University of Arkansas at Monticello
Academic Unit Annual Report

Unit: Division of General Studies

Academic Year: 2021 - 2022

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

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

The mission of General Education is to provide a foundation of sustained lifelong learning. The program is designed to help the student develop the abilities to reason critically, analyze objectively, think creatively, perceive assumptions, make judgments on the basis of values, construct arguments, use evidence, and communicate and observe effectively. General Education enhances the specific skills of reading, writing, computation, comprehension, listening, and speaking. The program instills an appreciation and understanding of the creative, intellectual, social, and scientific forces which shape history and guide lives.

The Division of General Studies is to serve as the academic and administrative unit for all students who are undecided about a major field of study. Academic advisors assist students in satisfying the general education requirements, the requirements for admission into a major, and/or requirements for an associate's degree or baccalaureate of applied science or general studies degree.

Strategic Plan:
1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

   <u>**Completed or Continuing Goals/KPI's for AY 21-22**</u>
   Actions for Goal 1:
   1.1 During the next academic year, the General Education Committee will need to take a close look at the Bachelor of Applied Science (BAS) requirements to be sure we are meeting the goals of the revisions which were to better serve the workforce and employers.
   1.2 Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
   1.3 Update BAS to include a capstone course which will make reaching the 120 hour mark more feasible for students.

KPI's for Goal 1:
      1.3 During the academic year, form at least one new partnership on campus to support student engagement.
      1.4 Meet with BIS Capstone faculty to obtain feedback on course success.

<mark>**Continued Action/KPI for AY 22-23**</mark>
  Action for Goal 1:
      1.1 Follow up with COT Crossett and COT McGehee regarding the revisions to the BAS degree plan to determine any additional courses or degree revisions that may be needed.
      1.2 Continued follow up and monitoring on partnership developed with Athletics to determine effectiveness (referral of academic alerts, review of transcripts, study/watch lists through Maxient). Monitor throughout the year to determine success.
      1.3 Continue to discuss and monitor BIS/BAS capstone with faculty to determine effectiveness and changes that may be needed.
      1.4 Complete development and implementation of University Studies Pathway to Success course as required freshman orientation course

2. ENROLLMENT and RETENTION GAINS

Completed or Continuing Goals/KPI's for AY21-22
  Actions for Goal 2:
      2.1 Develop systematic structures for first year and at-risk students.
      2.2 Continue the process of reviewing 8-semester plans to ensure than an associate-level degree can be completed within the first 60 hours. *No progress was made on this action due to the pandemic. Continue work to obtain measurable numbers.
      2.3 Explore the potential of an automatic conferral process for additional associate-level degrees.

  KPI's for Goal 2:
      2.1 Assist in the development of an implementation plan for degree pathways as well explore options for assisting in the development of a formalized first-year experience. Participate or host three meetings to discuss these processes/program.
      2.2 A new university-wide committee, the Academic Intervention Team, was formed and began progress toward retention efforts. This work will be continued in the coming academic year.
      2.3 Discuss with unit leaders the opportunity of revising 8-semester plans to ensure that the completion of an associate degree appropriate for the discipline is built into the plan. The associate-level completion point would need to be illustrated on the

face of the 8-semester plan. *No progress was made on this action due to the pandemic. Continue work to obtain measurable numbers.

2.4 Reach out to the offices that would be implicated if additional associate degrees are deemed appropriate for an automatic conferral process.

Action for Goal 2:

2.4 Meet with appropriate Deans as well as the Registrar's Office to determine next steps toward implementation.

2.1 Implement a new Academic Intervention Team to discuss new ways to assist students who may be put on academic probation. Continue AIT meetings to develop and review new as well as existing retention measures for at- risk students.

2.1 With the implementation of the required freshman orientation Pathway to Success course, continue to monitor course, evaluate for success and make any changes to improve the class for students.

KPI for Goal 2:

2.5 Host at least two meetings with AAS-GT advisors as well as professional academic advisors.

2.6 Host at least two meetings with the Academic Intervention Team to discuss ideas and implementation strategies.

2.7 Schedule follow up meeting with faculty committee who assisted with development of orientation course to discuss success or possible changes.

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
1.1	Complete: The proposal was submitted and approved. Changes made in catalog.	Review data to determine degree completion rates. Continue to monitor Gen Ed Core requirements statewide for any additional updates.
1.2	Continuing: Review coursework, data toward degree completion and review revisions.	Follow up with stakeholders to be sure needs are met. Determine if additional courses would be helpful toward degree completion.
1.3	Continuing: An agreement between academic advising and athletics was formed to provide academic alert information to athletics on student athletes.	Assess success of academic and athletic partnership to determine additional ways to help this student population. What has worked and what needs improving.
1.4	Continuing: The Director for General Studies will meet with the BIS/BAS Capstone faculty to assess success of course	Determine how well the online course is working, what should be added/removed. What is the best course option?

KPI	Assessment of Progress	Implications for Future Planning/Change
2.1	Continuing: Ongoing.	Continue to meet with the appropriate staff to review and update first-year experience course as needed.
2.2	Continuing: Ongoing. Progress was delayed due to pandemic.	The hope is to see revisions made to 8-semester plans for AY 22-23 at least in programs that have newly adopted associate degrees.
2.4	New Goal: No progress at this time	Host at least two meetings with AAS-GT advisors as well as professional academic advisors.
2.5	New Goal/Continuing: The Director of General Studies will meet with the Academic Intervention Team to discuss ideas to assist in student retention	Host at least 2 meetings with the newly formed team to discuss possible interventions with academically at risk students.

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

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	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.	Links to Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment; Promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities; Links to Core Values: *Ethic of Care*: We care for those in our UAM community	Link to Mission: The program is designed to help the student develop the abilities to reason critically, analyze objectively, think creatively, perceive assumptions, make judgments on the basis of values, construct arguments, use evidence, and communicate and observe effectively. General Education enhances the specific skills of reading, writing,

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
		from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor. *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership and teamwork, as well as shared responsibility.	computation, comprehension, listening, and speaking. Link to Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	*Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	Link to Mission: Promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities; Link to Core Values: *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.	Link to Mission: The program is designed to help the student develop the abilities to reason critically, analyze objectively, think creatively, perceive assumptions, make judgments on the basis of values, construct arguments, use evidence, and communicate and observe effectively. General Education enhances the specific skills of reading, writing, computation, comprehension, listening, and speaking. Link to Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs
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.	*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.	Link to Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment; Links to 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	Link to Mission: The program instills an appreciation and understanding of the creative, intellectual, social, and scientific forces which shape history and guide lives.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
		in ways that inspire and mentor. *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 support and advocacy.	Link to Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	*Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Links to Mission: Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development; Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners. Links to Core Values: *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.	Link to Mission: The program instills an appreciation and understanding of the creative, intellectual, social, and scientific forces which shape history and guide lives. Link to Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs

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

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA
Oral Communication

If the dimension is not assessed, leave blank. N/A

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization							
Language							
Delivery							
Supporting Material							
Central Message							

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

Strengths
-

Weaknesses
-

Opportunities for Growth
-

Threats to Effectiveness
-

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

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

Written Communication

If dimension not assessed, leave blank. N/A

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

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

    Strengths
-

    Weaknesses
-

    Opportunities for Growth
-

Threats to Effectiveness
-

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

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

Critical Thinking

If dimension not assessed, leave blank. N/A

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							
Evidence							
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences}							

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

Strengths
-

Weaknesses
  •

Opportunities for Growth
  •

Threats to Effectiveness
  •

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

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

Global Learning

If dimension not assessed, leave blank. N/A

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							
Perspective Taking							
Cultural Diversity							
Personal and Social Responsibility							
Understanding Global Systems							

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
Applying Knowledge to Contemporary Global Contexts							

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

Strengths
-

Weaknesses
-

Opportunities for Growth
-

Threats to Effectiveness

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

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

Teamwork

If dimension not assessed, leave blank. N/A

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

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

Strengths
-

Weaknesses
-

Opportunities for Growth
-

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

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

Public/Stakeholder/Student Notification of SLOs
List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)
- Course syllabus for University Studies classes (Discover Your Pathway and BIS Capstone)
- UAM Catalog
- General Studies page of the UAM website (link to the Annual Assessment Reports)

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

UNDERGRADUATE PROGRAM /MAJOR: Associate of Arts (AA)

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	94	112	94	300/100	1127/112.7
Sophomore	22	26	27	75/25	204/20.4
Junior	2	15	13	30/10	97/9.7
Senior	2	6	6	14/4.7	42/4.2
Post Bach	--	--	--	--	
Total	120	159	140	419/139.7	1470/147

UNDERGRADUATE PROGRAM MAJOR: Associate of Applied Science in General Technology (AAS-GT)

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	2	2	6	10/3.3	155/15.5
Sophomore	11	13	10	34/11.3	322/32.2
Junior	4	4	6	14/4.7	226/22.6
Senior	3	4	2	9/3	65/6.5

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Post Bach	--	--	--	--	
Total	20	23	24	67/22.3	768/76.8

UNDERGRADUATE PROGRAM MAJOR: Bachelor of General Studies (BGS)

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	2			2	61/6.1
Sophomore	1			1	35/3.5
Junior	2			2	80/8
Senior	7	1		8	164/16.4
Post Bach	--	--		--	--
Total	12	1		13/4.3	339/33.9

UNDERGRADUATE PROGRAM MAJOR: Bachelor of Interdisciplinary Studies (BIS)

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	1	3	10	14/4.6	N/A
Sophomore	1	4	1	6/2	N/A
Junior	8	5	8	21/7	N/A
Senior	11	15	8	34/11.3	N/A
Post Bach	--	--	--		
Total	21	27	27	75/25	N/A

UNDERGRADUATE PROGRAM MAJOR: Bachelor of Applied Science (BAS)

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	3	5	6	14/4.6	34/3.4
Sophomore	3	3	2	8/2.7	22/2.2
Junior	14	9	15	38/12.7	102/10.2
Senior	14	24	23	61/20.3	170/17
Post Bach	--	--	--		
Total	34	41	46	121/40.3	328/32.8

UNDERGRADUATE PROGRAM MAJOR: Concurrent Enrollment

Fall 2019	Fall 2020	Fall 2021	3-Year Total	3-Year Average	10-Year Total	10-YearAverage
393	324	306	1023	341		

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

<u>Strengths</u>
- Enrollment in the BIS has increased, especially in upper level students. This may mean that students who would have been unable to complete a different degree now have the opportunity to their bachelor's degree. This includes a number of returning students and some who are currently enrolled but having difficulty completing requirements for other bachelor's degrees.
- The number of AA students is beginning to hold a more consistent number. More academic units are offering associate degrees which students are taking advantage of. This allows students to complete a lower credential on their way toward a bachelor's degree in their desired area of study.
- Enrollment in the BAS, particularly among upper level students, has increased. This reflects that more students who are completing an AAS are working toward completion of a bachelor's degree.

<u>Weaknesses</u>
- There are still some juniors and seniors who are enrolled in associate's degrees which means they are not completing those degrees on time as defined by ADHE. Many students wait to enroll in their required science and labs until later in their enrollment.

<u>Opportunities for Growth</u>
- There may be additional opportunities to explore transfer agreements from two-year technical institutions into UAM's BAS.
- Additional upper level classes in Hospitality will be offered for students in the BAS. This may be attractive to students from McGehee and Crossett programs as well as other two-year institutions with culinary or hospitality programs.
- The BIS Capstone is now offered completely online and will be available to BAS students soon. Offering this course for the BAS will allow students to reach 120 hours in a more quick, efficient way.

<u>Threats to Effectiveness</u>
- Non-traditional students (many of whom are BAS or BIS students) can not often enroll as full-time students therefore it takes longer to complete a degree.
- Some students enrolled in the BAS run out of financial aid eligibility due to the number of hours they've taken in the past (for students who complete more than one technical program or associate's degree). As aid is depleted they oftentimes can't complete their degree.
- Some non-traditional students, who can only enroll in online classes, have difficulty navigating online learning.

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

Major: BAS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	14	
Number and percentage graduated in that major during 20-21 academic year	2	14%
Number and percentage that graduated in that major during 21-22 academic year	1	1%

Major: BGS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	1	
Number and percentage graduated in that major during 20-21 academic year	1	100%
Number and percentage that graduated in that major during 21-22 academic year	0	

Major: BIS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	14	
Number and percentage graduated in that major during 20-21 academic year	6	43%
Number and percentage that graduated in that major during 21-22 academic year	3	21%

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

Strengths
- While the graduation rate for BAS is not as high as the BIS, students pursuing the BAS are dedicated to completing their program of study.
- Graduation rate for the BIS during this timeframe is 64%. An increased number of freshman came to UAM declaring this degree so completion rates will hopefully increase as well.

Weaknesses
- While BAS students are often dedicated to completion of their degree, it often takes longer for them to graduate for various reasons (work fulltime/part-time student, non-traditional students with additional family responsibilities, etc.)

Opportunities for Growth
- There have recently been some additional financial resources for BAS and BIS students which have helped with past-due balance or book purchases.
- Possibility of increasing 2+2 agreements from 2-year institutions which might increase participation in the BAS.

Threats to Effectiveness
- Along with the current financial aid resources there is a threat to this funding since it is temporary. Some students may have their past-due waived for one semester but may be in a similar situation for the next term. Exploring additional resources would be helpful.
- In addition to financial resources the available of online course options is a large threat to these program and degree progression.

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

The Division of General Studies does not teach any Gateway Courses.

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded: (Average is rounded to the nearest whole number)

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average
AASGT-MAJ	94	82	83	259	86
AA-MAJ	183	123	101	407	136
BAS-MAJ	7	9	13	29	10
BGS-MAJ	6	2	--	8	3
BIS-MAJ	20	24	10	54	18

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

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

Teaching Load

High School Partner	Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Arkansas High School	Hadaway, Ryan	Concurrent Instructor	M.M. (Master of Music)	MUS 1023 Theory I	0	0	3	0	
College of Technology at Crossett	DuBose, Jeffery	Instructor	Certificate in Welding Technology/Equivalent Experience	WELD 1115 Basic Welding WELD 1215 Shielded Arc Weld WELD 1415 Gas Metal Arc Welding	0	15	15	0	Full-time on Crossett campus
College of Technology at McGehee	Pambianchi, Sarah	Instructor	TC - LPN/Equivalent Experience	NA 1017 Nursing Assistant NUR 1514 PN Anat & Physiology HIT 1133 Tech Medical Term	0	13	18	0	Full-time on McGehee campus
College of Technology at McGehee	Turner, Zedric	Instructor	TC in Heavy Equipment Maintenance	AUTO 1214 Auto Engine Repair AUTO 1134 Auto Suspension /Steering AUTO 1264 Automotive Brake AUTO 1224 Electrical/ Electronic Systems	0	8	8	0	Full-time on McGehee campus
Crossett High School	Adams, Nicholas	Concurrent Instructor	M.A., in History	HIST 2213 American History I HIST 2223 American History II	0	3	3	0	
Crossett High School	DuBose, Cristin	Concurrent Instructor	M.A., in English	ENGL 1013 Composition I ENGL 1023 Composition II	0	3	3	0	
Crossett High School	Brown, Constance	Concurrent Instructor	B.S. in Mathematics M.Ed.	MAT 1203 Technical Math MAT 2213 Advanced Industrial Math	0	3	3	0	
Crossett High School	Harper, Barbara J.	Adjunct/ Concurrent Instructor	A.S., RN-Nursing	NA 1017 Nursing Assistant	0	3	0	0	Adjunct on Crossett campus
Dumas High School	Greenup, Robert	Concurrent Instructor	M.A, in English & Ed.S	ENGL 1013 Composition I ENGL 1023 Composition I	0	3	3	0	
Hamburg High School	Gannaway, Mary Elizabeth	Concurrent Instructor	B.S.N., RN	HIT 1133 Medical Terminology	0	3	0	0	

High School Partner	Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Hamburg High School	Harper, Barbara J.	Adjunct/ Concurrent Instructor	A.S., RN-Nursing	HIT 1133 Tech Medical Terminology	0	0	0	0	Adjunct on Crossett campus
Hamburg High School	Riley, Terri	Concurrent Instructor	M.Ed. English	ENGL 1013 Composition I ENGL 1023 Composition II ENGL 2283 World Literature I ENGL 2293 World Literature II ENGL 1143 Education, Schools and Society	0	9	6	0	Adjunct on Monticello campus
Hamburg High School	Ross, Shelvia	Concurrent Instructor	M.Ed. Mathematics	MAT 1203 Technical Math MAT 2213 Advanced Industrial Math MATH 1043 College Algebra MATH 1143 College Algebra with Review MATH 1033 Trigonometry MATH 2255 Calculus I	0	14	9	0	
Hamburg High School	Wallace, Don	Concurrent Instructor	M.Ed. Agricultural Science/Equivalent Experience	WELD 1103 Blueprint Reading	0	3	0	0	
McGehee High School	Zieman, Jane	Concurrent Instructor	B.S. in Biology M.S. Secondary Science Education	NUR 1514 PN Anatomy & Physiology	0	3	0	0	
McGehee High School	Snow, Kelby	Concurrent Instructor	B.S. in Mathematics M.A.T.	MAT 1203 Tech Math	0	3	0	0	
Parkers Chapel High School	Brown, Jessica	Concurrent Instructor	MAT Graduate Certificate in American History & Graduate Certificate Psychology	HIST 2213 American History I HIST 2223 American History II PSY 1013 Introduction to Psychology	0	6	6	0	

High School Partner	Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Parkers Chapel High School	Cupples, James	Concurrent Instructor	M.Ed. in Mathematics Education	MATH 1143 College Algebra with Review	0	3	3	0	
Parkers Chapel High School	Carlisle, Miranda	Concurrent Instructor	M.A. in English	ENGL 1013 Composition I ENGL 1023 Composition II	0	6	6	0	
Southeast Arkansas Community-Based Education Center	Courtney, Ruthie	Concurrent Instructor	B.S. in Business	COM 1102 Employability Skills/Ethics	0		2	0	
Southeast Arkansas Community-Based Education Center	Harrod, Susan	Instructor	B.S.N.	NA 1017 Nursing Assistant	0	7	0	0	Full-time on McGehee campus
Southeast Arkansas Community-Based Education Center	Vail, Jamie	Concurrent Instructor	High School Diploma/ Equivalent Experience	WELD 1115 Basic Welding WELD 1215 Shielded Arc Welding WELD 1401 Lab Welding I	0	21	0	0	
White Hall High School	Bridgforth, Cherie	Concurrent Instructor	M.S. Mathematics	MATH 1043 College Algebra MATH 1143 College Algebra with Review MATH 1003 Quantitative Literacy MATH 2343 Introduction to Statistics	0	9	6	0	
White Hall High School	Eggleton, Leigh	Concurrent Instructor	M.Ed. in English	ENGL 1013 Composition I ENGL 1023 Composition II	0	9	9	0	
White Hall High School	Sanford, Mollie	Concurrent Instructor	M.Ed. in Educational Theory and Practice	EDUC 1143 Education, School and Society	0	3	0	0	
White Hall High School	Willis, Kameron	Concurrent Instructor	M.A. in Music Performance	MUS 1023 Theory I MUS 1113 Music Appreciation	0	6	0	0	

What significant change, if any, has occurred in faculty during the past academic year?
There were no significant changes in general studies faculty.

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

General Studies: DEV101

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	10	--	DEV 101 First Year Seminar implemented
2013-14	109	+990%	
2014-15	108	-1%	
2015-16	86	-20%	
2016-17	92	+7%	
2017-18	90	-2%	
2018-19	85	-6%	
2019-20	13	-85%	
2020-21	6	-54%	
2021-22			

Concurrent Courses

Academic Year	Total SSCH Production	Percentage Change	Comment
2009-10	2836	-19%	
2010-11	3423	+21%	
2011-12	3993	+17%	
2012-13	4398	+10%	
2013-14	4388	-.2%	
2014-15	6006	+37%	
2015-16	6393	+6%	
2016-17	7065	+11%	
2017-18	6741	-5%	Last year to work with Virtual Arkansas
2018-19	3259	-52%	
2019-20	3125	-4%	
2020-21	2500	-20%	
2021-22			

Note: All percentages are round up to the nearest point

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 Formed	Length of Agreement	Date Renewed
General Studies - Concurrent	Arkansas High School	MOU	7/22/2019	One year	6/30/2020
General Studies - Concurrent	Crossett High School	MOU	8/13/2013	One year	6/30/2020
General Studies - Concurrent	Dermott High School	MOU	8/1/2016	One year	6/30/2020
General Studies - Concurrent	Dumas High School	MOU	7/25/2016	One year	6/30/2020
General Studies - Concurrent	Hamburg High School	MOU	2/18/2010	One year	6/30/2020
General Studies - Concurrent	Lakeside High School	MOU	8/31/2016	One year	6/30/2020
General Studies - Concurrent	McGehee High School	MOU	8/1/2016	One year	6/30/2020
General Studies - Concurrent	Monticello High School	MOU	2003	One year	6/30/2020
General Studies - Concurrent	Monticello Occupational Education Center	MOU	7/27/2016	One year	6/30/2020
General Studies - Concurrent	Parkers Chapel High School	MOU	7/22/2019	One year	6/30/2020
General Studies - Concurrent	Southeast Arkansas Based Educational Center (SEACBEC)	MOU	10/17/2013	One year	7/22/2019
General Studies – Concurrent	White Hall High School	MOU	10/18/2013	One year	7/22/2019
General Studies – Concurrent	Arkansas Virtual High School	MOU	8/31/2020	One year	6/30/2020

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

Faculty Scholarly Activity
-
-

-
-

<u>Notable Faculty or Faculty/Service Projects</u>
-
-
-
-

<u>Faculty Grant Awards</u>
-
-
-
-

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
- Revisions to the BAS were recently approved and will be effective during AY22-23. These updates will give students more options for upper level hours/electives.
- The University Studies freshman course "Pathways to Success" will be effective Fall 2022 which is a new required course.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
- "Pathways to Success" will be added as a required course for every first-time freshman student. The course is designed to provide knowledge of university support services, regulations, and academic opportunities. It also will help provide students with the skills necessary to succeed academically.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.
- Through the "Pathway to Success" course students will learn more about the Tutoring Center, student activities, counseling and a variety of university resources available to them. Students will also be required to attend two workshops through the Testing and Career Center.

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

Revised February 8, 2018

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

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

VISION

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

MISSION

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

CORE VALUES:
- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as

shared responsibility.

- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

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

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

STRATEGIC PLAN

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

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

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

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

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

2. ENROLLMENT and RETENTION GAINS

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

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

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

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

- Prepare and update University Master Plan.

- Partner with system and state legislators to maximize funding.

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

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

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

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

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

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