

# University of Arkansas at Monticello

## Academic Unit Annual Report

**Unit: School of Education**

**Academic Year: 2022 - 2023**

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

#### **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.

#### **CONCEPTUAL FRAMEWORK OF THE UAM SCHOOL OF EDUCATION**

<https://www.uamont.edu/academics/education/pdfs/ConceptualFrameworkupdate.pdf>

#### **CONTINUING GOALS:**

##### ***STUDENT SUCCESS***

*Goal:* Improve student success in SOE majors.

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

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

***ENROLLMENT and RETENTION GAINS***

*Goal:* Expand accessibility to academic programs.

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

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

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

*Action:* Targeted school and state recruiting efforts.

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

*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.

**NEW GOALS:**

***STUDENT SUCCESS***

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

*Action:* Order HQIM curriculums.

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

***ENROLLMENT and RETENTION GAINS***

*Goal:* Develop a graduate level Pre-Kindergarten endorsement.

*Action:* Progress toward an approved track.

*KPI:* Implementation of the degree and enrollment candidates.

**Table 1: Assessment of Key Performance Indicators**

KPI	Assessment of Progress	Implications for Future Planning/Change
<i>KPI:</i> 2% increase in undergraduate retention from freshman to sophomore year.	The School of Education made no progress in the retention of freshman to sophomore year in the past year. The retention rate decreased from Fall 2021 to Fall 2022.	The data are not conclusive that the strategies put into place increased the retention. The School of Education understands that there needs to be additional data collected to determine the root cause of the decrease.
<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 – National Park College.	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 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 4% from Fall of 2021 to Fall of 2022.	The School of Education plans to continue and increase recruitment efforts.
<i>KPI:</i> Completed five-year recruitment and retention plan.	The Recruitment and Retention Plan was completed.	Continue the implementation and revisions of the plan.
<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 decreased by 50% from Fall of 2021 to Fall of 2022.	The School of Education plans to continue and increase recruitment efforts.
<i>KPI:</i> 2% increase 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.
<i>KPI:</i> Development of the five-year recruitment and retention plan.	Progress toward an implemented plan.	The new state review standards will impact future planning for the recruitment and retention plan.
<i>KPI:</i> Development of a Master of Education track to meet the needs of candidates without teaching licenses	The Education Studies Track 4 of the Master of Education was created and approved for a beginning date of July 1, 2023.	Continue targeted school and state recruiting efforts.

<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
KPI: Development of a credentialing stacked Associate of Science in Education	The Associate of Science in Education, Technical Certificate in Education, and Certificate of Proficiency in Education were created and approved for a beginning date of July 1, 2023.	Continue targeted school and state recruiting efforts.

**Table 2: Unit Student Learning Outcomes**

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome</b>	<b>Alignment with UAM/University Vision, Mission, and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<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>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>	Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.	The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the 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.

University Student Learning Outcome	Unit Student Learning Outcome	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 for 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 sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.</p>	<p>Diversity: Teacher candidates in initial programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the greater society they serve to improve teaching and learning.</p> <p>Educators and other school personnel in advanced programs of study serve as role models by actively promoting a school climate and culture that values differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.</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	Unit Student Learning Outcome	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	<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 which will provide for 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>

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

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

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

**UNIVERSITY ASSESSMENT: AACU RUBRIC DATA**

**Written Communication**

<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 unit</b>	<b>Total # of students assessed in unit</b>
Context and Purpose for Writing	79	146	5	4	0	3.28	234
Content Development	72	155	3	4	0	3.26	234
Genre and Disciplinary Conventions	68	147	2	4	0	3.26	221
Sources and Evidence	63	153	1	4	0	3.24	221
Control of Syntax and Mechanics	72	156	2	4	0	3.26	234

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

Strengths

- An overall majority of candidates are performing at the progressive level or higher on all criteria.

Weaknesses

- Students continue to struggle with phrasing and conventional grammar. There is also difficulty with sentence structure and cohesion.

Opportunities for Growth

- Continue to reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric.

Threats to Effectiveness

- Inter-rater reliability must continue to be a focus to ensure the data is valid and reliable.

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

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

- Continue to support faculty and offer professional development on the scoring of the rubric.
- Annually reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric.

**Critical Thinking**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues	14	29	7	1	0	3.10	51
Evidence	17	120	54	21	0	2.63	212



Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Influence of Context and Assumptions	13	27	18	2	0	2.85	60
Student's Position (Perspective, Thesis/Hypothesis)	29	127	36	20	0	2.78	60
Conclusion and Related Outcomes (Implications and Consequences}	12	31	14	3	0	2.87	60

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

Strengths

- An overall majority of candidates are performing at the progressive level or higher on all criteria.

Weaknesses

- Overall, students continue to struggle with the critical thinking components of analysis, evaluation, and inference.

Opportunities for Growth

- Continue to reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric.

Threats to Effectiveness

- Inter-rater reliability must continue to be a focus to ensure the data is valid and reliable.

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

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

- Continue to support faculty and offer professional development on the scoring of the rubric.
- Annually reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric.

### Global Learning

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness	22	116	97	28	0	2.50	263
Perspective Taking	37	158	56	25	0	2.75	276
Cultural Diversity	29	109	99	26	0	2.54	263
Personal and Social Responsibility	63	138	50	25	0	2.87	276
Understanding Global Systems	29	161	48	25	0	2.74	263
Applying Knowledge to Contemporary Global Contexts	34	157	47	25	0	2.76	263

#### Strengths

- An overall majority of candidates are performing at the progressive level or higher on all criteria.

#### Weaknesses

- Engaging in experiential learning through real-world practices.

#### Opportunities for Growth

- Continue to reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric.

Threats to Effectiveness

- Inter-rater reliability must continue to be a focus to ensure the data is valid and reliable.

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

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

- Continue to support faculty and offer professional development on the scoring of the rubric.
- Annually reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric

**Teamwork**

<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 unit</b>	<b>Total # of students assessed in unit</b>
Contributes to Team Meetings	158	54	11	6	0	3.59	229
Facilitates the Contributions of Team Members	149	51	12	5	0	3.59	217
Individual Contributions Outside of Team Meetings	158	52	14	5	0	3.59	229
Fosters Constructive Team Climate	163	54	8	4	0	3.64	229

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Responds to Conflict	152	50	11	4	0	3.61	217

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

Strengths

- An overall majority of candidates are performing at the progressive level or higher on all criteria.

Weaknesses

- Students continue to struggle with staying accountable and knowing exactly how to be member of a team.

Opportunities for Growth

- Continue to reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric.

Threats to Effectiveness

- Inter-rater reliability must continue to be a focus to ensure the data is valid and reliable.

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

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

- Continue to support faculty and offer professional development on the scoring of the rubric.
- Annually reevaluate the assessments across programs to ensure alignment to student learning outcome and rubric

**Summarize all of your unit changes predicated on assessment data**

The major change in the School of Education based on this assessment data was to re-evaluate the assessments in relationship to the rubrics. The faculty also spent time unpacking the dimensions of the rubric to ensure a clear

understanding of the expectations of the assessments. There were no major programmatic changes based on this data from the University assessments over this past academic year.

**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
- School of Education’s Conceptual Framework - <https://www.uamont.edu/academics/education/pdfs/ConceptualFrameworkupdate.pdf>

**Enrollment**

**Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)**  
**UNDERGRADUATE PROGRAM MAJOR: BS Education Studies**

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	16	11	12	39 (13)	N/A
Sophomore	13	15	6	34 (11)	N/A
Junior	36	47	30	113 (38)	N/A
Senior	40	48	36	124 (41)	N/A
Post Bach	1	0	0	1 (.3)	N/A
Total	106	121	84	311 (104)	N/A

**UNDERGRADUATE PROGRAM MAJOR: Exercise Science**

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	34	33	30	97 (32)	247 (25)
Sophomore	20	21	24	65 (22)	176 (18)
Junior	9	22	22	53 (18)	136 (14)
Senior	15	9	19	43 (14)	183 (18)
Post Bach	0	0	0	0	0
Total	78	85	95	258 (86)	742 (74)

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

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	9	19	18	46 (15)	511 (51)
Sophomore	16	14	13	43 (14)	296 (30)
Junior	20	14	18	52 (17)	252 (25)
Senior	22	12	13	47 (16)	311 (30)

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Post Bach	0	0	0	0	0
Total	67	59	62	188 (63)	1370 (137)

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

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	16	25	25	66 (22)	278 (28)
Sophomore	15	9	15	39 (13)	130 (13)
Junior	16	8	10	34 (11)	111 (11)
Senior	15	7	7	29 (10)	86 (87)
Post Bach	0	0	0	0	0
Total	62	49	57	168 (56)	605 (61)

**UNDERGRADUATE PROGRAM MAJOR: Middle Childhood Education**

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	1	1	3	5 (2)	104 (10)
Sophomore	2	2	0	4 (1)	61 (6)
Junior	0	1	3	4 (1)	53 (5)
Senior	1	0	0	1 (.3)	64 (6)
Post Bach	0	0	0	0	0
Total	4	4	6	14 (5)	282 (28)

**UNDERGRADUATE PROGRAM MAJOR: Teaching and Learning**

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	4	5	2	11 (3.6)	33 (3)
Sophomore	1	2	0	3 (1)	41 (4)
Junior	6	3	0	9 (3)	55 (6)
Senior	3	2	1	6 (2)	62 (6)
Post Bach	0	0	0	0	0
Total	14	12	3	29 (9.6)	191 (19)

**GRADUATE PROGRAM MAJOR: Master of Education**

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	13	13	10	36 (12)

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

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	233	292	297	822 (274)

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

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	7	16	8	31 (10.3)

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

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	21	40	30	91 (30.3)

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

Undergraduate Strengths

- Fall 2022 data for Exercise Science and HPE Non-Licensure programs indicate that 51% of the total number of undergraduate majors are in one of these two programs. Fall 2022 data for Bachelor of Education Studies Non-Licensure program indicate that 27% of the total number of undergraduate majors are in this non-licensure program.

### Undergraduate Weaknesses

- Traditional licensure programs are declining. Fall 2022 data indicate that 70% of total majors are in non-licensure programs.

### Undergraduate Opportunities for Growth

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

### Undergraduate Threats to Effectiveness

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

### Graduate Strengths

- The Master of Arts in Teaching (MAT) program has grown significantly in the past three years. The Fall 2022 data indicate that 86% of the total number of graduate candidates are in the MAT programs.

### Graduate Weaknesses

- The Master of Education in Educational Leadership has consistently been a low enrollment program. Fall 2022 data indicate that only 2% of all graduate candidates are enrolled in the Master of Educational Leadership program. This is a 3% decrease over Fall 2021 enrollment. The School of Education must be mindful of the enrollment in the Educational Leadership program regarding future recruitment.

### Graduate Opportunities for Growth

- Graduate programs in general have seen low enrollment apart from the MAT program; however, the existing graduate programs and the possibility of new graduate programs have the greatest potential for growth. Increases in low enrollment programs provide the most potential for statistically significant growth.

### Graduate Threats to Effectiveness

- A decline in the MAT program could have a significant impact on the ability of the unit to meet productivity markers in the future. Additionally, growth in the MAT program could be difficult to sustain with current faculty and staff. The School of Education must be mindful of this concern and ensure that recruitment efforts are widely focused across all graduate programs.

The LEARNS Act of 2023 has the potential to negatively impact the future enrollment of graduate programs in the School of Education due to pay increases being removed for advanced degrees. This impact could be seen in the next academic year for graduate programs. In addition, any modifications made by the Arkansas Department of Education to program or licensure requirements could significantly impact the MAT program. The impact could range from a sharp decrease in enrollment or a sharp increase in enrollment, and either could put a significant strain on the unit.



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

<b>Major: BS Educational Studies</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2020	<b>37</b>	
Number and percentage graduated in that major during 20-21 academic year	8	22%
Number and percentage graduated in that major during 21-22 academic year	17	46%
Number and percentage that graduated in that major during 22-23 academic year	5	22%
<b>Major: Exercise Science</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2020	<b>7</b>	
Number and percentage graduated in that major during 20-21 academic year	1	14%
Number and percentage graduated in that major during 21-22 academic year	4	57%
Number and percentage that graduated in that major during 22-23 academic year	2	29%
<b>Major: HPE Non-Licensure</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2020	<b>14</b>	
Number and percentage graduated in that major during 20-21 academic year	2	14%
Number and percentage graduated in that major during 21-22 academic year	7	50%
Number and percentage that graduated in that major during 22-23 academic year	5	36%
<b>Major: K-6 Elementary</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2020	<b>1</b>	
Number and percentage graduated in that major during 20-21 academic year	0	0%
Number and percentage graduated in that major during 21-22 academic year	0	0%
Number and percentage that graduated in that major during 22-23 academic year	0	0%
<b>Major: Middle Childhood</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2020	<b>0</b>	
Number and percentage graduated in that major during 20-21 academic year	0	0%
Number and percentage graduated in that major during 21-22 academic year	0	0%
Number and percentage that graduated in that major during 22-23 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 2020	<b>3</b>	
Number and percentage graduated in that major during 20-21 academic year	2	67%
Number and percentage graduated in that major during 21-22 academic year	1	33%
Number and percentage that graduated in that major during 22-23 academic year	0	0%

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

Strengths

- The data indicate that a total of 62 students entered the fall 2020 semester with a junior classification. Based on the total number of students, 21% graduated within one year of the fall 2020 junior classification, 47% within two years of the fall 2020 junior classification and 13% within three years of the fall 2020 junior classification. Of the total number of juniors in Fall 2020, data indicate that 87% graduated within one to three years.

Weaknesses

- The data indicate that 8 students or 13% entering the fall of 2020 with a junior classification did not graduate within three years.

Opportunities for Growth

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

Threats to Effectiveness

- The data do not account for students who graduate past three years, change majors, or leave the university. To be effective in retention and completion, the School of Education should focus on efforts to identify what happened to the 26% of students who are not accounted for in this data.

**Table 5: Gateway Course Success\* (Not Applicable to the School of Education)**

**Completion (Graduation/Program Viability)**

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

**Number of Degrees Awarded:**

<b>Undergraduate Program/Major</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Three-Year Total</b>	<b>Three-Year Average</b>
Education Studies (BS)	46	45	29	120	40
HPE Exercise Science Option (BS)	7	10	17	34	11.3
Health & Physical Education Non-Licensure	27	18	15	60	20
K-6 Elementary Education (BA)	8	3	1	12	4
Middle Level Educ Major (BA)	1	0	0	1	.3
Teaching and Learning (BS)	2	2	0	4	1.3
<b>Graduate Program/Major</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Three-Year Total</b>	<b>Three-Year Average</b>
Master of Education (M.Ed.)	6	8	1	15	5
Master of Arts Teaching (MAT)	108	92	150	350	116.6
Educational Leadership (MEd)	1	6	10	17	5.6
Physical Education and Coaching (MPEC)	9	14	18	41	13.6

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

The School of Education has carefully reviewed the above data and determined that the Middle Level program has only produced one graduate over the last three years for an average of .3. Declining numbers in the Middle Level program prompt an urgent concern and need for increased recruitment efforts. Additionally, the K-6 and BSTL programs must also have increased recruitment efforts because of their declining enrollment numbers.

The Master of Education in Educational Leadership has produced 17 graduates in the last three years for an average of 5.6. Recruitment efforts have been continued to ensure this program remains viable.

**Tracking 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.**

	Related to major	Unrelated to major	Comments
Number of recent graduates entering workforce	162		All but one of our traditional education candidates entered the workforce in 2022 – 2023.
Salary range	35,000-65,000		The starting salary for a first-year teacher in Arkansas will be \$50,000 beginning August 2023.
Number of recent graduates pursuing a graduate degree	8		
Number of recent graduates pursuing a certificate, associate, or baccalaureate degree	2		AS in Exercise Science majors

**Faculty**

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

Teaching Load								
Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Level, Kim	ASST	Ed.D.	Dean/Faculty			3 hours		
Fowler,Kristie	INST	Masters	Faculty	6 Hours	15 Hours	15 Hours	6 Hours	
Salloukh,Melinda	ASST	Ed.D.	Faculty	6 Hours				
Baldwin,Denise F	ASSC	Ed.D.	Faculty	6 Hours				
Frazer,Memory B	INST	Masters	Faculty	6 Hours	16 Hours	16 Hours	6 Hours	
Givhan,Deborah L	INST	Ed.S.	Faculty	9 Hours	18 Hours	18 Hours	9 Hours	Special Education Coordinator
Gray,Ryan O	ASSC	Ed.D.	Faculty	6 Hours	15 Hours	15 Hours	6 Hours	
Grimes,Landon	INST	Ed.D	Faculty	3 Hours	3 Hours	3 Hours	3 Hours	Partnership Coordinator
Guizar,Suzanna	INST	Ph.D.	Faculty	6 Hours	10 Hours	13 Hours	6 Hours	
Jackson,Wanda J	INST	Masters	Faculty	6 Hours	18 Hours	15 Hours	6 Hours	
Longing,Jeffrey L	PROFF	Ed.D.	Faculty	6 Hours	15 Hours	12 Hours	6 Hours	
Shahan,Kathleen D	ASSC	Ed.D.	Faculty	6 Hours	15 Hours	12 Hours	6 Hours	
Wilkerson,Kimberly K	ASST	Ed.D.	Faculty	6 Hours	15 hours	15 hours	6 Hours	Educational Leadership Coordinator
Wilson,Melissa J	INST	Masters	Faculty	6 Hours	15 Hours	15 Hours	6 Hours	
Harvey,John M	INST	Masters	Athletics		1 Hour			Head Baseball Coach
Jelks,Mark A	INST	Masters	Athletics		1 Hour			Associate Baseball Coach
Piraino,Andrew	INST	Masters	Athletics		2 Hours			
Wagner,Jeremy	INST	Masters	Athletics		3 Hours	2 Hours		Assistant Men's Basketball Coach
Byrd,Shellye K	INST	Masters	Athletics		3 Hours	3 Hours		Head Athletic Trainer
Pruitt,Taylor D	INST	Masters	Athletics			2 Hours		Assistant Football Coach
Midlick, David	INST	Masters	Athletics			2 Hours		Head Women's Basketball Coach
Tapp, Chad	INST	Masters	Athletics			2 Hours		Head Men's Basketball Coach
Webb, Marissa	INST	Masters	Athletics			2 Hours		Assistant Women's Basketball Coach
Gentry, Julie	INST	Masters	Adjunct	3 Hours	3 Hours			
English, Katrina	INST	Masters	Athletics			4 Hours		Head Women's Volleyball Coach

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

Over the past academic year, the School of Education lost four faculty members. These faculty were not replaced during this academic year. The School of Education currently faculty members taught overloads to cover the faculty loads for the faculty who resigned or retired.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2013-14	10959	-4.83%	
2014-15	10430	-0.93%	
2015-16	10333	26.09%	

Academic Year	Total SSCH Production	Percentage Change	Comment
2016-17	13029	10.78%	
2017-18	14433	-0.87%	
2018-19	14307	17.20%	
2019-20	13776	-3.71%	
2020-21	13189	-4.26%	
2021-22	14120	7.06%	
2022-23	16011	13.39%	

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

**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	4/19/2023
Education	Crossett School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Dermott School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	DeWitt School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Drew Central School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Dumas School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Hamburg School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Hampton School District	Clinical Experience	Yearly	1 year	4/20/2023
Education	Hermitage School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Lakeside School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	McGehee School District	Clinical Experience	Yearly	1 year	4/28/2023
Education	Monticello School District	Clinical Experience	Yearly	1 year	4/26/2023
Education	Star City School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Warren School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Woodlawn School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Fordyce School District	Clinical Experience	Yearly	1 year	4/19/2023
Education	Ozarka College	2+2 Agreement	1/1/2018	2 years	7/1/2022
Education	Phillips Community College - University of Arkansas	2+2 Agreement	1/1/2019	2 years	7/1/2022
Education	UA Community College at Batesville	2+2 Agreement	8/1/2019	2 years	7/1/2022
Education	UA Pulaski Tech	2+2 Agreement	7/1/2020	2 years	7/1/2022
Education	South Arkansas Community College	2+2 Agreement	7/1/2020	2 years	7/1/2022
Education	UA Cossatot Community College	2+2 Agreement	7/1/2022	2 years	7/1/2022
Education	Arkansas State University—Beebe	2+2 Agreement	1/1/2023	2 years	Formed 1/1/2023
Education	National Park College	2+2 Agreement	7/1/2023	2 years	Formed 7/1/2023

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

**Faculty Scholarly Activity**

- Dr. Ryan Gray and Dr. Jeff Longing have submitted an article for publication in the Applied Research in Coaching and Athletics Annual, Vol. 38; 2023.
- Dr. Landon Grimes published his dissertation entitled “Attention Deficit Hyperactivity Disorder Affecting Arkansas Males’ Reading, Mathematics, and Science Achievement.”
- Ms. Rebecca Newton was a finalist for the Hornaday Outstanding Faculty Award.

**Notable Faculty or Faculty/Service Projects**

- Dr. Kim Wilkerson and Ms. Kristie Fowler – Sponsor and Co-Sponsor of KDP
- Dr. Suzanna Guizar – Sponsor of PE and Exercise Science Club
- Dr. Kathleen Shahan - National Board Certification
- Dr. Kimberly Wilkerson – Dyslexia Therapist
- Dr. Landon Grimes served on the Homecoming Court Committee and assisted with Game Day Operations.
- SOE received an A+ rating from NCTQ in reading instruction preparation.

**Faculty Grant Awards**

- Dr. Landon Grimes, Dr. Kimberly Wilkerson, and Ms. Melissa Wilson were the recipients of a Centennial Opportunity Grant for \$7,834.00 to purchase a book vending machine to use as a teaching tool for the teacher education programs.
- Special Education Academy Resource Grant – June 1, 2032
  - \$265, 524.00
  - Debbie Givhan, Director

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

The Health and Physical Education degree was revised to include two tracks – Coaching and Sports Administration. A fourth track was added to the Master of Education with an emphasis in Education Studies.

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

- Track 4 in Education Studies in the Master of Education

- Revised HPE degree to include two tracks – Coaching and Sports Administration

**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 our 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

**Addendums**

**Addendum 1: UAM Vision, Mission, and Strategic Plan**



## **VISION**

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

## **MISSION**

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

## **CORE VALUES:**

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

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

**UAM STUDENT LEARNING OUTCOMES:**

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

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

## STRATEGIC PLAN

### 1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

- Develop, deliver, and maintain quality academic programs.
  - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
  - Revitalize general education curriculum.
  - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.
  
- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
  - Develop an emerging student leadership program under direction of Chancellor's Office.
  - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
  - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.
  
- Retain and recruit high achieving faculty and staff.
  - Invest in quality technology and library resources and services.
  - Provide opportunities for faculty and staff professional development.
  - Invest in quality classroom and research space.
  - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
  - Create an Institute for Teaching and Learning Effectiveness.
  
- Expand accessibility to academic programs.
  - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
  - Create a summer academic enrichment plan to ensure growth and sustainability.
  - Develop a model program for college readiness.
  - Revitalize general education.
  - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

### 2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

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

### **3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS**

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- Prepare and update University Master Plan.
- Partner with system and state legislators to maximize funding.
- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
  - Increased efforts to earn research and grant funds.
  - Creation of philanthropic culture among incoming students, graduates and community.
    - Collaborating with Athletics Fundraising to maximize synergies.
    - Create a Growing our Alumni Base Campaign.
  - Encourage entrepreneurial opportunities where appropriate.
  - Participation in articulation agreements to capitalize on academic and economic resources.
  - Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

### **Addendum 2: Higher Learning Commission Sample Assessment Questions**

#### **1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?**

- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
  - How well do course-based student learning outcomes align with institutional mission and program outcomes?
  - How well integrated are assessment practices in courses, services, and co-curricular activities?
  - How are the measures of the achievement of student learning outcomes established? How well are they understood?
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- Who actually measures the achievement of student learning outcomes?
  - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
  - How is evidence of student learning collected?
  - How extensive is the collection of evidence?
- 3. In what ways do you analyze and use evidence of student learning?**
- Who analyzes the evidence?
  - What is your evidence telling you about student learning?
  - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
  - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
- 4. How do you ensure shared responsibility for student learning and assessment of student learning?**
- How well integrated are assessment practices in courses, services, and co-curricular activities?
  - Who is responsible for the collection of evidence?
  - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
  - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
  - How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
  - What is the nature of that information?
  - To what external stakeholders do you provide information about student learning?
  - What is the nature of that information?

**Addendum 3: Arkansas Productivity Funding Metrics**

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

<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>