University of Arkansas at Monticello
Academic Unit Annual Report

Unit: Division of General Studies

Academic Year: 2017-2018

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)?
(See Addendum 1 for University-wide VMS)

Mission:
The mission of General Education is to provide a foundation of sustained lifelong learning. The program is designed to help the student develop the abilities to reason critically, analyze objectively, think creatively, perceive assumptions, make judgments on the basis of values, construct arguments, use evidence, and communicate and observe effectively. Through General Education, the specific skills of reading, writing, computation, comprehension, listening, and speaking will be enhanced. The program also strives to instill an appreciation and understanding of the creative, intellectual, social, and scientific forces which shape our history and guide our lives. When General Education is successfully completed, the student should be prepared to perform effectively and responsibly in society and should have the base of knowledge necessary for the pursuit of advanced studies.

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

Strategic Plan:
1. STUDENT SUCCESS—fulfilling academic and co-curricular needs
    Actions for Goal 1:
        1.1 Revitalize general education curriculum.
        1.2 Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.
        1.3 Encourage and support engagement in academics, student life, and athletics for well-rounded experience.

KPI's for Goal 1:
      1.1 During the fall semester, call a meeting of the General Education Committee to seek approval of a C & S proposal to modify the General Education Core and define more specific SLOs for the Division of General Studies. The proposal will consider recommendations developed by the General Education Work Team formed in 2017.

      1.2 During the fall semester, meet with representatives from COT Crossett and COT McGehee to review the Bachelor of Applied Science requirements and determine if program modifications would make the degree more attractive to employers.

      1.3 During the 2018-2019 academic year, form at least one new partnership on campus to support student engagement.

2. ENROLLMENT and RETENTION GAINS

    Goal Actions for 2:
      2.1 Develop systematic structures for first year and at-risk students.

      2.2 Continue the process of reviewing 8-semester plans to ensure than an associate-level degree can be completed within the first 60 hours.

      2.3 Explore the potential of an automatic conferral process for additional associate-level degrees.

    KPI's for Goal 2:
      2.1 Assist in the development of an implementation plan for degree pathways as well explore options for assisting in the development of a formalized first-year experience. Participate or host three meetings to discuss these processes/program

      2.2 Discuss with unit leaders the opportunity of revising 8-semester plans to ensure that the completion of an associate degree appropriate for the discipline is built into the plan. The associate-level completion point would need to be illustrated on the face of the 8-semester plan.

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

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
1.1	Two meetings were held in Spring 2018 to prepare the General Education Committee for the upcoming C & S proposal.	If the General Education Committee approves the C & S proposal, then it will be submitted for campus approval in order to update the 2019-2020 UAM Catalog.
1.2	The VC for COT Crossett has expressed concerns about the value of the BAS in the past. This goal is designed to address those concerns. However, no progress has been made to this point.	An initial planning meeting will be held in the Fall 2018 semester to open the conversation.
1.3	During the 2018-2019 academic year, form at least one new partnership on campus to support student engagement.	General Studies has worked collaboratively with student support services as well as the other academic units. One area that might be considered would be athletics.
2.1	Assist in the development of an implementation plan for degree pathways as well explore options for assisting in the development of a formalized first-year experience. Participate or host three meetings to discuss these processes/programs.	Implementation planning will begin in August but not fully realized until the pathways program is approved by the UA BOT. The implementation will likely require several meeting with the Office of Enrollment Management, Information Technology, the Colleges of Technology, Academic Advising, etc. The dean for arts and humanities has developed a proposal for a formalized first-year experience program. General Studies will support the development and implementation of this program any way possible.
2.2	Discuss with unit leaders the opportunity of revising 8-semester plans to ensure that the completion of an associate degree appropriate for the discipline is built into the plan. The associate-level completion point would need to be illustrated on the face of the 8-semester plan.	The changes indicated on the 8-semeser plans will not require a formal approval process. So those changes should be simple if the units are receptive.

| 2.3 | Reach out to the offices that would be implicated if additional associate degrees are deemed appropriate for an automatic conferral process. | If it would be appropriate to automatically confer additional degrees, General Studies will need to collaborate with the Office of Academic Advising, the Registrar's Office, and the unit's offering the degrees. The automatic conferral process should ensure that student's receive their associate degree as soon as possible, helping both the student and the institution. However, the process will also need to be approved by the UAM Productivity Funding Watchdog team to ensure that the potential new processes will not negatively impact UAM. |

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

Table 2: Unit Student Learning Outcomes (See Addendum 2)

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Perform effectively and responsibly in society.	The Unit SLO is directly linked to "serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development."	Pulled directly out of the Division of General Studies mission stated in the catalog. One goal for the upcoming AY is to define more tailored unit SLOs for general studies.
Exhibit knowledge necessary for the pursuit of advanced studies.	The Unit SLO helps in "fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment."	Pulled directly out of the Division of General Studies mission stated in the catalog. One goal for the upcoming AY is to define more tailor unit SLOs for general studies.

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

The Division of General Studies does not have direct oversight of required coursework, but an obvious success indicator would be the grades that general studies students receive in their classes as well as the persistence and graduation rates for the Unit. The Unit reviews grade distribution data and collaborates with other deans if there seems to be a problem with any particular course. One example of such efforts would be Math Pathways. Math Pathways is a collaborative effort between Academic Affairs, including academic advising and general studies, and the School of Mathematics and Natural Sciences to develop new strategies for mathematics success.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- Course syllabus for DEV 101 First Year Seminar.
- UAM Catalog
- General Studies has plans to develop more tailored SLOs in this year's strategic plan.

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors

UNDERGRADUATE PROGRAM MAJOR: Associate of Arts (AA)							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	156	106	157	419	139.6	703	70.3
Sophomore	18	14	12	44	14.7	116	11.6
Junior	14	14	9	37	12.3	66	6.6
Senior	1	7	3	11	3.7	24	2.4
Post Bach	--	--	--	--	--	--	--
Total	189	141	181	511	170.3	909	90.9

UNDERGRADUATE PROGRAM MAJOR: AAS-General Technology (AAS)							
Classification	**Fall 2015**	**Fall 2016**	**Fall 2017**	**3-Year Total**	**3-Year Average**	**10-Year Total**	**10-Year Average**
Freshman	7	13	10	30	10	219	21.9
Sophomore	36	34	20	90	30	393	39.3

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Junior	19	23	28	70	23.3	257	25.7
Senior	5	1	3	9	3	53	5.3
Post Bach	--	--	--	--	--	1	.1
Total	67	71	61	199	66.3	923	92.3

UNDERGRADUATE PROGRAM MAJOR: Bachelor of Applied Science (BAS)

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	4	4	5	13	4.3	23	2.3
Sophomore	4	0	0	4	1.3	7	.7
Junior	11	7	7	25	8.3	72	7.2
Senior	11	17	18	46	15.3	104	10.4
Post Bach	--	--	--	--	--	1	.1
Total	30	28	30	88	29.3	207	20.7

UNDERGRADUATE PROGRAM MAJOR: Bachelor of General Studies (BGS)

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	4	9	5	18	6	62	6.2
Sophomore	7	4	2	13	4.3	35	3.5
Junior	20	7	7	34	11.3	82	8.2
Senior	23	20	22	65	21.7	170	17
Post Bach	1	--	--	--	--	3	.3
Total	55	40	36	131	43.7	352	35.2

UNDERGRADUATE PROGRAM MAJOR: Concurrent Enrollment

Fall 2015	Fall 2016	Fall 2017	3-Year Total	3-Year Average	10-Year Total	10-YearAverage
848	1035	818	2701	900	6335	633.5

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

Strengths
- While there is room to improve, the number of freshmen declaring the AA is holding steady. The number of seniors declared as BGS is a good indicator of a potentially steady completion rate. The number of seniors in the BAS have been increasing which is also a good indicator of an increasing completion rate.

Weaknesses

- One area of concern is the number of junior- and senior-level students with AA and AAS-GT plans of study. A goal will be to encourage completion of these programs much sooner.
- The BAS numbers for majors are much stronger than the retention and graduation rates for this program. General Studies needs to research why these students stop-out before completion.

Opportunities for Growth
- General Studies needs to explore opportunities for getting students to declare the AA (at least as a secondary plan of study) as first-time freshmen. While most freshmen intend to complete a baccalaureate degree, the AA serves as a good completion and/or stop-out point for students in programs that will complete the AA simply by following their bachelor's degree plan of study. The implementation of degree pathways is likely to help with this goal.
- The approval to use MAT 2213 Advanced Industrial Mathematics as the gateway math course for the AAS-GT and Industrial Technology should lead to increased numbers in these programs. General Studies will work closely with the Colleges of Technology to monitor these programs.

Threats to Effectiveness
- The data indicates that General Studies needs to work harder to identify students that do not begin in an appropriate plan of study. Both the BAS and BGS require a student to have completed 45+ hours before declaring these programs as a plan of study, but the data indicates that freshmen are declaring these programs.

Progression/Retention Data
(See Addendum 3)
Table 4: Retention/Progression Rates by Major

Academic Year 2017-2018						
ACAD_PROG	ACAD_PLAN	15	30	45	60	90
GENST	AA_MAJ	47	23	7	5	3
GENST	AASGT_MAJ	4	3	8	13	6
GENST	BAS_MAJ	2	0	0	1	8
GENST	BGS_MAJ	3	1	0	4	10
Academic Year 2016-2017						
ACAD_PROG	ACAD_PLAN	15	30	45	60	90
GENST	AA_MAJ	37	19	6	9	2

ACAD_PROG	ACAD_PLAN					
GENST	AASGT_MAJ	2	4	8	26	3
GENST	BAS_MAJ	2	1	0	1	4
GENST	BGS_MAJ	2	1	1	2	11

Academic Year 2015-2016						
ACAD_PROG	**ACAD_PLAN**	**15**	**30**	**45**	**60**	**90**
GENST	AA_MAJ	47	25	11	8	8
GENST	AASGT_MAJ	2	4	13	20	6
GENST	BAS_MAJ	0	1	0	2	7
GENST	BGS_MAJ	2	1	1	1	20

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

Strengths
- The data seems to be steady for all degrees.

Weaknesses
- The data indicates that work is needed to get students to complete the associate degrees earlier. While the numbers are low, there really is no reason an associate degree student should be hitting the 90-hour progression point.

Opportunities for Growth
- There is room for growth in all four programs. General Studies need to dig deeper into the data to determine why the associate degrees appear to get weaker when hitting the 45-hour progression point.

Threats to Effectiveness
- Funding is key to providing the academic programs currently available at UAM. If the general studies program does not improve in meeting progression points defined above, then the funding provided to UAM by the state of Arkansas will continue to decrease.

Gateway Course Success (Applies only to units teaching Gateway Courses)

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

Completion (Graduation/Program Viability)
Table 6: Number of Degrees/Credentials Awarded by Program/Major

Undergraduate Program/Major	Number of Degrees Awarded				
	2015-2016	2016-2017	2017-2018	Three-Year Total	Three-Year Average
Associate of Arts	199	184	190	573	191
AAS-General Technology	38	39	60	137	45.7
Bachelor of Applied Science	5	4	9	18	6
Bachelor of General Studies	31	33	25	89	29.6

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.
The AA has held steady the last few years. General Studies will continue the automatic conferral process already in place to keep the number of awards stable.

The hope for the AAS-GT and the BAS is that the award numbers will increase now that Advanced Industrial Mathematics can be used as the gateway mathematics for the AAS-GT. While Advanced Industrial Mathematics does not meet the mathematics requirement for the BAS, getting AAS students through the roadblock that has been math may help build academic momentum for those students to progress to and through the remaining BAS curriculum.

Faculty
Table 7: Faculty Profile, Teaching Load, and Other Assignments

General Studies Faculty	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer	Fall	Spring	Summer	
Berman,Hannah C.	Adjunct	MA	DEV 101 First Year Seminar	0	2	0	0	Full-time, Professional Academic Advisor
Harrison,Jimmy T	Adjunct	BA	DEV 101 First Year Seminar	0	2	1	0	Full-time, Professional Academic Advisor

General Studies Faculty	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
Haughenbury,Sarah	Adjunct	MA	DEV 101 First Year Seminar	0	2	1	0	Full-time, Professional Academic Advisor

Concurrent Faculty	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer	Fall	Spring	Summer	
Barranco,Jonathon	Adjunct	MM	ARHUM	0	3	0	0	
Bearden,Russell	Adjunct	MS, EdS	SOCBE	0	18	15	0	
Becker, Carl P	Adjunct	PhD	ARHUM	0	0	21	0	
Belvin,Rebecca	Adjunct	MS	MATHS	0	54	27	0	
Bridgforth,Cherie	Adjunct	MS	MATHS	0	9	9	0	
Carpenter, Samantha	Adjunct	MA	ARHUM	0	0	3	0	
Courtney, Ruthie	Adjunct	BS	CRO	0	2	0	0	
DuBose,Jeffery D	Adjunct	TC	CWELD	0	10	0	0	Full-time on Crossett campus
Edwards Jr., Wilmon W	Adjunct	BS	MAUTO	0	8	8	0	Full-time on McGehee campus
Everett, Jarad J	Adjunct	ADE	MWELD	0	16	0	0	
Eggleton,Leigh	Adjunct	MEd	ARHUM	0	9	9	0	
Gannaway,Beth	Adjunct	RN, BSN	CHIT	0	3	0	0	
Givens,Mary Ellen	Adjunct	MEd	ARHUM/EDUC	0	9	6	0	
Glenn,Andrea	Adjunct	MA	ARHUM	0	21	0	0	
Gorman,Regina L	Adjunct	MEd	MATHS	0	54	36	0	
Harper,Barbara J	Adjunct	AS, RN	CNURS	0	7	0	0	
Hobbs,Sarah D	Adjunct	TC, BBA	CNURS	0	7	0	0	
Lawson,Sarah	Adjunct	MA	ARHUM	0	45	33	0	

Concurrent Faculty	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
Mitchell,Tammara D	Adjunct	MAT	ARHUM	0	21	21	0	
Mixon, Megan B	Adjunct	MAT	CEDUC	0	3	0	0	
Reep,Kasey L	Adjunct	BS	MHIT	0	6	0	0	
Riley,Terri L	Adjunct	MEd	ARHUM	0	3	3	0	
Robinson, Gwendolen M	Adjunct	MS	CNURS	0	7	0	0	
Ross,Shelvia J	Adjunct	MEd	MATHS	0	11	6	0	
Sadovsky,Adrienne M	Adjunct	ABD	SOCBE	0	42	39	0	
Sandlin,Stephen L	Adjunct	AA	MAUTO	0	22	0	0	
Skaggs,Jonathan H	Adjunct	PhD	SOCBE	0	66	51	0	
Sledge,Gwen L	Adjunct	MSEd	MEDUC	0	3	0	0	
Smith,David G	Adjunct	MAT	ARHUM	0	66	57	0	
Watts,Melissa C	Adjunct	MEd	SOCBE	0	3	0	0	
Wheeler,Monica R	Adjunct	MA	ARHUM	0	15	15	0	
White,Jennifer K	Adjunct	MEd	ARHUM	0	54	60	0	
Williams,Rhonda G	Adjunct	MAT, MFA	ARHUM	0	27	27	0	
Zieman,Jane A	Adjunct	ADE	MHIT & MPN	0	4	0	0	

What significant change, if any, has occurred in faculty during the past academic year?
General Studies recruits adjuncts from the professional advising staff to teach DEV 101 First Year Seminar because these professionals also serve as this student population's academic advisors. During the Spring 2018 semester, two professional advisors resigned and were replaced. Therefore, this academic year General Studies will be utilizing newly hired staff to teach DEV 101 First Year Seminar. This year will serve as a good opportunity to evaluate the course and further mold it to meet institutional needs.

Table 8: Total Unit SSCH Production by Academic Year (ten year)

General Studies Course: DEV101			
Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	--	--	
2008-09	--	--	
2009-10	--	--	
2010-11	--	--	
2011-12	--	--	
2012-13	10	--	DEV 101 First Year Seminar implemented
2013-14	109	+990%	
2014-15	108	-1%	
2015-16	86	-20%	
2016-17	92	+7%	
2017-18	90	-2%	

Concurrent Courses			
Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	2728	-27%	2006-07 = 3,737
2008-09	3498	+22%	
2009-10	2836	-19%	
2010-11	3423	+21%	
2011-12	3993	+17%	
2012-13	4398	+10%	
2013-14	4388	-.2%	
2014-15	6006	+37%	
2015-16	6393	+6%	
2016-17	7065	+11%	
2017-18	6741	-5%	Last year to work with Virtual Arkansas

NOTE: All percentages are rounded up to the nearest point.

Concurrent Education - Monticello

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?
The SSCH numbers for General Studies has not changed enough to determine if an outside force had an effect. The only course that is used to figure General Studies SSCH is DEV101 First Year Experience, which is only required for a small population of UAM's

headcount. However, the SSCH for DEV101 First Year Experience is expected to go down if Degree Pathways is approved. The students that have traditionally been required to take this course will be advised into a technical program which would then require the student to complete DEV101T Tech Orientation.

The Concurrent headcount has seen an increase for the last few years, but the numbers declined during the last academic year. The direct cause is unknown, but one theory might be that the student populations in the local school districts has also been declining. The SSCH produced by concurrent may be impacted this academic year since UAM has opted not to renew its MOU with Virtual Arkansas.

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

Unit	Partner/Type	Purpose	Date Formed	Length of Agreement	Date Renewed
General Studies - Concurrent	Crossett High School	MOU		One year	6/5/2017
General Studies - Concurrent	Dermott High School	MOU		One year	6/5/2017
General Studies - Concurrent	Dumas High School	MOU	7-25-16	One year	6/5/2017
General Studies - Concurrent	Hamburg High School	MOU	2-18-10	One year	6/5/2017
General Studies - Concurrent	Lakeside High School	MOU	8-31-16	One year	6/5/2017
General Studies - Concurrent	McGehee High School	MOU	8-1-16	One year	6/5/2017
General Studies - Concurrent	Monticello High School	MOU	2003	One year	6/5/2017
General Studies - Concurrent	Monticello Occupational Education Center	MOU	7-27-16	One year	6/5/2017
General Studies - Concurrent	Pine Bluff High School	MOU	8-4-16	One year	6/5/2017
General Studies - Concurrent	Southeast Arkansas Based Educational Center (SEACBEC)	MOU	7-26-16	One year	6/5/2017
General Studies - Concurrent	Virtual Arkansas (SE AR Education Service Coop)	MOU	2005	One year	6/5/2017

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.
As with the general studies courses, general studies does not have direct oversight of any full-time faculty. General Studies does hire the instructors for DEV 101, but these courses are taught by adjuncts.

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
The School of Agriculture and the School of Business both developed unit-specific associate degrees. While General Studies is not directly responsible for reviewing these programs, the new degrees will be listed in the General Studies section of the catalog. These

programs are vital in offering more completion points in the wake of the Productivity Funding Formula as well as providing students an exit point if a baccalaureate program is not in their immediate plans.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
- Advanced Industrial Mathematics was approved as a gateway mathematics for all AAS degrees, except Land Surveying. Mathematics has historically been an aggressive roadblock for these students. The hope is that math directly related to the field will be more manageable and valuable to the students.
- A proposal changing the BGS to the BIS was submitted and will be reviewed by the UA Board of Trustees in September, 2018. The student population seeking the BGS has on multiple occasions questioned the value of the degree purely because of its name implies academic uncertainty. The hope is that the new name will lend the degree a more collegial title the value of which is more widely recognized. The proposal also included an overhaul of the degree's design. The original design was difficult for students and advisors to understand. The new design should resolve these concerns.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.
All of the DEV 101 instructors are required to use Blackboard for supplemental instruction as well as virtual office hours. Partnering with the Office of Academic Advising, General Studies offered workshops for students covering various topics. The program was not continued due to low student participation rates.

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

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

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

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

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

CORE VALUES:
- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

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STRATEGIC PLAN

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

☐ Develop, deliver, and maintain quality academic programs.

o Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.

o Revitalize general education curriculum.

o Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

☐ Encourage and support engagement in academics, student life, and athletics for well-rounded experience.

o Develop an emerging student leadership program under direction of Chancellor's Office.

o Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.

o Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

☐ Retain and recruit high achieving faculty and staff.

o Invest in quality technology and library resources and services.

o Provide opportunities for faculty and staff professional development.

o Invest in quality classroom and research space.

o Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.

o Create an Institute for Teaching and Learning Effectiveness.

☐ Expand accessibility to academic programs.

o Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.

o Create a summer academic enrichment plan to ensure growth and sustainability.

o Develop a model program for college readiness.

o Revitalize general education.

o Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

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

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS
☐ Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

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

☐ Prepare and update University Master Plan.

☐ Partner with system and state legislators to maximize funding.

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

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

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

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

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics
- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

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