

University of Arkansas at Monticello Academic Unit Annual Report

Unit: School of Education

Academic Year: 2019

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)?

Continuing Goals:

STUDENT SUCCESS

Goal: Improve student success in SOE majors.

Action: Provide additional support for first year and at-risk students through enhanced advising, differentiated instruction, mentoring by Kappa Delta Pi students, and referral to available support resources.

KPI: 2% increase in undergraduate retention from freshman to sophomore year.

ENROLLMENT and RETENTION GAINS

Goal: Expand accessibility to academic programs.

Action: Expand partnerships with community colleges to increase the teacher pipeline.

KPI: Add one Memorandum of Understanding with community colleges yearly.

Goal: Increase the number of graduate students in SOE graduate programs.

Action: Targeted school and state recruiting efforts.

KPI: 2% increase in the number of graduate students in SOE graduate programs.

New Goals:

ENROLLMENT and RETENTION GAINS

Goal: Development of a five year recruitment and retention plan

Action: Develop a committee and progress toward a completed plan

KPI: Completed five year recruitment and retention plan.

Goal: Increase the number of graduate students in the Master of Education in Educational Leadership

Action: Targeted school and state recruiting efforts.

KPI: 2% increase in the number of graduate students in the Master of Education in Educational Leadership.

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
<i>KPI:</i> 2% increase in undergraduate retention from freshman to sophomore year.	The School of Education increased retention of freshman to sophomore year by 12% this past year.	The data are not conclusive that the strategies put into place increased the retention. The School of Education understands that there needs to be additional data collected to determine the root cause of the increase.
<i>KPI:</i> Add one Memorandum of Understanding with community colleges yearly.	The School of Education increased the number of Memorandums of Understanding with community colleges by two. The University of Arkansas at Batesville Community College and the University of Arkansas at Phillips County Community college were added.	Based on the success of the past year, the School of Education intends to continue to work to add additional community colleges in the future. The goal for the future is to add one college next year.
<i>KPI:</i> 5% increase in the number of visits to the high schools in the SOE's partnership schools.	The School of Education increased the number by 50% over the past year; however, number of students recruited from the schools visits did not increase by the same percentage.	The School of Education understands the importance of time spent versus the number of students gained. The School of Education has embarked on the development of a 5-Year Recruitment Plan that will address more than just school visits.
<i>KPI:</i> 2% increase in the number of graduate students in SOE graduate programs.	The School of Education increased the number of graduate students by 2.36% over the past year.	The School of Education plans to continue increase the percentage of graduate students by 2% next year.

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
<i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral,	Knowledge: Teacher candidates in initial programs of study will develop an extensive content knowledge base in order to reach and teach all learners in a diverse society.	Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.	The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the

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
<p>quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<p>Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.</p>		<p>following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate</p>

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
			education programs.
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Pedagogy: Teacher candidates in initial programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.</p> <p>Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.</p>	<p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.</p>	<p>The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies</p>

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			identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.
<p><i>Global Learning:</i> 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.</p>	<p>Diversity: Teacher candidates in initial programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the greater society they serve to improve teaching and learning.</p> <p>Educators and other school personnel in advanced programs of study serve as role models by actively promoting a school climate and culture that values differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender,</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment.</p>	<p>The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can</p>

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	<p>exceptionalities, language, religion, sexual orientation, and geographic areas.</p> <p>Technology: Teacher candidates in initial programs of study will utilize multiple classroom technology resources and tools to improve teaching and learning.</p> <p>Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will.</p>		<p>learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.</p>
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>Professionalism: Teacher candidates in initial programs of study will demonstrate professionalism as they interact with students, parents, colleagues, and others.</p> <p>Educators and other school personnel in advanced programs will be role models for fairness and integrity in working with their colleagues, students,</p>	<p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.</p>	<p>The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and</p>

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	families, and the community at-large.		social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

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

The School of Education maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The School of Education supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The School of Education uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

The School of Education has ten key assessments placed throughout the undergraduate and graduate programs. Those assessments are aligned with the unit and university student learning outcomes and with state and national standards.

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.)

- Unit website
- Course Syllabi
- Accreditation reports
- Conceptual Framework

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR:BS Education Studies

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average	10-Year Total & Average
Freshman	4	15	18	37	12	N/A
Sophomore	10	13	10	33	11	N/A
Junior	10	24	43	77	26	N/A
Senior	2	51	46	99	33	N/A
Post Bach	1	2	1	4	1	N/A
Total	27	105	118	250	83	N/A

UNDERGRADUATE PROGRAM MAJOR: Health and PE Exercise Science Option

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average	10-Year Total	& Average
Freshman	20	27	25	72	24	173	17
Sophomore	19	14	17	50	17	113	11
Junior	15	22	20	57	19	121	12
Senior	24	16	21	61	20	168	17
Post Bach							
Total	78	89	83	250	83	275	28

UNDERGRADUATE PROGRAM MAJOR: Health and PE Non-Licensure

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average	10-Year Total	& Average
Freshman	49	36	23	108	36	500	50
Sophomore	25	20	30	75	25	293	29
Junior	22	20	21	63	21	240	24
Senior	24	27	20	71	24	326	33
Post Bach							
Total	120	103	94	317	106	1309	131

UNDERGRADUATE PROGRAM MAJOR: K-6 Elementary Education

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average	5-Year Total	& Average
Freshman	56	43	24	123	41	209	42
Sophomore	33	24	26	83	28	107	21
Junior	22	13	22	57	19	75	15
Senior	12	30	21	63	21	65	13
Post Bach							
Total	120	110	93	215	72	453	91

UNDERGRADUATE PROGRAM MAJOR: Middle Childhood Education

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average	10-Year Total	& Average
Freshman	7	3	4	14	5	120	12
Sophomore	6	3	4	13	4	69	7
Junior	5	8	1	14	5	52	10
Senior	5	8	6	19	6	75	8
Post Bach							
Total	23	22	15	12	4	300	30

UNDERGRADUATE PROGRAM MAJOR: Teaching and Learning

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average	8-Year Total	& Average
Freshman	4	4	1	9	3	23	3
Sophomore	3		8	11	4	43	5
Junior	12	6	2	20	7	43	5
Senior	9	6	12	27	9	64	8
Post Bach							
Total	28	16	23	67	22	145	18

GRADUATE PROGRAM MAJOR: Master of Education

	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average
ENROLLMENT	32	25	23	80	27

GRADUATE PROGRAM MAJOR: Master of Arts in Teaching

	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average
ENROLLMENT	144	184	207	535	178

GRADUATE PROGRAM MAJOR: Master of Education in Educational Leadership

	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average
ENROLLMENT	14	17	10	41	14

GRADUATE PROGRAM MAJOR: Master of Physical Education and Coaching

	Fall 2016	Fall 2017	Fall 2018	3-Year Total	& Average
ENROLLMENT	29	28	20	77	26

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

Undergraduate Strengths

- HPE Exercise Science and HPE Non-Licensure programs are increasing. The ten-year average indicates that 48% of the total number of undergraduate majors are in one of the HPE programs. This is an increase from 46% last year. Data indicate that the Non-Licensure BS in Education Studies is growing exponentially; however, the data are not longitudinal and will need to be examined for further growth in the future.

Undergraduate Weaknesses

- Traditional licensure programs are declining. Longitudinal data indicate that only 28% of all undergraduate majors are enrolled in a traditional licensure program.

Undergraduate Opportunities for Growth

- Traditional licensure programs are an area of weakness; however, these programs have the greatest potential for growth. Increases in low enrollment programs provide the most potential for statistically significant growth.

Undergraduate Threats to Effectiveness

- A decline in either of the HPE programs or in the BS Education Studies could have a significant impact on the ability of the unit to meet productivity markers in the future. The School of Education must be mindful of this concern and ensure that recruitment efforts are widely focused across all programs, with specific efforts in the areas of K-6 Elementary Education and Middle Childhood Education.

Graduate Strengths

- The Master of Arts in Teaching (MAT) program has grown significantly in the past three years. The three-year average indicates that 73% of the total number of graduate candidates are in the MAT programs.

Graduate Weaknesses

- The Master of Education in Educational Leadership has consistently been a low enrollment program. Longitudinal data indicate that only 8% of all graduate candidates are enrolled the Master of Educational Leadership program. The School of Education has to be mindful of the enrollment in the Educational Leadership program with regard to future recruitment.

Graduate Opportunities for Growth

- Graduate programs in general have seen low enrollment with the exception of the MAT program; however, the graduate programs have the greatest potential for growth. Increases in low enrollment programs provide the most potential for statistically significant growth.

Graduate Threats to Effectiveness

- A decline in the MAT program could have a significant impact on the ability of the unit to meet productivity markers in the future. Additionally, growth in the MAT program could be difficult to sustain with current faculty. The School of Education must be mindful of this concern and ensure that recruitment efforts are widely focused across all graduate programs.
- Any modification made by the Arkansas Department of Education to program or licensure requirements could significantly impact the MAT program. The impact could range from a sharp decrease in enrollment or a sharp increase in enrollment. Either could put a significant strain on the unit.

Progression/Retention Data

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

Major: BS Educational Studies	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	31	
Number and percentage graduated in that major during 17-18 academic year	16	52%
Number and percentage that graduated in that major during 18-19 academic year	4	13%

Major: HPE Exercise Science	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	19	
Number and percentage graduated in that major during 17-18 academic year	11	58%
Number and percentage that graduated in that major during 18-19 academic year	3	16%

Major: HPE Non-Licensure	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	25	
Number and percentage graduated in that major during 17-18 academic year	10	40%
Number and percentage that graduated in that major during 18-19 academic year	4	16%

Major: K-6 Elementary	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	10	
Number and percentage graduated in that major during 17-18 academic year	5	50%
Number and percentage that graduated in that major during 18-19 academic year	1	10%

Major: Middle Childhood	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	3	
Number and percentage graduated in that major during 17-18 academic year	1	33%
Number and percentage that graduated in that major during 18-19 academic year	0	0%

Major: BS Teaching and Learning	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	7	
Number and percentage graduated in that major during 17-18 academic year	3	43%
Number and percentage that graduated in that major during 18-19 academic year	1	14%

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

Strengths

- The data indicate that a total of 95 students entered the fall 2016 semester with a junior classification. Based on the total number of students, 48% graduated within one year of the fall 2016 junior classification and 14% within two years of the fall 2016 junior classification. The data indicate that 62% of the student completed a degree in education within two years the fall of 2016.

Weaknesses

- The data indicate that 36 students or 38% entering the fall of 2016 with a junior classification did not graduate within two years.

Opportunities for Growth

- The establishment of a better tracking system will allow advisors in the future to assist students with completing programs in a timely manner. The tracking system would also allow advisors to contact at risk students to increase retention.

Threats to Effectiveness

- The data does not account for students that graduate past two years, change majors, or leave the university. To be effective in retention and completion the School of Education has to focus on efforts to identify what happened to the 38% of students that are not accounted for in this data.

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

- **Not Applicable to the School of Education**

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	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
Education Studies (BS)	N/A	37	37	74	25
HPE Exercise Science Option (BS)	14	23	14	51	17
Health & Physical Education Non-Licensure (BA)	16	22	14	52	17
K-6 Elementary Education (BA)	N/A	9	8	17	6
Middle Level Educ Major (BA)	1	1	0	2	1
Teaching and Learning (BS)	6	11	10	27	9

Undergraduate Program/Major	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
Master of Education (M.Ed.)	18	11	14	43	14
Master of Arts Teaching (MAT)	60	81	86	227	76
Educational Leadership (MEd)	3	4	5	12	4
Physical Education and Coaching (MPEC)	14	13	10	37	12

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

The School of Education has carefully reviewed the above data and determined that the Middle Level program has only produced two graduates over the last three years for an average of one. The Middle Level program is cognate of the K-6 Elementary program; therefore, it remains viable. Declining numbers in the Middle Level program prompts a need for increased recruitment efforts.

The Master of Education in Educational Leadership has only produced 12 graduates in the last three years for an average of four. The program remains viable with an average of four graduates; however, recruitment efforts must be increased for this program.

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
Baldwin, Denise F.	Asst. Prof	Doctorate	Admin/ Teaching	3 hours	6 hours	6 hours		Teacher Education Coordinator
Ashburn, Walker M.	Instructor		Teaching			1 hour		Athletics
Bess, Carl E	GA	Bachelor's	Teaching		6 hours			
Boykin II, Anthony J	Adjunct	Master's	Teaching			3 hours		
Brannon, Emily K	Instructor	Master's	Teaching	6 hours	15 hours	18 hours	6 hours	
Frazer, Memory B	Instructor	Master's	Teaching	6 hours	14 hours	18 hours	6 hours	
Garcia, Jocelyn Renee	Instructor		Teaching			2 hours		Athletics
Givhan, Deborah L	Instructor	Education Specialist	Teaching	6 hours	15 hours	15 hours	6 hours	
Gray, Ryan O.	Asst. Prof	Doctorate	Teaching	6 hours	15 hours	12 hours	6 hours	
Guizar, Suzanna	Asst. Prof	Doctorate	Teaching	6 hours	13 hours	13 hours	6 hours	
Hill, Marcus	Instructor		Teaching			2 hours		Athletics
Hunnicut, Donna R	Assoc. Prof	Doctorate	Admin/ Teaching	3 hours	3 hours	3 hours		Graduate Coordinator
Jackson, Trudy G.	Adjunct	Master's	Teaching		6 hours	6 hours		
Jackson, Wanda J.	Instructor	Master's	Teaching	6 hours	18 hours	12 hours		
Jackson, William	Instructor		Teaching			2 hours		Athletics
Jelks, Mark A.	Instructor		Teaching		2 hours			Athletics
Johnson, Chelsea S	Instructor		Teaching		1 hour			Athletics
Johnson, Kris	Instructor		Teaching		1 hour			Athletics
Lem, Kyle	Instructor		Teaching		5 hours			Athletics
Level, Kim L	Instructor	Master's	Admin			3 hours		Dean
Longing, Jeffrey L	Assoc. Prof	Doctorate	Teaching	6 hours	12 hours	12 hours	6 hours	
Lusby, Ryan K.	Instructor		Teaching			2 hours		Athletics
Massey, C. D	Professor	Doctorate	Teaching	6 hours	12 hours	12 hours	6 hours	
Rainey, Jeffrey Ryne	Instructor		Teaching			1 hour		Athletics
Ray, Tanya	Instructor		Teaching		2 hours			Athletics
Shahan, Kathleen D.	Assoc. Prof	Doctorate	Teaching	6 hours	15 hours	15 hours	6 hours	
Smith, Patti A	Adjunct		Teaching			3 hours		
Timm, James David	Instructor		Teaching			2 hours		Athletics
Tolin, Kyle	Instructor		Teaching		2 hours			Athletics
Wilkerson, Kimberly K	Instructor	Education Specialist	Admin/Teaching	6 hours	9 hours	6 hours	6 hours	Partnership Coordinator
Williams, Austin Seth	GA	Bachelor's	Teaching			6 hours		
Wilson, Melissa J	Instructor	Master's	Teaching		18 hours	15 hours	6 hours	
Wilson, Whitney Ann	Instructor		Teaching		3 hours			Athletics

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

During the 2018-2019, academic year the faculty in the School of Education remained stable. There were no new faculty hired and no faculty left the university during this time.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2008-09	9105	17.20%	
2009-10	10671	-1.52%	
2010-11	10509	1.47%	
2011-12	10664	1.41%	
2012-13	10814	1.34%	
2013-14	10959	-4.83%	
2014-15	10430	-0.93%	
2015-16	10333	26.09%	
2016-17	13029	10.78%	
2017-18	14433	-0.87%	
2018-19	14307	17.20%	

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

A significant change in SSCH took place in 2016-2017 due to the sharp increase in the number of MAT candidates. The 17% increase this year indicates that the School of Education had another significant increase in enrollment during the 2018-2019 year. This increase was due to an exponential growth in the MAT program.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Education	Arkansas Department of Education /MOU	Bridging the GAP Clinical Experience Initiative	7/20/2017	Annually	6/30/2019
Education	Cleveland County School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Crossett School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Dermott School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	DeWitt School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Drew Central School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Dumas School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Hamburg School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Hampton School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Hermitage School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Lakeside School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	McGehee School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Monticello School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Star City School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Warren School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Woodlawn School District	Clinical Experience	3/28/2018	1 year	3/13/2019
Education	Fordyce School District	Clinical Experience	3/15/2019		
Education	Ozarka College	2+2 Agreement	1/1/2018	2 years	
Education	Phillips Community College - University of Arkansas	2+2 Agreement	1/1/2019	2 years	
Education	UA Community College at Batesville	2+2 Agreement	8/1/2019	2 years	

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

Faculty Scholarly Activity

- Dr. Denise Baldwin has published a manuscript entitled *Increasing Student Achievement and Teacher Satisfaction through the Sterling Quality Program* in the Arkansas Association of Teacher Educators Electronic Journal in Spring of 2018. She co-presented at the Arkansas Association of Teacher Educators Fall 2018 Conference on *Revisiting Schools in Need: Solutions for the Teacher Shortage*.
- Dr. Kathleen Shahan was a co-author of a publication, *Exploring Use of the Student GPS Database*, accepted for publication in the Arkansas English Journal. She also co-authored a publication, *Harnessing Teaching Super Powers*, accepted for publication in The English Pub. She currently is seeking IRB approval to begin a research project entitled: *Perceptions Leading to Student Success – Does Efficacy and Empathy Play a Significant Role?*
- Dr. Jeff Longing served as the lead presenter on *Revisiting Schools in Need: Solutions for the Teacher Shortage* at the 2018 Arkansas Association of Teacher Educators Fall Conference. Dr. Longing also served as the primary author in the publication, *Strategies for recruitment and retention*, in the journal of the Arkansas Association of Teacher Educators.
- Dr. Suzanna Guizar coauthored, *Strategies for recruitment and retention*, that was published in the journal of the Arkansas Association of Teacher Educators. Dr. Guizar was a Hornaday Finalist in 2019.
- Dr. Dewayne Massey manuscript, *We are Great Britain*, was published in the International Review for Sociology.
- Dr. Hunnicutt was a co-author of a publication, *Exploring Use of the Student GPS Database*, accepted for publication in the Arkansas English Journal.

Notable Faculty or Faculty/Service Projects

- Dr. Donna Hunnicutt, Executive Secretary Arkansas Association of Colleges for Teacher Education; CAEP Annual Report Reviewer
- Dr. Kathleen Shahan - National Board Certification
- Kimberly Wilkerson – Dyslexia Therapist

Faculty Grant Awards

- Educational Renewal Zone (\$170,725)
- Stem Grant for Math (\$86,500)
- Stem Grant for Science (\$86,500)
- State Girls in STEM Leadership (\$4,750)
- Targeted Girls in STEM Leadership Southeast (\$9,500)
- Targeted Girls in STEM Leadership El Dorado (\$11,400)

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

The School of Education announced that applications for enrollment for the Master of Arts in Teaching Special Education Emphasis program would open for summer 2019. This program has been approved but not implemented until the 2019 summer term.

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

- Aligned the K-6 Elementary Education program with new Science of Reading standards, new Arkansas state competencies, and CAEP Elementary standards.
- Aligned the Special Education K-12 program with new Science of Reading Standards and new Arkansas state competencies.
- Aligned the Master of Arts in Teaching program with new Science of Reading Standards.
- Two reading courses were added to the Special Education program of study to address the Science of Reading standards and licensure requirements.
- One reading course was added to the K-6 Elementary Education program of study and two were modified to address the Science of Reading standards and licensure requirements.
- Two reading courses were modified to address the Science of Reading standards and licensure requirements.

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

The School of Education developed a plan for tutoring utilizing Kappa Delta Pi members. The initiative was intended to have students who excelled in specific content areas to tutor those struggling with Praxis Content Area exams. The initiative did not work as well as expected. Struggling students did not sign-up to attend the tutoring sessions. In the future, the School of Education will work with Kappa Delta Pi members, their sponsors, faculty, and outside specialists to develop a better system for getting struggling students to attend tutoring sessions.

Faculty are encouraged and expected to attend state and national conferences to stay abreast of all new and innovative instructional strategies.

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

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.

STRATEGIC PLAN

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
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Research (4-year only) 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary