University of Arkansas at Monticello
Academic Unit Annual Report

Unit: Division of General Studies

Academic Year: 2018-19

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

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

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

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

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

 <u>**Completed or Continuing Goals/KPI's for AY 18-19**</u>
  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.

New Action/KPI for AY 19-20

Action for Goal 1:

1.4 In addition to meeting with COT Crossett and McGehee in 1.2, meetings will be held with academic units on the Monticello campus to explore the options for offering more online courses for the BAS program.

KPI for Goal 1:

1.4 Meet with at least the schools that currently offer courses used to meet current BAS requirements. The Schools mainly implicated are Arts/Humanities, Business, CIS, Social/Behavioral, and Education.

2. ENROLLMENT and RETENTION GAINS

Completed or Continuing Goals/KPI's for AY 18-19

Actions for Goal 2:

2.1 Develop systematic structures for first year and at-risk students.

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

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.

<mark>New Action/KPI for AY19-20</mark>

Action for Goal 2:

2.4 Thoroughly review the current advising processes utilized for BAS students and determine if a transitional orientation can be imbedded into the process.

KPI for Goal 2:

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

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
1.1	Complete: The proposal has been submitted for UA BOT approval in September 2019.	The revisions will be effective January 1, 2020 and appear in the 20-21 UAM Catalog.
1.2	Continuing: 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 2019 semester to open the conversation.
1.3	Complete: An agreement between academic advising and athletics was formed to provide academic alert information to athletics on student athletes.	N/A
1.4	New Goal: No progress at this time	Meet with at least the schools that currently offer courses used to meet current BAS requirements. The Schools mainly implicated are Arts/Humanities, Business, CIS, Social/Behavioral, and Education.

KPI	Assessment of Progress	Implications for Future Planning/Change
2.1	Complete: Pathways was implemented for Spring 2019 and Fall 2019 implementation is underway.	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	Complete: A brief discussion was held in Deans Council.	The hope is to see revisions made to 8-semester plans for AY19-20 at least in programs that have newly adopted associate degrees.
2.3	Complete	The processes are currently under construction. Hopefully, implementation can begin in Fall 2019.
2.4	New Goal: No progress at this time	Host at least two meetings with AAS-GT advisors as well as professional academic advisors.

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

Table 2: Unit Student Learning Outcomes

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

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

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
		in ways that inspire and mentor. *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view, and by promoting not only tolerance and acceptance, but support and advocacy.	
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	*Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Links to Mission: Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development; Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners. Links to Core Values: *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources. *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership and teamwork, as well as shared responsibility.	Link to Mission: The program instills an appreciation and understanding of the creative, intellectual, social, and scientific forces which shape history and guide lives. Link to Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs

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

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 Arkansas Strong Start to Finish. AR Strong Start is a collaborative effort between Academic Affairs, including academic advising and general studies, and the School of Mathematics and Natural Sciences as well as the School of Arts and Humanities to develop new strategies for mathematics and English success.

Beginning in AY 2020, the general education SLOs will be measured using the Association for American Colleges and Universities Rubrics for Communication, Critical Thinking, Global Learning, and Teamwork. The Division of General Studies will collaborate with the units directly responsible for the courses being assessed to include data in the AY19-20 Annual Unit Report.

<u>Public/Stakeholder/Student Notification of SLOs</u>
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

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

UNDERGRADUATE PROGRAM MAJOR: Associate of Arts (AA)

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	106	157	159	422/140.6	851/85.1
Sophomore	14	12	17	43/14.3	127/12.7
Junior	14	9	6	29/9.7	27/2.7
Senior	7	3	3	13/4.3	24/2.4
Post Bach	--	--	--	--	--
Total	141	181	185	507/169	1029/102.9

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

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	13	10	9	32/10.7	200/20
Sophomore	34	20	39	93/31	402/40.2
Junior	23	28	23	74/55.3	247/24.7
Senior	1	3	10	14/4.7	63/6.3
Post Bach	--	--	--	--	--
Total	71	61	81	213/71	912/91.2

UNDERGRADUATE PROGRAM MAJOR: Bachelor of General Studies (BGS)

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	9	5	6	20/6.7	68/6.8
Sophomore	4	2	3	9/3	38/3.8
Junior	7	7	3	17/5.7	85/8.5
Senior	20	22	17	59/19.6	187/18.7
Post Bach	--	--	--	--	3/1
Total	40	36	29	105/35	381/38.1

UNDERGRADUATE PROGRAM MAJOR: Bachelor of Applied Science (BAS)

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	4	5	2	11/3.7	23/2.3
Sophomore	0	0	2	2/.7	9/.9
Junior	7	7	9	23/7.7	75/7.5
Senior	17	18	18	53/17.7	121/12.1
Post Bach	--	--	--	--	--
Total	28	30	31	89/29.7	228/22.8

UNDERGRADUATE PROGRAM MAJOR: Concurrent Enrollment

Fall 2016	Fall 2017	Fall 2018	3-Year Total	3-Year Average	10-Year Total	10-YearAverage
1035	818	397	2250	750	6300	630

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

Strengths
- Enrollment in the AA and BAS has been steady which generally should translate into a strong completion rate. The number of sophomores seeking the AAS-GT almost doubled from Fall 2017 to Fall 2018. Hopefully, this is related to the change in the math requirement last year and will translate into much higher completion rates for this program.

Weaknesses
- The enrollment in the BGS seems to have tapered off, and there are still juniors and seniors seeking the AA or the AAS-GT. This indicates that there are a few students still not completing these degrees on-time as defined by ADHE.

Opportunities for Growth
- The curriculum change allowing students to complete most AAS degrees with Advanced Industrial Math should produce a greater student population to draw into the BAS program. There may also be opportunities to explore transfer agreements from two-year technical institutions into UAM's BAS.

Threats to Effectiveness

- The student population seeking the BAS is primarily nontraditional students with outside responsibilities. The demand for online options in the BAS has grown so significantly that it has become very difficult for a student to complete the program without multiple course substitutions. Curriculum redesign is needed to meet the student demand for online opportunities. Additional online opportunities would also be beneficial to students seeking the BGS.
  Progression/Retention Data (Data Source: Institutional Research)

Table 4:

Major: BAS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	7	N/A
Number and percentage graduated in that major during 17-18 academic year	1	14.3%
Number and percentage that graduated in that major during 18-19 academic year	0	0%
Number and percentage that continued enrollment in that major during 18-19 academic year or later	4	57.1%
Number that graduated from different major during either 17-18 academic year or 18-19 academic year	1	14.3%
Number and percentage that left UAM	1	14.3%

Major: BGS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2016	29	N/A
Number and percentage graduated in that major during 16-17 academic year	1	3.4%
Number and percentage graduated in that major	10	34.5%

Major: BGS	Number	Percentage
during 17-18 academic year		
Number and percentage that graduated in that major during 18-19 academic year	6	20.7%
Number and percentage that continued enrollment in that major during 18-19 academic year or later	8	27.6%
Number that graduated from different major during either 17-18 academic year or 18-19 academic year	0	0%
Number and percentage that left UAM	4	13.8%

What does the data indicate about student progression?
The BAS data indicates that the students are slow progress through the program. This data seems to support the idea that this student population is primarily part-time, nontraditional students.

The BGS data indicates that if a student declares the BGS by the time they are a junior then they are very likely to complete the program within 100% or 150%.

What does the data indicate about retention from junior standing to graduation?
The data for the BAS and the BGS indicates that once a student has declared the program that they are highly likely to remain enrolled in the program. Both programs had very low numbers of students that changed their major or left the institution.

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

Strengths
- The graduation rates for the BGS once a student reaches junior classification is 58.6%. This graduation rate and likely to get better considering that another 27.6% of BGS majors continue pursuing the program.

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- While the graduation rate for BAS is not as high as the BGS, the students pursuing the BAS appear to be dedicated to completing the program at some point. Once the students declare BAS, they remain BAS until completion.

Weaknesses
- The BAS students are taking longer to complete the program which means UAM's progression statistics for AHDE's Productivity Funding formula are impacted.

Opportunities for Growth
- More intrusive academic advising, an academic orientation, and program redesign would likely improve the progression rates of the BAS students. Also, it seems that BAS and BGS students have more financial pressures as nontraditional students. Perhaps exploring additional financial aid opportunities for these students would help them complete sooner.

Threats to Effectiveness
- The availability of online course options is likely the biggest threat for both programs. Additionally, it was recently suggested that students transitioning from a technical program have a more difficult time completing academic work which would also explain the completion/progression rates of BAS students.

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

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

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded:

Undergraduate Program/Major	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
AASGT_MAJ	39	60	105	204	68
AA_MAJ	184	190	151	525	175
BAS_MAJ	4	9	8	21	7
BGS_MAJ/BIS_MAJ	33	25	26	84	28

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

All of the general studies programs are viable. The only program in question is the BAS. It is maintaining a three-year average of seven. The required number is six which is barely being met. The completion numbers for the BAS have improved the last two academic years. While curriculum revisions might improve the program, there is really no reason the trends set by AY18 and AY19 should not continue especially since enrollment numbers are holding steady.

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

Teaching Load

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Haughenbury,Sarah	Adjunct	MA	DEV101 First Year Seminar	0.00	2.00	0.00	0.00	Full-time, Professional Academic Advisor
Pearson,Bronte E	Adjunct	BA	DEV101 First Year Seminar	0.00	2.00	0.00	0.00	Full-time, Professional Academic Advisor
Warndof,Jeffrey R.	Adjunct		DEV101 First Year Seminar	0.00	2.00	2.00	0.00	Full-time, Professional Academic Advisor

Concurrent Teaching Load

High School Partner	Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
College of Technology at Crossett	DuBose, Jeffery		Certificate in Welding Technology	WELD 1215 Shielded Arc Weld WELD 1115 Basic Welding	0.00	22.00	22.00	0.00	Full-time on Crossett campus
College of Technology at McGehee	Edwards, Wilmon		B.S. in Organizational Management Diploma in Auto and Diesel Technology	AUTO 1134 Auto Susp/Steering AUTO 1264 Automotive Brake	0.00	22.00	13.00	0.00	Full-time on McGehee campus
College of Technology at McGehee	Pambianchi, Sarah		TC & LPN	NA 1017 Nursing Assistant NUR 1514 PN Anat & Physiology	0.00	18.00	11.00	0.00	Full-time on McGehee campus
Crossett High School	Harper, Janel B.	Adjunct	A.S., RN-Nursing	NA 1017 Nursing Assistant HIT 1133 Medical Terminology	0.00	3.00	3.00	0.00	
Crossett High School	Adams, April	Adjunct	M.Ed. in Leadership & M.Ed. in Sec. Curriculum	EDUC 1143 Education, Schools and Society	0.00	3.00	0.00	0.00	
Crossett High School	Cox, Robert	Adjunct	B.S. in Agriculture Education	WELD 1115 Blueprint Reading	0.00	3.00	0.00	0.00	
Crossett High School	Gardner, Janla	Adjunct	B.S. in Computer Science	CFA 1103 Tech Computer Fundamentals	0.00	3.00	0.00	0.00	
Crossett High School	Wilkerson, Collin	Adjunct	B.S.E. in Physical Education	MAT 1203 Technical Math MAT 2213 Advanced Industrial Math	0.00	3.00	3.00	0.00	

High School Partner	Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Dumas High School	Anthony, Brandi	Adjunct	B.S. Business Education	HOSP 1033 Tech Customer Service Relation HOSP 1013 Tech Hosp/Travel/Tourism	0.00	9.00	6.00	0.00	
Dumas High School	Duhan, Carmela	Adjunct	M.Ed. in Education Administration with 18 hours of graduate credit in mathematics	MATH 1043 College Algebra	0.00	3.00	0.00	0.00	
Dumas High School	Greenup, Robert	Adjunct	M.A, in English & EdS	ENGL 1013 Composition I ENGL 1023 Composition I ENGL 2283 World Literature I ENGL 2293 World Literature II	0.00	6.00	6.00	0.00	
Hamburg High School	Gannaway, Beth	Adjunct	B.S.N., RN	HIT 1133 Medical Terminology	0.00	3.00	0.00	0.00	
Hamburg High School	Riley, Terri	Adjunct	M.Ed. English	ENGL 1013 Composition I ENGL 1023 Composition II ENGL 2283 World Literature I ENGL 2293 World Literature II ENGL 1143 Education, Schools and Society	0.00	12.00	9.00	0.00	
Hamburg High School	Ross, Shelvia	Adjunct	M.Ed. Mathematics	MAT 1203 Technical Math MAT 2213 Advanced Industrial Math MATH 1043 College Algebra MATH 1033 Trigonometry MATH 2255 Calculus	0.00	14.00	9.00	0.00	
Hermitage High School	McIntyre, Leah	Adjunct	MAT	EDUC 1143 Education, School and Society	0.00	3.00	0.00	0.00	
Monticello High School	Watts, Melissa	Adjunct	M.Ed. Social Studies	GEOG 1013 AP Human Geography	0.00	3.00	0.00	0.00	
Monticello Occupational Education Center	Hobbs, Sarah	Adjunct	BBA Business Admin TC Practical Nursing	NA 1017 Nursing Assistant	0.00	7.00	0.00	0.00	
Monticello Occupational Education Center	Robinson, Gewndolen	Adjunct	B.S. in Biology	NA 1017 Nursing Assistant	0.00	7.00	0.00	0.00	
McGehee High School	Zieman, Jane	Adjunct	M.S. Secondary Education	NUR 1514 PN Anatomy & Physiology	0.00	4.00	0.00	0.00	
Parkers Chapel High School	Cupples, James	Adjunct	M.Ed. in Mathematics Education	MATH 1043 College Algebra	0.00	3.00	0.00	0.00	
Parkers Chapel High School	Brown, Jessica	Adjunct	MAT Certificate in Graduate in American History & Psychology	HIST 2213 American History I HIST 2223 American History II PSY 1013 Introduction to Psychology	0.00	3.00	6.00	0.00	
Parkers Chapel High School	Stivender, Carolyn	Adjunct	M.Ed. in Curriculum and Instruction with 21	ENGL 1013 Composition I ENGL 1023 Composition II	0.00	3.00	0.00	0.00	

High School Partner	Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
			hours of graduate credit in English						
Southeast Arkansas Community-Based Education Center	Vail, Jamie	Adjunct	TC in Welding	WELD 1115 Basic Welding WELD 1215 Shielded Arc Welding WELD 1401 Lab Welding I WELD 1415 Gas Metal Arc Weld	0.00	47.00	0.00	0.00	
Southeast Arkansas Community-Based Education Center	Reep, Kasey	Adjunct	BSN in Nursing	HIT 1133 Tech Medical Term	0.00	6.00	0.00	0.00	
Southeast Arkansas Community-Based Education Center	Sledge, Gwendolen	Adjunct	M.S.E. in Education	EDUC 1143 Education, School and Society	0.00	3.00	0.00	0.00	
White Hall High School	Willis, Kameron	Adjunct	M.A. in Music Performance	MUS 1023 Theory I	0.00	3.00	0.00	0.00	
White Hall High School	Bridgforth, Cherie	Adjunct	M.S. Mathematics	MATH 1043 College Algebra MATH 1003 Survey of Math	0.00	9.00	9.00	0.00	
White Hall High School	Eggleton, Leigh	Adjunct	M.Ed. in English	ENGL 1013 Composition I ENGL 1023 Composition II	0.00	3.00	9.00	0.00	

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

There were no significant changes in general studies faculty.

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)
General Studies: DEV101

Academic Year	Total SSCH Production	Percentage Change	Comment
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%	
2018-19	85	-6%	

Concurrent Courses

Academic Year	Total SSCH Production	Percentage Change	Comment
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
2018-19	3259	-52%	

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 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 with the implementation of Degree Pathways. The students that have traditionally been required to take this course will be advised into a technical program which requires the students 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 because UAM 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

Unit	Partner/Type	Purpose	Date Formed	Length of Agreement	Date Renewed
General Studies - Concurrent	Monticello Occupational Education Center	MOU	7-27-16	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
General Studies – Concurrent	Arkansas High School	MOU	7-22-19	One year	

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

N/A

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
The Division of General Studies was heavily focused on improved academic advising and the 10-year program review. The review and recommendations from the off-site reviewers were not a surprise. The only recommendations coming out of the review were to revise the BGS curriculum to include a capstone course, allow students to declare the program as freshmen, and develop a better system for tracking graduates after they leave UAM.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
The BGS was redesigned to offer students more flexibility in designing the program to meet their professional needs as well as their graduate studies. The program was changed from the BGS to the BIS, Bachelor of Interdisciplinary Studies, and went from requiring three emphasis areas to requiring two themes. The program changes became effective January 1, 2019.

The campus also approved revitalizing the general education core, which will impact the BAS, BIS, AA, and most other bachelor's and associate degrees. The revitalization proposal is scheduled to go before the UA Board of Trustees in September. If the proposal is approved, then the changes will be effective January 1, 2020.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.
The curriculum changes to the general education core are all designed to enhance student engagement. The changes give students more opportunity to explore the disciplines before settling on one.

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

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Addendums

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Addendum 1: UAM Vision, Mission, and Strategic Plan

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VISION

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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.

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MISSION

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

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

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

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

<div align="center">**STRATEGIC PLAN**</div>

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATION

- ☐ Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- o Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- o Prepare and update University Master Plan.
- o Partner with system and state legislators to maximize funding.
- o Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
- o Increased efforts to earn research and grant funds.
- o Creation of philanthropic culture among incoming students, graduates and community.
- ☐ Collaborating with Athletics Fundraising to maximize synergies.
- ☐ Create a Growing our Alumni Base Campaign.
- o Encourage entrepreneurial opportunities where appropriate.
- o Participation in articulation agreements to capitalize on academic and economic resources.
- o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

- How well do the student learning outcomes of programs and majors align with the institutional mission?

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

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

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

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

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