

**University of Arkansas at Monticello  
Academic Unit Annual Report**

**Unit:**

**Academic Year: 2023 - 2024**

State your unit’s Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPIs).

**Unit Mission:**

**Unit Vision:**

**Unit Strategic Plan including KPIs (please distinguish new goals from continuing goals.)**

In Table 1, assess your unit’s progress toward meeting Strategic Plan goals during the past academic year and what changes might you consider in order to make additional progress in the coming year. **KPIs should be quantifiable—for example, a goal of increased enrollments should be measured by a specific number or percentage; if school visits are part of a recruitment effort, say how many school visits are your goal; if your goal is to see an improved success rate in a class, by what percentage do you hope to see the success rate increase? Your goals are what you want to achieve. Your KPIs are how you measure your degree of success.**

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

<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>

In Table 2, show the alignment of your academic unit’s Student Learning Outcomes (SLOs) with UAM’s Institutional Learning Outcomes (ILOs) and UAM’s and your Unit’s Vision, Mission, and Strategic Plans

**Table 2: Unit Student Learning Outcomes**

<b>University Institutional Learning Outcomes</b>	<b>Unit Student Learning Outcomes related to each University ILO</b>	<b>Alignment with UAM Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<i>Communication:</i> Students will communicate effectively in social, academic, and			

<b>University Student Learning Outcome (Institutional Learning Outcome)</b>	<b>Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.			
<i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.			
<i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.			
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.			

## UNIVERSITY AND PROGRAM ASSESSMENT

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

### AACU RUBRIC DATA

#### Oral Communication

Context/course in which assessment was done:

*Use separate tables for separate courses.*

*If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.*

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed
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

Context/course in which assessment was done:

*Use separate tables for separate courses.*

*If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.*

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

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
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**

Context/course in which assessment was done:

*Use separate tables for separate courses.*

*If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.*

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Explanation of Issues							
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**

Context/course in which assessment was done:

*Use separate tables for separate courses.*

*If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.*

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Global Self-Awareness							
Perspective Taking							
Cultural Diversity							
Personal and Social Responsibility							
Understanding Global Systems							
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**

Context/course in which assessment was done: \_\_\_\_\_

*Use separate tables for separate courses.*

*If a dimension was not assessed, leave the row blank. If the ILO was not assessed, delete the table.*

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
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:

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?**

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

Fill in unit totals in each box below; summarize action plans (if any are needed) for each Standard; do SWOT analysis based on this data.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
<b>1. Welcome, overview and information</b>						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.						
<b>2. Course Organization</b>						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.						
<b>3. Accessibility</b>						
3.1. At a minimum, videos						

should have automatically generated captions that have been reviewed for accuracy by the instructor.						
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.						
<b>4.Course Activities</b>						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.						
4.2. Course activities encourage learners to develop higher-order thinking and problem solving skills, such as critical reflection or analysis.						
<b>5.Interaction</b>						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.						

5.2. Expectations for interaction are clearly stated.						
5.3. Learners have the opportunity to get to know the instructor.						
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.						
<b>6. Technology Requirements</b>						
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.						
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.						

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

**Strengths:**

Weaknesses:

Opportunities:

Threats:

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

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

Summarize all of your unit changes predicated on assessment data.

### **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.)

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### **Enrollment**

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

UNDERGRADUATE PROGRAM MAJOR:

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman					
Sophomore					
Junior					
Senior					
Post Bach					
Total					

**UNDERGRADUATE PROGRAM MAJOR:**

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman					
Sophomore					
Junior					
Senior					
Post Bach					
Total					

**UNDERGRADUATE PROGRAM MAJOR:**

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman					
Sophomore					
Junior					
Senior					
Post Bach					
Total					

**GRADUATE PROGRAM MAJOR:**

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
<b>ENROLLMENT</b>				

**GRADUATE PROGRAM MAJOR:**

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
<b>ENROLLMENT</b>				

**GRADUATE PROGRAM MAJOR:**

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT				

**GRADUATE PROGRAM MAJOR:**

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT				

**GRADUATE PROGRAM MAJOR:**

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT				

**GRADUATE PROGRAM MAJOR:**

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT				

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

Strengths:

Weaknesses:

Opportunities for Growth:

Threats to Effectiveness:



**Progression/Retention Data**

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

Major:	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021		
Number and percentage graduated in that major during 21-22 academic year		
Number and percentage graduated in that major during 22-23 academic year		
Number and percentage that graduated in that major during 23-24 academic year		

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

Strengths:

Weaknesses:

Opportunities for Growth:

Threats to Effectiveness:

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

**Table 5: Gateway Course Success\***

Course	Remediation	2020-2021 *Passed		2020-2021 Failed		2021-2022 *Passed		2021-2022 Failed		2022-2023 Passed		2022-2023 Failed		3-Year Trend *Passed?		3-Year Trend Failed		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Course	Required Remediation																	
Course	No Remediation																	
Course	Required Remediation																	
Course	No Remediation																	
Course	Required Remediation																	
Course	No Remediation																	

\*Passed = A, B, or C; Failed = D, F, or W

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

Strengths:

Weaknesses:

Opportunities for Growth:

Threats to Effectiveness:

**Completion (Graduation/Program Viability)**

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

**Number of Degrees Awarded:**

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average

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

**Tracking graduates**

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

Record the number of recent graduates entering jobs related or unrelated to their major or pursuing further credentials related or unrelated to their major. **[The table below is not entirely new but significantly revised.]**

Graduates past three years	CP:			
	TC:			
	Assoc:			
	Bach:			
	GC:			
	Master:			
	Related to major	Unrelated to major	Unknown	Pursuing higher credential
Graduates past three years entering workforce	CP:	CP:	CP:	CP:
	TC:	TC:	TC:	TC:
	Assoc:	Assoc:	Assoc:	Assoc:
	Bach:	Bach:	Bach:	Bach:
	GC:	GC:	GC:	GC:
	Master:	Master:	Master:	Master:
Salary range	CP:	CP:		
	TC:	TC:		
	Assoc:	Assoc:		
	Bach:	Bach:		
	GC:	GC:		
	Master:	Master:		

**Faculty**

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

<b>Teaching Load</b>								
Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments

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

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2014-15			
2015-16			
2016-17			
2017-18			
2018-19			
2019-20			
2020-21			
2021-22			
2022-23			
2023-24			

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

**Unit Agreements, MOUs, MOAs, Partnerships**

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed

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

Faculty Scholarly Activity

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- 
- 
- 

Notable Faculty or Faculty/Service Projects

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- 

Faculty Grant Awards

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

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

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

**Other Unit Student Success Data**

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

**Revised March 2024**

## **Addenda**

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

#### **VISION**

The University of Arkansas at Monticello will be recognized as a model open access regional institution dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the region, state, and beyond.

#### **MISSION**

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

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

#### **CORE VALUES:**

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



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

- *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**

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

Outcome 1.1: Exemplify a student-centered culture.

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

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

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

**KPI:** *Academic standing data*

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

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

**KPI:** *On-time graduation rate*

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

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

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

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

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

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

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

*KPI: Academic standing data*

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

*KPI: Number of senior projects and capstone experiences*

*KPI: Number of student internships and practicums*

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

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

Strategy 2.1.1: Expand the advertisement of job postings.

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

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

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

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

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

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

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

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

Outcome 2.3: Increase retention of faculty and staff.

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

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

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

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

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

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

*KPI: Average years of employment for faculty*

*KPI: Average years of employment for staff*

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

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

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

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

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

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

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

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

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

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

*KPI: Maintenance or construction projects accomplished each year*

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

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

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

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

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

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

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

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

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

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

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

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

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

Outcome 3.4: Augment operational funding through external efforts.

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

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

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

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

*KPI: Outreach to prospective donors*

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

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

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

**2. What evidence do you have that students achieve your stated learning outcomes?**

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

**3. In what ways do you analyze and use evidence of student learning?**

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

**4. How do you ensure shared responsibility for student learning and assessment of student learning?**

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

**5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**

- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

**6. In what ways do you inform the public about what students learn—and how well they learn it?**

- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

**Addendum 3: Arkansas Productivity Funding Metrics**

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

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

**Revised: March 2024**