Assurance Argument

University of Arkansas at Monticello

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The University of Arkansas at Monticello is a state-supported institution of higher learning, a part of the University of Arkansas System, and a regional university established to serve the educational needs of southeastern Arkansas. The UAM mission grows out of the Role and Scope Statement established by the statewide coordinating board, the mission of the University of Arkansas System, and UAM's distinctive purpose.

The Arkansas Higher Education Coordinating Board establishes appropriate Role and Scope designations for each public higher education institution in consultation with representatives of the colleges and universities, and is charged with reviewing these designations periodically. The Role and Scope designations were last revised in 2008.

The Role and Scope statement is intended to be concrete, specific, and to distinguish one university from another. The statement typically discloses the nature and range of the institution's responsibilities and activities: the geographical service area; disciplines in which programs are provided; levels of degree offerings; dominant characteristics of the student clientele; other constituencies to be served; and emphasis areas.

Role and Scope of the University of Arkansas at Monticello

The University of Arkansas at Monticello is responsible for serving:

- Residents of southeast Arkansas who have completed a high school education and are seeking a college degree or continuing professional education and residents of the state through specific degree programs and services.

- Employers in the region in both public and private sectors—school districts, health care providers, local governments, and private employers including the agriculture and forest product industries.
- Regional economic development interests and entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students. Certificate and associate programs in applied technologies, including nursing and selected allied health fields.

UAM serves these audiences by providing

- Certificate and associate programs in applied technologies including nursing and selected allied health fields.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominately undergraduate student body.
- Baccalaureate programs in the professional fields of forestry, education, community services, nursing, business, and human services (i.e. social work and criminal justice).
- Master's programs in forestry, education, and music.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

Special Features

- An open admission university.
- Forest Resources program.
- UAM College of Technology campuses in Crossett and McGehee provide education in associate, certificate programs, and the Arkansas Heavy Equipment Operator Training Academy offers training and certification for timber and construction equipment operation.

While other institutions in Arkansas are designated as primarily teaching institutions focusing on undergraduate education, UAM is the only four-year university in the state with the specific designation as **an open admission university**. HLC Visiting Teams have noted the deep support of the UAM community for this mission despite -- or perhaps because of -- the inherent and significant challenges of open admission.

The 2016 UAM 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.

The UAM 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 student 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.

UAM 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 support and advocacy.

1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

When Dr. Karla Hughes became UAM's chancellor in 2016, among her first actions was the creation of a Mission Statement, a Vision Statement, and the elaboration of UAM's Core Values. The University's Mission Statement had last been revised in 2004, and the 2014 Visiting Team had noted the desirability of a more focused Mission Statement. These were approved by the System President and supported by the UAM Executive Council, which comprises the vice chancellors, as well as the UAM Board of Visitors.

1.A.2 Academic programs, student support services, and enrollment profile are consistent with its stated mission.

The academic programs clearly reflect UAM's mission. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professional programs, and vocational and technical preparation. Programs routinely change to meet changing needs: in 2016, for example, UAM added a Certificate in Diesel Technology in response to the needs of local employers, and continuing dialogue means more programs in development. Military Science was added as a

program of study in 2005 but was discontinued when the National Guard moved its post to Pine Bluff in 2017. During the last academic year, three new Technical Certificates and four Certificates of Proficiency were approved by the state and the HLC, as well as an Associate of Applied Science degree in Advanced Manufacturing Technology, all designed to meet the evolving needs of the region.

A rigorous system of program reviews, discussed in detail in Section 4.A.1, assures that programs are healthy and adapting to changing circumstances. Each program is reviewed on a ten-year rotating schedule, which includes a self-study and review by outside authorities.

Increased attention on Student Success, including retention, reflects the imperatives of the UAM Vision as well as the Core Values, and took brick-and-mortar form with the September 2018 dedication of the Student Success Center.

The Office of Student Affairs provides a variety of programs and services to promote academic success and development of students. Student Affairs programs include the University Tutoring Center, Counseling and Testing Center, Career Services, resources for veterans, Residence Life, Dining Services, the Wellness Center, the Office of Student Health Services, Intramurals and Recreation, the University Behavioral Intervention Team, Student Programs and Activities, and Upward Bound. Details regarding each of these student services components are more fully discussed in Sections 3.D.1 and 4.B.2.

Finally, the enrollment profile of the University demonstrates adherence to the mission as an "open access regional institution." UAM remains predominately an undergraduate institution with 74.5% of its enrollment coming from within the state. Almost sixty percent of the student body comes from the school's primary recruiting area of eight surrounding counties: Arkansas, Ashley, Bradley, Chicot, Cleveland, Desha, Drew, Jefferson, Lincoln, and Union. However, since enrollment in school districts in this area is declining, other Arkansas counties and other states will become more important sources of students in the future. Further details on population and enrollment trends in the primary recruiting area can be found in 1.C. Retention is discussed in Criterion 4.

1.A.3. The institution's planning and budgeting priorities align with and support the mission.

After Chancellor Hughes had established the Mission and Vision Statements for the University, she initiated a strategic planning process in order to build on those foundations. The process and plan are discussed more in Criterion 5, but it is worth noting here that the three primary goals of the Strategic Plan are Student Success; Enrollment and Retention Gains; and Infrastructure Revitalization and Collaborations. In the spring of 2018, departments and schools were instructed to develop their own strategic plans that would align with and help ensure the success of the UAM Plan. Budget requests must now explicitly link requests to the university's and/or the unit's strategic plan.

That budgeting priorities align with the mission is apparent in the IPEDS data that note that 45% of all FY2018 Core Expenses were related to Instruction. A further 8% were for Student Services

and 4% for Academic Support. How the budget process aligns with planning is discussed in Criterion 5.

Budget Items Related to the UAM Mission		
Budget Line	2016-2017	2017-2018
Instruction	22,198,749 (52%)	19,866,447 (45%)
Academic Support	2,029,804 (5%)	1,967,399 (4%)
Student Services	3,488,030 (8%)	3,419,289 (8%)
Total	49,682,037	50,275,334

Sources

- 10 Year Program Review 18-19.pdf
- 18-19 Budget Prep Memo
- 2018-2019 Budget
- 2018Enrollment by County
- 2018Enrollment by Ethnicity
- 2018Enrollment by State
- Acad Aff Weevil Wisdom
- ADHE AHECB Role & Scope list
- ADHE Role and Scope Responsibility
- BOV Agenda 1-22-19
- bovminutes4-14-16
- Budget Request Worksheet
- Chancellor - Strategic Plan
- Chancellor April 2018 Update
- Chancellor's 2018 Report
- Diesel technology proposal 8 13 15
- Exec Counc Minutes3-9-16
- FY19 Budget Exhibits Detail
- IPEDS Finance Summary FY 18 and FY 17
- Mission – University of Arkansas System
- SSCH and FTE by Fall Terms
- Strategic Planning Process 2015-16
- Student Affairs _ University of Arkansas at Monticello
- UAM Center for Economic Education _ Economics Arkansas _ UA Monticello
- UAM Mission Statement
- UAM Organizational Chart
- UAM Role and Scope Statement page 17

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The University articulates its mission in several venues including the catalog, strategic plan, and the web site. The mission statement is included in each edition of the UAM catalog, this year on pages 16-17. The mission statement has pride of place on the UAM webpage under the "About UAM" tab on the website. The Strategic Plan puts the UAM mission at the forefront of its unifying center.

1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purposes.

Chancellor Hughes rewrote the Vision and Mission Statements upon taking office in 2016. These statements lay out the University's commitment to service to the community, education for our diverse student base, scholarship, leadership, and collegiality. The Core Values lay out the guiding principles for actions, including an ethic of care, professionalism, collaboration, evidence-based decision-making, and diversity.

Having received approval of these statements from the UA System Office, the chancellor began developing a process for a new Strategic Plan, a process described in 5.C. The final plan comprises three primary goals which are built upon the Mission: Student Success, Enrollment and Retention Gains, and Infrastructure Revitalization and Collaborations.

In the spring of 2018, department and division leaders were all instructed to develop unit strategic plans that incorporated elements of the university's plan, helping to insure a unified approach to serving UAM's constituencies. Units make public their strategic plans on their websites.

1.B.3. The mission document(s) identify the nature, scope, and intended constituents of programs and services offered.

The mission document(s) -- the role and scope statement, the University mission and purposes, the strategic planning focus area -- all clearly identify the nature, scope, and intended constituents of programs and services offered. The University is responsible for serving residents of Southeast Arkansas and the state, and this is reflected in its enrollment profile. UAM serves area K-12 schools seeking college general education courses for advanced students, particularly through its concurrent enrollment program. The University serves employers in the region in both public and private sectors through efforts such as the Educational Renewal Zone, a grant-funded office in the School of Education, which coordinates cooperative work among schools, the regional educational cooperative, and UAM. The Colleges of Technology provide training at various levels. The University serves regional economic development interests with the Small Business and Technology Development Center and through the efforts of individual units and faculty. UAM provides certificate and associate programs, baccalaureate programs in more than thirty areas, and master's programs in education, forest resources, arts and humanities, and music. UAM is the only true open admissions four-year institution of higher education in the state, and has the only School of Forest Resources in Arkansas. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. All of this is made clear in our public mission documents.

Sources

- 2018Enrollment by State
- ASBDC
- Catalog - Mission Statement pp 16-17
- Chancellor - Strategic Plan
- Chancellor April 2018 Update
- Chancellor Mission Vision Core Values
- Chancellor's 2018 Report
- CIS Resources _ University of Arkansas at Monticello
- concurrent student handbook
- Degree Programs _ University of Arkansas at Monticello
- ERZ
- Strategic Planning Process 2015-16
- UAM Home Page
- UAM Mission Statement
- UAM Role and Scope Statement page 17
- UAM web vision

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

UAM's Mission Statement and Core Values make clear the university's commitment to serve in a diverse society.

UAM was established and continues to serve the educational needs of Southeastern Arkansas which has a distinctive and challenging demography. Since 2000, the region has lost 15.3% of its population, and where in 2000 the region comprised almost 10% of the state's total population, it now represents about 7%. In ethnic composition, the area is around 62% white, 30% African American, 5% Hispanic, and the rest unknown or other. UAM's student body mirrors this, with the Fall 2018 headcount showing an African American presence of 28.1% and a Hispanic population that has grown from 1% just a few years ago to 5.8%.

Several other characteristics of the UAM area are significant. The 2010 U.S. Census shows the area to rank below not only the nation but also the state averages in education and income, as demonstrated below:

Census Data

	USA	Arkansas	UAM Area
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	28.2%	19.6%	13.3%
Median household income, 2007-2011	$52,762	$40,149	$31,506
Persons below poverty level, percent, 2007-2011	14.3%	18.4%	23.8%

The area served by UAM is part of the Federal Government's Delta Regional Authority. The 252 counties and parishes served by the Delta Regional Authority make up the most distressed area of the country. The disparities between the Delta region and the nation as a whole are stark.

- Life expectancy for men and women in every county and parish of the Delta region is below the national average;
- According to the Bureau of Labor Statistics, when unemployment spiked across the nation in November 2010, the number of those out of jobs in rural counties was twice that of the national average;

- 96% of the 252 counties and parishes served have per capita income levels at or below the national average;
- The rate of persistent poverty in the region is almost four times higher than the national rate;
- Compared with the national rates, deaths in the Delta from circulatory diseases are 16% higher, deaths from cancer are 12% higher, and deaths from accidents are 39% higher; and
- More than 32% of adults in the Delta report that they are obese (compared to 26% in non-Delta counties) and almost 12% report that they are diabetic (compared to 8.9% in non-Delta counties).

These are sobering statistics; the University of Arkansas at Monticello is in virtually the geographical center of this distressed area.

1.C.1. The institution addresses its role in a multicultural society.

The University of Arkansas at Monticello is a small university with an enrollment of fewer than 3,000 students, most of whom are from the immediate geographic area. UAM aims to develop an appreciation for other cultures which leads not merely to *tolerance* but to appreciation and intercultural *competence*. Throughout the academic year, UAM strives to offer students, faculty, and staff opportunities and organizations that promote multiculturalism and celebrate diversity.

UAM promotes an open atmosphere of learning and exposure to different cultures through a variety of course offerings, student organizations, and a range of campus activities. Multiculturalism is addressed through curricular offerings and co-curricular offerings. Curricular offerings are discussed under 3.B.4; student activities and campus activities are discussed here.

These include:

- The UAM National Pan-Hellenic Council (NPHC) comprises four African-American fraternities (Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, and Phi Beta Sigma) and two African-American sororities (Zeta Phi Beta and Delta Sigma Theta). Each organization has a week-long celebration of their heritage, culture, and special traditions, and brings celebrations to area schools.
- The University has hosted events in recognition of Martin Luther King Day and Black History Month, including public talks, films with discussions, and trivia contests. The Library had Facebook posts and public displays in August 2018 for Black-Owned Business Month, featuring photographs and articles on local individuals and a district judge.
- The [African American Alumni Association](#) is an informal group that meets during Homecoming to celebrate achievements of students and alumni, as well as to raise scholarship funds.

- The [Gay Straight Alliance](), GSA, student organization was established in 2007 and remains active with around ten members and faculty advisors. The Taylor Library had a book display in the summer of 2018 for Gay Pride Month.

For several years the Office of Admissions, International Club, and Division of Student Affairs have sponsored International Week featuring international cuisine and displays open to the campus and the community. In recent years, students from Australia, Argentina, Brazil, Canada, France, Ghana, Iceland, Malaysia, Nepal, Panama, Samoa, Singapore, Spain, and Sweden have participated in the events. International students volunteered in ESL classes throughout the community and provided home-country displays for area middle school students.

Finally, the Strategic Plan calls for a task force to explore "study-abroad partnerships and the feasibility of a Global Studies interdisciplinary major, minor, and/or emphasis area." ([Strategic Plan](), Goal 1, KPI 8; currently put on hold)

1.C.2. The institution's processes and activities reflect attention to diversity as appropriate within its mission and more the constituencies it serves.

UAM adheres to affirmative action in all of its processes. The university's [affirmative action plan]() was most recently revised in September of 2018. The University submits a [Minority Recruitment and Retention Report]() to the Arkansas Department of Higher Education each year.

Since 2011, total minority enrollment at UAM has averaged about 35%, as noted above. Minority enrollment at the Crossett campus is also at 35%, while at the McGehee campus it is about 64%, including 54.6% African American.

The Minority Recruitment and Retention Report includes information on financial aid awarded to minority students over the past academic year. From fall 2016 through summer 2017 the University reported awarding 946 Pell Grants to minority students (compared to 895 for white students), about 2,000 loans evenly divided among minority and white students, and about one-third of all scholarships going to minority students:

Both Colleges of Technology have made efforts to recruit Hispanic students for English as a Second Language courses. The College of Technology at Crossett has made arrangements for interpreters for Hispanic students taking non-credit courses.

UAM's commitment to students of the region is manifest by the 2017 *New York Times* analysis showing that UAM's students come primarily from the lowest economic tiers; of 377 colleges across the nation, UAM ranked 356th in Median Parent Income and 13th in its share of students from the economic bottom fifth.

Recruitment and retention of a diverse faculty and professional staff are basic expectations in all job searches. As of June 2018 minorities accounted for approximately one-fourth of professional (classified) and non-professional (non-classified) staff, but only 11.72% of faculty. Search committees have been consistently frustrated by the lack of competitive salaries to lure scholars to a rural setting.

Data for Fall 2016 from IPEDS provides additional details on faculty ethnicity and gender. Since fall 2009, enrollment by gender at UAM has remained approximately 41 percent male and 59 percent female. The faculty is almost evenly male and female. On the basis of gender, student enrollment and full-time faculty are comparable. However, a breakdown by rank shows more females at the rank of assistant professor and instructor and slightly more males at the associate professor level (54 percent). In 2016-17, 16 of 20 full professors were male. Last spring two female faculty members and one male faculty member were promoted to full professor making the current gender breakdown 4 females of the 21 full professors.

Tenured Males As of November 1, 2018						
Race/Ethnicity	**Faculty Rank**					**Total**
	Professors	**Associate Professors**	**Assistant Professors**	**Instructors**	**Lecturers**	
Nonresident Alien						0
Hispanic/Latino						0
American Indian/Alaska Native						0
Asian	1	2				3
African American		2				2
Hawaiian/Pacific Islander						0
Caucasian	20	11				31
Two or More Races						0
Unknown	1					1
Total Men	**22**	**15**	**0**	**0**	**0**	**37**

Tenured Females As of November 1, 2018						
Race/Ethnicity	**Faculty Rank**					**Total**
	Professors	**Associate Professors**	**Assistant Professors**	**Instructors**	**Lecturers**	
Nonresident Alien						0
Hispanic/Latino		1				1

Race/Ethnicity	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	Total
American Indian/Alaska Native						0
Asian						0
African American		2				2
Hawaiian/Pacific Islander						0
Caucasian	4	16		1		21
Two or More Races						0
Unknown						0
Total Females	**4**	**19**	**0**	**1**	**0**	**27**
Total Male and Female	**26**	**34**	**0**	**1**	**0**	**61**

Tenure Track Males
As of November 1, 2018

Race/Ethnicity	Faculty Rank					Total
	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	
Nonresident Alien						0
Hispanic/Latino						0
American Indian/Alaska Native						0
Asian			1			1
African American						0
Hawaiian/Pacific Islander						0
Caucasian			19			19
Two or More Races						0
Unknown						0
Total Men	**0**	**0**	**20**	**0**	**0**	**20**

Tenure Track Females
As of November 1, 2018

Race/Ethnicity	Faculty Rank	Total

	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	
Nonresident Alien						0
Hispanic/Latino						0
American Indian/Alaska Native						0
Asian			1			1
African American						0
Hawaiian/Pacific Islander						0
Caucasian			9			9
Two or More Races						0
Unknown						0
Total Females	**0**	**0**	**10**	**0**	**0**	**10**
Total Male and Females	**0**	**0**	**30**	**0**	**0**	**30**

Non-Tenure Track Males

As of November 1, 2018

Race/Ethnicity	Faculty Rank					Total
	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	
Nonresident Alien						0
Hispanic/Latino						0
American Indian/Alaska Native						0
Asian				1		1
African American				1		1
Hawaiian/Pacific Islander						0
Caucasian			1	26		27
Two or More Races						0
Unknown						0
Total Men	**0**	**0**	**1**	**28**	**0**	**29**

Non-Tenure Track Females As of November 1, 2018						
Race/Ethnicity	**Faculty Rank**					**Total**
	Professors	**Associate Professors**	**Assistant Professors**	**Instructors**	**Lecturers**	
Nonresident Alien						0
Hispanic/Latino						0
American Indian/Alaska Native						0
Asian						0
African American				3		3
Hawaiian/Pacific Islander						0
Caucasian			1	39		40
Two or More Races						0
Unknown						0
Total Females	**0**	**0**	**1**	**42**	**0**	**43**
Total Male and Females	**0**	**0**	**2**	**70**	**0**	**72**

All Males As of November 1, 2018						
Race/Ethnicity	**Faculty Rank**					**Total**
	Professors	**Associate Professors**	**Assistant Professors**	**Instructors**	**Lecturers**	
Nonresident Alien						0
Hispanic/Latino						0
American Indian/Alaska Native						0
Asian	1	2	1	1		5
African American		2		1		3
Hawaiian/Pacific Islander						0
Caucasian	20	11	20	26		77

Two or More Races						0
Unknown	1					1
Total Men	**22**	**15**	**21**	**28**	**0**	**86**

		All Females				
		As of November 1, 2018				

Race/Ethnicity	**Faculty Rank**					**Total**
	Professors	**Associate Professors**	**Assistant Professors**	**Instructors**	**Lecturers**	
Nonresident Alien						0
Hispanic/Latino		1				1
American Indian/Alaska Native						0
Asian			1			1
African American		2		3		5
Hawaiian/Pacific Islander						0
Caucasian	4	16	10	40		70
Two or More Races						0
Unknown						0
Total Females	**4**	**19**	**11**	**43**	**0**	**77**
Total Male and Female	**26**	**34**	**32**	**71**	**0**	**163**

Sources

- 2017 Financial Aid to Minorities
- 2018Enrollment by Ethnicity
- Affirmative Action Plan 2018
- Annual Report-Minority2018
- AR Health Rankings 2019
- Chancellor - Strategic Plan
- Delta Regional Authority
- DRA_Todays_Delta_2016
- Greek Life

- GSAFlyerFall2018 (002)
- International Week
- IPEDS 2017EnrollmentData
- Minority Retention Five Year Plan18
- NYTimes Analysis 2017
- Strategic Plan Update 201904
- Student Activities
- Student Organizations _ 18-19
- UAM African American Alumni Association slates homecoming events - News - Ar
- UAM web vision
- UAM_IPEDS_Human_Resources_Data.pdf

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

UAM's Mission and Vision Statements make clear that the school serves its communities in a variety of ways with students, faculty, and staff contributing "to the quality of life indicators in the community, region, state, and beyond." Within the Delta community and the wider community of higher education, UAM strives to serve by:

- Providing affordable, high quality undergraduate and graduate education appropriate for Southeastern Arkansas, the state, and the region.
- Fostering faculty, staff, and student outreach through service activities.
- Making instruction available through UAM's service area using all appropriate means of delivery.
- Promoting economic development through collaboration, research, and technical instruction.
- Furthering the intellectual and cultural life of the community and region.

UAM serves Monticello and Southeastern Arkansas in its assigned duty of offering college education to the residents of the area. Significantly, approximately half of the student body comprises first-generation students. The Nursing and Education schools help prepare personnel critical to the region's schools and health agencies, and they actively solicit input from those agencies. UAM's strong science programs help to train local students, including under-represented minority students, in STEM majors and careers.

With the state's only Forestry program, UAM trains leaders for this critical part of the Arkansas economy. The Small Business and Technology Development Center provides training and consulting services for local entrepreneurs. The UAM Center for Economic Education is one of six university centers in Arkansas affiliated with Economics Arkansas. Since 1962, Economics Arkansas has been training Arkansas K-12 teachers how to integrate principles of economics and personal finance into the classroom curriculum. Economics Arkansas offers resources and professional development training for K-12 teachers and is affiliated with the national Council for Economic Education.

Departments bring in and make available significant speakers and events that are available to the public. The Winthrop Rockefeller Distinguished Speaker Series biennially schedules presentations from individuals of national distinction. Literary scholars, historians, archaeologists, and other scholars offer important insights to area citizens on both local history and scholarship in their fields, such as insights on the area World War II Japanese-American and Italian POW Internment Camps.

UAM faculty and staff model a strong commitment to a culture of public service and community involvement as an example for the student body. Faculty and staff work with student organizations on service projects, act as advocates for various causes and organizations, and serve on numerous boards, commissions, and advisory councils at local and state levels.

UAM faculty members also work directly with local school districts, conducting workshops, speaking to classes, and assisting teachers and other staff. Service is a significant part of faculty's annual performance evaluation.

Staff and faculty members from all over campus are active in the local community with volunteer events such as:

- The Southeast Arkansas Regional Science & Engineering Fair attracts students from across the region, and faculty from virtually all UAM departments help judge papers and displays.
- The History Department has just reestablished History Day for area schools.
- UAM Debate coaches and team members co-host an annual high school debate tournament.
- Drew County's annual Log-A-Load project, led by UAM Business Office staff, has generated over one million dollars for the Arkansas Children's Hospital.
- Student organizations combine to organize food and supply drives for a local Domestic Violence Shelter as well as the Arkansas Food Bank Halloween Food Drive and local food pantries.
- Hospitality service students and faculty from UAM-CTC have hosted banquets for a local Chamber of Commerce, Hope Banquet, and the American Heart Association.

UAM sponsors numerous student organizations, and most encourage a strong culture of public service by participating in projects that represent service, outreach, and involvement with the local community. Students are also active in a number of their disciplines, notably Social Work and Nursing, in working with local service and health agencies in carefully structured and rigorously assessed projects.

Through its athletic programs, UAM offers area residents Division II basketball, baseball, and softball. Home football games of the Boll Weevils draw many alumni and friends to pregame tailgating by Weevil Pond.

The Athletic Department also conducts annual sports camps for children in football, basketball, and baseball with an average total yearly attendance of approximately 400 children.

1.D.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

UAM is a public university and does not generate financial revenues for investors, related, or parent organizations. From its establishment, UAM's primary identity and guiding purpose has been to respond to the educational needs of its students and the region. As a publicly funded institution, UAM has no financial obligations to any investors, parent organizations, or any supporting organizations. UAM does engage alumni and friends to help enhance educational experiences for students. The university endeavors to be a responsible steward of public resources while keeping costs low for its students. And UAM cooperates with other colleges and universities in order to improve the quality of life for "the community, region, state, and beyond."

1.D.3. The institution engages with its identified external constituencies and communities of interest.

In addition to the services noted in 1.D.1 above, UAM is inextricably engaged with Southeast Arkansas in a variety of ways. With campuses in Monticello, McGehee, Crossett, and Warren, the University has a presence in many of the local counties, providing educational opportunities, jobs, and local events. The university works closely with agencies and employers to meet needs specific to the area.

In service to regional school systems, faculty members from the UAM School of Education serve in the Southeast/UAM Education Renewal Zone (ERZ). This service partners wtih the Southeast Arkansas Education Service Cooperative and area schools to provide technical assistance, professional development opportunities, and explore opportunities for communication and collaboration. The ERZ provides a wide range of services to area schools and teachers, including workshops throughout the year which frequently involve UAM faculty. For example, since 2017, English and Library faculty have teamed up to offer area teachers summer workshops on resources for research and writing.

Because UAM's School of Nursing provides the region with most of the professional nurses, the School established an Advisory Board comprising representatives of area health care facilities. Input from this board helps assure that the School's training continues to meet the real needs of the region.

In 2015, UAM signed a Memorandum of Agreement with the UA System's online degree program, eVersity, which is striving especially to reach the thousands of Arkansans who began college but for any reason were unable to complete their degree. UAM provides registration, financial aid, and library services for eVersity.

The Arkansas Small Business and Technology Development Center (ASBTDC) is a university-based economic development program that assists entrepreneurs with every aspect of business creation, management, and operation. The UAM office is one of seven offices around the state.

The Colleges of Technology in McGehee and Crossett have been especially solicitous of discerning and acting on the needs of area employers. Just within the past three years, the McGehee campus, after meetings with regional leaders of trucking and logging companies, developed a certificate program in diesel mechanics , which included conversion of a facility in a new location south of Monticello, to meet a regional need. The Crossett campus in 2017 developed its Federation for Advanced Manufacturing Education (FAME), as the needs of lumber companies like Georgia Pacific have been rapidly evolving. This partnership with area industries ensures that UAM's course offerings evolve with those industry conditions.

As the area's cultural leader, UAM some forty years ago created the Southeast Arkansas Concert Association. This group serves the contiguous six-county area by providing a variety of concerts throughout the year, but its major focus is bringing musical and dramatic arts directly to area schools through its SMARTS (Schools Majoring in the Arts) program. During the 2018-19 season, the SMARTS program reached more than 20,000 schoolchildren. UAM provides the Fine Arts Center as the performance venue for the public offerings, which include an annual youth musical presentation such as 2019's *Mary Poppins, Jr*. The musical includes dozens of local children in the cast, and area schools bus in thousands of students for four or five matinee performances in March. From award-winning Young Artists to symphonies and choirs, from Nashville stars who grew up in Monticello to rising stars of opera, the SEARK Association provides important artistic experiences to the region as well as to UAM students and faculty.

Another important contribution to area musical culture, the University has very active choir, band, jazz band, and drama programs. Yearly, students perform on campus in senior recitals open to the public. The Marching Band performs at athletic events, drill competitions, and area parades. The nationally ranked UAM Jazz band performs at both local events and regional competitions, and thrills area students in performances for the SMARTS programs. Musicals such as the Music School's 2017 *Fiddler on the Roof* engage, entertain, and inspire students and neighbors alike. And the school offers several weeks of Band Camp every summer.

UAM is working with the Arkansas Natural and Cultural Resource Commission, among others, to establish a Southeast Arkansas Heritage Trail. The law office of former Arkansas Governor Tindall, the Taylor home on the circa-1846 Hollywood Plantation, and the World War II Italian POW camp site owned by the University will become part of the Heritage Trail with the goal of historic preservation and promoting tourism in Southeast Arkansas.

And finally, Agriculture faculty have worked with local farmers to develop breeds of heirloom tomatoes that fit local growing conditions and marketing opportunities. The annual "Tomatoes at the Trotter" dinner in June features a four-course dinner based on tomatoes harvested from the School's Heirloom Tomato research garden. Evening activities include taste-testing of new varieties of tomatoes by the guests, and the results have helped guide this unique collaborative research.

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- NYTimes Analysis 2017
- Program Review Business
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- Rockefeller Speech 2019
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- Southeast Arkansas Education Service Cooperative - Home
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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

For over a century, the University of Arkansas at Monticello has served the education needs of Southeast Arkansas. With its mission based on the legislative mandate to provide open access to the residents of its demographically challenged area, UAM has evolved to meet the changing needs of its students and the region. The primary source of teachers and health professionals for Southeast Arkansas, UAM works closely with area businesses as well to help meet their workforce requirements.

UAM's mission is widely understood and is tenaciously embraced by the faculty and staff, and all of UAM's activities -- teaching and learning, strategic planning, resource allocation -- flow out of and refer back to that mission. And within that focus, UAM strives to expose students to the rich diversity of the world, engaging them in coursework and service activities that enrich their education and prepare them for their own service.

The student body reflects the region's demographic characteristics, and in order to help students best meet their significant challenges, UAM continues to seek innovative ways to provide the education, broadly defined, that will lead students to succeed in their courses and their lives

UAM is an important, even vital part of the region's economy and cultural life, and seeks to return the community's support with opportunities and service to its neighbors. A lively, ongoing dialogue with the geographic and wider academic communities helps assure that UAM fulfills its mission to Southeast Arkansas, the state, and beyond.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Arkansas at Monticello operates with integrity and follows fair and ethical policies and procedures in all of its operations.

As part of the University of Arkansas System, UAM is guided by the System Board of Trustees and the UAM Board of Visitors, discussed in sections 2.C and 5.B.

The University also follows policies and procedures developed by the Arkansas Department of Higher Education (ADHE). The ADHE

serves as the administrative staff for the Arkansas Higher Education Coordinating Board. The Board consists of twelve members who are appointed by the governor. As part of its responsibilities, the staff develops and implements board policies and procedures. Additionally, the Department reviews academic programs; administers statewide financial aid programs and contracts with the Southern Regional Education Board for support of graduate and first professional study outside of Arkansas; recommends institutional operating, capital, and personal services budgets; and collects and reports on student and course data as part of a statewide data base and academic program inventory for policy studies.

Any addition of a program or certificate, such as the 2016 Certificate in Diesel Mechanics, must be approved by the ADHE, as demonstrated by the attached letter. Similarly, restructuring and redefining remedial programs is coordinated by the ADHE, whose policies help coordinate higher education statewide.

The UAM Operating Procedures set standards of conduct for faculty and staff. For example, all full-time faculty and staff must make an annual disclosure of potential conflicts of interest. Other annual disclosures required of University employees include declaration of concurrent employment for payments in excess of certain amounts from another state agency.

 Ethical Fiscal and Business Practices

The University of Arkansas System Administration provides information for Finance and Administration. The System Office is responsible for coordinating all financial policies and procedures in the UA System including annual budgeting, debt financing, investments, oversight of capital projects and required financial reporting. The Office works with the campuses in the System to manage the process for the issuance of capital construction bonds, which are general obligations of the Board of Trustees. The Office also works with the President and the Chancellors to review annual operating budgets for approval by the board.

Similarly of importance for the fiscal integrity of the system is the Internal Audit. This agency carries out approved audit plans including system-wide risk and control assessments; annual campus financial and operational analyses; ongoing assurance testing; and staff support to the audit committee. Reports from these analyses are used in the continuous improvement of business practices. Annual financial statements of the UA System and campuses are audited by an external auditing agency, the Arkansas Legislative Audit. In addition, the Internal Audit is responsible for support of the fraud hotline which all System employees can use to report suspicions of wrongful conduct. A direct link to the fraud hotline is available on the "Contact UAM" website.

In seeking maximum transparency, the System Office of Finance and Administration provides access to financial information on its website, including several years of the University's operating budget, unaudited quarterly reports, and schedules of tuition and fees.

In addition to this, UAM has a website in compliance with Arkansas Code 6-61-135 that presents a searchable database of unaudited expenditure data. The database is intended to provide transparency to the people of Arkansas and our constituents of UAM's stewardship of public resources. The data are derived from the general ledger accounting records and not intended to supplement or replace the annual audited financial report. The database is updated monthly and organized by fiscal year and provides "search and drill down" capability.

The Office of State Procurement (OSP) for the State and has primary responsibility and oversight for the state-wide procurement of commodities as well as technical and professional services for all colleges and universities. State procurement policies are available on the OSP website. UAM procurement staff have many years of experience with these policies and regularly attend conferences and seminars to discuss updates to policies in procuring goods and services according to these procedures. The University's compliance with these regulations is reviewed annually by the Legislative Audit (see above) and also on an ad hoc, periodic basis by the University of Arkansas System Internal Audit Department. It is UAM's practice to quickly address any findings that may indicate non-compliance with these policies.

The University of Arkansas at Monticello is attentive to all fiscal policies and procedures including those fiscal policies from external and internal sources. A list of UAM Operating Procedures pertaining to fiscal affairs is accessible from the UAM website.

Personnel Policies

All University employee positions are authorized by the Arkansas General Assembly in the campus biennial appropriations act and are designated as classified or non-classified positions.

The University of Arkansas at Monticello is committed to complying with all applicable federal, state and local laws and regulations relative to providing educational and employment opportunities to all persons regardless of their economic or social status. The University affirmative action plan was most recently revised in September of 2018. University affirmative action hiring procedures were last revised in July 2011.

Policies related to faculty employment issues such as appointment, promotion, tenure, and dismissal are regularly updated to reflect changes to federal and state law, and are published in the Faculty Handbook. Policies for other non-classified and classified staff are included in the Employee Staff Handbook.

Both the Faculty Handbook and the Operating Procedures (for Staff) include procedures for filing of formal grievances, which are handled promptly and in accordance with policy.

The Human Relations webpage is another important source of information on UAM personnel policies with information on affirmative action, hiring procedures, grievance procedures for academic and non-academic personnel, minority recruitment, Title IX, notice of nondiscrimination, and policies for adjudicating a complaint of harassment or unlawful discrimination.

Annual performance reviews are important for helping to ensure integrity of faculty, staff, and administration. Performance reviews are currently performed for all classified staff according to State Personnel Policy. Probation policies are in place for employees who receive an unsatisfactory rating.

All faculty members, administrators, and staff are evaluated annually. Faculty members are evaluated by their students, faculty peers, and their unit heads. The purpose of the evaluation is to improve teaching effectiveness and other aspects of job performance and to support decisions concerned with promotion, tenure, and merit pay. The Faculty Handbook provides a description and a timeline for evaluations as well as specific policies and forms for self-evaluation and evaluation by the dean. Part-time faculty are likewise evaluated by their students and by their unit heads. Administrators and professional staff are evaluated annually by their direct supervisors.

Sources

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- Affirmative Action Plan 2018
- Affirmative Action Policy
- AHECB Approvals 4_20_18
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- Annual Fac Eval by Dean
- Annual Fac Eval Course of Action
- Arkansas Department of Higher Education
- Arkansas DFA Policies Guidelines
- Arkansas Legislative Audit homepage
- Bank Account Authorization
- Chancellor - Strategic Plan
- ConcurrentEmploymentRE
- Conflict of Interest
- Contact UAM _ University of Arkansas at Monticello
- Cost of Attending UAM _ University of Arkansas at Monticello
- Diesel technology proposal 8 13 15
- Face to Face Course Syllabus
- Faculty Annual Eval Course of Action
- Faculty Annual Eval Procedures
- Faculty Annual Eval SelfEvaluation
- Faculty Annual Eval Timetable
- Faculty Annual Evaluation by Faculty Peer Chair Dean Director
- Faculty Handbook
- GrievanceProceduresStaff
- Hiring Procedures
- Human Relations_ University of Arkansas at Monticello
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- Performance Probation
- Professional Devpt Week 2018 Schedule
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- System Financial Documents - University of Arkansas System.pdf
- title ix notice of nondiscrimination
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- UA System Finance and Administration
- UA System Internal Audit
- UAM Bond Ratings
- UAM Dean Self Evaluation SWOT Administration
- UAM Investment Policy_
- University Behavior Intervention Team (U.B.I.T.) _ University of Arkansas at

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The University of Arkansas at Monticello meets its obligation for clear and complete disclosure to multiple audiences across a variety of media.

Website: UAM's website is the primary source of information for external and internal audiences. The homepage includes a series of dropdown menus for Academics, Admissions, Student Life, Chancellor, About UAM, and Other Resources. For items not explicitly listed in the dropdown menus there is a website search box, although this tool will refer only to general topics, and not to exact webpages. To improve UAM's website, a team began in the spring of 2018 to study new site structures and technical architectures for the university's web presence. UAM contracted with the consulting firm of Simpson & Scarborough to assist with rebranding the website and to help guide the university in the selection of a new web content management system. UAM plans to launch the new website in the summer of 2019.

Consumer Protection: UAM makes available consumer information including tuition and fees, retention statistics, campus security policies, crime statistics, financial data (described in 2A), and student financial resources. The Office of Institutional Research provides links to data on enrollment, retention, graduation rates, and other topics. The information in the Chancellor's webpage includes direct links to the UA System and from there to the Board of Trustees, as well as to the Board of Visitors, listing its members and linking to the minutes of meetings.

Catalog: The University Catalog provides all relevant academic information including the academic calendar, accreditation information, degree programs, fees and expenses for the year of publication, and degree progression plans. A quick study of the table of contents indicates the broad scope of detailed information in this official document.

Programs: The Academics Tab on the UAM homepage has a direct link to a listing of Degrees and Majors. Information on these is included in both the Catalog and in the pages for each program in the Academics section of the website. General requirements for graduation and specific requirements for each degree are in the Catalog. Programs can also provide information on job placement, retention, assessment, and strategic plans.

Alumni: The website for UAM Alumni is outdated, but recently hired staff are making plans for significant enhancements.

Students: The Student Handbook contains easily accessed information on student rights and responsibilities, student government, student services, and significant federal regulations

including the [Clery Act,](#) [Title IX](#), FERPA, affirmative action, and financial resources. Policies on residence life, academic appeals, and other topics are also listed. The Handbook, as well as the [Handbook for Concurrent Students](#), is accessed under the Student Life link on the UAM homepage.

Access to Costs to Students / Student Loan Access Information

Most information/policies related to the cost of attendance and general student financials are found online through the [Financial Aid webpage](#) under Admissions on the UAM website. Specific information provided includes [Cost of Attendance](#) and a [Net Cost Calculator](#).

Cost of Attendance information is also made available in the University Catalog and in the University's Application Packet, and is included in Student Right to Know information.

Access to Faculty Credentials

A full [list of instructors](#) and their academic credentials is provided in the Catalog. In addition, departments include a listing of faculty and staff on their webpages.

Access to Accreditation Information

Information related to accreditation by various agencies can be found under [UAM Accreditation](#) under the "About UAM" tab on the UAM webpage. The mark of affiliation with the Higher Learning Commission is displayed toward the bottom of most primary UAM webpages.

The availability of information described within this section demonstrates that the University is transparent in its operations. Information is clearly listed, is redundant, and can generally be found on several different web pages or through a variety of searches.

An additional source for information related to the different information/statistics of the University can be located on the [Office of Institutional Research webpage](#). Information included on this page includes University Fast Facts, Institutional Data, and access to information related to the reports published by entities outside of the University.

Sources

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- Administrative Committees
- Alumni _ University of Arkansas at Monticello
- AnnualSecurityAndFireSafetyReport

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- Catalog TOC
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- Course Schedule Fall 18
- Degree Programs _ University of Arkansas at Monticello
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- Financial Aid _ University of Arkansas at Monticello
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- Office of Institutional Research _ University of Arkansas at Monticello
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- University Police _ University of Arkansas at Monticello

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

UAM operates within the University of Arkansas System. The ten-member System Board of Trustees, representing all areas of the state, is sufficiently autonomous to make decisions in the best interest of the institutions and to assure its integrity.

The structure, composition, and autonomy of the Board are guaranteed by the Arkansas Constitution. Members are appointed by the governor in staggered ten-year terms. Additionally, the Department of Higher Education is itself a bridge and a buffer among the university and the Governor, General Assembly, and public pressure.

A Board of Visitors also serves UAM. Its twelve members are appointed by the Governor and come from the counties that UAM primarily serves. The stated purposes of the Visitors are to serve in a liaison role between UAM and the System President and Trustees, to encourage UAM's support, and to furnish counsel and guidance, by advice and recommendations.

 2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The System Board of Trustees meets at least five times per year, the location of the meetings being rotated through the various campuses of the system. Agendas are set and made publicly available in advance of the meetings, and include items submitted to the System President by the campuses. Agendas and minutes are available on the System website.

2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Board meetings are open to the public. UAM administrators, occasionally accompanied by external constituents, attend these meetings. Significant actions in furthering the mission of UAM include the Board approvals in 2003 of the incorporation of the technical institutes at Crossett and McGehee. More recently, the Board approved the 2017 renovations of the Library and Horsfall Hall and the construction of the Student Success Center. Other recent actions have included approval of the new Mission and Vision statements, the Strategic Plan, and the regular annual evaluation of tuition and fee schedules.

2.C.3.   The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other parties when such influence would not be in the best interest of the institution.

Board policy lays out the standards of conduct required of Board members and defines actions which would constitute a conflict of interest. Policy 335.1 sets out standards of ethical conduct for all University of Arkansas employees and outlines procedures to be followed if these standards are violated. Policy 330.1 prohibits nepotism, contains provisions to ensure independence from elected officials, and governs conflicts of interest between employees and contractors.

2.C.4.   The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Board of Trustees delegates management of the operations of the university to the Chancellor, who in turn delegates responsibilities to the Executive Council, composed of the Vice Chancellors for Academic Affairs, Finance and Administration, Operations, Student Engagement, Advancement, and the two Colleges of Technology. Minutes from January and February illustrate the Council's discussions.

Oversight of academic matters is given to the UAM Assembly by Board of Trustees Policies 100.4 and 1410.1, which designate the Assembly as the ruling legislative body for the development and revision of educational policies and programs of UAM. Composition, leadership, and work of the Assembly are described in more detail in 5.B.2.

Through the leadership of the Chancellor and Vice Chancellors, the UAM administration oversees the day-to-day management of the institution. The UAM Assembly, and in particular the Curriculum and Standards Committee, the Technical Programs' Curriculum and Standards Committee, and the Graduate Council, manage academic matters for the campuses.

Sources

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- Assembly minutes Fall 2018
- Board Meetings - University of Arkansas System
- Board of Trustees – University of Arkansas System members
- Board of Visitors _ University of Arkansas at Monticello

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- Board Policy 1410.1 UAM Constitution
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- BOT Policy 100.4 Rules and Regulations of the Board of Trustees of the University of Arkansas for the Governance and Administration
- BOT Policy 330.1 Employee and Contractor Conflict of Interest
- BOT Policy 335.1 University Code of Ethical Conduct
- Executive Council.pdf
- UAM Executive Council Minutes Sept 2018 - April 2019.pdf

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The University of Arkansas at Monticello demonstrates in statement and practice its commitment to freedom of expression and the pursuit of truth in teaching and learning.

The UAM Constitution begins with this affirmation: "We, of the University of Arkansas at Monticello, share with all universities the commitment to search for truth and understanding through scholastic endeavor."

Faculty freedom in research, expression, and teaching is codified in the chapter on tenure in the Faculty Handbook. This chapter assigns to the faculty freedom in the design of their courses, provided their policies and actions produce the desired student learning outcomes (SLOs) expected by the University. The Handbook goes on to say that "the faculty member is entitled to full freedom in research and in the publication of results," and "in the policies governing faculty service, the University clearly states that faculty members are protected in their expression of academic freedom." The Handbook also notes responsibilities of the faculty, especially in their dealings outside the university, including the expectation that "faculty should at all times make an effort to be accurate, exercise good judgment and appropriate restraint, show respect for the opinions of others, and indicate that they are not spokesmen for the institution."

UAM is committed to its students having freedom of expression with regard to their academic program. The UAM Student Handbook lays out the right of assembly and provides a number of ways for students to have a voice in the activities and even governance of the University, including through student government and student representation on many committees. Students must adhere to ethical standards regarding academic honesty and integrity in order to maintain a UAM community of teachers and learners that reflects honesty, integrity, and fairness, and assures the integrity of the curriculum through high expectations for student learning and performance. The Student Handbook provides clear directions on pursuing grievances for a variety of complaints.

UAM provides a variety of forums in which students can conduct research and enjoy freedom of expression including the award-winning Debate Team; and two literary journals, *The Foliate Oak* and Gravel, feature works of fiction, creative nonfiction, and poetry by UAM students, faculty, and others. Grant funding is available from sources that include the Arkansas Department of Higher Learning Student Undergraduate Research Fund (SURF) grant. And guest lectures, notably the Winthrop Rockefeller Lecture Series, and the Library's annual celebration of faculty scholarship help model for students the importance of research.

In addition to holding to the [Library Bill of Rights](#), The Taylor Library vigorously promotes the [American Library Association Code of Ethics](#), which recognizes that "In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations." A celebration of [Banned Book Week](#) makes for lively exhibits and discussions. The Library strives to make all of its resources, especially its online resources, available to all members of the UAM community, and in 2018 purchased laptops for loaning to UAM students without access to their own computers.

Sources

- Academic Freedom
- ALA Code of Ethics
- Board Policy 1410.1 UAM Constitution
- Chancellor Mission Vision Core Values
- FACULTY RESEARCH COMMITTEE CONSTITUTIONAL DESCRIPTION
- Faculty Scholarship Celebration
- Foliate Oak February 2018
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- Library Banned Books
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- Rockefeller Speech 2019
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- Student Handbook - Grievances
- Student Handbook p 103 Organizations
- Student Handbook p 59 Right of Assembly
- UAM Debate Wins 2017 Varsity Division Debate Title In National Season-Long Awards
- UAM Debate Wins Varsity Division Debate Title In National Season-Long Awards
- UAM Mission Statement

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

The University of Arkansas at Monticello encourages faculty and staff to continue their professional development through research and other scholarly activities and has policies in place that ensure integrity in the acquisition, discovery, and application of knowledge.

2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Faculty are encouraged to apply for external support for their research programs. The Faculty Research Committee is charged with recommending the distribution of available University research funds and with promoting research across campus.

The office of the Academic Affairs oversees responsible research through the Institutional Review Board (IRB), appointed by the VCAA. The IRB has established policies on the use of human subjects for research or in-class experimentation and monitors their implementation. All protocols for human experimentation must be approved by the Human Subjects Committee subject to IRB policies. The University through the Institutional Animal Care and Use Committee supports the responsible use of animals in research and teaching by complying with all applicable laws and government regulations.

The Fred J. Taylor Library supports students, faculty, and staff in their scholarly endeavors through the variety of services it provides. The Library makes its resources available on campus and online, and the Library website includes guides to research and concerns such as proper citation and avoiding plagiarism. Classroom instruction by librarians will include discussion of the ethical use of information, one of the tenets of Information Literacy.

The Information Technology Department, in addition to providing support for the academic activities of students, faculty, and staff, strives to teach the ethical and responsible use of computers, and has established a Computer Usage Policy applicable to students, faculty, staff, and guests. The policy lays out proper and improper use of computers and the University's network. All faculty, staff, and students who use a University computer network connection are required to sign a form stating that they have read, understand, and agree to abide by this policy.

2.E.2 Students are offered guidance in the ethical use of information resources.

Students receive guidance in ethical and responsible use of information resources from a variety of sources. In addition to the policies of the Library and the guidance it offers as noted above, the Student Handbook contains information about the University's academic policies including the academic code of conduct.

2.E.3. The institution has and enforces policies on academic honesty and integrity.

The academic conduct code is spelled out in the Student Handbook along with the procedures for handling violations of the code. In addition, faculty are required to include a statement of policy on academic code violations in their syllabi.

The Office of Academic Affairs, in conjunction with the faculty, enforces the academic conduct code. In the past four school years through May, 2018, there were 52 occurrences of academic dishonesty reported to the Office of Academic Affairs. Of these academic code violations, 23 were incidents of cheating, and 27 were incidents of plagiarism, of which five were both cheating and plagiarism. Four of the plagiarists were required to retake the test or rewrite the paper with a 25% penalty. Two instances were of falsifying documents, which resulted in a failing grade for the course. In two instances, the students were given warnings, and in one case no credit was given for the paper or test.

Sources

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- Academic Code Violations
- Animal Care Committee 18-19
- Animal Use Care Policy090606
- computer usage policy
- FACULTY RESEARCH COMMITTEE CONSTITUTIONAL DESCRIPTION
- IRB Policy on Human Research
- Library guide plagiarism
- Library guide research
- Research Forms, Policies & Procedures _ University of Arkansas at Monticello
- Writing Center _ University of Arkansas at Monticello

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A. The institution's degree programs are appropriate to higher education.

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree and certificate awarded.

As detailed in Section 4, each program not accredited by a professional organization undergoes a rigorous program review every ten years, including a self-study and a visiting scholar's analysis of the program, such as these recent reviews of the School of Busines and the History Program These reviews, along with regular annual reporting, help assure that degrees and certificates are still viable and offered appropriately.

Academic programs seek input from local business leaders to assure that course requirements meet the evolving needs of the real world, such as the Nursing School's Advisory Board. The Colleges of Technology have Advisory Committee meetings where local business leaders review the schools' updates and curriculum changes. A typical result was the development in 2017 of a certificate program in Diesel Technology. Similarly, local lumber company training leaders have helped refine existing programs in the operation of lumber equipment and the development of the first FAME Program in Arkansas.

On each campus, the Curriculum and Standards Committee, an Assembly standing committee with representatives from each academic unit and the Deans Council, as well as student

representatives, has primary oversight over programs and courses. Committee minutes, such as these from the Fall 2018 semester, show the Committee's efforts to insure the educational quality while being sensitive to the needs of all of the academic units.

One key to good performance by students is assigning them to appropriate levels of coursework. UAM, as detailed in Section 3.D.2, uses the results of standardized testing and GPAs in helping students choose classes wisely. The Degree Pathways system as described in 3.D.2, approved in 2018 and implemented in 2019, is meant to help students attain academic success at the level that is right for them and, as possible, avoid the often lethal trap of remedial courses. Such courses remain necessary, if on a much reduced scale, and UAM's Developmental courses in Math and English are detailed in Section 3.D.2. Gateway courses, such as Introductions to Psychology or Criminal Justice, broad History courses, and the like are carefully monitored by the use of EAB data to identify courses that may need attention. Deans will examine both course content and the work of individual faculty to try to locate areas that can be strengthened.

Capstone courses in many programs help assure the soundness of major programs of study. Courses including ART 4693 Senior Thesis, COMM 4633 Senior Capstone, ENGL 4763 Advanced Composition, or ENGL 479V Senior Project are examples of these. Graduate classes are offered at the 5000-level of courses and are distinguished by appropriate rigor, and are available only to individuals admitted for graduate study by the UAM Admissions Office. The Master of Fine Arts in Creative Writing has its own student learning outcomes and program assessment separate from those of the undergraduate English and writing programs. Similarly, the Master of Music in Jazz Studies has its own SLOs and assessment tools in place. Some units must update courses regularly, such as Federal Tax Accounting and Auditing because of frequent changes to tax law. Units modify their curricula to reflect needs of the students with consideration to job markets. The School of Agriculture, for example, recently added an option in Site Specific Management, which includes three new classes pertaining to precision agriculture, in direct response to trends in production agriculture technology.

UAM faculty use a variety of data to gauge the rigor and success of classes. The School of Mathematical and Natural Sciences uses assessment data that are based on student performance on national examinations for graduate schools, professional schools, and end-of-course exams provided by professional organizations. These exams include the Graduate Record Exam (GRE), the Praxis II exam, the Medical College Admissions Test (MCAT), the Dental Admissions Test (DAT), the Optometry Admissions Test (OAT), the Pharmacy College Admissions Test (PCAT), and the standardized final exams from the American Chemical Society (ACS). Section 4.A.6 describes some successes in the school's preparation of its students.

In the School of Computer Information Systems, students must complete CIS4634, Application Development Project, the capstone course which requires students to integrate various aspects of the curriculum from a variety of courses they've taken leading up to this point. Students are expected to develop an idea for a computer system, move the idea through the Systems Development lifecycle, create the code itself, then successfully demonstrate, test, and document their system.

In July of 2018, the School of Forestry and Natural Resources (SFNR) and the School of Agriculture were merged to form the College of Forestry, Agriculture and Natural Resources (CFANR), becoming the first *college* at the University of Arkansas at Monticello. With this change there are realignments of administrative, teaching, and program support responsibilities. Opportunities for improving efficiencies and effectiveness in all of these areas are being explored, and the University's goal of improved student success will inform all changes made in these areas. Lessons learned here will be applied to upcoming reorganizations.

During the 2017-2018 academic year, a new Associate of Science in Agriculture degree was developed to provide students with the opportunity to earn a credential after completing the foundational coursework of the Bachelor of Science in Agriculture degree. Similarly, a key initiative in Forestry was the development of an Associate of Applied Science in Forest Technology degree in 2017. The program developed this degree in response to the needs of industry in the state, determined during meetings with lumber company leaders. Through an assessment of previous SFNR degree offerings, the school determined that we could deliver an AAS degree that would provide the education and training needed while requiring that only three new courses be added to current course offerings.

One example of new technologies being brought to bear for the benefit of UAM students is through the use of drone technology. Four high quality drones (fixed-wing and rotary) have been purchased, and two faculty are undergoing the licensing process through the FAA. The use of drones in natural resources management is evolving rapidly, and these drones will be used in content delivery for multiple CFANR courses.

In both Colleges of Technology the timeframe for completion of certificates ranges from as short as eight weeks for certificates of proficiency to a maximum of two years for the advanced technical certificate. Faculty and administration in these two colleges must utilize each program's Advisory Committees to insure that curriculum, equipment, and levels of performance are current and adequate for training in each career field. Both colleges demonstrate high pass rates for licensure in practical nursing, evidence that courses and programs are delivering coursework that is current and relevant to the vocation. Other programs' certification tests for successful completers such as Welding Technology (American Welding Certifications), Nursing Assistant (Certified Nursing Assistant), Early Childhood Education (Child Development Associate), Heavy Equipment (National Craft Assessment and Certification), EMT and Paramedic National Registry and Hospitality Services (SafeServ™) are all measures that reflect programs and courses are current and are equipping students with the levels of performance required in those fields.

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

UAM is transparent in publicizing the requirements for all of its programs. This information is readily available in the online catalog and is detailed in clearly titled sections which include academic regulations, graduation requirements, eight-semester plans for each major, and course descriptions. Readers also find specific information about requirements for majors and other regulations in the sections under each academic unit. The catalog contains separate sections for

the graduate programs and the colleges of technology. Academic units include their courses of study on their web pages. The University also has templates for syllabi for both face-to-face and on-line courses. The syllabi articulate the learning outcomes for each course.

Sections of the catalog relating to undergraduate, graduate, and technical programs include detailed information on admissions requirements, reflecting best practices nationally. Both the undergraduate and technology courses of study require students to sit for nationally recognized admissions tests, while the graduate programs are not consistent in requiring the Graduate Record Exam (GRE). The School of Education will accept either the Praxis or GRE, while in the CFANR only international students must take the GRE. The School of Arts and Humanities does not require standardized admissions tests for its program in creative writing. The MFA program does, however, require a portfolio demonstrating a potential for success in being published. For the Master of Music in Jazz Studies, the application includes recordings demonstrating that an individual has achieved a level of musicianship that justifies admission to rigorous graduate studies. Graduate programs, as noted above, have learning outcomes distinct from those of the undergraduate programs as can be seen in catalog descriptions of the programs in Forestry, Education, and Music.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality.

The University has in place regulations designed to achieve consistency in the quality of instruction, uniformity in course objectives, and appropriate means of assessment for courses, regardless of mode of delivery. As mentioned above, the uniform syllabus format helps guide consistency in learning outcomes. Faculty on all campuses understand that content and SLOs are to be consistent for online and face-to-face courses. All syllabi are approved by deans, helping to ensure consistency of content for all modes of delivery. Compilations of syllabi from face-to-face, online, and hybrid courses demonstrate that, in all schools and on all campuses, course content remains the same while the delivery and schedule may vary.

Some schools take special care in assuring consistency of content. For Mathematics courses where multiple sections of a course are offered such as MATH 143 Introduction to Algebra, MATH 183 Intermediate Algebra, MATH 1003 Survey of Mathematics or MATH 1043 College Algebra, exams for each of these courses are typically written by a committee of mathematics teachers. These exams are distributed to all sections of the course. Instructors of concurrent credit courses offered in mathematics can also use these committee-written exams. Each year, mathematics courses are evaluated by the mathematics faculty members for quality of content and teaching.

The faculty and coursework of the two Colleges of Technology, including the courses taught at the Diesel Training Academy south of Monticello and the campus in Warren, are closely supervised by the Assistant Vice Chancellors for both colleges.

Concern for quality extends beyond campus: concurrent faculty hold the same minimum academic qualifications as regular faculty and must submit syllabi for approval to the Dean, fulfilling the same requirements as an on-campus course. The concurrent course uses the same textbook as the on-campus course, or an alternate textbook approved by the Dean for concurrent use. A student who is enrolled in a concurrent credit course must meet the same requirements as a student who takes a course on the campus.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

UAM's General Education Program is designed to build a foundation for all students, including those moving into upper-division courses. Required coursework is responsive to the needs of UAM's racially, culturally, and economically diverse student population.

The state legislature's Act 98 of 1989 established parameters for General Education Core within Arkansas to help guarantee transfer credit equivalences. Act 747 of 2011 requires that all baccalaureate degrees be 120 credit hours and all associate degrees be 60 credit hours, with any exception to be approved by the Arkansas Department of Higher Education.

UAM has a 35-credit hour General Education core requirement which both meets state requirements and allows students freedom for electives, within the limits of Act 747. This 35-hour core is used by all associate (non-technical) and baccalaureate degree programs. A standing committee regularly reviews the General Education program, and in 2016 the Chancellor appointed a special task force to consider ways to revitalize the program. The recommendations from the task force were reviewed by the General Education Committee and a proposal to broaden the course offerings under communication, humanities, and social sciences is before the Trustees, having received the necessary campus approvals.

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Within the parameters of the state's requirements for General Education, UAM has structured its program to meet the specific learning needs of our students. As mentioned earlier, the General Education curriculum is in the tradition of the historic liberal arts design. Within the framework of the General Education core, students have the opportunity to encounter the primary academic disciplines. Because UAM is an open admission institution, having a core of courses that impart "broad knowledge and intellectual concepts" is especially important.

At UAM, all General Education courses have always been housed in the academic unit under which they reside and not in a separate division or program. For example, the two Composition classes are in the School of Arts and Humanities; the World History surveys are located in the School of Social and Behavioral Sciences. This serves the University well because the subject area experts are in control of the courses and can best develop the curriculum. General Education courses have long been considered "broad and general," and hence having the courses in their respective academic units keeps the courses true to this discourse.

In spring 2019, the General Education Committee voted to adopt more specific student learning outcomes which also received campus approval. The revised student learning outcomes will be published in the 2019-2020 UAM Catalog. The General Education student learning outcomes focus on communication, critical thinking, global learning, and teamwork. When General Education is successfully completed, a student should be prepared to:

- 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 how their actions affect campus, local, and global communities.

- Work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Whether through practical application, exhibitions or recitals, or research projects, all programs engage students in acquiring knowledge or a skill and demonstrating a mastery of that skill or knowledge. Information literacy, taught through exercises and writing, is part of freshman- and sophomore-level coursework, such as English Composition II. Library faculty work with many instructors in helping students structure effective research on topics, coaching them to identify their question, locate and evaluate information, and use the information in ethical ways. The majority of courses in the Sciences, Forestry, and Agriculture, such as Genetics and Ecology, have laboratories with experiments and/or field exercises that require the use of the scientific method, experimental design, and statistical analysis of data. Upper-level courses include seminars that require more sophisticated research techniques, and many programs, such as Computer and Information Science, Criminal Justice, and History, have capstone courses that culminate with independent research and an oral presentation which incorporates previous coursework. Many disciplines also incorporate group projects which help students prepare for professions that involve teamwork.

The work of students is recognized in a variety of ways: senior Art students have exhibitions (and sometimes make money selling their work), while Music students give public recitals. English senior students present their work to audiences of students and faculty from around the campus. Faculty in the Sciences and in Forestry have frequently included their students, both graduate and undergraduate, as their co-authors in papers and presentations. The two literary journals, described in 3.B.5, are both produced by and include work by graduate and undergraduate students. The School of Social Work hosts an annual poster session for research projects by students in all majors.

Students in several of the Sciences and in Social Work courses are encouraged to work on projects involving the community, sometimes with surprising results: the now-thriving Monticello Farmers Market resulted from an Agriculture major's Independent Study.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

UAM's student body includes a large number of African American students, a growing number of Hispanic students, and a small but animated group of international students. These all enrich the culture and life of the school. Faculty and administrators understand that integrating diversity into courses, programs, and activities enhances the education of all students. Some programs, like Social Work, have courses focused on educating students in the application of appropriate social values, theories, and methods pertaining to the limitless variety of human behaviors and interactions. Nursing and Education students, as part of professional training, are required to self-report on their awareness of and preparation for working with people from different cultures. The Business and Computer Information Systems Schools incorporate attention to diversity in courses dealing with legal or ethical training. Yet other programs, such as Forestry, Agriculture, and Natural Resources, include discussions of diversity as it relates to the management of agricultural production or natural resource policy.

Technical programs because of their brevity do not require survey courses in social and behavioral sciences; however, cultural awareness is ingrained in programs such as Practical

Nursing, Early Childhood Education, Health Information Technology, Administrative Office Technology, and Hospitality Services. Even in the more industrial programs such as Electromechanical Technology, Welding, Heavy Equipment and Automotive Services Technology, a growing need exists to equip students with aptitudes necessary for the increasingly global economy. Technical and business communication courses address the need for understanding life and valuing diversity beyond one's own circle.

In the Hospitality Services programs, instructors invite individuals from other countries and/or cultures to visit, share information about themselves and about food and its preparation in their country. Typically, the students observe and then sample dishes that these guests prepare.

The Office of Student Engagement has sought to increase appreciation for cultural diversity through International Week, which includes a Library display and a week of "international meals." Foreign language clubs help students learn more about specific cultures.

UAM recognizes also the importance of having a diverse faculty. According to IPEDs data from November, 2018, full-time faculty comprised 86 men and 77 women, of whom 4.9% were African American and 3.6% were Asian. The institution strives to recruit and retain minority faculty members, but UAM's geographic location and salary constraints often present significant challenges. This is explored more fully in chapter 3.C.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Although UAM is primarily a teaching institution, both faculty and students are involved with scholarship and creative works in ways that reflect the UAM Mission.

Scholarship, along with professional growth and development, is a part of the annual evaluation of all full-time faculty, with different schools weighting scholarship differently. Faculty across the university meet requirements in varying ways. For example, English faculty consistently write, publish, and present in many forums. Current faculty members have particularly excelled in the area of creative writing, having published 27 books of fiction, creative nonfiction, and poetry, and over 500 short works in these genres in national and in international journals, and have won seven national awards for their individual work. English faculty also do scholarly work with students, notably through two literary magazines: *The Foliate Oak*, which is edited by UAM undergraduate students, and *Gravel,* which is edited by UAM graduate students.

Faculty in the College of Forestry, Agriculture, and Natural Resources publish extensively, as do faculty in the School of Mathematics and Sciences. In addition to their own work, faculty members in these schools have research assignments and mentor undergraduate and graduate students in research projects. Students give presentations and show research posters at a variety of symposia and conferences, such as the Mathematical Association of America, Society of American Foresters Annual Convention, The Wildlife Society Annual Conference, the Southeast Association of Fish and Wildlife Agencies, and the North American Duck Symposium. Faculty in these schools also include students in the teams that apply for grants, acquainting them with more facets of scholarship

Almost all Science faculty members (other than lab instructors) are involved in undergraduate research and regularly win UAM teaching awards. Faculty and students have received research grants from the National Science Foundation (NSF), National Aeronautical and Space Administration (NASA) and Network for Biomedical Research Excellence (INBRE) to fund undergraduate research projects in biology, chemistry, and physics. Oral and poster presentation are made at the Arkansas Academic of Science, INBRE conferences, the Arkansas Space Grant Consortium (NASA) symposiums, the ARK-SLAMP minority research, the Arkansas Curriculum Conference, and the National Council of Teachers of Mathematics meeting.

UAM students are widely involved with national honor societies in which faculty play active roles encouraging and guiding students. The local chapter of Alpha Chi typically has three students give papers at -- and take home awards from -- the national conference, as can be seen on pages 10,12, 20, and 23 from the 2018 Conference Program. In the Social and Behavioral Sciences, students in the History society (Phi Alpha Theta) and the Psychology society (Chi Psi) regularly attend and present papers at state and occasionally national conferences. In the 2015-16 and 2016-17 academic years, English students presented at the Sigma Tau Delta International Convention. Political Science students frequently give papers at international symposia. Art and Music students attend shows where they display or perform to larger audiences than generally occur in Monticello. Art students attend the Arkansas Art Educators Conference, and in 2018 they judged the annual Southeast Arkansas K-12 Art Exhibition and participated in regional exhibitions. This February, the UAM Jazz Band won several awards at the prestigious Elmhurst National Jazz Festival, including Outstanding Band. Nursing students, in addition to regular attendance at state and national conferences, have been recognized nationally for their skilled outreach to marginalized populations in the local community, as noted in more detail in 3.E. And some schools, especially Forestry, and sometimes Nursing and Computer Information Systems, take their students to contests of knowledge or skills.

The Library has an annual celebration of faculty scholarship and creativity, showcasing books, journal articles, artworks, and other materials. The lure of free food helps draw students to see what their teachers do professionally.

In several programs at the technical colleges, faculty have developed projects that require applying skills from the classroom to real-world projects. Some examples include: welding technology students regularly craft projects that are donated to community organizations, including barbeque grills and picnic tables; hospitality services offers catering and community service; practical nursing students assist with mass flu clinics for three counties; and the heavy equipment training academy prepares community work sites for building projects.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. The institution has sufficient numbers of continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Quality programming and student services are essential for UAM to fulfill its mission and vision, and adequate numbers of personnel are required for effective operations. As of 2018, UAM had 163 full-time faculty, 51 adjunct faculty, and 49 full-time administration and staff. The student-to-teacher ratio is 14:1, supporting the assertion that UAM engages sufficient faculty to staff course offerings.

Mere numbers are not sufficient; knowledgeable and committed faculty and staff are critical for effective operations. Faculty are hired following the guidelines in the Faculty Handbook. This includes adjunct as well as full-time faculty, those who teach hybrid, online, or duel-credit courses, as well as those teaching face-to-face courses. The Handbook provides qualifications for rank, hiring, promotion and tenure, in keeping with HLC Assumed Practices. Currently, 56% of full-time faculty are tenured or tenure-track and so provide continuity and institutional memory.

Faculty salaries have long been a challenge, especially in recruiting new teachers. UAM salaries at all ranks lag behind those of state universities and colleges. Across-the-board 1% raises for 2016-17 and 2017-18, with no raises for 2018-19, have also not kept pace with regional schools.

The chancellor has identified both peer institutions and "aspirational peer" institutions and is hoping to help bring salaries into more proximity to those of other Arkansas schools.

UAM faculty own and oversee the curriculum. The Constitution of UAM, approved by the UA System Trustees, notes that "The UAM Assembly is, under the Board of Trustees, the ruling legislative body for the development and revision of educational policies and programs of UAM. The UAM Assembly shall have legislative powers on local educational policies including: 1. Admission requirements; 2. Curriculum and courses; 3. Degrees and requirements for degrees; 4. Calendar and schedule; 5. Awards of honors and honorary degrees."

Specific oversight processes and responsibilities are detailed in the Handbook. Program-level student expectations and outcomes are created and monitored by the program faculty and monitored by the university's Assessment Committee. More information on assessment of programs is found in Criterion 4.

3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

The table in 5.A.4 on the Structure of Faculty at UAM in 2018 shows the number of faculty with terminal degrees. Further information on faculty credentials and qualifications is available in the University Catalog and in the Academic Affairs file of Faculty Vitas.

Instructors engaged in teaching concurrent credit courses must comply with the regulations set forth by Arkansas Department of Higher Education (ADHE). The minimal standards include holding the master's degree and having eighteen hours of graduate coursework in the discipline. All concurrent faculty possess these qualifications. ADHE does not, however, require that those teaching developmental classes possess the same credentials as those teaching college-level classes. Some adjuncts may not, therefore, hold the master's degree and/or have eighteen hours of graduate hours in the discipline. Minimum qualifications are consistently the same for all three campuses seeking faculty for non-technical college credit courses.

While UAM does use adjunct faculty to teach courses regularly, these faculty are held to the same standards as the regular faculty. At least a master's degree is required for college-level courses and the baccalaureate for developmental courses.

3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Both state law and UAM policy dictate faculty evaluation policy processes, which are detailed in the Faculty Handbook and are rigorous. Deans match faculty self-evaluations against student evaluations and peer evaluations, including classroom observations by at least three peers, as well as documentation of scholarly work and service. Evaluation and suggestions for improvement focus primarily on instruction, but scholarship and service figure significantly as well, so that UAM faculty continue to grow in their professions. These evaluations figure in decisions on renewals of contracts, pay increases, promotion, and tenure. There is also a system of post-tenure review with full evaluations every four years. UAM reports these processes

annually to the ADHE, as required by law.

UAM Faculty scholarship is discussed in more detail in 3.B.5.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The annual evaluations of performance for tenure-track faculty and the post-tenure reviews help assure that UAM faculty stay professionally active and aware, and that their teaching remains solid. To provide resources for this, UAM offers a number of initiatives.

Each school is allotted funds for professional development, but deans routinely dip into their Maintenance and Expenditures funds as well.

Every school year begins with several days of professional development. Besides being brought up to date by the chancellor on university concerns, there are presentations and frequently breakout sessions on topics of special concern. Recent workshops have included sessions on new uses for Blackboard, state-mandated performance funding, and high-impact practices for student success. All faculty can get training in or updates on advising at this time.

UAM annually makes available $14,700 for faculty research. The Faculty Research Committee of the Assembly receives and analyzes grant requests and apportions these funds as it is able, and awarded grants to eleven faculty members for 2018-19. The record of awards is maintained for the past three years in the Academic Affairs Office.

A new Faculty Innovation Center on the second floor of the Library is purposed to allow teachers to share ideas for classroom management and instruction techniques, as well as how they use Blackboard and EAB to enhance teaching. New technology can be considered for purchase or demonstrated.

Finally, a standard procedure for sabbaticals is in place for teaching faculty.

3.C.5. Instructors are accessible for student inquiry.

The Faculty Handbook makes clear that faculty members should schedule "a reasonable number of office hours to facilitate counseling and advising," noting that instructors should maintain at least one hour every morning and one hour in the afternoon. The Handbook requires that faculty members should post office hours, include them on their syllabi, and file them with their supervisor and Academic Affairs. Faculty syllabi also include e-mail addresses and office telephone numbers

Online faculty are expected to maintain virtual office hours specifically for each class during which the online students may readily contact the instructors.

Almost all faculty are assigned students for academic advising based upon the faculty discipline. Faculty can post their availability on their doors or via the EAB system. The Director of Academic Advising keeps faculty apprised of training opportunities.

3.C.6.Staff members providing student services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

UAM has increasingly understood that student success is a holistic enterprise, and that companions or mentors from many offices can help students thrive. Offices around campus combine staff and efforts to provide services where and when they are needed.

The new Student Success Center centralizes offices of particular importance to UAM students. Staff in these offices all possess the credentials required by state guidelines and laid out in UAM documents.

Academic Advising especially has been recently strengthened. Teaching faculty remain the primary advisors, and receive training annually -- or more frequently, if sought. In 2016 the Academic Affairs Office hired three full-time advisors. These advisors have focused their training and efforts on designated groups, including athletes, at-risk students, and undecided students. Advisors meet frequently to update each other on challenges and what they have learned. In addition to training for basic advising, professional academic advisors have received extensive training on all programs of study, financial aid rules, disability services, and interpersonal skills in dealing with diverse populations. Opportunities to attend advising-related conferences are available to both the director of academic advising and the professional academic advisors.

Other personnel in Student Affairs and Enrollment Services possess requisite skills or credentials when they are hired. They obtain additional training as needs and opportunities arise.

The Financial Aid staff is qualified and trained to help students negotiate the complicated web of financial aid. The staff counsels students regarding the variety of available aid, as well as loans and planning for loan repayment. The Office informs students and faculty of important dates and regulations, such as refund deadlines and the sixty-percent class attendance requirement. The staff of the Financial Aid Office attends professional development meetings to stay abreast of federal funding updates.

Recent years have been challenging for Financial Aid, affecting both staff and students. In early 2017, the Office was transferred from the Finance and Administration division to Student Affairs and placed under the Executive Director of Enrollment Management, effective July 1. At the same time, FAFSA changed its filing cycle to begin in October instead of the traditional January. The Financial Aid staff, already processing the current year's work using 2015 Federal Income Tax Return data, had to make the sudden transition to the new cycle during the busy time of summer awards and notifications. This, plus the use by families of the Income Tax Return data from the wrong year, led to conflicting data in student files. This triggered an examination by the U.S. Department of Education, and the USDE making the Financial Aid staff responsible for

ensuring that the data were corrected before awarding aid. The staff then had to explain the revised process to the families of the students. That summer, UAM's long-time Director of Financial Aid retired while the University was undergoing Program Participation Agreement Recertification, a process largely handled by the Director of Financial Aid. Additionally, the Financial Aid Analyst primarily responsible for processing FAFSAs and seeking to untangle the conflicting data, also resigned.

This was the time that the Internal Revenue Service took down its Data Retrieval Tool (DRT), a vital piece used to ensure accurate Federal Income Tax Return data reporting by students and families applying for Federal Student Aid. Although the DRT was reinstated for the 2018-2019 FAFSA, the entire 2017-18 academic year was affected by the ensuing confusion, and student accounts were often processed very slowly. Finally, a variety of staff medical absences added to the problems at the worst possible time in the annual financial aid cycle, a cycle complicated by the academic calendar of eVersity, noted in 1.D.3, for which UAM provides Financial Aid services.

Altogether, it was a difficult time as many students found their aid packages held up, which made their payments at the Bookstore problematic, and many had to start the semester without necessary textbooks.

Response to this crisis was on a number of levels and involved several offices.

The Financial Aid Office staff was increased from seven to nine. The UAM Scholarship office was relocated from the Office of Admissions to the Office of Financial Aid in 2017. This change brought with it one of the two new positions with the addition of a Scholarship Coordinator, and the process has evolved from one based on paper to a more efficient online system of application and selection. Another new position is that of Financial Aid Analyst, dedicated to processing financial aid for eVersity students. In addition to the restructuring within the Office of Financial Aid, there has been significantly increased professional training for staff at state, regional, and national levels. A structured program of cross-training has helped the staff deal with absences, both planned or unexpected, and other changes.

While unexpected changes and challenges are inherent to Financial Aid, the Director feels that having survived the perfect storm in 2017, the additional staff, reorganization, revised procedures, structured training and cross-training have helped restore the level of service to where it should be.

Community outreach is another way the Office of Financial Aid serves UAM students and other constituencies. Financial Aid Nights are offered in area high schools, offering guidance as students and families complete the FAFSA online with the assistance of trained financial aid professionals. Financial Aid staff annually provide a counselors training workshop, primarily for high school counselors, but also reaching out to the UAM Colleges of Technology Student Services staff, to share state, federal and institution-level core financial aid program guidance and support. Another area that helps fulfill the University's mission is through Office of Financial Aid staff participation in providing guest lectures and financial literacy training to students enrolled in Developmental courses. The Office also provides a training ground for

multiple student workers each semester. The current Assistant Director of Financial Aid was originally hired after high school as a Work Study student, and he has progressed through other positions within the office to his current role.

Tutoring has traditionally been decentralized across campus. Each of the Colleges of Technology has their own tutors. The School of Science and Mathematics has its own tutors, as does the Foreign Language staff, which annually includes two Fullbright Scholars. The Career Services/Testing staff has a regular schedule of available tutors in Harris Hall, whose schedule is published weekly in the Student Affairs newsletter.

The UAM Writing Center, or Center for Writing and Communications (CWC), serves as a part of the co-curricular programs. At the beginning of the fall 2017 semester, the CWC was moved from the Memorial Classroom Building to the Taylor Library to be in a more central campus location. The move was implemented in order to better serve the student population and to show the students that the Center was something beyond a service for English students. The CWC student consultants receive regular training in strategies for good writing and pedagogy. The consultants for the 2018-19 academic year are a combination of English (writing and literature), Communications, and Science students, and have a wide range of expertise and knowledge for different writing projects.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1.The institution provides student support services suited to the needs of its student populations.

As the state's open enrollment university, UAM sees students come from a variety of backgrounds and with a wide variety of skills and challenges. First-generation students make up 46.4% of the student population. UAM draws heavily from the surrounding Delta region and most students are Pell Grant eligible. As noted below, the average ACT Composite Score for an entering UAM freshman is 19.1, a figure that has held steady for the recent past. In 2009, 31% of the student population was African American, and that figure is now 28.1%, while a growing percentage is Hispanic.

The Student Handbook details the variety of developmental programs, services, and opportunities that UAM offers, including Academic Advising, Intramural and Varsity Athletics, Career Services, Counseling, Testing Services, an Exercise Center and Wellness Center, Financial Aid, Housing, the Taylor Library, and Tutoring. In 2018, the University opened a new Student Success Center which helped to consolidate many of these services in one centrally located building.

The Office of Academic Affairs provides academic advising and is described in detail in 3.C.6 and 3.D.3.

The University's Office of Student Special Services on each campus works to ensure that disabled students are provided equal access and reasonable accommodations in compliance with federal statutes. The offices serve around 250 students each year.

The Information Technology Department provides assistance to students with email, wireless access, the WeevilNet self-service portal, the Blackboard learning management system, and staffs a help desk in the lobby of the Library.

For UAM students, attending school can be a significant financial challenge. Nearly all undergraduates and a large majority of graduate students apply for some form of financial aid. The Office of Financial Aid works closely with students to provide access to available funding. In the fall semester of 2017 approximatly 96% of UAM undergraduates received some form of financial assistance. Over the last two fall semesters, around 66% of undergraduates received Pell Grants. About 66% of UAM undergraduates receive loans through the Federal Direct Loan Program. Federal Loans are the primary source of financial aid for graduate students. State grants and scholarships were awarded to about 47% of UAM undergraduate students during the past several years.

Since December 2017, the Financial Aid office has been using the Scholarship Management System AcademicWorks to match students to scholarships. AcademicWorks uses data from each student's WeevilNet profile (such as hometown, age, ethnicity, etc.) to match the student with all possible scholarship funding. This program is now used for both Foundation and institutional financial aid applications.

UAM students also participate in Work Study Programs, both Federal and Institutional, and receive scholarships for academics, sports, and various activities, and a growing number of UAM Foundation-funded private scholarships.

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Students arrive on UAM's campus with a wide range of educational preparation. UAM's open admission policy and the resulting need for support services for students requiring remediation is clear from mean ACT scores: the Fall 2018 average ACT composite score was 19.1. Approximately 43% of the entering first-time, full-time freshmen in fall 2018 required some form of remediation. Accordingly, UAM has a carefully constructed program for providing assistance to students who enter the University needing extra preparation.

Applicants to the University must submit placement test scores with their application or have placement test scores on file. UAM currently accepts ACT, SAT, COMPASS, ASSET, and ACCUPLACER scores. The Arkansas Department of Higher Education (ADHE) allows use of the Aspire test for concurrent credit. ADHE also sets minimum test scores for concurrent acceptance into UAM. UAM's placement policy is published in the University catalog and is noted below. Generally, an ACT score of 19 or greater in mathematics is required to take a 1000-level or greater mathematics course with no remedial component; and an ACT score of 18 or greater in English is required to take a 1000-level or greater English course; an ACT score of 18 or greater in reading is required to be exempt from remedial reading placement.

Transfer students who have not completed general education mathematics and/or English requirements with a grade of "C" or higher may be required to provide college entrance exam scores. Or, a continuing student may be placed in the appropriate level of mathematics and/or English to continue studies until general education requirements are met.

According to UAM's Placement Plan, students whose placement scores fall beneath the minimum may also be placed into math and English using a combination of their placement test score and high school GPA. This Placement Plan was developed in 2017 in response to an ADHE directive but was quickly recognized as a model for other state institutions. The Placement Plan is updated annually, and in 2018, saw the addition of UAM's Math Pathways program. Math Pathways designates which mathematics course students should take according to their plan of study.

Further, the Arkansas Higher Education Coordinating Board indicated that beginning January, 2013, a first-time associate or baccalaureate degree seeking student with a high school diploma or GED and/or a score of 14 or below on the ACT, 690 or below on the SAT, 62 or below on the COMPASS Reading Skills test, 35 or below on the ASSET Reading Skills test, or 68 or below on the ACCUPLACER Reading exam will be admitted to the institution under the Conditional Prep Status.

At UAM, students who are admitted under the Conditional Prep Status must:

1. Select the Associate of Arts degree or a technical certificate program as their primary plan of study;
2. Sign an Enrollment Agreement that outlines the requirements of satisfactory academic progress and continued enrollment. This Enrollment Agreement must also include an individualized degree plan that must be signed by the student and the student's academic advisor;
3. Enroll in a freshman seminar/orientation course. This orientation course must be repeated each semester until it has been successfully completed;
4. Participate in a comprehensive advising/hold on registration process; and
5. Complete any necessary developmental courses during the first thirty semester credit hours.

At the end of each semester, the records of students actively admitted under Conditional Prep Status are reviewed by the Office of Academic Affairs or the counselor or designated advisor on the appropriate technical campus.

In 2018, UAM broadened the Conditional Prep Status to include students with an ACT Composite score of 15 or lower and also developed the Degree Pathways Program. This program uses ACT scores (or equivalent) to place first-time freshmen in academic program entry points that best ensure persistence during their first-year postsecondary experience. Students who successfully complete their initial placement may pursue additional levels of certificates and degrees, if so desired. Students may appeal one certificate/degree program level above their initial placement. With the implementation of Degree Pathways, the expectation is that the Monticello campus will experience a reduction in need for remedial coursework and has planned

to reduce future remedial course offerings by 50% in mathematics and by 85% in English and reading.

In addition to two specifically designed courses in mathematics, faculty members utilize campus tutoring, departmental tutoring, and WebAssign software to enhance both developmental courses. The software provides student practice and makes recommendations for practicing the skills that are lacking in order to be successful. It also serves as an online homework platform with built-in help modules. Faculty members also host review sessions outside of class time, spend time in the computer labs assisting with WebAssign, utilize in-house written workbooks with pre-written lecture notes to help students follow the lecture in class, and perform early assessment in each course to determine if a student needs to be placed in a lower level class. Owing to the rising cost of the software, the faculty are developing course materials using open-source software. In the future, students will be able to access the programs at no cost. Faculty members schedule review sessions at varying times and some spend office hours in the tutoring lab. The math workbooks are written by UAM faculty with input from all faculty members who are teaching the courses. The workbooks are sold in the campus bookstore at minimal cost and contain the basic structure of the notes given in a course along with additional details from the instructor.

Mathematics tutoring, along with other topics, is also available in the Tutoring Center housed in the Student Success Center. For assistance with English, students can visit the UAM Writing Center housed on the second floor of the Taylor Library. These services are discussed further in 3.D.1. and 3.D.3.

Both of UAM's Colleges of Technology offer other options for students who need special assistance or do not meet the standard admission requirements for entry directly into a college-level or technical program. The Adult Education Program is designed to strengthen an individual's academic skills in reading, language, math, and other subjects. The program serves non-high school graduates desiring to earn a GED as well as high school graduates who need academic refresher courses to prepare for employment tests, college and military entrance tests, etc. All new students are evaluated and placed in classes to upgrade deficiencies through a self-paced, individualized plan. Small group and individual instruction are available during the day and evening hours at no cost to participants, both on campus and at satellite locations.

The statewide Career Pathways Initiative is another program of assistance offered by both the Crossett and McGehee campuses for parents who want to increase their education and employability. Career Pathways participants have access to:

- Advising for career and educational decisions
- Job placement assistance
- Extra instruction for building successful academic and employment skills
- Tutoring

In addition, some parents in the Career Pathways program may qualify for financial aid to assist with childcare, transportation, tuition, books, and other direct educational expenses.

Both Colleges of Technology utilize Perkins funds to employ part-time advisors who provide intensive advising for at-risk students. These advisors also monitor each student's academic progress and provide guidance and referrals as necessary.

Since 2004, students accepted as UAM-CT-Crossett practical nursing students have been required to attend a workshop series on study and test-taking skills, learning styles, time management, and stress management.

Both Colleges of Technology provide tutors for all levels of mathematics courses.

3.D.3.The institution provides academic advising suited to its programs and the needs of its students.

Academic advising plays a crucial role in the success of UAM students. Upon admission, each student is assigned an academic advisor familiar with the student's chosen field of study. Students are required to speak to an academic advisor before enrolling in classes. Until August 2016, the institution primarily used faculty as advisors. In 2016, UAM developed three new positions for professional academic advisors to strengthen the service. The Director of Academic Advising still ensures that every student is quickly assigned an advisor, advises certain categories of students, provides training for all faculty advisors, and oversees any specialized projects associated with academic advising. The professional advisors advise General Studies students, Degree Pathways students, and provide pre-advising services for new student-athletes as well as all students with low ACT Composite scores. Advising at the Colleges of Technology is handled by faculty members who participate in annual training sessions led by the Director of Academic Advising.

Over the past ten years, the Advising Office has launched a number of initiatives, seeking and assessing ways to best serve UAM students. Currently, the Academic Advising office uses multiple methods to deliver the information students need to complete their programs of study. Each academic year, the publication titled *Weevil Wisdom,* designed to aid first-time freshmen and other new students, is revised and published on the Academic Advising webpage. A parent version of *Weevil Wisdom* is also revised annually for publication on the Academic Advising webpage and distribution to parents at new student events in June and July.

Over the past few years, the Academic Advising office has launched two new programs. The Academic Alert System was introduced Spring 2014 to identify academically at-risk students and put those students in contact with appropriate campus resources as quickly as possible. Faculty and staff members contribute directly to the Academic Alert System's success by issuing alerts on students who are doing poorly in their academic work, are chronically absent from class, or are having difficulty adjusting to campus life. Faculty and staff members may also issue alerts on students who are having personal or financial issues that are making it difficult for them to be successful. The Academic Recovery Program was introduced in Spring 2017 to assist students that have experienced academic difficulty. Any student placed on academic suspension, academic probation, residential denial or financial aid denial, is encouraged to work one-on-one

with a professional advisor to develop an academic recovery plan to return to good academic standing and/or meet UAM's Satisfactory Academic Progress policy.

Also in Spring 2017, Academic Advising started utilizing the Education Advisory Board (EAB) software to facilitate academic advising meetings as well as other student outreach. The aforementioned academic alert system was integrated into EAB in Fall 2018.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings.)

In addition to current infrastructure, the university's developing Campus Master Plan and the Deferred Maintenance Plan evince UAM's dedication to providing the resources necessary for its students to succeed.

The recently completed **Student Success Center** brings under one roof most of the offices that students will need for the logistical facets of their education at UAM: Academic Advising, Admissions, Testing/Career Services, Tutoring Services, Counseling, Special Student Services, as well as Student Engagement and the Dean of Students. Satellite offices, open during the first weeks of the semester, include representatives of Financial Aid, Residence Life, and the Registrar. Offices for the Chancellor and a Chick-fil-A complete the list of resources here.

The completion of the Student Success Center followed up upon the 2017 renovation of the **Taylor Library** which, in addition to a new Learning Commons, relocated the Writing Center, an Academic Advisor's office, and a public desk for I.T., to this centrally located building. The Learning Commons includes a variety of study environments, including individual study rooms and rooms equipped with large monitors that are suitable for group projects (or gaming!). The Taylor Library houses a print collection of over 500,000 items including books, bound periodicals, microforms, government documents, and archival materials, as well as print journal and electronic journal subscriptions. Many of the journals are available thanks to the Library's participation in the UA System's contractual arrangements with publishers. The Library provides access to electronic research subject databases, most of which are full-text, and many of which are purchased consortially with the other Arkansas academic libraries. The 2017 renovation included the purchase of 25 new PCs which are available to the public and are in steady use each day from 7:30 a.m. until closing. In addition to these, later in 2017 the Library obtained a grant from the UAM Centennial Foundation to purchase twenty laptop computers for lending to students. These have been especially useful to UAM athletes on road trips and needing to complete online assignments. Finally, the Library makes publicly available a scanner, a color printer, and a photocopier.

The Risher Health Center offers students and staff access to fitness equipment, and is staffed by a nurse who coordinates health care on campus.

The Center for Writing and Communication, also referred to as the Writing Center, is a free service to UAM students. The center provides trained consultants who assist writers at all stages

of the writing process: brainstorming, pre-writing, drafting, and revising. Appointments are typically done as walk-ins, though students may schedule a time if they desire. A typical session with a consultant lasts thirty minutes to an hour. The CWC is developing strategies for student outreach across campus, including tutors giving tours of the space to classes, tutors visiting classes to give presentations, and tutors consulting with instructors to gain enhanced understanding of course assignments, student learning outcomes, and grading standards. Since the move from the Memorial Classroom Building to Taylor Library in the fall of 2017, the CWC has seen a significant growth in traffic from all over campus to the point where there have been as many consultations halfway through the semester as there were at the end of the previous spring.

Classrooms around the university have varying levels of technology. Until recently, deans purchased classroom technology from their own budgets. Reorganization in 2016 led to a more unified purchasing system, and the VPAA's budgeting now directs funds to classroom technology from a more centralized fund.

Specialized laboratories around campus include the following:

The School of Nursing has a state-of-the-art simulation laboratory which has ten beds (including two radiant warmers, a bassinet, and an incubator), two hospital rooms, a pediatric/neonatal area, and a medical-surgical ward with appropriate equipment for each area. Clinical sites for the School of Nursing include eight hospitals, two dialysis units, Kids First (which treats infants and children under five years old who have developmental delays), two out-patient women's health clinics, and several community sites.

The [Turner Neal Museum of Natural History](#) houses a planetarium, and specimen collections. Excellent museum collections and models are available for teaching zoology, anatomy, ichthyology, herpetology, and ornithology. The collection of freshwater and marine invertebrates is one of the best in the region for teaching zoology and marine biology-related courses. Recent acquisitions of equipment and technology for teaching cell biology, genetics, and DNA technology have greatly improved instruction in these areas.

A new [Herbarium and Plant Research Center](#)was opened in 2017 and houses herbarium collections, a plant research laboratory, a conference room, and a library, as well as faculty offices.

The School of Education has been diligent in maintaining up-to-date technology in classrooms, a computer lab, and a [STEM Cente](#)r with specialized pedagogical technology which annually hosts a [STEM Leadership for Girls Conference](#).

The Forestry building of the College of Forestry, Agriculture, and Natural Resources (CFANR) has approximately 45,000 square feet of new and renovated teaching and laboratory facilities. This includes two computer laboratories as well as twelve computers for graduate student use. The building also has a quantitative laboratory that is central to the unit's research in the areas of Geographic Information Systems (GIS), Global Positioning Systems (GPS), Remote Sensing, and Expert Systems. Numerous high-quality output devices (color laser

printers, 48"and 42" Inkjet plotters, etc. that permit the visualization of spatial and tabular information are also used in the laboratory. The SFNR also houses other technologies, such field GPS units, dual frequency surveying grade GPS systems, Topcon total stations, digital levels, two GPS Base Stations (Mapping and CORS), GER 1500 and GER 2600 Spectroradiometers, and two thermal Imaging systems.

The CFANR has modern wet-dry laboratories that are used for both teaching and research. A soil laboratory is used mainly for teaching the undergraduate soils course, but it is also used for initial processing and determination of soil physical characteristics. The Water Lab is used for most analytical services. A Wildlife lab is used mainly for teaching, and has a large number of preserved specimens and also functions as the location for specimen preparation and investigation. The Forest Health Lab has a large collection of forest pests that are used for instruction.

In addition to classroom and laboratory space, the Agriculture program has greenhouse space, pastures, horticulture field plots, and beef cattle on the campus. The School's partnership with the University of Arkansas Division of Agriculture provides additional faculty and resources for teaching and learning. Faculty from the Division of Agriculture are housed at the Southeast Research and Extension Center on the UAM campus and teach courses. Many of the cattle and much of the farm equipment are owned and maintained by the Division of Agriculture and are made available for teaching purposes. The Agriculture Building includes computer equipment for faculty and students as well as laboratory equipment and supplies. Two of the three classrooms were recently equipped with 70" and 65" televisions and laptop computers. The third classroom is an auditorium and is equipped with a ceiling-mounted projector and classroom computer.

Several technical certificate programs of study require clinical, internship, or practicum placement. Instructors work diligently with partnering businesses, agencies, and other providers to provide effective and appropriate sites for students to practice their skills. Instructors perform on-site visits and receive evaluations on students' performances from supervising professionals. The recently approved certificate in Diesel Technology is based at a new site a few miles south of the Monticello campus which provides specialized spaces and heavy machinery for the program.

The Music Department uses a number of venues around campus: the Performing and Visual Arts Center has large ensemble rehearsal areas and practice rooms. Additionally, the Music Building houses classrooms with Smart Room technology, several practice rooms, a piano lab, a listening lab, a computer lab, a Skype lab, and Harris Recital Hall which is a venue for recitals, presentations, and readings. The Fine Arts Center hosts events ranging from solo musical performances to large-scale musicals, and is a major resource for area music.

UAM hosts one of the UA system archeological stations, and the archeologist, along with History faculty, has coordinated work in restoring a nineteenth-century plantation house, while the History faculty have helped in the restoration of the Tindall Law Office in Arkansas City.

3.D.5. The institution provided to students guidance in the effective use of research and information resources.

Students receive research guidance in a variety of settings. Section 3.D.4 describes the work of the Writing Center in assisting students at all stages of the research and writing process, and Section 3.B.3 narrates how research is built into academic programs.

In 2016, the Taylor Library's standing commitment to offering literacy instruction to UAM students was boosted by a grant from the Centennial Foundation to refurbish a former music listening lab as a classroom with appropriate technology. The room was further enhanced as part of the Learning Commons project in 2017, and has mobile furniture, numerous whiteboards, computer and projection equipment, and is used for talking to classes that teachers may bring to the Library, as well as for Development 101 classes. Library faculty regularly offer instruction to all levels of classes, from introductory sessions for Composition I students to advanced research skills for upper-class students. Having the Writing Center across the hall is a helpful resource.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experiences of its students.

UAM recognizes that, although co-curricular involvement may not be one of the measures in the state's formula for performance funding, active involvement in campus life is essential for student success, both during the time in school and also for lifetime service and involvement. And while assessment of co-curricular activities is often difficult and usually indirect, the recently appointed Vice Chancellor for Student Engagement has begun a number of initiatives to better gauge how useful co-curricular activities have truly been by developing learning outcomes and beginning to incorporate regular assessment into evaluations.

The UAM Mission declares that the school seeks opportunities for service learning, and the second strategy for the goal of Student Success lists ways the school can facilitate a "well-rounded experience" for students. Opportunities for social involvement begins with Residence Life, and includes a wide variety of organizations on campus, ranging from Greek organizations to several religious campus ministries.

 A lively NCAA Division-II athletic program provides students many ways to participate in sports. The Spring 2019 3.22 overall GPA for our student athletes, led by the softball team's 3.67 and the volleyball team's 3.4, indicate that athletic participation does not preclude the students' education.

Some programs find ways to involve students in competitive activities that make use of their academic work. Natural Resources Management students who are members of the Society of American Foresters (SAF) compete in a national quiz bowl each year. This academic competition began more than fifteen years ago and is a component of the national SAF convention. UAM students have finished in first place twice, and they have finished in the top three in other years. Competing in the quiz bowl provides more than just an opportunity for students to test their academic preparation: student participation in the annual convention fosters networking with other developing professionals with whom UAM students will work in the future.

Agriculture students have a similar academic competition experience through their participation in the Southern Agricultural Economics Association quiz bowl. Attending this meeting and competing in the quiz bowl provides the same range of benefits that the SAF quiz bowl provides to natural resources students. To help prepare for the competition, students who compete in the quiz bowl are required to take AGEC 4601 (Ag Econ Quiz Bowl) as a one hour free elective course. This course helps to hone academic skills and build team confidence for competition with students from other agriculture schools from across the southeastern United States.

3.E.2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission such as research, community engagement, service learning, religious and spiritual purposes, and economic development.

As noted in 1.D.3, UAM formed the SEARK Concert Association in the 1970s as a way to involve the community in the Performing Arts activities of the school. The Association regularly schedules five or six programs for UAM and the wider community. Together with the Music Division, SEARK has co-produced musicals that allow UAM students to use their talents for community activities. The involvement of local children in many productions helps UAM students to serve as examples and teachers. SEARK also provides concerts and other performances to schools in the seven surrounding counties. The UAM Jazz Bands are regular performers on these excursions, helping introduce children to outstanding music.

In August, 2018, in celebration of National Black Owned Business Month, the Taylor Library's Facebook page featured seven area businesses owned by African Americans. Interviews and photographs reached more than 40,000 people, generating hundreds of 'likes' and more than 300 shares.

Students at both Colleges of Technology have organized and participated in food drives, and provided assistance to victims left homeless and/or in need from fires, floods, and tornadoes. Blood drives are sponsored on campus and students participate in flu clinics and health fairs each year.

Schools and majors have student honor societies. In addition to the social aspects, these groups provide leadership opportunities as the societies identify and hold events, ranging from baked-goods sales to service projects. Phi Alpha Theta (History) has helped do spring cleaning of the county historical museum and a 19th-century African American cemetery. Some societies encourage and enable students to participate in state or even national conferences, as noted in 3.B.5.

Nursing students, in particular, are active in community outreach. The Student Nurses Association (SNA) raises money to buy Christmas gifts for residents of the Annswood senior (low income) housing, and senior Nursing students provide weekly classes at the Hope Place pregnancy care facility on topics ranging from infant CPR to breast feeding to car seat safety. On campus, the students staff booths at the annual Wellness Fair. Their efforts have been recognized with the 2016 award from the National SNA as Stellar School Chapter.

The faculty, staff, and administration of the Colleges of Technology are necessarily committed to community engagement by the very nature of existing to offer relatively short-term programs that graduate capable workers for regional businesses and industries. UAM-CTC instructors include in their technical course syllabi an attendance policy to mirror the work value of "showing up on time and working when they get there" demand that is echoed by employers. The skills of the trades can be learned in a training facility and can be honed in the actual workplace, but the ethics and values employers demand are a matter of self-discipline and habit. The faculty and administration feel strongly that the one place to teach and model those work ethics is in the post-secondary technical/occupational training environment.

UAM students also find community in the campus ministries provided by the Baptist Campus Ministry, the Wesleyan Ministry, the Missionary Baptist Student Fellowship, and the Church of Christ through its Weevils for Christ program.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Core Component 4.A: The institution demonstrates responsibility for the quality of its educational programs.

4.A.1.The institution maintains a practice of regular program reviews.

UAM has long evaluated the quality of its educational services using annual reports and ten-year program reviews in which faculty and administrators reflect candidly on their work.

The Existing Program Review Policy of the Arkansas Higher Education Coordinating Board (AHECB) requires that accredited academic programs follow the cycle of their accrediting body and that all other programs be reviewed every 7-10 years, with examples such as these reviews from the School of Business and the History program. The UAM Program Review Committee,

comprising ten faculty members from all three campuses, oversees this process. For each review, the academic program completes a rigorous self-study, analyzing its strengths and weaknesses, enrollment history and projections, plans for the future, and progress toward stated goals. This self-study is reviewed by the Program Review Committee, which submits its opinion to the VCAA and to external reviewers, some of whom visit campus. The reviewers' written evaluation and the institutional response are submitted to the ADHE.

In lieu of the ten-year review, some programs maintain external accreditation through periodic self-studies and evaluations by visiting teams from their discipline-specific accrediting agencies as detailed in 4.A.5. All other academic programs, including General Education, have been reviewed according to the AHECB policy since 1988.

In 2017, the VCAA's Office revised the format of the Annual Report to reflect the expectations and assessments of program effectiveness, as seen in this example from the McGehee campus. These reports now include student learning outcomes (SLOs), assessment data and changes resulting from those data, the program's strategic plan, as well as other measures of program efficiency and student success, and are reviewed by the VCAA and the newly established Assessment Committee, which is described in more detail in 4B.

 4.A.2.The institution evaluates all the credit that it transcripts, including what it accepts in transfer or awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

UAM follows established policies in evaluating credit that it transcripts. To assure reasonable accommodations and opportunity to students, University officials carefully consider transfer hours from other institutions and the quality and value of life experiences for experiential credit, as well credit via the College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate scores. Arkansas College Transfer System (ACTS) course equivalency numbers are present on all printed and electronic materials and websites pertaining to course offerings. The Faculty Curriculum and Standards Committee maintains and assures academic rigor justifying the awarding of credit hours.

For transfer students, the Office of the Registrar is responsible for review of each transcript, including determining which credits will transfer as well as how credits will apply toward UAM's General Education requirements. Application of courses toward the major is determined by the individual school or academic unit. Students can find the current policy for transfer of credits in the UAM Catalog.

The ACTS sets policy, noted in the catalog, on the transferability of courses among Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements.

In 2018, UAM increased the number of technical credits a student can transfer/count toward a baccalaureate degree from six hours to twelve hours. This allows students more freedom to explore technical fields without worrying about transferability of credits, to allow academic units

to determine the appropriate use of technical credits within the disciplines, and to aid UAM in its Degree Pathways implementation.

Recognizing the fact that individuals are often able to learn concepts, skills, and information essentially equivalent to college-level learning, yet acquired outside the traditional college classroom setting, the University offers students the opportunity to earn college credit through special examination, evaluation, and other procedures. A maximum of thirty college credit hours may be awarded for non-classroom credit based on experiences such as military or police training, College Level Examination Program (CLEP), employment or self-study. The policy for this is in the catalog.

4.A.3.The institution has polices that assure the quality of the credit it accepts in transfer.

UAM's policy on accepting transfer credits is laid out in the catalog and is implemented by the Registrar's Office. The Arkansas Course Transfer System (ACTS) stipulates that all freshman and sophomore General Education courses must be accepted for full credit by Arkansas institutions of higher education. Credits are also accepted from other accredited institutions for courses completed with at least a grade of C. There are limits on credits for specific coursework, such as Religion, as well as on the number of credits accepted for specific programs. Requests for exceptions to any of UAM's policies are handled by the VCAA's office.

4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The oversight of academic programs and the authority over course and programmatic rigor is inherent in the multi-level process of course and program development, review, and approval. Curricular matters that require oversight include the following:

- Course addition [form]
- Course change and/or deletion (including prerequisites)
- Major or degree program (addition, change, or deletion)
- Certificate (addition, change, or deletion)

These curricular matters must move through several levels of review:
1. Department, at which level all course and program changes are initiated
2. Relevant school
3. Deans Council
4. Curriculum and Standards Committee of the University or the Technical Campus
5. University Assembly
6. Chancellor

The addition or deletion of programs, or substantial modifications of existing programs require approval from the System Board of Trustees and the ADHE.

The instructions for curricular change and the review process are detailed in the Assembly's Operating Procedures for the Curriculum and Standards Committee.

Meeting minutes from the Curriculum and Standards Committees show the range of Committee membership and actions. Minutes from the Assembly demonstrate adherence to policy and oversight roles.

Ensuring the rigor of individual courses is inherent in the above curricular review and approval process, which also requires that all new course requests be accompanied by a fully developed course syllabus, for both online and face-to-face delivery, including SLOs and assessments. Academic Affairs has developed, and continues to refine, a syllabus template to ensure adherence to policy and that SLOs are identified and assessed. Syllabi must be approved by the appropriate Dean and disseminated to students on the first day of class. Copies are retained by the unit as well as forwarded to Academic Affairs.

No student may enroll in a course until successfully completing all prerequisites or concurrently enrolling in the co-requisite. The instructor may withdraw any student who does not comply with this regulation. The head of an academic unit may approve exceptions to this policy when there is a strong justification for doing so.

All students are provided access to a number of learning resources. For instance, students can seek assistance with writing assignments in the Writing Center, open five days a week, with print resources and one-on-one tutoring from trained undergraduate consultants. For students taking foreign language classes, there is a Foreign Language Lab, which provides software and tutoring services. All students also have access to the Student Success Center Tutoring Services. The Fred J. Taylor Library with its professional librarians is usually open six days per week during school, and its online resources are accessible 24-7. All students are given a UAM email account and have access to the learning platform Blackboard.

Deans/Unit Heads are appointed by the Chancellor upon recommendation of the Vice Chancellor for Academic Affairs. The Dean (Vice Chancellor or Assistant Vice Chancellor on technical campuses) is responsible for recruiting and supervision of faculty, class scheduling, academic advising, maintaining the quality of major and minor programs and individual course offerings, and for faculty evaluation and development (as well as other duties as assigned by the Vice Chancellor for Academic Affairs). Deans of the academic units on the main campus are now responsible for those faculty at the technical campuses that are teaching courses within their disciplines.

It is the Dean's (Vice Chancellor or Assistant Vice Chancellor on technical campuses) responsibility to write a position description for open faculty positions that includes faculty qualifications and expectations. The description is sent to the VCAA via an Initiate the Hiring Process Request Form, which requires signatures from the VCAA and the Chancellor before an open position can be advertised.

Concurrent credit courses must follow ADHE Concurrent Enrollment Policy. The UAM Dean of the academic unit under which a concurrent course falls must approve the concurrent faculty, the

textbook, and the syllabus. If the concurrent course is a technical course, the Vice Chancellor and Assistant Vice Chancellor on the technical campuses provide the same oversight. The Instructor Approval Form is forwarded to the Vice Chancellor for Academic Affairs for approval. Concurrent faculty are evaluated yearly using the same standards as for University faculty. The evaluation process can be found in the Faculty Handbook and is described in more detail in 3.C.3.

4.A.5, The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

UAM has six academic units with specialized accreditation:

The **Division of Music** is accredited by the National Association of Schools of Music (NASM). Records of the 2012 re-accreditation of the BA program and the Master of Music in Jazz Studies 2015 approval are on file. The Division of Music is hosting site visitors from NASM in April of 2020 in preparation for its re-accreditation application due in Spring 2021.

The **School of Education** has been accredited by NCATE, now CAEP, since 1968, most recently in 2016.

 The **School of Forestry & Natural Resources** is accredited through 2021 by the Society of American Foresters

The **School of Nursing's** BSN programs (pre-licensure, RN-BSN, and LPN-BSN) are accredited by the Accreditation Commission for Education in Nursing. The AASN (as recommended by the 2014 HLC Team) and the BSN programs are accredited by the Commission for Nursing Accreditation (2017 full report) and approved by the Arkansas State Board of Nursing. Both Colleges of Technology have their Nursing Assistant Programs approved by the Arkansas Department of Human Services - Division of Provider Services and Quality Assurance, and their Practical Nursing Programs approved by the Arkansas State Board of Nursing. The NCLEX pass rates for graduates from both Crossett and McGehee have met or exceeded statewide averages.

The **Social Work Program** was granted initial accreditation by the Council on Social Work Education in 2014.

The concurrent enrollment program is approved by the Arkansas Department of Higher Education.

The UAM Emergency Medical Technician-Paramedic program received continuing accreditation from the Commission on Accreditation of Allied Health Education Programs in 2011.

Both the UAM College of Technology-Crossett and the College of Technology at McGehee are recognized as an Eligible Training Providers by the Workforce Development Board of Southeast Arkansas and all programs are approved by the Arkansas Department of Career

Education and the State Approving Agency for Veterans' Training, with many of the training and apprenticeship programs approved by pertinent agencies.

 4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

UAM recognizes, as the 2014 HLC Team report noted, that tracking the success of graduates is an important measure for gauging the school's work in preparing them for life after UAM, but a university-wide systematic tracking of all graduates has thus far not been implemented. A survey sent to graduating seniors and others has had limited success. Some individual units, especially those that report to specialized accrediting agencies, have processes in place to track graduates and to publicly report data on graduates' success in obtaining employment in the field for which they trained or studied.

The School of Education works with the Arkansas Department of Education (ADE) to track all graduates of licensure programs. Graduates must complete a survey through the Arkansas Educator Licensure System before the state will issue their standard teaching license. The ADE also submits a survey to hiring principals designed to determine employer satisfaction. Through the assistance of the state the School of Education has a 100% return rate on graduate surveys and a 60% return rate on employer surveys.

The College of Forestry, Agriculture, and Natural Resources tracks first-job placement of graduates. Since the 2014-2015 academic year, students receiving undergraduate degrees in Natural Resources Management and in Land Surveying **all** obtained a job in their field, or were accepted to graduate school, within six months of graduation. Master of Science in Forest Resources graduates also achieved 100% placement or continued with graduate education. For the 2016-2017 academic year, the most recent data available, 81.5% of students graduating with a degree in Agriculture were either employed or accepted to graduate school within six months of graduation.

The School of Mathematical and Natural Sciences has also had remarkable success in placing graduates in professions or in graduate schools. Faculty members have established contacts with admissions personnel at professional institutions such as medical and dental schools and clearly understand entrance requirements and application deadlines. Students are advised individually by faculty who assist students in preparing for pre-professional examinations and interviews.

The efficacy of Math and Sciences programs is evinced by the number of students who have been accepted for advanced training. The Dean and faculty members of the School of Mathematical and Natural Sciences track graduates through continued personal contact with students by e-mail and social media. In 2016-17, 21 students were accepted into professional programs such as medicine, pharmacy, physical therapy, medical technology and radiology,

graduate programs or research jobs in industry, and 22 students were accepted into programs in 2017-18.

In 2018, the School of Mathematics and Natural Sciences:

- Had 7 out of 7 applicants accepted to pharmacy school (all attended).
- Had 4 out of 5 applicants accepted to medical school (3 graduated prior to 2017-18).
- Had 1 of 2 applicants accepted into dental school.
- Had 11 students accepted into graduate or health professional programs
- Had one student receive an externally funded year-long research fellowship at the NIH.

In the last five years, all of the 34 applicants to colleges of pharmacy have been accepted; twelve of sixteen applicants to a college of medicine, and all three applicants to colleges of optometry.

Job placement rates in the UAM School of Nursing are based on National Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rates and exit surveys (2016-17 UAM School of Nursing Annual Report). The survey includes the percentage of graduates that have secured nursing positions, graduates that are seeking nursing positions, and graduates who are not seeking employment. The May 2017 Senior Survey indicated that 100% (25/25) of the 2017 graduates had secured a full-time nursing position. Job placement location data is displayed on the School of Nursing's webpage.

The UAM College of Technology-Crossett (UAM-CTC) "educates individuals by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace." The technical, certification and licensure programs provide graduates with "entry-level/advanced marketable skills" to compete in the job market or training toward an associate or baccalaureate degree. UAM-CTC also works with local business and industry to provide workforce training, retraining, and upgrading. Employers determine their training needs and courses are specifically designed for each company and taught at UAM-CTC or at the worksite.

That 94% of the 2016 CTC graduates obtained employment is good, but the placement of 87% in a field related to their degree is most gratifying. This is up from the 75% of 2015 graduates, an indication that efforts to improve placement in fields related to a student's training have been effective.

The UAM College of Technology-McGehee (UAM-CTM) works closely with business and industry to provide workforce training, re-training, and upgrading, with an Advisory Committee helping to guide planning. Employers may access a local and/or state workplace team through the Department of Workforce Education to assist in job task analysis and to determine training needs. Courses are sometimes designed for a specific company and are taught at UAM-CTM or at a worksite.

UAM-CTM annually tracks the job placement of graduates by conducting a follow-up survey. The UAM-CTC program completion, placement, and licensure report includes graduates from

the last six years and indicates the number of employed graduates in jobs inside and outside their field of study.

Both Colleges of Technology participate in the Career Pathways Initiative which "provides support services and direct financial assistance to parents who want to increase their education and employability." This program is supported by the Good Faith Fund, Arkansas Association of Two-Year Colleges, the ADHE, and a grant from the Arkansas Transitional Employment Board. Over the past two years, the McGehee campus served 327 clients, of whom 217 completed their certificates. At Crossett, 169 clients were served, of whom 136 earned certificates.

Both Colleges of Technology also work in an Apprenticeship Consortium which is approved by and registered with the U. S. Department of Labor, Bureau of Apprenticeship Training and funded by a state grant administered by the Arkansas Apprenticeship Steering Coordination Committee and administered by the Arkansas Department of Career Education. A significant number of students have completed apprenticeships in electrician training.

Finally, it is worth noting that the 2017 New York Times analysis that showed UAM's students to be among the most economically challenged in the nation also showed that UAM graduates have a better-than-average chance of moving up two or more income quartiles, ranking 96th nationally out of 369 colleges.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Assessment at UAM has taken root and matured over the past fifteen years. A rigorous system of Program Reviews (described in 4.A) and the regular work of a Council on Assessment of Student Academic Achievement (CASAA) led to a widely understood and broadly shared system of assessment at the program and course level. The university had been less successful in establishing institutional Student Learning Outcomes until recently.

The General Education Committee has been in operation for many years, but struggled ineffectually to establish broader SLOs. In 2017, the Chancellor named a Task Force to rejuvenate the Gen Ed program, which produced a number of recommendations. In 2018, in recognition of the need to strengthen all assessment at UAM, the CASAA was reconstituted into a University Assessment Committee with its membership drawn from across campus and an initial charge to lay out SLOs for the university. The Committee settled on four SLOs and has promoted them across campus. These have been approved for Gen Ed and as university SLOs.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Curricular Programs

Assessment at UAM has been especially strong at the program and course level. Until 2018, regular review by the CASAA allowed units to critique and to learn from each other. Schools developed some common assessment practices, as well as practices uniquely suited to their needs. The Assessment Committee, with the kind of broad representation recommended by the 2014 Team, is now guiding this work.

In the summer of 2017, the Vice Chancellor for Academic Affairs together with a task force reevaluated and streamlined the annual reporting process of academic units. Until this time, deans annually completed multiple reports on topics such as annual assessment, viability, retention, faculty development funds, outside employment, strategic plans and reviews of strategic plans from the previous year, as well as a summative Annual Report. Now academic units submit a single annual report that includes all of these components and all reportable data, including data from Blackboard and EAB. Based on each year's work, Academic Affairs continues to refine the structure of the report.

Examples of assessment practices include the following:

School of Arts and Humanities

Like all schools, Arts and Humanities lays out SLOs for its students and how these are measured, as seen on pages 3-5 of the most recent annual report. In recent years, data have been gathered in gateway courses, primarily using pre-tests, to determine student abilities in relation to learning outcomes as students begin studies in their chosen major. Portfolio evaluations, rubric evaluations of presentations of scholarly or artistic work, and post-tests are all used by faculty to determine the extent to which students demonstrate expected SLOs as they progress through a program. In capstone courses, data are gathered, including through post-tests, to compare with the data acquired in gateway courses.

In addition to program assessment, faculty also collect data for assessment of General Education courses. Assessment tools and procedures are also in place for the MFA in Creative Writing and the Master of Music in Jazz Studies. In the MFA, students' application essays and creative manuscripts are used to evaluate their skills at the time they enter the program. A final critical essay and final creative work produced in the Thesis course are used to determine the extent to which students demonstrate the program's SLOs at the time of graduation. In the Master of Music, students take pre-tests and post-tests in the subjects of jazz history and jazz theory. Their Capstone Residency recital is used to determine demonstration of student learning outcomes related to performance.

School of Business

The School of Business conducts a comprehensive outcomes assessment of student achievement that is designed to meet the standards of the Accreditation Council for Business Schools and Programs (ACBSP). Pre- and post-tests are used in conjunction with a survey administered to all seniors that gauges student satisfaction with, and attitudes towards the program. Employers provide assessment input via a biennial employer survey.

School of Education

The School of Education continues to refine its comprehensive assessment system, established in 2006, which addresses national, state and professional standards, and is regularly and rigorously analyzed by NCATE/CAEP, as the 2016 review attests. This system was developed through joint efforts of teacher education faculty, public school educators and student input, and is monitored

by the school's Assessment Committee. The system is aligned with the conceptual framework and uses assessments that are consistent with the demands for greater accountability and focus on teacher candidates' ability to affect student learning. In response to changes in NCATE/CAEP accreditation standards, the assessment system of the professional education program is focused on teacher candidate outcomes, which has resulted in the development of and a greater emphasis on performance assessments to evaluate teacher candidates as they matriculate through the program. Data on candidate performance from both internal and external assessment measures are continually used to evaluate and improve the Unit's effectiveness as well as the program's graduates.

College of Forestry, Agriculture, and Natural Resources

The SFANR maintains accreditation by the Society of American Foresters (SAF), which mandates, among other standards, "Forestry Program Organization and Administration." This includes program planning and outcomes assessment, and the School meets this standard through a system of assessment with feedback loops built into every level. The SAF's most recent accreditation team report noted the comprehensive tracking of competencies across the curriculum. Students and courses are continually assessed using direct and indirect measures. For students, this includes traditional methods of grading performance as well as judging school-defined core competencies. And courses, in addition to student feedback, are assessed by student success with the core competencies. Additionally, the School incorporates capstone courses, exit interviews, and surveys of employers and alumni to continually monitor course and school success. To further aid in assessment, plans are to implement requirements for Forestry students to take the Arkansas Registered Foresters Exam, and for Land Surveying students to take the Arkansas Fundamentals of Surveying Exam. Results from these licensing exams aid in evaluating courses and programs.

School of Nursing

The School of Nursing (SON) received continuing accreditation in 2017 from the Accrediting Commission for Education in Nursing (ACEN). The School's assessment is rigorous and continually being checked and refined by a faculty committee, which guides evaluation of all nursing programs. School assessment focuses on SLOs, and especially student progression and outcomes, following the revision of ACEN standards. Data on student performance from both unit assessments and other measures have been compiled and are used to evaluate and improve the School's effectiveness, as well as the program's final outcomes, such as success on the National Council Licensure Examination-RN. Section I of the ACEN 2017 report affirmed the SON's assessment of SLOs.

Communities of interest include students, clinical facilities, alumni, employers, the SON Advisory Board, the University, and the public. Students participate in end-of-course and program completion surveys, including evaluation of faculty, clinical facilities, courses, their self-reported levels of competency and their experiences in the program. Student representatives represent students' interests on the SON curriculum committees (AASN and BSN), admissions committee, and teaching resources committee and on the University assembly committee. Faculty members provide surveys to clinical facility staff during fall and spring semesters.

Alumni and employers receive surveys between six and twelve months after graduation. All surveys provide opportunities for quantitative and qualitative feedback. Alumni and employer survey response rates continue to be low. The SON makes every effort to contact alumni and employers and encourage their participation. The faculty and staff will continue to work on this challenge.

In fall 2016, the SON faculty and staff reviewed and revised the expected levels of achievement for all course and program outcomes on the systematic Program Evaluation Plans (PEPs) for both the AASN and BSN in order to define more realistic goals. Faculty and staff review specific criteria within the systematic PEPs each month, and outcomes at the end of fall and spring semesters and upon program completion in May. In August and January, the faculty review and discuss survey data and course and program outcomes and make changes as indicated to improve program quality.

The faculty review employer surveys and strive to improve program quality based on findings.The SON received thirty-one completed employer surveys for 2014 (19), 2015 (6), and 2016 (6) graduates. Of these, 70% (22/31) of employers reported that graduates' performance was outstanding or above average. This percentage is down from 82% for the last three-year average (2013-2015) and the faculty will review possible causes for the decline in satisfaction in the upcoming academic year.

School of Mathematical and Natural Sciences

The School of Mathematical and Natural Sciences uses performance in the classroom and laboratory experiences to measure student comprehension. Course objectives are based on common syllabi adopted by the state, comparison with courses at other universities, the specific course content required by professional and graduate programs, and for the case of chemistry, the American Chemical Society. Placement of graduates is an important facet in the assessment of our programs. Alumni surveys provide indirect measures of how successfully the school has prepared graduates.

All students taking math have taken either the ACT or another placement examination, which serves as a pre-test. A small number of students elect to take a departmentally-written challenge test in order to take a higher-level course other than what is indicated by their ACT Math score. In Introduction to Algebra, Intermediate Algebra, Survey of Math, College Algebra and Trigonometry, all sections begin with a common exam. Instructors can make minor changes to the exam so that it more closely resembles examples done in class. All sections of each course (with the exception of pre-freshmen early college high school courses) take a team-written comprehensive final exam which covers the main objectives of the course.

The School has many students that are planning to attend graduate school or a professional program in medicine, dentistry, pharmacy, optometry, or other allied health field. Performance on the GRE or other tests that are scored nationally is used extensively as a measure of program quality. These exams include the Praxis II, Medical College Admission Test (MCAT), Pharmacy College Admission Test (PCAT), Dental Admission Test (DAT), and Optometry Admission Test

(OAT) exams. In Chemistry, American Chemical Society standardized final exams are used and scores are compared nationally.

School of Social and Behavioral Sciences

A school-wide project begun in the Fall of 2016 to use pre- and post-testing to assess SLOs among all majors was quickly discovered to be ineffective, so the school has returned to capstone coursework as its primary gauge. Faculty have used EAB data to determine which gateway courses have been especially predictive of later success, and have revised use of prerequisites and co-requisites based on their predictive value.

Department of Social Work

The Bachelor of Social Work (BSW) program was reaccredited in October 2014 by the Council on Social Work Education (CSWE). The CSWE mandates that upon completion of the BSW program, graduates should have attained ten core competencies that are operationalized by 41 practice behaviors. Assignments to those practice behaviors are addressed each week in the syllabus. The department is encouraged by the CSWE to provide two other measures for the competencies in addition to exams. These internal measures are developed by Social Work faculty.

The use of an external measure, the Social Work Education Assessment Program, was developed by and is scored by an outside organization. This measure consists of entrance and exit surveys to assess social work knowledge, skills, and values. The Department uses other assessment measures (human service agency surveys, for example) not directly related to student outcomes, but which are useful for other programmatic reasons.

 Co-curricular Programs

Assessments occur in a variety of co-curricular units. Co-curricular units of the Academic Affairs Division include the Academic Advising, Center for Writing and Communication, and the Taylor Library. The Student Engagement Division includes Career Services, Disability Services, Student Organizations, and Athletic programs report to the Chancellor.

From 2012 until 2015, many of these units used outcomes and evaluative tools developed by the Council of Standards in Higher Education. Annual reports included results of these assessment efforts. When these tools failed to provide usable data, and in response to the 2104 HLC Team recommendations, units began to work with the newly formed Assessment Committee to develop a better process and initial mapping of SLOs in order to gauge student learning within their bailiwicks.

The Student Health Center, which schedules educational programs throughout the school year, gets immediate feedback from participants and modifies the programs using that information.

The Library has traditionally measured standard input data, including volumes received and expenditures, as well as output data such as books checked out, instruction sessions, and

reference transactions. The staff has modified library hours over the past four years using gate counts, and usage data drive subscription decisions for journals and databases as the Library seeks to meet changing curricular needs. The Library is is now adopting to rubrics from the Association of College and Research Libraries to more accurately gauge its effectiveness, and looking to incorporate data from EAB and the Spring 2019 NSSE in its activities.

4.B.3. The institution uses the information gained from assessment to improve student learning.

Each academic unit is aware that the mere collection of data is not the purpose of assessment. Although analysis of data needs to be refined in some units, each unit understands that assessment must lead to the enhancement of student learning. The CASAA annually reviewed each unit's assessment activities and resulting changes, and the reformatted Assessment Committee will help guide both assessment and resultant changes. Since 2017, the Annual Report format has asked for changes made on the basis of assessment, and the Assessment Committee has begun tracking and noting strategies to share what works (and what doesn't) among units. Following are some recent improvements to student learning that have followed the analysis of assessment data:

School of Arts and Humanities

In 2016-17, the School of Arts and Humanities faculty expanded majors in Art, Communication, English, and Modern Languages from 36 hours to 48 or 54 hours to give greater breadth and depth to those programs. Assessment data in English, for example, had given rise to concerns about students' knowledge of literary history and their ability to do literary analysis at levels that would make them well prepared for graduate or professional school or for careers in public schools or in any occupation requiring critical-thinking skills.

In the area of General Education Assessment, data indicated a high rate of effectiveness in intensive eight-week remedial English classes. These classes meet five days a week; students are enrolled in fewer classes at a time, taking some classes the first eight weeks of a semester and some the second eight weeks; students are more focused and better at staying on task. Success rates (grade of C or higher) generally range from 80 to 100 percent in eight-week sections, whereas success rates in 16-week classes tend to be in the 60- to 70-percent range. SAH faculty were leaders on campus in assessing the success of eight-week courses and have largely restructured several introductory courses in response to the remarkable success of students compared to those in standard-length courses.

Faculty noted that Online Spanish students were reluctant to continue their coursework or to participate in extracurricular activities. In response, Foreign Language teachers developed a hybrid Spanish Intermediate year, which has helped students transition to upper-level courses.

College of Agriculture, Forestry, and Natural Resources

In Fire Management (NRM 3022), based on discussions with faculty and students, the fire effects component of the course was bolstered to appeal to the range of student interests in the class, and

a new fire behavior section was introduced that integrates fuel, weather, and topography effects on fire behavior. Plans are currently in place to split SURV 2023 – Geographic Coordinate Systems and Cartography into two separate courses based on student performance and needs for more focused instruction.

School of Mathematical and Natural Sciences

Faculty use the numerous direct and indirect assessment methods to make changes at the program and course level. Some recent examples include the following:

In Intro to Chemistry, the post-test indicated that students were not doing well in the naming of compounds. When reviewing this material, faculty determined that the large amount of information was simply overwhelming the students. Faculty decided that instead of that material all being on one exam, the material would be broken into two portions, and split between two exams. There appears to be improvement on the nomenclature portions of test 1 and test 2; however, this is still somewhat of a weakness on the end of semester post-test.

Based on results from the nationally normed American Chemical Society (ACS) Examinations some faculty have begun including additional coverage of nuclear chemistry in CHEM 1103 General Chemistry I instead of waiting until the end of CHEM 1113 General Chemistry II, and moving the organic chemistry chapter to the end of Chemistry II. Additional Organic Chemistry coverage is done in the laboratory by developing a nomenclature lab which is done at the end of General Chemistry II.

Faculty teaching Organic Chemistry continue to make modifications based on assessment, even though the ACS final exam results have consistently been very near the national average, with several students scoring above the 80th percentile. Several years ago, a textbook change allowed for online homework. After the first year of using the new text, the faculty determined that the comprehension of the material was less than in previous years; moreover, scores on the ACS exam declined. Faculty decided to return to the original textbook and to not allow online homework. Comprehension has improved.

MCAT scores showed weakness with experimental design and interpretation of results, so the school has added a Biological Statistics course. The course is being offered in the Spring 2019 as a special topics course while the course is in the process of Curriculum and Standards approval. Analysis of test results will guide further modifications. An additional change made in the biology area is the streamlining of the lab offerings at the freshmen level.

UAM offers a one-semester General Education biology with lab, and a two-semester Majors biology with lab. It was recognized that there was a decent amount of overlap between the first Majors lab and the Gen Ed lab. Faculty decided to alter the content slightly and have both biology majors and non-majors take the first lab together. The combined Intro to Biological Sciences/Principles of Biology I lab will be taught for the first time next year, pending approval by the Curriculum and Standards Committee. The second biology Majors course will continue to have a stand-alone lab.

The Arkansas Department of Higher Education recommended that students in non-STEM degrees take an alternative course to College Algebra. This course at UAM is Survey of Math. The School of Education majors often took both Survey of Math and College Algebra in addition to two Math Education courses, which required College Algebra as a pre-requisite. As a pilot, we allowed a group of students to take the Math Ed courses after taking only Survey of Math. Faculty saw that students who completed Survey of Math did as well in the Math Ed courses as those that had completed both Survey of Math and College Algebra. The faculty agreed that there was little or no direct relation between materials taught in College Algebra and the Math Ed courses. Removal of this pre-requisite course allows students into the upper-level courses sooner, and should improve on-time graduation rates.

The ADHE has asked colleges and universities to consider co-requisite remediation which will allow students to earn credit in college level mathematics earlier in their career. Faculty at UAM considered several options. Three new courses were attempted as pilot studies, and two of the three have been added as options in the math sequence. The three trial courses were College Algebra with Review, Survey of Math with Review, and Intermediate Algebra with Review. All three courses meet five days per week for three hours credit. The additional time was used to bring in relevant remediation and to give the students more guided hands-on practice time. The Intermediate Algebra with Review was designed to allow students to avoid Intro Algebra completely. Lower ACT students in this course did not do well despite the extra time, so the course was not continued. College Algebra with Review is designed for students with MATH ACT of 19-21, or students that have passed Survey of Math with Review. The results from this course initially were outstanding with 22 out of 27 in the course finishing with a C or better. While all sections have not had the same success as the first class, we are quite pleased with the results. It is very common for the students in College Algebra with Review to have a higher success rate than those in the traditional College Algebra course, which requires an ACT of 22 or higher. The Survey of Math with Review is designed for students in the MATH ACT 16-19 range, and not majoring in a STEM field. The five-days-per-week format allows for remediation to be brought in as needed, and allows more hands-on practice in the presence of an instructor. The slower paced course coverage is also a plus. The students are being successful in this course; however, the success rate is somewhat less than College Algebra with Review. This is expected since the students have a lower MATH ACT than those in College Algebra with Review. These are fairly new courses and small changes are still being made in hopes of improving the success rates.

The Math faculty have made several other changes to all of the Gen Ed math courses. Some of the changes made over the past few years are:
1. Writing an in-house published workbook that serves as a how-to guide rather than containing math theory.
2. We have transitioned from the ALEKS mathematics software to WebAssign, and are now in the process of moving toward open source software that will serve as homework, practice, and tutorial supplemental materials. Reducing student cost is largely the reason for the move to open source software because it was found that many students wouldn't, or couldn't, purchase the supplemental software package even though it would be required for portions of the course. Several open source packages are currently under review and faculty are making workbook modifications to better fit the chosen package.

The Math major is in the process of being updated with the addition of two new courses. One is Introduction to Statistics, and the other is Introduction to Mathematical Reasoning. The statistics course is being added because the faculty felt that the students weren't getting enough statistics in the major curriculum. The Introduction to Mathematical Reasoning course was developed to help the students transition from the first level mathematics courses to the upper level proof based courses. Both courses will be taught for the first time next year.

School of Nursing (SON)

The SON faculty and staff have systematic Program Evaluation Plans for the AASN and BSN programs. The AASN program evaluation plan is based on course and program outcomes. The BSN program evaluation plan is based on the ACEN standards as mandated by Commission staff. Faculty and staff review course and program outcomes following fall and spring semesters. An example of change made as a result of data analysis occurred in the spring of 2014. The staff and faculty monitored HESI E2 and National Council Licensure Examination-Registered Nurse (NCLEX-RN) pass rates from 2008 through 2014. The HESI E2 examination (score of ≥900) predicted NCLEX-RN outcomes, overall, 54% of the time (120/222). As a result, the faculty voted to discontinue the HESI E2 examination.

The three-year average completion rate for the AASN program is 78% (14/18) and for the BSN program 86% (67/78). The program completion rate for the 2017 AASN cohort was much lower than previous years. While realizing that occasionally retention may be lower than usual, the faculty has increased retention efforts in response to this decline. The faculty voted to initiate a student success plan including a mandatory test-taking workshop for all students enrolled in major courses. Course faculty will continue to refer at-risk students to the Remediation Committee and campus resources as indicated. The BSN program completion rates increased for the 2015 (25/41 [61%]), 2016 (28/41 [68%]), and 2017 (22/36 [61%]) cohorts compared with the 2013 (14/34 [41%]) and 2014 (13/31 [42%]) cohorts. And, significantly, the job placement for BSN graduates for the past three years has been 100%.

To help them prepare for the NCLEX-RN test, beginning in fall 2017, all students have been given a test-taking workshop early in the semester. In addition, the faculty and staff have made increased efforts to refer students to University resources as needed.

The Nursing faculty researched available NCLEX-RN review options as did a group of 2014 BSN seniors. After receiving feedback from students and reviewing faculty research, the faculty and students began using Kaplan NCLEX-RN resources in 2014, continuously assessing the results. After careful analysis and discussion, the faculty voted in spring 2017 to discontinue Kaplan, and after reviewing options, voted to initiate Assessment Technologies Institute resources beginning with the new student cohorts, AASN and BSN in May. The 2018-19 BSN students are using Kaplan for their final two semesters, as they already paid three of five installments.

For the years 2015, 2016, and 2017, ninety-five students who were in the final two weeks of their final semester of the AASN or BSN program completed end-of-program surveys. Of these,

92.6% (88/95) reported they agreed or strongly agreed that, overall, they were satisfied with the nursing education they received at UAM SON. Alumni surveys from 2014 and 2015 graduates revealed similar findings. The Nursing faculty received twenty-one completed surveys from 2014 (11) and 2015 (6), and 2016 (4) graduates. The overall three-year average rating for program satisfaction was 4.3 out of a possible 5.

School of Social Work:

In its 2014 affirmation of accreditation, the CSWE team praised the thoughtful program modifications in response to assessment data, but noted a lack of documentation as to how the faculty discussed and decided on those modifications. Since then, minutes of faculty meetings have documented those discussions and the resulting changes.

 4.**B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**

UAM's efforts to effectively assess student learning are continuing to evolve. With a significant history of program reviews and other tools, academic units have become familiar with assessment and a data-driven approach to modification of courses and programs. Instructors have used data from grades, Blackboard tools, and now the EAB database to study success at each step of a student's career. Deans annually report on results of assessment and changes made. Progress with co-curricular assessment has been uneven but is gaining traction. The change from an academically weighted Council on Assessment of Student Academic Achievement (CASAA) to a more broadly representative Assessment Committe with an evolving annual process shows that UAM is working to balance and broaden assessment efforts.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Improving student retention at UAM has been an institutional priority for the past six years. This goal has taken on new significance with the 2014 HLC Team's recommendations and the state's introduction of performance-based funding in 2017.

As the only true open admission university in the state, UAM faces unique challenges with respect to retention, persistence, and completion.

In the Vision Statement of 2016, the university sets a very ambitious goal of recognition for having "retention and graduation rates that meet or exceed its peer institutions." The second of the three focuses of the university's Strategic Plan is "Enrollment and Retention Gains," which sets forth a number of ambitious, concrete, and attainable steps for doing more to help our students meet the challenges that they confront. Some of these steps laid out by the Plan include the following KPIs:

1. Development and implementation of a Guided Pathways plan (detailed in 3.D.2; approved in 2018 and implemented in Spring 2019), learning community opportunities, mentoring and tutoring programs, and learning/advising strategies.

2. Implementation of a Fifteen-to-Finish Campaign (begun in 2017) with annual review.

3. Development and implementation of a model First Year Program with an academic and orientation component.

7. A more robust review of trend data with respect to headcount, student semester credit hours, minority students, transfers, average ACT scores, and retention rates, all of which will be compared to benchmarked peer institutions.

UAM's Enrollment Management Division is a relatively recently formed unit, and under the new VC for Student Engagement it is in the early stages of setting specific goals and redefining UAM's approaches to enrollment and retention. A Framework for Strategic Enrollment Management lays out initial goals and strategies, and is intended to be the basis for a plan that includes all parts of the UAM community involved with recruitment, enrollment, retention, and completion.

4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The Director of Institutional Research collects data on retention, etc., using a variety of tools. Given the requirements of Performance Funding, there is special incentive now to be especially focused in gathering and analyzing these data and, as the 2014 Team recommended, using the data to inform strategies. As students enroll, they are tracked within the WeevilNet system (PeopleSoft), where they are designated as first-year or transfer, and as full- or part-time. With this tracking mechanism in place, PeopleSoft reports can be generated and produced for such things as IPEDS, internal analysis, and Arkansas Department of Higher Education (ADHE) reports. The Office of Academic Affairs also gathers retention and completion data from the annual reports of each program on campus, and departments report their analyses of the data and what changes they are making in response to these numbers. And when students withdraw from UAM, they are asked to self-report the reason(s) for their departure. These data are also incorporated into the reports and responses.

Data from the ADHE include:

Fall-to-Fall Retention Rates					
Institution	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
UA Monticello	46.70%	42.00%	48.60%	50%	52.40%
Comparative Graduation Rates Four Year Universities					
Institution	**100% Rate (AY2014)**		**150% (AY2012)**		**250%(AY2008)**

UA Fayetteville	47.20%	60.40%	63.40%
Arkansas State University	39.20%	44.20%	41.30%
Southern Arkansas University	32.30%	34.20%	31.50%
UA Monticello	*28.90%*	*30.00%*	*34.50%*
Arkansas Tech University	28.70%	38.80%	45.80%
University of Central Arkansas	27.30%	40.50%	46.10%
UA Little Rock	24.80%	31.40%	28.60%
Henderson State University	23.50%	31.60%	27.60%
UA Fort Smith	21.00%	29.50%	31.90%
UA Pine Bluff	16.50%	26.50%	29.20%
State Average	33.40%	42.50%	42.80%

4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Assessment of retention, persistence, and completion data is guiding specific projects and initiatives at the institutional and academic unit level in UAM's renewed efforts to improve student success. For example,

- Contracting with EAB in 2016 necessitated a great deal of data inputting and many hours of training of faculty in the first year. However, since the project quickly identified significant points of concern, faculty buy-in has increased. Some of the early payoffs of the EAB project have included:
  1. Identification of courses which are reliable predictors of student success in a given program. Discovery of trouble at this point allows advisors to guide students to other disciplines in which they can better succeed.
  2. EAB data can help identify students whose grades may be acceptable but whose success may be in some danger. Advisors can work with these individuals to help locate

and deal with concerns that might otherwise have gone unnoticed until the student failed.

- The University's Assessment Committee tracks enrollment declines in department statistics, and helps those units devise tactics for improving those.
- Knowing that students persist and do better in classes that they attend, teachers file Academic Alerts upon the third absence of a student. Immediate follow-up from the Academic Advisors can discover and quickly deal with a problem that might otherwise derail the student. These interventions, as the 2014 HLC Team recommended, have worked well.

- Discovery that success for students needing remediation was far superior in eight-week classes compared to students in semester-long classes led to encouraging at-risk students to enroll in eight-week courses.

These recent actions along with others described in the 2014 Self Study are part of the continuous improvement model that drives UAM in its efforts to strengthen student success.

4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

UAM uses IPEDS definitions in collecting, analyzing, and reporting student retention, persistence, and completion data. The ADHE, which collects, publishes, and analyses data for higher educational institutions in Arkansas, also uses IPEDS definitions. For student retention, a fall-term cohort of first-time degree-seeking students, and a cohort of first-time full-time degree and certificate seeking students is determined and tracked through subsequent years. For completion of programs, the first-time degree-seeking first-entering cohort of six years prior is checked to see if the student completed the degree within the allotted time frame, 150% of the length of the degree – six years for a bachelor's degree, three years for an associate degree.

UAM is cognizant of new definitions of Student Success, especially as recently articulated by the HLC studies and in workshops. While the definitions recently proposed by the HLC Task Force certainly resonate with UAM's particular circumstances, since the ADHE's data are the factors for determining Productivity-Based state funding, their definitions remain the currency of the realm.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Infrastructure: State Funding

UAM has two main funding sources: state appropriations and tuition revenue. As with all publicly funded educational institutions, UAM must deal with the challenge of state support. In FY2013, state appropriations accounted for $18,252,937 and 52% of overall E&G revenue. In fiscal year 2017-2018, the figures were $18,814,756 which indicated a 3% increase over the past five years. The state appropriations accounted for only 41% of overall E&G revenue for the 2017-2018 fiscal year.

Up until 2017, state appropriations to higher education were meted out according to a formula based primarily on student headcount. The apportionment process involved the Arkansas Department of Higher Education (ADHE), recommendations from the General Assembly, and approval by the governor. Universities in Arkansas did not suffer the calamitous cuts of other states, but a constitutionally mandated balanced budget and flat revenues led to funding at less

than the prescribed formula. Still, funding remained relatively constant and predictable, and the 2014 Self-Study confidently predicted that "state funding should remain fairly secure."

In 2017, the General Assembly approved a funding model with a significant percentage of appropriations based on performance and student success, defined by meeting credit hour, certificate, and degree targets. Given UAM's designation as Open Enrollment and the consequent high numbers of students requiring remedial classes, this has already resulted in a significant cut for the school, and the long-term picture is unclear.

In 2018, based on the rolling three-year average upon which the apportionment is based, UAM was informed that there would be a cut of $150,000 to the UAM system. While this was unwelcome news, the university is dealing with the new reality. An ad hoc "watchdog group" has worked to understand how best to respond to the required data and to ensure that the numbers reported by the ADHE are accurate. Knowing the new rules, as well as UAM's strengthened focus on Student Success, exemplified by the new Student Success Center, gives us reasonable hope that state appropriations will be predictable.

Enrollment/Tuition Revenue

With a shrinking public school enrollment in the region, UAM has struggled to meet its goal of increasing enrollment. The Fall 2014 FTE was 2860, and the FTE of Fall 2018 was 2518. In recognition of the financial value of having students in seats, UAM has worked hard on retention over the past five years with some modest successes. Two factors complicate this strategy: UAM's Open Enrollment policy has essentially guaranteed that many students will enroll as freshmen with little to no ability to pass college courses. Retaining these students, obviously, has been and will be very challenging, and UAM's strategy of establishing Guided Pathways is documented in 3.D.2.

Secondly, because the university operates within the economic realities of Southeast Arkansas, low tuition is one way to make a college education more accessible to our region, but also restrains one source of funding.

The budgets for the past two years, as well as audits (discussed below in 5.A.5), are evidence of careful stewardship of hard-won fiscal resources.

The inexorable rise in costs have led to another, albeit indirect, threat to tuition and fee revenues: student default rates. Over 65% of UAM's students receive Title IV funding in the form of Pell grants, student loans, federal work study, and other grant funding. The convergence of higher student costs and poor economic conditions led to higher student loan default rates at the same time that the U.S.Department of Education was changing the timeframe used to calculate cohort default rates (CDRs) from two to three years.

UAM experienced this CDR increase as the two-year CDR jumped from 14.7% in FY2008 to 20.1% in FY2009 (figure released in Fall 2012), and the first three-year CDR was 28.1% in FY2009. An institution reaching 30% for three or more years could lose its Title IV funding, which would be devastating for UAM. The University addressed this problem by hiring an

additional financial aid employee whose primary responsibility is to design and implement measures directed at curbing and reducing student loan default rates. UAM is also utilizing the services of the Arkansas Student Loan Authority (ASLA), which assists delinquent borrowers in the use of deferments, forbearances, and other methods to return to "current" status. An encouraging development is that in FY2013 the three-year CDR decreased from 28.1% to 23.6% and by FY2016 was down to 14.3% -- higher than UAM would like but trending in the right direction. To continue this progress, the UAM Strategic Plan sets out a goal of lowering the default rate by one percent every year.

Expenditures

For FY2013, UAM's total expenditures for all funds totaled $50,063,486. In FY2019, this was $46,273,498.

In 2015-16, UAM's CFI dipped below 1.0 for the first time in many years, triggering an automatic Letter of Concern from the HLC. This was an anomaly, based on the confluence of several unusual events including a sharp increase in medical premiums and no timber sales for the year. The two years prior to this, the CFI had been 1.20 and 1.06, and since then the figure has been 1.38 and most recently 1.46. There is no reason to think it will drop in the foreseeable future.

5.A.1.b – Human Resources

The University's personnel are sufficient to enable the University to realize its mission, purposes, and goals. The organization of UAM, restructured over the past few years as recommended by the 2014 HLC Team, is described in Criterion Two. Notably, the Division of Student Engagement, which the 2014 report noted as stretched precariously thin, has gained employees and worked to cross-train so that absences do not result in a lack of services.

5.A.1.c -- Physical Infrastructure

UAM is a land-rich institution. The Monticello campus, in particular, has over 200 acres of mostly forested land. The seventy-seven buildings on campus range from some of the original buildings, now over a century old, to two buildings dedicated in 2018. Over the past decade, tight budgets led to decisions to defer maintenance, and resulting problems with leaking roofs and treatment for mold have made clear the need to make up for lost time. To that end, the current administration has begun a robust and planned program of replacing roofs, sealing crawlspaces, and even working with the state's highway department to repair road surfaces. The most severe problems have been addressed through a portion of a bond issue that dedicated $2 million for deferred maintenance projects, and others are in line for attention as funds are available. The last two fiscal years have seen dedicated funds earmarked for deferred maintenance as the institution takes a more proactive approach to infrastructure.

5.A.1.d – Technological Infrastructure

The Information Technology office at UAM strives to obtain and maintain technology that is

sufficient for the evolving needs of faculty and students. The 2014 HLC Team identified the I.T. office as being thinly staffed, and I.T. now has an additional staff member.

UAM used Blackboard for educational technology for several years, and the school was a prime beneficiary when, as noted in 5.D.1, the UA System decided to make a better version of the Blackboard available system-wide.

The University's ERP system, dubbed "WeevilNet," has increasingly become a challenge. Also noted in 5.D.1, the 2018 system-wide purchase of WorkDay promises, when it is installed in 2020, to be more reliable and provide new avenues for getting data that are currently not available.

To improve UAM's website, a project began in the spring of 2018 to investigate new site structures and technical architectures for the university's current web presence. UAM contracted with the consulting firm of Simpson & Scarborough to assist with rebranding the website and for helping guide the university in the selection of a new web content management system. UAM plans to launch the new website in the summer of 2019.

5.A.1.e UA System Resources

As a member the University of Arkansas System, UAM makes regular financial reports to and provides proportional payments for a number of services from the System. In return, UAM benefits in many ways from the System's collective resources.

Until the WorkDay ERP is in place and provides the System with a portal, UA campuses send in quarterly financial reports to the System office, which combines them all into one document, such as the report for the second quarter of FY2019. UAM's report is on pages 70-74 of this secured document. Other System financial reports include budgets and financial statements for all of the campuses, all of which are publicly available.

The purchasing and negotiating power of the System makes available many resources to UAM which would be cost prohibitive otherwise, including:

- Internal Audit: System auditors can respond quickly to investigate very specific requests or concerns as they arise.
- Legal Counsel: UAM provides a monthly stipend, pro-rated according to enrollment, for access to the System's legal office.
- The purchase and installation of digital resources such as WorkDay and the enhanced Blackboard package have been mentioned. The fiscal and staff resources required for installation and maintenance of these programs are only available through the combined resources of the System.
- Employees are able to obtain much lower rates on Health and Dental Insurance, and can take advantage of reduced administrative costs for retirement plans such as TIAA. Other group purchases make available products like automobile insurance and long-term disability insurance.

- While the state government has purchasing contracts, often the System contracts are better, and more specific to educational needs. For example, System libraries negotiate consortial prices on databases and journals subscriptions, such as a $2-million annual package with Elsevier that provides UAM with access to hundreds of journals for $16,000, or 0.8% of the total cost.
- The System provides guidance and final approval for bond issuances, real estate sales and purchases, and construction contracts.
- The system manages government relations and keeps campuses informed of changes to laws or regulations.
- UAM has access to expert advice and updates, such as the System financial staff alerting campuses to Governmental Accounting Standards Board rule changes.

5.A.2 The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The University's resource allocation process is governed by the Executive Council which represents each area of the institution. This process centers on the primary mission of the institution which is academic in nature and more specifically emphasizes teaching. The 2017-2018 budget allocated 40% to Education, confirming that teaching remains UAM's priority.

The University, after drafting a budget that it believes will achieve its goals for a given budget cycle, recommends this plan to the Board of Trustees for its consideration and approval.

The Arkansas Department of Higher Education publishes comparative data on all public universities which are reviewed by the institutions and members of the Higher Education Coordinating Board. The State, through this board, has set limits on athletic, academic, and performance scholarship expenditures. The Coordinating Board also sets a maximum amount of funding that may be transferred from educational and general operations to cover athletic expenses in excess of the revenues generated by all sports and other supporting fees. Further, the Board requires annual reporting on the sources of revenues for athletics as well as the allocation of all expenditures.

5.A.3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

The 2016-17 crafting of the Strategic Plan was based on the recently approved Mission and Vision Statements. Those statements reflect UAM's history and purpose, as well as limning out new ways to educate and serve. In 2018, each unit on campus developed strategic initiatives that aligned with specific aspects of the UAM Strategic Plan. Those strategic initiatives, evaluated and updated annually, should work to improve the university's infrastructure of physical, human, and fiscal resources as described throughout this Core Component. The UAM community operates with a clear understanding of our institutional structures, resources, constraints, and opportunities. The Mission Statement and Strategic Plan aim to stretch and strengthen our community and our educational programs.

5.A.4 The institution's staff in all areas are appropriately qualified and trained.

Whenever a position becomes vacant, the supervisor completes a Request to Initiate a Hire, which helps assure that all Human Relations procedures will be followed to fill the position. Applicants for all positions fill out an Application for Employment form so that supervisors can see training and qualifications, and contact references. In filling faculty positions, search committees are given firm guidelines noting Equal Opportunity rules and other pertinent regulations. Finally, upon a position being filled, paperwork documenting the procedure is gathered.

The University follows ADHE Policy #5.11.15 and HLC Assumed Practices regarding faculty credentials for instruction. Professional development is handled by departments, generally from funds allocated for that purpose.

Summary of Faculty Credentials
University of Arkansas at Monticello
Faculty Structure
2018

Rank	Total	Terminal Degree
Main Campus		
Professor	26	25
Associate Professor	37	24
Assistant Professor	32	22
Instructor	34	2
Adjunct	51	-
Total Faculty excl. Adjuncts	124	73
Crossett Campus		
Full-Time Faculty	15	

Part-Time Faculty (Adjuncts)	7	
McGehee Campus		
Full-Time Faculty	17	
Part-Time Faculty	7	

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense.

Each year, prior to submitting its budget to the UA Board of Trustees for approval, UAM engages in a budget process that involves wide participation and careful monitoring of expenditures.

Until recently, the director of each unit made a budget presentation in March to the Executive Council, which included the Vice Chancellor for Finance and the Chancellor. The Executive Council would evaluate the presentations and, in alignment with institutional plans and income forecasts, would adopt a budget which it would recommend to the System Board of Trustees.

Under UAM's current chancellor, this process has been modified significantly. As of 2017, the formal budget process begins in the fall when the vice chancellors solicit budget proposals from their units. Requests for funds explain how they align with both the UAM Strategic Plan and the unit's plan. The vice chancellors, after deliberations with their unit managers, propose budgets for their operations to the chancellor in January.

Once all proposals have been presented, the Chancellor and Executive Council determine which requests should take priority based on the projected enrollment and cost of attendance that are provided by Finance & Administration. UAM has traditionally been very conservative in estimating enrollment, and has budgeted with an eye toward sustainability over the foreseeable future. Thanks to these measures, even when funds have been tight, there have been no mid-year budget cuts as occur at many other schools.

UAM's fiscal policy requires that funds are available before approval can be granted for any expenditure. The approved budget is established by July 1, and funding for each unit is broken down by unique account numbers for each functional category. Salaries and benefits are paid over the pre-determined number of pay periods and limited to the funds designated. Supplies and expenses, sometimes referred to as maintenance and operations expenses or M&O, also have effective controls down to the account level. Once an account's budget has been expended, requisitions cannot be approved for the department until an adjustment is made. Overrides are permitted but must be receive additional supervisory approval.

In addition to the controls in place at the micro level, the University generates a quarterly financial report that is submitted to the Board of Trustees. This report monitors overall revenues, with a focus on cash flow and maintenance of cash reserves, measured against projections. UAM undergoes annual independent audits by the Legislative Audit and the University of Arkansas System. The Legislative Audit makes a public report of its findings to the UA System Board of Directors and the report is maintained on its website.

It is notable that UAM has not had a significant audit finding in the last three fiscal years. Audits, such as these for 2017 and 2018, include UAM as part of the Systemwide audit, and comments specific to UAM can be located via the [find] tool.

Several years ago UAM engaged the help of Arkansas Student Loan Authority's (ASLA) default management services to aggressively work to reduce our Cohort Default Rate, as discussed under 5.A.1. As noted there, in addition to utilizing ASLA's default management services, a full-time Financial Aid Analyst for default prevention is employed by the University's Office of Financial Aid to work with current UAM students as they navigate the student loan borrowing process, and to help them plan how to repay the loans used to finance their education.

UAM has a Perkins Loan portfolio that has begun the liquidation process which will see our loans assigned to the U.S. Department of Education. The first phase of liquidation will be processed by University Accounting Service (UAS), our long-time Perkins Loan Servicing company. The next phase is scheduled to be processed by our in-house Financial Aid Analyst for default prevention. The entire process is expected to be completed during the 2019-20 fiscal year.

Sources

- 18-19 Budget Prep Memo
- 2016 Draft Cohort Default Rate Letter
- 2017-2018 Budget
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- Acad Aff Gen Ed Requirements
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- ADHE Comprehensive Report
- ADHE Financial Conditions 17-18
- Arkansas Legislative Audit homepage
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- Audit FY2018
- CFI explanatory letter
- Chancellor - Strategic Plan
- Chancellor 2018 Branding Study summary
- Chancellor April 2018 Update
- EmploymentApplication

- FY18 Budget Exhibits Detail
- FY19 Budget Exhibits Detail
- Hiring Procedures
- History of State Revenues by campus (002)
- Information Security Strategic Plan
- Information Technology _ University of Arkansas at Monticello
- Loan Default UAM (002)
- Productivity_Funding_Policy_-_Universities1
- ReqToInitiateHire
- SSCH and FTE by Fall Terms
- Strategic Planning Process 2015-16
- Student Organizations _ University of Arkansas at Monticello
- UA System 2QTR-REPORT-FY19-secured UAM on pp70-74
- UA System Benefits Faculty and Staff Benefits
- UA System Bonds
- UA System Campus Resources
- UA System Construction Contracting Procedures
- UA System Financial Documents
- UA System General Counsel
- UA System Internal Audit
- UA System Project One
- UA System Real Estate Purchases
- UA System Real Estate Sales
- UAM Bond Ratings
- UAM Cohort Default Rate History List - 02-26-2019
- UAM Composite Financial Index FY 2015 FY 2016 FY 2017
- UAM FY2020 Productivity Recommendation
- UAM Mission Statement
- UAM Organizational Chart

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1 The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Arkansas Higher Education Coordinating Board (AHECB) serves as the governing body for higher education statewide. The Arkansas Department of Higher Education (ADHE) functions as the administrative staff of the AHECB. The Board meets regularly to consider actions on budget recommendations, new and existing academic program recommendations, bond issuances, technology purchases, certification issues, student financial aid programs, and other initiatives affecting higher education in Arkansas.

UAM is a member of the University of Arkansas (UA) System, whose principal campuses, divisions, and administrative units are governed by the UA Board of Trustees, which approves major system and institutional policies. The ten trustees are appointed by the Governor and represent each of the state's four congressional districts.

The Trustees meet five or six times per year to consider action proposed by each campus and to ensure compliance with existing policies and procedures. The Trustees also develop policies and procedures in keeping with changing regulatory action and laws and general governance. The public agendas and minutes of board proceedings are evidence of the oversight provided for the institution's financial and academic policies and its other related responsibilities.

The System President is the chief executive officer and reports directly to the Board of Trustees. Each institution's chancellor reports directly to the System President.

The Boards of Visitors of the UA System, while advisory in nature, are a means of individualizing the system-wide administration for the campuses that compose the system. The

twelve members of UAM's Board of Visitors, all UAM alumni, are appointed by the Governor and represent the counties of Southeastern Arkansas. Minutes from the past year illustrate the work of this body.

5.B.2 The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Upon the recommendation of the System President, the Board of Trustees appoints the chancellor of UAM. The chancellor serves as official spokesperson, promotes the ideals of academic achievement, and looks after the development and welfare of the institution. The chancellor acts as the official medium of communication between the President and all of UAM's administrators, faculty, staff, and students. The UAM organizational chart demonstrates the nature of these relationships.

The Executive Council, comprising the chancellor and vice chancellors, conducts the administrative affairs of the University of Arkansas at Monticello. The Executive Council is the only campus council authorized to commit the institution to any administrative act or action. The E.C.'s minutes are posted on the UAM website, and those from 2018-19 illustrate the nature of the Council's discussions.

As mandated by the System Trustees, the University Assembly acts as UAM's legally constituted governance organization. It operates under its own constitution and bylaws and carries out its work through a series of active committees. The Assembly has legislative powers over educational policies including admission requirements, curriculum and courses, degrees and requirements for degrees, calendar and schedule, academic honors and honorary degrees, student affairs, and interpretation of its own legislation. The Assembly has at least two regular meetings each semester. Assembly membership consists of full-time faculty, professional staff, Student Government Association (SGA) representatives, and the academic and administrative officers of the institution. Minutes are posted on the UAM website, and those from Fall 2018 illustrate the deliberations and actions.

The work of the UAM Assembly is carried out in large part by the action of standing or ad hoc committees. The Bylaws of the Constitution of the UAM Assembly state that "committees of the Assembly are constituted to provide a forum in which a greater detail of attention can be given to tasks and matters before the Assembly. As such, all Assembly committees shall be empowered to conduct investigations, make recommendations, and formulate legislation on matters under their consideration." Standing committees include Academic Appeals, Athletic Committee, Curriculum and Standards, Faculty Equity and Grievance, Faculty Research, Library Committee, Student Affairs, and the Teacher Education Committee. Procedure calls for resolutions to pass from these committees to a vote by the full Assembly and thence to the Chancellor for approval. Two committees that are very active throughout the year are Curriculum and Standards, which oversees the development of undergraduate academic programs and thus assurance of academic quality, and Academic Appeals, which ensures the maintenance of UAM's scholastic integrity and due process responding to students' academic concerns.

Assembly meetings also provide an opportunity for exchange of general information and for moderated debate. Within this forum, the faculty, administration, staff, and student body can discuss issues related to campus policy, attend to campus concerns, and promote awareness of campus activities and programs.

Peer elections determine the officers of the Assembly. The University Assembly Chairperson, along with the Vice-Chairperson, Secretary, and Parliamentarian work together as the Leadership Council to ensure that the UAM community knows of pending policy changes. As the Leadership Council, these campus leaders meet by arrangement with the Chancellor and Vice Chancellor for Academic Affairs to discuss faculty, staff, student, and administrative issues.

The Faculty Council meets on an ad hoc basis for matters pertaining specifically to the faculty, such as to make specific recommendations to the Trustees or to the university administration.

The Student Government Association (SGA) serves as the official conduit for conveying the concerns and opinions of students to the University hierarchy. Students from each academic unit are elected by their peers to serve in the SGA Senate with additional elected at-large members. The Association appoints student representatives from its membership and the student body at large to serve in the University Assembly and, where possible, also appoints students to serve on specific Assembly and Chancellor's Committees.

5.B.3 The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

UAM is committed to the exercise of best practices and shared governance. While the Executive Council, Assembly, Faculty Council, and SGA work independently of each other, they also collaborate in order to ensure that the policies and procedures are kept current and function as intended. The standing committee structure provides widespread participation and input from faculty, staff, and students in the academic and structural operation of the university.

Sources

- 2018-19AssemblyCommitteeMembers
- Administrative Committees
- AHECB home page
- Appeals Committee description
- Arkansas Department of Higher Education
- Assembly Committees
- Assembly minutes Fall 2018
- assembly officers 2018-19
- Board of Trustees – University of Arkansas System members
- Board of Visitors Bylaws
- Board of Visitors July 2018
- Board Policy 1410.1 UAM Constitution

- BOT Policy 100.4 Rules and Regulations of the Board of Trustees of the University of Arkansas for the Governance and Administration
- Bylaws
- Curriculum and Standards Comm Description
- Executive Council.pdf
- Faculty Council bylaws
- Faculty Handbook
- FY19 Budget Exhibits Detail
- Library Committee description
- Mission – University of Arkansas System
- sga constitution
- System Trustees 201801 Agenda
- UAM Board of Visitors Minutes July 2018 - January 2019
- UAM Executive Council Minutes Sept 2018 - April 2019.pdf
- UAM FY2020 Productivity Recommendation
- UAM Organizational Chart

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

UAM allocates resources in areas that advance the mission of the institution. As described below, upon completion of the UAM Mission Statement, departments and schools were instructed to develop their own mission statements in alignment with the university's goals. Annual budget requests must be based on these mission statements as well as on the Annual Reports, which include evidence-based analyses of all activities. And requests for new funds, as noted in 5.A.5, must demonstrate alignment with the UAM Strategic Plan. The budget is established through deliberations of the Executive Council, with the Chancellor in coordination with the Vice Chancellor for Finance making the final recommendations to the Board of Trustees. This helps ensure that funding follows the mission at all levels, including the mission of the UA System.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

UAM has a developing system of planning and budgeting. Each unit is responsible for a Strategic Plan based upon the UAM Strategic Plan. Academic units must also submit an annual review that assesses performance, including student learning over the past year, and lists goals for the coming year, such as these reviews from Arts and Humanities and Nursing. This review, along with academic Program Review documents (if any), are used to formulate unit budget requests to the VCAA.

Non-academic department heads submit their budgets to their vice chancellor. In January, the vice chancellors propose their budgets to the chancellor, following the process described above.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

In the 2016-17 school year, UAM began a strategic planning process using a new model, one seeking input from all constituent groups. After discussion with the Executive Council, the chancellor identified three primary goals for a strategic plan: student success, enrollment and retention gains, and infrastructure revitalization and collaborations. She named two co-chairs for crafting a new plan based on those three goals. The co-chairs formed nine teams, representing units across campus, which developed key performance indicators around each goal. The chairs synthesized these proposals and drafted a strategic plan, which they circulated to a team of community and alumni members. The final plan went to the Executive Council and was approved by the Board of Visitors and the System Trustees. The Executive Council is responsible for reviewing the plan, and constructed an update in April 2019.

Individual schools and departments have been developing their own strategic plans, aligned with the goals of the university's plan. Advice from the Board of Visitors and budget approval by the Board of Trustees helps assure external input from UAM's area of service and from the UA System as a whole.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Capacity

UAM seeks to provide an environment conducive to learning for all students that attend this institution. Although a formal study has not taken place, the institution's leadership believes that UAM's existing facilities, with renovations and new buildings envisioned in the Campus Master Plan, will adequately serve its academic and administrative needs for the foreseeable future.

As noted in more detail in 1.C, Southeast Arkansas has seen its population and student enrollment in feeder high schools decline steadily for two decades. Given this reality, the University's concerns have not been related to exceeding capacity, but rather to identifying strategies to maintain, and ideally increase, student enrollment.

Retention became a primary focus of the University in 2015. The 2017 changes to the state's formula for funding have added incentive to bolster retention. Also, given regional demographics, UAM is seeking opportunities to make itself more attractive to students from a wider area. The 2017-18 branding study identified several strategies for wider publicity. And the new Strategic Enrollment Management Framework sketches out initial strategies for dealing with the changing demographics of the region as well as increasing rates of retention and graduation.

Potential Fluctuations in Revenue Sources

The University's primary sources of revenue -- student tuition and fees and state appropriations -- are not unlike those of other public institutions of higher education. When considering its proposed budget each year, UAM makes allowance for the possibility that one or both of these sources may not meet projections. During FY2019, the Contingency Fund was set at $815,430, or about 4.4% of state appropriations.

A 2018 gift to UAM, which will be worth about $6 million when it is fully realized over the next few years, will provide both a cushion for fluctuations and a basis for new projects.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

The UAM Strategic Plan, both in its development and its final form, seeks to be cognizant of and able to respond to rapidly changing conditions locally and globally:
1. In response to the demographic changes in Southeast Arkansas as detailed in 1.C, several tactics in the Strategic Plan speak to increased awareness of local needs, more strategic enrollment management, and increased collaborations with area communities and legislators.

2. The UAM Plan commits the university to improving classroom technology, investing "in quality technology and library resources," and developing a Master Plan which will help bring our facilities into readiness for continuing technological change.

3. The Mission Statement's goal of providing a "seamless education for diverse learners to succeed in a global environment" will be met through initiatives such as a Global Studies interdisciplinary major and ongoing diversity initiatives described in 1.C.

Sources

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- 2018-2019 Budget
- Acad Aff Annual Review Guidelines
- Arts and Humanities Academic Unit Annual Report 2017-2018 - for merge
- Chancellor - Strategic Plan
- Chancellor 2018 Branding Study summary
- Executive Council.pdf
- FY19 Budget Exhibits Detail
- Math Science Annual Report 2017-2018
- Nursing School 2017-18 Annual Report
- Peterson Gift
- Productivity_Funding_Policy_-_Universities1
- Strategic Plan Update 201904
- Strategic Planning Process 2015-16
- UAM 2018-2021 Strategic Enrollment Management Framework - 5.2019

- UAM Mission Statement

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1. The institution develops and documents evidence of performance in its operations.

UAM tracks the performance of many operations using a wide variety of tools. For example:

Fiscal operations are carefully monitored. With UAM's limited income, the need for internal control of expenditures is taken very seriously, and the Business staff is proud to have had no issues from the annual audits over many years. The state-mandated auditing process is described in 5.A.1. Additional audit reports to groups such as the NCAA and the HLC help assure ongoing fiscal responsibility.

Both Information Technology and Physical Plant now use online work orders. In addition to allowing staff to prioritize, assign, and efficiently respond to requests, the system tracks response time, which provides data for determining staffing needs.

The process of state-mandated reviews of academic programs is described in 4.A.1.

In FY2011, UAM began use of the PeopleSoft enterprise resource planning (ERP) system. The intent was to implement a modern, centralized system for all of the administrative and academic needs of the institution. In 2016, the University of Arkansas System Board of Trustees approved the procurement and implementation of the Workday, Inc., ERP so that all campuses would be on a single platform for Finance and Human Resources by the first quarter of 2022. Student information system needs will be reviewed and evaluated, and a project plan developed as the implementation of Workday begins.

The current Strategic Planning process was implemented in 2017 and subsequently moved into unit operations. The process relies exclusively on Key Performance Indicators for reaching the three primary goals of the plan. KPIs are regularly gathered and analyzed by the Executive Board, with modifications to the plan made by the Vice Chancellors in that forum.

In 2017, UAM began an institutional re-branding effort with SimpsonScarborough to provide a consistent look and feel to how all units present the school to those outside UAM. This project involved extensive surveying of students, alumni, faculty, and staff, thereby generating important if indirect data which will be useful in a wide variety of administrative or planning activities. The

University hopes to improve name recognition with the regional population and especially prospective students. Implementation has begun in key areas of Alumni Affairs and Enrollment Management with a major launch scheduled for Summer 2019.

UAM has used the Blackboard system for many years, but at its most basic -- that is, least costly -- level. In 2016, the UA System contracted with Blackboard to provide **all** UA campuses with a much greater range of features, including resources for tracking student progress in coursework.

Another recent evaluative initiative at UAM has been in tracking student performance in order to increase retention, persistence, and completion. UAM contracted with EAB in 2016 and immediately began inputting data from student records. This has been particularly timely as the Arkansas state government has now moved to apportioning funds on the basis of student success, as noted in 5.A.1. Faculty are working with EAB data in conjunction with the newly expanded resources available from Blackboard to track student success at all levels, and changes to curriculum design and advising procedures have begun, some of which are noted in 4.A.4.

5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

As part of the 2017-21 Strategic Plan, UAM is developing a Campus Master Plan in order to update physical facilities for Academics, Housing, and Athletics, and to establish a Sustainability Plan for the Physical Plant. This includes a prioritized Deferred Maintenance schedule, which will be modified as necessary in order to meet immediate needs.

Recent analysis of response time to Physical Plant and I.T. online work orders showed areas for improvement. The Physical Plant staff successfully reorganized in 2016 and has significantly cut response time from days to hours or even minutes.

Another part of the Strategic Plan called on the Alumni Office to develop synergies with Athletics and Academic units in order to strengthen fundraising, with annual evaluation of success. The new Vice Chancellor for Advancement has launched initiatives toward meeting these goals.

Minutes of the Executive Council record discussions and decisions made in response to the changing needs and data of a campus that is very much aware of its challenges and continually working to meet them.

Sources

- Arts and Humanities Academic Unit Annual Report 2017-2018 - for merge
- Audit FY2018
- Board of Visitors Bylaws
- BOT Policy 100.4 Rules and Regulations of the Board of Trustees of the University of Arkansas for the Governance and Administration

- Chancellor - Strategic Plan
- Chancellor's Office 2018 Branding Study report
- Executive Council.pdf
- Math Science Annual Report 2017-2018
- Strategic Plan Update 201904
- UAM Executive Council Minutes Sept 2018 - April 2019.pdf

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Sources

There are no sources.