University of Arkansas at Monticello
Academic Unit Annual Report

Unit: Division of General Studies

Academic Year: 2022 - 2023

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

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 bachelor's of interdisciplinary studies degree.

Progress and Review of Goals from 2022-23
1. STUDENT SUCCESS – fulfilling academic and co-curricular needs
   1.1. Review the BAS for employability and ease of completion for students
   - C&S proposal was submitted and approved changing the BIS Capstone to the General Studies Capstone;
   - A second C&S proposal was submitted and approved to require the Capstone for BAS students. This decreases the number of upper level hours required to complete the degree from 42 to 40;
   - The Capstone is offered online for convenience of non-traditional students.

1.2. Engage athletics to improve partnership and increase academic success of student-athletes
- Created route in Maxient for Compliance Officer to have access to alerts on student-athletes;
- Worked with Compliance Officer to provide documentation for transfer students and quickest route to complete degree;

1.3. Implement freshman orientation UST 1001 "Pathway to Success Class". We hope to see an improvement in retention and academic performance.
- Implementation of this class will increase freshman retention by 3%;
- By having the information and campus resources needed through the UST class, freshman GPA will increase;
- Class attendance campus-wide will improve and the average student will only record 3 absences per class.

2. ENROLLMENT and RETENTION GAINES
   2.1. Develop systematic structures for first-year and at-risk students
   - At the beginning of each term review freshman enrollment to ensure all first-time students are enrolled in an orientation class – either program-specific or UST;
   - Continue to monitor and meet with students identified as Conditional Prep status (13-15 ACT range);
   - Meet at least once with the Degree Pathways Committee to review data and adjust as needed

   2.2. At the end of each term review student list for completion of associate's degrees.
   - Send names to the appropriate Dean and academic unit for degree conferral;
   - Through academic advising meetings, encourage students to enroll in Gen Ed core classes during their first 60-hours of enrollment;

New and Continued Goals for 2023-24
1. STUDENT SUCCESS – fulfilling academic and co-curricular needs
   1.1. Review the BAS for employability and ease of completion for students
   - Meet with Crossett and McGehee campuses at least one time during the academic year to determine if coursework continues to meet the needs of their students and employability;
   - Meet with General Studies committee at least once during the year to revise and update coursework based on availability of classes;

   1.2. Engage athletics to improve partnership and increase academic success of student-athletes
   - Meet at least one with VCAA, Compliance Officer or appropriate athletics staff to review Maxient process and determine if new process is working. Make updates as needed;
   - Continue to review transcripts for transfer students to determine and recommend appropriate course substitutions, D transfers

and majors for quickest route to completion (this is ongoing each academic year);

1.3. Implement freshman orientation UST 1001 "Pathway to Success Class". We hope to see an improvement in retention and academic performance.
- Met with freshman orientation faculty to review textbook and course materials.
- Did not see the initial attendance or retention with the first cohort implemented the following in an effort to improve the course:
  o Updated text to include a "pre" and "post" survey;
  o Updated the time frame and manner the course was taught (offered more 8 week sections, online, etc.).

2. ENROLLMENT and RETENTION GAINES
2.1 Develop systematic structures for first-year and at-risk students
- The Associate Vice Chancellor for Academic Success runs a query prior to the beginning of each term and identifies any student not enrolled in an orientation class. Any student identified is enrolled and contacted regarding an updated schedule (this is ongoing for each term);
- All students identified as Conditional Prep meet with a professional advisor, discuss requires, are allowed to declare an associate's degree and must meet with this advisor throughout the term to discuss success;
- The Degree Pathway Committee meets on an as needed basis and updates key stakeholders. One revision that came out of recent meetings was allowing students in the 13-15 ACT range to declare an associate's degree and not be required to declare a technical program.
  o The effectiveness of this change is still being reviewed and assessed. 2023-24 will be the first full academic year for this change.

2.2 At the end of each term review student list for completion of associate's degrees.
- This goal and action step is ongoing each term. More academic units are developing and implementing associate's degrees.
  o Will work with these deans to develop a query to look for student completion
- Through academic advising meetings, encourage students to enroll in Gen Ed core classes during their first 60-hours of enrollment;
  o At Deans Council meetings after each term review discuss the number of students who could possibly complete an associate's degree by completing Gen Ed core
  o Encourage faculty advisors to enroll students toward completion of their general education classes

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	The BAS has been updated to reflect C&S changes	Set at least one meeting each with Crossett and McGehee campuses to determine if degree still meets employer needs Set meeting with General Education Committee to review coursework and update as needed
1.2	Maxient has been updated so that the Compliance Officer can review and contact student-athletes who are the subject of alerts	Meet with VCAA and athletic staff to determine if needs are being met and/or how to adjust.
1.3	Continue to assess implementation of the UST and adjust as needed	Each term review pre and post assessments from students, adjust course as needed to be relevant to success
2.1	Continuing: Ongoing.	Continue to meet with professional advisors, VCAA and Deans to discuss success of cohorts
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.

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. **From UST 1001 Class**: Define goals and develop skills, attitude and knowledge to succeed; Read, write and present work utilizing appropriate language and conventions **From UST 4001 Class:** Apply your college learning experiences to accomplish your goals; Relay the value of your educational background to your current employer or prospective employers	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 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.	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
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*	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

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 UST 1001 Class: Make connections between the content of your course, your communities and your world **From UST 4001 Class**: Apply your college learning experiences to accomplish your goals Identify multiple options for employment or advanced education made available by completion of the BIS	*Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.	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 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 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
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	Link to Mission: The program instills an appreciation and understanding of the creative, intellectual, social, and scientific forces which shape history and

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 UST 1001 class: Work well with others and live with integrity	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.	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. Data is based on students enrolled in the Freshman Orientation 1001 class in Fall 2022.

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	0	0	0	9	9		18
Language	0	0	0	7	11		18
Delivery	0	0	0	7	11		18
Supporting Material	N/A						
Central Message	0	0	0	7	11		18*

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

Strengths
- This is a freshman-level class and it is encouraging that many were more prepared than we believed. Some students had a good grasp of the information and could articulate it.

Weaknesses
- There were many assessed students who did not submit work (random selection) or attend class
- This assessment was not completed in the online section*

Opportunities for Growth
- Increase the amount of student interaction in class to determine their grasp of concepts. More class discussion, interaction with guest speakers, etc.

Threats to Effectiveness

- Determine and develop best way to implement assessment across different faculty from different academic units

What actions, if any, do you recommend to improve student performance in this learning outcome?
1.1. Meet with Associate Vice Chancellor to develop strategies to implement to improve not only performance but data collection as well

What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?
None

Written Communication

If dimension not assessed, leave blank. Data is based on students enrolled in Freshman Orientation 1001 class in Fall 2022.

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	0	0	0	11	10		21
Content Development	0	0	0	7	14		21
Genre and Disciplinary Conventions	N/A						
Sources and Evidence	0	0	0	7	14		21
Control of Syntax and Mechanics	N/A						

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

Strengths
- Some first-time freshmen come into their first semester with the knowledge of how to write an essay and provide some type of sources cited page

Weaknesses
- Many students are not well-prepared for essay writing and are not sure how to cite a source or, know what a good academic source is.

Opportunities for Growth
- Develop more written assignments/opportunities to review and assess supporting materials and/or central message (the current assessment is based on their final writing assignment)

Threats to Effectiveness
- Division Chair needs to stress the importance of data collection with faculty teaching the course and ensure they are all assessing the same way.

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)
  - SLOs from UST 1001:
    - Define goals and develop skills, attitude and knowledge to succeed;
    - Read, write and present work utilizing appropriate language and conventions
    - Make connections between the content of your course, your communities and your world
    - Work well with others and live with integrity
  - SLOs from UST 4001:
    - Apply your college learning experiences to accomplish your goals;
    - Relay the value of your educational background to your current employer or prospective employers
    - Identify multiple options for employment or advanced education made available by completion of the BIS
- UAM Catalog:
  - 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.
  - Demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
  - Demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and be capable of anticipating how their actions affect campus, local, and global communities.
  - Work collaboratively to reach a common goal and demonstrate the characteristics of productive citizens.

- General Studies page of the UAM website (link to the Annual Assessment Reports)
  - www.uamont.edu/academics/general-studies/reports.html

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

UNDERGRADUATE PROGRAM /MAJOR: Associate of Arts (AA)

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	112	94	112	318/106	1212/121.2
Sophomore	26	27	37	90/30	224/22.4
Junior	15	13	9	39/13	104/10.4
Senior	6	6	4	16/5.33	45/4.5
Post Bach	--	--	--	--	--
Total	159	140	162	463/154.33	1585/158.5

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

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	2	6	3	11/3.66	121/12.1
Sophomore	13	10	10	33/11	313/31.3
Junior	4	6	4	14/4.66	203/20.3
Senior	4	2	3	9/3	63/6.3
Post Bach	--	--	--	--	--
Total	23	24	20	67/22.33	700/70

UNDERGRADUATE PROGRAM MAJOR: Bachelor of General Studies (BGS)

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman				0	50/5
Sophomore				0	31/3.1
Junior				0	70/7
Senior	1			1	147/14.7
Post Bach	--	--		--	--
Total	1			1	298/29.8

UNDERGRADUATE PROGRAM MAJOR: Bachelor of Interdisciplinary Studies (BIS)

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	3	10	8	21	N/A
Sophomore	4	1	3	8	N/A
Junior	5	8	9	22	N/A
Senior	15	8	10	55	N/A
Post Bach	--	--	--	--	
Total	27	27	30	106/35.33	N/A

UNDERGRADUATE PROGRAM MAJOR: Bachelor of Applied Science (BAS)

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	5	6	1	12/4	32/3.2
Sophomore	3	2	4	9/3	24/2.4
Junior	9	15	25	49/16.33	119/11.9
Senior	24	23	17	64/21.33	181/18.1
Post Bach	--	--	--		
Total	41	46	47	134/44.66	356/35.6

UNDERGRADUATE PROGRAM MAJOR: Concurrent Enrollment

Fall 2020	Fall 2021	Fall 2022	3-Year Total	3-Year Average	10-Year Total	10-YearAverage
324	306	438	1069	356.33		

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

Strengths
- Enrollment in the BIS continues to hold steady, 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. They are also declaring the major at the appropriate time.
- The BAS has reduced the number of upper level hours from 42 to 40. This means a possible quicker completion time and lower cost to students.

Weaknesses
- 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.
- At least one class required for completion of the BAS is only offered in the summer. General Studies needs to review classes to include more options for the diversity requirement.

Opportunities for Growth
- There may be additional opportunities to explore transfer agreements from two-year technical institutions into UAM's BAS.
- Additional upper level classes in Hospitality continue to 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.

Threats to Effectiveness
- 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.

Progression/Retention Data
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 2022	17	
Number and percentage that graduated in that major during 22-23 academic year	4	

Major: BIS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	15	
Number and percentage that graduated in that major during 22-23 academic year	5	

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.

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	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average
AASGT-MAJ	82	83	61	226	75
AA-MAJ	123	101	81	305	102
BAS-MAJ	9	13	8	30	10
BGS-MAJ	2	--	--	2	2
BIS-MAJ	24	10	26	60	20

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.
- Students are not actively recruited for the AA or BIS degrees.
  - AA students are typically those who come in undeclared or, do not meet the placement score requirements to declare another program of study
  - BIS students are not actively recruited. These students are referred from other academic areas or, may be returning students who are trying to complete a credential and this is the simplest path.
- BAS students are recruited or referred by the technical campuses
  - There is an opportunity for growth in this area by more actively persuing students who are completing their AAS; either on Crossett or McGehee campuses or other two-year institutions

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

Concurrent 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	Flieder, Vincent	Concurrent Instructor	M.M. Music	MUS 1023 Theory I	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
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 WELD 1315 Gas Tung Arc Weld	0	15	15	0	Full-time on Crossett campus
College of Technology at McGehee	Leftwich-Tharp, Manda	Instructor	B.S. Chemistry and Biology T.C. EMT	EMER 1138 EMT Basic	0	8	0	0	Full-time on McGehee 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	14	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	12	12	0	Full-time on McGehee campus
Crossett High School	Huffstetler, Peyton	Concurrent Instructor	M.A.T.	EDUC 1143 Education for Schools & Society EDUC 2233 Instructional Technology	0	6	0	00	
Crossett High School	DuBose, Cristin	Concurrent Instructor	M.A., in English	ENGL 1013 Composition I ENGL 1023 Composition II	0	6	6	0	
Crossett High School	Harper, Barbara J.	Adjunct/ Concurrent Instructor	A.S., RN-Nursing	HIT 1133 Tech Medical Term	0	12	0	0	Adjunct on Crossett campus
Hamburg High School	Gannaway, Mary Elizabeth	Concurrent Instructor	B.S.N., RN	HIT 1133 Medical Terminology	0	6	0	0	
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	0	6	6	0	Adjunct on Crossett 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 2343 Introduction to Statistics MATH 2255 Calculus I	0	17	9	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	Wallace, Don	Concurrent Instructor	M.Ed. Agricultural Science/Equivalent Experience	WELD 1103 Blueprint Reading	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	Edens, Stacy	Concurrent Instructor	M.Ed. in Library Media / 19 Graduate hours in ENGL	ENGL 1013 Composition I ENGL 1023 Composition II	0	6	6	0	
Parkers Chapel High School	Cupples, James	Concurrent Instructor	M.Ed. in Mathematics Education	MATH 1143 College Algebra with Review	0	6	0	0	
Southeast Arkansas Community-Based Education Center	Reep, Kasey	Concurrent Instructor	B.S.N.	HIT 1133 Tech Medical Term	0	6	0	0	
Southeast Arkansas Community-Based Education Center	Harton, Emily	Concurrent Instructor	B.S.N.	NUR 1514 PN Anat & Physiology	0	6	0	0	
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 1415 Gas Metal Arc Welding WELD 1401 Lab Welding I	0	22	0	0	
White Hall High School	Austin, Kathryn	Concurrent Instructor	M.B.A.	BUS 2613 Tech Small Business Management	0	3	0	0	
White Hall High School	Bridgforth, Cherie	Concurrent Instructor	M.S. Mathematics	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.A.T.	EDUC 1143 Education for Schools & Society	0	3	0	0	

What significant change, if any, has occurred in faculty during the past academic year?
Several faculty from other academic areas are recruited to teach the University Studies freshman orientation class (UST 1001).

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			
2022-23			

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			
2022-23			

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	8/30/2022
General Studies - Concurrent	Cornerstone Christian Academy	MOU	8/29/2022	One year	
General Studies - Concurrent	Crossett High School	MOU	8/13/2013	One year	8/29/2022
General Studies - Concurrent	Dermott High School	MOU	8/1/2016	One year	8/15/2022
General Studies - Concurrent	Dumas High School	MOU	7/25/2016	One year	8/15/2022
General Studies - Concurrent	Hamburg High School	MOU	2/18/2010	One year	8/15/2022
General Studies - Concurrent	Lakeside High School	MOU	8/31/2016	One year	8/15/2022
General Studies - Concurrent	McGehee High School	MOU	8/1/2016	One year	8/15/2022
General Studies - Concurrent	Monticello Occupational Education Center	MOU	7/27/2016	One year	8/15/2022
General Studies - Concurrent	Parkers Chapel High School	MOU	7/22/2019	One year	8/15/2022
General Studies - Concurrent	Southeast Arkansas Based Educational Center (SEACBEC)	MOU	10/17/2013	One year	8/15/2022
General Studies - Concurrent	Warren High School	MOU	12/6/2022	One year	
General Studies – Concurrent	White Hall High School	MOU	10/18/2013	One year	8/15/2022

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

While the Division of General Studies does not directly employ faculty for the University Studies classes it does utilize teaching faculty from a variety of disciplines on campus. Please see the annual reports listed below for faculty teaching the UST 1001 or 4001 classes. These reports will contain their research, awards, scholarly activity and service projects:
- **School of Math and Sciences:**
  - Dr. Morris Bramlett
  - Ms. Lura Cooper
  - Ms. Susan Hatfield
- **School of Education**
  - Ms. Rebecca Newton

- o Ms. Kristie Fowler
- **UAM Taylor Library**
  - o Dr. Renee Clark
- **School of Nursing**
  - o Ms. Jamie Palmer
- **School of Business**
  - o Mr. Greg Hatley
- **Office of Academic Advising**
  - o Ms. Ashley Courson

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
- Revisions to the BAS occurred during this academic year. These updates will give students more options for upper level hours/electives.
- The University Studies freshman course "Pathways to Success" began as a freshman requirement during this academic year.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
- "Pathways to Success" was 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.

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Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

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

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

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

STRATEGIC PLAN

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

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

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

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

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

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

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

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

- Prepare and update University Master Plan.

- Partner with system and state legislators to maximize funding.

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

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

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

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

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

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