

UAM OPERATING PROCEDURE 620.2
RE: Annual Review Policy Guidelines

June 5, 2017

Annual Report by Academic Units

By August 1 of each year, deans will submit to the vice chancellor for academic affairs a succinct and focused annual report of significant achievements and changes in their units for the previous academic year. These reports will constitute a major source of information regarding institutional achievement and effectiveness throughout departments, offices and units, colleges, and schools. The report must be submitted in both paper and electronic file formats.

Unit Data

- Faculty
 - Faculty (full-time, adjuncts and part-time) qualifications, area(s) of responsibility, teaching loads, other assignments including any release time and stipends (* new faculty designation)

Faculty Name	Status	Qualifications	Areas of Responsibility	Teaching Load Per Semester	Other Assignments
Baldwin, Denise F.	Full Time	Doctor of Education, Organizational Leadership, Nova Southeastern University	Teaching and Administration	6 hours	Teacher Education Coordinator
Beard, Pamela S	Adjunct	Master of Education, Elementary Education, University of Arkansas at Monticello	Teaching		
Burdeau, Kelly R.	Part-Time	Head Volleyball Coach		3 hours per year	Head Volleyball Coach
Byrd, Shellye K	Part-Time	Head Athletic Trainer		3 hours per year	Head Athletic Trainer
Early, Alvy E	Part-Time	Head Softball and Women's Cross Country Coach		3 hours per year	Head Softball and Women's Cross Country Coach
Evans, Betty A	Adjunct	Master of Education, Elementary Education, University of Arkansas at Monticello	Teaching		
Frazer, Memory B	Full Time	Master of Science Human Performance, University of Southern Mississippi	Teaching	15 hours	
Gentry, Julie M	Other	Director of Intramural	Teaching	3 hours	Director of Intramural
Givhan, Deborah L	Full Time	Educational Specialist, Special Education, University of Alabama	Teaching	15 hours	Special Education Coordinator
Gray, Ryan O.	Full Time	Doctor of Arts, Physical Education, Middle Tennessee State University	Teaching	12 hours	

Faculty Name	Status	Qualifications	Areas of Responsibility	Teaching Load Per Semester	Other Assignments
Guizar,Suzanna	Full Time	Doctor of Philosophy, Community Health, University of Arkansas at Fayetteville	Teaching	12 hours	
Harvey,John M	Part-Time	Athletic Director/Head Baseball Coach	Teaching	3 hours per year	Athletic Director/Head Baseball Coach
Hill,Marcus	Part-Time	Offensive Line Coach	Teaching	3 hours per year	Offensive Line Coach
Hill,Norman	Adjunct	Master of Education, Educational Leadership	Teaching	3 hours per year	
Hunnicut,Donna R	Full Time	Doctor of Education, Higher Education University of Arkansas at Little Rock	Teaching and Administration	3 hours	Coordinator for Graduate Programs/CAEP Coordinator/Assessment Coordinator
Jackson,Trudy G.	Adjunct	Master of Education, Educational Leadership, University of Arkansas at Monticello	Teaching	3 hours	
Jackson,Wanda J.	Full Time	Master of Education, Elementary Education, University of Arkansas at Monticello	Teaching	15 hours	STEM Center Director
Jelks,Mark A.	Part-Time	Assistant Baseball Coach	Teaching	3 hours per year	Assistant Baseball Coach
Jones,C M	Full Time	Doctor of Philosophy, Instruction and Curriculum, George Peabody College for Teachers	Teaching	12 hours	
Jones,Tracie A	Other	Master of Education, Instructional Technology, Walton University	Teaching	3 hours	Education Renewal Zone Director
Lem,Kyle	Part-Time	Assistant Softball Coach	Teaching	3 hours per year	Assistant Softball Coach
Level,Kim L	Full Time	Master of Education, Elementary Education, University of Arkansas at Monticello	Teaching and Administration	3 hours	Interim Dean/Partnership Coordinator
Lewis,Rhonda L	Adjunct	Doctor of Education, Texas Tech University	Teaching	6 hours	
Longing,Jeffrey L	Full Time	Doctor of Education, in Curriculum and Instruction: University of Louisiana at Monroe	Teaching	12 hours	
Massey,C. D	Full Time	Doctor of Education, Human Performance and Recreation University of Southern Mississippi	Teaching	12 hours	
Neill,Allison M	Adjunct	Master of Arts in Teaching, University of Arkansas at Monticello	Teaching	3 hours	

Faculty Name	Status	Qualifications	Areas of Responsibility	Teaching Load Per Semester	Other Assignments
Newton,Justin D.	Part-Time	Assistant Men's Basketball Coach	Teaching	3 hours per year	Assistant Men's Basketball Coach
Newton,Rebecca S	Full Time	Master of Science, Clinical Nutrition, University of Arkansas Medical School	Teaching	15 hours	
Ray,Tanya	Part-Time	Head Women's Basketball Coach	Teaching	3 hours per year	Head Women's Basketball Coach
Sanders,Quaderrick	Part-Time	Defensive Line Coach	Teaching	3 hours per year	Defensive Line Coach
Shahan,Kathleen D.	Full Time	Doctor of Education, Educational Leadership and Management, Cappella University	Teaching	12 hours	Assist with MAT
Sheehan,Nicholas T	Part-Time	Football Graduate Assistant	Teaching	3 hours per year	Football Graduate Assistant
Shipp,Kyle A	Part-Time	Offensive Coordinator	Teaching	3 hours per year	Offensive Coordinator
Snook,Kregg J	G.A.	Bachelor of Science, Teaching and Learning, University of Arkansas at Monticello	Teaching	6 hours	
Tolin,Kyle	Part-Time	Head Men's Basketball Coach	Teaching	3 hours per year	Head Men's Basketball Coach
White,Emily K	Adjunct	Master of Science, K-5 Mathematics, Walton University	Teaching	6 hours	
Wilkerson,Kimberly	Full Time	Master of Education, Reading, University of Arkansas at Little Rock	Teaching	15 hours	Educational Leadership Coordinator
Wilson,Melissa J	Full Time	Master of Education, Reading, University of Central Arkansas	Teaching	15 hours	
Wilson,Whitney A	Part-Time	Assistant Athletic Trainer	Teaching	3 hours per year	Assistant Athletic Trainer

- Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.

[Dr. Kathleen Shahan received National Board Certification and published a blog <http://www.boardcertifiedteachers.org/blog/fire-reflective-practitioners>

Dr. Dwayne Massey published an article entitled Interpersonal Communication in Strength and Conditioning: The role of the Facilitative Conditions in establishing rapport and building relationships by the Strength and Conditioning Coach in the Applied Research in Coaching and Athletics Annual Journal.

- Faculty and/or student service learning projects

[The courses that have service learning built in for the students and the faculty to work together did not make. Those courses are a part of the Middle Childhood program of study that has experienced a decline in enrollment.

- Append a listing of college or school awards to faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Include faculty/student research.

The School of Education have no awards to report at this time.

- List of grants, source, purpose and total dollars for the academic year

Grant Title	Source of Funding	Amount	Grant date	Principal Investigator(s)
Education Renewal Zone	ADE	\$170,725	June 2016	Tracie Jones: ERZ Director
Stem Grant for Math Specialist	ADE	\$86,500	June 2016	Wanda Jackson
Stem Grant for Science Specialist	ADE	\$86,500	June 2016	Wanda Jackson
STEM State of Wonder	ADHE "NCLB"	\$65,613	March 2016	Wanda Jackson
Learning by Doing STEM	ADE,ADHE, ADCE	\$66,000	April 2016	Wanda Jackson Keri Book
Girls in STEM	ADE,ADHE, ADCE	\$4650	April 2016	Wanda Jackson
Girls in STEM	ADE,ADHE, ADCE	\$12,750	April 2017	Wanda Jackson
STEM Expressions and Equations	ADHE "NCLB"	\$60,888	March 2017	Wanda Jackson Lisa Reed
Total		\$ 553,626		

- List partnerships, MOUs or other special agreements with brief description

Partnership agreements will the following school districts:

Crossett	Cleveland County	Hampton
Dermott	DeWitt	
Drew Central	Dumas	
Hamburg	Hermitage	
Lakeside	McGehee	
Monticello	Star City	
Warren	Woodlawn	

The purpose of this agreement is to combine our resources and work together to improve results for the partnership school district students and novice teachers enrolled in University of Arkansas-Monticello (UAM) teacher education programs. The UAM School of Education and the public school will partner to provide ongoing quality field experiences including clinical internship placements with TESS trained cooperating teachers for professional education candidates. In addition, the School of Education will provide orientation sessions for school district teachers who desire to become Cooperating Teachers in the University of

Arkansas Monticello teacher preparation program. The School of Education and the public school will collaborate to provide professional development opportunities for university and public school faculty.

Memorandum of Understanding made and entered into by the Arkansas Department of Education (ADE) and the University of Arkansas at Monticello School of Education (UAM).

For UAM to implement the UAM Teacher Residency Program, a post-baccalaureate, non-traditional teacher licensure route for public school paraprofessionals and other non-traditional populations. This non-traditional route to teacher licensure will:

- provide an additional pathway for K-6, Middle Childhood, and 7-12 teacher licensure in high poverty schools and high minority schools
- increase the Arkansas teacher pipeline through a “grow your own” program,
- provide an additional pathway to attract a diverse population of teachers,
- address the need for highly qualified teachers in critical shortage areas,
- reduce equity gaps and the number of out-of-field teachers.

Memorandum of Understanding made and entered into by the Arkansas Department of Education (ADE) and the University of Arkansas at Monticello School of Education (UAM).

For UAM to implement the Bridging the GAP Clinical Experience Initiative to increase the Arkansas teacher pipeline, to promote long-term retention of teachers and to immediately address the demand for teachers in high-poverty or high-minority public schools.

- Significant changes of college/school/programs/departments both positive and negative
 - Achievements of students and alumni or former students, especially those of national, regional, or statewide significance. Append a listing of student honors and awards as announced at the college or school honors ceremony and of other students receiving campus recognition.

Student Name	Major	Honor
Skyler Anderson	HPE Exercise Science	Alpha Chi Inductee
Kelbe Callaway	HPE Exercise Science	Alpha Chi Inductee
Alyson Finnigan	HPE Exercise Science	Alpha Chi Inductee
Julie Hollis	K-6 Early Childhood	Alpha Chi Inductee
Hannah Wilkerson	P-4 Early Childhood	Alpha Chi Inductee
Allison Foret	K-6 Early Childhood	Kappa Delta Pi Member
Rachel Beatty	K-6 Early Childhood	Kappa Delta Pi Member
Melissa Lawrence	K-6 Early Childhood	Kappa Delta Pi Member
JenniferTaylor	BSTL	Kappa Delta Pi Member

Student Name	Major	Honor
Elizabeth Tyler	K-6 Early Childhood	Kappa Delta Pi Member
Kristen Spencer	K-6 Early Childhood	Kappa Delta Pi Member
Olivia Wooten	K-6 Early Childhood	Kappa Delta Pi Member
Rebecca Stephenson	K-6 Early Childhood	Kappa Delta Pi Member
Sequin Cook	K-6 Early Childhood	Kappa Delta Pi Member
Katlin Poor	K-6 Early Childhood	Kappa Delta Pi Member
Hannah Wilkerson	P-4 Early Childhood	Kappa Delta Pi Member

- Attach a listing, where applicable, of chairs, professorships, distinguished professorships, and lectureships and faculty awards given by the college/school.

[Dr. Dwayne Massey was promoted to full professor.]

HLC Program/Unit Assessment

Significant achievements and changes of college or school and programs/departments, both positive and negative, including progress related to strategic plans and university priorities particularly student success initiatives/successes.

- **Teaching and Learning**

Progress related to strategic plans and university priorities for the academic year

- Initiatives/action steps to support effective teaching (new strategies, partnerships, use of technology, etc.) (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)

[The School of Education purchased a new TouchIT interactive board for use starting in the Fall of 2017. The new technology will provide students hands-on experiences with technology they will find in the public schools. Based on qualitative data that the School of Education has received from some partnership schools, this was an area that could be enhanced.

The School of Education changed the curriculum in the HPE Non-Licensure program to include courses that provided content that was relevant to current standards.

The School of Education was a pilot program for Blackboard Outcomes in the fall and spring semesters. Blackboard Outcomes is a data collection component that allows a unit to collect data on specific learner outcomes that are aligned to specific assignments. The pilot was successful and the School of Education intends to keep using the application.

- Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects, demonstrations, seminar-style class configurations, etc.

[All courses in the School of Education have a Blackboard component that provides an avenue for communication with students, a format for providing additional information outside of a face-to-face classroom, and a secure avenue for submission of projects and assignments.]

- Initiatives/action steps to promote student success and persistence

[The School of Education has been reviewing the idea of replacing Chalk and Wire with Blackboard Outcomes. The replacement of Chalk and Wire would reduce cost to the student by \$124.00. The School of Education believes any reduction in cost to the student will assist in retention.]

- Curricular Changes (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data

- List any addition/deletion/modification of degrees

[The School of Education added a 100% online undergraduate non-licensure degree. The Bachelor of Science in Education Studies was developed with paraprofessionals in mind. The degree allows students to complete their degree while maintaining their job, income and benefits.

- List any addition/deletion of courses (If new/deleted courses were general education, was a request for changes in ACTS listing made?)

[Three new courses were developed to be added to the HPE Non-Licensure degree. The courses included Methods of PE and Health, Lead-up Games, and Community Health. Gymnastics, Methods of PE, Methods of Health were removed from the HPE Non-Licensure degree. Three new courses were developed to be added to the Master of Physical Education and Coaching degree. The courses included Exercise Pharmacology, Sports Sociology, Sport Skills and Analysis. Problems and Issues and the six hour Capstone Research course was removed from the program of study.]

- List and briefly describe specific curricular changes that impact student success/retention including variety of course delivery options

[Modifications were made the Master of Education Teacher Leader and the Master of Physical Education and Coaching degrees to ensure that students could complete the program in one year as opposed to a year and a semester. The School of Education believes this will increase the likelihood of students

completing a graduate degree. The ability to complete the degree in one year will remove some of the stress of having to teach and complete a degree.]

- List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success. [The School of Education has provided webinars for faculty to view and discuss on Family Communication and on CAEP standards.]

Program Productivity and Program Viability

- **Effectiveness:** The number of progression goals met by undergraduate students. Extra consideration given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Report in number and percentage of students by academic year.

- Credentials: Certificate of Proficiency, Technical Certificate, Associate, Baccalaureate, Master

Undergraduate Programs	Number of Degrees Awarded						
	2016 2017	2015 2016	2014 2015	2013 2014	4 Year Total	4 Year Average	4 Year Range
P-4 Early Childhood (BA)	9	20	25	21	75	18.75	9-21
HPE Licensure K-12 (BS)		2	5	5	12	3	2-5
HPE Exercise Science (BS)	14	13	12	17	56	14	12-17
HPE Non-Licensure (BS/BA)	16	8	12	8	44	11	8-16
Middle Level Education (BA)	1	1	3	7	12	3	1-7
Teaching and Learning (BS)	6	8	4	9	27	6.75	4-9
Education Studies (BS) New Program							
K-6 Elementary Education (BA) New Program							
Graduate Programs	Number of Degrees Awarded						
	2016 2017	2015 2016	2014 2015	2013 2014	4 Year Total	4 Year Average	4 Year Range
Master of Education (M.Ed)	18	14	9	8	49	12.25	8-18
Master of Arts in Teaching (MAT)	60	45	50	46	201	50.25	45-60
Master of Education-Ed Leadership (M.Ed)	3	9	5	2	19	4.75	2-9
Master of Physical Education and Coaching (MPEC)	14	6	12	3	35	8.75	3-14

The School of Education has carefully reviewed the above data and determined that two undergraduate programs are not meeting program viably at this time. The School of Education temporarily suspended the HPE K-12 program on campus in 2015 due to a lack of interest in the program. The Middle Level program is a cognate of the K-6 Elementary Education program; therefore, it remains viable. Declining numbers in the Middle Level program does prompt a need for further discussion about the programs future.]

➤ Progression: 15, 30, 45, 60, 90 credit hours

Undergraduate Programs	Progression Points 2017					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
P-4 Early Childhood					1	1
HPE Licensure K-12						
HPE Exercise Science	6	5	6	23	17	57
HPE Non-Licensure	21	14	7	28	21	91
Middle Level Education	2	1	2	6	3	14
Teaching and Learning				2	3	5
Educational Studies	2	5	5	12	26	50
K-6 Elementary	16	12	16	16	22	82
Undergraduate Programs	Progression Points 2016					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
P-4 Early Childhood		1		3	11	15
HPE Licensure K-12						
HPE Exercise Science	5	7	8	11	22	53
HPE Non-Licensure	14	11	12	13	23	73
Middle Level Education	4	3	4	5	6	22
Teaching and Learning			2		2	4
Educational Studies						
K-6 Elementary	11	12	15	20	13	71
Undergraduate Programs	Progression Points 2015					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
P-4 Early Childhood	2	3	6	18	16	45
HPE Licensure K-12	15	7	8	12	3	45
HPE Exercise Science	4	4	2	10	9	29
HPE Non-Licensure	14	1	7	17	11	50
Middle Level Education	3	3	3	4	5	18
Teaching and Learning	1	1	2	1	1	8
Educational Studies						
K-6 Elementary	27	18	5	5	2	57
Undergraduate Programs	Progression Points 2014					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
P-4 Early Childhood	12	8	16	88	28	152
HPE Licensure K-12	11	3	12	5	4	35
HPE Exercise Science	5	3	10	12	12	42
HPE Non-Licensure	7	3	5	10	19	44
Middle Level Education	3	4	3	4	6	20
Teaching and Learning				1	5	6
Educational Studies						
K-6 Elementary						

The data above indicate that HPE Exercise Science, HPE Non-Licensure, and the K-6 Elementary programs currently have the largest number of students meeting the different progression points. The Middle Level Education and the Teaching and Learning programs have the lowest number of students meeting the different progression points. After reviewing the data, the School of Education has

determined the declining number of students in the Middle Level Education program is impacting the number of individuals meeting the progression points. Additional, a large number of students in the Teaching and Learning program are non-traditional students that are not full-time students each semester. The data indicate there has to be a discussion about the future of the Middle Level Education program.]

➤ Gateway Course Success Rates (A, B or C)

2017 Gateway Courses						
Year	Gateway Course	Total Number of Student	Number Passed (A, B, C)	Percentage Passing	Number not Passing (D, F)	Percentage not Passing
2017	ENGL1013	57	47	82%	10	18%
2017	ENGL1023	97	64	66%	33	34%
2017	ENGL2283	48	27	56%	21	44%
2017	ENGL2293	60	42	70%	18	30%
2017	HIST1013	45	35	78%	10	22%
2017	HIST1023	37	31	84%	6	16%
2017	HIST2213	43	22	51%	21	49%
2017	HIST2223	53	35	66%	18	34%
2017	MATH1003	74	49	66%	25	34%
2017	MATH1033	6	3	50%	3	50%
2017	MATH1043	71	26	37%	45	63%
2017	MATH2255	5	3	60%	2	40%
2017	MATH3495	1	1	100%	0	0%
2017	MATH3543	1	0	0%	1	100%
2017	PHIL2223	2	2	100%	0	0%
2017	PSCI2213	51	35	69%	16	31%
2017	PSY1013	32	21	66%	11	34%
2017	PSY3443	6	5	83%	1	17%
2017	SOC2213	7	7	100%	0	0%
Total		696	455	65%	241	35%
2016 Gateway Courses						
Year	Gateway Course	Total Number of Student	Number Passed (A, B, C)	Percentage Passing	Number not Passing (D, F)	Percentage not Passing
2016	ANTH2203	1	1	100%	0	0%
2016	ENGL1013	67	49	73%	18	27%
2016	ENGL1023	75	47	63%	28	37%
2016	ENGL2283	35	23	66%	12	34%
2016	ENGL2293	48	38	79%	10	21%
2016	ENGL3403	1	1	100%	0	0%

2017 Gateway Courses						
Year	Gateway Course	Total Number of Student	Number Passed (A, B, C)	Percentage Passing	Number not Passing (D, F)	Percentage not Passing
2016	ENGL3413	2	1	50%	1	50%
2016	HIST1013	35	27	77%	8	23%
2016	HIST1023	31	19	61%	12	39%
2016	HIST2213	51	39	76%	12	24%
2016	HIST2223	40	31	78%	9	23%
2016	MATH1003	66	43	65%	23	35%
2016	MATH1033	9	4	44%	5	56%
2016	MATH1043	74	24	32%	50	68%
2016	MATH2255	1	0	0%	1	100%
2016	MATH3495	1	1	100%	0	0%
2016	PHIL2223	5	4	80%	1	20%
2016	PSCI2213	46	37	80%	9	20%
2016	PSY1013	38	24	63%	14	37%
2016	PSY3443	6	6	100%	0	0%
2016	SOC2213	14	12	86%	2	14%
Total		578	381	66%	197	34%
2015 Gateway Courses						
Year	Gateway Course	Total Number of Student	Number Passed (A, B, C)	Percentage Passing	Number not Passing (D, F)	Percentage not Passing
2015	ANTH2203	1	1	100%	0	0%
2015	ENGL1013	79	55	70%	24	30%
2015	ENGL1023	67	44	66%	23	34%
2015	ENGL2283	37	28	76%	9	24%
2015	ENGL2293	67	52	78%	15	22%
2015	ENGL3403	1	1	100%	0	0%
2015	ENGL3413	4	4	100%	0	0%
2015	ENGL3423	1	0	0%	1	100%
2015	HIST1013	53	37	70%	16	30%
2015	HIST1023	61	39	64%	22	36%
2015	HIST2213	51	28	55%	23	45%
2015	HIST2223	60	38	63%	22	37%
2015	MATH1003	80	34	43%	46	58%
2015	MATH1033	7	6	86%	1	14%
2015	MATH1043	74	33	45%	41	55%
2015	MATH2255	1	0	0%	1	100%
2015	PHIL2223	1	0	0%	1	100%
2015	PSCI2213	61	43	70%	18	30%
2015	PSY1013	32	15	47%	17	53%

2017 Gateway Courses						
Year	Gateway Course	Total Number of Student	Number Passed (A, B, C)	Percentage Passing	Number not Passing (D, F)	Percentage not Passing
2015	SOC2213	15	11	73%	4	27%
Total		752	468	62%	284	38%
2014 Gateway Courses						
Year	Gateway Course	Total Number of Student	Number Passed (A, B, C)	Percentage Passing	Number not Passing (D, F)	Percentage not Passing
2014	ENGL1013	68	39	57%	29	43%
2014	ENGL1023	66	49	74%	17	26%
2014	ENGL2283	46	35	76%	11	24%
2014	ENGL2293	46	28	61%	18	39%
2014	ENGL3413	1	1	100%	0	0%
2014	ENGL3423	3	3	100%	0	0%
2014	HIST1013	43	37	86%	6	14%
2014	HIST1023	37	25	68%	12	32%
2014	HIST2213	52	36	69%	16	31%
2014	HIST2223	34	22	65%	12	35%
2014	MATH1003	69	44	64%	25	36%
2014	MATH1033	7	5	71%	2	29%
2014	MATH1043	85	49	58%	36	42%
2014	MATH2255	2	0	0%	2	100%
2014	PHIL2223	3	3	100%	0	0%
2014	PSCI2213	56	43	77%	13	23%
2014	PSY1013	68	39	57%	29	43%
2014	PSY3443	6	6	100%	0	0%
2014	SOC2213	28	16	57%	12	43%
Total		720	480	67%	240	33%

The School of Education reviewed the data and determined that over the last four years there has been average of 65% of education students passing the gateway course in which they were enrolled. The goal is to increase the passing to over 75%. The School of Education has started to look at ways to assist students with gateway courses. The possibility of using Kappa Delta Pi members as tutors within the School of Education has been discussed.]

- Completion Success: Data on graduation rates (number and percentage) for each major in unit

[

Year	Number of First Time Full Time Freshman Starting	Number of First Time Full Time Freshmen Graduating	Percentage Graduating
2010	54	14	26%
2011	74	12	16%
2012	76	23	30%
2013	51	4	8%

The School of Education is reporting 2010-2013 data. The data for 2014 forward is incomplete due to students not having time to complete a degree at this point. The 2013 data are somewhat incomplete due to the same reason. The School of Education realizes that the percentage of student graduating needs to greatly improve. Discussion have been taking place on the steps to increase graduation rates for the unit. The School of Education has determined specific courses and content areas that are difficult for students to pass. We are developing a plan for how to further assist these students.]

➤ Students changing majors in unit

[

Year	Number of First Time Full Time Freshman Starting	Number of First Time Full Time Freshmen Changing Majors	Percentage Changing Majors
2010	54	7	13%
2011	74	5	7%
2012	76	6	8%
2013	51	7	14%
2014	57	12	21%
2015	57	6	11%
2016	56	4	7%

The School of Education is pleased that we do not have a large percentage of students changing majors. The goal is always to have zero students change majors but we realize that is an unrealistic goal. The School of Education faculty have been ask to council with students that indicate they may want to change their major; however, we also know that some students realize that teaching is not for them.]

- **Affordability:** An average of the number of students who graduated within the recommended timeframe for the Certificate of Proficiency, Technical Certificate, Associate and Bachelor’s degrees over the most recent three years.

Report in number and percentages for most recent three years and the average.

➤ Credits at Completion:

Completed on Schedule: (60 associate or 120 credit hours undergraduate)

[

Program	2017 120 hours	2016 120 hours	2015 120 hours	2014 120 hours	2013 120 hours
Early Childhood		1			
Teacher Leader	1			1	

Program	2017 120 hours	2016 120 hours	2015 120 hours	2014 120 hours	2013 120 hours
Middle Childhood				1	
HPE Exercise Science		3			
HPE Non-Licensure	3		2		

Completed on Schedule + 10%: (61 - 66 or 121 - 132)

Program	2017 121-132 hours	2016 121-132 hours	2015 121-132 hours	2014 121-132 hours	2013 121-132 hours
Early Childhood	3	11	10	9	8
Teacher Leader	3	2	3	4	3
Middle Childhood			1	4	1
HPE Exercise Science	5	3	5	3	2
HPE Non-Licensure	6	4	1	1	4
HPE K-12 Licensure				2	

Completed on Schedule + 25%: (67 - 75 or 133 - 150)

Program	2017 133-150 hours	2016 133-150 hours	2015 133-150 hours	2014 133-150 hours	2013 133-150 hours
Early Childhood	5	5	12	6	10
Teacher Leader	1	4		3	3
Middle Childhood		1		1	2
HPE Exercise Science	9	5	5	8	3
HPE Non-Licensure	7	3	9	7	2
HPE K-12 Licensure		1	5	1	2

Program	2017 >150 hours	2016 >150 hours	2015 >150 hours	2014 >150 hours	2013 >150 hours
Early Childhood	1	3	3	5	7
Teacher Leader	1	2	1		1
Middle Childhood	1			1	
HPE Exercise Science		2	2	3	4
HPE Non-Licensure		1			1
HPE K-12 Licensure		1		2	2

The School of Education reviewed the credits to completion data and realized that 80% of all degree conferred between 2013 and 2017 were between 121 and 150 hours. The data also indicate that only 5% of all completers in the

School of Education completed with 120 hours. Based on the data, it is clear that the School of Education needs to discuss ways to assist students in completing within the 120 hour mark. Some of the ways that can be reviewed include a closer look at transfer courses to ensure every course is utilized. Additionally, faculty can spend time talking with students about the ramifications of dropping courses and changing majors.]

➤ Time to Degree: IPEDS definition of First Time/Full Time Degree Seeking

On Time: (24 or 48 months)

Program	2017 48 Months	2016 48 Months	2015 48 Months
Early Childhood	3	5	2
Teacher Leader			
Middle Childhood	1	1	
HPE Exercise Science	3	4	3
HPE Non-Licensure	1	2	
HPE K-12 Licensure			

On Time + 25%: (25 - 30 or 49 - 60 months)

Program	2017 49-60 Months	2016 49-60 Months	2015 49-60 Months
Early Childhood		2	4
Teacher Leader	1	1	
Middle Childhood			
HPE Exercise Science	3	2	
HPE Non-Licensure	2	2	
HPE K-12 Licensure		1	

On Time + 50%: (31 - 36 or 61 - 72 months)

Program	2017 61-72 Months	2016 61-72 Months	2015 61-72 Months
Early Childhood	1		
Teacher Leader	1		
Middle Childhood			
HPE Exercise Science			
HPE Non-Licensure	1		
HPE K-12 Licensure			

The School of Education reviewed the data and determined that 53% of the first time full time freshmen from 2015-2017 completed their degree within 48 months. Approximately 40% graduate between 49-60 months. The School of

Education believes that utilizing the 15 to finish philosophy the number of first time full time freshmen completing within 48 months will increase. The combination of reducing the number of hours over 120 that students are taking and the 15 to finish program should be a very successful approach to increasing on-time completers.]

- **Graduates**

- Special honors/recognitions of graduates/alumni

Candidate Name	Program	Honor
Kelsey Monk	P-4 Early Childhood Educ (BA)	Cum Laude
Alexa Black	P-4 Early Childhood Educ (BA)	Cum Laude
Joshua Ballard	HPE Exercise Science Maj (BS)	Magna Cum Laude
Courtney Gibson	HPE Exercise Science Maj (BS)	Cum Laude
Kaila Kikugawa	HPE Exercise Science Maj (BS)	Summa Cum Laude
Shelby Lane	HPE Exercise Science Maj (BS)	Cum Laude
Allison Stipes	HPE Exercise Science Maj (BS)	Magna Cum Laude
Kolby Stewart	HPE Non-Licensure Maj (BA)	Cum Laude
Jennifer Taylor	BS TEACHING & LEARNING	Magna Cum Laude

- Available data on employability

Year of Completion	Number of Completers	Number Employed in Arkansas Public Schools	Percentage of Completers Employed in Arkansas Public Schools
2015-2016	86	65	76%
2016-2017	65	41	63%

The data above indicate the number of completers from all initial licensure programs that were employed their first year as a teacher in an Arkansas public school. If a completer took a position teaching in another state or in a private school, the candidate is not included in this data.]

- Available data on enrollment in graduate programs

Graduate Program	Number of Majors Fall 2016
Master of Arts Teaching (MAT)	144
Master of Education (MED)	33
Master of Physical Education & Coaching (MPEC)	31
Master of Education in Educational Leadership (MED)	16

Total	224
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The data above indicated that the graduate programs are strong in the number of candidates. The Master of Arts in Teaching (MAT) program has grown rapidly over the last year. The growth in the program can be attributed to Arkansas Legislative Act 1240. Act 1240 established that a school district may petition the State Board of Education to be granted the same waivers that are granted to open-enrollment public charter schools. The schools that partner with the School of Education asked the state board for the waiver and included in the request that those hired under an Act 1240 waiver would enroll in an alternative licensure program like the MAT. There is some concern that the number of MAT candidates will not be sustainable at this level.

The Master of Physical Education and Coaching (MPEC) is program that could be increased. Currently, the majority of the candidates in the MPEC program are graduate assistants in athletics or fifth year athletes. Directed advertising through social media, magazines, and other outlets nationally could help to increase the number of candidates in the program.

The Master of Education in Educational Leadership was declining in numbers when the School of Education started a recruitment campaign to bring individuals from the Master of Education in Teacher Leader into the program to receive a second master's degree.]

Enrollment/Program Viability

- Student semester credit hour (SSCH) by terms/by faculty including adjuncts and part-time

Faulty	Work Load Summer II 2016	SSCH Summer II 2016	Work Load Fall 2016	SSCH Fall 2016	Work Load Spring 2017	SSCH Spring 2017	Work Load Summer I 2017	SSCH Summer I 2017	Faculty Workload Totals	Faculty SSCH Totals
Baldwin,Denise F.			6.00	180.00	9.00	114.00			15.00	294.00
Beard,Pamela S			3.00	93.00					3.00	93.00
Bowman,Dominique					1.00	11.00			1.00	11.00
Brooks,Stephanie M.			3.00	12.00					3.00	12.00
Burdeau,Kelly R.					2.00	30.00			2.00	30.00
Byrd,Shellye K					3.00	93.00			3.00	93.00
Culley,Beverly C.			3.00	24.00					3.00	24.00
Early,Alvy E			2.00	32.00					2.00	32.00
Evans,Betty A			3.00	12.00	3.00	99.00			6.00	111.00
Frazer,Memory B	6.00	111.00	16.00*	307.00	19.00*	395.00	6.00	45.00	47.00	858.00

Faulty	Work Load Summer II 2016	SSCH Summer II 2016	Work Load Fall 2016	SSCH Fall 2016	Work Load Spring 2017	SSCH Spring 2017	Work Load Summer I 2017	SSCH Summer I 2017	Faculty Workload Totals	Faculty SSCH Totals
Gentry,Julie M			3.00	78.00	3.00	87.00			6.00	165.00
Givens,Mary Ellen			3.00	27.00					3.00	27.00
Givhan,Deborah L	6.00	39.00	12.00	234.00	15.00	363.00	6.00	129.00	39.00	765.00
Gray,Ryan O.			15.00*	270.00	18.00*	174.00	3.00	27.00	36.00	471.00
Guizar,Suzanna	6.00	87.00	16.00*	257.00	16.00*	309.00	6.00	201.00	44.00	854.00
Harvey,John M			2.00	38.00					2.00	38.00
Hill,Marcus	3.00	75.00			2.00	38.00			5.00	113.00
Hill,Norman	3.00	3.00							3.00	3.00
Hunnicut,Donna R	1.00	1.00	12.00	282.00	21.00	363.00			34.00	646.00
Jackson,Trudy G.			3.00	30.00					3.00	30.00
Jackson,Wanda J.	6.00	171.00	15.00	333.00	15.00	315.00	6.00	138.00	42.00	957.00
Jackson,William					2.00	64.00			2.00	64.00
Jelks,Mark A.			1.00	16.00					1.00	16.00
Jones,C M			12.00	126.00	12.00	198.00			24.00	324.00
Jones,Tracie A	3.00	81.00	3.00	69.00	3.00	75.00			9.00	225.00
Lafferty,Dennis C.			6.00	117.00	6.00	135.00	3.00	15.00	15.00	267.00
Lem,Kyle			3.00	60.00					3.00	60.00
Level,Kim L			27.00	90.00	24.00	168.00			51.00	258.00
Lewis,Rhonda L			6.00	177.00	6.00	198.00			12.00	375.00
Longing,Jeffrey L	6.00	72.00	12.00	171.00	12.00	264.00	6.00	186.00	36.00	693.00
Massey,C. D	6.00	90.00	12.00	285.00	12.00	318.00	6.00	54.00	36.00	747.00
Neill,Allison M			3.00	51.00	3.00	75.00			6.00	126.00
Newton,Justin D.			1.00	9.00					1.00	9.00
Newton,Rebecca S	3.00	54.00	18.00*	435.00	18.00*	450.00	3.00	48.00	42.00	987.00
Ratcliff,Andrea			3.00	60.00					3.00	60.00
Ratcliff,Christopher M			3.00	51.00					3.00	51.00
Ray,Tanya			2.00	38.00					2.00	38.00
Sanders,Quaderrick					1.00	18.00			1.00	18.00
Shahan,Kathleen D.	6.00	162.00	15.00	291.00	12.00	294.00	6.00	138.00	39.00	885.00
Sheehan,Nicholas T					2.00	52.00			2.00	52.00
Shipp,Kyle A					2.00	62.00			2.00	62.00
Snook,Kregg J			6.00	123.00	6.00	114.00			12.00	237.00
Tolin,Kyle			2.00	12.00					2.00	12.00
White,Alisa M			9.00	78.00	3.00	18.00			12.00	96.00
White,Emily K	3.00	90.00	6.00	165.00	6.00	150.00			15.00	405.00
Wilkerson,Kimberly K			18.00*	330.00	21.00*	369.00	9.00	120.00	48.00	819.00
Wilson,Melissa J			15.00	264.00	15.00	339.00	6.00	195.00	36.00	798.00
Wilson,Whitney A			3.00	87.00					3.00	87.00

Faulty	Work Load Summer II 2016	SSCH Summer II 2016	Work Load Fall 2016	SSCH Fall 2016	Work Load Spring 2017	SSCH Spring 2017	Work Load Summer I 2017	SSCH Summer I 2017	Faculty Workload Totals	Faculty SSCH Totals
Totals for 2016-2017	58.00	1,036.00	303.00	5,314.00	293.00	5,752.00	66.00	1,296.00	720.00	13,398.00

* Indicates an over load.

Those highlighted in yellow are full time faculty within the School of Education. All other are either part time from athletics, staff receiving overloads, or adjunct faculty. The School of Education produces 17% of the total SSCH in the summer 83% in the fall and spring. Summer SSCH is strong considering the number of courses offered during that time. The School of Education started offering primarily online courses in the summer four years ago to attract students to the idea of attending.

- Identify potential program growth areas and plans for implementation

[The School of Education realizes the programs that are growing are online offerings at the graduate level and the undergraduate level. The faculty have discussed possible new degrees for both the undergraduate and graduate level. Those include an interdisciplinary graduate degree in organizational leadership, a graduate degree in instructional technology, and possibly an undergraduate interdisciplinary instructional tech degree. All three of these degrees are in the idea phase of the process and need tremendous vetting before there can be a plan for implementation.]

- Number of majors/minors by discipline and classification individually for past 3 years and as a rolling average

Undergraduate Declared Majors by Program 2014-2016						
Program	Fall 2014	Fall 2015	Fall 2016	3 Year Total	3 Year Average	3 Year Range
P-4 Early Childhood (Major Phasing Out)	98	46	16	160	53	16-98
K-6 Elementary (New Major)	52	74	123	249	83	52-123
Middle Level Education	35	33	23	91	30	23-33
Educational Studies (New Major)			27	27	9	27
Teaching and Learning	12	16	28	56	19	12-28
Health and PE Licensure	72	1		73	24	1-72
Health and PE Non-Licensure (BA/BS)	71	81	131	283	94	71-131
Health and PE Exercise Science	51	65	78	194	65	51-78
Total Undergraduate Majors	391	316	426	1133	378	1-131
Graduate Declared Majors by Program 2014-2016						
Program	Fall 2014	Fall 2015	Fall 2016	3 Year Total	3 Year Average	3 Year Range
Master of Education	24	29	33	86	29	24-33
Master of Education Educational Leadership	17	18	16	51	17	16-18
Master of Arts in Teaching	85	92	144	321	107	85-144
Master of PE and Coaching	19	24	31	77	26	19-31
Total Graduate Majors	145	163	224	535	178	16-144
Total Undergraduate Declared Majors						
Fall 2015	Fall 2016	Total Percentage of Increase from Fall 2015 to Fall 2016				
316	426	35%				
Total Graduate Declared Majors						
Fall 2015	Fall 2016	Total Percentage of Increase from Fall 2015 to Fall 2016				
163	224	37%				

- Explanation of any significant program enrollment changes (growth/decline) from the previous year

[The Master of Arts in Teaching program had a 57% increase in enrollment over last year. The increase was a direct result of Arkansas Act 1240 of 2015. The Act allowed school districts to hire individuals without a teaching license to teach under a waiver. The School of Education partnership districts requested the right to use the waiver and placed in the request that all individuals hired under the waiver would have to enroll in an alternative licensure program like the MAT.

The introduction of a new online undergraduate degree increase undergraduate enrollment significantly. The table above does not indicate the number of students in the Bachelor of Science in Educational Studies accurately. Candidates were first admitted under the K-6 Elementary program and at census date were still listed as K-6 Elementary students. The Bachelor of Science in Educational Studies is a large program with approximately 80 students at this time.]

- Plans/strategies for addressing low enrollment programs including barriers that prevent enrollment growth. *ADHE Policy: When an academic program is*

identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.

[The Middle Childhood program has been a low enrollment program for a period of years now. The licensure tests for Middle Childhood are exceptionally difficult. After Arkansas made a licensure change from P-4 Early Childhood and 4-8 Middle Childhood to K-6 Elementary Education and 4-8 Middle Childhood students opted for the K-6 licensure which gave them a wider range of job possibilities.

Plans and strategies for addressing the low enrollment include additional recruitment in that area. Additionally, the School of Education has reviewed ways to tutor or assist student with the testing. There has been a discussion of suspending the program for a period of time. Currently, that is not an option that the School of Education thinks is viable. School districts need Middle Childhood licensed teachers, and it is important that the School of Education do everything possible to meet that need.]

- List of programs approved as cognates and dates of approval

[N/A]

Revised: [June 5, 2017