

# University of Arkansas at Monticello

## Academic Unit Annual Report

### Unit: School of Education

#### Academic Year: 2024 - 2025

#### Unit Mission:

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism, and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they transition through the various professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

#### Unit Vision:

The University of Arkansas at Monticello School of Education aspires to prepare multi-faceted, highly qualified, and professional educators who are caring individuals and are committed to addressing the challenges of educating a diverse population of P-12 students in an evolving technological world.

### Unit Strategic Plan including KPIs

#### CONTINUING GOALS

##### *STUDENT SUCCESS*

*Goal:* Develop a High-Quality Instructional Materials (HQIM) Lab in the SOE.

*Action:* Order HQIM curriculums for science and social studies as well as adding literacy and math.

*KPI:* Development and implementation of HQIM curriculums into education course work.

*Goal:* Create an Exercise Science Lab in the SOE.

*Action:* Order equipment and provide training to HPE and EXSC faculty on the equipment.

*KPI:* Development and implementation of Exercise Science lab into course work and research projects.

***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.

*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.

*Goal:* Increase the number of students in traditional undergraduate licensure programs.

*Action:* Targeted school and state recruiting efforts.

*KPI:* 2% increase in the number of undergraduate students in traditional undergraduate licensure programs.

*Goal:* Increase the number of interns in paid internships who are in traditional undergraduate licensure programs.

*Action:* Work with district school partners to place interns in paid internships and prepare interns to be eligible for paid internships.

*KPI:* 2% increase in the number of interns in paid internships who are in traditional undergraduate licensure programs.

**NEW GOALS**

***STUDENT SUCCESS***

*Goal:* Increase the number of undergraduate and graduate students passing the Praxis Content Exams for licensure.

*Action:* Implement 240 tutoring.

*KPI:* 5% increase in undergraduate and graduate students pass rates on Praxis Content Exams.

***ENROLLMENT and RETENTION GAINS***

*Goal:* Create three “smart” rooms with advanced technologies in the SOE to provide asynchronous learning.

*Action:* Order technology and provide training to faculty.

*KPI:* Provide asynchronous learning to two “Campus Within a Campus” locations.

**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 retention rate increased from Fall 2023 to Fall 2024 by 23.8%.	The School of Education plans to continue and increase retention efforts.
<i>KPI:</i> Add one Memorandum of Understanding with community colleges yearly.	The School of Education increased its MOUs with community colleges this past year by one with University of Arkansas East Arkansas Community College (UAEACC).	Based on the success of previous years, 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 community college next year.
<i>KPI:</i> 2% increase in the number of graduate students in SOE graduate programs.	The number of graduate students decreased by 2.8% from Fall of 2023 to Fall of 2024.	The School of Education plans to continue and increase recruitment efforts.
<i>KPI:</i> 2% increase in the number of graduate students in the Master of Education in Educational Leadership.	The number of Educational Leadership graduate students increased by 200% from Fall of 2023 to Fall of 2024. The enrollment went from 4 in Fall of 2023 to 12 in Fall of 2024.	The School of Education plans to continue and increase recruitment efforts.
<i>KPI:</i> 2% increase in the number of students in traditional undergraduate licensure programs.	The percentage of students in traditional undergraduate licensure programs increased by 19% (10 students).	Continue targeted school and state recruiting efforts.
Development and implementation of HQIM curriculums into education course work.	The School of Education attended the HQIM Community of Practice training offered by Education First. Goals were established on the continuation of the implementation of HQIM in coursework and the preparation of candidates to enter the classroom.	The School of Education plans to continue and increase the use of HQIM curriculums in all education method courses. Also, the SOE plans to purchase HQIM for science and social studies.
Development and implementation of Exercise Science lab. into course work and research projects.	The School of Education added DEXA, exercise physiology lab, and classroom laboratory for research and lab work.	The School of Education plans to continue to purchase equipment and materials to enhance the Exercise Science lab. In addition, the Exercise Physiology lab will now be offered face-to-face instead of online.
2% increase in the number of interns in paid internships who are in traditional undergraduate licensure programs.	The School of Education increased the number of paid internships by 67% in the 2024-2025 school year.	The School of Education plans to continue to increase paid internships for candidates who are in traditional undergraduate licensure programs.

**Table 2: Unit Student Learning Outcomes**

<b>University Student Learning Outcome (Institutional Learning Outcome)</b>	<b>Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<p><i>Communication:</i> 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.</p>	<p>Knowledge: Teacher candidates in initial programs of study will develop an extensive content knowledge base to reach and teach all learners in a diverse society.</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>Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.</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.</p>

University Student Learning Outcome (Institutional 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><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 entrepreneurial endeavors and service-learning opportunities.</p>	<p>Knowledge of content, pedagogy, professionalism, diversity, and technology</p>
<p><i>Global Learning:</i> Students will demonstrate understanding of natural and human matters on an international level.</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>Knowledge of all aspects of diversity; teach with diverse strategies to meet the needs of a diverse population; use technology to teach diverse populations</p>

University Student Learning Outcome (Institutional 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>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><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, families, and the community at-large</p>	<p>Promoting innovative leadership, scholarship, and research will provide entrepreneurial endeavors and service-learning opportunities.</p>	<p>Understand professionalism; Acquire professional development to enhance teaching; Work with diverse populations, Promote professionalism in the teaching field.</p>

## **UNIVERSITY AND PROGRAM ASSESSMENT**

Describe **with specific details** how Student Learning Outcomes are assessed in your 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.

### **AACU RUBRIC DATA**

#### **Oral Communication**

EDFD 50683 Psychological Foundations

Piaget's Cognitive Development Video

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed</b>
Organization	104	52	2	1	n/a	3.63	159
Language	100	52	6	1	n/a	3.58	159
Delivery	113	41	4	1	n/a	3.68	159
Supporting Material	113	42	3	1	n/a	3.68	159
Central Message	109	42	6	2	n/a	3.64	159

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

**Strengths:**

The data indicates that students are particularly strong in Delivery and Supporting Material, suggesting they are confident speakers who effectively use evidence and examples to support their points. The high scores in Organization and Central Message also reflect students' ability to structure their presentations clearly and communicate key ideas effectively.

**Weaknesses:**

While overall performance is strong, language use showed slightly lower scores. This may point to areas where students could improve clarity, tone, or appropriateness of language for academic or professional audiences. A small number of students scored 1 or 2 in various dimensions, indicating that a few may need additional support in foundational communication skills.

**Opportunities for Growth:**

To further enhance oral communication skills, instructors could incorporate more peer review and self-assessment opportunities, allowing students to reflect on their language use and presentation style. Mini lessons focused on academic language, tone, and audience awareness could also help raise performance in the Language dimension.

**Threats to Effectiveness:**

One potential threat is the risk of plateauing performance if the assignment format remains unchanged. If students are consistently scoring high, the assessment may no longer be challenging enough to promote growth. Without regular rubric calibration among instructors, there's a risk of score inflation or inconsistency in how criteria are applied.

**What actions, if any, do you recommend improving student performance in this learning outcome?**

To improve student performance in oral communication, instructors should focus on enhancing students' use of academic language through targeted instruction and practice. Incorporating peer reviews, self-assessments, and formative feedback opportunities can help students refine their presentations before final grading. Increasing the complexity of assignments and ensuring consistent rubric use across evaluators will also support continued growth and maintain assessment reliability.

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

To improve the usefulness of oral communication assessment data, consider refining the rubric with more detailed criteria, assessing students at multiple stages, and collecting qualitative feedback. Adding peer and self-assessments and ensuring consistent scoring through calibration sessions will also enhance data accuracy and instructional value.

## Written Communication

EDLD 52203 Supervision of Instruction  
School Simulation-Reading Program

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Context and Purpose for Writing	0	1	0	1		2.0	2
Content Development	0	1	0	1		2.0	2
Genre and Disciplinary Conventions	1	0	0	1		2.5	2
Sources and Evidence	0	1	0	1		2.0	2
Control of Syntax and Mechanics	0	1	0	1		2.0	2

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

Strengths:

Although the sample size is very small (only 2 students), one student demonstrated proficiency in Genre and Disciplinary Conventions, scoring a 4. This suggests at least some understanding of how to structure writing appropriately within the discipline.

Weaknesses:

The data reveals significant weaknesses across all dimensions. Most notably, no students scored a 4 in **Context and Purpose for Writing, Content Development, Sources and Evidence, or Control of Syntax and Mechanics. One student scored a 1 in each of these areas**, indicating a lack of clarity, development, and technical accuracy in written communication.

Opportunities for Growth:

This data highlights a clear need for targeted writing support. Opportunities include integrating writing workshops focused on academic writing conventions, source integration, and grammar. Providing exemplary and scaffolded writing assignments could help students better understand expectations and improve their performance.

Threats to Effectiveness:

The extremely small sample size limits the generalizability of the data and may not accurately reflect the broader student population. Additionally, if writing instruction is not embedded consistently across the program, students may not receive the reinforcement needed to develop strong written communication skills.

### Written Communication

#### EXSC 47833 Research Methods for Exercise Science

#### Synthesis Essay

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Context and Purpose for Writing	11	6	2	0	n/a	3.67	18
Content Development	12	5	1	0	n/a	3.61	18
Genre and Disciplinary Conventions	8	9	1	0	n/a	3.39	18
Sources and Evidence	8	9	1	0	n/a	3.39	18
Control of Syntax and Mechanics	5	13	0	0	n/a	3.28	18

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

Strengths:

Students demonstrated strong performance in Context and Purpose for Writing and Content Development, with average scores of 3.67 and 3.61 respectively. This indicates that most students are effectively addressing the assignment promptly and developing their ideas with clarity and relevance. The absence of scores below 2 in any dimension also suggests a solid foundational understanding of written communication.

Weaknesses:

The lowest average score was in Control of Syntax and Mechanics (3.28), indicating that while students are generally clear in their writing, there may be recurring issues with grammar, punctuation, or sentence structure. Additionally, Genre and Disciplinary Conventions and Sources and Evidence both averaged 3.39, suggesting that students may need more support in adhering to academic writing standards and integrating evidence effectively.

### Opportunities for Growth:

To strengthen performance, instructors could provide targeted instruction on grammar and mechanics, perhaps through writing labs or integrated feedback tools. Emphasizing proper citation practices and disciplinary writing conventions through examples and scaffolded assignments could also help students improve in these areas. Peer review and revision opportunities would allow students to refine their work before final submission.

### Threats to Effectiveness:

A potential threat is the risk of students plateauing in their writing development if assignments do not progressively challenge them. Without increasing complexity or expectations, students may not continue to grow. Additionally, if feedback is not detailed or timely, students may miss opportunities to correct and learn from their mistakes.

## Written Communication

### PHED 35043 Adaptive Physical Education

#### Classroom Management Paper

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Context and Purpose for Writing	22	6	1	0	6	3.72	29
Content Development	21	6	2	0	6	3.66	29
Sources and Evidence	22	5	2	0	6	3.69	29
Control of Syntax and Mechanics	22	6	0	1	6	3.69	29

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

#### Strengths:

Students performed well across all assessed dimensions, with particularly strong results in Context and Purpose for Writing, Sources and Evidence, and Control of Syntax and Mechanics, each with average scores near or above 3.69. Most students scored 3 or 4, indicating they are effectively addressing the writing prompt, using appropriate sources, and demonstrating solid writing mechanics.

#### Weaknesses:

Despite the overall strong performance, a few students scored a 1 in some dimensions, and six students received a 0 across all categories. This suggests that while most students are meeting expectations, a small group may be struggling significantly or not submitting the assignment at all.

#### Opportunities for Growth:

To support students who are underperforming, instructors could offer targeted writing support, such as writing workshops, one-on-one feedback sessions, or scaffolded assignments. Providing clear examples of strong writing and rubrics in advance may also help students better understand expectations.

#### Threats to Effectiveness:

The presence of multiple zero scores may indicate issues with assignment completion or engagement. If these are due to non-submissions, it could skew the data and mask the true performance of the class. Additionally, without follow-up support, struggling students may continue to fall behind in future writing tasks.

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

To improve written communication across courses, instructors should provide targeted writing support, use clear rubrics and examples, and offer peer review and revision opportunities. Addressing non-submissions and ensuring consistent scoring through rubric calibration will also enhance student performance and data reliability.

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

To gather more meaningful data on the written communication learning outcome, the assessment process could benefit from a few key adjustments. Enhancing the rubric with more detailed performance descriptors would allow for clearer distinctions between levels of proficiency. Including multiple checkpoints—such as drafts, peer reviews, and final submissions—would help track student progress and provide timely feedback. Adding qualitative comments alongside scores can offer richer insights into student strengths and areas for improvement. Consistency in scoring can be improved through rubric calibration sessions among faculty, ensuring more reliable and comparable results across courses.

## Critical Thinking

EDHP 50633 Intro to Teaching and Assessment  
Effective/Ineffective Teacher Comparison Survey

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Explanation of Issues	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evidence	76	42	8	6	0	3.42	132
Influence of Context and Assumptions	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student's Position (Perspective, Thesis/Hypothesis)	65	54	9	4	0	3.36	132
Conclusion and Related Outcomes (Implications and Consequences}	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

**Strengths:**

Students performed well in the Evidence and Student's Position dimensions, with average scores of 3.42 and 3.36 respectively. This suggests that most students can support their ideas with relevant information and articulate a clear perspective or thesis. Many students scored a 3 or 4 in both areas, indicating a solid grasp of critical thinking fundamentals.

**Weaknesses:**

The dimensions Explanation of Issues, Influence of Context and Assumptions, and Conclusion and Related Outcomes were not assessed. This limits the ability to fully evaluate students' critical thinking skills, particularly their ability to frame problems, consider multiple viewpoints, and reflect on broader implications.

**Opportunities for Growth:**

Expanding the assessment to include all rubric dimensions would provide a more comprehensive picture of student performance.

Including tasks that require students to analyze assumptions, explore context, and draw conclusions would help strengthen their critical thinking abilities. Providing feedback and opportunities for revision could also support deeper learning.

Threats to Effectiveness:

Incomplete assessment of the full rubric poses a threat to accurately measuring the learning outcome. Without evaluating all dimensions, instructors may miss key areas where students need support. Additionally, if the assignment does not challenge students to think critically across multiple levels, their development in this area may be limited.

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

To improve student performance in critical thinking, assignments should be revised to assess all rubric dimensions, including explanation of issues, context and assumptions, and conclusions. Incorporating activities like case analysis and reflective writing can deepen reasoning skills. Providing feedback and revision opportunities will also help students strengthen their arguments and analytical thinking.

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

Ensuring that assignments and evaluations address not only evidence and student position, but also explanation of issues, context and assumptions, and conclusions. Using a more detailed rubric with clear descriptors can help differentiate levels of performance. Additionally, collecting both quantitative scores and qualitative feedback will provide richer insights into student thinking. Consistent application of the rubric across instructors will also improve the reliability of the data.

### Critical Thinking

EDHP 35833 Assessment Techniques

Test Analysis for Validity Evidence

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Explanation of Issues	41	14	3	0	0	3.68	58
Evidence	35	19	4	0	0	3.53	58
Influence of Context and Assumptions	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student's Position (Perspective, Thesis/Hypothesis)	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Conclusion and Related Outcomes (Implications and Consequences}	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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**What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?**

**Strengths:**

Students performed strongly in the assessed dimensions—Explanation of Issues and Evidence—with average scores of 3.68 and 3.53 respectively. No students scored below 2, indicating a solid foundational understanding of these aspects of critical thinking.

**Weaknesses:**

Three rubric dimensions—Influence of Context and Assumptions, Student’s Position, and Conclusion and Related Outcomes—were not assessed. This limits the scope of evaluation and prevents a full understanding of students’ critical thinking abilities.

**Opportunities for Growth:**

Expanding the rubric to include all dimensions would allow for a more comprehensive assessment. Faculty training and student reflection activities could enhance performance in areas currently not measured, such as evaluating assumptions and drawing conclusions.

**Threats to Effectiveness:**

The incomplete assessment risks misalignment with course learning outcomes and undermines the validity of the data. Without full rubric implementation, instructional decisions may be based on partial insights, reducing the effectiveness of interventions.

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

To improve student performance in the Critical Thinking learning outcome, the full rubric should be implemented to assess all five dimensions, not just Explanation of Issues and Evidence. Instruction should be aligned with these dimensions to ensure students are guided in developing skills such as evaluating assumptions, forming a clear position, and drawing conclusions. Incorporating formative assessments and scaffolded assignments will help students build these skills progressively. Peer review and reflective activities can further enhance critical thinking by encouraging deeper engagement. Faculty collaboration and training may also support consistent and effective assessment practices.

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

To improve the usefulness of data collected for the Critical Thinking learning outcome, the assessment process should be revised to

include all five rubric dimensions. This ensures a more complete and accurate picture of student performance. Consistent use of the full rubric across all assessments will enhance data reliability and alignment with course objectives. Incorporating qualitative feedback alongside numerical scores can provide deeper insight into student reasoning. Standardizing how data is recorded and reported will also support clearer analysis and comparison over time. Including reflective components, such as student self-assessments, can enrich the data and promote student awareness of their own critical thinking development.

## Critical Thinking

### EXSC 45303 Sports Psychology

#### Sports Psychology Plan

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Explanation of Issues	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evidence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Influence of Context and Assumptions	22	11	0	0	0	3.67	33
Student's Position (Perspective, Thesis/Hypothesis)	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Conclusion and Related Outcomes (Implications and Consequences}	25	8	0	0	0	3.76	33

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

Strengths:

Students demonstrated strong performance in the assessed dimensions. The average score for Influence of Context and Assumptions was 3.67, and for Conclusion and Related Outcomes, it was 3.76. These high averages suggest that students are effectively considering contextual factors and drawing thoughtful, relevant conclusions in their analysis.

Weaknesses:

The assessment did not include key dimensions such as Explanation of Issues, Evidence, and Student's Position. Without evaluating these areas, it's difficult to determine whether students are fully developing their arguments or supporting their conclusions with appropriate

reasoning and evidence.

**Opportunities for Growth:**

Expanding the assessment to include all rubric dimensions would provide a more complete picture of students' critical thinking abilities. Assignments could be revised to prompt students to clearly define issues, take a position, and support their arguments with evidence. This would help strengthen their analytical depth and reasoning skills.

**Threats to Effectiveness:**

Incomplete assessment of the full rubric limits the ability to identify specific areas where students may need support. If students are not being asked to demonstrate skills like issue identification or evidence-based reasoning, their development in these areas may be overlooked. Additionally, consistently high scores in only a few dimensions may give a false impression of overall proficiency.

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

To enhance critical thinking, assignments should be revised to explicitly address all rubric dimensions. Incorporating structured prompts that require students to define issues, consider multiple perspectives, and support conclusions with evidence will deepen their analytical skills. Providing feedback and opportunities for revision will further support growth.

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

The assessment process should be adjusted to ensure all critical thinking dimensions are evaluated. Using a complete rubric with clear performance descriptors will help capture a fuller range of student abilities. Including both quantitative scores and qualitative feedback will provide richer, more actionable data for instructional improvement.

## Global Learning

EDHP 50333 Teaching Diverse Learners

Case Studies

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Global Self-Awareness	56	71	12	3	0	3.27	142

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

**Strengths:**

The average score for *Global Self-Awareness* was 3.27, indicating that most students demonstrated a solid understanding of how their identity and experiences influence their perspectives. Most students (127 out of 142) scored a 3 or 4, suggesting that students are generally able to recognize and reflect on global and cultural contexts in their learning.

**Weaknesses:**

While the overall performance was positive, 15 students scored a 2 or below, indicating that a portion of the class struggled to demonstrate deeper self-awareness or connect their experiences to broader global issues. This suggests variability in students’ ability to critically examine their own cultural assumptions.

**Opportunities for Growth:**

There is room to enhance students’ global self-awareness by incorporating more reflective activities, such as journaling or guided discussions, that challenge them to explore their cultural identities and biases. Including diverse case studies and perspectives in course content could also deepen understanding and engagement

**Threats to Effectiveness:**

The presence of lower scores may indicate that some students are not fully engaging with or understanding the global dimensions of the course material. Without targeted support, these students may fall behind in developing essential intercultural competencies, which are critical for teaching in diverse classrooms.

### Global Learning

EDHP 22533 Needs of Diverse Learners

Case Studies

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Global Self-Awareness	8	20	19	9	0	2.69	56

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

**Strengths:**

A small group of students (28 out of 56) scored a 3 or 4 in *Global Self-Awareness*, indicating that nearly half the class demonstrated at least a moderate ability to recognize how their identity and experiences influence their understanding of global and cultural issues.

#### Weaknesses:

The average score of 2.69 reflects a general struggle with global self-awareness. A significant portion of students (37 out of 56) scored a 2 or below, suggesting difficulty in critically examining their own cultural assumptions or connecting personal experiences to broader global contexts.

#### Opportunities for Growth:

There is clear potential to improve global self-awareness through more intentional instructional strategies. Activities such as reflective journaling, guided cultural analysis, and exposure to diverse perspectives through multimedia or guest speakers could help students deepen their understanding of cultural identity and global interdependence.

#### Threats to Effectiveness:

Without targeted support, students may continue to lack the self-awareness needed to effectively engage with diverse learners. This gap could hinder their ability to create inclusive learning environments in future teaching roles. Additionally, low engagement with global perspectives may limit their readiness for increasingly diverse educational settings.

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

To enhance global self-awareness across both courses, instructors should integrate structured reflection activities such as journaling, identity mapping, and guided discussions that prompt students to examine their cultural backgrounds and biases. Embedding diverse case studies and encouraging analysis from multiple cultural perspectives can deepen understanding. Collaborative projects or peer interviews with individuals from different backgrounds can foster empathy and broaden students' worldviews.

In EDHP 22533, where scores were notably lower, foundational instruction on global self-awareness should be prioritized. Scaffolded assignments that build reflective skills gradually, along with multimedia resources and guest speakers representing diverse perspectives, can help students connect more meaningfully with global issues. Providing formative feedback and targeted support for students scoring low early in the course can guide improvement before final assessments.

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

The process should include more specific rubric criteria that break down the broad skill into observable components. Assessing students at multiple points throughout the course, rather than only at the end, would help track growth and allow for timely feedback.

Incorporating peers and self-assessments, along with short reflective prompts, can provide deeper insight into students' perspectives and development. Using a variety of assignment types—such as discussions, multimedia analysis, and written reflections—can capture a fuller picture of student learning.

## Teamwork

EDFD 50483 Instructional Technology

Team Project: Kahoot

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	131	31	3	7	0	3.66	172
Facilitates the Contributions of Team Members	142	20	4	6	0	3.73	172
Individual Contributions Outside of Team Meetings	136	27	3	6	0	3.81	172
Fosters Constructive Team Climate	155	8	2	7	0	3.81	172
Responds to Conflict	130	30	10	2	0	3.77	172

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

**Strengths:**

Students demonstrated strong teamwork overall, with all rubric dimensions averaging above 3.6. The highest scores were in *Fostering a Constructive Team Climate* and *Individual Contributions Outside Meetings*, both averaging 3.81. These results suggest students are effective in maintaining a positive team environment and contributing independently. Additionally, *Facilitating Contributions of Team Members* was a clear strength, with 142 students scoring a 4, indicating strong peer engagement.

**Weaknesses:**

*Responding to Conflict*, it had the highest number of students, scoring 2 or below (12), despite a solid average of 3.77, may suggest some difficulty in managing disagreements. *Contributing to Team Meetings* had the lowest average score (3.66) and the highest number of students scoring 1 (7), indicating inconsistent participation during collaborative sessions.

### Opportunities for Growth:

Conflict resolution skills could be strengthened through role-playing exercises or case studies. Meeting engagement could be improved by teaching strategies such as agenda-setting and rotating team roles. Structured peer feedback during the project could also help students reflect on and improve their teamwork behaviors

### Threats to Effectiveness:

A small group of students scoring low across dimensions may disrupt team dynamics. The high number of top scores could mask uneven participation, with some students potentially carrying the workload. Additionally, the gap between high scores in team climate and lower scores in conflict response may indicate a tendency to avoid conflict rather than address it, which could hinder long-term collaboration.

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

To enhance teamwork skills, the course should include conflict resolution training through workshops or simulations. Assigning and rotating structured roles during team meetings can promote balanced participation. Mid-project peer evaluations would provide timely feedback and foster accountability. Reflective writing assignments can help students assess their contributions and develop self-awareness. Regular instructors or TA check-ins can identify struggling teams early and support more equitable collaboration.

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

The rubric could be refined to include more specific, observable behaviors within each dimension. Adding peer and self-assessments would offer a fuller picture of team dynamics. Open-ended reflections could provide valuable context behind scores. Assessing teamwork at multiple stages throughout the project would allow for tracking progress and timely interventions. Calibration sessions for instructors would help ensure consistent scoring and improve data reliability.

## Teamwork

### PHED 24043 Lead-Up Games

#### PE Lesson Plan

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	n/a	27	2	1	6	2.39	36
Fosters Constructive Team Climate	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Individual Contributions Outside of Team Meetings	n/a	26	3	0	6	2.33	36

Fosters Constructive Team Climate	n/a	27	3	0	6	2.42	36
Responds to Conflict	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

**Strengths:**

Students showed relatively consistent performance across the assessed dimensions, with average scores ranging from 2.33 to 2.42. The highest average was in **Fostering a Constructive Team Climate**, suggesting that students are generally able to maintain a positive and respectful environment when working with peers.

**Weaknesses:**

Scores in all dimensions are below 2.5, indicating that teamwork skills are developing but are not yet strong. The lowest average score was in **Individual Contributions Outside of Team Meetings**, which may reflect limited initiative or engagement beyond structured group activities.

**Opportunities for Growth:**

To strengthen teamwork, instructors could incorporate more collaborative assignments that require both in-class and out-of-class contributions. Clear expectations, role assignments, and peer evaluations can help students take more responsibility. Additionally, integrating reflection activities could help students assess and improve their teamwork behaviors.

**Threats to Effectiveness:**

The presence of multiple students scoring 0 in each dimension suggests issues with participation or assignment completion. This could undermine group dynamics and skew overall performance data. If not addressed, it may also affect the reliability of teamwork assessments and hinder the development of collaborative skills.

**Online Class Assessment Based on Simplified OSCQR: Unit Summary**

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
<b>1. Welcome, overview and information</b>						
1.1 It's clear how students contact the instructor and how	11	-	-	-	-	N/A

and when students attend class and submit assignments.						
<b>2.Course Organization</b>						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	10	-	1	-	-	N/A
<b>3.Accessibility</b>						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	3	5	-	3	-	Add captions to videos.
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.	5	1	3	-	2	
<b>4.Course Activities</b>						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	8	-	2	1	-	N/A
4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such	8	3	-	-	-	N/A

as critical reflection or analysis.						
<b>5.Interaction</b>						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	9	2	-	-	-	N/A
5.2. Expectations for interaction are clearly stated.	10	1	-	-	-	N/A
5.3. Learners have the opportunity to get to know the instructor.	3	6	2	-	-	Add Welcome announcement to all online courses.
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	5	1	2	1	2	Include more activities that require collaborative group work.
<b>6.Technology Requirements</b>						
6.1. Students are provided with detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.	8	3	-	-	-	N/A
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	4	-	1	6	-	Include practice assessments when needed.

**Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in your academic unit?**

**Strengths:**

The unit demonstrates exceptional clarity in communicating essential logistics, with students clearly informed how to contact the instructor, attend class, and submit assignments. Course content is thoughtfully organized into modules or weekly segments, each accompanied by explicit due dates and expectations that minimize confusion. Feedback protocols and interaction norms are well defined, ensuring learners know when and how they will receive instructor guidance. Activities consistently prompt higher order thinking through critical reflection, analysis, and problem solving. Finally, comprehensive technology instructions and links to support resources equip students to navigate required platforms effectively.

**Weaknesses:**

Accessibility practices remain uneven, as video captioning and Blackboard Ally remediation efforts require substantial improvement to meet universal design standards. Students have limited opportunities to connect personally with the instructor, reducing feelings of presence and belonging. Peer-to-peer collaboration varies widely, with several units lacking structured group or discussion-based activities that foster meaningful student interaction. Additionally, only a few modules include low-stakes practice assessments for technology-dependent tasks, leaving students vulnerable to technical challenges in high-stakes assignments.

**Opportunities:**

By offering targeted workshops on caption editing and embedding universal design guidelines, the unit can elevate accessibility and comply with regulatory standards. Faculty can deepen instructor presence through introductory videos, virtual office hours, and personal teaching narratives that build rapport. Structuring peer review processes, small-team projects, and live discussion sessions will strengthen learner collaboration and community. Developing sandbox assignments or formative technology quizzes will allow students to master essential tools before engaging in graded activities, boosting confidence and reducing technical barriers.

**Threats:**

Persisting accessibility gaps and weak instructor visibility may erode student satisfaction, leading to lower retention rates and negative course evaluations. Inadequate compliance with accessibility legislation and accreditation criteria exposes the institution to legal and reputational risks. Technology hurdles without preparatory assessments threaten learning outcomes and may disproportionately impact students with limited digital literacy. As peer institutions enhance their online offerings and inclusiveness, our academic unit risks falling behind in attracting and retaining learners.

**To what extent do you believe your unit’s online classes meet the federal government’s requirements for “regular and substantive”? The following link provides definitions and guidance regarding the requirements: <https://oscqr.suny.edu/rsi/>.**

Our online courses already cover the “regular” element of RSI through clearly scheduled modules, explicit due dates, and timely instructor-initiated feedback, and they meet “substantive” requirements with direct instruction, content-focused Q&A, and group

discussions that drive critical thinking. Where we fall short is in real-time exchanges and personal instructor presence: few courses offer live sessions, video introductions, or virtual office hours. To achieve full compliance, we need to embed scheduled synchronous activities and more consistent, instructor-led substantive interactions across every class.

### **Data-based Unit Changes**

The School of Education made the following changes based on data:

- Based on Praxis pass rates, 240 Tutoring was added as a requirement for students who have not passed Praxis exams for licensure.
- Based on the Foundations of Reading (FoR) pass rates, tutoring sessions were offered to students. The pass rate for the FoR is increasing.
- Based on teacher shortage data from DESE, Advanced Teaching Literacy was placed in the semester prior to the clinical internship to prepare students for passing the FoR test. This allowed an intern to be qualified for an Aspiring Teacher Permits as a teacher of record.

### **Public/Stakeholder/Student Notification of SLOs**

- School of Education’s Website - <https://www.uamont.edu/academics/education/pdfs/UnitGoals.pdf>
- School of Education’s Course Syllabi

### **Enrollment**

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

#### **UNDERGRADUATE PROGRAM MAJOR: BS Education Studies**

<b>Classification</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>3-Year Total &amp; Average</b>	<b>Total &amp; Average for 10 most recent years</b>
Freshman	12	12	13	37 (12.3)	N/A
Sophomore	6	10	8	24 (8)	N/A
Junior	30	27	25	82 (27.3)	N/A
Senior	36	42	47	125 (41.7)	N/A
Post Bach	0	0	0	0	N/A
Total	84	91	93	268 (89.3)	N/A

**UNDERGRADUATE PROGRAM MAJOR: Exercise Science**

<b>Classification</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	30	25	42	97 (32.3)	278 (28)
Sophomore	24	11	16	51 (17)	167 (168)
Junior	22	23	14	59 (19.7)	215 (22)
Senior	19	25	24	68 (22.7)	184 (18)
Post Bach	0	0	0	0	0
Total	95	84	96	275 (91.7)	842 (84)

**UNDERGRADUATE PROGRAM MAJOR: Health and PE Non-Licensure**

<b>Classification</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	18	12	18	48 (16)	242 (24)
Sophomore	13	16	12	41 (13.7)	190 (19)
Junior	18	23	22	63 (21)	226 (23)
Senior	13	11	21	45 (15)	269 (27)
Post Bach	0	0	0	0	0
Total	62	62	73	197 (65.7)	927 (93)

**UNDERGRADUATE PROGRAM MAJOR: K-6 Elementary Education**

<b>Classification</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
<b>Freshman</b>	25	22	15	62 (20.7)	271 (27)
<b>Sophomore</b>	15	14	12	41 (13.7)	185 (19)
<b>Junior</b>	10	25	22	57 (19)	233 (23)
<b>Senior</b>	7	11	31	49 (16.3)	227 (23)
<b>Post Bach</b>	0	0	0	0	0
<b>Total</b>	57	72	80	209 (69.7)	916 (92)

**UNDERGRADUATE PROGRAM MAJOR: Middle Childhood Education**

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	3	4	5	12 (4)	43 (4)
Sophomore	0	1	4	5 (1.67)	30 (3)
Junior	3	1	1	5 (1.67)	31 (3)
Senior	0	2	0	2 (0.67)	32 (3)
Post Bach	0	0	0	0	0
<b>Total</b>	6	8	10	24 (8)	136 (14)

**UNDERGRADUATE PROGRAM MAJOR: BS Teaching and Learning (Major was deleted July 2025.)**

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	2	2	5	9 (3)	36 (4)
Sophomore	0	1	4	5 (1.7)	25 (3)
Junior	0	3	1	4 (1.3)	42 (4)
Senior	1	0	0	1 (0.3)	38 (4)
Post Bach	0	0	0	0	0
<b>Total</b>	3	6	10	19 (6.3)	141 (14)

**GRADUATE PROGRAM MAJOR: Master of Education**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>ENROLLMENT</b>	10	12	19	41 (13.7)

**GRADUATE PROGRAM MAJOR: Master of Arts in Teaching**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>ENROLLMENT</b>	297	281	246	824 (274.7)

**GRADUATE PROGRAM MAJOR: Master of Education in Educational Leadership**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>ENROLLMENT</b>	8	4	12	24 (8)

**GRADUATE PROGRAM MAJOR: Master of Physical Education and Coaching**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>ENROLLMENT</b>	30	16	27	73 (24.3)

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

Undergraduate Strengths:

BS Education Studies and Exercise Science both demonstrate strong and stable enrollment, averaging 89.3 and 91.7 students respectively over three years, indicating consistent student interest and program viability.

Undergraduate Weaknesses:

Middle Childhood Education and BS Teaching and Learning have low average enrollments (8.0 and 6.3 respectively), suggesting limited visibility, appeal, or demand among prospective students.

Undergraduate Opportunities for Growth:

Several programs—including BS Education Studies, Exercise Science, Middle Childhood Education, and BS Teaching and Learning—show increases in freshman enrollment over the three-year period. This upward trend suggests potential for growth if recruitment and support strategies are strengthened.

Undergraduate Threats to Effectiveness:

BS Teaching and Learning shows a decline in senior enrollment, which may point to retention challenges or barriers to program completion that need to be addressed to ensure student success and program sustainability.

Graduate Strengths:

The Master of Arts in Teaching program stands out with a high average enrollment of 274.7 students over three years, indicating strong demand and sustained interest. The Master of Education in Educational Leadership and the Master of Education programs both show increasing enrollment trends, suggesting growing interest and potential for continued development.

Graduate Weaknesses:

The Master of Education in Educational Leadership has a low average enrollment of 8.0, and the Master of Education program averages only 13.7 students, which may reflect limited visibility or appeal compared to other graduate offerings.

Graduate Opportunities for Growth:

The upward trends in enrollment for both the Master of Education and Educational Leadership programs suggest opportunities to expand recruitment efforts, enhance program offerings, or increase outreach to prospective students.

Graduate Threats to Effectiveness:

The Master of Arts in Teaching, despite its high enrollment, is experiencing a downward trend, which could signal emerging challenges in retention, market saturation, or competition. Similarly, the Master of Physical Education and Coaching program shows a declining trend,

which may require attention to curriculum relevance or student engagement strategies.

**Progression/Retention Data**

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

<b>Major: BS Educational Studies</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2022	34	
Number and percentage graduated in that major during 22-23 academic year	29	85%
Number and percentage graduated in that major during 23-24 academic year	37	108%
Number and percentage that graduated in that major during 24-25 academic year	33	97%

<b>Major: BS Exercise Science</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2022	23	
Number and percentage graduated in that major during 22-23 academic year	17	74%
Number and percentage graduated in that major during 23-24 academic year	16	70%
Number and percentage that graduated in that major during 24-25 academic year	19	83%

<b>Major: BS HPE Non-Licensure</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2022	17	
Number and percentage graduated in that major during 22-23 academic year	16	94%
Number and percentage graduated in that major during 23-24 academic year	12	71%
Number and percentage that graduated in that major during 24-25 academic year	25	147%

<b>Major: BA K-6 Elementary Education</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2022	6	
Number and percentage graduated in that major during 22-23 academic year	2	33%
Number and percentage graduated in that major during 23-24 academic year	6	100%
Number and percentage that graduated in that major during 24-25 academic year	14	233%

<b>Major: BA Middle Level Education</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2022	3	
Number and percentage graduated in that major during 22-23 academic year	0	0%

<b>Major: BA Middle Level Education</b>	<b>Number</b>	<b>Percentage</b>
Number and percentage graduated in that major during 23-24 academic year	2	67%
Number and percentage that graduated in that major during 24-25 academic year	0	0%

<b>Major: BS Teaching and Learning</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2022	0	
Number and percentage graduated in that major during 22-23 academic year	0	0%
Number and percentage graduated in that major during 23-24 academic year	0	0%
Number and percentage that graduated in that major during 24-25 academic year	1	100%

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

**Strengths:**

Analysis of the data reveals that BS Educational Studies stands out as a high-performing major, with 29 of 34 juniors graduating in 2022-23 and even higher outputs (37 and 33) in subsequent years, indicating a resilient pipeline and effective progression strategies. BS HPE non-licensure also demonstrates strong momentum, rebounding to 25 graduates in 2024-25 after a mid-cycle dip, while BA K-6 Elementary Education surged from just 2 graduates in 2022-23 to 14 in 2024-25, reflecting successful program enhancements and growing student interest.

**Weaknesses:**

BS Exercise Science achieved only a 74% progression rate of its 23 juniors in 2022-23 and then fluctuated, suggesting inconsistent support or curricular challenges. BA Middle Level Education remains critically under-enrolled and under-graduated, with zero completers in two of three years, pointing to potential recruitment or program-design issues. BS Teaching and Learning’s virtually nonexistent junior cohort and minimal graduations highlight the program’s vulnerability to resource constraints and raise questions about its long-term sustainability.

**Opportunities for Growth:**

Leveraging robust advising, cohort-based support, and curriculum pathways that underpin Educational Studies’ success could stabilize graduation rates in Exercise Science and the smaller majors. The dramatic rise in K-6 completions suggests that deepening partnerships with local school districts and streamlining licensure requirements can further boost enrollment and retention. For underperforming programs, piloting shared interdisciplinary courses, modular delivery formats, and targeted marketing campaigns may attract new students and improve progression. Enhancing data collection to include percentage-based cohort tracking will enable more precise, timely interventions.

Threats to Effectiveness:

Programs with small or erratic graduation outputs—particularly BA Middle Level and BS Teaching and Learning—face the risk of suspension or downsizing if outcomes do not improve, potentially triggering accreditation scrutiny. Continued volatility in Exercise Science progression may erode stakeholder confidence and accreditation standing. Demographic shifts and intensified competition from peer institutions could further strain recruitment, especially for niche majors. Without proactive, data-driven corrective actions, weaker programs may suffer resource reallocations that exacerbate their challenges.

### **Completion (Graduation/Program Viability)**

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

**Number of Degrees Awarded:**

<b>Undergraduate Program/Major</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>Three-Year Total</b>	<b>Three-Year Average</b>
Education Studies (BS)	29	37	33	99	33
Exercise Science (BS)	1	16	19	39	12
HPE Non-Licensure (BS)	15	12	25	52	17.33
K-6 Elementary Education (BA)	2	6	14	22	7.33
Middle Level Education (BA)	0	2	0	2	0.67
Teaching and Learning (BS)	0	0	1	1	0.33

<b>Graduate Program</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>Three-Year Total</b>	<b>Three-Year Average</b>
Master of Education (M. Ed.)	1	10	9	20	6.67
Master of Arts in Teaching (MAT)	150	136	152	438	146
Educational Leadership (M.Ed.)	10	3	8	21	7
Master of Physical Education and Coaching (MPEC)	18	8	12	38	12.67

<b>Graduate Program</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>Three-Year Total</b>	<b>Three-Year Average</b>
Pre-Kindergarten/Special Education (GC)	-	-	2	n/a	n/a
K-6 SPED Resource Endorsement (MED)	-	-	1	n/a	n/a

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

Among undergraduate programs, Education Studies (BS) demonstrates the strongest viability with a three-year total of 99 degrees awarded and an average of 33 per year, while HPE Non-Licensure (BS) and Exercise Science (BS) show moderate viability with 52 and 36 degrees respectively. In contrast, K-6 Elementary Education (BA) has lower output, and Middle Level Education (BA) and Teaching and Learning (BS) show minimal completions, raising concerns about sustainability. The Teaching and Learning major has since been discontinued due to persistently low enrollment and degree completion. At the graduate level, the Master of Arts in Teaching (MAT) is a clear strength, averaging 146 degrees annually, reflecting strong enrollment and retention. Other graduate programs, including MPEC, Educational Leadership, and the Master of Education, show moderate viability, while credential and endorsement programs have very low completion numbers, suggesting they may be new or under-promoted. To maintain and promote program viability, future plans include continued investment in high-performing programs through targeted marketing, alumni engagement, and expanded offerings. Programs with low completion rates will undergo needs assessments to explore redesign or consolidation. Retention strategies such as academic advising, peer mentoring, and early alert systems will be enhanced, and efforts to increase visibility and accessibility of graduate credentials through flexible delivery and district partnerships will be prioritized. Ongoing data review will guide strategic planning and resource allocation.

**Tracking graduates**

**Summarize how you track the career progression of your unit’s graduates.**

The state’s educator preparation providers (EPPs) are provided annual information from the state via the Educator Provider Quality Report (EPPQR). The EPPQR provides information on enrollees and completers at EPPs and reports demographic and statistical data to inform decisions. The EPPQR data are collected from Title II reports, ADE Statewide Information System, and Novice Teacher and EPP Completer Surveys. The School of Education also receives data from the graduate survey conducted by Academic Affairs.

Record the number of recent graduates entering jobs related or unrelated to their major or pursuing further credentials related or unrelated to their major.

**Graduates – Past three (3) years**

<b>Degree</b>	<b>Number of Graduates</b>
<b>Certificate of proficiency</b>	<b>0</b>
<b>Technical certificate</b>	<b>0</b>
<b>Associate degree</b>	<b>10</b>
<b>Bachelor degree</b>	<b>72</b>
<b>Graduate certificate</b>	<b>5</b>
<b>Master degree</b>	<b>400</b>

**Graduates – Past three (3) years entering the workforce**

<b>Degree</b>	<b>Related to major</b>	<b>Unrelated to major</b>	<b>Unknown</b>	<b>Pursuing higher credential</b>
<b>Certificate of proficiency</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Technical certificate</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Associate degree</b>				
<b>Bachelor degree</b>				
<b>Graduate certificate</b>				
<b>Master degree</b>				

**Salary Range**

<b>Degree</b>	<b>Related to major</b>	<b>Unrelated to major</b>	<b>Unknown</b>	<b>Pursuing higher credential</b>
<b>Certificate of proficiency</b>				
<b>Technical certificate</b>				
<b>Associate degree</b>				
<b>Bachelor degree</b>	<b>\$50,000</b>			
<b>Graduate certificate</b>	<b>\$50,000 – 90,000</b>			
<b>Master degree</b>	<b>\$50,000 – 90,000</b>			

## Faculty

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer II	Fall	Spring	Summer I	
Level, Kim	ASST	Ed.D.	Dean/Faculty					
Day, Julie	INST	Ed.S.	Faculty	-	15	18	6	
Fowler, Kristie	INST	Ed.S.	Faculty	3	11	17		Assistant Dean/Partnership Coordinator
Frazer, Memory	INST	Master	Faculty	6	19	18	6	
Givhan, Deborah	INST	Ed.S.	Faculty	9	18	18	6	SPED Coordinator
Higgins, Peyton	INST	Master	Faculty	-		16	6	EXSC Lab Director
Hubbell, Judy	ASSC	Ed.D.	Faculty	3	18			Graduate Coordinator
Jackson, Wanda	INST	Master	Faculty	6	15	15	6	
Medders, Kristen	INST	Master	Faculty	6	15	18	6	
Longing, Jeffrey	PROFF	Ed.D.	Faculty	6	15	15	6	
Phillips, Brittany	INST	Master	Faculty	3	15	18	6	
Wilson, Melissa	INST	Master	Faculty	6	15	18	6	
Wilkerson, Kim	ASSC	Ed.D.	Faculty	-	15	30	6	Ed. Leadership Coordinator/Interim Grad Coordinator
Newton, Rebecca	INST	Master	Faculty	6	15	18	6	
Reading, Reece	INST	Master	Faculty	-	15	15		
Jones, Brazia	INST	Master	Athletics		3			
Midlick, David	INST	Master	Athletics		2			
Tapp, Chad	INST	Master	Athletics		2			
Vondenstein, Lindsey	INST	Master	Faculty		6	6		
Byrd, Shellye	INST	Master	Athletics		6	3		
Harvey, John	INST	Master	Athletics		2			
Fendley, Bryan	INST	Master	Adjunct		3	3		
Gentry, Julie	INST	Master	Adjunct		3	3		
Lem, Kyle	INST	Master	Athletics		2			

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Padgett, Skylar	INST	Master	Athletics		1			
Snook, Kregg	INST	Master	Athletics		1			
Pruitt, Taylor	INST	Master	Athletics			2		
Qualls, Josh	INST	Master	Athletics			2		
Wright, Steven	INST	Master	Athletics			1		
Burford, Gavin	INST	Master	Athletics			2		
George, Joshua	INST	Master	Athletics			3		
Ortiz, Arlicia	INST	Master	Athletics			2		

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

Over the past academic year, two new faculty members were hired for the School of Education. One faculty member resigned in December of 2024, and this vacancy will not be filled until the Fall of 2025. An interim MAT Coordinator was hired to facilitate the MAT program during the Spring of 2025.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2015-16	10,333	-0.93%	
2016-17	13,029	26.09%	
2017-18	14,433	10.78%	
2018-19	14,307	-0.87%	
2019-20	13,776	-3.71%	
2020-21	13,189	-4.26%	
2021-22	14,120	7.06%	
2022-23	16,011	13.39%	
2023-24	14,671	-8.37%	
2024-25	13,749	-6.28%	

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

The LEARNS Act of 2023 could have potentially impacted the enrollment of graduate programs in the School of Education due to pay increases being removed for advanced degrees. Graduate SSCH was also negatively impacted by changes imposed by the Division of Elementary and Secondary Education for alternative route programs (Six-Hour Rule).

## Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Education	Cleveland County School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Crossett School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Dermott School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	DeWitt School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Drew Central School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Dumas School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Hamburg School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Hampton School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Hermitage School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Lakeside School District (Chicot)	Clinical Experience	Yearly	1 year	3/25/2025
Education	McGehee School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Monticello School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Star City School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Warren School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Woodlawn School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Fordyce School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	White Hall School District	Clinical Experience	Yearly	1 year	3/25/2025
Education	Mountain Pine School District	Clinical Experience	Yearly	1 year	7/1/2025
Education	Cutter-Morning Star School District	Clinical Experience	Yearly	1 year	7/1/2025
Education	Ouachita School District	Clinical Experience	Yearly	1 year	7/1/2025
Education	Fountain Lake School District	Clinical Experience	Yearly	1 year	7/1/2025
Education	Lakeside School District (Hot Springs)	Clinical Experience	Yearly	1 year	7/1/2025
Education	Hot Springs School District	Clinical Experience	Yearly	1 year	7/1/2025
Education	Lake Hamilton School District	Clinical Experience	Yearly	1 year	7/1/2025
Education	Ozarka College	2+2 Agreement	1/1/2018	2 years	5/20/2024 Next Renewal 7/1/2026
Education	Phillips Community College - University of Arkansas	2+2 Agreement	1/1/2019	2 years	5/20/2024 Next Renewal

					7/1/2026
Education	UA Community College at Batesville	2+2 Agreement	8/1/2019	2 years	5/20/2024 Next Renewal 7/1/2026
Education	UA Pulaski Tech	2+2 Agreement	7/1/2020	2 years	5/20/2024 Next Renewal 7/1/2026
Education	South Arkansas Community College	2+2 Agreement	7/1/2020	2 years	5/20/2024 Next Renewal 7/1/2026
Education	UA Cossatot Community College	2+2 Agreement	7/1/2022	2 years	5/20/2024 Next Renewal 7/1/2026
Education	Arkansas State University—Beebe	2+2 Agreement	1/1/2023	2 years	5/20/2024 Next Renewal 7/1/2026
Education	National Park College	2+2 Agreement	7/1/2023	2 years	Formed 7/1/2023 Next Renewal 7/1/2026
Education	U of AR – East Arkansas Community College	2+2 Agreement	1/6/2025	2 years	Formed 1/6/2025 Next Renewal 7/1/2026

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

Faculty Scholarly Activity

- Mr. Higgins earned his Master of Exercise Science in August of 2024. His thesis was entitled, “*The Effects of Ad Libitum Fluid Consumption on Net Body Water Balance during Moderate Versus Vigorous Intensity Exercise in the Heat*”. Mr. Higgins also co published and co-presented the following article this past year.
- Higgins, P., Kuys, A., Munoz II, E. M., Bishop, S. H., Mitchell, S. M., Langford, E. L., Herron, R. L., Fennell, C. Does a high-intensity functional training workouts elicit a greater one-repetition maximum than a traditional general warm-up? *Journal of Strength and Conditioning Research*. 37(12), e721.
- Gray, R. & Longing, J. L. (September/October, 2024). *A Transformational Approach*. *Coach & A. D.: Coach and Athletic Director*, 94(1).

### Notable Faculty or Faculty/Service Projects

- Dr. Kimberly Wilkerson – Dyslexia Therapist
- Dr. Kimberly Wilkerson, Ms. Kristie Fowler, and Ms. Brittany Phillips - Sponsor and Co-Sponsors of KDP
- Ms. Rebecca Newton – Director of Kids University
- Ms. Day presented professional development training for the teachers at Hamburg Middle School.
- Ms. Givhan directed the SPED Academy.

### Faculty Grant Awards

- Mr. Higgins received the Centennial Grant to add equipment and supplies to the Exercise Science Lab.
- Dr. Wilkerson and Ms. Givhan received the Innovation Grant – Virtual Center for Innovative Teaching and Learning.

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

- Graduate Certificates were approved for the following endorsements:
  - Special Education K-12
  - Pre-Kindergarten/Special Education
  - Special Education Resource K-6 and 7-12
  - Educational Leadership – Building Level Administrator

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

- K-6 Year-long residency approved. Required by the LEARNS Act.
- Middle Level Childhood residency approved. Required by the LEARNS Act.

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

- Advising efforts to work closely with students to make sure they are taking 15 hours and progressing in a timely manner to graduation.
- Filing academic alerts and following up with students and advisees.
- Study groups for course exams.
- Study supports such as study guides to focus study efforts.
- Study sessions for licensure tests.
- Videos in online courses to support and assist students for success in online courses.
- Relationships and communication with students
- Working with students to meet their needs for the appropriate programs.
- Faculty attend extracurricular activities to support students.

- OER is used to reduce the cost of textbooks.
- Strong student organizations that have faculty involvement.
- Revision of degrees to meet the needs of current programs and students.
- Enhanced use of Blackboard tools for online instruction

**Other Unit Student Success Data**

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

## Addenda

### 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 dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the 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.*
- *Respect: We respect all people and all points of view, and we promote tolerance and acceptance.*

#### **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 understanding of natural and human matters on an international level.

- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

## STRATEGIC PLAN

### Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

**KPI:** *Year-to-year student enrollment*

**KPI:** *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

**KPI:** *Year-to-year number of students participating in curricular and co-curricular activities*

**KPI:** *Year-to-year number of students accessing support services*

**KPI:** *Student satisfaction rate for support services*

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing

opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

*KPI: Academic standing data*

*KPI: 15, 30, 45, 60, and 90-hour progression data*

*KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

*KPI: On-time graduation rate*

*KPI: Number of credentials conferred year-to-year*

*KPI: Employment rates of graduates in fields related to program of study*

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

*KPI: Academic standing data*

*KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

*KPI: Number of senior projects and capstone experiences*

*KPI: Number of student internships and practicums*

## **Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff**

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

*KPI: Percentage of faculty receiving "Excellent" or "Exceeds Expectations" on annual faculty evaluations*

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

*KPI: Maintenance of a 5-year rotation of technology*

*KPI: Number of training opportunities released via the Workday Learning Center and/or Blackboard*

*KPI: Number of faculty using Center for Teaching and Learning*

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

*KPI: Number of promotions among UAM faculty and staff*

*KPI: Average years of employment for faculty*

*KPI: Average years of employment for staff*

### **Goal 3: Strengthen Institutional Resources**

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM's presence in the region, state, and beyond through more customized, targeted social media and other marketing strategies.

Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

*KPI: Number of admission applications year-to-year*

*KPI: Enrollment of new students' year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

**KPI: Maintenance** or construction projects accomplished each year

**KPI: Disposal and replacement of vehicles and large equipment** each year according to set criteria: age, performance, anticipated maintenance cost

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

**KPI: Number of concurrent enrollment partnerships** year-to-year

**KPI: Number of industry partners** year-to-year

**KPI: Number of students enrolled in noncredit workforce training**

**KPI: Number of academic programs offered with other institutions of higher education** year-to-year

**KPI: Number of articulation agreements** year-to-year

**KPI: Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.**

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

*KPI: Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment*

*KPI: Number of social media posts and hits on the alumni page*

*KPI: Outreach to prospective donors*

## **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).

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