ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Arkansas at Monticello
Monticello, Arkansas

4-6 October 2004

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit:

The purpose of the visit was to conduct a comprehensive evaluation of the University of Arkansas at Monticello.

B. Institutional Context:

The University of Arkansas at Monticello (UAM) was founded in 1909 by an act of the Arkansas General Assembly as the Fourth District Agricultural School and began operations in 1910. In 1925 the General Assembly authorized the institution to change its name to Arkansas Agricultural and Mechanical College. The institution received NCA accreditation as a junior college in 1928 and as a four-year institution in 1940. In 1971 the campus became a part of the University of Arkansas system. In 1990s the NCA authorized the campus to offer masters degrees in elementary and secondary education and in forestry. In 2003 Forrest Echoes and Great Rivers Technical Institutes became a part of UAM.

The Monticello campus is located 3 miles south of Monticello amid rolling pastures and wooded areas. The Technical College at McGehee is located 30 miles east of Monticello, while the Technical College at Crossett is situated 50 miles to the south. Enrollments run roughly 40% male and 60% female, 70- 75% white and 23-37% African-American. As an open admission institution, UAM in the fall of 2004 enrolled 2,748 students on the Monticello campus, and 194 at the two technical colleges.

C. Unique Aspects of Visit:

None

D. Sites or Branch Campuses Visited:

One Team member visited McGehee, the site of the UAM College of Technology McGehee Campus.

E. Distance Education Reviewed:

According to information supplied in the self-study report, Arkansas Department of Higher Education data indicates UAM offered more distance education courses
than several of the larger universities in the state. One degree, the M.A.T.
program, is available entirely on-line utilizing WebCT as its primary delivery
platform. A number of courses in the M.Ed. program are also offered on-line. In
addition, the University offers courses through compressed interactive video
(CIV) presentations that are particularly useful for students at the two technical
college campuses. While the Monticello campus has several highly utilized (CIV)
classrooms that deliver courses to remote locations, it will need additional
classrooms and necessary support staff to carry out its plans to deliver more
courses to students at the technical colleges and other locations.

F. Interactions with Institutional Constituencies:

Executive Management

1. President, University of Arkansas System
2. Member, University of Arkansas Board of Trustees
3. Member, Higher Education Coordinating Board
4. Deputy Director, Arkansas Department of Higher Education
5. Chancellor
6. Provost and Vice Chancellor for Academic Affairs
7. Vice Chancellor for University Relations and Student Services
8. Vice Chancellor for Finance and Administration
9. Vice Chancellor for UAM College of Technology-Crossett
10. Vice Chancellor for UAM College of Technology-McGehee
11. Associate Vice Chancellor for Academic Affairs
12. Dean, School of Arts and Humanities
13. Dean, School of Business
14. Dean, School of Education
15. Dean, School of Forest Resources
16. Dean, School of Mathematical and Natural Sciences
17. Dean, School of Social and Behavioral Sciences
18. Dean, School of Computer Information Systems
19. Dean, School of Nursing
20. Dean, School of Agriculture
21. Dean, School of Music
22. Director, Division of General Studies Community Members
23. Eight of the eleven members of the Board of Visitors
24. Eleven members of the Monticello Economic Development Commission
25. Five Board Members of the Cornerstone Coalition
26. Ten members of the UAM Alumni Board
27. A representative in the state legislature
28. Four educational leaders
29. President of the SEARK Concert Association

Faculty
30. University-Assembly Leadership
31. Faculty Council Leadership
32. Forty five Faculty and Staff-two open meetings
33. Professors-Childcare, Automotive Mechanics at McGehee Technical College
34. Co-chairs of Self-Study Report
35. Chair and immediate past chair of the Curriculum and Standards Committee
36. Chair and administrative representative of the General Education Committee

Management and Staff

37. Director of Media Services
38. Director of Student Financial Aid
39. Director of Information Technology
40. Director of Public Safety
41. Director of Residence Life
42. Director of Admissions
43. Director of Athletics
44. Director, of Library
45. Registrar
46. Director of Human Resources and AS/EOE Officer

Students

47. Students-open meeting at Monticello
48. Child Care and Automotive Mechanics Students at McGehee
49. Student Government Association leadership
50. Student Activity Board Chair

G. Principal Documents, Materials, and Web Pages Reviewed:

UAM Self-Study Documents

1. Self-Study Report
2. University Catalog
3. Faculty Handbook
4. Student Handbook
5. Staff Handbook

Minutes

6. Academic Council
7. Academic Appeals
8. University Assembly
9. Curriculum and Standards Committee
10. Executive Council
11. Graduate Council
12. Self-Study Steering Committee
13. Board of Visitors
14. University of Arkansas Board of Trustees

Governance

15. Board of Trustees, University of Arkansas System
16. UAM Assembly-Constitution, By-laws, Committee Operating Procedures
17. Board of Visitors-By-laws

NCA Materials

18. Annual Reports
19. 1995 Self-Study
20. 1995 Team Report
21. 1998 Team Report on Focus Visit
22. 2003 Team Report on Focus Visit

Other Agencies and Accrediting Bodies

23. National Council of Teachers of English
24. American Assembly of Collegiate Schools of Business
25. Accredited Programs-College of Technology-Crossett
26. National Council for the Accreditation of Teacher Education
27. The National Society of American Foresters
28. National Association of Schools of Music
29. National League for Nursing Accreditation Commission
30. Council on Social Work Education
31. National Science Teachers Association
32. National Council of Teachers of Mathematics

Articulation Agreements

33. Business
34. Education
35. Forest Resources
36. Title III

Program Review
37. System Guidelines
38. Reports

Curriculum Vitae of Faculty

Faculty Teaching Assignments

Annual Reports of Academic and Administrative Units

Affirmative Action Plan and Hiring Procedures

Assessment
39. Council for the Assessment of Student Academic Achievement
40. Revised Assessment Plan - Spring, 2004
41. Assessment Reports for 2000 and 2002
42. Assessment Plan (1996)
43. Graduating Senior Exit Exam
44. Academic Unit Assessment Plans
45. CAAP Exam (Procedures and Scores)
46. 2001 Annual Report

Handbooks
48. Faculty
49. Staff

Physical Plant
50. Residence Hall Survey
51. List of Major Construction and Renovation Projects
52. Building and Land Summary

Financial Information
58. Needs-based Funding Formula
60. Academic Unit Budgets

Student Services
II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process:

Due to transition in leadership at the University, the self-study process was less than optimal. Committees failed to fulfill their obligations in terms of gathering and analyzing information. Nonetheless, due to the efforts of several individuals who were brought into the process late, the self-study is a sufficiently clear and comprehensive document to enable the Team to perform its evaluation.

B. Integrity of the Self-Study Report:

The self-study report would profit from a more even quality. Some items are discussed in great detail, in fact at times in more detail than is required. At the same time other topics are discussed with a brevity that does not do justice to the actual accomplishments the University. Overall, the self-study frequently lacked supporting quantifiable data, although the Team was able to locate the data once it arrived on campus, or a thoughtful analysis or commentary regarding information presented. The documents available in the resource room were complete and well organized. Moreover, requests for additional information were met promptly and to the full satisfaction of the Team.

C. Capacity to Address Previously Identified Challenges:

1. Institutional Capacity to Address and Resolve Previously Identified Challenges:

The campus has successfully addressed the issues of confidentiality and records preservation in the Registrar's Office, library needs, and laboratory safety.

2. Inadequately Resolved Challenges:

The institution still has not adequately resolved the issue of campus-wide planning.
D. Notification of Evaluation Visit and Solicitation of Third-Party Comment:

No third-party compliments were received.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

Requirements were fulfilled.

Comments: The campus has clearly defined procedures for processing complaints. These procedures are explained on a step-by-step basis in several campus publications.

IV. AFFIRMATION OF THE GENERAL INSTITUTIONAL REQUIREMENTS

An examination of both the self-study and relevant documents, plus discussions with various elements of the campus community, has lead the Team to conclude that the institution fulfills each of the twenty-four General Institutional Requirements.

Comments: None

V. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE

The Institution demonstrates that it has clear and publicly stated processes consistent with its mission and appropriate to an institution of higher education.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

   a. The latest mission statement calls for the institution to provide, as an open admission institution, an education in the liberal arts, basic and applied sciences, selected professions, and vocational technical education. This mission statement was adopted in the spring of 2004 and subsequently approved by the Board of Trustees of the University of Arkansas, the Board of Visitors of the University of Arkansas at Monticello, and the Arkansas Higher Education Coordinating Board.

   b. Conversations between Team members and the faculty and staff reveal that these elements of the campus community both understand and
embrace this mission.

c. Students, in individual conversations with individual team members and in group meetings with team members, indicated a general understanding of the mission and how it is related to their particular field of study.

d. Off-campus constituencies clearly understand and support the mission statement, and consider the mission of the institution vital to the socio-economic development of southeastern Arkansas.

e. The mission statement is communicated in the campus catalog, faculty, staff, and student handbooks, and in several formats on the campus webpage.

f. Faculty and staff strongly support the distinct mission of UAM in southeastern Arkansas as an open admission institution and take great pride in the development and success of their students. They are dedicated to the students and work hard to provide appropriate advising and other services that meet student needs. Students uniformly expressed a high level of satisfaction and appreciation with the faculty to Team members. Faculty and staff also realize the importance of the institution to the economic, social and cultural life of southeastern Arkansas.

2. Evidence that demonstrates the criterion needs institutional on:

   None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up:

   None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

B. CRITERION TWO

The institution demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

   a. The University of Arkansas is governed by a Board of Trustees appointed by the governor and confirmed by the state legislature. The Arkansas Higher Education Coordinating Board, through the Arkansas Department of Higher Education, provides overall direction for public higher education in the state. The governor appoints a Board of Visitors for UAM. This group acts as a liaison between the campus and the Board of Trustees. UAM has a clearly defined role with the state system of higher education and enjoys strong support from the system president and other appropriate individuals and agencies.

   b. Campus administration is organized in a traditional mode. Vice Chancellors of academic affairs, student affairs and alumni relations, finance and administration, and the two newly merged technical colleges report to the chancellor. Deans, directors, chairs, and other appropriate administrative officers round out the Administrative structure. The campus has made considerable progress in integrating the two technical colleges into the university structure; although this integration has not yet been fully completed.

   c. Representatives of full-time faculty, professor. Representatives of full time, professional staff, and students serve on the University Assembly, which has authority over local educational matters. The Assembly works through a number of committees. In addition a Faculty Council deals with issues of concern only to the faculty. The Student Governance Association is elected by the student body, and in turn selects student representatives on the Assembly and its committees.

   d. Cuts totaling 1.6 million dollars early in this decade forced the campus to cut several programs. Nonetheless total E&G expenditures increased by 23% from FY 2000 to FY 2004. During this period state E & G appropriations increased by only 2%. The E & G increase, therefore, came from a 30% increase in tuition and fee revenues, brought on by increases in both tuition and fees compounded by enrollment increases. The campus fiscal position is further buttressed by a low level of debt and substantial cash reserves. No "material weaknesses," which represent an unqualified approval of the handling of UAM's accounting and fiscal responsibility, was the opinion of the legislative audit (or the past year and for previous years going back at least a decade.)

   e. Enrollment at UAM reached 2,942 in the fall of 2004, which included 2,748 (including – 18 graduate students) on the Monticello campus and 194 at the two technical colleges. Some community supporters think this enrollment figure could be increased dramatically. However, a relatively
small population base and the fact that the campus has grown considerably from just over 2,000 students a decade ago, suggest campus efforts at recruitment have been reasonably successful during this period of surging national enrollments due to the “echo boom.”

f. An open admissions institution, UAM’s freshman ACT composite score ranges from 18.5 to 18.9. A high proportion of these students must take remedial instruction: 69% in math, 52% in English, and 49% in reading. Remediation, therefore, places a significant demand upon the University's resources, although the campus community regards this as a vital component of this mission and willingly shoulders this burden.

g. Faculty and staff are well qualified to fulfill their teaching and administrative roles. Almost all administrative personnel have a number of years of successful experience. Faculty members hold credentials appropriate to their disciplines. At Monticello 55% of the faculty hold terminal degrees and 46% are tenured. Of the faculty members at Monticello 41% are associate or full professors and while 18% are assistant professors, 31% are instructors.

h. The Monticello, McGehee, and Crossett campuses are well maintained, clean, and safe. There do not appear to be issues of significant deferred maintenance. In addition to the new library, the Monticello campus has completed extensive renovations in the last ten years, spending 14 million dollars to improve campus buildings and infrastructure and to address ADA issues. These expenditures represent significant progress in creating a more functional and appropriate learning environment UAM - has plans to address remaining ADA and instructional needs. Facilities range from excellent, such as the library and the music facilities, to marginally adequate. Nursing will require attention in the near future. Laboratories also range from excellent to adequate, and the campus has addressed the safety issues raised by the 1995 Team about the Forestry Resources and science labs. The Team is encouraged by the retention of an outside consultant to work with the University community to develop a realistically achievable campus master plan.

i. Built at a cost-of 7 million dollars, the Fred J. Taylor Library and Technology Center is a distinct improvement over the facility observed by the 1995 Team. Indeed it is a strong campus asset Staffed by an adequate number of personnel who provide a high level of effective service by an adequate service to the campus community and visitors, this entity draws praise from faculty and students. As with almost all collegiate libraries, balancing funding among books, periodicals, serials, and electronic resources is a challenge requiring ongoing attention. The Team suggests exploration of further opportunities for the sharing of resources is a challenge requiring ongoing attention. The TEAM suggests exploration of further opportunities for sharing of resources with other libraries in Arkansas as one way to address this situation.
j. Overall the campus technology infrastructure has provided sufficient computer resources in the learning and residential environments. The campus has made great strides in the use of instructional technology in the classroom. Still the technology available in the classrooms is uneven, varying from full presentations classrooms to those that are minimally equipped. Likewise unevenness appears in hardware upgrades and in the initiation of replacement schedules for all aspects of the network and the classrooms. Replacement schedules should become a regular budget item.

2. Recommendation of the Team

Pattern of evidence sufficiently demonstrated: no Commission follow-up recommended.

C. CRITERION THREE

The institution is accomplishing its educational and other purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

a. On the Monticello campus the University Curriculum and Standards and General Education committees, which report to the University Assembly, oversee program and policy development and exercise faculty control of the undergraduate curriculum. The two technical colleges are in the process of being integrated into the University Assembly. The Graduate Council plays the same role for the graduate programs.

b. Academic majors and minors on the Monticello campus conform to generally accepted standards and several programs (nursing, forestry resources, social work, and education) have earned national accreditations. Likewise the certificate and other programs at the technical colleges conform to accepted standards and several of these programs have earned nationally recognized specialty accreditations.

c. All academic programs fit the mission of the institution and are appropriate to the needs of regional constituents. Moreover, these programs provide outstanding support for undergraduate learning, including undergraduate research as appropriate.

d. Anecdotal evidence of graduates going on to successfully complete degrees in professional and graduate programs testifies to the success of the undergraduate programs. Numerous ideas are being discussed to further enhance
the curriculum, including writing-and-speaking across the curriculum. The campus has several high tech labs and has plans to develop more.

e. All students must complete the same general education program at the Monticello campus. Based upon traditional area distributions, this program appears to be effective. The restricted number of courses available to satisfy a particular category is viewed as a strength by the Team, since it ensures an element of cohesion to the program.

f. Along with its traditional programs, the Monticello campus provides unique and creative opportunities for students through programs such as the “Virtual Internship.” In this program students are physically located in an office-like work area on campus while working for a company at another location.

g. UAM is deeply involved with the off-campus community. Economic development activities include the outreach efforts of the Forestry Resources and Agricultural programs, the economic development office of the Technical College at McGehee. Indeed Team meetings with members of the community revealed very clearly that these members look to the University to provide leadership in this respect. Often, in fact, the University convenes meetings of these groups, such as the regional Cornerstone Coalition for Economic Development.

h. A full range of support services are provided to students, including Career Services, Counseling and Testing, Tutoring Services and Special Student (disabilities) Support Services. Students told the Team that they were very happy with the level of support provided by these offices.

i. In discussions with Team members students stated a high level of satisfaction they held for the faculty, citing the excellent classroom teaching and advising, and the willingness of faculty to spend extra time with the students. Moreover, the faculty evaluation process strives to encourage a high level of faculty performance, as do peer and student evaluations. Nonetheless, the Team is concerned with the decline of 5% in faculty with terminal degrees over the past decade. In addition, the Team has concerns about the disproportionate number of faculty hired at the instructor rank. Moreover, issues of faculty teaching loads were raised in discussions with faculty. It appears that the key aspect of this problem is that student growth has outgrown the ability of the campus to offer an adequate number of courses. Consequently faculty members are attempting to assist students by offering one or two of them regular courses as independent studies. The Team has several concerns the additional workload for faculty, the absence of an adequate number of classes, and the prospect that a course taken as an independent study will not offer the student the same academic experience as a regular class.

j. The Team noted the lack of a coherent assessment policy. Assessment is even across the campus. Some units have strong assessment efforts, while other
units have weak plans or none at all units have weak plans or none at all.

k. All graduate programs require advanced courses of study and scholarly activities that are consistent in academic rigor and standards with comparable programs elsewhere. Faculty with appropriate expertise and credentials plan and teach the program and advise students.

l. Policies and procedures for oversight, admission, transfer of credit, and other academic standards clearly distinguish graduate from undergraduate education at UAM. As stated previously; the Graduate Council, representing the faculty, oversees all graduate education issues. Sound quality control measures appear to be in place for appointing graduate faculty, planning student programs of study, and advising graduate students.

m. Data available to the Team show the enrollment of full-time graduate students has increased in recent years. Also, the institution is phasing out the masters of elementary and secondary education in favor of the Master of Education, the Master of Education in Educational Leadership, the Master of Arts in Teaching, and the Master of Science in Forest Resources. These programs fit the mission of the University and of the community it serves. The graduate programs in education play a vital role in preparing teachers and administrators for the region. The MAT provides students holding baccalaureate degrees in certain disciplines with the opportunity to gain teacher licensure. Because the MAT is on-line, it extends educational opportunities beyond the University's traditional service area. Similarly, because of the uniqueness of the graduate program in forestry, the campus serves a market that not only covers the whole state, but extends beyond the borders of Arkansas. The School of Forest Resources maintains up-to-date specialized laboratory equipment and dedicated computer laboratories in support of graduate student education and for research.

n. The Team believes that maintaining a relatively few, select graduate programs inappropriate for UAM and demonstrates the institution's recognition of the faculty load and resources demands associated with enrollment growth, while striving to balance program quality and resources in graduate and undergraduate enrollment.

2. Evidence that demonstrates the criterion needs institutional attention:

Despite the University's significant efforts in providing remediation services, the retention and graduation rates of students at the Monticello campus are significantly lower than those at other four-year public institutions in the state. The Team recognizes that the open admissions policy and fiscal considerations may play a role in the retention rate. Nonetheless, the effectiveness of remedial courses and of the remedial progress should be assessed with appropriate changes made to increase the likelihood of students successfully completing their degree program.
The issue of faculty workloads, and its possible causes should be examined. Efforts should be made to provide additional opportunities for professional development; research, and creative activity.

3. **Evidence that demonstrates the criterion requires institutional attention and Commission follow-up:**

Assessment has been in a state of development for the past decade. An overall receptiveness to assessment is weak among the faculty. As stated above, some academic units have strong assessment programs, while others have none at all. In spite of the efforts of the campus assessment committee (CASAA), often data is not collected, when collected it is rarely analyzed, and learning outcomes for specific programs and the total student academic experience are not identified. In addition, the Team notes with concern the lack of any data and analysis regarding the cause of low retention and graduation rates' and the overall effectiveness of remedial courses and of the remedial program. The campus needs to develop a coherent assessment program that enables them to evaluate the effectiveness of all aspects of their academic programs.

**Recommendation of the Team**

Pattern of evidence demonstrated; Commission follow-up recommended.

Monitoring: A Progress Report on Assessment.

**D. CRITERION FOUR**

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

**Salient Evidence of Fulfillment of Criterion**

1. **Evidence that demonstrates the criterion is met:**

   a. The campus has demonstrated responsible management of its fiscal resources. Resources are allocated to meet top priority needs. Institutional leadership is aware of the heavy dependence of the campus on student tuition and fees, and how declining student enrollments could undermine these two sources. Moreover, given the economic status of the student population as a whole, the University has a more limited ability to raise tuition than other system campuses. A strong positive cash reserve and low indebtedness have been created as protections. Campus leadership also expressed their awareness of the importance of these factors as they make future decisions. They realize the importance of also seeking additional state and private funding.
b. Human resources are in place for the campus to continue to make progress in the future. Campus leadership is fully cognizant of the need to align human resources more loosely to administrative functions by increasing staffing in order to reduce multiple administrative responsibilities.

c. Community members repeatedly expressed to Team members their strong support of UAM. In fact, this support was overwhelming and is a tremendous advantage to the University. Area legislators are strong supporters of the University, as is the regional business community, and is support extends throughout southeastern Arkansas and is further strengthened by the merger of the two technical colleges into the University. Community leaders see the University as the key element in their efforts to stimulate the region's economy. They also see the campus as the leading force in social and cultural activities.

2. Evidence that demonstrates the criterion needs institutional attention:

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up:

Overall planning has been lacking on campus. Some units have clear plans, either formal or informal. Other have no plans. A campus facility plan is being developed. A coordinated university-wide plan would significantly aid the University's efforts to reach its next level of aspirations. Under energetic and approachable new leadership, the campus now has the opportunity to move ahead and planning provides a promising avenue for the campus to move to the next level. The campus community is ready. Leadership is ready. The new campus leadership embraces planning which will be participatory, based upon external and internal scans, links to assessment, and the establishment of priorities that will be reflected in budgetary decisions.

Recommendation of the Team

Pattern of evidence demonstrated; Commission follow-up recommended.


E. CRITERION FIVE

The institution demonstrates integrity in its practices and relationships.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:
a. Printed materials, including catalogs (of the Monticello campus and of the two technical colleges), faculty, staff; and student handbooks, brochures, admission materials, and the University website, accurately describe the University and its programs. These materials clearly and accurately describe the relationship of the institution with the faculty, students, and staff and identify the duties of those responsible for providing services to these constituents. The materials also provide in detail the policies and procedures for complaints and grievances.

b. Procedures for student transcripts and records follow generally accepted practices. These practices assure the integrity of transcripts and the protection of student records.

c. Policies and procedures for student governance and student organizations are clearly delineated. Team meetings with students and the student government leadership reveal that they enjoy a participatory and positive relationship in appropriate governance processes at the University.

d. The role of the faculty in governance is clearly articulated and understood among the faculty. Faculty exercise responsibility for academic matters, including curriculum, and are involved in decision making as appropriate. Faculty members expressed concern about their lack of involvement in recent administrative appointments, but were positive about the individuals hired. The Team encourages the University to ensure the appropriate participation of faculty in personnel and other decision-making processes.

e. The University maintains an enviable and strong relationship with community groups and alumni. Relationships with other external constituents, including K-12 schools, extension and business-industry partners, are conducted responsibly and ethically. The University's contractual agreements and informal relationships with external groups are properly monitored. Overall, the University's relationships with external groups are mutually supportive.

2. Evidence that demonstrates the criterion needs institutional attention:

The University is aware of federal and other regulations pertaining to affirmative action, equal opportunity, and non-discriminatory practices. The University's success in attracting and retaining ethnic minority faculty and in meeting Title IX requirements should be accelerated. The Team urges the University to consider exploring creative ways to address these issues effectively.

3. Evidence that demonstrates the criterion requires institutional and Commission follow-up:
None noted.

**Recommendation of the Team**

Pattern of evidence demonstrated.

**VI. AFFILIATION STATUS**

**A. SUMMARY OF COMMISSION REVIEW**

Year for next comprehensive evaluation: 2014-2015

Rationale: The University of Arkansas at Monticello has fulfilled all the General institutional requirements and all five of the Criteria for accreditation. The University has made substantial progress since its last accreditation in 1995 in the areas of facilities, enrollment, nationally accredited academic programs, instructional technology and other forms of instructional support. Despite the need to develop campus-wide assessment and institutional planning, the campus has demonstrated its ability to handle fiscal and other challenges. The new leadership team is dedicated to moving the University to the next level of accomplishments.

**B. NATURE OF ORGANIZATION**

1. **Legal Status:** Public
   Retain original wording

2. **Degrees Awarded:** A,B,M
   Retain original wording

**C. CONDITIONS OF AFFILIATION**

1. **Stipulation on Affiliation Status:** Accreditation at the Master's level is limited to degree programs in elementary and secondary education and the M.S. in Forestry. Other course offerings at the Master's level are limited to five courses or twenty semester hours a -year.
   Retain original wording

2. **Approval of New Degree Sites:** Prior Commission approval required
   Retain original wording
3. **Approval of Distance Education Degree:** Prior Commission approval required for distance education programs beyond the Master of Arts in Teaching degree.

   Retain original wording.

4. **Reports Required**

   **Progress Report**

   Topic(s) and due date: Assessment and institutional planning December 1, 2007

   Rationale and Expectations: An effective and campus-wide approach to planning and assessment will aid the institution in evaluating where it is today, and what students are learning, and will guide how it will approach the future.

   **Monitoring Report**

   Topic(s) and due date: none

   Rationale and Expectations

   **Contingency Report**

   None

   Topic(s) and due date

   Rationale and Expectations

5. **Other Visits Scheduled: Focus Visit:** none Topic(s) and date

   Rationale and Expectations

6. **Other:**

   None

**VII. ADDITIONAL COMMENTS OR EXPLANATIONS (Optional)**

No additional comments or explanations.