

**University of Arkansas at Monticello
Co-Curricular Annual Report**

Unit:

Academic Year: 2019-2020

What is the Unit Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? (insert strategic plan, goals and KPIs below)

(See Addendum 1)

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change

List, in Table 2, the Unit Student Learning Outcomes (SLO) and the alignment with Unit Strategic Plan as well as the UAM Vision, Mission, SLOs, and Strategic Plan.

Table 2: Unit Student Learning Outcomes (See Addendum 2)

Unit Student Learning Outcome	Alignment with Unit Strategic Plan	Alignment with UAM Vision, Mission, SLOs, and Strategic Plan

Describe how Student Learning Outcomes are assessed and how the results/data are used to make improvements?

Table 3: University Student Learning Outcomes (rubric results)

If you are measuring communication, please indicate if the Oral or Written Communication Rubric was scored.

Class or co-curricular program scored	UAM SLO Measured	Number of students assessed	Percentage of students assessed below benchmark	Percentage of students assessed at or above benchmark but below milestones	Percentage of students assessed at or above milestones but below capstone	Percentage of students assessed at capstone

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

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

Academic Advising Overview Data

Table 4: Number of Advisees Assigned to Each Academic Advisor

Number of Advisees

Academic Advisor	Fall 2017	Spring 2018

(See Addendum 3)

Table 5: Retention/Progression of Recovery Students

Total	Participants	Completed Plan	Academic	Financial	Residential	Term GPA	Cum GPA	Good Standing	Academic Probation	Academic Suspension	Compliant	Noncompliant
Spring 2017												
Fall 2017												
Spring 2018												
Summer 2018												
Fall 2018												

Total	Participants	Completed Plan	Academic	Financial	Residential	Term GPA	Cum GPA	Good Standing	Academic Probation	Academic Suspension	Compliant	Noncompliant
Spring 2019												

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

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

Academic Alert Program

Table 6: Cases Numbers and Types by Term

Number of	Cases	Alert Reasons							Closed Reasons							
		Unique Students	Academic Skills Deficient	Attendance Concerns	Financial Concerns	Missing Required Textbook/Supplementary Material	Other	Poor Academic Performance	Academic Counseling Provided	Student No Longer Enrolled	Faculty Advisor	SSC Tutoring	Career Services	Writing Center	Unable to Contact	Instructo
Spring 2017																
Summer 2017																
Fall 2017																
Spring 2018																
Summer 2018																

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Fall 2018																
Spring 2019																

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Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

New Programming

Table 7: Revitalized or New Programs

Program Name	Date Offered	Number of Attendees	UAM SLO	AACU Rubric Results	CAS Student Learning Outcomes	CAS Survey Results

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

Strengths

-

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

Faculty/Staff

Table 8: Faculty/Staff Profile and Other Assignments

Faculty/Staff Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Other Assignments

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

-

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

-

Other Student Success Data

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

Addendums

Addendum 1: UAM Vision, Mission, Core Values, Student Learning Outcomes, 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.

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.
 - o Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
 - o Revitalize general education curriculum.
 - o Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - o Develop an emerging student leadership program under direction of Chancellor's Office.
 - o Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
 - o Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- Retain and recruit high achieving faculty and staff.
 - o Invest in quality technology and library resources and services.
 - o Provide opportunities for faculty and staff professional development.
 - o Invest in quality classroom and research space.
 - o Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
 - o Create an Institute for Teaching and Learning Effectiveness.

- Expand accessibility to academic programs.
- o Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
- o Create a summer academic enrichment plan to ensure growth and sustainability.
- o Develop a model program for college readiness.
- o Revitalize general education.
- o Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- 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?