

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: College of Forestry, Agriculture and Natural Resources

Academic Year: 2023 - 2024

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

Unit Mission:

Our mission is to nurture the intellectual and personal development of our students, enlarge the body of knowledge in forestry, agriculture, and natural resource management, and to disseminate new ideas and technology. Our graduates will be life-long learners who succeed within their chosen discipline, and will promote and use creative, science-based solutions that enhance the quality of life of the people and communities we serve.

Unit Vision:

The College of Forestry, Agriculture and Natural Resources will develop future leaders and deliver science-based solutions through discovery, learning, and engagement. These efforts will result in healthy and productive forest, agricultural, and natural resources to help ensure social and economic prosperity.

Student learning outcomes for graduates of the College of Forestry, Agriculture and Natural Resources are:

- Understand basic theory and practice, and be skilled in applying appropriate tools and technology, for their chosen field of study
- Recognize how land management relates to the larger environment, economy, and society
- Apply science-based knowledge and information to analyze and creatively solve management problems
- Demonstrate essential communication skills (interpersonal communication, nonverbal communication, written communication, and oral communication) that clearly provide relevant information and solutions to problems to diverse communities.

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

1. Student Success —fulfilling academic and co-curricular needs

a. Develop, deliver, and maintain quality academic programs.

Continuing Goal: Develop and implement new degree and credential options in forestry, agriculture, and natural resources.

- KPI-1: Revise forest resources graduate degree curricula to reflect the greater array of graduate-level course offerings in CFANR.
- KPI-2: Explore curriculum revisions to enhance field experience and expertise.
- KPI-3: Explore and develop technical credential offerings within forestry, agriculture, and natural resources to bolster workforce preparedness.

2. Enrollment and Retention Gains

a. Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.

Continuing Goal: Enhance alumni engagement with CFANR teaching, research, and extension programs.

Action: Increase communications of CFANR activities to alumni and alumni involvement in teaching.

- KPI-1: Update database of CFANR alumni.
- KPI-2: Create CFANR newsletter of teaching, research, and extension outputs to mail and electronically provide to alumni and other CFANR stakeholders.

b. Identify and enhance pipeline for recruiting.

Continuing Goal: Improve recruitment of qualified high school and community college students into CFANR degree programs through 10% gain in CFANR enrollment.

Action: Obtain and deliver recruitment materials to potential recruits. Organize supporters and alumni to aid in student recruitment efforts.

- KPI-1: Provide designed recruitment materials so they can be delivered to potential students.
- KPI-2: Actively manage social media accounts to promote College activities and aid in recruitment efforts.

New Goal: Increase visits with high school students for recruiting by at least 20%.

- KPI-3: Work with public and private partners to increase their volunteering for College recruitment.
- KPI-4: Visit schools statewide for recruiting.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
KPI-1.1: Revise forest resources graduate degree curricula to reflect the greater array of graduate-level course offerings in CFANR.	KPI-1.1 was accomplished at the unit and university levels. The Forest Resources M.S. degree plan was modified to allow more flexibility in courses for students depending on their specializations. The degree plan was approved by all UAM committees and administration and will be reviewed by ADHE in September 2024.	If approved, M.S. students will have greater flexibility in taking graduate courses developed for graduate certificates.
KPI-1.2: Explore curriculum revisions to enhance field experience and expertise.	KPI-1.2 was accomplished; discussions were held throughout the year with alumni, employers, and faculty for field skills needed for each discipline.	This information will be used in the next review period to adjust degree plans as necessary to enhance proficiencies in field-based activities.
KPI-1.3: Explore and develop technical credential offerings within forestry, agriculture, and natural resources to bolster workforce preparedness.	KPI-1.3 was partially accomplished; discussions were held with employers, peer institution unit heads, and UAM administration about technical credit offering needs and development procedures.	In the next review cycle comprehensive employer/industry surveys will be conducted and technical credential plans will be developed with faculty.

KPI	Assessment of Progress	Implications for Future Planning/Change
KPI-2a.1: Update database of CFANR alumni.	KPI-2a.1 was fulfilled; a QR code and sign-in sheets were provided at alumni events to update contact information.	The database will be used for mail-outs of CFANR newsletters to alumni.
KPI-2a.2: Create CFANR newsletter of teaching, research, and extension outputs to mail and electronically provide to alumni and other CFANR stakeholders.	KPI-2a.2 was nearly completed in this reporting period. Editorship was assigned to a senior faculty motivated to enhance CFANR alumni and stakeholder engagement, the CFANR media director identified software that will be the most cost-efficient and user-friendly for publishing the newsletter, and the editor and CFANR dean developed a format from studying newsletters of comparable units at different universities.	The inaugural issue will be developed as a team effort by faculty and disseminated to alumni electronically and by hardcopy in the next reporting period.
KPI-2b.1: Provide recruitment materials so they can be delivered to potential students.	KPI-2b.1 was achieved, and all materials were dispersed at recruiting booths at diverse agriculture and forestry conferences for high school youth and professional societies in this reporting period. At the end of the fiscal year, new recruiting materials were purchased to boost mail-out information on CFANR to applicants in addition to recruiting materials provided at events.	In future reporting periods the replenishment of recruiting materials will be a continuing goal.
KPI-2b.2: Actively manage social media accounts to promote College activities and aid in recruitment efforts.	KPI-2b.2 was achieved, with social media posts having a reach of approximately 105,000 readers in this reporting period. A new tactic of making social media posts more interactive boosted engagements.	Social media accounts will continue to be used for promoting and recruiting for CFANR. Frequency and quality of materials posted to these accounts will continue to escalate with faculty awareness and training in their value.
KPI-2b.3: Work with public and private partners to increase their volunteering for College recruitment.	KPI-2b.3 was achieved. CFANR became an affiliate sponsor of forestry recruiting efforts of Arkansas Forestry Association (AFA) and hosted a Green Careers fair in collaboration with AFA. CFANR also worked with Farm Bureau at the county and state levels on recruiting efforts.	CFANR will continue to seek more partnerships in upcoming review periods.
KPI-2b.4: Visit schools statewide for recruiting.	KPI-2b.4 was partially achieved. Schools were visited in southeastern and central Arkansas regions.	Increased efforts to develop school visit opportunities throughout the state in upcoming review periods.

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

Table 2: Unit Student Learning Outcomes

University Institutional Learning Outcomes	Unit Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<i>Communication:</i> Students will communicate effectively in social, academic, and	Students will demonstrate critical communication skills (interpersonal communication, nonverbal communication, written communication, and oral communication) by clearly providing informative information and presenting solutions to problems for diverse audiences.	Underlying all of the tenets of the UAM mission is the ability to communicate effectively to diverse audiences.	In accordance with the CFANR vision, developing student written and verbal communication skills is a critical component of developing future forestry, agriculture and natural resource management leaders.

University Student Learning Outcome (Institutional 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
professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.			
<i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	Students will understand basic theory and practice, and be skilled in applying appropriate tools and technology, for their chosen field of study. Students will apply science-based knowledge and information to analyze and solve management problems.	Understanding theory and practice is critical for achieving the UAM mission of educating diverse learners to succeed in a global environment. Application of the scientific method to the solution of problems is an essential component of meeting UAM's mission to promote innovative leadership, scholarship, and research.	The primary objective of the CFANR is to foster student success, both academically and professionally. Competency in the theory and practice within their field is essential for their success. The CFANR allocates significant resources to provide students with the tools and technology necessary for them to develop and effectively address management problems.

University Student Learning Outcome (Institutional 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
<i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	Students will recognize how land management relates to the larger environment, economy, and society.	Land management decisions are foundational to resource utilization for economic growth, which is integral to the UAM mission of improving quality of life through sustainable economic development.	Beyond the grounding principles of theory and practice, successful students must appreciate how their management efforts influence the global resource base.
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Students will apply science-based knowledge and information to analyze and solve management problems.	Solution of problems via a collaborative, team approach is an essential component of meeting UAM's mission to promote innovative leadership, scholarship, and research.	The CFANR allocates significant resources to provide students with the tools and technology necessary for them to collaboratively develop and effectively address management problems.

UNIVERSITY AND PROGRAM ASSESSMENT

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

Within the CFANR, students have two levels of academic assessment. First, students' mastery of SLOs are evaluated through traditional examinations and assignments, for the purpose of rating a student's performance on a graded basis. Secondly, most CFANR courses incorporate a "core competency" approach to SLO proficiency. Within each course, specific core competencies required to pass the course are listed and defined, and all students must satisfy those competencies to pass the course, regardless of overall course percentage. Importantly, students are permitted more than one opportunity to satisfy core competencies, but failure to demonstrate proficiency during the first testing results in a lower overall course grade.

Modifications to course content and/or delivery are informed by the success or failure of students to master SLOs and core competencies. For SLOs or core competencies that require multiple attempts, faculty modify instructional content and delivery, in an effort to improve overall student comprehension and retention of key course concepts.

AACU RUBRIC DATA

The courses used in the CFANR AACU rubric assessments were selected based on three primary criteria: 1) courses were from all three degree granting programs (Ag, NRM and Surveying); 2) courses were at both lower and upper-division levels; and 3) all students are required to take the courses used in the assessment. During the 2023-2024 academic year, two rubrics were assessed across the UAM campus: Global Learning and Teamwork. A summary of CFANR assessment data is provided below.

Oral Communication

Context/course in which assessment was done: **Rubric not assessed during 2023-2024 AY**

Written Communication

Context/course in which assessment was done: Rubric not assessed during 2023-2024 AY

Critical Thinking

Context/course in which assessment was done: Rubric not assessed during 2023-2024 AY

Global Learning

Context/course in which assessment was done: AGEC 22703 Agricultural Economics; NREM 40403 Natural Resources Policy (an instructor change was made mid-term (due to personal issues), so no assessment was performed) ; SURV 41803 Law & Professionalism in Geomatics (course did not have any students and was not assessed)

Use separate tables for separate courses.

A. UAM class number and name: AGEC 2273 – Agricultural Economics

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

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Global Self-Awareness	0	0	5	6	7	1.5	18
Perspective Taking	0	0	0	0	0	0	0

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Cultural Diversity	0	0	0	0	0	0	0
Personal and Social Responsibility	0	0	0	0	0	0	0
Understanding Global Systems	0	0	0	0	0	0	0
Applying Knowledge to Contemporary Global Contexts	0	0	0	0	0	0	0

Global learning in this introductory agricultural economics class was assessed using a portion of the final exam after the topics were covered in lectures and homework during the semester. The following topics were assessed (each of them corresponding to a chapter in the textbook): agricultural trade and exchange rates, why nations trade, and agricultural trade policy and preferential trading arrangements.

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

Strengths

- There was a small group of 5 students (scoring a 2 on this assessment) who were motivated enough to obtain a basic level of knowledge.
- This is good foundational knowledge, and it is important for it to be presented to students at some point in their college careers.

Weaknesses

- This material was somewhat challenging for students to learn and required students to be focused and motivated.
- Few students at this level are focused and motivated.

Opportunities for Growth

- There is always an opportunity for students to be more motivated.

- Also, it is important for students to learn the basics of international economics and finance. They really need to take a class devoted to the subject when they are juniors or seniors.

Threats to Effectiveness

- This class is packed with foundational economic information, and it is very challenging to also include a section in the class on international agricultural trade. The threat is that not enough time is spent on other important (more important at this level) sections of the class and that students become overwhelmed with information overload.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

Based upon the SWOT analysis by the course instructor, focus and motivation appear to be significant limiting factors for student success. No specific content changes are recommended, but changes in instructional style may be beneficial for improving overall student engagement and success.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

No changes to the assessment process are recommended.

B. UAM class number and name: **NREM 40403 Natural Resources Policy**

Note: An instructor change was necessary shortly after mid-term due to dire family emergency issue, so no assessment was performed.

C. UAM class number and name: **SURV 41803 Law & Professionalism in Geomatics**

Note: Course did not have any students and was not assessed.

Teamwork

Context/course in which assessment was done: **ANSC 10053 Principles of Animal Science; NREM 40603 Natural Resources Practicum; SURV 48804 Surveying Practicum (course only had one student- could not assess “teamwork”)**

Use separate tables for separate courses.

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

A. UAM class number and name: **ANSC 10053 Principles of Animal Science**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	0	0	17	14	8	1.23	39
Facilitates the Contributions of Team Members	0	0	9	17	13	0.9	39
Individual Contributions Outside of Team Meetings	0	0	14	20	5	1.23	39
Fosters Constructive Team Climate	0	0	9	23	7	1.05	39
Responds to Conflict	0	0	6	18	15	0.77	39

Students were evaluated during lecture question and answers (Q&A) activities, practical labs such as: cattle handling, cattle vaccination, sheep handling, small animals' clinic visit (field day) and community service (helping with food pantry and distribution) in a local church.

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

Strengths: 43 % of the students got fully engaged in the team meetings, especially in wet labs, while 36% of the assessed students had higher engagement in activities beyond formal classroom.

Weaknesses: 38% of the assessed students scored relatively low when responding to conflict and 33% of the students lack leadership skills like “Facilitates the Contributions of Team Members”.

Opportunities for Growth: Assign specific tasks individually for each student to have the opportunity to develop leadership skills in and out classroom. Engage students in lectures and wet labs in diverse ways to encourage oral, written, critical thinking, practical approach, analytic thinking, and fast decision-making.

Threats to Effectiveness: Student school and cultural backgrounds, resistance to change, and lack of interest in the subject.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

The instructor outlined a couple of ways in which students may be better engaged in the classroom, which should result in better teamwork dynamics. Implementing these strategies is practical and achievable.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

No revisions are recommended at this time.

B. UAM class number and name: NREM 40603 Natural Resources Practicum

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	11	0	0	0	0	0	11
Facilitates the Contributions of Team Members	11	0	0	0	0	0	11
Individual Contributions Outside of Team Meetings	8	3	0	0	0	0	11
Fosters Constructive Team Climate	8	3	0	0	0	0	11
Responds to Conflict	8	3	0	0	0	0	11

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

This class is a capstone experience and is a requirement for graduation. This course focuses on integrated problem-solving to apply biological, ecological, quantitative, economic, social, political, and administrative principles in solving natural resource management problems. The students work in groups and apply the knowledge and skills they acquired during their time at UAM. Students work as a team to develop a comprehensive management plan according to landowner objectives. Students work together in the field to conduct inventories, collect data, assess tree health and soil type, and develop silvicultural and wildlife management recommendations. Students communicate their plan in both written and oral format to faculty and landowners.

Strengths

- Students developed team internal objectives and shared assignments for management plan.
- Students developed a timeline in which goals were to be achieved.
- Students worked together in the field to collect data.
- Students communicated their management plan in a written document and two oral presentations to both expert and non-expert audiences.

Weaknesses

- Each student has a different idea of work expectations. Some students struggled with maintaining deadlines that were agreed upon by the team. This led to frustration by high-achieving group members.

Opportunities for Growth

- Students assessed each other throughout the semester to identify areas of improvement. After evaluating peer assessments, the team was able to make necessary adjustments and implement change.

Threats to Effectiveness

- Time management when working with a team and landowners.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

Teamwork is foundational to the success of students in this course, and the amount of work (field and office) required to complete the course is significant. Using the student self-assessments during the term (instead of at the end), appears to provide a mechanism for adjusting group dynamics to improve overall team efficiency and effectiveness.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

No revisions are recommended at this time.

C. UAM class number and name: **SURV 48804 Surveying Practicum**

Note: Course only had one student- could not assess “teamwork”

Online Class Assessment Based on Simplified OSCQR: Unit Summary

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

CFANR does not currently offer online courses.

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.)

- All course syllabi clearly state the SLOs for successful completion of the course.
- The CFANR webpages within the UAM website clearly outlines the requirements for all degrees and degree options.
- Promotional materials for the CFANR direct interested parties to full details about the CFANR mission and SLOs, as well as degree programs.

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: B.S. Natural Resources Management

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	23	17	25	65/22	306/31
Sophomore	10	17	10	37/12	135/14
Junior	15	10	14	39/13	133/13
Senior	11	12	11	34/11	131/13
Post Bach	0	0	2	2/0.7	11/1
Total	59	56	62	178/59	714/71

UNDERGRADUATE PROGRAM MAJOR: B.S. Agriculture

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	32	23	38	93/31	419/42
Sophomore	26	23	16	65/22	234/23

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Junior	14	16	19	49/16	218/22
Senior	12	20	20	52/17	230/23
Post Bach	1	0	0	1/0	3/0
Total	85	82	93	260/87	1104/110

UNDERGRADUATE PROGRAM MAJOR: B.S. Land Surveying

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	4	2	7	15/5	59/6
Sophomore	6	3	2	7/2	31/3
Junior	3	2	2	5/2	22/2
Senior	3	2	2	6/2	28/3
Post Bach	0	0	1	1/0.3	2/0
Total	16	9	14	34/11	140/14

UNDERGRADUATE PROGRAM MAJOR: Pre-Vet

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	8	12	3	26/9	64/6
Sophomore	4	1	5	10/3	25/3
Junior	2	4	3	10/3	25/3
Senior	3	4	5	11/4	26/3
Post Bach	0	0	0	0/0	0/0
Total	17	21	16	57/19	140/14

GRADUATE PROGRAM MAJOR: Forest Resources (M.S.)

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	20	24	18	62/21

GRADUATE PROGRAM MAJOR: Waterfowl Habitat and Recreation Management (Grad. Cert.)

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	4	4	5	13/4

GRADUATE PROGRAM MAJOR: Forest Business (Grad. Cert.)

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	n/a	n/a	4	n/a

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

Strengths

- CFANR has unique programs in Natural Resources Management and Land Surveying.
- Undergraduate enrollment increased for all degree offerings except the pre-vet emphasis area of the B.S. Agriculture degree; the enrollment increases were attributable to increased freshmen choosing CFANR degree options.
- A new graduate certificate in forest business was added, with four students enrolling in its inaugural year.

Weaknesses

- Substantially fewer freshmen pursued the pre-vet emphasis area of the B.S. in Agriculture degree. A statewide survey of veterinary profession needs and student demands is being conducted in the next review period to help inform veterinary education demands of Arkansas given substantial changes in veterinary education occurring with the development of two in-state veterinary schools and changes in state laws allowing veterinary technicians to conduct more activities independent of veterinarian oversight.

Opportunities for Growth

- Increased in-person recruiting at high schools by the CFANR recruiting specialist, faculty, and students will be of benefit in raising awareness of CFANR degree options.

Threats to Effectiveness

- Despite its enrollment gain, the land surveying program needs further increases in enrollment for long-term success.

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

Major: Agriculture B.S.	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	22	100
Number and percentage graduated in that major during 21-22 academic year	3	14
Number and percentage graduated in that major during 22-23 academic year	11	50
Number and percentage that graduated in that major during 23-24 academic year	1	5

Major: Natural Resources Management B.S.	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	12	100
Number and percentage graduated in that major during 21-22 academic year	1	8
Number and percentage graduated in that major during 22-23 academic year	7	58
Number and percentage that graduated in that major during 23-24 academic year	2	17

Major: Land Surveying B.S.	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	4	100
Number and percentage graduated in that major during 21-22 academic year	0	0
Number and percentage graduated in that major during 22-23 academic year	2	50

Major: Land Surveying B.S.	Number	Percentage
academic year		
Number and percentage that graduated in that major during 23-24 academic year	1	25

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

Strengths

- Students that reached their junior year in all CFANR BS degrees had high probability (76% averaged for all B.S. degrees of CFANR for this reporting period) of completing their degree.

Weaknesses

- With the low enrollment of Land Surveying, the departure of a single student before completing their degree had a more pronounced effect on percentage graduating
- While half or more students graduated within one year of beginning their junior year, 5 to 25% completed their degrees in a second year after their junior year.

Opportunities for Growth

- Fostering more transfer students and recruiting more high school students with college credits can help further decrease the average time CFANR students complete their degrees.
- Investigation of factors contributing to additional time for completing degrees identified progression in general education and supplemental education courses such as chemistry and math as being a top factor. Development of tutoring opportunities for those courses at times students could readily access them and promotion of tutoring opportunities by faculty can aid in this issue.

Threats to Effectiveness

- Maintaining faculty engagement in advising and mentoring to assure student success.

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

Table 5: Gateway Course Success*

Not applicable to CFANR

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	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average
CFANR- B.S. Natural Resources Mgmt. ¹	12	13	9	34	11
CFANR- A.S. Natural Resources Mgmt.	5	6	13	24	8
CFANR- A.S. Land Surveying Technology	0	3	2	5	2
CFANR-B.S. Land Surveying	2	1	1	4	1
CFANR- A.A.S. Forest Technology	0	0	0	0	0
GFOR- M.S. Forest Resources	3	7	7	17	6
GFOR- Grad. Cert. Waterfowl & Rec.	4	3	5	12	4
GFOR – Grad. Cert. Forest Business	n/a	n/a	1	1	1
CFANR- B.S. ² Agriculture	21	12	17	50	17
CFANR- A.S. Agriculture	6	6	10	22	7

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

The number of B.S degrees awarded for Natural Resources Management, Land Surveying and Agriculture were consistent with prior years and similar to the three-year average. The number of A.S. degrees in Natural Resources Management and Agriculture increased from previous years, likely due to increased emphasis in faculty meetings on advising students toward A.S. degree completion even en route to a B.S. degree and to integrating training to students on adding A.S. degrees to their degree stacks in orientation courses.

The Land Surveying and Land Surveying Technology programs continued to have relatively low degrees awarded as a function of low enrollment. Freshmen enrollment has increased in these degrees with the implementation of hyflex modality, so this will likely increase in upcoming years. The land surveying instructor also took on an extra assignment as a recruiting coordinator for surveying to escalate recruiting efforts.

The Forest Technology A.A.S. degree continued to have no graduates in the past year. Marketing efforts for this degree must be conducted to better reach students interested in a forest technician career; course requirements for this degree will also be visited with faculty and CFANR stakeholders to make sure they align with employer needs and student interests. This degree was highlighted this year with a cooperative arrangement with Arkansas Forestry Association to

Tracking graduates

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

Each semester CFANR has an online survey of graduating students to determine their jobs, their jobs' relationship to their degrees, and starting salaries. Students who respond to the survey are entered into a drawing for a UAM-themed prize to incentivize responses. The CFANR also hosts alumni events for forestry each fall as part of the Arkansas Forestry Association annual meeting and for agriculture each spring as the Aggie Comeback dinner. At these events, surveys of alumni contact information and job status are taken. CFANR also has a QR code display that is displayed at professional society meetings for forestry, agriculture, wildlife, surveying, and geospatial fields. The QR code takes participating alumni to an online survey for their contact information and job status.

Record the number of recent graduates entering jobs related or unrelated to their major or pursuing further credentials related or unrelated to their major.

Graduates past three years	CP: TC: Assoc: 51 Bach: 88 GC: 13 Master: 17			
	Related to major	Unrelated to major	Unknown	Pursuing higher credential
Graduates past three years entering workforce	CP: TC: Assoc: 6 Bach: 26 GC: 6 Master: 2	CP: TC: Assoc: 0 Bach: 1 GC: 0 Master: 0	CP: TC: Assoc: 45 Bach: 56 GC: 5 Master: 15	CP: TC: Assoc: 0 Bach: 4 GC: 2 Master:
Salary range	CP: TC: Assoc: \$30,400-\$60,000 Bach: \$30,000 – \$73,000 GC: \$47,000-\$70,000 Master: \$54,000 - \$70,000	CP: TC: Assoc: Bach: 109,500 GC: Master:		

Faculty

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Summer I	Other Assignments
				Summer II	Fall	Spring		
Askren, Ryan	Inst.	Ph.D.	Wildlife Management		2	3		Works as Director of Five Oaks Ag Education and Research Center
Babst, Benjamin	Assoc. Prof.	Ph.D.	Ecophysiology	2	3			70% AES
Blakeley, Robert	Inst.	B.S.	Land Surveying		11	14		
Blazier, Michael	Prof./Dean	Ph.D.	Administration/ Silviculture			7		33% AES, 33% CES
Boston, Kevin	Assoc. Prof.	Ph.D.	Forest Operations			3		40% Research, 30% Outreach
Bridges, Katy	Asst. Prof.	Ph.D.	Agronomy		5			25% CES
Chhetri, Sagar	Asst. Prof.	Ph.D.	Forest Economics		3			40% Research, 30% Outreach
Davis, Lonni	Instr.	M.S.	Agriculture		10	10		
Deaton, Brian	Assoc. Prof.	Ph.D.	Agricultural Economics		6	6		25% CES
Ficklin, Robert	Prof.	Ph.D.	Soil Science	3	7			9% AES, Administration
Jones, Rusty	Rodeo Coach	M.S.	Rodeo	3				UAM rodeo coach
Larasatie, Pipiet	Asst. Prof.	Ph.D.	Forest Products and Marketing			3		40% Research, 30% Outreach
Lindsey, Rocky	Asst./Assoc. Prof.	DVM	Animal Science		4	4		Ag program coordinator
Nelson, Maribel	Asst. Prof.	DVM	Animal Science		10	9		
Osborne, Douglas	Assoc. Prof.	Ph.D.	Wildlife Management		3			66% AES, Administration
Osborne, Tiffany	Inst.	M.S.	Wildlife Management		3	6		35% AES, 25% CES
Pelkki, Matthew	Prof.	Ph.D.	Forest Economics		3	3		47% AES , Administration
Rubino, Elena	Asst. Prof.	Ph.D.	Natural Resource Human Dimensions			6	2	60% AES
Saud, Pradip	Asst. Prof.	Ph.D.	Biometrics		5	3		70% AES
Tanger, Shaun	Assoc. Prof.	Ph.D.	Forest Trade and Policy		3			40% Research, 30% Outreach
Tian, Nana	Asst. Prof.	Ph.D.	Natural Resource Policy		6			70% AES
Watt, Chris	Instr.	M.S.	Program Support/ Wildlife Management		1			91% AES
Webb, Bobby		M.S.			2			15% AES

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
White, Donnell	Prof.	Ph.D.	Wildlife Management			3		70% AES
Yanez, Marco	Asst. Prof.	Ph.D.	Silviculture				7	70% AES
Zurqani, Hamdi	Asst. Prof.	Ph.D.	GIS		7	3	1	70% AES

¹AES = Agriculture Experiment Station, University of Arkansas System Division of Agriculture; CES = Cooperative Extension Service, University of Arkansas System Division of Agriculture

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

Four faculty positions were added through the Center for Forest Business, and all of them (Boston, Chhetri, Larasatie, Tanger) taught courses for the forest business graduate certificate that began in fall 2023. Dr. Marco Yanez began an appointment in August 2023 and taught courses in spring 2024.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2014-15	2832	-2.6	
2015-16	2798	-1.2	
2016-17	3014	7.7	
2017-18	3224	7.0	
2018-19	3122	-3.2	
2019-20	2490	-20.2	
2020-21	2,502	0.01	
2021-22	2,671	6.8	
2022-23	2,479	-7.1	
2023-24	2,661	7.3	

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

The addition of the forest business graduate certificate was a contributor to the increased SSCH of CFANR in this review period.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
CFANR- NRM	MOU- UA Cossatot	Course Transfers	7/2016	Open	N/A
CFANR- NRM	MOU- UA Morrilton	Course Transfers	6/2017	Open	N/A
CFANR- NRM	UA System Division of Agriculture	Research and Extension	1989	Open	N/A

The MOU with UA Cossatot was updated in June 2023; the revised transfer agreement is pending approvals as of the time of this report.

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

Publications

Peer-reviewed Journal Articles

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Moore, C.B., D.C. Osborne, L.G. Carlson, R.J. Askren, and M. Brasher. 2023. Distributional shifts of wintering midcontinent greater white-fronted geese. *Journal of Wildlife Management*. e22401. <http://doi.org/10.1002/jwmg.22401>

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- Chhetri, S.G. 2023. Forest certification in ecosystem services. New Mexico Highlands University, Las Vegas, New Mexico
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Pelkki, M.; Tian, N. 2023. How carbon credit programs fail to use southern forest farmers to the fullest extent in combating climate change. Registered Foresters Training Day. University of Arkansas Cooperative Extension Service. Hope, AR. 29 June 2023.

Pelkki, M. 2023. Arkansas Forest Industry Trends and the Arkansas Center for Forest Business. iLead F2F Seminar #3. December 14, 2023. Monticello, AR.

Pelkki, M.; Tanger, S. 2023. How carbon credit programs have failed forestry in the US South. SOAR Conference. Southern Arkansas University, Magnolia, AR. April 19, 2023.

Pelkki, M.; Tanger, S. 2023. A case for how carbon markets are failing Southern Tree Farmers. Society of American Foresters National

Convention. Sacramento, CA. October 26-28, 2023

Rubino, E.C. (2023). Connecting people and nature. University of Arkansas at Pine Bluff's Cooperative Extension Program (CEP) Landowners Conference, Pine Bluff, AR, 2023.

Rubino, E.C. (2023). Integrating social science into global conservation challenges. University of Florida's Institute of Food and Agricultural Sciences (UF/IFAS) Indian River Research and Education Center Monthly Seminar Series, online, 2023.

Rubino, E.C. (2023). Social Science Capacity Building Workshop. Red Panda Network, Kathmandu, Nepal, 2023.

Rozing, E., Rubino, E.C., Turner, K. A. Evaluating American Attitudes Toward Trophy Hunting Using a Social License to Operate Framework. The Wildlife Society's Annual Conference, Louisville, KY, 2023.

Serenari, C. & Rubino, E.C. Legitimacy and Wildlife Disease: Should Chronic Wasting Disease be Managed without Government?. Pathways Human Dimensions of Wildlife Conference, Fort Collins, Colorado, 2023.

Priest, A., Rubino, E.C., Penn, J., Bartush, B., & Westlake, S. Improving conservation program delivery using social science. Pathways Human Dimensions of Wildlife Conference, Fort Collins, Colorado, 2023.

Messick, J.A., Serenari, C., Rubino, E.C., Weckerly, F., & Daniel, K.L. Incorporating Landowner Values Into Communications Improves Conservation Outcomes. Pathways Human Dimensions of Wildlife Conference, Fort Collins, Colorado, 2023.

Toth, M., & Rubino, E.C. (2023). Measuring Public Support for a Red Wolf Reintroduction in Ozark National Forest, AR, with Varying Message Treatments. Arkansas Chapter of The Wildlife Society, Petit Jean Mountain, AR, 2023.

Saud, P., (2023). Variability in Urban Carbon Sequestration in Arkansas. OSAF Annual meeting, November 9-10th, 2023, Queen Wilhelmina State Park, Arkansas.

Saud, P., (2023). Coexistence of Common leopard (*Panthera pardus*) and Snow leopard (*Panthera unica*) in the Himalayas. Lunch and Learn Seminar, September 28, 2023, CFANR, UAMONT.

Hug, C. & Saud, P., Forest Composition and Red Oak (*Quercus* spp.) response to elevation gradients across managed Greentree Reservoir. SAF Convention, October 24-28th, Sacramento, CA.

Upadhayay, D.R., Saud, P., Bataineh, M. Lynch, T.B., & Bragg, D. (2023). Long-term Effect of Thinning on Basal Area Growth among different diameter classes in Natural-stand of Shortleaf Pine (*Pinus echinata* Mill.) Biennial Southern Silvicultural Research Conference, March 21-23, 2023, Nacogdoches, TX.

Tian, N. 2023. Invited speaker of Oral presentation, University of Tennessee, US, Oct.11th, 2023.

Tian, N. 2023. Invited speaker of Oral presentation, Nanjing Forestry University, China, May 31st, 2023.

Tian, N. 2023. Invited speaker of Oral presentation, Shandong Agricultural University, China, May 21st, 2023.

Tian, N. 2023. Invited speaker for Southern Forest Economic Development Working Group, May 3rd, 2023

Tian, N. 2023. Oral presentation, Proceedings of the 21st Biennial Southern Silvicultural Research Conference, Nacogdoches, Texas. March 20-22

Tian, N. 2023. International Society of Forest Resource Economics Symposium (ISFRE), Houston, Texas, May 15-17

Tian, N. 2023. Oral presentation, Summer Foresters Workshop, May 2rd, 2023. Ferndale, AR.

White, D., Jr., and C.L. Watt. March 9, 2023. Population abundance and density of black bears in southeastern Arkansas. Arkansas Chapter of the Wildlife Society Annual Meeting. Winthrop Rockefeller Institute, Morrilton, Arkansas. This was an invited oral presentation.

Alzurqani, S.A., H.A. Zurqani, D. White, Jr., K.A. Bridges, and S.A. Jackson. July 18, 2023. Mapping and monitoring the spatial and temporal variation of drought and its impact on vegetation cover in Arkansas, USA. The 43rd Annual International Geoscience and Remote Sensing Symposium (IGARSS), Pasadena, CA, USA.

Alzurqani, S.A., H.A. Zurqani, D. White, Jr., K.A. Bridges, and S.A. Jackson. October 10, 2023. Google Earth Engine application for mapping and monitoring drought patterns and the impact of drought on vegetation cover in Arkansas, USA. South Dakota Student Water Conference, Brookings, SD, USA.

White, D., Jr., and C.L. Watt. October 25, 2023. Population abundance and density of black bears in southeastern Arkansas. Department of wildlife, fisheries, and aquaculture, Mississippi State University, Starkville, Mississippi.

White, D., Jr., and C.L. Watt. November 8, 2023. Bad news for grizzlies: summer range contractions of the army cutworm moth under climate change in the northern Rocky Mountains, USA. 30th Annual Conference of the Wildlife Society, Louisville, KY.

Hickle, K., and D. White, Jr. November 8, 2023. Using landscape-scale habitat suitability modeling to identify recovery areas for the American black bear in the lower White River and Cache River Floodplains, Arkansas. 30th Annual Conference of the Wildlife Society, Louisville, KY, USA.

H.A. Zurqani. 2023. “*Applications of Geospatial Artificial Intelligence (GeoAI) and Big Data Analytics (BDA) in Natural Resources Management and Conservation*”. James Madison University, Department of Geology & Environmental Science, Harrisonburg, VA. 04 April 2023

H.A. Zurqani. 2023. “*Using Machine Learning and Google Earth Engine to Develop A High-Resolution Forest Canopy Cover Dataset: A Case Study in Arkansas, USA*”. The 43rd annual International Geoscience and Remote Sensing Symposium (IGARSS), Pasadena, CA. 16 - 21 July 2023

Dhungana, D., R. L., Ficklin, H. A., Zurqani, and S. Wilson. 2023. Spatial Variability of Soil Series Chemical Properties and Development of Best-Fit Spatial Interpolation Models. The Society of American Foresters (SAF) National Convention. Sacramento, CA. October 25–28, 2023

Grants

Faculty receiving grants: B. Babst, M. Yanez, D. Osborne, K. Bridges, B. Deaton, P. Larasatie, E. Rubino, H. Zurqani, N. Tian, M. Pelkki, D. White, P. Saud

Grant sources: Arkansas Game and Fish Commission, Southeast Climate Adaptation Science Center, USDA Natural Resources Conservation Service, University of Arkansas System Division of Agriculture, Soybean Promotion Board, U.S. Fish and Wildlife Service, Ducks Unlimited, Sitka, U.S. Fish and Wildlife Service, USDA Forest Service, Bass Pro Shops Conservation Fund

Total extramural funding: \$6,065,390

Awards

- Larasatie, P.
 - o *Outstanding Doctoral Research Award*. Bestowed at 2024 IUFRO World Congress held June 23-29, 2024, at Stockholm, Sweden.

- *Lindsey, R.*
 - o Arkansas Veterinarian of the Year, Arkansas Veterinary Association
- *Nelson, M.*
 - o Arkansas Cattlemen's Association Leadership Training, graduate
- *Osborne, D.:*
 - o Champion of the Wild, Arkansas Time Magazine
 - o Top 10 Professionals, Arkansas Money and Politics Magazine
- *Osborne, T.*
 - o Educator of Tomorrow's Conservation Leaders, Ducks Unlimited Magazine
- *Pelkki, M.*
 - o Fellow, Society of American Foresters
- *Tanger, S.*
 - o GOLD award in the category "Podcast or Radio" from the Association of Natural Resources Extension Professionals. 2023.
 - o First place communications award, Mississippi Association of County Agricultural Agents for Timber University podcast.
 - o First place publication award, Mississippi Association of County Agricultural Agents for Managing the Family Forest.
- *Tian, N.*
 - o Junior Faculty Excellence in Teaching, CFANR

Service

Benjamin Babst:

- Reviewer for journals: Tree Physiology, Trees: Structure & Function
- Joined Tree Physiology Review Board (3 year commitment, April 2023)
- St. Mark Catholic Church Parish Council
- St. Mark Catholic Church Altar Server Coordinator
- Local leadership role for the Knights of Columbus (e.g., fund-raising, fish-fry, coats-for-kids, service for church etc.)

Kevin Boston:

- Associate Editor: Forests, Croatian Journal of Forest Engineering

Sagar Chhetri:

- Editor: one of the editors of the CFANR newsletter

- Volunteer: Assisted in developing the University's education flyer
- Ouachita Society of American Foresters, Arkansas Division, Southeast Chapter- Secretary/Treasury
- International Society of Forest Resource Economics (ISFRE) –member, moderator: Supply and Industry session, judge: Student poster competition
- Manuscript Reviewer (#16): Environmental Sustainability (x1), Forest Policy and Economics (x1), GeoJournal (x1), Journal of Forestry (x2), Journal of Nature Conservation (x1), Land Use Policy (x1), Forest (x7), Small-scale Forestry (x1), Society and Natural Resources (x1)

Lonni Davis:

- Ashley County Farm Bureau board member
- First Baptist Church of Hamburg: Sunday school teacher
- Ashley County Conservation District – Secretary
- Ashley County 4H Outriders – Group Leader
- Dirty South Barrel Racing Association-Member
- Milo Riding Club

Brian Deaton:

- Collegiate Farm Bureau advisor
- Tri-State Soybean Forum Secretary/Treasurer

Robert Ficklin:

- UAM committees: Curriculum and Standards, General Education, Higher Learning Commission
- Commencement Herald
- Forestry Club Advisor
- Society of American Foresters National Program Committee

Pipiet Larasatie:

- Reviewer:
 - o Sustainable Production and Consumption (Q1, SJR 2.03)
 - o Building and Environment (Q1, SJR 1.58)
 - o Forest Policy and Economics (Q1, SJR 1.12)
 - o PLoS ONE (Q1, SJR 0.89)
 - o Canadian Journal of Forest Research (Q1, SJR 0.7)
 - o Silva Fennica (Q1, SJR 0.49)

- Trends in Higher Education (new)
- Judge for the 2023 Southeast Arkansas Regional Science Fair (SEARSF), held at UAM. Based on my expertise and experience, together with the Dean of UAM School of Math and Sciences and Director of Science Fair, we are planning a pilot program to attract high school women and minorities students to science.
- Associate member in a newly established organization, UAM Catholic Student Ministry.
- International Union of Forest Research Organizations (IUFRO)

IUFRO is a non-profit, non-governmental international network of forest scientists, which promotes global cooperation in forest-related research and enhances the understanding of the ecological, economic and social aspects of forests and trees. IUFRO is "the" global network for forest science cooperation. It unites more than 15,000 scientists in around 630 Member Organizations in almost 120 countries, and is a member of the International Science Council.

I have three roles in this organization. First, as a Deputy Coordinator of Task Force “Forest Education”. The Task Force has organized multiple activities such as:

- coordinating multiple sessions at 2024 IUFRO World Congress. For this matter, I also help to review submitted abstracts for a Sub plenary: How to incorporate indigenous and local knowledge in forest education, back to the roots.
- coordinating 2023 Best Forest Education Practice Competition.
- coordinating 2023 Forest Education Symposium, held October 2-4, at Helsinki, Finland.
- applying for a grant for conducting a paper development workshop (PDW) for South-South scientists and researchers (Africa, Asia, Latin America) with a topic: Inequality issues of forest related education in Global South. Papers will be submitted for a special issue on *Forest Policy and Economics*, a leading scientific journal that publishes peer-reviewed research relating to forests issues. The workshop will be held in a local university in Africa, aiming at Stellenbosch University in South Africa. The proposal was designed with researchers from Germany (the Forest Policy and Economics editor in chief), Mexico, Kenya, and South Africa.

My second role is as a member of Task Force “Gender Equality in Forestry”. Our biggest task is to plan an international Massive Open Online Course (MOOC) on Gender Equality and Diversity in forest-related sectors (ForGEDi). This project consists of more than 30 global experts in gender. In this MOOC, I contribute in three different sub sessions through my research on women leadership and women’s networks.

Third, I am involved as a member in Division 5.10 Forest Products Marketing. I have got an initial offer to be the Coordinator of the Division. The current coordinator is Prof. Dr. Anne Toppinen, a globally well-known scientist and a Professor and Vice Dean at University of Helsinki, Finland.

- Society of Wood Science and Technology (SWST)
- SWST is an internationally recognized professional organization of wood scientists, engineers, marketing specialists and other professionals concerned with lignocellulosic materials. Members are dedicated to the wise use of one of our most

environmentally-sound resources. SWST is committed to protecting our forests through the development of new ideas, procedures, policies and products for the wood industry. This is the accrediting body for the wood science related degree.

I am actively involved as the Digital Communications Coordinator and currently the youngest board member. For my roles, I am entitled to paid travels to its International Conventions as well as Board Meetings.

- Softwood Export Council (SEC)

Joining as a member of SEC, a trade council of U.S. softwood grading agencies, industry trade associations, state export promotional development agencies, and others interested in promotion of U.S. softwood internationally. The SEC aids American exports of softwood products by providing information and assistance to agents, importers, designers, and users of these products in other countries. They only have three universities as their board members: Oregon State University, University of Washington, and UAM.

This year, I am able to join their trade missions to Mexico, Vietnam, and South Korea.

Rocky Lindsey:

- Advisor UAM Cattlemen's Association
- Advisor UAM Pre-Vet Club
- UAM Animal Use and Welfare Committee

Maribel Nelson:

- UAM women's volleyball team training and conditioning volunteer
- Pig producer certification for Pork Quality Assurance, UADA animal care training event

Doug Osborne:

- University Faculty Research Committee Aug 2021-Present
- Faculty Evaluation Review Committee, CFANR, 2022
- Associate Editor for Wildlife Society Bulletin
- Reviewer for 5 scientific journals
- Lower Mississippi Alluvial Valley Joint Venture Waterfowl Symposium Planning Team
- *Osborne, D.C.* I continue to work with the City of Monticello and Major Jason Akers on the development of the Lake Trail Project. To date I have helped secure \$440,000 for this project through the Arkansas Department of Transportation.
- *Osborne, D.C.* nearly 6 of 25 miles of the trail construction (Phase 1, see master plan map below) is completed, which includes a skills course and multi-purpose trails for walking and riding.
- *Osborne, D.C.* Phase II grant awarded in November 2023 for \$100,000 from the Arkansas Department of Transportation, Recreational Trails Program (RTP)
- *Osborne, D.C.* Phase III grant submitted to the Arkansas Department of Transportation, Recreational Trails Program (RTP)

on 1 July 2023 for \$517,600, *grant pending*

Matthew Pelkki:

- Forestry Extension Education Specialist Search Committee
- Forest Operations and Supply Chain Management Search Committee (Chair)
- Associate Director, Arkansas Center for Forest Resources
- Arkansas Forestry Commission (ex officio) Committee on Registration For Forestry
- Arkansas Forestry Association
 - o Board of Directors
 - o Forest Practices Committee
 - o Landowner Education Committee
 - o Annual Meeting Committee
- Editorial Board, *Journal of Forest Business Research*
- Manuscript reviewer for:
 - o *Journal of Forest Business Research*
 - o *iForests*
 - o *Sustainability*
 - o *Forests*
 - o *Forest Science*
 - o *Journal of Forestry*
 - o *Canadian Journal of Forest Research*
- Timber supply, logistics, workforce availability, and market analyses for:
 - o Arkansas Economic Development Commission
 - o Monticello Economic Development Commission
 - o Clark County Economic Development Commission
 - o El Dorado Economic Development Commission
 - o Crossett Economic Development Commission

Elena Rubino:

- University of Arkansas at Monticello Winthrop Rockefeller Distinguished Lectures Series Committee, October 2023- present
- University of Arkansas at Monticello Institutional Review Board (IRB) *Committee Member*, August 2022 – present
- University of Arkansas at Monticello Athletic Committee
- Committee Member, April 2022 – present

- University of Arkansas at Monticello Tree Campus Committee
- University of Arkansas at Monticello Student Chapter of The Wildlife Society
- Reviewed 1 article for *Wildlife Research*
- Reviewed 1 article for *The Journal of Wildlife Management*
- Reviewed 1 article for *Conservation Science and Practice*
- Reviewed 1 article for *Environmental Management*
- Reviewed 1 article for *Society and Natural Resources*
- Serve as a member of the Lower Mississippi Valley Joint Venture Science Team where I assist with setting social science priorities for the region
- Serve as a social science professional mentor for the Society for Conservation Biology Student Mentorship Program where I help my mentee navigate social science research challenges and the job market
- Serve as a member on the Arkansas Forestry Association Education Foundation's Landowner Education Committee
- Member of The Wildlife Society (member of the Human Dimensions Working Group)
- Member of the Society for Conservation Biology (member of the Social Science Working Group)
- Serve on the Monticello, AR Tree Board. Responsible for assisting with the planning and implementation of the community Arbor Day celebration and seasonal tree plantings and pruning throughout the city.
- Serve as a college application essay workshop mentor for the Santa Cruz County Office of Education [online]. Responsible for mentoring 2 high school seniors with their college application essays, including brainstorming ideas, suggesting edits, and reviewing final products.

Pradip Saud:

- Committee Member for an Arbor Day Planning, UAM
- Reviewed 2 articles for the Forest Ecology and Management Forest Science
- Reviewed 1 article for the Journal of Forestry
- Reviewed 1 article for the International Journal of Forest Research
- Reviewed 1 article for the Forests MDPI
- Reviewed 1 article for the Remote Sensing MDPI
- Reviewed 1 article for Resources, Conservation & Recycling
- Guest Editor: "Forest Growth and Yield under Environmental Changes" Forests MDPI
- https://www.mdpi.com/journal/forests/special_issues/TCS0Q709V3

Shaun Tanger:

- Committee Chair- Forestry Extension Professor
- Committee Member - Forest Health Professor

- Guest Editor - Forest Policy and Economics “Trends in U.S. Forest business sector and markets” with Raju Pokeral (at Michigan State University) and Jaana Korhonen (at Oak Ridge Institute for Science and Education).
- Chair, ISFRE conference planning committee, 2024, Little Rock Arkansas
- Timber Taxation Workshop in Jackson, MS, that had 35 landowner participants and 5 certified tax accountants
- Conducted 5 consultations on timber tax related questions with forest landowners in Arkansas.
- Recorded 11 podcast episodes for Timber University podcast.
- Reviewed four peer-reviewed journal articles for Forest Policy, Forest Science, Biological Invasions, and Journal of Forestry respectively, this was outside of the guest editor duties where I reviewed an additional thirteen papers, nine of which were accepted.

Don White:

- Arkansas Game and Fish Commission (AGFC) Elk Technical Committee
- AGFC Black Bear Technical Committee
- AGFC White-tailed Deer Technical Committee
- AGFC Feral Hog Technical Committee
- AGFC Chronic Wasting Disease Technical Committee
- Natural Resource Conservation Service State Conservation Technical Committee
- Chronic Wasting Disease Multistate Social Science Committee
- The Wildlife Society Climate Change and Sustainability Committee
- The Wildlife Society Climate Change Working Group, Chair

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

A forest business graduate certificate was offered upon ADHE approval in August 2023.

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

A degree plan change was made to the MS in Forest Resources to allow graduate advisors and committees flexibility in course requirements for students pursuing this degree depending the specialization the student is seeking. This change was made in response to new cohorts of graduate courses created for graduate certificates that could benefit students pursuing the MS in Forest Resources. A PhD degree plan, courses, and university change of role and scope proposal were developed for a PhD in Forest Resources. This action was taken in response to increased investments from state legislature in forestry and natural resources research and teaching capacity over the past four years, a lack of doctoral programs for forest resources in Arkansas, and requests for the program from forestry stakeholders. The MS degree plan revision, PhD degree plan and university role and scope change proposals were approved by appropriate UAM committees and administration and are pending ADHE reviews at the time of this report.

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

Numerous opportunities were given to students to learn outside the classroom. Student clubs attended in-state and national meetings in all degree areas of CFANR. At the Society of American Foresters annual convention, the forestry club students participating in Quiz Bowl were taken to the Calavaras State Park with two faculty to take an all-day hike through giant sequoia forests to learn first-hand about the world's largest species. Agriculture policy students were taken to the state legislature to meet Arkansas legislators; they were recognized by the assembly for their attendance of the legislative session. Animal science students were taken to a short course on cattle production at Texas A & M University, pre-vet students attended a conference at the Mississippi State University vet school, and wildlife students attended the Arkansas Chapter of The Wildlife Society.

Other Unit Student Success Data

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

The CFANR livestock team competed at county, regional, and state fairs, culminating in a championship at the state fair for Beefmaster heifer. The forestry club competed in timbersports competitions in Arkansas and Florida against forestry schools at peer universities, finishing 7th out of 14 universities in a Southeast-wide competition. The forestry club also competed in Quiz Bowl at the Society of American Foresters annual conference in Sacramento. An agriculture freshmen won second place in the debate competition of Arkansas Farm Bureau.

Revised March 2024

Addenda

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

MISSION

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

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

CORE VALUES:

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

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

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

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

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

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

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

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

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

KPI: Year-to-year student enrollment

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

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

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

KPI: *Student satisfaction rate for support services*

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

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

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

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

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

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

KPI: *Academic standing data*

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

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

KPI: *On-time graduation rate*

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

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

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

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

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

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

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

KPI: Academic standing data

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

KPI: Number of senior projects and capstone experiences

KPI: Number of student internships and practicums

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

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

Strategy 2.1.1: Expand the advertisement of job postings.

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

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

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

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

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

KPI: Maintenance of a 5-year rotation of technology

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

KPI: Number of faculty using Center for Teaching and Learning

Outcome 2.3: Increase retention of faculty and staff.

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

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

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

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

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

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

***KPI:** Average years of employment for faculty*

***KPI:** Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

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

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

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

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

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

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

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

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

***KPI:** Maintenance or construction projects accomplished each year*

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

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

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

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

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

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

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

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

KPI: Number of industry partners year-to-year

KPI: Number of students enrolled in noncredit workforce training

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

KPI: Number of articulation agreements year-to-year

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

Outcome 3.4: Augment operational funding through external efforts.

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

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

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

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

KPI: Outreach to prospective donors

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

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

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

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

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

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

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

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

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

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

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