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.

<u>Unit Data</u>

- 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)

The following individuals all served as adjunct or part-time faculty for the Division of General Studies or for the UAM Concurrent Education Program. The course offered by General Studies was DEV 101 First Year Seminar, a one-hour remedial course. To teach a remedial course, the instructor must have at least baccalaureate degree. Neither DEV 101 nor concurrent credit courses are offered during the summer; therefore, no data are provided for Summer I 2017 or Summer II 2017.

Table 1 General Studies Faculty

General Studies Faculty	Workload Fall 2016	SSCH Fall 2016	Workload Spring 2017	SSCH Spring 2017	Faculty Workload Totals	Faculty SSCH Totals	Credentials
Anderson,Kathy Marie	1.00	15.00			1.00	15.00	BS, MSIS, MEd
Berman,Hannah C.			1.00	5.00	1.00	5.00	BA, MA
Givhan,Deborah L	1.00	16.00			1.00	16.00	BS, MAT
Harrison,Jimmy T			1.00	12.00	1.00	12.00	BA
Haughenbury,Sarah			1.00	12.00	1.00	12.00	BA, MA
Jones,C M	1.00	15.00			1.00	15.00	BSE, MS, PhD
Valetutti,Lynn	1.00	17.00			1.00	17.00	BA, MLIS

Table 2 Concurrent Enrollment Faculty

Concurrent Faculty	Workload Fall 2016	SSCH Fall 2016	Workload Spring 2017	SSCH Spring 2017	Faculty Workload Totals	Faculty SSCH Totals	Credentials
Barranco,Jonathon	3.00	9.00			3.00	9.00	MM
Bearden,Russell	18.00	321.00	15.00	270.00	33.00	591.00	MS, EdS
Belvin,Rebecca	39.00	249.00	36.00	261.00	75.00	510.00	MS
Bridgforth,Cherie	9.00	141.00	9.00	120.00	18.00	261.00	MS
Brooks,Stephanie M.	3.00	12.00			3.00	12.00	Med
Busby,William D	2.00	4.00			2.00	4.00	BS, MS
Culley,Beverly C.	3.00	24.00			3.00	24.00	PhD
Curtsinger,Kenneth M.	26.00	310.00			29.00	325.00	Automotive Certification
Eggleton,Leigh	9.00	129.00	9.00	129.00	18.00	258.00	MEd
Gannaway,Beth	6.00	105.00			6.00	105.00	RN, BSN
Givens,Mary Ellen	3.00	69.00	3.00	72.00	6.00	141.00	MEd
Givens,Mary Ellen	3.00	27.00			3.00	27.00	MEd
Glenn,Andrea	12.00	159.00	12.00	150.00	24.00	309.00	MA
Gorman,Regina L	45.00	303.00	45.00	171.00	90.00	474.00	MEd
Harper,Barbara J			3.00	129.00	3.00	129.00	AS, RN
Harper,Barbara J	11.00	221.00	4.00	120.00	19.00	369.00	AS, RN
Hilson,Napoleon	11.00	45.00	11.00	47.00	22.00	92.00	ADE approved
Hobbs,Sarah D	7.00	42.00			7.00	42.00	TC, BBA
Lattimore,Sidney N	3.00	63.00	3.00	60.00	6.00	123.00	ADE approved
Lawson,Sarah	33.00	138.00	24.00	84.00	57.00	222.00	MA
Mankin,Sharon A	3.00	87.00			3.00	87.00	BS, MS
Mitchell,Tammara D	24.00	252.00	24.00	186.00	48.00	438.00	MAT
Reep,Kasey L			3.00	6.00	3.00	6.00	BS
Riley,Terri L	3.00	48.00	3.00	45.00	6.00	93.00	MEd
Ross,Shelvia J	11.00	135.00	9.00	93.00	20.00	228.00	MEd
Sadovsky,Adrienne M	51.00	243.00	48.00	204.00	99.00	447.00	ABD
Skaggs,Jonathan H	48.00	234.00	36.00	165.00	84.00	399.00	PhD
Sledge,Gwen L	3.00	9.00			3.00	9.00	MSEd
Smith,David G	69.00	351.00	57.00	372.00	126.00	723.00	MAT
Watts,Melissa C			3.00	54.00	3.00	54.00	MEd
Wheeler,Monica R	27.00	165.00	24.00	150.00	51.00	315.00	MA
White,Jennifer K	63.00	480.00	93.00	468.00	156.00	948.00	MEd
Williams,James W	7.00	7.00			7.00	7.00	5 yr Tech Permit Const. & Comp. Eng.
Williams,Rhonda G	30.00	174.00	30.00	177.00	60.00	351.00	MAT, MFA
Zieman,Jane A	4.00	52.00			4.00	52.00	ADE

- Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.
  N/A
- Faculty and/or student service learning projects
  N/A
- 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.
  N/A
- List of grants, source, purpose and total dollars for the academic year
  N/A
- List partnerships, MOUs or other special agreements with brief description
  The University of Arkansas at Monticello serves a substantial pre-freshman population. Most of the courses in which pre-freshmen enroll are general education core classes. In accordance with AHECB Policy 5.16 § VIII, MOUs for the following partnerships have been developed to serve this student population.

Table 3 Concurrent Enrollment Partners

Partner	Effective Date
Crossett High School	6/5/2017
Dermott High School	6/5/2017
Dumas High School	6/5/2017
Hamburg High School	6/5/2017
Lakeside High School	6/5/2017
McGehee High School	6/5/2017
Monticello High School	6/5/2017
Monticello Occupational Education Center	6/5/2017
Pine Bluff High School	6/5/2017
Southeast Arkansas Based Educational Center (SEACBEC)	6/5/2017
Virtual Arkansas (SE AR Education Service Coop)	6/5/2017
White Hall High School	6/5/2017

- 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.
  N/A

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

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)

- A work team was formed in Spring 2016 to review and revise the DEV 101 First Year Seminar Course. The work team was charged with reviewing the DEV 101 course content to ensure that it was meeting the needs of UAM's Conditional Prep students. The Student Learning Outcomes for the course are to develop and apply academic skills improvement, to develop and apply personal skills growth, to work effectively within the UAM system, and to utilize campus resources. The team focused on the academic skills in which Conditional Prep students are usually deficient. As a result, a new course outline was developed, a new textbook was adopted and a common resource center in Blackboard was developed for use during the Fall 2016 semester. The work team members are listed below and a chart comparing the original course outline to the new course outline can be found in Appendix A. The instructors for Fall 2017 will continue to follow the revised outline, but they agreed that the students were not purchasing the required textbook and will be implementing the use of open educational resources.

Table 4 Fall 2016 DEV 101 First-Year Seminar Course Work Team

Team Member	Position Title	Credentials
Halley, Crystal (team leader)	Director of Academic Advising	BA, JD
Anderson,Kathy Marie	Associate Librarian	BS, MSIS, MEd
Barton, Laura	Instructor of Mathematics	BS, MAT, MS
Givhan,Deborah L	Instructor of Education	BS, MAT
Jones,C M	Professor of Education	BSE, MS, PhD
Olsen, Craig	Assistant Professor of English	BA, MA, PhD
Valetutti, Lynn	Electronic Resource Librarian/Assistant Professor	BA, MLIS
Whiting, Mary	Director of Student Special Services	BS, MS

- ➤ 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.

  Every course being taught at UAM was provided a Blackboard shell. All faculty and teaching staff were encouraged to use these course shells in some way. The

course shells provided for DEV 101 were used to post assignments, grades and supplemental materials as well as a common resource center for individuals teaching the course.

➢ Initiatives/action steps to promote student success and persistence

The institution hired three professional academic advisors. These individuals were trained to advise all general studies majors, Conditional Prep students, new student athletes as well as provide advising support to the other academic units. General Studies students now receive more consistent, intensive academic advising. The professional academic advisors are able to spend more time helping the students explore the different educational options offered by UAM with the aim of helping the student decide what degree will help him/her get that ideal job. In other words, spending more time exploring on the front end should result in the student changing their major less and being on his/her **true** path sooner, leading to faster completion.

The institution also implemented the 15 to Finish Initiative to encourage more on-time completion of both two- and four-year degree programs. The University attendance and midterm grade policies were revised and will be followed in all General Studies courses.

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

    FA 1023 Film Appreciation was developed by the School of Arts and Humanities to meet the fine arts requirement of the general education core. Most of the degrees offered by the Division of General Studies require fine arts. ENGL 123 Critical Reading Skills was offered for the first time in Fall 2016. This course was designed and offered by the School of Arts and Humanities to improve the reading remediation program, which has the potential to impact all disciplines.

    MATH 1143 College Algebra with Review was piloted in the Fall 2016 by the School of Mathematical and Natural Sciences. It will count as the general education math required for General Studies students. There was a shift to encourage General Studies students with no plans to seek a baccalaureate degree in a STEM area to take MATH 1003 Survey of Math instead of the commonly attempted MATH 1043 College Algebra. Both of these initiatives were designed to place students into a math course appropriate for their career goals.

An ACTS equivalency for College Algebra with Review was submitted to make it equivalent to College Algebra. Film Appreciation is not a widely offered course, and therefore, does not have an ACTS equivalency number. Critical Reading Skills does not have an ACTS equivalency number because it is a remedial course.

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

For the upcoming year, a team will be considering new math pathways to encourage higher student completion rates across the disciplines.

- List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success.

All faculty are required to participate in the University's Professional Development Week. The topics discussed in last year's sessions were New Faculty Orientation, Federal Compliance Regulations and Campus Security, Student Success in the 21st Century: Moving from a Teaching Paradigm to a Learner's Paradigm, Student Advising/Success of Developmental Students, State of Higher Education, Student Advising/Registration, New Blackboard Tools and Blackboard Training. The faculty teaching courses utilized by the Division of General Studies are provided unit-based professional development within their assigned areas. In Spring 2017, all academic advisors were trained in using the campaigns feature of EAB to set-up appointment times.

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

Table 5 Credentials Awarded 2014-2015, 2015-2016, 2016-2017

			Credentials Awarded 2016-17 (total 1041)					
Year	Academic Program	Academic Plan	Description	Degree	Total General Studies Degrees	% of General Studies Degrees	% of all Degrees
2017	GENST	AASGT_MAJ	AAS-General Tech Major (AAS)	AAS	39	14%	4%
2017	GENST	AA_MAJ	Associate of Arts Major (AA)	AA	184	68%	18%
2017	GENST	BAS_MAJ	Bach Applied Science Maj (BAS)	BAS	4	2%	.3%
2017	GENST	BGS_MAJ	Bach General Studies Maj (BGS)	BGS	33	12%	3%

Year	Academic Program	Academic Plan	Description	Degree				
2017	GENST	IND_AA_MAJ	Industrial Tech Major (AAS)	AAS		12	4%	1%

*Percentages are rounded to the nearest decimal point. 272 100% 26.3%

Credentials Awarded 2015-16 (total 1012)								
Year	Academic Program	Academic Plan	Description	Degree		Total General Studies Degrees	% of General Studies GS Degrees	% of all Degrees
2016	GENST	AASGT_MAJ	AAS-General Tech Major (AAS)	AAS		38	13%	4%
2016	GENST	AA_MAJ	Associate of Arts Major (AA)	AA		199	69%	20%
2016	GENST	BAS_MAJ	Bach Applied Science Maj (BAS)	BAS		5	2%	.5%
2016	GENST	BGS_MAJ	Bach General Studies Maj (BGS)	BGS		31	11%	3%
2016	GENST	IND_AA_MAJ	Industrial Tech Major (AAS)	AAS		16	5%	2%

*Percentages are rounded to the nearest decimal point. 289 100% 29.5%

Credentials Awarded 2014-15 (total 1184)								
Year	Academic Program	Academic Plan	Description	Degree		Total General Studies Degrees	% of General Studies Degrees	% of all Degrees
2015	GENST	AASGT_MAJ	AAS-General Tech Major (AAS)	AAS		58	15%	5%
2015	GENST	AA_MAJ	Associate of Arts Major (AA)	AA		265	71%	22%
2015	GENST	BAS_MAJ	Bach Applied Science Maj (BAS)	BAS		9	2%	1%
2015	GENST	BGS_MAJ	Bach General Studies Maj (BGS)	BGS		25	7%	2%
2015	GENST	IND_AA_MAJ	Industrial Tech Major (AAS)	AAS		18	5%	2%

*Percentages are rounded to the nearest decimal point. 375 100% 32%

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

Table 6 Progression Summary 2015-2017

2017 Progression Summary							
Academic Program	**Academic Plan**	**15**	**30**	**45**	**60**	**90**	**Percentage**
GENST	AA_MAJ	37	19	6	9	2	N/A
GENST	AASGT_MAJ	2	4	8	26	3	N/A
GENST	BAS_MAJ	2	1		1	4	N/A
GENST	BGS_MAJ	2	1	1	2	11	N/A
GENST	IND_AA_MAJ				4		N/A
2016 Progression Summary							
Academic Program	**Academic Plan**	**15**	**30**	**45**	**60**	**90**	**Percentage**
GENST	AA_MAJ	47	25	11	8	8	N/A
GENST	AASGT_MAJ	2	4	13	20	6	N/A
GENST	BAS_MAJ		1		2	7	N/A
GENST	BGS_MAJ	2	1	1	1	20	N/A
GENST	IND_AA_MAJ			1	1	2	N/A
2015 Progression Summary							
Academic Program	**Academic Plan**	**15**	**30**	**45**	**60**	**90**	**Percentage**
GENST	AA_MAJ	51	32	8	14	1	N/A
GENST	AASGT_MAJ	2	8	18	25	7	N/A
GENST	BAS_MAJ			1		6	N/A
GENST	BGS_MAJ	2	1	2	12	15	N/A
GENST	IND_AA_MAJ			1	6	3	N/A

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

Table 7 Recognized Gateway Courses for General Studies Programs

Year	Gateway Course	Total	Passed (A,B,C)	% Passed	Not passing(D or F)	% Not Passing
2014	ENGL1013	986	743	75%	243	25%
2014	MATH1003	223	153	69%	70	31%
2014	MATH1043	816	482	59%	334	41%
2015	ENGL1013	1016	762	75%	254	25%
2015	MATH1003	301	181	60%	120	40%
2015	MATH1043	899	540	60%	359	40%
2016	ENGL1013	943	752	80%	191	20%
2016	MATH1003	209	153	73%	56	27%
2016	MATH1043	992	564	57%	428	43%
2017	ENGL1013	878	695	79%	183	21%
2017	MATH1003	245	171	70%	74	30%
2017	MATH1043	821	495	60%	326	40%

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

Tables detailing Division of General Studies graduation rates can be found in Appendices B and C.

The data are supportive of the implementation of the 15 to Finish Initiative. General Studies students that enroll in 15 hours or more during their first term at UAM are 30% more likely to graduate than students enrolling in less than 15 hours. However, this number is somewhat skewed because General Studies is often not the degree program from which a student plans to graduate.

The Associate of Arts (AA) data indicate that some students are completing their AA very close to the same time they should be receiving a baccalaureate degree. We need to find a remedy to this issue. The AA is automatically awarded if a student meets the requirements and does not opt-out of receiving it. The common factor among the AA and baccalaureate programs is the general education core. The data seem to indicate that some students are not completing their general education core courses in a timely manner.

To remedy this concern, advisors in the Division of General Studies will review the plans of study for all baccalaureate programs to see if students in the program can complete the AA in two years by remaining on track with the baccalaureate plan of study. If not, then we will share this information with the individual departments for consideration. We are aware that the current requirements for the AA have impeded some students from completing the degree without taking additional coursework outside of their primary plan of study. For these programs,

we might explore the options for offering a department-specific associate degree, which would not be implemented before Fall 2019.

➢ Students changing majors in unit

A report detailing the rates at which a student changes from/to a General Studies degree program can be found in Appendix C.

The data indicate that students frequently change from General Studies into another major. While students might find it necessary to change from the AAS-GT, BAS or BGS because of new career goals, there really is no good reason a student should remove the AA as a plan of study. Unless this degree is a student's primary area of study, then it serves a similar purpose to that of midterm grades. The AA can serve as a student's halfway point to their baccalaureate degree, giving that student something to validate his/her hard work and informing him/her of degree (or hour) progression. Educating both students and academic advisors on the value of the AA degree could reduce the number of students leaving the Division of General Studies. Therefore, new marketing materials will be developed and distributed to all academic advisors. Training sessions for academic advising students about the AA degree will also be offered.

- **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)

Table 8 Completed on Schedule 2015-2017

Total Bach Degrees 2017 = 339	Total Bach Degrees 2016 = 327	Total Bach Degrees 2015 = 340	Total Associate Degrees 2017 = 252	Total Associate Degrees 2016 = 286	Total Associate Degrees 2015 = 388
Academic Year	Degree	Academic Plan	Hours Completed	Count	Percentage
2017	AAS	AASGT_MAJ	60	7	2.78%
2017	BGS	BGS_MAJ	120	10	3.44%
2016	AA	AA_MAJ	60	6	2.10%
2016	AAS	AASGT_MAJ	60	6	2.10%
2016	BGS	BGS_MAJ	120	6	1.83%
2015	AA	AA_MAJ	60	5	1.29%
2015	AAS	AASGT_MAJ	60	3	0.77%
2015	BGS	BGS_MAJ	120	8	2.35%

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

Table 9 Completed on Schedule + 10%

Academic Year	Degree	Academic Plan	Hours Completed	Count	Percentage
2017	AA	AA_MAJ	61-66	19	7.54%
2017	AAS	AASGT_MAJ	61-66	3	1.19%
2017	BAS	BAS_MAJ	120-132	3	1.03%
2017	BGS	BGS_MAJ	120-132	20	6.87%
2016	AA	AA_MAJ	61-66	41	14.34%
2016	AAS	AASGT_MAJ	61-66	3	1.05%
2016	BAS	BAS_MAJ	120-132	1	0.31%
2016	BGS	BGS_MAJ	120-132	11	3.36%
2015	AA	AA_MAJ	61-66	30	7.73%
2015	AAS	AASGT_MAJ	61-66	9	2.32%
2015	BAS	BAS_MAJ	120-132	4	1.18%
2015	BGS	BGS_MAJ	120-132	10	2.94%

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

Table 10 Completed on Schedule + 25%

Academic Year	Degree	Academic Plan	Hours Completed	Count	Percentage
2017	AA	AA_MAJ	67-75	31	12.30%
2017	AA	AA_MAJ	>75	134	53.17%
2017	AAS	AASGT_MAJ	67-75	7	2.78%
2017	AAS	AASGT_MAJ	>75	22	8.73%
2017	AAS	IND_AA_MAJ	67-75	2	0.79%
2017	AAS	IND_AA_MAJ	>75	10	3.97%
2017	BAS	BAS_MAJ	133-150	1	0.34%
2017	BGS	BGS_MAJ	133-150	1	0.34%
2017	BGS	BGS_MAJ	>150	2	0.69%
2016	AA	AA_MAJ	67-75	40	13.99%
2016	AA	AA_MAJ	>75	112	39.16%
2016	AAS	AASGT_MAJ	67-75	14	4.90%
2016	AAS	AASGT_MAJ	>75	15	5.24%
2016	AAS	IND_AA_MAJ	67-75	9	3.15%
2016	AAS	IND_AA_MAJ	>75	8	2.80%
2016	BAS	BAS_MAJ	133-150	1	0.31%
2016	BAS	BAS_MAJ	>150	3	0.92%
2016	BGS	BGS_MAJ	133-150	13	3.98%
2016	BGS	BGS_MAJ	>150	1	0.31%
2015	AA	AA_MAJ	67-75	46	11.86%
2015	AA	AA_MAJ	>75	184	47.42%
2015	AAS	AASGT_MAJ	67-75	12	3.09%
2015	AAS	AASGT_MAJ	>75	34	8.76%
2015	AAS	IND_AA_MAJ	67-75	4	1.03%
2015	AAS	IND_AA_MAJ	>75	14	3.61%
2015	BAS	BAS_MAJ	133-150	4	1.18%
2015	BAS	BAS_MAJ	>150	1	0.29%

Academic Year	Degree	Academic Plan	Hours Completed	Count	Percentage
2015	BGS	BGS_MAJ	133-150	4	1.18%
2015	BGS	BGS_MAJ	>150	3	0.88%

The data indicate that very few students complete the AAS, BAS and BGS on schedule. Part of the reason for this occurrence is it is common for a student to declare BGS after reaching junior status, which leaves very little time to complete any remaining BGS requirements. The BAS and AAS are difficult to complete on schedule because, in many cases, the degrees require more than 60 and 120 hours to complete. If a student does the AAS-GT, Option II, then he/she can complete the AAS in 60 hours, but this automatically means the student will need 125 hours to complete the BAS. The AAS in Industrial Technology requires 72 hours to complete, which takes it outside the window for on schedule completion as well. This in turn prevents any student declaring the BAS after completing Industrial Technology from completing the BAS on schedule.

To address these concerns, General Studies advisors will review the ADHE requirements for awarding an AAS to see if there is any way to reduce the hours required.

> ➢ Time to Degree: IPEDS definition of First Time/Full Time Degree Seeking On Time: (24 or 48 months)

Table 11 Time to Degree: IPEDS Definition of First-Time/Full-Time Degree-Seeking On-Time

Academic Year	Academic Program	Academic Plan	Degree	On Time
2017	GENST	AA_MAJ	AA	6
2017	GENST	AASGT_MAJ	AAS	3
2017	GENST	IND_AA_MAJ	AAS	2
2017	GENST	BGS_MAJ	BGS	1
2016	GENST	AA_MAJ	AA	13
2016	GENST	AASGT_MAJ	AAS	8
2016	GENST	BAS_MAJ	BAS	1
2016	GENST	BGS_MAJ	BGS	0
2016	GENST	IND_AA_MAJ	AAS	7
2015	GENST	AA_MAJ	AA	18
2015	GENST	AASGT_MAJ	AAS	10
2015	GENST	BAS_MAJ	BAS	0
2015	GENST	BGS_MAJ	BGS	2
2015	GENST	IND_AA_MAJ	AAS	8

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

Table 12 Time to Degree: IPEDS Definition of First-Time Degree-Seeking On-Time + 25%

Academic Year	Academic Program	Academic Plan	Degree	On Time + 25%
2017	GENST	AA_MAJ	AA	23
2017	GENST	AASGT_MAJ	AAS	1
2017	GENST	IND_AA_MAJ	AAS	0
2017	GENST	BGS_MAJ	BGS	1
2016	GENST	AA_MAJ	AA	20
2016	GENST	AASGT_MAJ	AAS	2
2016	GENST	BAS_MAJ	BAS	0
2016	GENST	BGS_MAJ	BGS	3
2016	GENST	IND_AA_MAJ	AAS	1
2015	GENST	AA_MAJ	AA	20
2015	GENST	AASGT_MAJ	AAS	1
2015	GENST	BAS_MAJ	BAS	2
2015	GENST	BGS_MAJ	BGS	1
2015	GENST	IND_AA_MAJ	AAS	1

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

Table 13 Time to Degree: IPEDS Definition of First-Time Degree-Seeking On-Time + 50%

Academic Year	Academic Program	Academic Plan	Degree	On-Time + 50%	Over
2017	GENST	AA_MAJ	AA	19	46
2017	GENST	AASGT_MAJ	AAS	2	5
2017	GENST	IND_AA_MAJ	AAS	1	3
2017	GENST	BGS_MAJ	BGS	1	0
2016	GENST	AA_MAJ	AA	17	37
2016	GENST	AASGT_MAJ	AAS	1	3
2016	GENST	BAS_MAJ	BAS	1	0
2016	GENST	BGS_MAJ	BGS	0	0
2016	GENST	IND_AA_MAJ	AAS	1	0
2015	GENST	AA_MAJ	AA	29	41
2015	GENST	AASGT_MAJ	AAS	1	6
2015	GENST	BAS_MAJ	BAS	0	0
2015	GENST	BGS_MAJ	BGS	0	0
2015	GENST	IND_AA_MAJ	AAS	20	1

- **Graduates**
  - Special honors/recognitions of graduates/alumni

Table 14 Graduate/Alumni Special Honors/Recognitions

# of Graduates	Degree	Confer Date	Honor Received
1	Bach General Studies Maj (BGS)	8/8/2016	Cum Laude

  - Available data on employability

    There are no data available at this time. However, a survey will be developed to provide this information for future reports.

  - Available data on enrollment in graduate programs
    There are no data available at this time. However, a survey will be developed to provide this information for future reports.

Enrollment/Program Viability

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

    The degrees offered by the Division of General Studies use coursework offered for other programs. Meaning, these degrees do not require additional funding from the Institution in the form of overhead costs or faculty salaries. All of the general studies degrees are viable according to ADHE guidelines. The number of graduates does fluctuate slightly from year-to-year.

  - Identify potential program growth areas and plans for implementation

    The Bachelor of Applied Science (BAS), which is a fairly young degree, has seen a slow growth pattern since its inception. One theory is that technical students often go straight into a new job upon completing their technical certificate. The BAS requires a student to complete an AAS or AS degree before declaring it as a plan of study. To encourage more students to seek the BAS, we will collaborate with the UAM Colleges of Technology to develop new initiatives aimed at getting more students to further their education by seeking the AAS as well as the BAS. New marketing/informational materials will need to be developed.

    While the Bachelor of General Studies (BGS) has been a popular option since its implementation, the degree plan is difficult for students and advisors to follow. To resolve this concern, the BGS will be reviewed and potentially revised to make it easier to understand and complete.

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

Table 15 Fall 2016 Majors

Primary Plan	Description	Totals	Percentage
AA_MAJ	Associate of Arts Major (AA)	176	4.49%
AASGT_MAJ	AAS-General Tech Major (AAS)	74	1.89%
BAS_MAJ	Bach Applied Science Maj (BAS)	29	0.74%
BGS_MAJ	Bach General Studies Maj (BGS)	50	1.27%
GEN_ST_MAJ	General Studies Maj (Undeclared)	1	0.03%
IND_AA_MAJ	Industrial Tech Major (AAS)	3	0.08%
Total		**333**	**8.49%**

Major	FR	SO	JR	SR	Total
Associate of Arts Major (AA)	106	14	14	7	141
AAS-General Tech Major (AAS)	13	34	23	1	71
Bach Applied Science Maj (BAS)	4		7	17	28
Bach General Studies Maj (BGS)	9	4	7	20	40
General Studies Maj (Undclrd)	1				1
Industrial Tech Major (AAS)	1	2			3

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

Previous years' data unavailable

➢ 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.*

N/A

➢ List of programs approved as cognates and dates of approval

N/A

APPENDICES

APPENDIX A

COMPARISON OF DEV101 COURSE OUTLINES: FALL 2016 AND FALL 2017

Table 16 Comparison of Course Outlines DEV101: Fall 2016 and Fall 2013

	DEV 101 First Year Seminar Fall 2016	DEV 101 First Year Seminar Fall 2013
Session 1	**Course overview - pre-test** Syllabus Classroom Etiquette Textbook Finalize Bill/Cashier's Office	**Course Introduction** Syllabus Classroom Etiquette Textbook Finalize Bill/Cashier's Office
Session 2	**Representatives from Technical Campuses** **Alex (math software)** Outside Assignment: Focus Survey - Interests	**What Resources Are Available to Me?**
Session 3	**Chapter 1: Strategies for College Success** Blackboard UAM Resources	**Chapter 1: High-Performance and Career Success**
Session 4	**Chapter 1: Strategies for College Success** (continued)	**Chapter 2: Timing is Everything**
Session 5	**Chapter 2: Human Behavior**	**Chapter 3: Notetaking**
Session 6	**Chapter 4: Learning Strategies** Learning Styles Note-Taking Tips Good listening Habits Using a Planner Short and Long-Range Goals	**Chapter 4: Study Hints and Shortcuts**
Session 7	**Chapter 4: Learning Strategies**	**Chapter 5: Papers, Reports, and Assignments**
Session 8	**Chapter 4: Learning Strategies**	**Mid-term Exam**
Session 9	**Chapter 5: Communication Skills for Student Success** **Session 1: *Topics:*** The Importance of Communication: An Overview; Effective Verbal and Written Communication ***Homework:*** Plagiarism Research	**Chapter 6: How to Study for Exams**
Session 10	**Chapter 5: Communication Skills for Student Success** **Session 2: *In-Class Activity:*** Presentation Tool Analysis (preparation) ***Homework:*** Web Site Research	**Chapter 7: Managing College Life Finances/Financial Aid** Preparing a Budget FAFSA GPA requirements.
Session 11	**Chapter 5: Communication Skills for Student Success** **Session 3: *In-Class Activity:*** Presentation Tool Analysis (group presentations) **Optional:** *100% Student Success Portfolio Guide,* Chapter 5	**Leading a Healthy Lifestyle** Choosing Healthy Meal Options Getting Enough Sleep Balancing Social Life with School
Session 12	**Chapter 6: Critical Thinking and Problem Solving** **Session 1: *Topics:*** Critical and Creative Thinking, Logical Thinking. ***Homework:*** Creative Thinking on the Web and Problem-Solving Techniques *or* Creative Problem Solving	**Ethics** Plagiarism Cheating
Session 13	**Chapter 6: Critical Thinking and Problem Solving continued** **Session 2: *Topics:*** Problem Solving, Decision Making, and Applying Professional Literature and Resources. ***In-Class Activities:*** Group Brainstorming and Problem Solving ***Homework:*** Decision-Making Review **Optional:** Critical Thinking Journal and *100%*	**Social Media Dangers** Facebook Twitter

	Student Success Portfolio Guide, Chapter 6	
Session 14	**Chapter 7: Information Literacy for the 21st Century** **Session 1:** *Topics:* Information Literacy for the Twenty-First Century: An Overview; Library Resources: The Basics ***In-Class Activities:*** Visit the Library; Journal Analysis ***Homework:*** Resource Listing	**Focus: Student Career Assessment Self-Registration**
Session 15	**Chapter 7: Information Literacy for the 21st Century** **Session 2:** *Topics:* The Internet: Broadening the Research Pool; Conducting Research: Strategies and Issues ***In-Class Activity:*** Web Site Evaluation **Optional:** *100% Student Success Portfolio Guide,* Chapter 7	**Preparation for Preregistration** Dates Academic Advisor Necessities
Session 16	**Review for Final Exam**	**Review for Final Exam**
Exam Week	**Final Examination**	**Final Examination**

APPENDIX B

GRADUATION RATE BY ATTEMPTED CREDITS-FIRST TERM

Table 17 Graduation Rates by Attempted Credits-First Term

Analyze students in All Majors (Division of General Studies) who first enrolled between Fall 2004-Fall 2012 with a transfer status of Transfer & Non-Transfer

Exclude transient students. Students with less than 5 credits will be excluded.

1st Term Attempted Credits at Institution	# of Students	Grad Rates: undefined	Grad Rates: undefined (# Students)	Grad Rates: With a Major in this College	Grad Rates: With a Major in this College (# Students)	Grad Rates: No Majors in this College	Grad Rates: No Majors in this College (# Students)	Grad Rates: Total	Grad Rates: Total (# Students)	Grad Rates: Inst. Total	Grad Rates: Inst. Total (# Students)	Grad Rates: Diff. from Inst.
0-2 credits	4	0%	0	25%	1	0%	0	25%	1	27.30%	3	-2.30%
3-5 credits	441	0%	0	1.80%	8	4.50%	20	6.30%	28	17.90%	156	-11.60%
6-8 credits	378	0%	0	2.60%	10	6.10%	23	8.70%	33	15.80%	154	-7.10%
9-11 credits	392	0%	0	4.60%	18	3.10%	12	7.70%	30	10.30%	141	-2.60%
12-14 credits	838	0%	0	6.10%	51	7.50%	63	13.60%	114	21.50%	761	-7.90%
15-18 credits	237	0%	0	9.70%	23	19.40%	46	29.10%	69	42.70%	566	-13.60%
19+ credits	20	0%	0	5%	1	30%	6	35%	7	34.10%	30	0.90%

APPENDIX C

MAJOR CHANGES TO OR FROM GENERAL STUDIES: 2010-2016

Table 18 Major Changes to or from General Studies: First-Time Freshman: 2010-2016

GENST First Time Freshman & Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2010	202	67	0.33	30	0.15	0		105	0.52
Spring 2011	105	51	0.49	20	0.19	0		34	0.32
Fall 2011	34	4	0.12	9	0.26	0		21	0.62
Spring 2012	21	3	0.14	9	0.43	0		9	0.43
Fall 2012	9	2	0.22	1	0.11	0		6	0.67
Spring 2013	6	1	0.17	0		1	0.17	4	0.67
Fall 2013	4	0		1	0.25	0		3	0.75
Spring 2014	3	0		0		0		3	1
Fall 2014	3	0		0		0		3	1
Spring2015	3	0		0		0		3	1
Fall 2015	3	0		0		1	0.33	1	0.33
Spring 2016	1	0		0		0		0	

Started with GENST- Graduated with degree in GENST	3
Started with GENST- Left UAM	128
Started with GENST- Changed Majors	70
Started with GENST- graduated with degree NOT in GENST	29
Did not start with GENST- graduated with degree in GENST	4
Total number graduated in GENST(stayed or changed major)	7

GENST First Time Freshman	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2010	174	59	0.34	24	0.14	0		91	0.52
Spring 2011	91	42	0.46	19	0.21	0		30	0.33
Fall 2011	30	3	0.1	9	0.3	0		18	0.6
Spring 2012	18	2	0.11	9	0.5	0		7	0.39
Fall 2012	7	1	0.14	1	0.14	0		5	0.71
Spring 2013	5	1	0.2	0		0		4	0.8
Fall 2013	4	0		1	0.25	0		3	0.75
Spring 2014	3	0		0		0		3	1
Fall 2014	3	0		0		0		3	1
Spring2015	3	0		0		0		3	1
Fall 2015	3	0		0		1	0.33	1	0.33
Spring 2016	1	0		0		0		0	

Started with GENST- Graduated with degree in GENST	2
Started with GENST- Left UAM	108
Started with GENST- Changed Majors	63
Started with GENST- graduated with degree NOT in GENST	27
Did not start with GENST- graduated with degree in GENST	1
Total number graduated in GENST(stayed or changed major)	3

GENST Transfers	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated	% Graduated	Returned in Major	% Returned
Fall 2010	28	8	0.29	6	0.21	0		14	0.5
Spring 2011	14	9	0.64	1	0.07	0		4	0.29
Fall 2011	4	1	0.25	0		0		3	0.75
Spring 2012	3	1	0.33	0		0		2	0.67
Fall 2012	2	1	0.5	0		0		1	0.5
Spring 2013	1	0		0		1	1	0	
Fall 2013	0	0		0		0		0	
Spring 2014	0	0		0		0		0	
Fall 2014	0	0		0		0		0	
Spring2015	0	0		0		0		0	
Fall 2015	0	0		0		0		0	
Spring 2016	0	0		0		0		0	

	1
Started with GENST- Graduated with degree in GENST	
Started with GENST- Left UAM	20
Started with GENST- Changed Majors	7
Started with GENST- graduated with degree NOT in GENST	2
Did not start with GENST- graduated with degree in GENST	3
Total number graduated in GENST(stayed or changed major)	4