

# University of Arkansas at Monticello

## Academic Unit Annual Report

**Unit: School of Education**

**Academic Year: 2019 - 2020**

**What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)?**

### **UNIT MISSION**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they transition through the various professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

### **UNIT VISION**

#### **CONCEPTUAL FRAMEWORK OF THE UAM SCHOOL OF EDUCATION**

**<http://uam-web2.uamont.edu/PDFs/Education/ConceptualFramework.pdf>**

### **CONTINUING GOALS:**

#### ***STUDENT SUCCESS***

*Goal:* Improve student success in SOE majors.

*Action:* Provide additional support for first year and at-risk students through enhanced advising, differentiated instruction, mentoring by Kappa Delta Pi students, and referral to available support resources.

*KPI:* 2% increase in undergraduate retention from freshman to sophomore year.

#### ***ENROLLMENT and RETENTION GAINS***

*Goal:* Expand accessibility to academic programs.

*Action:* Expand partnerships with community colleges to increase the teacher pipeline.  
*KPI:* Add one Memorandum of Understanding with community colleges yearly.

*Goal:* Increase the number of graduate students in SOE graduate programs.  
*Action:* Targeted school and state recruiting efforts.  
*KPI:* 2% increase in the number of graduate students in SOE graduate programs.

*Goal:* Development of a five-year recruitment and retention plan  
*Action:* Develop a committee and progress toward a completed plan  
*KPI:* Completed five-year recruitment and retention plan.

*Goal:* Increase the number of graduate students in the Master of Education in Educational Leadership  
*Action:* Targeted school and state recruiting efforts.  
*KPI:* 2% increase in the number of graduate students in the Master of Education in Educational Leadership

#### **NEW GOALS:**

#### ***ENROLLMENT and RETENTION GAINS***

*Goal:* Increase the number of students in traditional undergraduate licensure programs.  
*Action:* Targeted school and state recruiting efforts.  
*KPI:* 2% increase in the number of undergraduate students in traditional undergraduate licensure programs.

#### ***STUDENT SUCCESS***

*Goal:* Development of a five-year Culturally Responsive Student Success Plan.  
*Action:* Develop a committee and progress toward a completed plan  
*KPI:* Completed five-year Culturally Responsive Student Success Plan.

**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**

<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
<i>KPI:</i> 2% increase in undergraduate retention from freshman to sophomore year.	The School of Education increased retention of freshman to sophomore year by 13% this past year.	The data are not conclusive that the strategies put into place increased the retention. The School of Education understands that there needs to be additional data collected to determine the root cause of the increase.
<i>KPI:</i> Add one Memorandum of Understanding with community colleges yearly.	The School of Education increased the number of Memorandums of Understanding with community colleges by two. UA - Pulaski Technical College and South Arkansas Community College were added.	Based on the success of the past year, the School of Education intends to continue to work to add additional community colleges in the future. The goal for the future is to add one college next year.
<i>KPI:</i> 2% increase in the number of graduate students in SOE graduate programs.	The School of Education increased the number of graduate students by 3.46% over the past year.	The School of Education plans to continue increase the percentage of graduate students by 2% next year.
<i>KPI:</i> Completed five-year recruitment and retention plan	The Recruitment and Retention Plan is 1/3 completed. COVID-19 issues prevented the completion.	The SOE Recruitment and Retention Committee will continue their work on completing this plan.
<i>KPI:</i> 2% increase in the number of graduate students in the Master of Education in Educational Leadership	The School of Education's enrollment in the Master of Education in Educational Leadership decreased by one candidate.	The revisions in the Master of Education in Educational Leadership allows completion of the degree in one academic year. This should make the degree a more competitive degree.

**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**

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<p><i>Communication:</i> 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.</p>	<p>Knowledge: Teacher candidates in initial programs of study will develop an extensive content knowledge base in order to reach and teach all learners in a diverse society.  Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.</p>	<p>Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.</p>	<p>The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.</p>

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<p><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.</p>	<p>Pedagogy: Teacher candidates in initial programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.</p> <p>Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.</p>	<p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.</p>	<p>The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.</p>

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<p><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.</p>	<p>Diversity: Teacher candidates in initial programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the greater society they serve to improve teaching and learning. Educators and other school personnel in advanced programs of study serve as role models by actively promoting a school climate and culture that values differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.</p> <p>Technology: Teacher candidates in initial programs of study will utilize multiple classroom technology resources and tools to improve teaching and learning.</p> <p>Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will.</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment.</p>	<p>The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.</p>

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<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>Professionalism: Teacher candidates in initial programs of study will demonstrate professionalism as they interact with students, parents, colleagues, and others.</p> <p>Educators and other school personnel in advanced programs will be role models for fairness and integrity in working with their colleagues, students, families, and the community at-large.</p>	<p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.</p>	<p>The Conceptual Framework and the Mission of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.</p>

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

The School of Education maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The School of Education supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The School of Education uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

The School of Education has ten key assessments placed throughout the undergraduate and graduate programs. Those assessments are aligned with the unit and university student learning outcomes and with state and national standards

**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.)**

- Unit website
- Course Syllabi
- Accreditation reports
- Conceptual Framework

**Enrollment**

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

UNDERGRADUATE PROGRAM MAJOR: BS Education Studies

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average		10-Year Total & Average
Freshman	15	18	6	39	13	N/A
Sophomore	13	10	12	36	12	N/A
Junior	24	43	47	114	38	N/A
Senior	51	46	39	138	46	N/A
Post Bach	2	1	0			
Total	105	118	104	327	109	N/A



**UNDERGRADUATE PROGRAM MAJOR: Health and PE Exercise Science Option**

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average		10-Year Total & Average	
Freshman	27	25	27	79	26	200	20
Sophomore	14	17	9	39	13	122	12
Junior	22	20	16	58	19	137	14
Senior	16	21	17	54	18	185	19
Post Bach							
Total	79	83	69	231	77	644	65

**UNDERGRADUATE PROGRAM MAJOR: Health and PE Non-Licensure**

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average		10-Year Total & Average	
Freshman	36	23	16	75	25	503	51
Sophomore	20	30	21	71	24	302	30
Junior	20	21	23	64	21	247	25
Senior	27	20	18	65	22	304	30
Post Bach							
Total	103	94	78	275	92	1356	136

**UNDERGRADUATE PROGRAM MAJOR: K-6 Elementary Education**

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average		6-Year Total & Average	
Freshman	43	24	25	92	31	234	39
Sophomore	24	26	14	64	21	121	20
Junior	13	22	25	60	20	100	17
Senior	30	21	14	65	22	79	13
Post Bach							
Total	110	93	78	281	94	534	89

**UNDERGRADUATE PROGRAM MAJOR: Middle Childhood Education**

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average		10-Year Total & Average	
Freshman	3	4	5	12	4	110	11
Sophomore	3	4	1	8	3	61	6
Junior	8	1	4	13	4	53	5
Senior	8	6	5	19	6	69	7
Post Bach							
Total	22	15	15	52	17	293	29

**UNDERGRADUATE PROGRAM MAJOR: Teaching and Learning**

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average		9-Year Total & Average	
Freshman	4	1	7	12	4	30	3
Sophomore		8	3	11	4	46	5
Junior	6	2	6	14	5	48	5
Senior	6	12	7	25	8	71	8
Post Bach							
Total	16	23	23	62	21	195	21

**GRADUATE PROGRAM MAJOR: Master of Education**

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	
ENROLLMENT	25	23	16	64	21

**GRADUATE PROGRAM MAJOR: Master of Arts in Teaching**

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	
ENROLLMENT	184	207	227	618	206

**GRADUATE PROGRAM MAJOR: Master of Education in Educational Leadership**

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	
ENROLLMENT	17	10	9	36	12

**GRADUATE PROGRAM MAJOR: Master of Physical Education and Coaching**

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	
ENROLLMENT	28	20	17	65	22

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

Undergraduate Strengths

- Fall 2019 data for HPE Exercise Science and HPE Non-Licensure programs indicate that 40% of the total number of undergraduate majors are in one of the HPE programs. Fall 2019 data for Bachelor of Education Studies and Bachelor of Science in Teaching and Learning Non-Licensure programs indicate that 35% of the total number of undergraduate majors are in one of these two non-licensure programs.

Undergraduate Weaknesses

- Traditional licensure programs are declining. Fall 2019 data indicate that 75% of total majors are in non-licensure programs.

Undergraduate Opportunities for Growth

- Enrollment in traditional licensure programs is an area of weakness; however, these programs have the greatest potential for growth. Increases in low enrollment programs provide the most potential for statistically significant growth.

Undergraduate Threats to Effectiveness

- A decline in either of the HPE programs or in the BS Education Studies could have a significant impact on the ability of the unit to meet productivity markers in the future. The School of Education must be mindful of this concern and ensure that recruitment efforts are widely focused across all programs, with specific efforts in the areas of K-6 Elementary Education and Middle Childhood Education.

Graduate Strengths

- The Master of Arts in Teaching (MAT) program has grown significantly in the past three years. The three-year average indicates that 79% of the total number of graduate candidates are in the MAT programs.

Graduate Weaknesses

- The Master of Education in Educational Leadership has consistently been a low enrollment program. Longitudinal data indicate that only 5% of all graduate candidates are enrolled the Master of Educational Leadership program. The School of Education has to be mindful of the enrollment in the Educational Leadership program with regard to future recruitment.

Graduate Opportunities for Growth

- Graduate programs in general have seen low enrollment with the exception of the MAT program; however, the graduate

programs have the greatest potential for growth. Increases in low enrollment programs provide the most potential for statistically significant growth.

#### Graduate Threats to Effectiveness

- A decline in the MAT program could have a significant impact on the ability of the unit to meet productivity markers in the future. Additionally, growth in the MAT program could be difficult to sustain with current faculty and staff. The School of Education must be mindful of this concern and ensure that recruitment efforts are widely focused across all graduate programs.
- Any modification made by the Arkansas Department of Education to program or licensure requirements could significantly impact the MAT program. The impact could range from a sharp decrease in enrollment or a sharp increase in enrollment. Either could put a significant strain on the unit.

#### Progression/Retention Data

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

<b>Major: BS Educational Studies</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2017	25	
Number and percentage graduated in that major during 18-19 academic year	14	56%
Number and percentage that graduated in that major during 19-20 academic year	2	1%
<b>Major: HPE Exercise Science</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2017	21	
Number and percentage graduated in that major during 18-19 academic year	11	52%
Number and percentage that graduated in that major during 19-20 academic year	3	14%
<b>Major: HPE Non-Licensure</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2017	18	
Number and percentage graduated in that major during 18-19 academic year	8	44%
Number and percentage that graduated in that major during 19-20 academic year	6	33%
<b>Major: K-6 Elementary</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2017	6	
Number and percentage graduated in that major during 18-19 academic year	3	50%
Number and percentage that graduated in that major during 19-20 academic year	3	50%
<b>Major: Middle Childhood</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2017	4	
Number and percentage graduated in that major during 18-19 academic year	0	0%
Number and percentage that graduated in that major during 19-20 academic year	3	75%
<b>Major: BS Teaching and Learning</b>	<b>Number</b>	<b>Percentage</b>
Number of majors classified as juniors (60-89 hours) in fall 2017	10	
Number and percentage graduated in that major during 18-19 academic year	9	90%
Number and percentage that graduated in that major during 19-20 academic year	0	0%

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

### Strengths

- The data indicate that a total of 84 students entered the fall 2017 semester with a junior classification. Based on the total number of students, 53.5% graduated within one year of the fall 2017 junior classification and 20% within two years of the fall 2017 junior classification. Of the total number of juniors in Fall 2017, data indicate that 75% graduated within one to two years.

### Weaknesses

- The data indicate that 22 students or 25% entering the fall of 2017 with a junior classification did not graduate within two years.

### Opportunities for Growth

- The establishment of better tracking system will allow advisors in the future to assist students with completing programs in a timely manner. The tracking system would also allow advisors to contact at risk students to increase retention.

### Threats to Effectiveness

- The data does not account for students that graduate past two years, change majors, or leave the university. To be effective in retention and completion, the School of Education has to focus on efforts to identify what happened to the 25% of students that are not accounted for in this data

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

- **Not Applicable to the School of Education**

### **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	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Education Studies (BS)	37	37	38	112	37
HPE Exercise Science Option (BS)	23	14	11	48	16
Health & Physical Education Non-Licensure	22	14	18	54	18
K-6 Elementary Education (BA)	9	8	9	26	9
Middle Level Educ Major (BA)	1	0	4	5	2
Teaching and Learning (BS)	11	10	4	25	8

Graduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Master of Education (M.Ed.)	11	14	13	38	13
Master of Arts Teaching (MAT)	81	86	95	262	87
Educational Leadership (MEd)	4	5	2	11	4
Physical Education and Coaching (MPEC)	13	10	15	38	13

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

The School of Education has carefully reviewed the above data and determined that the Middle Level program has only produced five graduates over the last three years for an average of two. The Middle Level program is in the process of being approved as a cognate of the K-6 Elementary program; therefore, it will remain viable. Declining numbers in the Middle Level program prompt a need for increased recruitment efforts.

The Master of Education in Educational Leadership has only produced 11 graduates in the last three years for an average of four. The program remains viable with an average of four graduates; however, recruitment efforts must be increased for this program. Also, this program has been redesigned to meet new national standards.

### **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
Ashburn, Walker	Instructor	Master's	Teaching			1 hour		Athletics
Baldwin, Denise F.	Asst. Prof	Doctorate	Admin/ Teaching		12 hours	12 hours	6 hours	
Barela, Josie	Instructor	Master's	Teaching		3 hours			Athletics
Byrd, Shellye	Instructor	Master's	Teaching			3 hours		Athletics
Duthu, Nicholas	GA	Bachelor's	Teaching		6 hours	6 hours		
Frazer, Memory B	Instructor	Master's	Teaching	6 hours	16 hours	19 hours	6 hours	
Frost-Dixon, Jordan	Instructor	Master's	Teaching			2 hours		Athletics
Garcia, Jocelyn Renee	Instructor	Master's	Teaching			2 hours		Athletics
Garza, Miranda	Instructor	Master's	Teaching		3 hours			Athletics
Givhan, Deborah L	Instructor	Education Specialist	Teaching	3 hours	15 hours	15 hours	6 hours	
Gray, Ryan O.	Asst. Prof	Doctorate	Teaching	6 hours	15 hours	12 hours	6 hours	
Guizar, Suzanna	Asst. Prof	Doctorate	Teaching	6 hours	13 hours	13 hours	6 hours	
Harvey, Emily K	Instructor	Master's	Teaching	6 hours	15 hours	18 hours	6 hours	
Hill, Marcus	Instructor	Master's	Teaching			2 hours		Athletics
Hunnicut, Donna R	Assc. Prof	Doctorate	Admin/ Teaching			3 hours		Graduate Coordinator
Jackson, Trudy G.	Adjunct	Master's	Teaching		6 hours	6 hours		
Jackson, Wanda J.	Instructor	Master's	Teaching	6 hours	15 hours	12 hours	6 hours	
Jackson, William	Instructor	Bachelor's	Teaching			2 hours		Athletics
Jelks, Mark A.	Instructor	Bachelor's	Teaching		2 hours			Athletics
Johnson, Chelsea S	Instructor	Master's	Teaching		1 hour			Athletics
Johnson, Kris	Instructor	Master's	Teaching		1 hour			Athletics
Lee, Jashae	Instructor	Master's	Teaching		1 hour			Athletics
Lem, Kyle	Instructor	Master's	Teaching		2 hours			Athletics
Level, Kim L	Instructor	Master's	Admin			3 hours		Dean
Long, Greg	Instructor	Master's	Teaching		2 hours			Athletics
Longing, Jeffrey L	Assc. Prof	Doctorate	Teaching	6 hours	12 hours	12 hours	6 hours	
Lusby, Ryan K.	Instructor	Master's	Teaching			2 hours		Athletics
Massey, C. D	Professor	Doctorate	Teaching	6 hours	12 hours	12 hours	6 hours	
Newton, Rebecca	Instructor	Master's	Teaching	3 hours	15 hours	15 hours	3 hours	
Qualls, Josh	GA	Bachelor's	Teaching		1 hour			
Rainey, Jeffrey Ryne	Instructor	Master's	Teaching			1 hour		Athletics
Reed, Lisa	Instructor	Master's	Admin/Teaching		3 hours	3 hours		Partnership Coordinator
Salloukh, Melinda	Asst. Prof	Doctorate	Teaching		12 hours	12 hours	6 hours	
Shahan, Kathleen D.	Assc. Prof	Doctorate	Teaching	6 hours	15 hours	12 hours	6 hours	
Timm, James David	Instructor	Bachelor's	Teaching			2 hours		Athletics
Tolin, Kyle	Instructor	Master's	Teaching		2 hours			Athletics
Wilkerson, Kimberly K	Instructor	Doctorate	Teaching	6 hours	15 hours	15 hours	6 hours	
Wilson, Melissa J	Instructor	Master's	Teaching		15 hours	15 hours	6 hours	

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

During the 2019-2020, academic year the faculty in the School of Education remained stable. There was only one new faculty hired for Special Education and no faculty left the School of Education during this time. With the closing of the STEM Center, Ms. Lisa Reed, former UAM Math Specialist, moved into the role of Partnership Coordinator/Instructor that was vacated by Dr. Kim Wilkerson's move back to a faculty position.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2009-10	10671	-1.52%	
2010-11	10509	1.47%	
2011-12	10664	1.41%	
2012-13	10814	1.34%	
2013-14	10959	-4.83%	
2014-15	10430	-0.93%	
2015-16	10333	26.09%	
2016-17	13029	10.78%	
2017-18	14433	-0.87%	
2018-19	14307	17.20%	
2019-20	13776	-3.71%	

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

Due to the large increase in SSCH in 2018-2019, the 3.71 decrease in 2019-2020 is not considered a significant change. The 2018-2019 increase was due to an exponential growth in MAT candidates. The Arkansas Department of Education made significant licensure changes and approved waivers that allowed more teachers in Arkansas classroom that resulted in more candidates needing in alternative route teaching programs such as the MAT program.

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

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Education	Arkansas Department of Education /MOU	Bridging the GAP Clinical Experience Initiative	7/20/2017	Annually	6/30/2020
Education	Cleveland County School District	Clinical Experience	3/28/2018	1 year	6/3/2020
Education	Crossett School District	Clinical Experience	3/28/2018	1 year	6/3/2020
Education	Dermott School District	Clinical Experience	3/28/2018	1 year	6/3/2020
Education	DeWitt School District	Clinical Experience	3/28/2018	1 year	7/13/2020
Education	Drew Central School District	Clinical Experience	3/28/2018	1 year	7/13/2020
Education	Dumas School District	Clinical Experience	3/28/2018	1 year	6/2/2020



Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Education	Hamburg School District	Clinical Experience	3/28/2018	1 year	6/2/2020
Education	Hampton School District	Clinical Experience	3/28/2018	1 year	6/2/2020
Education	Hermitage School District	Clinical Experience	3/28/2018	1 year	6/2/2020
Education	Lakeside School District	Clinical Experience	3/28/2018	1 year	6/2/2020
Education	McGehee School District	Clinical Experience	3/28/2018	1 year	7/27/2020
Education	Monticello School District	Clinical Experience	3/28/2018	1 year	6/2/2020
Education	Star City School District	Clinical Experience	3/28/2018	1 year	6/3/2020
Education	Warren School District	Clinical Experience	3/28/2018	1 year	6/2/2020
Education	Woodlawn School District	Clinical Experience	3/28/2018	1 year	6/2/2020
Education	Fordyce School District	Clinical Experience	3/15/2019	1 year	7/14/2020
Education	Ozarka College	2+2 Agreement	1/1/2018	2 years	In Progress
Education	Phillips Community College - University of Arkansas	2+2 Agreement	1/1/2019	2 years	
Education	UA Community College at Batesville	2+2 Agreement	8/1/2019	2 years	
Education	UA Pulaski Tech	2+2 Agreement	7/1/2020	2 years	7/8/2020

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

#### Faculty Scholarly Activity

- Dr. Ryan Gray, Dr. Denise Baldwin, Dr. Dwayne Massey and Dr. Jeff Longing have submitted a research article for publication entitled *Undergraduate Profession Preparation and Attitudes Toward Coaching Certification of Arkansas Varsity Head Coaches*.
- Dr. Suzanna Guizar presented a TEDx Talk entitled *The Benefits of Exercise*. [https://youtu.be/T9ek6Dc\\_Bac](https://youtu.be/T9ek6Dc_Bac)
- Dr. Jeff Longing served as the lead author on an article for publication entitled *Revisiting Schools in Need a Decade Later: Using Previous Findings to Solve Current Problem*.
- Dr. Melinda Salloukh presented a professional development activity for a preschool program. She also was a speaker at a local high school graduation in May.
- Dr. Denise Baldwin published a manuscript entitled *Satisfactions from Teaching* in the spring 2019 Arkansas Council of Teachers of English and Language Arts Newsletter. She co-presented *Revisiting Schools in Need a Decade Later: Using Previous Findings to Solve Current Problems* in October of 2019 at the Arkansas Association of Teacher Educators Conference. Additionally, she co-presented *Arkansas High School Varsity Head Coaches: Their Educational Backgrounds and Opinions Regarding Coaching Certification* in November of 2019 at the Arkansas SHAPE Convention. Dr. Baldwin's proposal to present at the international

- Kappa Delta Pi conference was accepted.
- Dr. Dwayne Massey co-authored a published article entitled *Lincoln on Leadership: What can Abraham Lincoln Teach an Athletic Coach about Leadership?* in the Applied Research in Coaching and Athletics Annual 2019.
- Dr. Kim Wilkerson completed an Educational Doctorate in Educational Leadership and was promoted to Assistant Professor.

#### Notable Faculty or Faculty/Service Projects

- Dr. Donna Hunnicutt, Executive Secretary Arkansas Association of Colleges for Teacher Education; CAEP Annual Report Reviewer
- Dr. Kathleen Shahan - National Board Certification
- Dr. Kimberly Wilkerson – Dyslexia Therapist
- Dr. Denise Baldwin – AATE Board Member

#### Faculty Grant Awards

- The STEM Center received two “Commitment to Excellence” Grants:
  - Commitment to Excellence - \$6,600
  - Commitment to Excellence - \$3,000

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

The Bachelor of Science in Health and Physical Education Exercise Science Option was reconfigured into the Bachelor of Science in Exercise Science to better align the program to the requirements for admission to professional schools. This name change will now identify the degree as an exercise science degree instead of a physical education degree. Students applying to professional schools need the degree name to clearly indicate that it is not a physical education degree.

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

- Master of Educational Leadership was redesigned to meet new national standards.
- Middle Childhood Education degree was revised to meet state competencies.
- Health and Physical Education Exercise Science Option degree was revised and name changed to Bachelor of Science in Exercise Science to meet the educational needs of students entering profession programs.

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

- Advising efforts to work closely with students to make sure they are taking 15 hours and progressing in a timely manner to graduation.
- Filing academic alerts and following up with students and advisees.
- Study groups for course exams.
- Study supports such as study guides to focus study efforts.
- Study sessions for licensure tests.
- Videos in online courses to support and assist students for success in online courses.

- Relationships and communication with students
- Working with students to meet their needs for the appropriate programs.
- Faculty attend extracurricular activities to support our students.
- OER used to reduce the cost of textbooks.
- ACT resources to assist students who are trying to obtain passing scores for admission to Teacher Education.
- Strong student organizations that have faculty involvement.
- Revision of degrees to meet the needs of current programs and students.
- Enhanced use of Blackboard tools for online instruction

**Other Unit Student Success Data**

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

Revised 05/26/2020

Revised February 8, 2018

**Addendums**

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

**VISION**

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

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

**MISSION**

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

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

**CORE VALUES:**

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

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

**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

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

- Develop, deliver, and maintain quality academic programs.
  - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
  - Revitalize general education curriculum.
  - 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.
  - Develop an emerging student leadership program under direction of Chancellor's Office.
  - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
  - 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.
  - Invest in quality technology and library resources and services.
  - Provide opportunities for faculty and staff professional development.
  - Invest in quality classroom and research space.
  - 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.
  - Create an Institute for Teaching and Learning Effectiveness.
  
- Expand accessibility to academic programs.
  - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
  - Create a summer academic enrichment plan to ensure growth and sustainability.
  - Develop a model program for college readiness.
  - Revitalize general education.
  - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

## **2. ENROLLMENT and RETENTION GAINS**

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting.

## **3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS**

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

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

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

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

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
  - How well do course-based student learning outcomes align with institutional mission and program outcomes?
  - How well integrated are assessment practices in courses, services, and co-curricular activities?
  - How are the measures of the achievement of student learning outcomes established? How well are they understood?
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- Who actually measures the achievement of student learning outcomes?
  - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
  - How is evidence of student learning collected?
  - How extensive is the collection of evidence?
- 3. In what ways do you analyze and use evidence of student learning?**
- Who analyzes the evidence?
  - What is your evidence telling you about student learning?
  - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
  - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
- 4. How do you ensure shared responsibility for student learning and assessment of student learning?**
- How well integrated are assessment practices in courses, services, and co-curricular activities?
  - Who is responsible for the collection of evidence?
  - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
  - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
  - How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
  - What is the nature of that information?
  - To what external stakeholders do you provide information about student learning?
  - What is the nature of that information?



**Addendum 3: Arkansas Productivity Funding Metrics**

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

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