conflict	7	2	0	0	1	3.4	10

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths
-

Weaknesses
-

Opportunities for Growth
-

Threats to Effectiveness

What actions, if any, do you recommend that might improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Public/Stakeholder/Student Notification of SLOs
List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- All course syllabi clearly state the SLOs for successful completion of the course.
- The CFANR webpages within the UAM website clearly outlines the requirements for all degrees and degree options.
- Promotional materials for the CFANR are in production and will direct interested parties to full details about the CFANR mission and SLOs, as well as degree programs.

Enrollment
Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR: B.S. Natural Resources Management

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	21	23	23	67/22	412/41
Sophomore	13	6	10	29/10	139/14
Junior	15	14	15	44/15	138/14
Senior	17	19	11	47/16	160/16
Post Bach	3	1	0	4/1.3	12/1
Total	69	63	71	207/69	860/86

UNDERGRADUATE PROGRAM MAJOR: B.S. Land Surveying

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	3	4	2	9/3	52/5
Sophomore	7	6	3	16/5	31/3
Junior	1	3	2	6/2	23/2
Senior	4	3	2	9/3	32/3
Post Bach	0	0	0	0/0	0/0
Total	15	16	9	54/18	138/14

UNDERGRADUATE PROGRAM MAJOR: B.S. Agriculture

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	29	34	32	95/32	466/47
Sophomore	18	27	26	71/24	257/26
Junior	26	16	14	56/19	245/25
Senior	19	25	12	56/19	253/25
Post Bach	0	0	1	1/1	4/0
Total	92	102	85	314/105	1225/123

UNDERGRADUATE PROGRAM MAJOR: Pre-Vet

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	7	8	12	27/9	78/8
Sophomore	2	4	1	7/2	27/3
Junior	2	2	4	8/3	22/2
Senior	5	3	4	12/4	20/2
Post Bach	0	0	0	0/0	0/0
Total	16	17	21	28/9	147/15

GRADUATE PROGRAM MAJOR: Forest Resources (M.S.)

	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average
ENROLLMENT	18	18	20	19

GRADUATE PROGRAM MAJOR: Waterfowl Habitat and Recreation Management (Grad. Cert.)

	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average
ENROLLMENT	---	---	4	---

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

<u>Strengths</u>

- The CFANR has unique programs in Natural Resources Management, Land Surveying, and Site-Specific Agriculture Management.
- Natural Resources Management enrollment increased 11% relative to the prior year, primarily due to greater retention from freshman to sophomore level.
- Pre-vet enrollment at the freshmen level continued an annual increase, indicative of the reputation Dr. Rocky Lindsey's teaching program.
- Post-graduate enrollment 25% relative to the prior year due to greater MS students and the addition of the waterfowl graduate certificate program.

Weaknesses
- Agriculture enrollment declined 17% from the prior year, primarily due to lower retention from junior to senior year.
- Freshmen enrollment for all majors remained close to the three-year average, which highlights a need for further recruiting efforts. In-person recruiting was curtailed in the prior year by COVID, but aggressive multi-media recruiting was conducted in 2021-2022.

Opportunities for Growth
- Marketing and recruiting efforts have the opportunity to raise awareness of CFANR offerings.

Threats to Effectiveness
- Freshmen enrollment in land surveying reached a 3-year low; alternative course delivery and greater effort to increase awareness of the program will be vital in altering this trajectory.

Progression/Retention Data

   Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Major: Agriculture B.S.	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	26	100
Number and percentage graduated in that major during 20-21 academic year	8	31
Number and percentage that graduated in that major during 21-22 academic year	5	19

Major: Natural Resources Management B.S.	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	15	100
Number and percentage graduated in that major during 20-21 academic year	8	53
Number and percentage that graduated in that major during 21-22 academic year	4	27

Major: Land Surveying B.S.	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	1	100
Number and percentage graduated in that major during 20-21 academic year	1	100
Number and percentage that graduated in that major during 21-22 academic year	1	100

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

   Strengths

- Students that reach their junior year have a high probability (77% averaged for all B.S. degrees of CFANR for this reporting period) of completing their degree.

<u>Weaknesses</u>
- An additional year is required for several of our students to complete their degree.

<u>Opportunities for Growth</u>
- Improve upon 4-year graduation rate, particularly for Agriculture.

<u>Threats to Effectiveness</u>
- Underprepared freshman students.

<u>Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)</u>

Table 5: Gateway Course Success*
   Not Applicable to CFANR

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Number of Degrees Awarded:

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average
CFANR- B.S. Natural Resources Mgmt.[1]	11	19	12	42	14
CFANR- A.S. Natural Resources Mgmt.	11	3	5	19	6
CFANR- A.S. Land Surveying Technology	3	2	0	5	2
CFANR-B.S. Land Surveying	4	4	2	10	3
CFANR- A.A.S. Forest Technology	1	0	0	1	0.3
GFOR- M.S. Forest Resources	3	4			
GFOR- Grad. Cert. Waterfowl & Rec.	---	---	4	4	---
CFANR- B.S.[2] Agriculture	26	16	21	63	21
CFANR- A.S. Agriculture	17	7	6	30	10

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

Faculty
Table 7: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

Teaching Load

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Babst, Benjamin A.	Asst. Prof.	Ph.D.	Ecophysiology		3	3		70% AAES[1]
Bataineh, Mohammad M.	Asst. Prof.	Ph.D.	Forest Health		3	8		70% AAES
Dennis, John C.	Assoc. Prof.	Ph.D.	Land Surveying		11	10		10% AAES
Ficklin, Robert L.	Prof.	Ph.D.	Soil Science	3	8	9	3	9% AAES, Administration
Francis, Paul	Prof.	Ph.D.	Plant & Soil Science		13	12		
Jacobs, Thomas D.	Instr.	B.S.	Land Surveying		13	7		
Jones, Rusty	Rodeo Coach	M.S.	Rodeo		5	1		
Liechty, Hal O.	Prof.	Ph.D.	Hydrology/ Ecology		3			70% AAES
Lindsey, Rocky	Asst. Prof.	DVM	Animal Science		10	12		
Osborne, Douglas C.	Assoc. Prof.	Ph.D.	Wildlife Management		4	6		66% AAES

What significant change, if any, has occurred in faculty during the past academic year?

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	2680	6.4	
2013-14	2909	8.5	
2014-15	2832	-2.6	
2015-16	2798	-1.2	
2016-17	3014	7.7	
2017-18	3224	7.0	
2018-19	3122	-3.2	
2019-20	2490	-20.2	
2020-21	2,502	0.01	
2021-22	2,671	6.8	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

During the past academic year, there was a 6.8% increase in SSCH productivity. With the addition of two faculty in positions vacant in the prior year, one faculty member that began an appointment within one month of the retirement of a faculty member at the end of last fiscal year, and three instructors, no course postponements were necessary and new courses were offered.

Unit Agreements, MOUs, MOAs, Partnerships
Table 9: Unit Agreements-MOUs, MOAs, Partnerships, Etc.

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
CFANR- NRM	MOU- UA Cossatot	Course Transfers	7/2016	Open	N/A
CFANR- NRM	MOU- UA Morrilton	Course Transfers	6/2017	Open	N/A
CFANR- NRM	UA System Division of Agriculture	Research and Extension	1989	Open	N/A

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Faculty Scholarly Activity
-
-
-
-

Notable Faculty or Faculty/Service Projects
-
-
-
-

Faculty Grant Awards
-
-
-
-

Describe any significant changes in the unit, in programs/degrees, during the past academic year.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
-
-

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.

<u>**Other Unit Student Success Data**</u>
Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

Revised 02/09/2022

Revised February 8, 2018

<u>**Addendums**</u>

<u>**Addendum 1: UAM Vision, Mission, and Strategic Plan**</u>

VISION
The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.
Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION
The University of Arkansas at Monticello is a society of learners committed to individual achievement by:
- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;

- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:
- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:
- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

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STRATEGIC PLAN

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1. STUDENT SUCCESS—fulfilling academic and co-curricular needs
- Develop, deliver, and maintain quality academic programs.
  - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
  - Revitalize general education curriculum.
  - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
  - Develop an emerging student leadership program under direction of Chancellor's Office.
  - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
  - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- Retain and recruit high achieving faculty and staff.
  - Invest in quality technology and library resources and services.
  - Provide opportunities for faculty and staff professional development.
  - Invest in quality classroom and research space.
  - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
  - Create an Institute for Teaching and Learning Effectiveness.

- Expand accessibility to academic programs.
  - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
  - Create a summer academic enrichment plan to ensure growth and sustainability.
  - Develop a model program for college readiness.
  - Revitalize general education.
  - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS
- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting.

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.

- Prepare and update University Master Plan.

- Partner with system and state legislators to maximize funding.

- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
o Increased efforts to earn research and grant funds.
o Creation of philanthropic culture among incoming students, graduates and community.
    - Collaborating with Athletics Fundraising to maximize synergies.
    - Create a Growing our Alumni Base Campaign.
o Encourage entrepreneurial opportunities where appropriate.
o Participation in articulation agreements to capitalize on academic and economic resources.
o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?
- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?
- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?
- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional
- Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?
- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

Effectiveness	Affordability	Adjustment	Efficiency
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary