Self-Study Report
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Submitted to the
HIGHER LEARNING COMMISSION
OF THE NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SCHOOLS

University of Arkansas at Monticello
UAM College of Technology - Crossett
UAM College of Technology - McGhee
Preface

A self-study affords an institution of higher learning the opportunity to evaluate openly and honestly its goals and mission and serves as a springboard for growth and development. This self-study shows that the University of Arkansas at Monticello fulfills the goals and objectives incorporated in its mission, evaluates the various units of the institution to determine areas of strength and concern, and provides evidence to the Higher Learning Commission of the North Central Association of Colleges and Schools that the University meets the General Institutional Requirements and the five criteria for continued accreditation.

Although it is conducted as a routine part of the re-accreditation process, this self-study has application beyond its immediate purpose. Acknowledging the need for long-range planning, the University has laid the foundation for the development of a comprehensive strategic plan. This self-study, therefore, may well serve as the basis for a more far-reaching document which will position the University for the future. It will also allow the academic community to analyze carefully its current assessment plan and seek ways to refine and expand it. Because of its scope, this self-study addresses every constituency of the campus.

In the spring of 2001, Dr. Dennis Travis, Vice Chancellor for Academic Affairs and Coordinator of the Self-Study, asked Dr. Kate Stewart to chair the steering committee. Both Dr. Travis and Dr. Stewart attended the annual meeting of the Higher Learning Commission of the North Central Association that year. The two continued dialogue and planning on the project; in the spring of 2003, Dr. Travis appointed the steering committee’s full membership. Dr. Marsha Clayton, who served as coordinator of the self-study for 1995, assumed the role of Vice Chair. The other members of the steering committee facilitated the work of five sub-committees whose membership represented faculty, staff, and students from across the campus. Ms. Linda Rushing, Vice Chancellor of the UAM College of Technology at Crossett, Mr. Robert G. Ware, Vice Chancellor of the UAM College of Technology at McGehee, and the president of the
Student Government Association were also members of the Steering Committee. A copy of the Self-Study Organizational Chart appears in the Appendix.

The Steering Committee held an initial meeting in March of 2003 and discussed the time line for preparing the self-study. After Drs. Clayton, Stewart, and Travis had attended the annual meeting of the Higher Learning Commission of the North Central Association and had distributed information to them, the sub-committees began preparing their sections of the report. During the summer of 2003, the Chair of the Steering Committee wrote a first draft of the self-study with assistance of the Vice-Chair. In August of 2003, the Steering Committee presented the draft to the university community during Professional Development Week. Information- gathering, drafting, revising, and editing of the document continued during the 2003-2004 academic year. When Dr. Travis announced his earlier retirement in July, Dr. Clayton and Dr. Stewart assumed the leadership roles in bringing the self-study to fruition. They prepared the final draft for printing in late July of 2004.

The self-study devotes individual chapters to each of the criteria with separate sections for the university profile, responses to the 1995 NCA visit, and the General Institutional Requirements. Because of their specific importance, the self-study also includes chapters on assessment, the graduate program, and the colleges of technology in Crossett and McGehee.
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Chapter 1
The University

History and Profile

Situated 100 miles southeast of Little Rock and 84 miles north of Monroe, Louisiana, the University of Arkansas at Monticello is located along US Highway 425 some three miles south of Monticello, the county seat of Drew County. The University’s picturesque campus features rolling pastures and wooded areas which complement teaching and research in the Division of Agriculture and the School of Forest Resources.

The University of Arkansas at Monticello was established in 1909 by an act of Arkansas’ General Assembly to serve the educational needs of Southeast Arkansas. Under the name the Fourth District Agricultural School, the University opened on September 14, 1910. In 1925, the General Assembly authorized that the school’s name be changed to Arkansas Agriculture and Mechanical College. Arkansas A & M received accreditation as a junior college in 1928 and as a four-year institution in 1940. On July 1, 1971, Arkansas A & M became a part of the University of Arkansas system. The Forest Echoes Technical College and the Great Rivers Technical College became a part on the University of Arkansas at Monticello on July 1, 2003.

The University of Arkansas System

Under the auspices of the Morrill Act of 1862, the Arkansas General Assembly established in 1871 the University in Fayetteville as Arkansas Industrial University. In 1873 the University launched a second campus in Pine Bluff, which was designated in 1890 as a land-grant campus of the University. In 1879 the University accepted academic oversight of a private, not-for-profit medical campus in Little Rock. When the General Assembly approved the merger of the University and the medical school in 1911, the latter ceased its not-for-profit status. In 1969 Little Rock University, a private institution
originally established in 1927 as a junior college, merged with the University to form a major campus, thereby dissolving its not-for-profit status. In 1971 the Arkansas A & M College joined the system as the University of Arkansas at Monticello. The Pine Bluff campus reunited with the University of Arkansas System in 1972 after having separated from it in 1927. Beginning in 1996, the University of Arkansas system added seven community and technical colleges. The University of Arkansas at Fort Smith, which grants the baccalaureate degree, joined the system in 2002.

The Board of Trustees governs all programs of the University of Arkansas, pursuant to Amendment 33 of the Arkansas Constitution. The Board of Trustees has delegated to the president administrative authority for all aspects of the University’s operations, and it has likewise conveyed administrative authority to the chancellors and the Vice President of Agriculture, who oversee the programs and activities of their respective campuses or state-wide operating division.

The president exercises his authority in consultation with his staff of chancellors, vice presidents, and senior advisors. The chancellors and the Vice President for Agriculture have direct administrative and operational responsibility for their programs and activities. The president and the chief fiscal officer of the University share the fiscal authority and contractual obligations of the University, subject to such delegation of that authority as may be approved by the Board of Trustees. The University is a single, corporate entity under the laws and Constitution of the State of Arkansas. The president, chancellors, and vice presidents, however, have channeled their authority throughout the University and its campuses and operating divisions. In practice the University functions in a highly decentralized manner, with faculty accorded significant governance responsibilities, and with many administrative initiatives being exercised in colleges, departments, and divisions.

Headed by the president and composed of the chancellors, the vice presidents, and senior staff advisors, the central administration of the University coordinates various operations of the University components to ensure that the University operates as a whole
and maximizes its advantages of size and diversity. The central administration provides additionally those administrative and professional services that are more effectively and efficiently furnished on a university-wide basis.

The system’s mission may be broadly stated as follows: The University of Arkansas is a comprehensive, multi-campus, publicly aided institution dedicated to the improvement of the mind and spirit through the development and dissemination of knowledge. The University embraces and expands the historic trust inherent in the land-grant philosophy by providing access to academic and professional education, by developing intellectual growth and cultural awareness in its students, and by applying knowledge and research skills to an ever-changing human condition. The specific mission of the University of Arkansas at Monticello appears later in this study.

**Accreditation History of University of Arkansas at Monticello**

Initially constituted as a junior college in 1928 and as a four-year college in 1933, the University of Arkansas at Monticello has been an accredited institution for the majority of its 95 years. When it joined the University of Arkansas System in 1971, the Executive Board of the North Central Association transferred Arkansas A & M’s accreditation to the University of Arkansas at Monticello. Following a comprehensive evaluation in April of 1980, the Executive Board affirmed the University’s accreditation as a baccalaureate institution and scheduled a comprehensive evaluation in 1984-1985. Having determined that the University was sound in all areas and fully capable of functioning properly after that evaluation, the team scheduled the next comprehensive evaluation for 1994-1995. Following the 1995 visit, the reviewers requested a progress report on graduate education be completed in May 1998. In June of that year the Commission of NCA determined that the graduate program had made satisfactory progress and re-affirmed that the University’s next comprehensive visit would take place 2004-05.
Chapter 2
Ten Years of Change

Major Developments in the Last Decade

At several junctures in the report of the 1995 accrediting visit, the evaluators noted that seeming gaps in communication on campus and the failure to follow through on designing a concrete strategic plan might have been ascribed to the absence of an academic dean. In 1998 Dr. Dennis Travis joined the UAM community as Vice-Chancellor for Academic Affairs and Student Services; he also was designated Director of Graduate Studies. Recognizing that the goals of academics and student services could be accomplished best as individual units, the administration hired the next year Dr. Vanneise Collins as Vice-Chancellor of Student Affairs, leaving Dr. Travis with oversight of Academic Affairs. When Dr. Collins became Dean of the School of Social and Behavioral Sciences in 2002, Dr. Peggy Doss became Vice-Chancellor of Student Affairs. In July of 2004, Dr. Dennis Travis announced that he would take early retirement. Dean David Ray of the School of Arts and Humanities assumed the duties of Vice Chancellor for Academic Affairs.

In 1998 the University designated several divisions as schools because they offered degrees in multiple disciplines. The Division of Arts and Languages became the School of Arts and Humanities; the Division of Mathematics and Sciences became the School of Mathematical and Natural Sciences; and the Division of Social Sciences became the School of Social and Behavioral Sciences. The heads of these academic units were named deans. Business, Education, and Forest Resources had been designated schools in 1993. In 1999 Computer Information Systems, which was previously housed in Business, became a separate division.
In the last decade the University’s enrollment has increased steadily. Between 1998 and 2003 the enrollment rose from 2,094 to 2,687 at the Monticello campus. From time to time, these increases in enrollment necessitated the adding of sections of courses in Fundamentals of English, Introduction to Algebra, Intermediate Algebra, and speech courses during the registration period to accommodate all of the students who needed these courses.

The self-study for 1994-1995 reveals that the Program Review Committee had conducted an internal review of the majors in art and physics because of the low numbers of declared majors. The University no longer offers the physics major, but the art major has been revitalized. The University encourages students to apply for associate degrees as a possible tool for retention.

In the last ten years, the University has added several majors and degree programs. In the School of Arts and Humanities, students may now pursue an English major with a concentration in writing. This major provides greater employment opportunities for students in the region. The School of Social and Behavioral Sciences added a major in criminal justice and a degree in social work. Both of these programs have succeeded well, and the social work program has been accredited. The Division of Nursing added a program which allows students who are Licensed Practical Nurses to make the transition to Registered Nurse; it has also re-instated an associate degree. The addition of the technical colleges in 2003 has also increased the breadth of offerings at the University. The University also expanded its graduate program with the addition of the Master of Science in Forest Resources in 1998 and the Master of Arts in Teaching in 2002.

The Instructional Resource Center, which was in a transitional phase during the University’s last accreditation visit, has been discontinued. The services offered by that department have been absorbed primarily by the Graphic Design Center. The Honors Program encountered some difficulty in scheduling classes and experienced high attrition rates. The University, therefore, discontinued the program in light of dwindling financial resources. Academic units may, however, offer honors classes.
Student Affairs has undergone significant changes in the last ten years. Although Dr. Dennis Travis was hired initially to have oversight of this area, the University determined that the students’ needs would be best served by separating academic services and student services. Hired in 1999 as Vice Chancellor for Student Affairs, Dr. Vanneise Collins brought strong leadership and vitality to this position. The construction of student apartments was initiated during her tenure, and several dormitories underwent extensive renovation. Recognizing the strong relationship between academic and student services, Dr. Collins also strengthened the tutoring programs and career services. The Gateway Program has proven especially helpful in enhancing the academic success of first-generation college students. Chapter 6 discusses more fully the work of Student Affairs.

The University has experienced numerous improvements in technology. The University routinely offers distance education courses. The School of Business and Phillips County Community College, a member of the University of Arkansas System, have entered into an articulation agreement whereby students can pursue degrees at Phillips through compressed interactive video (CIV) courses. A number of faculty members also offer web-based courses. A music technology lab and “smart” classrooms have also expanded students’ educational experiences.

Since North Central’s last visit, the University has completed a number of construction projects. In 1998 the Memorial Classroom Building, a structure in the Art Deco tradition, was renovated to make it completely handicap accessible. An elevator and automated doors make the building hospitable to the entire campus population. Art majors now enjoy their own complex, located conveniently to the School of Arts of Humanities in the old Student Union building; this space is now graced by a mural at the entrance to the complex which students designed and painted. In the last decade, the former Student Union served as the library while the new structure was under construction and housed the registrar’s office and other Student Services units during the renovation of Harris Hall. With the growth of the band and choral programs a good
portion of that facility is being renovated to house those activities. Thus three active fine arts programs have been placed in one complex. The facility will be named the Performing and Visual Arts Complex. Willard Hall has also been renovated to house the School of Education. Harris Hall, which houses services vital to students, has been renovated extensively in the last year and has become a “one-stop shop.” The completion of the Fred J. Taylor Library and Technology Center stands as perhaps the greatest capital improvement of the last ten years. With an art gallery, conference rooms, coffee shop, and CIV and “smart” classrooms, the Library is a multi-purpose facility which serves both the academic community and the region.

After 27 years of service as UAM’s Chancellor, Dr. Fred J. Taylor announced in August of 2003 that he would retire June 30, 2004. Dr. Jack Lassiter, Executive Vice President of the University of Arkansas System, was named Chancellor-elect in December of 2003; he assumed his duties on July 1, 2004. Dr. Lassiter first came to UAM in 1977 and served in leadership roles in both student services and academic affairs. When he left in 1997 to become Chancellor of the University of Arkansas Community College in Batesville, Dr. Lassiter was serving as Vice Chancellor for Academic Affairs and Student Services. After leading the Batesville campus for three years, he joined the system office. Because he is familiar with UAM and its environs, because he has served as Chancellor of a community college campus, and because he has executive experience within the Arkansas system, Dr. Lassiter has the necessary skills to lead the University into the future and to build on the solid foundation left by Dr. Taylor.

**Responses to the 1995 NCA Evaluation**

Despite the downturn in the economy, which has produced a fiscal crisis in Arkansas, the University of Arkansas at Monticello has managed to address positively the major concerns raised by the evaluators during the 1995 visit.
Athletics

The team for the 1995 visit expressed concerns about UAM’s move to NCAA II because of the demands of time and money. To be sure, this move did demand a significant financial commitment because of the required upgrades for athletics facilities. Although smaller than many of their conference peers, UAM’s athletic teams have competed well with other NCAA II opponents. Because of the NCAA’s more rigorous academic expectations, the Athletic Department, in cooperation with Student Affairs, has instituted the Challenging Athletes’ Minds for Personal Success (C.H.A.M.P.S.) program. This initiative focuses on students on academic probation, transfer students, and first-semester freshman and involves counseling, tutoring, and follow-up. Coaches refer these at-risk students to Tutoring Services & Student Support Services and monitor their progress. This program is showing positive results and has great promise in meeting the needs of student-athletes. The football program now invites a faculty representative from each academic unit to participate in on-campus recruiting activities.

Academics

Academic units generally plan more effectively their programs than they did during the previous visit. Unit heads have developed tentative schedules for course offerings a year in advance. Although such long range planning must be flexible based on personnel and student needs, these schedules facilitate preparation by faculty and encourage students to develop more specific goals. Academic units have also striven to communicate throughout the campus their programs of study and the academic regulations pertaining to them. Unit heads, for instance, send out information concerning admissions requirements for their courses of study, changes in curriculum, and other matters affecting academics.

The visiting team expressed a good bit of concern about safety issues in the laboratories in the School of Mathematical and Natural Sciences and the School of Forest
Resources. The University moved quickly to address these concerns by providing appropriate storage for chemicals and stressing safe practices by researchers.

**Enrollment Management**

The Office of Admissions has stepped up its efforts to recruit strong students to the campus. Although UAM is an open admission institution, recruiters have, nonetheless, focused much of their effort in encouraging academically gifted students to consider the opportunities which the institution affords. The Director and the staff of the Office of Admissions work tirelessly to maintain healthy enrollment figures; their efforts have been rewarded with steady increases in enrollment since 1995.

The University has also focused much of its attention on retention by seeking ways to enhance academic success for at-risk students. Academic Affairs and Student Affairs work together to nurture students who may fall through the cracks by encouraging proper advising, monitoring attendance, providing more tutorial services for such students, and directing appreciable efforts toward first-year students.

The Registrar’s office has significantly improved its record keeping. With upgrades to the computer system, accessing students’ enrollment history is much more efficient, thereby facilitating sound advising. The renovations to Harris Hall have provided the Registrar with a much better working environment. Privacy of student records remains a concern, especially with regard to transmission of data to the technical colleges. The Department of Informational Technology (IT) continues to address the issue and is confident of a speedy resolution.

**Assessment**

Since it recognizes that it still has goals to accomplish, the University through the leadership of the Council on Assessment of Student Academic Achievement (CASAA) has sought more effective means of monitoring the success of its academic programs. Each year the Coordinator of CASAA compiles various assessment plans used throughout
the campus and puts them on file. The University continues to administer the state-mandated “rising junior” exam by using the CAAP test. Academic advisors receive the scores of their advisees who have sat for the test and are encouraged to discuss their performance with them. Each academic unit employs various plans which appraise the efficiency of their curricula and modifies them as needed. The English faculty, for instance, implemented a portfolio assessment to gauge more accurately the effectiveness of Composition I and II. The University recognizes that it should improve its quantitative analysis of the data collected each year and on-going efforts have addressed this issue. Chapter 9 addresses in detail the University’s assessment initiatives.

Facilities

The completion of the Fred J. Taylor Library and Technology Center in 1999 addresses many of the concerns expressed by the visiting team. This facility unifies the campus in many ways by blending its academic focus with the artistic and social. The coffee shop provides an informal setting for study, and the art gallery brings together students, faculty, and the community at large with a variety of art exhibitions. The gallery space allows art majors the opportunity to have solo exhibitions, an advantage which many majors at peer institutions do not have. State-of-the-art conference rooms facilitate distance education and other academic advances. Renovations to other campus structures have enhanced greatly UAM’s physical plant.

Communication

In the last ten years, communication among various campus constituents has generally improved. Because of upgrades in technology, information can be more quickly disseminated via e-mail. The academic community receives minutes from meetings of the Executive Council, the Academic Council, and the Assembly in a timely manner. From time to time, other committees distribute information which they deem important to the campus. The University home page serves as another vital means of communication
by providing information concerning academics, student services, and other components which contribute to the life of UAM.

The governance system of the University provides the framework for effective communication through its rules and procedures. At times, procedural errors have occurred as recommendations for policy changes were being circulated. These lapses were addressed quickly, but they did lead to confusion and breaches of trust.

In light of the 1995 visit, the team challenged the University to communicate more effectively its uniqueness. Effective communication in this area continues to vex UAM. To a certain extent UAM and indeed Southeast Arkansas as a whole are “forgotten areas” of the state. The various media outlets in Arkansas offer but scant coverage of the region.
Chapter 3
The General Institutional Requirements

Mission

The University of Arkansas at Monticello has articulated clearly its mission and its strategy for fulfilling that mission. The mission statement which is discussed fully in Chapter 4 identifies the University as an institution of higher education through its content and through the stated purposes that support the mission statement. Its opening sentence, for example, states that “the University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor.” The University fulfills its basic mission by “offering quality educational opportunities in the form of master’s, baccalaureate, and associate degree preparation and certification in a variety of programs.” With the addition of the technical colleges in Crossett and McGehee, the University of Arkansas at Monticello now embraces the specific missions of those institutions. In the spring of 2004, the University revised its mission statement slightly to include its role in technical and global education.

As a part of its mission, the University of Arkansas at Monticello confers master’s, bachelor’s, associate degrees, as well as technical certificates as authorized by the Arkansas Higher Education Coordinating Board, the Arkansas Department of Higher Education (ADHE), and the Board of Trustees of the University of Arkansas.

Authorization

The University of Arkansas at Monticello holds the appropriate legal authorization for its higher education activities. The state legislative acts that established the Arkansas Higher Education Coordinating Board and its administrative agency, the
Arkansas Department of Higher Education (ADHE), confer this authority to the University. This legal sanction for the establishment and operation of the University of Arkansas at Monticello rests in constitutional provisions, state statutes, its status as a public corporation, its implied trustee powers, and judicial decisions. Although it retains legal control and responsibilities for the functions of it, the Board of Trustees has fully authorized the University of Arkansas at Monticello to confer degrees at three levels and has authorized its higher education activities.

Several legal documents confirm the University of Arkansas at Monticello as a public institution, operating as a part of the University of Arkansas System. In 1871 Act 44 of the State Legislature established the University of Arkansas; in 1909 Act 100 established the institution which would evolve into the University of Arkansas at Monticello. Act 9 of the State Legislature sanctioned the merger of Arkansas A & M College with the University of Arkansas System.

**Governance**

As a member of the University of Arkansas System, the University of Arkansas at Monticello has a governing board which “possesses and exercises necessary legal power to establish and review basic policies that govern the institution.” By law the Board is a body politic and corporate which is given all powers of a corporate board, subject to the Constitution and Laws of the State of Arkansas. The Board has legal control and responsibility for the functions of the principal campus units, divisions, and administrative units of the University of Arkansas, including the Monticello campus. The Board meets six times annually with the media being notified of meetings at least two days in advance. The meetings are open to the public. Minutes of the Board meetings will be available for review in the resource room.

The Governor of Arkansas appoints members of the Board of Trustees, subject to confirmation by the Senate. The members serve a term of ten years, with one term
expiring each year. The appointment process assures the autonomy of the Board and representation of public interest in University operations.

The Board of Trustees appoints the Chief Executive Officer (the President) of the University. Upon the recommendation of the President, the Board of Trustees appoints the Chancellor, the executive officer, of the University of Arkansas at Monticello. The Chancellor exercises complete executive authority over the operations of the University, subject to the policies established by the Board and the President.

The Board has authorized the affiliation of the University of Arkansas at Monticello with the North Central Commission, as it has with all of the agencies that accredit its individual academic programs.

Faculty

The UAM faculty hold earned degrees from accredited institutions appropriate for an institution which offers both baccalaureate and master’s degrees. At the end of the 2003-2004 academic year, UAM listed 122 full-time faculty members at its four-year campus. Of that number, 63, or 51.6 percent, held terminal degrees; 54, or 44.3 percent, held the master’s; and five, or 4.1 percent, held the bachelor’s. Fifty-six faculty members, or 45.9 percent, are tenured; 26, or 21.3 percent, are on tenure-track; and 40, or 32.8 percent, are on non-tenure track. Twenty-six, or 21.3 percent of the faculty hold the rank of Professor; 31, or 25.4 percent, hold the rank of Associate; and 27, or 22.1 percent, hold the rank of Assistant. Of the 122 faculty members, 38 are instructors. The Personnel Office reported that 27 of the 35 part-time instructors employed during the 2003-04 academic year held the master’s. With 28 full-time faculty members at the Colleges of Technology, there are 150 full-time faculty members at the University.

Generally, faculty members who teach in graduate programs hold terminal or doctoral degrees. The Graduate Council must approve individuals who do not hold terminal degrees for temporary status on the graduate faculty. The Graduate Council lists
a total of 75 faculty members who serve on the graduate faculty. Of that number, 53 have terminal degrees; and 11 hold the master’s. Of the latter figure, eight are temporary faculty. Eleven members of the graduate faculty are not members of the UAM faculty. Nine of these hold terminal degrees.

The attrition rate among tenure-track faculty has increased sharply in the last several years. The majority of those who left had the potential of enhancing considerably the academic status of UAM. Although many factors likely exist, faculty who have left most often cite low salaries and geography as the primary reasons for their departure. In many cases, these individuals have received salary increases in excess of $5000 at other institutions. Others have found the region unsatisfactory culturally and socially. The inability to offer competitive salaries also hampers UAM’s efforts in recruiting new faculty, especially those individuals who would enhance the diversity of the campus.

Because of the governance system at the University of Arkansas at Monticello, the faculty takes primary responsibility for developing new programs and reviewing existing ones. The Curriculum and Standards Committee of the Assembly oversees the academic standards and curriculum development at the undergraduate level. Composed of one faculty member from each academic unit (excluding unit heads), four student representatives, and a non-voting academic unit head, the committee examines program changes which typically originate within academic units. The academic unit presents its case to the committee; after thorough study, the committee approves or rejects the proposed change and then forwards it to the Assembly with a recommendation for approval or disapproval. If the Assembly approves it, the proposal is then forwarded to the Chancellor for final action. The Assembly Constitution and Bylaws will be available in the resource room.

The Graduate Council and Graduate Faculty operate similarly to Curriculum and Standards with regard to master’s degree programs. The General Education Committee, which functions on an as-needed basis, considers all curriculum proposals affecting the general education program. In the spring of 2004, the General Education Committee
reviewed and revised the mission statement for general education to bring it in line with the University’s mission statement. The approval process for the revised mission statement will commence in the 2004-2005 academic year.

The Arkansas Department of Higher Education requires that institutions of higher learning must assess a number of their programs which offer majors annually. ADHE determines which majors will be reviewed by rotation. An institution must review programs which fail to produce at least five majors in a five-year period. UAM’s Program Review Committee studies and makes recommendations regarding the deletion or retention of academic majors in compliance with ADHE standards.

These various committees share common features: they rule on matters that affect program offerings at the University; they are composed of faculty members, student representatives, and other appropriate parties; they make recommendations to the University Assembly; and they have jurisdiction over any issues impacting academic standards and the faculty.

**Educational Programs**

The University has functioned as a degree-granting institution for a sustained period. The institution first granted two-year degrees and began offering the bachelor’s degree in the mid-1930s. It granted its first master’s degrees in 1993.

Because it grants degrees annually, the University has sufficient students enrolled in its degree programs. When the populations of certain majors fall below the guidelines established by the Arkansas Department of Higher Education, the Program Review Committee scrutinizes these programs to determine their viability. The University, furthermore, takes steps to ensure that the majors and degrees offered are realistic in terms of student interest and needs of the region.

The degree programs offered by the University of Arkansas at Monticello are compatible with its mission statement that “educational opportunities encompass the
liberal arts, basic and applied sciences, and selected professions” and adds that “these opportunities are founded in a strong program of general education and are fulfilled through contemporary curricula and programs.” The certification programs offered at the University of Arkansas at Monticello College of Technology-Crossett and the University of Arkansas at Monticello College of Technology–McGehee are likewise consistent with this mission. Chapter 6 examines in greater detail the current degree programs at the University.

All programs offered by the University conform to recognized fields of study in higher education and follow the guidelines of learned societies and accrediting bodies concerned with various disciplines. Individual academic units review periodically their degree programs in terms of commonality of the degree name, the curricula for the degree, and the content of specific courses.

The University follows standard academic practice and the laws of the state in its degree designation. Associate degrees require 62 hours of course work at or above the 1000 level; Bachelor of Arts and Bachelor of Science degrees require at least 124 hours of course work at or above the 1000-level; master’s degrees require 30 hours or more of graduate-level course work. Both associate’s and bachelor’s degrees include the 35 hours mandated in the Arkansas core curriculum. The general education core is composed of 38 hours at the associate level and 44 hours at the bachelor’s level. The University also follows accepted practice in designating at least 30 hours for a major and at least 24 hours for a minor or collateral.

The general education core guards against narrow specialization and insures that students’ academic programs include a significant liberal arts emphasis. The general education core consists of 30 hours of course work in the humanities and social sciences and 14 hours of course work in mathematics and the natural sciences. The program includes such specifically identified courses as Composition I and Composition II and such restricted electives as Art Appreciation or Music Appreciation. Such policies as the six-hour humanities cluster, which may be satisfied by taking Survey of Civilization I and
Survey of World Literature I or Survey of Civilization II and Survey of World Literature II, assure the coherency of the program. The humanities cluster encourages students to analyze the commonalities between history and literature.

Faculty are assigned to general education courses based on their particular areas of expertise. All faculty, including doctoral faculty, with proficiency in relevant subject areas in the academic units with general education components teach courses in the general education core. The University continues to emphasize the importance of the general education program as evidenced by its careful monitoring of first-year students, especially those in the at-risk category, its utilizing the General Education Committee, and its campus-wide assessing of basic skills and the general education core.

Students seeking admission to graduate programs must hold baccalaureate degrees from accredited institutions. This requirement assures that graduate students will have completed a coherent undergraduate program of sufficient breadth.

Holding a unique and challenging position in higher education, the University of Arkansas at Monticello is an open admission institution. Students applying for admission must submit ACT or SAT scores and official transcripts of all academic work. According to state law and institutional policies, some students, based on their ACT or SAT scores, must enroll in appropriate remedial courses. As an open admission institution with four-fifths of its enrollment coming primarily from its seven-county service area, the University must maintain a balance between the higher education needs of the region and maintaining reasonable academic standards.

The University provides academic support programs to students requiring remediation. Students taking remedial courses in both English and math may enroll for no more than 14 hours of course work in the first semester. The UAM Tutoring Services & Student Support Services provides a variety of educational counseling and tutorial services for students. The Gateway Program is especially helpful in nurturing at-risk students. Along with judicious advising, these programs have the potential of boosting the prospect of success for students who need additional academic preparation to meet
college standards. The college catalog details the admission policies of the University, including the procedures followed when students do not provide all information requested by the institution.

The University provides students with access to learning resources, especially laboratory and computer facilities that complement its degree programs. Renovations to Harris Hall, the Memorial Classroom Building, and Willard Hall have strengthened learning resources and support services. The rejuvenation of the Memorial Classroom Building has allowed for upgrades to the Writing Center, the foreign language laboratory, and the Auditorium; it has also facilitated the equipping of two “smart classrooms.” The Fred J. Taylor Library and Technology Center, completed in 1999, marks one of the University’s greatest accomplishments in the last ten years. Described in greater detail in others portions of this study, that facility has fostered the growth of distance education and academic research. Its coffee shop and art gallery bring together members of the academic community and of the community at large. The Art Gallery is an especially attractive addition because it allows art majors the opportunity to have solo art exhibitions, a luxury which many larger institutions do not have.

In addition to the student support services highlighted elsewhere in this study, the University gives students access to adequate housing facilities and programs, counseling and educational testing services, financial aid counseling, career services, and a variety of cultural events.

The University strives to meet the needs of disabled students with a variety of services and access to facilities. In the last ten years, the University of Arkansas at Monticello has enhanced greatly opportunities for disabled students. Adding the position of Coordinator of Special Student Services demonstrates a commitment by the administration to meet the needs of all students. A major part of the renovation of the Memorial Classroom Building involved adding an elevator and handicap accessible restrooms on each of the three floors.
Finances

The University is audited annually by a public audit agency, the State of Arkansas Legislative Joint Auditing Committee, Division of Legislative Audit, as well as the University of Arkansas internal auditors. These internal and external audits reveal that the University financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Budgetary concerns may stand as perhaps the most significant challenge which UAM has faced in the last ten years. Shrinking state revenues and escalating operational costs have led in many cases to faculty attrition, cuts in support staff positions, and freezes in research funding. This financial crisis has unfortunately spawned a good deal of apathy and low morale, especially among the faculty. Despite the economic constraints, however, the University strives to serve its constituents at a reasonable level for the most part.

The financial practices and reports of the institution confirm the fiscal viability of the institution. Chapter 5 analyzes more thoroughly the University’s financial stewardship.

Public Information

The University publishes a catalog every two years which includes its mission statement. The college catalog in both print and electronic format also includes information on faculty and administrators, including the initial date of employment, the degrees earned, and the institutions granting those degrees. This document describes accurately the educational programs, degree requirements, and the admissions policies and practices of the institution. Financial information includes tuition and fees for the academic year in which the catalog is published and the refund policies pertaining to individual course refunds (dropped courses) and withdrawal from the institution during
the regular and summer terms. The catalog, furthermore, contains such information on the academic policies and practices directly affecting the students as catalog determination for graduation purposes, graduation requirements, and various categories of academic standing. It also covers such non-academic policies as the student code of conduct, which the Student Handbook considers in greater detail. The catalog is the major document in which the University presents itself to prospective and entering students in particular and to the public in general. The University, therefore, seeks to insure its accuracy and completeness.

The University discloses accurately its standing with institutional and specialized accrediting bodies. The catalog, other appropriate publications or brochures, and the university web page all disclose this information.

Interested parties may view copies of the annual operating budget in the Fred J. Taylor Library and Technology Center and in the offices of members of the Executive Council. The Arkansas Freedom of Information Act makes selected documents, including financial statements, accessible to taxpayers upon request. Individuals who are not members of the university community may request official information regarding the University or its operations by contacting the Vice Chancellor for Student Affairs and University Relations. University employees desiring information may utilize normal administrative channels; students may contact appropriate offices in Student Services and visit the University home page, which offers links to various services which UAM offers.
Chapter 4
Criterion One

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher learning

Introduction

The primary mission of the University of Arkansas-Monticello (UAM) at its establishment in 1909 as the Arkansas Agricultural and Mechanical College by an act of the General Assembly of the State of Arkansas was to serve the higher educational needs of Southeast Arkansas. Although the institution has undergone several organizational and mission revisions since opening on September 14, 1910, serving the higher educational needs of the region continues to be the primary mission.

This chapter will outline how the mission of UAM and the mission statements of the University’s academic Schools and Divisions are publicized and used by University administrators, unit heads, and faculty and professional staff to support the primary mission of the institution. Although they are listed as academic units, the Library and General Studies are not included in this discussion. The work of these units will be discussed in various other chapters.

In the spring of 2004, UAM revised its mission statement slightly to include its role in technical and global education. The statement which follows in the next section of this chapter reflects these changes; the modifications are highlighted in bold type. The mission statements function at all levels as the foundation for strategic planning and program additions, revisions, and deletions.
Campus Mission and Purposes

Campus Mission Statement (Revised, Spring 2004)

The University of Arkansas-Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, and selected professions, and vocational technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education and workforce training. The University assures opportunities in higher education for both traditional students and non-traditional students, and strives to provide an environment which fosters individual achievement and personal development.

The University of Arkansas-Monticello seeks to fulfill its mission by:

1. Offering quality educational opportunities in the form of master’s, baccalaureate, and associate degree preparation, as well as certification in a variety of vocational/technical programs, or workforce training;
2. Offering a well-rounded program of general education designed to broaden and enrich students’ awareness of the world around them;
3. Providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs;
4. Strengthening students’ capabilities as thoughtful contributors to society by encouraging them to take personal responsibility and seek the benefits of life-long learning;

5. Providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards;

6. Assisting students in developing interpersonal skills needed by responsible and productive members of society;

7. Providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions;

8. Promoting research programs which strengthen the institution and contribute new information to the existing body of knowledge and the extension of knowledge to serve the public;

9. Providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts;

10. Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of accrediting bodies, and seeking similar recognition of appropriate programs for which accreditation is available but yet to be achieved;

11. Preparing students to live in a technical and global society.

The mission statement is comprehensive, defining the role of higher education in foundational knowledge, occupational knowledge, knowledge of personal interest, cultural awareness, and leadership development. The School and Division mission statements and programs add support to specific goals of the campus mission.
Communication of the Mission

The mission statement of the campus is published in the UAM catalog and in Chapter 1 of the current UAM Faculty Handbook. The mission statement is also directly and indirectly communicated in the mission statements and promotional materials of the various campus sub-units, such as the Division of General Studies, which supports the stated mission of the university to provide a strong program of general education by offering a “well-rounded program” which is designed to “broaden and enrich student awareness of the world around them” (Mission Statement, No. 3). Mission statements of each academic unit are published in the UAM catalog and on their respective web site home pages.

School and Division Missions

Division of Agriculture

Mission of the Division of Agriculture

The mission of the Division of Agriculture at UAM is to provide educational programs on both the theory and practice of agriculture science. The stated mission is to produce a graduate who is competitive for careers in the agriculture industry or admission to cooperative programs, such as veterinary schools.

Support of the University Mission

The mission of the Division of Agriculture at UAM is highly correlated to the campus mission of serving the higher educational needs of the region. Agriculture is the major industry in the region, and many rural communities owe their existence to industries that have evolved around the production of livestock, poultry, aquaculture, cotton, rice, soybeans, corn and vegetable crops. Most graduates of the program are
employed in positions requiring a minimum of a B.S. degree in agriculture in such areas as sales, technical support, research and management. These are careers requiring individuals with higher educational training and the Division of Agriculture mission clearly supports the overall mission of UAM in providing the higher educational needs of the region’s largest industry.

**Communication of Mission**

The mission statement of the Division of Agriculture is found in the UAM catalog and is the first statement in bold-face type on the division’s home page (http://www.uamont.edu/Agriculture). Indirect references are made in promotional brochures and a poster presentation that is displayed at special events at the University the region’s high schools. The mission statement and promotional materials emphasize that a good career comes as a result of good education.

**School of Arts and Humanities**

**Mission of the School of Arts and Humanities**

The mission of the School of Arts and Humanities is to provide students with the knowledge and experience to develop personal and professional skills in language, literature and writing, communication, and artistic expression.

**Support of the University Mission**

The mission supports the overall campus mission and the mission of the various sub-divisions by delineating specific areas of knowledge acquisition, development, and skills attainment. A major product of any undergraduate program is a student with good communication skills. This is a key contribution to the university mission of providing undergraduate educational needs to the region. The School of Arts and Humanities also
provides remedial courses to help those students needing support in communication skills needed for undergraduate entry level courses. Historically, the region is below average nationally in these areas. The School of Arts and Humanities also supports the University’s mission by “offering a well-rounded program of general education designed to broaden and enrich students’ awareness of the world around them” (Mission Statement, No. 3).

**Communication of Mission**

The mission statement is published in the UAM catalog and clearly detailed on their internet web page as a major heading on their home page. Several promotional brochures of the various programs, such as speech communication and art, indirectly refer to the mission statement of the School. (http://www.uamont.edu/Arts_and_Humanities/)

School of Business

**Mission of the School of Business**

The mission of the School of Business is to serve the undergraduate educational needs of business students in southeast Arkansas and the region by preparing students to effectively participate in the complex business environment of the future. The region includes adjoining counties of southeast Arkansas and in Mississippi and Louisiana. The mission statement includes service to the University and the business community of the region and scholarly activities.

**Support of the University Mission**

The School of Business mission statement is consistent with the University mission statement. The mission statement concentrates on equipping students with the expertise needed to actively participate and succeed in the complex business
environment. Additionally, the School of Business supports the service mission of the University by assisting local governments and businesses in the region, thereby fulfilling the University Mission of “providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions” (Mission Statement, No. 7).

Communication of Mission

The mission statement is stated in the UAM catalog as a link on School of Business index page (home page) of their internet site, shown below. Various promotional literature lends indirect support to the mission statement. (www.uamont.edu/Business/mission.htm)

Division of Computer Information Systems

Mission of the Division of Computer Information Systems

The Division of Computer Information Systems is one of the campus’ newest academic units. It was initiated to meet the exponentially growing needs of higher education in the computer information technologies and applications. The mission of the Division of Computer Information Systems, therefore, supports the mission of the UAM campus by meeting the undergraduate educational needs of computer information systems and preparing students for dynamic roles as analysts and designers who will provide the professional insight required for building the information systems of the future. (Mission Statement, No. 11)

Support of the University Mission

The mission of the Division of Computer Information Systems supports the University mission by providing students with curriculum choices and experiences which
fulfill the general education mathematics/science/technology elective and meeting the higher educational needs of the expanding computer information systems fields. A new ‘virtual internship’ program is an example of a learning experience supporting the mission.

**Communication of Mission**

The mission statement is published in the UAM catalog and as a bold-face paragraph on their internet home page (cotton.uamont.edu/~cis/).

**School of Education**

**Mission of the School of Education**

The mission statement of the School of Education declares its commitment to the development of high quality teachers. Special statements stress that fairness in teaching, sensitivity to student learning, and professionalism will be emphasized in the programs offered. The mission statement also supports cooperation with partnering schools in providing the highest level of teacher training and excellence in southeast Arkansas.

**Support of the University Mission**

The School of Education Mission Statement contributes to and extends on the UAM Mission Statement by providing learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. Clearly, the mission statement is an extension of the overall mission of UAM.


**Communication of Mission**

The mission statement of the School of Education is published in the UAM catalog and as a link from their homepage (uamont.edu/education/mission.htm).

School of Forest Resources

**Mission of the School of Forest Resources**

The stated mission of the School of Forest Resources is to educate professional forest and wildlife resource managers and to enlarge the body of knowledge in renewable forest resources, and to disseminate new ideas and technology. The stated mission focuses on providing both basic and applied undergraduate education in forestry and wildlife management and stresses the role of the School in continuing education. This is an expanded, but complementary role, of the primary mission statement of UAM.

**Support of the University Mission**

The mission statement of the School of Forest Resources contributes to the University’s mission statement through preparation of the student for life-long learning and contribution, the continuation of development and dissemination of knowledge related to natural resources, and the incorporation of research and teaching to produce competent teachers and graduates. This portion of the mission of Forest Resources complements the University’s mission by “providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs” (Mission Statement, No. 3). The recent additions of an M.S. program in Forest Resources and Wildlife Management and a B.S. program in Spatial Information Systems and the recent re-accreditation with the Society of American Foresters reveal the School’s commitment to the mission of the University of “offering quality educational
opportunities in the form of master’s, baccalaureate, and associate degree preparation and certification in a variety of programs” (Mission Statement, No. 1).

**Communication of Mission**

The mission statement of the School of Forest Resources is located in the UAM catalog. It is also available on a link from their internet home page, as shown below. (www.afrc.uamont.edu/sfr/mission2.htm).

**School of Mathematical and Natural Sciences**

**Mission of the School of Mathematical and Natural Sciences**

The overall mission of the School of Mathematical and Natural Sciences is to provide academic programs which promote the development of professional scientists and mathematicians and provide opportunities for all students to enhance their understanding of the natural sciences and mathematics.

**Support of the University Mission**

The mission of the School of Mathematical and Natural Sciences clearly upholds the mission of UAM in providing quality undergraduate education to the region. It plays a vital role in the goal of the University’s mission of providing general study and remedial opportunities. The School of Mathematical and Natural Sciences also offers academic contributions to the General Education mission of the University and supports other goals of the University mission through the Turner-Neal Museum of Natural History, the Pomeroy Planetarium and the internationally recognized research by a number of its faculty.
Communication of Mission

The mission statement of the School of Mathematics and Natural Sciences is published in the UAM catalog. It is also published as a link on their internet home page (http://www.uamont.edu/Math_and_Sciences).

Division of Music

Mission of the Division of Music

The mission of the Division of Music is to offer quality educational opportunities that provide students with the technical skills and the theoretical and historical knowledge necessary for professional competence in their chosen areas of specialization and provide students, faculty and staff, and the community with opportunities for cultural and aesthetic experiences through active participation and enjoyment of music.

Support of the University Mission

The mission statement of the Division of Music supports the overall mission of UAM in three ways: undergraduate education for those students seeking careers in teaching and other musical occupations, undergraduate education in support of the general education opportunities for all UAM students, and opportunities for the region to gain experience and exposure to music. The Division of Music also offers cultural experiences to the region in support of the University mission, thereby fulfilling the University’s mission of “providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts” (Mission Statement, No. 9).
Communication of Mission

The mission statement of the Division of Music is published in the UAM catalog and as a link on their internet home page (uamont.edu/music/mission.html). It is also referred to indirectly in various promotional brochures.

Division of Nursing

Mission of the Division of Nursing

The overall mission of the Division of Nursing is to strive for excellence in the preparation of technical nurses and professional nurse generalists. The stated mission includes preparation of graduates for a variety of nursing situations and stresses professionalism in conduct, knowledge and application.

Support of the University Mission

The Division of Nursing supports the mission of UAM in a rather unique way. The medical needs of the region rely on nurses in order to function. Nurses need undergraduate education, in addition to practical, supervised experience, in order to meet the demands of the profession. The mission of the Division of Nursing therefore supports the University’s mission in a two-fold manner: by providing the academic courses needed and by providing opportunities, in partnership with regional medical care businesses, for structured and supervised experiential training. The Division of Nursing supports the University’s mission by “providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs,” by “providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions,” and by “maintaining regional and national recognition of the institution and its academic programs by continuing to meet the standards of accrediting bodies, and seeking similar recognition of appropriate
programs for which accreditation is available but yet to be achieved” (Mission Statement, Nos. 3, 7, and 10).

**Communication of Mission**

The Division of Nursing mission is communicated primarily through the UAM catalog and their web page on the internet (http://www.uamont.edu/Nursing)

**School of Social and Behavioral Sciences**

**Mission of the School of Social and Behavioral Sciences**

The mission of the School of Social and Behavioral Sciences is to offer undergraduate courses and programs in the broad range of the social and behavioral sciences and to provide students preparation for careers in social services, government, and teaching, as well as preparation for graduate and professional studies.

**Support of the University Mission**

The stated mission of the School of Social and Behavioral Sciences emphasizes its commitment to the overall mission of UAM and the goal of general education of all students, in addition to support of the M.S. program in secondary education. New programs, such as Criminal Justice, are addressing the needs of the region in support of the University mission (Mission Statement, No.3). Courses are offered that support the general education mission of the University, thereby fulfilling the mission of “offering a well-rounded program of general education designed to broaden and enrich students’ awareness of the world around them” (Mission Statement, No. 2).
Communication of Mission

The mission of the School of Social and Behavioral Sciences is stated in the UAM catalog and on their web page (http://www.uamont.edu/Social_and_Behavioral/sb).

Strengths, Weaknesses, Threats and Opportunities for Improvement

As published, the primary mission of UAM is to serve the higher educational needs in southeast Arkansas. The mission of the institution and its various constituents is clearly stated publicly and adheres to the primary mission. The world, however, is changing rapidly with new technological developments such as the internet and wireless technology becoming commonplace. The institution is responding to these changes by adding graduate programs in Education and Forest Resources, in addition to two new programs: Computer Information Systems and Spatial Information Systems. Although it revised its mission recently to reflect its changing roles, the institution needs to reassess its mission statement and consider broadening its scope beyond southeast Arkansas due to the advances in technology, a more mobile society, competition within the region from community colleges and out-of-region internet undergraduate courses and degrees, and graduates of UAM who are increasingly moving out of the region to begin their professional careers for which they were prepared at UAM.
Chapter 5
Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes

The Administrative Structure of the University

The University is subject to governance at the state level by the Arkansas Higher Education Coordinating Board and its administrative arm the Arkansas Department of Higher Education. As a part of the University of Arkansas System, the University is subject to governance by the University of Arkansas Board of Trustees. An advisory body, the Board of Visitors, acts as a liaison between the University of Arkansas at Monticello and the System Board of Trustees. The University has a participatory governance structure that provides input from all members of its constituency—faculty, staff, students, and administration.

The Arkansas Higher Education Coordinating Board

The General Assembly of the State of Arkansas established the Commission on the Coordination of Higher Education Finance in 1961. The legislature recreated the commission as the State Board of Higher Education in 1971, expanding the responsibilities of the Board to include the coordination of higher education statewide. In 1994, the board was substantially reorganized by the legislature to become the Arkansas Higher Education Coordinating Board. The Board meets regularly to consider action on budget recommendations, new and existing academic program recommendations, bond issuances, technology purchases, certification issues, student financial aid programs and other initiatives affecting higher education in Arkansas.
The Arkansas Higher Education Coordinating Board consists of twelve members appointed by the Governor subject to confirmation by the State Senate. The board members serve staggered six-year unpaid terms. The Arkansas Department of Higher Education (ADHE) serves as the administrative agency for the Coordinating Board. The staff of the ADHE develop and implement Board policies and procedures. Additionally, the ADHE reviews and approves academic programs; administers statewide financial aid programs and contracts with the Southern Regional Education Board for support of graduate and first professional study outside of Arkansas; recommends institutional operating, capital, and personal service budgets; and collects and reports on student and course data as part of a statewide data base and academic program inventory for policy studies. The ADHE is organized into four divisions: Academic Affairs, Financial Aid, Institutional Finance, and Research and Planning. The Director of the Department of Higher Education receives appointment from the Higher Education Coordinating Board with confirmation from the Governor. The Director then serves at the Governor’s pleasure.

The Governor has recently appointed an advisory body, the Blue Ribbon Committee on Higher Education, to conduct a review of higher education in the state. The mission of the Blue Ribbon Committee is “to propose specific actions that will enhance Arkansas’ economy, competitiveness, as well as quality of life and prosperity of her people by addressing the importance, quality, funding, and accountability of higher education.” The focal points of the Committee’s review of higher education in Arkansas are

to increase participation
to improve retention
to encourage adequate, equitable, and stable funding
to enhance the partnership between higher education and economic development to create a continuum from college enrollment to graduation and in-state employment
to coordinate institutional and statewide goals
to encourage diversity
to encourage and fund research
to encourage excellence

The Blue Ribbon Committee consists of fifteen members from business, industry, and banking. The Director of the Arkansas Department of Higher Education serves as an ex-officio member. The Blue Ribbon Committee as an advisory body can act only if its recommendations influence the legislature and governor, but its findings and conclusions could have a major impact on higher education in Arkansas. For example, in a recent report the Committee concluded that the state should move towards a more centralized control model for higher education, and recommended an expansion of both the membership and authority of the Higher Education Coordinating Board.

The University of Arkansas Governing Board

Legal authorization for the establishment and operation of the University of Arkansas rests in constitutional provisions, state statutes, its standing as a public corporation, the implied trustee powers, and in judicial decisions. The University of Arkansas is a land-grant state university offering educational opportunities statewide at levels ranging from certification programs to post-doctoral studies. The principal campuses, divisions, and administrative units are shown below.

Academic Institutions

The University of Arkansas, Fayetteville
The University of Arkansas for Medical Sciences, Little Rock
The University of Arkansas at Fort Smith
The University of Arkansas at Little Rock
The University of Arkansas at Monticello
The University of Arkansas at Pine Bluff
The University of Arkansas Clinton School of Public Service, Little Rock
The University of Arkansas Community College at Batesville
The University of Arkansas Community College at Hope
The University of Arkansas Community College at Morrilton
Cossatot Community College of the University of Arkansas
Phillips County Community College of the University of Arkansas

Divisions
Division of Agriculture

Units
Arkansas Archeological Survey
Criminal Justice Institute
Arkansas School for Mathematics and Sciences

These institutions, along with their authorized adjunct units, make up the University of Arkansas System controlled by the Board of Trustees.

The Board of Trustees of the University of Arkansas is a legal corporate body politic. As a corporate body, the Board is subject to Arkansas’ state constitution and laws. The Trustees have legal control and responsibility for the functions of the University of Arkansas and are appointed by the Governor subject to Senate confirmation. Each Trustee serves a ten-year term with one term expiring annually. The terms are unpaid and Trustees cannot be reappointed. The Board has ten members, consisting of two members from each of the four U.S. House of Representatives districts and two at-large members

*The Board of Visitors*

Act 1196 of the 84th session of the Arkansas General Assembly (2003-2004) established the Board of Visitors for the University of Arkansas at Monticello. The Board consists of eleven members appointed by the Governor. Of the total membership, seven of the members shall include one member each from the counties that comprise the primary service area of the University—Ashley, Bradley, Chicot, Cleveland, Desha, Drew and Lincoln counties. The Governor shall appoint two members each from the Board of Directors of the University of Arkansas at Monticello Colleges of Technology at Crossett and McGehee. The Governor shall make appointments to the initial Board, and thereafter as terms expire and vacancies arise, so that at least seven members of the board will be alumni of UAM. For this purpose, alumni are defined as anyone who has received a degree or enrolled for at least one semester of credit courses at UAM and the Colleges of
Technology, or their predecessors. After the expiration of the terms of the initial members, the members appointed in 2006 shall draw lots to determine a staggered system of term lengths, with all appointments after 2006 being for a term of three years. Members may serve no more than two consecutive terms.

The Board of Visitors is an advisory body that will meet at least once each quarter, with each regular meeting being held on the second Thursday of the first month of the quarter on the Monticello campus or the campus of one of the Colleges of Technology. The purposes of the Board are to perform a liaison function between the University of Arkansas at Monticello and the President and Board of Trustees of the UA System; aid in securing financial support; advise upon and interpret the educational and service needs of the State of Arkansas as they relate to the mission and programs of UAM; aid in the continuing development of the University of Arkansas at Monticello as a major four-year campus of the University of Arkansas; and furnish counsel and guidance, by advice and recommendations, for the University of Arkansas at Monticello. All communications, including advice and recommendations, from the Board of Visitors shall be transmitted through the Chancellor of University of Arkansas at Monticello to the President of the UA System to the University of Arkansas Board of Trustees.

The Boards of Visitors of the UA System, while advisory in nature, are a means of individualizing the system-wide administration for the individual campuses that comprise the system. A number of requirements in the organization and by-laws of the UAM Board of Visitors ensure familiarity and interest on the part of the board members as well as representation by its various constituencies. A majority of the Board must consist of alumni of UAM or its affiliates, the Board of Directors of each of the Colleges of Technology has membership, and the quarterly meetings rotate among the different campuses of UAM.

The University Administrative Structure
The President serves as the Chief Executive Officer of the University of Arkansas System. Presidents are appointed by and responsible to the Board of Trustees and manage the affairs and execute the policies of all the campuses, divisions, and administrative units of the University of Arkansas.

Upon the recommendation of the President, the Board of Trustees appoints the Chancellor of the University of Arkansas at Monticello. At UAM the Chancellor exercises complete executive authority within the bounds of policy established by the Trustees and the President. As the campus’ leader, the Chancellor serves as official spokesperson, promotes the ideals of academic achievement, and looks after the development and welfare of the institution. UAM’s Chancellor also defines the authority of administrative committees and campus officers and exercises the power of approval and authorization over all programs, projects and institutional reports. The Chancellor acts as the official medium of communication between the President and all UAM’s administrators, faculty, staff, and students. Ultimately, the Chancellor answers to the President concerning enforcement of policies and procedures, budgets, regulations and decisions laid out for the university by the Board of Trustees.

The organizational chart for the University can be found in the Appendix.

Executive Council

An Executive Council conducts the administrative affairs of the University of Arkansas at Monticello. This body, comprised of the Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for Finance and Administration, and the Vice Chancellor for Student Affairs and University Relations, is the only campus Council authorized to commit the institution to any administrative act or action. Upon the recent merger with the vocational-technical colleges the Chief Executive Officers of the University of Arkansas Technical College-Crossett and the University of Arkansas Technical College-McGehee were designated as Vice Chancellors of The University of
Arkansas at Monticello. The Vice Chancellors of the Technical Colleges are accordingly members of the Executive Council.

The Vice Chancellor for Academic Affairs (VCAA) is the chief academic officer of the University. The Vice Chancellor plans and coordinates all academic programs on the UAM campus, and directs and supervises the Library, student assessment and institutional research, the Office of the Registrar, the Office of Continuing and Distance Education, and all academic faculty through the academic unit heads. The Office of Graduate Studies is located in Academic Affairs and the VCAA or his/her designee acts as Dean of the Graduate School. The Vice Chancellor provides academic counseling to individual students and supervises academic probation, dismissal, and attendance policies.

The Vice Chancellor for Student Affairs and University Relations directs and supervises all student services. The Office of Student Affairs, located on the upper floor of the John F. Gibson University Center, includes the offices of the Vice Chancellor, Dean of Students, Student Programs and Activities, Student Health Center, Intramural Sports, and Food Services. The Vice Chancellor also supervises and directs Admissions, Residence Life, Counseling/Testing/Career Center, Gateway Student Support Services, the Office of Special Student Services, Upward Bound, and the Youth Opportunities Program (Y.O.U.), all of which are located in Harris Hall. He or she also assists with the administration of the University Foundation Fund and Alumni Affairs.

The Vice Chancellor for Finance and Administration manages all financial matters for the University. Areas under the direction and supervision of the Vice Chancellor for Finance and Administration include the offices of the Controller, Business Manager, Physical Plant, Public Safety, and Information Technology. The Vice Chancellor also is responsible for the supervision and direction of the University Bookstore, the Graphics and Copy Center, payroll/personnel, purchasing, accounting, cashiers, and Financial Aid.
The Vice Chancellors of the Technical Colleges at Crossett and McGehee serve as Chief Executive Officers of the Technical Colleges and act as liaisons between the UAM campus and the Colleges of Technology. The Vice Chancellors of the Technical Colleges currently serve on the Executive Council and the Academic Council.

**Academic Unit Heads and the Academic Council**

Unit heads are appointed by the Chancellor upon the recommendation of the Vice Chancellor for Academic Affairs. The unit head’s responsibility is the leadership and management of the academic unit. The unit head is specifically responsible for recruiting and supervision of faculty for that unit, class scheduling, the academic advising program for majors and minors, the quality and extent of major and minor programs and individual course offerings within the unit, faculty evaluation and development, and other duties as required by the Vice Chancellor for Academic Affairs or the Chancellor. The academic unit heads (Deans of the Schools, Chairs of the Divisions, and Director of the Library) and the Vice Chancellor for Academic Affairs comprise the Academic Council, which is the executive authority under the Chancellor for the academic area of the campus.

**Faculty and Student Governance**

University of Arkansas Board of Trustees Policy 205.1 regarding Campus Governance states that the constituency of each campus shall develop a system of government to establish policies and procedures for that campus. The purpose of the system of governance shall be (a) to provide a system that permits a broad base for government of that campus through appropriate participatory involvement of the administration, students, faculty and staff in the determination of guidelines and policies for campus affairs and (b) to generate and promote understanding, collaboration, and a sense of community on that campus. The governance organization on each campus shall be the legislative body responsible for developing educational policies and programs on
that campus. Each campus shall, consistent with the provisions of the Board Policy, design any campus governmental structure and operate in any matter it determines consistent with the principles of sound democratic government. Among other features, the campus governance organization shall be predominantly faculty, and members of the administration, faculty, staff, and students under the administrative jurisdiction of the campus shall have representation in the governance of that campus. In accordance with Board Policy 205.1, the Constitution of the University of Arkansas-Monticello established the University Assembly as the governing body of The University of Arkansas at Monticello.

The University Assembly

The University Assembly acts as UAM ’s legally constituted governance organization. It operates under its own constitution and bylaws and carries out its work through a series of active committees. The UAM Assembly has legislative powers over local educational policies including admission requirements, curriculum and courses, degrees and requirements for degrees, calendar and schedule, academic honors and honorary degrees, student affairs, and interpretation of its own legislation. The Assembly has at least two meetings in regular session each semester, but may meet more frequently. Assembly membership consists of full-time faculty, professional staff, Student Government Association (SGA) representatives, and the academic and administrative officers of the institution.

UAM ’s Assembly deals with specific university matters through its standing or ad hoc committees. Standing committees include Academic Appeals, Athletic Committee, Curriculum and Standards, Faculty Equity and Grievance, Faculty Research, Library Committee, Student Affairs, and the Teacher Education Committee. Procedure calls for resolutions to pass from these committees for a vote by the full Assembly. After ratification, legislation passes to the Chancellor for approval. If approved, the new policy is implemented through appropriate existing channels.
No hierarchy of Assembly committees exists, but several make a significant contribution to the governance and operation of the University. Two committees that are very active throughout the year are Curriculum and Standards, which oversees the development of undergraduate academic programs and thus assurance of academic quality, and Academic Appeals, which ensures the maintenance of UAM’s scholastic integrity.

Assembly meetings also provide an opportunity for exchange of general information and for moderated debate on questions affecting both the University in particular and higher education in general throughout Arkansas and the nation. Within this forum the faculty, administration, staff, and student body can discuss issues related to campus policy, develop awareness of campus concerns, and promote awareness of campus activities and programs.

The Faculty Council

The Faculty Council is a body made up of all full-time faculty at the rank of instructor or above. The Faculty Council exercises advisory powers on all matters pertaining solely to faculty, including items such as promotion, tenure, fringe benefits, and faculty rights and privileges. It acts of a committee-of-the-whole and may work closely with Assembly committees to achieve its goals. However, the Faculty Council is not subordinate to the UAM Assembly.

The Council addresses issues of strictly faculty concern and it has no set meeting or agenda requirements. This body meets infrequently and typically deals with matters pertaining to tenure, assessment, and scheduling. The Vice-Chairperson of the Assembly, who serves as the Chair of the Faculty Council, calls meetings of the Council as needed or upon petition by five Faculty Council members.

Leadership Council
Peer elections determine the officers of the Assembly. The University Assembly Chairperson, along with the Vice-Chairperson, Secretary, and Parliamentarian work together to ensure that the UAM community knows of pending policy changes. As the Leadership Council, these campus leaders meet by arrangement with the Chancellor and Vice Chancellor for Academic Affairs to discuss faculty, staff, student, and administrative issues. Therefore, the membership of the Leadership Council plays a role in both developing University policy and disseminating information about policy from the administration to the rest of campus.

Other

Over the past two years the Chair of the Assembly has encouraged the Assembly Committees to revise their operating procedures if appropriate. The documents of the Assembly, -- Constitution, By-Laws and operating procedures of the Assembly Committees -- are now available on the UAM web page, along with the minutes of the Assembly and the Leadership Council. The web page accessibility ensures that all members of the Assembly and the university community have access to the current policies and information on the recent actions of this significant university governance body.

The recent merger with the technical colleges may produce further changes in the governance and administration of the University. As mentioned previously, the Chief Executive Officers of the University of Arkansas Technical College-Crossett and the University of Arkansas Technical College-McGehee are now designated as Vice Chancellors of The University of Arkansas at Monticello and as such are members of the Executive Council. They are also members of the Academic Council, to represent academic administrative matters on their campuses and to facilitate the merger of the institutions.

Student Government
The Student Government Association (SGA) serves as the official conduit for conveying the concerns and opinions of students to the University hierarchy. Students from each academic unit are elected by their peers to serve in the SGA Senate, with an additional fifteen members being elected at large. The Association appoints twenty-three student representatives from its membership and the student body at large to serve in the University Assembly and, where possible, also appoints students to serve on specific Assembly and Chancellor’s Committees. For reasons concerning legal privacy issues, student representatives cannot serve on committees such as Academic Appeals, Faculty Equity and Grievance, and Faculty Research. SGA leadership encompasses the offices of President, Vice President, Secretary, and Treasurer.

**Student Profile and Student Services**

The University of Arkansas at Monticello Student Body

The University of Arkansas at Monticello has a sufficient number of students enrolled to accomplish its purposes. There has been an upward trend in enrollment over the past five years. Enrollment exceeded 2000 for the first time in the fall of 1990, and the University experienced a for-then peak enrollment in fall 1992 of 2,520 students. Since 1992, there was a downward trend until fall 1999, when enrollment increased by 160 students over fall 1998, reaching 2,254 students. Enrollment has increased in most of the years since 1999, as can be seen in Table 5.1. (Note: All tables for Chapter 5 are located at the end of the chapter). Fall enrollment for 2003 reached a new peak of 2,687 at UAM and of 2,875 when the Colleges of Technology at Crossett and McGehee are included. The projected enrollment for fall 2004, based on preregistration figures and past admission patterns, is expected to be at least that of 2003. Full-time equivalent enrollment is computed as the number of full-time students plus one-third the number of part-time students, with full-time students being defined as undergraduate students enrolled for at least twelve semester credit hours, and graduate students enrolled for at
least nine semester credit hours. Full-time equivalent enrollment has shown some variation over this period, reflecting changes in the mix of full and part-time students. On the Monticello campus full-time equivalent enrollment reached 2,353 in the fall of 2003.

Student semester credit hours have shown a steady increase since 1999. Over the same period, the average number of semester credit hours per student (based on the headcount) was 13.2 hours in 1998 and varied between 12.7 to 12.4 from 1999 to 2003, indicating a decrease in the number of hours per student.

From 1995 to 2003, part-time undergraduate students have averaged 11.6 percent of the total undergraduate enrollment, ranging from 10.3 to 13.6 percent of undergraduate enrollment. While there has been relatively little variation in the undergraduate population regarding full and part-time status, in the past few years there has been a substantial shift in full vs. part-time status in the graduate population. From 1995 to 2001, part-time students accounted for 78 to 95 percent of the graduate enrollment. In the fall semesters of 2002 and 2003, respectively, part-time students accounted for 72 and 62 percent of the graduate enrollment. Over this period the number of graduate students attending part-time declined from 205 in the fall of 2001 to 113 in the fall of 2003, while the number of graduate students attending full-time rose from 19 to 68 students.

Lastly, over this period, from 19 to 24 percent of the student enrollment has elected to live on-campus. Approximately two-thirds of the freshman class and four-fifths of the overall enrollment come from the ten-county primary service area of the University, and many students elect to commute. Still, the occupancy rate for the residence halls is satisfactory, exceeding 80 percent in recent years.

**Geographic Origin and Demographics**

For the past several years approximately two-thirds of the first-time freshmen enrollment has come from high schools in the ten-county primary service area (Arkansas, Ashley, Bradley, Chicot, Cleveland, Dallas, Desha, Drew, Jefferson, and Lincoln counties) surrounding the University. Other Arkansas counties have contributed 11 to
almost 19 percent of the first-time freshmen over the past several years, with the remainder coming from out-of-state high schools or students who earned GEDs.

Over the period from 1995 to 1999, more than 30 percent of undergraduate transfer students came to UAM from other public four-year Arkansas institutions. Arkansas’s public two-year colleges have contributed 11 percent to 23 percent of the undergraduate transfers. The number of transfer students from out-of-state has increased. Over this period, transfer students accounted for 6 to 8 percent of the total population.

Transfer students continue to be an important source of new enrollment at UAM. In the fall semesters of 2001, 2002, and 2003, transfer students accounted for 22 to 27 percent of first-time students at UAM. For fall 2003, transfer students accounted for 31 and 26 percent of newly admitted students at the Colleges of Technology at McGehee and Crossett, respectively. From 1999 to 2003, from 26 to 36 percent of transfer students came to UAM from other public four-year Arkansas colleges and universities, with out-of-state students accounting for 36 to 48 percent of transfers. Out-of-state students have transferred to UAM from 17 to 22 states over this period, with Louisiana, Mississippi, and Texas being the state of origin of the majority of out-of-state transfer students.

Over the 2001-2003 period, approximately 40-42 percent of students were male, with 58 to 60 percent of the enrollment being female. Over this same period, 70 to 75 percent of the total enrollment has been Caucasian, with African-American enrollment showing a slight increase from 23 to 27 percent. Other ethnic categories accounted for less than 3 percent of enrollment. The preceding figures refer to the overall enrollment. While the undergraduate population basically reflects these patterns, the gender and ethnic composition of graduate student differs significantly. Females account for a even-larger percentage of the graduate enrollment. Over the past three years males have accounted for 26 to 32 percent of graduate enrollment, with females accounting for 67 to 75 percent. African-Americans account for 15 to 16 percent of the graduate enrollment, with other ethnic categories accounting for approximately 7 percent of graduate enrollment.
Students at UAM depend heavily on financial aid. During 2003-04, 2,166 students at UAM students received need-based financial aid. At the Colleges of Technology, 212 students received need-based financial aid.

_Academic Preparation_

The University of Arkansas at Monticello is one of the few open admission four year public institutions in the state. Its status as an open admission institution is reflected in its composite ACT scores as well as the proportion of the freshman class requiring remediation in the areas of math, English, and reading. Table 5.2 presents data on academic preparation of first-time freshman class since 1999, for UAM and for public four year institutions in the state.

The average ACT composite scores for first-time freshmen have risen slightly over time, from 18.1 in the fall semester of 1993 to approximately 19 since then. Average ACT composite scores for first-time freshmen for the fall semester of the late 1990s were: 19.1 in 1996, 19.3 in 1997, and 19.3 in 1998. As shown in the table, ACT scores remained in this range over the next five years, ranging from 19.4 to 18.9, with a slight decline over the last two years. The average Arkansas ACT composite score for public four year colleges and universities over the same period was fairly stable, being 21.7 to 21.8. That is, the state average score for universities in the same category was slightly over 2 points greater than the UAM score.

The pattern revealed in the ACT scores is reflected in remediation figures for the University and the state. In all three categories - math, English, and reading - the percentage of the Freshman class at UAM requiring remediation exceeds the comparable state figure by 20 percentage points or more, with nearly two-thirds of the UAM students requiring remediation in math, and roughly 45 percent requiring remediation in English and reading.

In reviewing the data on academic preparation of first-time freshmen, it should be stressed that the university is an open admission institution. Many of the students are
first-generation college students who reflect the level of educational attainment in the
primary service area. For the past several years approximately two-thirds of the
freshmen enrollment has come from ten counties within a fifty mile radius of the campus.
When the composite ACT scores from surrounding schools are examined for 2001-2002,
only six area high schools had a composite ACT score of 19 or above: Monticello High,
Star City High, Woodlawn High, Rison High, Drew Central, and Crossett High. For
Lakeside, Dermott, Warren, Dumas, McGehee, and Fountain Hill, composite ACT scores
ranged from 16.1 to 18.1.

The University remains committed to the open admission policy through its
history and tradition and its mission of providing the service area with educational
opportunities. The University takes several steps to augment the academic background
and promote the success of its students. Students requiring remediation in both math and
English are assigned to a block of courses in the first semester, with enrollment limited to
fourteen hours. Seven of the hours are predetermined courses consisting of
Fundamentals of English, either Introduction to Algebra or Intermediate Algebra, and
College Skills. The other seven hours consist of lower-level courses selected by the
student in consultation with the advisor. By policy, students must make a grade of ‘C’ or
better in developmental courses in order to advance to the next level of course work in the
subject area.

In recent years the University has adopted other policies to promote the success of
students requiring developmental course work. ENGL 1013 Composition I is now a co-
requisite for several of the freshman-level general education sciences course. The
freshman English course was established as a co-requisite to inform advisors that the
science courses are not appropriate for students requiring developmental courses in
English and/or math. The university has required College Skills, a one-hour
developmental course in study skills, for students who need developmental courses in
both English and math. After several years of experience with the course the university
concluded College Skills was not accomplishing its purpose. The administration has
established a committee to examine and develop alternatives to the one-hour course. The committee developed a set of preliminary recommendations in the Spring semester of 2004 and will continue to examine the issue in the coming year.

The university also recognizes that, as a state-supported institution, it has an obligation to the taxpayers to use its resources in the most cost-effective manner and an obligation to the students to provide them with a realistic assessment of their academic progress. In open admission institutions (as at all institutions) some students prove unable or unwilling to perform at the college level. In 2003-2004 the university implemented a revised, more stringent academic probation and suspension policy by eliminating a provision under which students receiving a one-semester academic suspension in the spring would be allowed to enroll in the fall semester if they earned at least six hours of academic credit at UAM during the summer with a minimum 2.00 grade point average. Students who receive a one-semester suspension at the end of the spring semester may be allowed to enroll in summer courses, but they must now petition the Academic Appeals Committee for readmission on conditional standing. The former policy applied to all students but was particularly advantageous to first-year freshmen, as they do not face the possibility of academic suspension until they have been enrolled for at least two semesters. If the Appeals Committee grants the petition, the Committee can place restrictions on the number of hours the readmitted student can enroll in and recommend that the student enroll in specific courses. Additional information on the specifics of academic standing and suspension may be found in the current college catalog.

One of the ways in which the University seeks to fulfill its mission is by “providing support programs which increase the probability of success for those students needing additional academic preparation to meet academic standards” (Mission Statement, No. 5). The support programs and services are described in Student Services and Student Support section below.
Retention and Graduation Rates

Tables 5.3 and 5.4 present some information on the success of the university in preparing its students in the form of retention and graduation rates for first time freshmen and transfer students (referred to as first time students in the next few paragraphs) enrolled on a full time basis. The data, collected by the ADHE, show information for the University as well as four year public colleges and universities in the state of Arkansas. As shown in Table 5.3, from 1996 to 2002 Arkansas four year public schools retained from 74 to 77 percent of their first time students in the following year, with 64 to 68 percent of the fall entering class being enrolled after two years. Over the same period, the University of Arkansas at Monticello retained from 56 to 67 percent of its first time students after one year, with 50 to 57 percent being enrolled after two years. The University retention rate exhibited more variation over this period than the state four-year public rate, with a range (difference between the highest and lowest values) of 14 percentage points for the one-year retention rate and 8 percentage points for the two-year rate, in comparison with ranges of 2 and 3 percentage points at the state level, respectively. From 1996 to 1999 the University retention rates fell and then rose, coming closest to reaching the state rates in 1999. After 1999 the University retention rates fell in 2000, with the one-year retention rate improving over the next two years.

The pattern in retention rates is reflected in the graduation rates shown in Table 5.4. The graduation rates shown in the table are cumulative rates. That is, 35.3 percent of the first-time students enrolled in the fall of 1992 had graduated and/or completed their programs of study by 1998. Only 12 to 20 percent of first-time students at Arkansas public four year institutions graduate or complete their programs of study within four years, with 27 to 35 percent finishing within five years, and 35 to 43 percent within six years. From 1992 to 1998, the completion rates for Arkansas four year institutions gradually increased. Completion rates for the University of Arkansas at Monticello are lower than the four-year public institution rates in all three categories. However, it is interesting to note that, of the three categories of completion rates, the University came
closest to the state rate for students completing within four years. Graduation rates were particularly low for the fall 1993 cohort at the university, the lowest across all three categories over the period shown in the table. After 1993 university completion rates improved or held steady, with the exception of the five and six-year completion rates for the 1997 cohort. The data available at the time of this study show an improvement for the 1998 cohort.

The ADHE data show that the majority of students at Arkansas four-year public institutions do not complete their degree within four, five, or even six years. In recognition of this fact, the University has encouraged students to apply for an Associate degree when they are eligible. Students who do not complete their Bachelor’s degree or take more than six years to complete it may then possess a degree when they leave the university on a permanent or temporary basis. The Associate of Arts degree consists of 38 hours of general education courses and 24 elective hours. The degree may serve as a terminal degree for students or as an intermediate degree for students enrolled in a baccalaureate program. Over the past three academic years the number of Associate of Arts degrees awarded has increased from 67 in 2001-2002 to 78 in 2002-2003 to 116 in 2003-2004. The University also offers four Associate of Applied Science degrees, with the Associate of Applied Science major in Nursing generating the most graduates. In the past three years associate degrees have accounted for 20 to nearly 30 percent of degrees awarded. With the recent merger with the Colleges of Technology, the University may expand its Associate of Applied Science degree offerings, enhancing its ability to meet the needs of this segment of the student population.

**Student Services and Support**

The provision of student services is a broad area encompassing several offices across the administrative branches of the University – Student Affairs and University
Relations, Finance and Administration, and Academic Affairs. The Office of the Vice Chancellor for Student Affairs and University Relations, the Office of the Assistant Vice Chancellor/Dean of Students, Student Programs and Activities, Student Health Center, Intramural Sports, and Food Services are located in the John F. Gibson University Center. The Vice Chancellor also supervises and directs Admissions, Residence Life, the Counseling/Testing/Career Center, Gateway Student Support Services, the Office of Special Student Services, Upward Bound, and the Youth Opportunities Program (Y.O.U.), all of which are located in Harris Hall. The Office of Financial Aid, under the direction of the Vice Chancellor for Finance and Administration, and the Office of the Registrar, under the administration of the Vice Chancellor of Academic Affairs, are also located in Harris Hall. With the completion of the renovation of Harris Hall in 2003-2004, the University accomplished a long-standing goal of establishing a centralized location on the campus for all matters pertaining to enrollment in the University for the greater convenience of faculty, staff, and students.

The primary function of the Office of Student Affairs is to promote academic success and development. Student Affairs provides programs and services to serve as a liaison with faculty and other administrative offices on behalf of students. The Office extends information referral assistance and administers the student judicial system. Additionally, the Office provides students with information about co-curricular activities and programs, and advises students of University policies that affect them, such as the student conduct code. Through the efforts of professional staff in various departments, Student Affairs offers extra and co-curricular programs that help students reach their full intellectual, cultural, social, and professional potential.

The Admissions Office

The admissions office performs the following major functions: makes contact with prospective students; manages admissions data; informs prospective students of
credentials required for the admissions process and keeps students informed of their admission status; processes new students; conducts pre-registration for incoming students; offers orientation sessions; and prepares relevant research reports. Its main mission involves establishing and maintaining the University’s enrollment targets.

The Admissions Office caters to the interests and needs of potential students and serves as the standard-bearer for UAM’s academic community. Its charge involves the attainment of both the desired number and diversity of the university’s student population. The staff also articulates the admissions policy to incoming students while ensuring its consistent and fair implementation.

To achieve their aims, the Admissions Office staff works closely with other campus departments, including the Registrar’s office, financial aid, testing and assessment, housing, media services and the academic units and student organizations.

The admissions staff consists of two admissions representatives, an administrative assistant, a secretary, and the Director of Admissions, who also serves as Chair of the UAM Scholarship Committee. The Director is an active member of the Arkansas Association of Collegiate Registrars and Admissions Officers, and has served on the organization’s Executive Council as Vice-President for Admissions Administration.

The Director of Admissions is also responsible for international student services. The Director is a member of NAFSA, the Association of International Educators. The Association promotes the exchange of scholars and students to and from the United States. The organization and its members share a belief that international education exchange advances learning and scholarship, builds respect among different peoples, and encourages constructive leadership in a global community. The Director has completed SEVIS (Student and Exchange Visitor Information System) training, including yearly updates, on behalf of the University, and the SEVIS system was implemented in July of 2003. UAM is fully compliant with Department of Homeland Security requirements.
Admissions benefits from the voluntary contributions of the UAM Student Ambassadors. This organization, established in 1979, has played an increasingly visible role in supporting recruitment and orientation activities and in helping with appropriate tasks in the Admissions Office itself. The UAM Student Ambassadors consist of thirty students nominated yearly by faculty, professional staff, or current Ambassador members. The UAM Student Ambassadors have the distinction of being the first Ambassador organization in the state, with other institutions following some years after.

Admissions recruits students within and beyond the primary ten-county service area. One indication of its success in contacting a greater number and broader range of students is the number of applicants with complete credentials. There were 1,322 applicants with complete credentials for admission to the freshman class in 2003-04, preceded by 1,208 in 2002-03 and 905 in 2001-02. In contrast, in the three academic years from 1994 to 1992, the corresponding values were 723, 628, and 728. The pattern for transfer student applicants is similar, with 422 transfer applicants with complete credentials for admission in 2003-04, compared to 187 in 1994-95. While college enrollments have increased over the nation and state over the past few years, the greater number of applicants should not be attributed solely to potential students applying for admission at multiple institutions, as the early 1990s were a previous peak enrollment period at the University of Arkansas at Monticello.

Scholarships and Scholar’s Day

The Director of Admissions also serves as Chair of the UAM Scholarship Committee. The Chair contacts potential students regarding scholarship possibilities, processes and evaluates scholarship applications, and monitors eligibility status after enrollment. The Chair bears primary responsibility for institutional academic scholarships. There are seven institutional academic scholarships, with varying levels of support and eligibility standards. All of the seven require a high school GPA of at least 3.00 and ACT scores of 19 or above in math and English in order to receive the
scholarship, and completion of 12 hours of college-level work per semester and 24 hours per academic year with at least a 3.00 GPA to retain the scholarship. The scholarships are available for a maximum of eight semesters of continuous enrollment, with the exception of the transfer scholarship, which is available for four semesters. Out-of-state tuition is waived. The seven institutional academic scholarships, with some additional information on eligibility requirements and support (support described is per semester), are:

Chancellor’s Scholarship: ACT composite score of 30 or more and rank in the top 10 percent of graduating class with a 3.25 high school GPA. College GPA of 3.25 required for renewal. Tuition and fees for up to 18 credit hours, residence assignment and board.

Achievement Scholarship: ACT composite score of 27-29. Tuition and fees for up to 18 credit hours, residence assignment.

Academic Scholarship: ACT composite score of 24-26. Tuition and fees for up to 15 credit hours.

Weevil Excellence: ACT composite score of 22-23. $750 tuition award.

Leadership Scholarship: ACT composite score of 19-21, evidence of school leadership. $500 tuition award.

Valedictorian Scholarship: ACT composite score of 21, school confirmation of valedictorian status. Tuition for up to 15 credit hours.

Community College Transfer Scholarship: Completion of at least 60 hours or associate degree at an accredited community college with at least a 3.00 cumulative GPA. Tuition for up to 15 hours.

No scholarship application is required for the Chancellor’s, Achievement, and Academic Scholarships, which are awarded when the student applies for admission and the high
school GPA and ACT scores are verified. The other scholarships require an application process.

The Chair of the Scholarship Committee contacts applicants for admission regarding awards or application information for the institutional academic scholarships. The scholarships are competitive on a statewide basis, and Admissions recruits students who are eligible for scholarships across the state. A primary recruitment vehicle for this segment of the student population is Scholar’s Day, an annual event established five years ago. Scholar’s Day is a pre-registration day held in April for students who qualify for the institutional academic scholarships. From 2002 to 2004, Chancellor’s Scholarships were offered to 27 first-time freshmen (with 8 enrolling), Achievement Scholarships to 131 first-time freshmen (with 59 enrolling), Academic Scholarships to 346 first-time freshmen (with 181 enrolling), Leadership Scholarships to 276 first-time freshmen (with 150 enrolling), and transfer scholarships to 69 students (with 52 enrolling). The Weevil Excellence and Valedictorian Scholarships have been available for two years, with 124 Weevil Scholarships (with 73 accepting) and 12 Valedictorian Scholarships (with 7 accepting) being offered to first-time freshmen over this period.

Over the past two years the retention rates for scholarships, in terms of the number of recipients who have met the standards for maintaining their scholarship for the next year, have been very good: nearly 100 percent for the Chancellor’s Scholarship, in the 70 to 80 percent range for the Achievement and Academic Scholarships, and roughly 60 percent for the Weevil Excellence and Transfer Scholarships. Retention rates have been lowest for the Valedictorian Scholarship, at 40 percent, and the Leadership Scholarship, which fell from 70 to less than 50 percent over the past two years. These scholarships, however, had the lowest ACT composite score requirements, and the Valedictorian group was particularly small.

The preceding figures demonstrate the role of Admissions and the Scholarship Committee in attracting students at the higher end of the ability scale to the University. The number of scholarships offered show the recruiting effort directed towards this
segment of the student population, and the number of acceptances demonstrates the University’s success in this highly competitive student market. The University of Arkansas at Monticello is an open admission institution, with a significant percent of the freshmen class requiring remediation in one or more subjects. The institutional academic scholarships and the efforts of the Admission Office enhance the diversity of the student body by making the institution competitive at the upper ranges of the ability scale. While recognizing the importance of developmental courses for under-prepared students and the role of UAM as an open admission institution, the faculty have been concerned that we may be neglecting or failing to attract better-prepared students. The Honors Program was discontinued due to difficulty in scheduling classes and high attrition rates. Scholar’s Day and the institutional academic scholarships mean that the University can continue to attract and serve this audience. In the fall of 2003, 10 percent of the entering freshmen were in the top 10 percent of their class, and 32 percent were in the top fourth of their class. In the same year, $917, 551 was awarded in institutional academic scholarships. Further information on scholarships, including performance scholarships and privately-funded endowed scholarships, is available in the current catalog.

**The Office of Student Financial Aid**

Student Financial Aid performs a variety of functions that impact UAM’s entire community. Among other duties, this office deals with the following: maintains communication with current and prospective students regarding the cost of attendance and the applicable federal, state, and institutional aid programs; processes, verifies, awards, and transmits financial aid to students; documents all student aid applications and activity; monitors the financial aid recipients to ensure compliance with federal regulations; reports to federal and state agencies to assure continued funding; interprets and enforces institutional and federal policies concerning student eligibility for financial aid; and treats the financial aid applicants with respect.
The Financial Aid staff consists of four financial aid specialists and a secretary. All of the aid specialists engage in counseling. The Director of Financial Aid serves as the Perkins Loan Coordinator, and administers state programs, NCAA athletic programs, packaging, and regulations. The Assistant Director administers Pell Grant payments, the return of Title IV funds, the Americorps program, and packaging. Of the two financial aid counselors, one specializes in Stafford Loan Program processing and entrance-exit interviewing while the other specializes in verification of student files.

The office staff hold memberships in professional financial aid organizations and regularly attend meetings and workshops to keep current on ever-changing federal regulations that govern the awarding of federal financial aid. Excellent audit results over the past several years have shown that the limited staff of this unit have processed student aid very efficiently and in accordance with student guidelines. The importance of the work of the Office of Financial Aid to the University is suggested by the following data: in 1993-94, 1,696 undergraduates and 18 graduate students received grants and scholarships, loans, and/or employment from federal, state, institutional, or other sources, compared with 2,517 undergraduates and 150 graduate students in 2003-04. A total of 2,378 students at UAM and the Colleges of Technology received need-based financial aid in 2003-04.

The Office of Residence Life

The Office of Residence Life oversees four residence halls, the University apartments, and family housing. The mission of Residence Life is to support the academic mission of the University by providing a safe, comfortable physical environment in which one is able to pursue academic endeavors and achieve personal growth within the boundaries of community standards and respect for others. Residence Life provides supervision of the on-campus living environment for UAM students, but as its mission statement implies, its goals and objectives are broader than maintaining a satisfactory physical environment. Tutoring and counseling services (or referrals to such
services) are available in the residence halls. Policies such as quiet floors and study rooms enhance the probability of academic success for our residential students.

In addition to the Director of Residence Life, each hall is staffed with a Hall Director and at least four Resident Assistants. The Resident Director is a full-time, live-in professional with an undergraduate degree in college student personnel, counseling, psychology, social work or a related field. Resident Directors supervise the Resident Assistants and assist in the program management of the residence halls. The duties of the Resident Directors include, but are not limited to, directing and enforcing residence hall and University policies, assisting students with problems or concerns, developing and preserving a harmonious group living situation, and working with students in the development of programs and activities. Resident Assistants are student employees who live on floors with their fellow students and receive special training to assist residents in a variety of ways. They facilitate floor meetings, help initiate and organize floor programs and activities, are a resource for campus information, and document policy violations. Among their most important tasks is helping floor members feel that they all belong to a group or community that shares common interests, concerns, and activities.

In 1996 the University commissioned a Residence Hall Study that was completed in November of 1997. The overall goals of the study were to explore ways to improve housing facilities on-campus, and to recommend a scope of work for both new construction and remodeling of existing facilities. Many of the upgrades to residence life since the last Self-Study stem from the findings and recommendations of this study.

UAM joined a national and state trend towards offering apartment-style living options on campus with the construction of a new student housing facility, the University Apartment Complex, in 1999. The apartments are designed to offer a comfortable transition between living in the residence halls and independent living after graduation. The Complex offers students a more autonomous lifestyle while enjoying the security and convenience of living on-campus. The two apartment buildings accommodate mostly upperclassmen with a total of forty-eight double-occupancy apartments. Each apartment
is completely furnished and includes a kitchen area complete with appliances, living room space, two bedrooms and a private bath. The rent for each apartment includes local phone service, internet access, basic cable television, and air conditioning. The apartments have proved to be a very popular option with students even though they are more costly than the residence halls.

The University has two female residence halls (Horsfall and Royer), one male residence hall (Bankston), and a residence hall (Maxwell) with two wings for male and female students. Single rooms are available on a first-come, first-basis in Horsfall, Royer, and Bankston Halls. Amenities common to all residence halls include local phone service, basic cable, internet access, TV Lounges, hall kitchenette with microwave, coin-operated laundry facilities, and residence parking. Bankston, Horsfall, and Royer Halls feature rooms that open to interior hallways and community bathrooms. Maxwell is a two-story suite style hall, with each suite consisting of two double occupancy rooms divided by a shared bathroom. Maxwell, located next to the University Apartment Complex, has exterior suite doorways that open onto a balcony that runs along the side of the building. Maxwell suites do not have kitchens or separate living rooms/bedrooms, but in terms of its physical arrangement Maxwell provides aspects of the independent living experience of the Apartment Complex. The Apartment Complex and Maxwell Hall share a Residence Director and four Residence Assistants, with two assistants living in each facility. Residents of the Complex and Maxwell are encouraged to participate in study and tutoring sessions in the other residence halls.

Residence Life addresses the academic life of residents in several ways. Horsfall, Bankston, and Royer each have quiet floors, typically the third floor, and residents of these floors sign a twenty-four hour quiet contract. Each hall provides a study room on the quiet floor, which is available for any resident who wants to set up study groups and for regularly scheduled tutoring sessions. Residents are encouraged to sign up for study groups and study sessions. Free tutoring is available on a weekly basis, with tutors being hired to be available in the study rooms for any student who needs help on a regular basis.
Before finals begin Residence Hall Directors plan an academic testing program for each hall that targets test taking skills, study techniques, and note taking. The Director of Testing is usually asked to be a guest speaker to help students prepare for finals. Residence Hall Directors track class attendance for residential students for the first three weeks of the semester, and may implement a wake-up program for students who are missing class. Students are encouraged to add their names to a wake-up list. When Academic Affairs forwards a list of students with several absences from class to the Residence Hall Directors, the Directors meet with the residents in order to identify ways to help them succeed. Referrals are made to counseling if needed.

Residence Life offers several services to ensure a safe, secure, and healthy environment. Each residence hall provides rooms that are ADA compliant. Campus security officers are encouraged to patrol the residence halls to give the residents an opportunity to get to know them and to provide a sense of security. Security cameras monitor the outside of the building as well as the bottom floor entrances in two of the halls. All residence halls are locked 24 hours a day, preventing guests and visitors from entering without an escort. Each resident is provided with a key to enter the building. The staff conducts monthly safety and health inspections of each room, and conducts monthly fire drills for each hall. Fire evacuation routes are posted on the backs of each residence hall room door, and each hall has a fire alarm system. The University prohibits flammable materials in the halls, and checks for prohibited materials during the monthly safety and health inspections.

The Residence Hall staff provides referrals to the UAM counselor when students are having life issues, and the staff provides programs for residents that target issues such as eating disorders, alcohol awareness, sexually transmitted disease awareness, drug awareness, and date rate drug awareness. The Office of Residence Life clearly considers the academic and personal needs as well as the physical housing needs of UAM on-campus students.
Student Organizations, Recreational Facilities, and Other Programs

UAM students have the opportunity to become involved in more than 50 student groups, including University-related groups (groups established by the University, such as the UAM Ambassadors), honor societies or organizations, religious organizations, academic clubs or groups organized around a particular subject or major, social fraternities and sororities, and special interest clubs or organizations.

The Student Activities Board is a group of students responsible for campus wide programming. In recent years the Board has sponsored movies, dances, and comedy acts. A comprehensive Intramural and recreational program offers a variety of sports competition, which fosters personal, educational, ethical, and physical development. Organizations, residence halls, independent teams, and individuals compete in flag football, basketball, baseball, softball, and several other sports. Other recreation opportunities include the use of the University indoor swimming pool and the following outdoor activity areas: three lighted tennis courts, two horseshoe pits, a disc golf course, two sand volleyball courts, and four outdoor basketball goals. Faculty, staff, and students use the track around the University stadium for walking and running. An exercise center with treadmills, a Stair Master, Health Riders, upright bikes, recumbent bikes, weight stations, and other equipment is located in the University Center.

The UAM Wellness Fair brings campus and community resources together in an interactive atmosphere to expose and educate students, faculty, and staff to various avenues of wellness–social, emotional, physical, and intellectual. The Fair features informational displays and provides free health screening for cholesterol, blood sugar, blood pressure, vision, hearing, body fat percentage, flexibility, grip strength, physical fitness, and more. The average attendance at the annual event is approximately 300.

Student Affairs promotes diversity education through lectures, showcases, and programs during Black History Month, and the University Martin Luther King Celebration. Alcohol Awareness Week features educational programs on alcohol abuse and the Red Ribbon Week awareness drive.
Student Affairs coordinates the annual nomination and submission process for *Who’s Who Among Students in American Universities and Colleges*. This prestigious award is conferred by more than 1,900 schools in all 50 states and the District of Columbia and is recognized on campus with the presentation of an awards certificate.

**Career Services**

Career Services encourages the discovery and refinement of students' work values, interests and skills, and their relationship to academic and career planning. With Career Services resources, professional knowledge, and support, students become responsible for their transition to productive academic endeavors and satisfying employment. This mission is accomplished through collaboration with students, faculty, staff, employers, the general public, and the use of state of the art technology.

Career Services is a comprehensive career counseling and resource center dedicated to empowering students as active participants in their own career development. Through career exploration and experiential opportunities, students are motivated to expand their knowledge of themselves and the world of work in a dynamic global community.

Additional information on the Office of Career Services is available in Chapter 6 of this Self-Study.

**Counseling, Testing, and Tutoring Services**

Information on the Counseling and Testing Services Office and the Office of Tutoring Services is available in Chapter 6 of this Self-Study.

**Gateway Student Support Services**

The Gateway Student Support Services (SSS) Program at the University of Arkansas at Monticello is a federal TRIO grant program that provides support services for college students. The purpose of the program at UAM is to help students have a
successful college experience by providing academic support and other services that assist eligible undergraduate students with adequate support to stay in college until they earn their baccalaureate degree. All services are offered at no cost to eligible UAM students who are first generation college students, low income, and/or disabled.

The goals of the program are to provide supportive services each year to 140 students who meet federal eligibility criteria, to increase retention rates and improve the graduation rates of program participants, to foster an institutional climate supportive of the success of program participants, and to enable program participants to gain the knowledge and skills necessary to pursue the full range of academic and career options available. The Gateway program accomplishes its goals through a staff of five employees, including a secretary, an educational specialist/counselor, a master tutor-reader and learning specialist, and the director of the office.

The Gateway program provides a comprehensive set of services to program participants. In the academic area, participants are provided one-on-one assistance with academic program requirements, course selection, and scheduling ‘realistic’ course loads. Each participant is assisted in developing an individual Academic Success Plan. The academic progress of all students is monitored periodically and each participant receives individualized conferences to ensure they remain focused and stay on track in order to achieve the goals of their success plan. Tutoring services are provided to participants on an ‘as-needed’ basis in a variety of general education and developmental courses. The Gateway staff works closely with the academic units to ensure the quality of tutorial services. Gateway collaborates with the Office of Financial Aid to ensure that participants receive their maximum financial aid package, and with the Office of Special Student Services to meet the special needs of program participants. The program provides personal and career counseling to participants. The educational specialist helps participants understand and cope with the problems they may encounter in college, and the staff provides assistance with decisions regarding majors and careers. Computer training in the form of assistance with word processing, e-mail, web searches,
spreadsheets, and other software programs is available as well. Peer mentoring in the form of one-on-one networking with upperclassmen participants and cultural enrichment in the form of access to educational activities, exhibits, and performances are other features of the program.

The Gateway SSS program offers a comprehensive program of services and individualized program delivery for a segment of the UAM population that is particularly at-risk: first-generation, low-income students with a physical or learning disability. The program thereby relates directly to the open-admissions role of the institution and its stated purpose of providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards (mission statement, purpose No. 5). Additional information on the Gateway SSS program is available in Chapter 6 of this Self-Study.

**The Office of Special Student Services**

The purpose of the Office of Special Student Services is to ensure that disabled students, faculty, and staff are given the same rights and services as other students at the University. The Director of Special Student Services is a member of ARK - AHEAD (the Arkansas Association on Higher Education and Disability) and the ADA (Americans with Disabilities) in Arkansas.

Students with learning and/or physical disabilities contact Special Services to provide information on the nature of their disability and the types of services and/or accommodations needed. Special Services acts as a liaison to arrange services with faculty, residence life, tutoring services, and other areas of the University. Accommodations and services may include: academic accommodations and counseling, priority registration and scheduling, alternative testing, taped tests, auxiliary aids and services, note takers, laboratory assistants, readers and/or scribes, sign language/oral interpreters, assistive listening devices, alternative formats for printed materials, and referral and liaison services to agencies such as Arkansas Rehabilitation Services. The
office clearly delineates the requirements regarding documentation of the disability and the responsibilities of the students who use the services of the office. Every course syllabus at the University contains a statement that addresses the institutional commitment to equal educational opportunities for students requiring special services, and the responsibilities of students to inform instructors of any necessary accommodations. The statement also contains contact information for the office.

Faculty Resources

The faculty is an essential resource for achieving the University mission and purposes. A review of the mission statement, shown in Chapter 4 of this Self-Study, reveals that the quality, number, composition, and dedication of the faculty pertain not only to the overall mission statement but to virtually all of the stated purposes of the institution. The UAM faculty consists of highly motivated, professionally qualified academics who are dedicated to teaching, scholarship, and service at the institutional, professional, and community levels.

Tables 5.5 through 5.7 present information on the faculty at the university level and by academic unit. The tables reflect the composition of the faculty as of spring and summer of 2004. At this time UAM had 122 full-time faculty members, not including administrators such as Deans and Chairs of academic units and faculty who share appointments with one of the research or extension services of the UA System. When the Colleges of Technology (undesignated rank faculty) are included, the total number of full time faculty increases to 150.

Of the 122 full-time faculty members, 53 (43.4 percent) are female, representing a steady increase in the percent of female faculty members over time, from 29 percent in 1985 and 32.5 percent in 1994. However, despite the efforts of the University and the individual academic units to encourage African-Americans to apply, there are only six (4.9 percent) African-Americans on the faculty, compared with four (3.4 percent) in 1994.
(The remaining minority faculty are Hispanic or Asian). When the Colleges of Technology are included, the institution has 8 African-American faculty, with a minor increase in the percentage to 5.3 percent. Nineteen of the 28 Colleges of Technology faculty are female, yielding an overall percentage of 48. While the female to male ratio has changed over time, African-American representation on the faculty has shown little change.

Sixty-seven percent of the faculty are tenured or tenure-track, with 45.9 percent being tenured. The latter figure is virtually identical to the percent of faculty who were tenured (45 percent) ten years ago. The major changes in the composition of the faculty over the last ten years have been the decline in the proportion of faculty with terminal degrees, and the increase in the proportion of instructors at UAM.

In 1994, 59.8 percent of the full time faculty held a terminal degree, with 41 percent holding the ranks of associate or full professor. In 2004, although the percentage of the faculty at the associate or full professor rank has increased to 46.7 percent, 63 of 122 faculty (51.6 percent) held terminal degrees, a decline of nearly eight percentage points. The 1994 data included Deans and Chairs of academic units and did not include the professional library staff, which now has faculty rank. After adjustments for comparability with the 1994 data, the percentage of faculty with terminal degrees in 2004 increases to 55.5 percent but remains below the 1994 value.

The major shift in faculty rank has been from the assistant professor level to the instructor level. Over the past ten years, the percent of faculty with instructor rank rose from 20 to 31 percent of the total faculty, while the percent with assistant professor rank fell from 38 to 22 percent. With 38 faculty at the instructor rank, the University has clearly been hiring more entry-level faculty at the instructor level. Part of the change in faculty composition may also be attributed to another shift in hiring patterns. In the past new faculty were primarily hired at the instructor or assistant professor level. In recent years more faculty have been hired at the associate level, with the higher rank being offered in part to make the University more competitive in the academic market.
These patterns are reflected in Table 5.6, which shows academic rank, terminal degree status, and tenure status by academic unit. In five of the academic units 60 percent or more of the faculty hold terminal degrees, in one unit half the faculty hold terminal degrees, in two units roughly 40 percent of the faculty hold terminal degrees, and in three units there are no faculty with terminal degrees (although the dean or chair may have a terminal degree). Since 1992-93, Business and Music have shown improvement in the number of faculty holding terminal degrees (from 18 and 22 percent of faculty in 1992 to 67 and 50 percent of faculty in 2004, respectively), with Arts & Humanities, Education, and Social and Behavioral Science experiencing a decrease in the number of faculty with terminal degrees and an increase in the number of faculty at the instructor rank.

A number of factors may have contributed to the increase in instructors and the decline in the percent of faculty with terminal degrees. In recent years there has been expanding student enrollment in market-driven fields (CIS, Nursing) in which the University has difficulty offering competitive salaries at the doctoral level. The standard teaching load is fifteen hours for instructors, and expanding enrollments with large entering freshmen classes over the past few years meant that more sections of general education and developmental courses had to be scheduled. Some of the new and/or growing programs require several hours of laboratory courses, field experiences, and internships, placing additional demands on faculty resources. Some of new programs also do not require doctorally-qualified faculty. Although the University has offered more competitive salaries in some areas and been able to attract more faculty holding advanced degrees, limited financial resources have meant fewer funds for recruiting and hiring in other areas. The rural, small-town environment of UAM can make it difficult to recruit and retain faculty, although the location and atmosphere have been positive factors for a number of faculty and potential hires.

The academic salary structure, both in the state of Arkansas and at the University,
may also be a significant contributing factor to the decline in terminal degrees and the rise in the number of instructors. In general, salaries in the state and at UAM are below national averages, making it difficult to hire and retain faculty. Table 5.7 presents information on faculty salaries at the University and for colleges and universities in the four-state West Central South region of the nation. Although salaries at the assistant rank are similar for the University and the region, University salaries are below the regional average at the other ranks, with the gap widening at the two upper ranks.

In examining the salary differences it should be noted that the salary information for UAM is based on fiscal year data for 2004-2005 while the regional data is for 2003-2004. In *The Annual Report on the Economic Status of the Profession* 2003-2004, the American Association of University Professors (AAUP) reported that average salaries of full-time faculty rose by 2.1 percent in 2003-04, the smallest percent increase in three decades. Although the small pay increase may be attributed partly to low inflation rates and cost-of-living adjustments, the organization also cited state budget cuts as the major factor. Nationally, state appropriations for higher education declined by 2.1 percent in fiscal year 2004, the first such decline in eleven years. This cut followed a year in which state appropriations for higher education rose by only 1.2 percent. Although UAM may be narrowing the gap with national and regional salaries, a part of the improvement must be attributed to the strapped budget situation of other states.

The range of salaries gives an idea of the variation in salaries by rank. While a part of the salary differences reflect length of time at UAM and the effect of accumulated pay raises over a period of years, the salaries also reflect variations in pay by academic area. The variations in pay make it possible for the University to attract faculty in the more market-driven areas but at the cost of faculty morale. Due to the budgetary situation in the state and at the University over the past few years, there is little provision for merit pay or individualized salary increases. Annual salary increases have been in the 2-3 percent range, and there was no salary increase a few years ago. Faculty receive annual raises of $1,000 and $2,500 upon promotion to the associate and full professor
ranks, respectively. A relatively flat salary structure from year to year makes it difficult to retain faculty.

The University has recognized problems with the salary structure but operates within the constraints set by state funding and a desire to keep tuition increases within bounds. For example, in past years the University has absorbed all or part of the increases in employee share of medical insurance premiums in an effort to maintain salaries and annual pay increases. At the time of the last self-study, employees paid 60 percent of the cost of major medical insurance, with the University bearing 40 percent of the cost. Employees now pay less than 40 percent of the cost, depending on the plan or option, with the University bearing the remainder of the cost.

The employee benefits package is competitive. The University bears 50 percent of the cost of dental insurance and 100 percent of the cost of basic life insurance, equal to the employee’s annual salary up to a maximum of $50,000. Employees have the option of purchasing additional types of insurance at group rates. A particularly attractive benefit is the retirement plan. The University contributes an amount equivalent to five percent of the employee’s pre-tax pay to an acceptable retirement plan (TIAA-CREFF or Fidelity) and matches employee contributions up to a maximum of 10 percent of gross salary. Employees who take advantage of the matching contribution provision can thereby accumulate annual retirement contributions equal to twenty percent of their gross salary. This has been an especially good benefit in planning for retirement.

Faculty Evaluation, Promotion and Tenure

One of ways in which the University seeks to ensure quality teaching is through evaluation of faculty and the promotion and tenure process. All faculty members receive a copy of the Faculty Handbook at the time of initial appointment, with information on faculty rights, privileges and faculty responsibilities. Chapters 2 and 3 of the Handbook, as well as Appendices B through D provide information on the evaluation process and the tenure and promotion process.
The annual evaluation process appropriately gathers information from students, faculty peers, and unit heads as well as the faculty member being evaluated. The areas addressed during the evaluation process are teaching, scholarship, service, and professional renewal.

Students receive standardized evaluation forms near the end of each semester to evaluate the instructor, the course, and themselves. Sheets for comments are also provided, and the students’ remarks and suggestions are encouraged. After the end of the semester, the faculty member and unit head each receive a copy of a report containing the evaluation results. These results can assist the instructor in improving the course and provide the unit head with additional information regarding the instructor’s teaching effectiveness.

Each faculty member prepares an annual Self Evaluation. A format for the self evaluation and cover sheet are provided to achieve consistency and to ensure that all the areas of faculty performance regarding teaching, service, scholarship, and professional renewal that the faculty have decided are essential to the evaluation process are addressed. A peer faculty team conducts individual and independent reviews of the Self Evaluation and completes an faculty peer review form. Each member of the team submits a signed copy of the review form to the unit head. The unit head reviews the Self Evaluation and supporting materials, in conjunction with the peer and student evaluations, and completes a faculty review form (the same review form is used by peers and unit heads). The unit head schedules individual sessions with faculty to review and discuss the evaluation. The academic unit head’s final evaluation and all supporting materials are then forwarded to the Vice Chancellor for Academic Affairs, who will review each faculty member’s evaluation and complete the assessment.

The faculty approved the evaluation process and procedures, and can modify them over time. Specially-appointed faculty committees have examined the evaluation process since the last Self-Study and made recommendations for improvement that were adopted by the faculty. The unit head/peer review form now uses a five-point rating scale
(replacing the previous four-point scale) and a checklist for the types of information (classroom observation, self-evaluation, student evaluation, and/or other) used to evaluate teaching has been added to the form. The following statement has been added to the time table chart and other handbook material on the process: “Teaching represents the unifying mission of the University throughout the faculty and the Academic Units.” The purpose of this statement is to reinforce the centrality of teaching to the mission of the University, and to ensure that teaching evaluations are based on an acceptable frequency of classroom observations. A minimum of one classroom observation per evaluation period, by peer or unit head, is specifically required for tenure-track and non-tenure track faculty in the initial five years of appointment.

Probationary faculty (tenure track and non-tenure track faculty) undergo a full evaluation process each year, consisting of a team of three peer reviewers, student evaluations in all courses, and a complete self-evaluation. Tenured faculty must undergo a full evaluation process every five years, referred to as the Post-Tenure Review, with a less comprehensive process (for example, one peer reviewer) in the interim. Tenured faculty are expected to continue to demonstrate reasonable contributions in teaching, professional growth and development, and service. The faculty modified the post-tenure evaluation process in 1998 to reflect this expectation and to provide a plan of action if the expectation is not met. A faculty member undergoing a Post-Tenure Review who receives a ‘less than satisfactory’ evaluation in any of the three major categories will, in conjunction with the academic unit head, develop a plan for improvement to be implemented for the following annual evaluation period. The policy enumerates subsequent steps in the process, depending on the progress of the faculty member in positively addressing the concerns.

The appointment, reappointment, tenure, promotion, and dismissal guidelines for the University of Arkansas at Monticello were modified and adopted by the UAM Assembly and approved by the UA System in 1992. The guidelines and criteria set forth by the policy instrument are campus-wide. The faculty reviews promotion and tenure
guidelines periodically, and they are modified as needed. Each academic unit has a promotion and tenure committee that acts in an advisory capacity to the unit head. Faculty are initially evaluated by Chair or School committees based on material submitted by the individual. The Chair or School committees then make recommendations to the unit heads, and their recommendations are submitted to the Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs appoints a campus-wide committee comprised of faculty members from other academic units. The members of the campus-wide committee independently evaluate the tenure and promotion materials and forward their unsigned recommendations to the Vice Chancellor. The Vice Chancellor makes recommendations to the Chancellor, who in turn makes recommendations to the System President and Board of Trustees.

Physical Resources

The physical facilities of the University of Arkansas at Monticello are adequate to accomplish the institution’s mission. The University has more square footage per student than any other public institution of higher education in Arkansas. The University owns 1,550 acres of land, of which 230 acres are maintained acreage. The remaining acreage is forested and represents a unique resource among higher educational institutions in Arkansas. The University Forest serves as a living laboratory for both teaching and research at the state’s only School of Forest Resources.

The University has 55 buildings with a total square footage of 879,662. Of the nearly 900,000 square feet, 63.3 percent (556,702) is used for educational and general purposes, with the remainder being used for auxiliary purposes (residence halls, athletic facilities, and a part of general-use buildings such as the Gibson University Center). The Colleges of Technology have a total of 12 buildings, with 93.9 percent of the total of 95,426 square feet being used for educational and general purposes.
A major goal of the University regarding its physical facilities was fulfilled with the completion of the Fred J. Taylor Library and Technology Center. The University has been able to accomplish many of the other planned improvements in physical facilities at the time of the last self-study. The following section describes new construction and major innovation projects completed since 1995. The sources of funds for the construction and renovation projects include UAM funds, funds from the Arkansas Natural and Cultural Resources Center (ARNRC), and state funds from various sources, including state funds for compliance with the American Disabilities Act (ADA).

New Construction and Major Renovation Projects

Classroom Buildings

A major renovation of the Memorial Classroom Building (MCB) was completed in 1999, at a total cost of $598,974. $300,000 of this amount was from ADA funds. In addition to other improvements, an elevator tower was added to provide access to all three floors of the building.

A renovation of the Forest Resources Complex was completed in 2002 at a total cost of $55,222.

The Science Center ventilation project was completed in 1999 at a cost of $132,251.

Other—various re-roofing and air conditioning projects for classroom and other buildings, as described below.

Academic Support and Student Support Facilities

A major renovation of Harris Hall was completed in 2003, at a total cost of $3,270,151. The restoration project was funded in part by two grants from the Arkansas Natural and Cultural Resources Center totaling $1.25 million. Harris Hall is now home to UAM’s one-stop student services program. An elevator provides access to all three floors.

The construction of the Fred J. Taylor Library and Technology Center was completed in 2001, at a total cost of $7,013,142. The Library and Technology Center, a state-of-the-art facility located in the center of the campus, is described in other sections of this self-study.
A renovation of the Old Student Union (OSU) building, at a cost of $63,687, was completed in 2002.

**Residence Halls**

The construction of the student Apartment Complex, described elsewhere in this chapter, was completed in 2000 at a total cost of $2,450,861.

There were major renovation projects in all four residence halls in recent years. The Maxwell Hall renovation project was completed in 2003 at a total cost of $515,776; the Bankston Hall renovation project in 2002 at a total cost of $589,846; the Horsfall Hall renovation project in 2001 at a total cost of $1,699,677; and the Royer Hall renovation project in 2000 at a total cost of $516,865.

**Athletic Facilities**

The construction of a football practice field was completed in 2004, at a total cost of $56,793. A softball field was constructed in 2000 at a cost of $69,966. The construction of a rodeo facility was completed in 2002 at a cost of $39,644.

A renovation of the Stedman Fieldhouse was completed in 2002 at a total cost of $244,537. Another renovation, including re-roofing, was completed in 1997 at a cost of $552,927.

New stadium lights were installed at Cotton Boll Stadium in 2003 at a cost of $236,404. Another renovation project was completed in 2000 at a cost of $48,618.

The construction of the Athletic Facility building was completed in 1999 at a total cost of $444,627.

**Re-roofing and HVAC Replacement**

New sloped-metal roofs were installed on several buildings, including Harris Hall and Horsfall Hall (in 1999 at a cost of $467,112); the Administration Building and Forest Resources Complex (1998, $119,692); the Fine Arts Center and Memorial Classroom Building (19998, $248,874); and the Science Center and Old Student Union (1995, $554,360).

HVAC (Heating, Ventilation, and Air Conditioning) units were replaced or repaired in several buildings, including the Forest Resources
Complex and Administration Building (1999, $12,357); the Administration Building (1998, $58,575); and the Fine Arts Center (1996, $81,620).

Air conditioning units were replaced in Wells Hall, the Forest Resources Complex, and the Museum in 2001 at a total cost of $39,119.

**General Campus Improvement Projects**

An ADA compliance implementation project was completed in 2002 at a total cost of $180,214. $93,075 of this amount came from ADA funds.

New campus lighting and signage was installed in 2002 at a total cost of $70,521.

Parking lots and roads were constructed in 2002 at a cost of $48,712, and in 2001 at a cost of $159,448.

A Public Safety Office was constructed in 2001 at a total cost of $64,092. This facility, located near the main entrance to the campus, is conveniently placed for vehicle registration by students and faculty. The central location also facilitates campus patrols and other functions of Public Safety.

$427,306 was spent on campus water and sewer improvements in 2000. A telephone expansion project was completed in 2000 at a cost of $188,025. $56,488 was spent on campus-wide asbestos abatement in 1997.

The construction of a recycling and storage facility was completed in 1998 at a cost of $237,962.

Another project that had a significant impact on the campus was the renovation of Willard Hall. The Physical Plant staff renovated the building, which had been leased to another educational agency for several years. Before the renovation, Education, Social and Behavioral Sciences, and Arts and Humanities were housed in the Memorial Classroom Building, which did not have room for the faculty offices and classroom requirements of three academic units. Willard Hall now houses the School of Education.

The next major physical facilities project is the renovation of the Old Student Union (OSU). The OSU played an important role during the construction of the Library, by housing the library in the period between the demolition of the former library and the completion of the new facility. Student Services and the Office of the Registrar were
housed in the OSU during the Harris Hall renovation. The OSU will be renovated to house the growing band and choral programs. The facility will be named the Performing and Visual Arts Complex. (The art major complex is already located in the OSU).

The above pattern of expenditures demonstrates the University commitment to expanding, improving, and maintaining its physical facilities. The University has met its physical plant needs both by new construction and by modernizing existing buildings to serve current needs. However, the University still has needs for additional classroom space, and some buildings need to be upgraded. The need for a new classroom building has been discussed for some time. The University has recently contacted an architectural firm to develop a Master Facilities Plan. The plan will assess facility needs at the institution and examine possible building sites to generate a unified campus structure design as the institution expands its physical resources.

**Technology Resources**

The Department of Information Technology (IT) operates with a staff of eight, which includes a secretary. Another position has recently been added to the Department, resulting in a staff of nine. IT provides essential support for delivery of several University services. The significance of IT to the campus can be illustrated by the following developments on campus. From 1997 to 2004, the number of personal computers on campus has risen from slightly over 200 to approximately 1,110. Over the past five years, the number of personal computers on campus has almost tripled. During the same period, server-based services have increased exponentially, and the number of servers has increased by almost five times. The number of access ports to the network has tripled in the past five years. Currently, there are 1,542 access ports in the buildings on campus, and another 552 ports in the residence halls. While there has been a huge
growth in technology support services offered over the past five years, only one position has been added to the Department.

The demands on Information Technology will likely grow as UAM expands its distance education offerings in the form of on-line and CIV (Compressed Interactive Video) courses. In a recent report on distance education trends in higher education, ADHE noted that enrollment in distance education courses in four-year Arkansas public institutions rose from 2.5 percent of the total full-equivalent enrollment in 1999 to 12.8 percent in 2004. Public four-year colleges in Arkansas offered 595 distance education courses in the fall of 2003, and 812 in the fall of 2004. (Multiple sections of a course are counted once). UAM offered 40 distance education courses in fall 2003, and 56 in fall 2004. According the ADHE data, over this period UAM offered a larger number of distance education courses than four of the larger universities in the state (Henderson State University, Southern Arkansas University, the University of Central Arkansas, and the University of Arkansas at Pine Bluff).

The following is a partial list of the technologies and services available at UAM for the use of faculty, staff, and students. The Department of Information Technology provides support (consisting of on-call support and in many cases nighttime and weekend support) for: on-line and web-facilitated courses, the UAM website, CIV courses, smart rooms, mobile projectors, satellite broadcasting, web and audio conferencing, software utilization, classroom technologies, email services, and Internet services. The Department also provides support for administrative software, five open personal computer labs on the campus, four CIV labs, eleven instructional personal computer labs associated with specific academic units, and six personal computer labs on the campuses on the Colleges of Technology. Other technological resources and services include 25 servers and network links to the buildings on campus and the state network.

It is reasonable to expect technological resources and services to continue to grow at UAM. The demand for these resources and services will certainly increase. Although the number of instructional and open labs have increased since the time of the last Self-
Study, there is still a need for additional computer labs. More multimedia equipment is needed for classrooms. The UAM University Website is becoming the central point of communication for the campus, and better content tools are needed for its management. In addition to meeting the increased demand for services and support, Department and University resources are confronted with security issues posed by viruses and an increasing volume of e-mail spam.

**Financial Resources**

The University of Arkansas at Monticello derives its major source of funds to support Educational and General (E&G) expenditures through state appropriations. The second largest source of funds comes from student tuition and fees. Other sources of financial support include grants, sales and services, gifts, and other sources.

**The Operating Budget**

The institutional operating budget serves as a vehicle for planning, allocating, controlling, and maximizing financial resources in order to fulfill the educational mission of the institution. The formal annual budgeting process begins in early spring when the Executive Cabinet discusses goals and priorities for the upcoming fiscal year (July 1 through June 30). The Executive Council reviews year-to-date financial activity and compares it to revenues and expenditures in the previous year. Fixed costs allocations and conservation revenue projections provide a starting point for the construction of the budget. The Executive Council meets frequently to refine the figures, and seeks input, suggestions, and requests from unit and department heads. Contingency funds are always included in the budget to ensure adequate funds are available for changing institutional needs.

After a preliminary budget is prepared, the Chancellor and the Vice Chancellor for Finance and Administration meet with the President of the University of Arkansas
System to discuss budget assumptions. Normally, proposed tuition and fee changes are brought before the Board of Trustees in April, and proposed operating budgets are submitted to the Board in May. After budgets are approved, unit and department heads receive notice of their next year’s budget from their respective Executive Council member. A copy of the operating budget is placed in the campus library for viewing by any interested party.

The Arkansas General Assembly convenes every two years to consider issues and to enact legislation. The E&G Operations request process begins 18 months prior to the legislative session when institutions and the Arkansas Department of Higher Education begin exchanging data and information. The ADHE, at the direction of the Arkansas Higher Education Coordinating Board, develops a funding formula that strives to produce funding recommendations that are fair and appropriate. Because Arkansas laws prohibit deficit spending, each appropriation is divided into priority categories. This priority plan, known as the Revenue Stabilization Act (RCA), requires that funding allocations be based on actual state revenues. The result is that the amount received by the University is usually less than the amount appropriated by the State.

Sources and Uses of Funds

Table 5.8 presents information on University financial resources in the form of sources and uses of funds. Over the past four fiscal years state appropriations have been the major source of funds, accounting for 55 percent of total revenues in 2000-01 and approximately 44 to 46 percent thereafter. Tuition and fees have accounted for 27 to 33 percent of revenues over this period. Auxiliary services have shown little variation, typically accounting for 16 to 18 percent of funds, with Education and General Revenues accounting for the remainder. While revenue from tuition and fees has risen steadily, tuition and fees accounted for 27 percent of total revenues at the beginning and end of the four-year period. Educational and General Expenditures account for slightly more than 80 percent of the allocation of funds. From 2001-02 to 2003-04, the categories of
instruction and academic support rose from 42 to 46 percent of allocations. Institutional support expenditures remained fairly stable at 11 to 12 percent of total allocation.

One item of concern is funding for faculty research, which has decreased from a relatively small amount of less than $8,000 in 2000-2001 to $0 in 2003-2004, with no funding being anticipated for the coming fiscal year. Travel funding for faculty development has also declined over this period. Faculty have increasingly relied on funds obtained from grants, personal funds, and funds available through particular budgets for professional development.

For the coming year, tuition for undergraduates will increase from $90 to $95 per credit hour, with graduate tuition increasing from $122 to $128 per credit hour. This increase is representative of tuition increases over the past several years, as the University has tried to control costs for its student population. UAM has typically had the lowest annual tuition increases among four-year public schools in Arkansas. Mandatory fees in 2003-2004 were as follows: activity fee $3 per credit hour, instructional equipment fee $5 per hour, athletic fee $3 per credit hour, facilities fee $5 per hour, student services fee $1 per hour, library enhancement fee $1.50 per hour, and the technology infrastructure fee $4 per hour. The Board approved an increase in the athletic fee to $6 per credit hour, mandatory fees otherwise remain unchanged for the coming academic year. In lieu of other mandatory fees, students in remote CIV courses are assessed a fee of $30 per credit hour in undergraduate courses, and $50 per credit hour in graduate courses. Student fees have become an increasingly important source of funds, allowing the University to obtain funding for particular activities.

The University, operating within fiscal constraints, demonstrates an appropriate allocation of funds among academic and other purposes, while striving to keep control costs for students.

**Strengths, Weaknesses, Threats, and Opportunities for Improvement**
The University of Arkansas at Monticello has effectively organized the human, physical, and financial resources needed to accomplish its purposes. The University has a governance structure that allows faculty, staff, and students to participate in the decision-making process. Faculty have ownership of the curriculum through the Curriculum and Standards process. Items affecting the academic operations of the University come before the Assembly for debate, consideration, and action. The University has experienced increasing enrollment in recent years. A number of support programs are in place for academically under-prepared students, and a strong scholarship program attracts better-prepared students to the campus. Residence Life has upgraded the residence halls physically and in terms of programs available for on-campus students. Several major construction projects have been completed in the last ten years, and the University is in the process of developing a Master Facilities Plan to guide future construction. Technology resources and services have increased dramatically. The operating budget supports the University mission in its allocation of funds.

The recent merger with the Colleges of Technology presents both opportunities and challenges, in terms of offering more options for our students and in terms of integrating the institutions. Some operations are fully or mostly integrated while the integration of other operations is in progress. The merger has resulted in increased duties for many of the offices on campus that must now process application forms, financial aid, and keep academic and technical course records for the three campuses.

The faculty possesses degrees from accredited institutions that are appropriate to the mission of the university. There has been some decline in the number of terminal degrees and an increase in the number of instructors, but in part this reflects the nature of some of the new majors that require extensive field work supervision but do not necessarily require terminally-qualified faculty. Faculty salaries and professional development support in the form of travel and research funds have been items of concern. While there have been substantial and significant improvements in the physical plant of the campus, there is a need for additional classroom space and some buildings need to be
renovated. While there has been a substantial increase in technological services, there has been a substantial increase in the demand for technological services as well. As more university functions become technology-based, interruptions in service and security issues necessarily become issues of greater concern.
Table 5.1
University of Arkansas at Monticello
Student Enrollment Information

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount Full and Part Time</th>
<th>Full Time Equivalent</th>
<th>Student Semester Academic Credit Hours</th>
<th>Residential Students</th>
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</thead>
<tbody>
<tr>
<td>Fall 1998</td>
<td>2,094</td>
<td>1,882</td>
<td>27,608</td>
<td>462</td>
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<tr>
<td>Fall 1999</td>
<td>2,254</td>
<td>1,993</td>
<td>28,658</td>
<td>542</td>
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<tr>
<td>Fall 2000</td>
<td>2,323</td>
<td>2,024</td>
<td>29,008</td>
<td>516</td>
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<tr>
<td>Fall 2001</td>
<td>2,332</td>
<td>1,998</td>
<td>29,092</td>
<td>485</td>
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<tr>
<td>Fall 2002</td>
<td>2,482</td>
<td>2,195</td>
<td>31,303</td>
<td>491</td>
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<td>Fall 2003</td>
<td>2,687</td>
<td>2,353</td>
<td>33,225</td>
<td>536</td>
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Table 5.2
Academic Preparation Indicators
Entering Freshman Class
University of Arkansas at Monticello and
Arkansas Four Year Public Institutions

<table>
<thead>
<tr>
<th>Fall of Year</th>
<th>Average Composite ACT Scores</th>
<th>Percent Requiring Remediation in Math</th>
<th>Percent Requiring Remediation in English</th>
<th>Percent Requiring Remediation in Reading</th>
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<tbody>
<tr>
<td>1999</td>
<td>19.4</td>
<td>21.7</td>
<td>61.0%</td>
<td>37.7%</td>
</tr>
<tr>
<td>2000</td>
<td>19.3</td>
<td>21.8</td>
<td>63.5%</td>
<td>37.2%</td>
</tr>
<tr>
<td>2001</td>
<td>19.4</td>
<td>21.7</td>
<td>60.9%</td>
<td>40.9%</td>
</tr>
<tr>
<td>2002</td>
<td>19.1</td>
<td>21.8</td>
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<td>40.3%</td>
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<tr>
<td>2003</td>
<td>18.9</td>
<td>21.8</td>
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<td>39.9%</td>
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<td>Fall Cohort</td>
<td>University of Arkansas at Monticello</td>
<td>Arkansas Four Year Public Institutions</td>
<td>University of Arkansas at Monticello</td>
<td>Arkansas Four Year Public Institutions</td>
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<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Fall Cohort</td>
<td>Enrolled After One Year</td>
<td>Enrolled After One Year</td>
<td>Enrolled After Two Years</td>
<td>Enrolled After Two Years</td>
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<td>-------------------------</td>
<td>-------------------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>1996</td>
<td>66.2%</td>
<td>74.3%</td>
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<tr>
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<td>Fall Cohort</td>
<td>After Four Years</td>
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<td>After Six Years</td>
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<td>---------------</td>
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<td>UAM</td>
<td>Ark. Four Year Public</td>
<td>UAM</td>
<td>Ark. Four Year Public</td>
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<tr>
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<td>7.6%</td>
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<tr>
<td>1994</td>
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<td>1995</td>
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<tr>
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<td>34.5%</td>
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<tr>
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<tr>
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<td>15.3%</td>
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<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>Rank</td>
<td>Total</td>
<td>Terminal Degree</td>
<td>With Tenure</td>
<td>Tenure Track</td>
</tr>
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<td>--------------------</td>
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<td>-----------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Professor</td>
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<td>23</td>
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<tr>
<td>Total UAM</td>
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<td>56</td>
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</tr>
<tr>
<td>Percent</td>
<td>100.0</td>
<td>51.6</td>
<td>45.9</td>
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Numbers do not include Deans or Chairs of Schools and Divisions
<table>
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<tr>
<th>Academic Unit</th>
<th>Prof</th>
<th>Assoc. Prof.</th>
<th>Assist. Prof.</th>
<th>Instr.</th>
<th>Total</th>
<th>Terminal Degree Number &amp; Percent</th>
<th>Tenured or Tenure Track</th>
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<td>Agriculture</td>
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<td>1</td>
<td>1</td>
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<td>3</td>
<td>3</td>
<td>100.0</td>
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<tr>
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<td>1</td>
<td>11</td>
<td>19</td>
<td>8</td>
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<td>Business</td>
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<td>5</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>66.6</td>
</tr>
<tr>
<td>Computer Information Systems</td>
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<td>0</td>
<td>2</td>
<td>5</td>
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<tr>
<td>Education</td>
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<td>15</td>
<td>6</td>
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<td>Forest Resources</td>
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<td>7</td>
<td>1</td>
<td>17</td>
<td>14</td>
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<td>Library</td>
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<td>2</td>
<td>0</td>
<td>4</td>
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<tr>
<td>Mathematical &amp; Natural Sciences</td>
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<td>4</td>
<td>7</td>
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<td>12</td>
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<td>1</td>
<td>7</td>
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<td>Social &amp; Behavioral Sciences</td>
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<td>4</td>
<td>5</td>
<td>5</td>
<td>17</td>
<td>11</td>
<td>64.7</td>
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<td>31</td>
<td>27</td>
<td>38</td>
<td>122</td>
<td>63</td>
<td>51.6</td>
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</table>

Numbers do not include Deans or Chairs of Schools and Divisions
### Table 5.7
Faculty Salaries by Rank
University of Arkansas at Monticello
 Colleges of Technology at Crossett and McGehee

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean</th>
<th>High</th>
<th>Low</th>
<th>Other Regional Institutions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$59,710</td>
<td>$92,534</td>
<td>$42,896</td>
<td>$67,747</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>50,238</td>
<td>85,152</td>
<td>35,855</td>
<td>$54,930</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>46,463</td>
<td>64,184</td>
<td>32,960</td>
<td>$46,624</td>
</tr>
<tr>
<td>Instructor</td>
<td>35,359</td>
<td>57,200</td>
<td>11,475</td>
<td>$37,645</td>
</tr>
<tr>
<td>Undesignated Rank--</td>
<td>40,978</td>
<td>53,170</td>
<td>23,695</td>
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</tr>
<tr>
<td>Colleges of Technology</td>
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Table 5.8
University of Arkansas at Monticello Operating Budget by Fiscal Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>7,395,564</td>
<td>7,466,773</td>
<td>6,210,740</td>
<td>5,691,553</td>
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<td>State Appropriations</td>
<td>12,028,665</td>
<td>9,783,183</td>
<td>10,115,364</td>
<td>11,744,386</td>
</tr>
<tr>
<td>Total E&amp;G Budget*</td>
<td>23,198,865</td>
<td>18,841,709</td>
<td>17,902,660</td>
<td>17,782,894</td>
</tr>
<tr>
<td>Auxiliary Revenues</td>
<td>4,475,596</td>
<td>4,104,404</td>
<td>4,096,172</td>
<td>3,662,360</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>27,674,461</td>
<td>22,946,113</td>
<td>21,998,832</td>
<td>21,405,254</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Allocations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>11,441,985</td>
<td>8,025,730</td>
<td>8,222,778</td>
<td>8,616,752</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>1,237</td>
<td>6,658</td>
<td>7,684</td>
</tr>
<tr>
<td>Public Service</td>
<td>101,544</td>
<td>61,510</td>
<td>42,726</td>
<td>29,233</td>
</tr>
<tr>
<td>Academic Support</td>
<td>1,431,279</td>
<td>1,211,158</td>
<td>1,322,371</td>
<td>1,377,078</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,166,882</td>
<td>1,055,883</td>
<td>1,046,070</td>
<td>1,032,157</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>3,492,756</td>
<td>2,624,954</td>
<td>2,834,199</td>
<td>2,728,345</td>
</tr>
<tr>
<td>Total E&amp;G*</td>
<td>23,198,865</td>
<td>18,441,665</td>
<td>18,769,449</td>
<td>17,998,768</td>
</tr>
<tr>
<td>Total Auxiliary</td>
<td>4,475,596</td>
<td>4,099,751</td>
<td>4,092,700</td>
<td>3,617,879</td>
</tr>
<tr>
<td>Total Allocations</td>
<td>27,674,461</td>
<td>22,541,416</td>
<td>22,862,149</td>
<td>21,616,647</td>
</tr>
</tbody>
</table>

*Total E&G revenues and allocations include some funds that are not shown in the table.
Chapter 6
Criterion Three

The institution is accomplishing its educational and other purposes

Introduction

The University of Arkansas at Monticello is accomplishing its stated educational and other purposes. The University’s purposes are accomplished through appropriate, well-defined academic programs. These programs are constructed of courses and activities that challenge students’ intellect and encourage students to scrutinize their personal, social, and civic values.

Assessment of student achievement is integral to the continual improvement of teaching and learning within these programs. The University’s assessment strategy is hierarchical in nature and permeates the academic community. Assessment activities occur at multiple levels, beginning with individual courses and faculty, continuing up through academic units, and culminating in a campus-wide committee focused on assembling assessment materials, synthesizing and interpreting relevant information, and suggesting appropriate responses and actions.

Student Affairs supports UAM’s efforts to accomplish its educational purposes by providing tutoring, career counseling, and testing services. It also meets the social, cultural, physical, and spiritual needs of students, thus enhancing and enriching their educational experiences. Student Affairs plays an essential role in promoting diversity education on campus and in the community. Each year it sponsors the Martin Luther King Celebration and promotes Black History Month through special programs and activities. Students Affairs therefore complements the work of the academic arm of the campus.
Academic Programs
Undergraduate Programs and Development

The nine undergraduate degrees and 34 programs of study offered by the University of Arkansas at Monticello are outlined in Table 6.1. Individual course descriptions and requirements are available in the Programs of Study section of the University catalog.

Table 6.1
Undergraduate Degrees and Associated Programs of Study
Offered by the University of Arkansas at Monticello

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>PROGRAMS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate of Applied Science</strong></td>
<td>Agriculture Production Management</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Paper/Pulp Technology</td>
</tr>
<tr>
<td><strong>Associate of Arts</strong></td>
<td>General Education</td>
</tr>
<tr>
<td><strong>Associate of Science</strong></td>
<td>Land Surveying Technology</td>
</tr>
<tr>
<td><strong>Bachelor of Arts</strong></td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Special Education</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>History and Social Studies</td>
</tr>
<tr>
<td></td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td>Middle Level Education</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td></td>
<td>Speech Communication</td>
</tr>
<tr>
<td><strong>Bachelor of Business Administration</strong></td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Business Administration</td>
</tr>
<tr>
<td><strong>Bachelor of Music Education</strong></td>
<td>Music Education</td>
</tr>
</tbody>
</table>
### Bachelor of Science

- Agriculture
- Biology
- Business Technology Education
  *(Note: No new students are being admitted to this major)*
- Chemistry
- Computer Information Systems
- Criminal Justice
- Forestry
- Health and Physical Education
- Mathematics
- Natural Science
- Psychology
- Spatial Information Systems
- Wildlife Management

### Bachelor of Science in Nursing

- Nursing

### Bachelor of Social Work

- Social Work

The University also offers seven pre-professional studies that provide courses to prepare students for numerous professional programs. These programs include: Pre-Veterinary, Pre-Engineering, Allied Health, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy, and Pre-Law.

A number of students may not have decided upon an academic major during their first two years of enrollment. The University provides a program of general studies for such students. Students may complete the Associate of Arts degree without deciding upon a major. Alternatively, students may earn the Associate of Arts degree while completing freshman and sophomore course requirements for a chosen major.

Program development is overseen by the University-wide Curriculum and Standards Committee, whose primary responsibility is the supervision of University academic standards and academic unit curriculum development at the undergraduate level. The Committee makes recommendations to the University Assembly on new major and minor programs, changes in existing programs, general changes in academic policy,
matters pertaining to the General Education program, general and specific degree requirements, and course modifications, additions and deletions.

In general, academic unit heads are responsible for presenting proposed program changes to the Curriculum and Standards Committee. However, others may make recommendations for program changes or general changes in academic policy provided the head of the academic unit involved receives advance notice and has the opportunity to be present whenever matters concerning his or her academic unit are to be discussed. Recommendations by the Curriculum and Standards Committee are implemented with the sanction of the University Assembly and the Chancellor. Details of the Committee’s role, function, and procedural guidelines are available in the “Curriculum and Standards Operating Procedures” document, available in the resource room.

Graduate Programs and Development

The three graduate degrees and four programs of study offered by the University of Arkansas at Monticello are outlined in Table 6.2. Individual course descriptions and requirements are available in the Graduate Programs section of the University catalog.

Program development is overseen by the Graduate Council, whose primary responsibility is the supervision of University academic standards and program development at the graduate level. The Council implements guidelines for graduate education and reviews/develops policies and procedures concerning matters submitted by academic units. Actions of the Graduate Council are implemented with the agreement of the Graduate Faculty and the Chancellor. Details of the Council’s role, function, and procedural guidelines are available in the “Organization of Graduate Studies” document. More detailed information concerning graduate education is available in Chapter 10: Graduate Studies.
Table 6.2
Graduate Degrees and Associated Programs of Study Offered by the University of Arkansas at Monticello.

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>PROGRAMS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching (M.A.T)</td>
<td>Teaching</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Education (with concentrations)</td>
</tr>
<tr>
<td></td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Master of Science</td>
<td>Forest Resources</td>
</tr>
</tbody>
</table>

Program Review

Monitoring of existing programs is accomplished through the University Program Review Committee. The major functions of the Program Review Committee are to: (1) review program reports prepared by academic units; and (2) make suggestions regarding program development, direction, improvement, modification, or deletion.

All degree programs are reviewed using the Academic Program Review Guidelines according to a ten-year schedule. However, any program can be reviewed at any time upon the request of an academic unit head, the Vice Chancellor for Academic Affairs, the Chancellor, or the Arkansas Department of Higher Education.

Individual programs are first reviewed by the academic unit and then by the Program Review Committee. Accredited, certified, or licensed programs that meet degree productivity guidelines are not subject to further review by the University or the Arkansas Department of Higher Education unless specifically requested. Designated
cognate programs are also exempt from further review by the University or the Arkansas Department of Higher Education unless specifically requested.

For each program scheduled for review, the head of the academic unit is responsible for supervising a self-study and preparing and submitting a report to the Program Review Committee. Faculty of the unit assist in this process. The report to the Program Review Committee is designed to provide an adequate description of the program being reviewed. The report must include, but is not limited to, the following components:

1. faculty credentials and the percentage of each faculty’s time devoted to the program;
2. currency of the curriculum and frequency of course offerings;
3. adequacy of library resources, facilities, and equipment;
4. majors/minors by discipline by class level, course enrollments by term, and faculty SSCH/credit hours/contact hours by term;
5. assessment of student learning, number of graduates by major/minor, placement of graduates, and student and employer satisfaction; and
6. plan to remove program deficiencies to meet minimum standards.

For accredited, certified, or licensed programs that meet productivity guidelines, the items to be presented to the Program Review Committee consist of the documents prepared for the accreditation and the resulting feedback from the accrediting agency.

General Education

The General Education program is based on the philosophy that all students should have a solid foundation for sustained lifelong learning. The General Education program at the University of Arkansas at Monticello attempts to provide students this opportunity through specifically identified courses and through restricted electives. The goals and general content of the General Education program belong to the University community, not an individual academic unit. Thus, a University-wide General Education
Committee is charged with the responsibility of overseeing and monitoring general education goals, requirements, and curriculum proposals.

The General Education program is designed to help students develop and enhance their abilities to reason critically, analyze objectively, think creatively, perceive assumptions, make judgments on the basis of values, construct arguments, use evidence, and communicate and observe effectively. Additionally, the specific skills of reading, writing, computation, comprehension, listening, and speaking are enhanced through General Education. The program strives to instill an appreciation and understanding of the creative, intellectual, social, and scientific forces which shape our history and guide our lives. When students complete the General Education program, they should be prepared to perform effectively and responsibly in society and should have the base of knowledge necessary for the pursuit of advanced studies.

General Education requirements apply to all baccalaureate degrees. These requirements exist to ensure that each student’s program contains a significant liberal arts emphasis. It is expected that students will complete the General Education requirements within their first 60 hours. Specific General Education requirements are available in the University catalog.

**Academic Support Units**

A variety of academic support services enables the University to accomplish its educational and other purposes. Academic support units include the Fred J. Taylor Library and Technology Center, Writing Center, Department of Information Technology, Distance Education, Registrar’s Office, and Continuing Education housed in Academic Affairs.

**Fred J. Taylor Library and Technology Center**

The Fred J. Taylor Library and Technology Center collections comprise over 500,000 items including books, bound periodicals, microforms, government documents,
and over 1,200 serial subscriptions. An online catalog provides access to all library collections from many campus locations and nationwide through the Internet. The Library’s home page furnishes access to extensive periodical databases as well as links to web sites of interest to the graduate and undergraduate student. Additionally, the Library participates in a reciprocal borrowing agreement with the University of Arkansas System libraries and other academic libraries in Arkansas. Memberships in regional and national computer networks provide extensive opportunities for research and promote resource sharing.

**Writing Center**

Services of the Writing Center are free to all university students. Housed in the School of Arts and Humanities, the Writing Center is staffed by senior-level English majors who can assist students during all stages of the writing process. Writing is recognized as a recursive, overlapping activity which involves pre-writing, drafting, revising, proofreading, and publishing. Whatever the academic discipline or class assignment, the peer tutors provide feedback and suggestions which will help students understand the essential elements of academic writing. A member of the English faculty serves as Director of the Writing Center.

Writing Center tutors help students generate ideas, develop a thesis, organize material, and revise early drafts. Students are also assisted in learning about grammar, style, and clarity; learning about their own writing process; and learning how to improve proofreading skills. The Center’s staff and tutors work one-on-one with students on a variety of writing projects: compositions, reports, outlines, business letters, research, and fiction. The Writing Center is particularly helpful in assisting remedial students. Additionally, the Writing Center has 25 networked computers with Internet capability. Tutors can assist students with World Wide Web research and word processing.
Department of Information Technology

The University provides opportunities for students and other members of the University community to enhance their educational experiences and expand their academic knowledge by making available to them access to computer facilities and resources, including the Internet. Computing and networking resources have been allocated for academic activities that are consistent with the mission and goals of the University, i.e., to support teaching, research, administrative processes, University-sponsored community service, and other legitimate pursuits. Each faculty and staff member is eligible for an e-mail account and Internet access, as is any student who is enrolled in three or more hours (credit or audit). The Department of Information Technology is responsible for administering and/or overseeing the campus computer network, including all network connections in campus offices, labs, and residence halls, as well as the campus’s public computer labs and facilities. The Information Technology Department also provides support for Distance Education services, which include interactive video conferencing, satellite downlink, and web-based instruction. Workshops covering the UAM computer network options are offered to faculty, staff, and students.

Registrar’s Office

The Registrar’s Office supervises registration for classes, maintains academic records, and issues transcripts. This office also provides certification information for Department of Veterans Affairs programs.

Continuing and Distance Education

One of the ways in which the University is addressing the needs of the population it serves is through distance education. Ten years ago, UAM offered “distance education” by offering classes at three remote locations, Forest Echoes Technical Institute in Crossett, Three Rivers Technical Institute in McGehee, and the Adult Education Center in
Dumas. UAM scheduled classes, typically courses in the general education core, and provided instructors at the remote sites. Technological advances have, of course, changed the face of distance education at UAM.

The University administers distance education primarily through CIV and on-line courses. Several interactive video classrooms facilitate on-and off-campus instruction and teleconferencing for business and industry. All of the conferencing/classroom facilities are professionally staffed and maintained. The University also provides satellite downlink and viewing facilities with the capability to seat large audiences. Other distance education services include web-based instruction and computer labs for individuals needing public access to equipment and the Internet. Previously, Academic Affairs and General Studies assumed primary oversight of off-campus and distance education; academic units now schedule various CIV classes at the request of the technical colleges in Crossett and McGehee.

The School of Business has established a cooperative program with Phillips County Community of the University of Arkansas whereby students may earn the Bachelor of Business Administration through CIV. This program meets the needs of individuals wishing to pursue degrees in the evenings. Students may enroll for courses at locations in Dewitt, Helena, and Stuttgart.

The University of Arkansas at Monticello has also followed a state trend in offering concurrent enrollment opportunities for high school seniors. For a number of years, high school students have enrolled for college courses on the UAM campus. The Governor of Arkansas has begun vigorously to promote concurrent enrollment, giving students the opportunity to fulfill collegiate general education courses before they complete high school. UAM is continuing to work with local high schools to ensure that any secondary courses taken for college credit conform to university-level expectations.

The University seeks to meet the educational needs of the working adult, and life enrichment and skill development needs of children and adults of all ages. Programs offered through the Office of Continuing Education range from full-semester courses to
one or two-month mini-courses or workshops lasting from one day to a week or more. Some programs are offered in partnership with professional, business, and public service organizations. Most programs are initiated and taught by University faculty.

Several academic units provide in-service teacher education programs. The Southeast Arkansas Center for Mathematics and Science Education, the Center for Economic Education, and various educational programs for K-12 educators desiring additional certification enhance the credentials of teachers in the region. The UAM College of Technology–McGehee sponsors the Small Business Development Center which helps small business expand and develop. The Small Business Development Center conducts such workshops as Business Etiquette and Professionalism, Marketing Techniques for Small Budgets, and How to Write a Business Plan. Such continuing education endeavors assist greatly in the economic and educational development of Southeast Arkansas.

**Academic Units**

The University’s academic structure consists of eleven academic units (five Divisions and six Schools): the Division of Agriculture, Division of General Studies, Division of Nursing, Division of Music, Division of Computer Information Systems, School of Arts and Humanities, School of Business, School of Education, School of Forest Resources, School of Mathematical and Natural Sciences, and School of Social and Behavioral Sciences. The Library is also considered an academic unit. Each academic unit works to ensure that UAM is accomplishing its educational and other purposes; the following breakdown by unit testifies to the fulfillment of Criterion Three.

Academic programs at the University of Arkansas at Monticello are accredited by the National Council for Accreditation of Teacher Education, the National Association of Schools of Music, The National League for Nursing Accrediting Commission, the Society of American Foresters, and the Council on Social Work Accreditation.
**Division of Agriculture**

In large measure Southeast Arkansas is a farming region; the Division of Agriculture therefore provides invaluable service to the vicinity by educating its students and the public in sound agricultural practices. The Division of Agriculture offers a major with degree options in Agri-business, Animal Science, Plant and Soil Science, and General Agriculture. Through cooperative agreements with other institutions, students may also pursue fields in agricultural education and veterinary medicine.

**School of Arts and Humanities**

The School of Arts and Humanities helps UAM accomplish its educational purposes by offering a wide range of courses from the developmental level to the graduate level. With the School of Math and Natural Science, Arts and Humanities carries the primary responsibility for remediating students. It offers Fundamentals of English and a self-directed reading program for students requiring these services. The school participates further in the general education program by offering the two required composition courses, world literature survey courses, speech courses, and Art Appreciation. The School of Arts and Humanities offers graduate courses in English, speech, and art to enhance the graduate program in the School of Education. This academic unit also accomplishes the purposes of the University by sustaining a study abroad programs in Costa Rica and Quebec, offering a journalism major, and sponsoring student publications.

**School of Business**

Through its majors in accounting and business administration, the School of Business trains students for careers in a various business-related fields. Business administration majors may seek a concentration in business administration, finance, management, marketing, or entrepreneurship. Students may take an economics course as
a part of their general education requirements; thus, the School of Business has a stake in the general education core.

**Division of Computer Information Systems**

CIS prepares students to live and work in a technical society. The faculty prepare students to work in a variety of fields which require computing skills, software design, and maintenance. Since a computer course is an option in the general education curriculum, CIS also serves a broad student population.

**School of Education**

The School of Education prepares students for careers in education and heath and wellness. Because of the teacher shortage in Arkansas, this academic unit serves a vital function in the region by providing personnel for area schools. The graduate program allows the area’s teachers to enhance their skills and improve education in Southeast Arkansas.

**School of Forest Resources**

The forest industry is vital to the economic growth of Southeast Arkansas. The only forestry school in the state, the School of Forest Resources prepares students for careers in forestry as well as wildlife management and spatial information. Forest Resources draws students from a broad geographic area. Its graduate program continues to flourish.

**Division of General Studies**

The Division of General Studies oversees students who have not yet declared majors. It guides students through the general education curriculum, monitors at-risk students, and assists students who are pursuing the Associate of Arts degree. Faculty members from the academic units serve as advisors for the students in the Division of
General Studies. This system of advising works reasonably well. Despite sound advising tips and careful delineation of guidelines for placement in various courses, however, many of General Studies students are assigned each semester to classes for which they are ineligible.

The Fred J. Taylor Library

The Library staff lends invaluable assistance in UAM’s ability to carry out its educational purposes. Its well-developed web page, which includes links to research databases, internet resources, and other tools can be accessed from campus computer labs, faculty offices, and from off-campus sites. The Library also conducts workshops to ensure that students become acquainted with academic research.

School of Mathematical and Natural Sciences

The School of Mathematical and Natural Sciences offers two remedial classes in algebra to prepare students for College Algebra or Survey of Math. The unit works diligently to ensure that students acquire the basic mathematics skills necessary for success in other math and science courses. Math and Natural Sciences also contributes to the general education curriculum through lecture and lab science courses. It prepares students for careers in teaching, medicine, and research. Mathematical and Natural Science also offers graduate courses in support of the graduate program in the School of Education.

Division of Music

The Division of Music prepares students for teaching and performance. It also strengthens profoundly the cultural climate of the campus and the community. Music Appreciation is one of the fine arts options in the general education core; therefore, the Division of Music makes significant contributions to the general education curriculum.
Division of Nursing

The Division of Nursing prepares students for careers in health care. It also provides Licensed Practical Nurses with the opportunity to upgrade their skills in the LPN-RN Transition Program. The Division of Nursing provides its students with intense classroom and field experiences. It also prepares students thoroughly for state board examinations.

School of Social and Behavioral Sciences

The School of Social and Behavioral Sciences prepares students for careers in teaching, social work and related fields, criminal justice, and law. It also contributes significantly to the general education curriculum through its history, psychology, political science, and sociology courses. Several of its courses, including Race and Ethnic Relations, Arkansas History, and graduate classes, serve as support courses in the School of Education curriculum.

Assessment of Student Learning

Assessment of student learning at the University of Arkansas at Monticello is guided by a Coordinator of Student Assessment and the University-wide Council for the Assessment of Student Academic Achievement (CASAA). The Student Outcomes Assessment Review (S.O.A.R) program implemented through CASSA facilitates effective program changes at both the school/division and the institutional level. This program provides for diverse assessment activities and mechanisms including:

1. a freshmen expectation survey (administered during student orientation week);
2. the First Year Experience program (occurs at the end of a student’s first year);
3. administration of the College Assessment of Academic Performance Examination (CAAP Exam) to assess general education (administered at the end of a student’s second year);
(4) an advising survey (occurs during a student’s third year);
(5) a withdrawal survey (administered anytime a student withdraws from the University);
(6) an exit survey (administered during a student’s last semester);
(7) an alumni survey (administered following a student’s graduation); and
(8) annual reviews of Unit Assessment Plan reports.

Each academic unit has developed a Unit Assessment Plan that encompasses the goals of the academic unit. Annual unit reports on assessment activities and results are submitted to CASAA along with evaluations of the strengths and weaknesses of the current Unit Assessment Plans. Unit Assessment Plans address results of unit assessment activities, such as employer satisfaction surveys, exit interviews with graduates, major-specific assessments, certification/accreditation examination summaries, portfolios, oral/written examinations, internship assessments, and performance-based assessments.

CASAA reviews assessment data (such as trends in CAAP scores) and distributes information to the University community through reports to the University Assembly, e-mail distributions to faculty, and postings on the University web site. Students also have access to assessment information through the University web site, and through e-mail, letter, and brochure distributions. More detailed information concerning assessment activities and mechanisms is available in Chapter 9.

Student Affairs

The University of Arkansas at Monticello provides a variety of student services to accomplish its educational and other purposes. Student services include the Career Services Office, Counseling and Testing, Learning Support Services / Tutoring, Special Student Services, Student Support Services, Office of Residence Life, Office of Student Affairs, Intramurals and Recreation, Student Health Program, and Student Programs and Activities.
Career Services

The Career Services Office helps students prepare for academic and career success. The staff assists freshmen and sophomores with career assessment, values clarification, and occupational data to help them make informed choices of academic majors and provides juniors with opportunities for experiential learning (internships) and discovering the relationship of skills acquired to the broader work world. The Career Services Office helps prepare graduating seniors to be successful candidates by helping them translate their academic and co-curricular experiences into successful job campaigns or graduate school applications. Specific services include:

1. FOCUS (a computerized career exploration program);
2. Self-Directed Search (an interest inventory);
3. MBTI (a personality assessment);
4. JOBTRAK (a web resume registration and job search service);
5. credential files;
6. internship resources;
7. workshops on a wide range of topics from choosing an academic major to job search strategies;
8. a career resource library;
9. job listings for both part-time and full-time positions and internships;
10. on-campus recruiting;
11. an annual career fair;
12. and a home page on the World Wide Web with a directory of helpful career and employment sites.

Counseling and Testing

The Counseling and Testing Services Office provides a wide variety of specialized counseling and testing services to prospective and current students. All services are free and confidential.
Educational counseling is available to help students plan and make decisions concerning their college education. The Counseling and Testing Services office provides workshops and individual assistance each semester to assist students with study skills, test anxiety, time management and stress management, as well as other student success skills.

A full range of personal and support services are provided to promote the personal, academic, and psychological well-being of students. A trained full-time counselor is available to any student to discuss issues ranging from test anxiety to emotional adjustment. The office also provides referrals to local mental health agencies for crisis situations and long-term treatment.

Students are offered the opportunity to take many national tests such as CLEP, PRAXIS, ACT, and SAT. Testing arrangements for entrance exams, correspondence and on-line exams are scheduled through the Testing Services Office. Applications and registration bulletins are also available from the Testing Services Office. A brochure listing tests, dates, and costs is available in the Counseling and Testing Office.

Tutoring Services & Student Support Services

Tutoring Services & Student Support Services provides fundamental enrichment skills for students’ educational growth. This office is vital to UAM in addressing the needs of at-risk students, particularly those who lack adequate college preparation. In the spring of 2004, UAM eliminated College Skills, a course required of students needing remediation in both English and math. While the University is designing a new skills course with more academic rigor, Tutoring Services will assume a greater role in teaching students study skills, note-taking, test-taking, time management, and other aids to learning that may increase the chances of a successful college experience. Peer tutoring in general education academic subjects, as well as math and science subjects, is available free of charge to any student. The staff has developed a variety of programs to meet the needs of special populations. Three of the notable programs are Gateway General
Education Tutoring, Intense Math Tutoring, and C.H.A.M.P.S, a special program for athletes. Tutoring Services and Student Support also offers tutoring in residence halls and tutoring in math and science.

Gateway Student Support Services, a special program which benefits 140 students, focuses on retaining students, improving graduation rates, and fostering and supporting a climate for success. To be eligible for the program, students must be first-generation collegians with neither parent having a degree, must have a taxable income which meets federal guidelines, and have a documented physical or learning disability.

Additional information on the objectives of Tutoring Services and Student Support Services will be available in the resource room.

Community Outreach and Public Service

The University mission statement asserts that the University of Arkansas at Monticello seeks to fulfill its mission by “providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions” (Mission Statement, No. 7) and by “providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts” (Mission Statement, No. 9). This section of the chapter examines the ways in which the University strives to fulfill these purposes, along with other outreach activities of UA-Monticello.

University Relations/Communications with External Audiences

Three university offices--the Office of Media Services, the Office of Alumni Affairs, and the Office of University Development--are responsible for the university relations function of providing alumni, friends of the University, and the region with timely and appropriate information about UA-Monticello.

The Office of Media Services serves as the primary contact among the University and the news media and general public. As the institution’s official voice, this office
must maintain a high level of integrity in dealing with the university’s various constituencies. The university practices ‘truth in advertising’ in all external contacts with its constituencies, including both the general public and the news media. The Office of Media Services makes every attempt to maintain the dissemination of truthful and accurate information concerning the institutions programs, personnel, students and activities in all publications, both external and internal, as well as news releases, feature articles, and paid advertisements. All information concerning the university is presented as clearly and as accurately as possible. Questions from the news media and general public are answer promptly.

For purposes of efficiency, the Office of Alumni Affairs and the Office of University Development essentially operate as a joint office with a common director, the Director of Alumni/Development, and two support staff members.

The Office of Alumni Affairs acts as a liaison among the University, its alumni, and former students. In this capacity the office maintains records on alumni and former students, publishes and distributes the quarterly Alumni Update newsletter, facilitates the Board of Directors’ meetings of the Alumni Association, and plans eight regional alumni receptions held on a three-year rotating basis in Arkansas, Louisiana, Tennessee, and Texas. In conjunction with the Student Government Association and a campus homecoming committee, the office also plans the annual homecoming activities for the University.

The Office of Development is the fund-raising unit of the University. Its primary purpose is to obtain scholarship funds through the solicitation of gifts and contributions from private sources. In this capacity the office conducts an annual fund-raising drive by phone and mail, solicits major gifts from individuals and other contributors, and conducts research on potential donors. The Office of Development is also the liaison between the University and the UAM Foundation Fund.

The UAM Foundation Fund is a subsidiary of the University of Arkansas Foundation Fund, Inc., a non-profit corporation established for charitable and educational
purposes. The UAM Foundation Fund’s primary goal is to advance higher education in Southeast Arkansas through solicitation of contributions by friends and alumni to benefit the University of Arkansas at Monticello. The Foundation Fund is headed by a Board of Directors representing several communities in Southeast Arkansas. Membership in the Fund is comprised of any person making a contribution. The Office of Development facilitates Board of Directors’ meetings and maintains an internal accounting system for the Fund.

Since 1995, the Foundation staff has worked diligently to increase the number of contacts with alumni and friends of the University. The University also encourages academic units to solicit support from their graduates and friends. As a result of these associations, the University has been able to increase significantly its number of endowed scholarships.

The Offices of Media Services, Alumni Affairs, and Development have excellent computer capabilities as well as a staff that has worked together for many years and understands the duties of university relations. As the level of public funding for higher education declines, good community relations and private fund-raising efforts will necessarily become more and more important aspects of university operations. Additional staff members may therefore be required to carry out the duties and responsibilities of these offices.

Southeast Arkansas Concert Association

The University cooperates with the Southeast Arkansas Concert Association (SEARK), which provides cultural and aesthetic opportunities for the general public and members of the University family. The association is governed by a Board of Directors and is financed through individual and corporate memberships with general support from the Arkansas Arts Council. UAM faculty and staff regularly serve on the Board of Directors and have held leadership positions on the board.
The Association schedules four major productions a year, held in the Fine Arts Center on the University of Arkansas at Monticello campus. The facility has 440 permanent seats and can accommodate another 160 persons by using temporary seating. University students can attend the events free of charge (there is a limit of 50 free student tickets per event) or at special rates. Attendance varies from 100 to 250 persons per event. The Arkansas Symphony, the Pine Bluff Symphony, and the Arkansas Repertory Theater have performed regularly under the aegis of SEARK. Dance troupes, jazz and brass groups, pianists, and other performance with wide audience appeal have also comprised the SEARK program.

The Association also sponsors an annual performance in area elementary schools. These events are free of charge, and are funded by grants and by contributions from local businesses.

Rockefeller Lecture Series

The Governor Winthrop Rockefeller Distinguished Lecture Series funds a program of speakers on the University of Arkansas at Monticello campus every two years. The lecture series invites individuals with distinguished academic and research credentials to speak on their particular areas of expertise. The series has also been able to feature such well-known literary figures as Maya Angelou, Willie Morris, and James Dickey.

In addition to presenting a public lecture, speakers typically spend time with students and faculty in classes and informal settings. David Halberstam was the guest lecturer in the spring of 2004.

The Hot Springs Documentary Film Festival

For the past three years, the University and the School of Arts and Humanities have participated in the outreach program of the Hot Springs Documentary Film Festival. The festival with films showing for three days in the Fine Arts Center brings a
noteworthy selection of documentaries and short films to the region that would otherwise not be available to the University family and the residents of Southeast Arkansas. Faculty members in the School of Arts and Humanities select a program for UAM from the list of films shown at the festival in Hot Springs; they choose a variety of films which appeal to the tastes of the region, support the academic programs at UAM, and have cultural or social significance.

**Turner Neal Museum of Natural History and the Pomeroy Planetarium**

The Turner Neal Museum of Natural History and the Pomeroy Planetarium provide displays and programs on science to the general public and members of the university community. The museum and planetarium are funded by the university and by charitable contributions from friends and alumni of the School of Mathematics and Natural Sciences.

The museum features collections of North American and African big game animals, two 360 gallon aquariums of native and tropical fishes, and a variety of informative displays on archaeological materials, minerals, and various plants and animals. The Museum also houses the UAM Herbarium and UAM Collection of Vertebrates, which are used in teaching and research.

The UAM Herbarium houses approximately 21,000 vascular plant specimens, the majority from southern Arkansas and northern Louisiana. Included are 316 historically significant specimens of Arkansas trees and grasses and more than 500 specimens from Warren Prairie, a local site and state natural area comprising the largest saline soil prairie in the state. (At least ten species of vascular plants known in Arkansas are either exclusively or principally from within its borders.) The plant collections serve as an important resource for both teaching and research. The UAM Herbarium provides free to the general public identifications of native and cultivated plants, and an active specimen exchange program is maintained with more than a dozen institutions in the eastern and central United States.
The UAM Collection of Vertebrates in the Turner Neal Museum of Natural History contains an extensive collection of vertebrates for teaching and research. The collection, consisting primarily of Arkansas specimens, has been catalogued and computerized for more ready access to records. Catalogued specimens to date include 1000 fishes, 1900 amphibians and reptiles, 80 birds and 50 sets of bird eggs, and 630 mammals. A student mammal study collection numbers 110 specimens. Vertebrate specimens are available for loan to qualified research scientists at other institutions.

Over 50,000 individuals have toured the facility, since it opened in 1978. The Museum serves as an educational center for public school students, UAM classes, senior citizens, scouting and 4-H groups, and the general public. The Museum is a vital resource of the UAM Campus and provides the citizens of southeast Arkansas with an educational opportunity that otherwise would be unavailable.

**Health and Wellness**

To enhance the physical well-being of the academic community, the University sponsors a health fair each spring. At this event, participants may take advantage of a number of health screenings, including checks for blood pressure, cholesterol, blood sugar, vision, and hearing. This event brings the campus and community resources together in a relaxed atmosphere. The attendance averages 300. Student Health Services also offers these screenings on an individual basis at various times during the year.

The University also maintains an excellent exercise room. This facility which is available to both the campus and the community has undergone extensive renovation in the last several years and provides a comfortable environment for its patrons. The University also has an indoor swimming pool, which is available for UAM students, faculty and staff, and members of the community.
Facilities for Community and Professional Use

The University of Arkansas at Monticello makes many of its facilities available to the public for professional and public meetings. These facilities include the Forest Resources Center, the University Center, the conference rooms in the Fred J. Taylor Library and Technology Center, the Fine Arts Center, and the auditorium in the Division of Agriculture. The Rotary Club holds its weekly meetings in the Capitol Room in the University Center. The Convoy Leslie Stadium is also the site of Special Olympics and Relay for Life.

The University has policies in place which govern the public use of its facilities. That information will be available in the resource room.

Southeast Research and Extension Center

The Division of Agriculture is a component of the University of Arkansas Southeast Research and Extension Center (SEREC). This unique relationship has enhanced the educational goals of the Division by increasing the number and diversity of faculty involved in the teaching programs as course instructors and guest lecturers, and by providing employment opportunities for students in agricultural research and extension. This cooperative effort is fully supported by both the University of Arkansas at Monticello and the research/extension divisions of the University of Arkansas system. The Division of Agriculture and SEREC also provide outreach to the agricultural community through consulting, expertise, test crops, and other programs which aid area farmers. Each summer, the Division of Agriculture invites students, faculty and staff, and members of the community to participate in the grading of produce, usually tomatoes.

Arkansas Forest Resources Center

The Arkansas Forest Resources Center (ARFC), housed on the University of Arkansas at Monticello campus, states that its mission is “to develop and deliver superior programs in education, research and extension that enhance and ensure the sustainability
of forest-based natural resources.” To fulfill its mission, the Center conducts workshops and other educational activities which benefit K-12 educators, forest landowners, and professionals in forestry and wildlife management. In carrying out its objectives ARFC commits itself to “excellence, integrity, scientific investigation, leadership, and service.” The Center’s web site (www.afrc.uamont.edu) highlights its recent activities and offers valuable links to other resources.

American Democracy Project

The University of Arkansas at Monticello is one of two universities in the state of Arkansas participating in the American Democracy Project. The universities and American Democracy Project were recently featured in an article in the state-wide newspaper, the Arkansas Democrat-Gazette. In the initial year the University of Arkansas at Monticello is surveying instructors and students to determine the level of civic engagement on the part of the student body. In the next year the Project will focus on ways to incorporate civic and public projects in classes and to promote civic activities on the part of the student body. In the spring of 2004, members of the American Democracy Project committee conducted a voter registration drive on campus.

Outreach Activities of Academic Units

Division of Agriculture

The Division of Agriculture conducts programs with future farmers’ groups in public schools and works with area farmers in developing sound agricultural practices.

School of Arts and Humanities

The School sponsors art exhibitions of students, faculty, regional, and national artists. Several English faculty and their students have conducted literary readings and workshops at Monticello and Drew Central Schools and the Monticello Public Library. Faculty and students sponsor an annual foreign food festival, foreign language festival for
area high school students, and workshops for area language teachers. Communications faculty members and the forensics team host speech and debate tournaments. English faculty members have sponsored public poetry readings.

**School of Business**

The School prepares the Economic Index for a 10 county area, prepares a Labor Survey for Warren, and holds Economic Education workshops. The School holds Business Day, an annual event in which alumni and community business leaders speak to classes.

**Division of Computer Information Systems**

The Division offered a program of scheduled non-credit continuing education courses to support area businesses and communities in the spring and summer of 2003. The Division will maintain the program for the coming year. CIS is participating in a Virtual Internship program and sponsors CIS Day.

**School of Education**

The School of Education has established a partnership programs with area schools and has provided assistance (tutoring, etc) to area schools in connection with results of state benchmark exams.

**School of Forest Resources**

The section on the Arkansas Forest Resources Center outlines many of the outreach activities of the School of Forest Resources.

**Fred J. Taylor Library and Technology Center**

During 2003-2004, the Library staff offered tours and gave instruction on library services to approximately 1000 patrons. This included either a general tour of the library,
specific instruction on using the library resources, or both. In addition to a number of classes on campus, a substantial number of external groups scheduled tours during the year. These groups included high schools from Kingsland, Rison, and Monticello with approximately 190 students participating. Some external groups required substantial library instruction to enable them to complete assignments for Advanced Placement (AP) English or “History Day” assignments. This year, the library agreed to allow two UAM students to fulfill community service obligations as part of a scholarship program. Throughout the year, the library organized and designed displays, including Banned Books 2002, America in Conflict in the Middle East, and Top 100 Novels of the Twentieth Century.

**School of Mathematical and Natural Sciences**

The School hosts science fairs, promotes programs for K-12 Education, and maintains the Pomeroy Planetarium and Turner Neal Museum.

**Division of Music**

The Division sponsors several recitals by faculty, guests, and students, and a number of concerts. Other activities include Musical Theater Workshop productions and performances by the Concert Choir and Chamber Choir. The three student bands perform at community functions as well as university events. Faculty and students have performed with the Southeast Arkansas Symphony.

**Division of Nursing**

The Division of Nursing takes an active role in distributing public service information to the school and community. It has worked with schools to promote health and nutrition among elementary school students.
School of Social and Behavioral Sciences

The School hosts a number of workshops for K-12 teachers— one of the latest is a six week study/travel program to Kenya for high school social studies teachers to enable them to develop curriculum materials for classroom use. Other faculty activities include editing of the Drew Country Historical Journal, serving as judges at History Day competitions, and chairing the Drew County Hometown Health Initiative.

Community Educational Programs and Partnerships

Pre-College Education

Youth Opportunities Unlimited

Youth Opportunities Unlimited (Y.O.U.) is a program for economically disadvantaged ninth-and tenth-grade students that is designed to encourage them to remain in school, to give them employment experience, and to help them choose a career. The program is directed by the Arkansas Department of Higher Education (ADE), funded by Job Training Partnership Act monies, and managed by participating universities. Five universities, including UAM, are hosts for the 60-day residential summer school Y.O.U. program. University participation in the Y.O.U. program supports the institutional mission statement of “providing viable programs of public service and cooperative programs with other educational institutions.”

Y.O.U. is a unique early-intervention program in that it provides an educational experience in an intense academic atmosphere on a college campus. Students are exposed to a wide variety of activities, cultural experiences, and travel opportunities that are not ordinarily available to families of limited economic circumstances. Personal and academic counseling is provided by a certified secondary counselor. Cultural enrichment activities such as field trips, guest speakers, plays, and concerts are scheduled to promote social awareness and foster self-esteem.
A basic education curriculum comprised of a total of 160 hours of classroom instruction in ADE-accredited courses (English, reading, and math) is required to enhance high school achievement and to satisfy program graduation requirements. Study skills, health education, physical education, and personal development are supplemental courses to competency in the basic skills of English, reading, and math. Considerable emphasis is placed on program accountability. All participants are pre- and post-tested in language, mathematics, and reading. The Stanford-8 Test is used to measure progress, and a two-month improvement in basic skills competency is expected.

The Y.O.U. program also emphasizes employment skills. Y.O.U. students are provided with on-the-job training in selected positions on the campus according to age and ability. Students can work twenty hours a week and are paid minimum wage. Participants can earn up to $680 for the summer. Other benefits include medical, dental, and eye examinations for each participant, as well as accident and health insurance for the duration of the summer camp.

Career-awareness training classes teach pre-employment skills and work-maturity training. A Pre-Employment/Work Maturity Competency System is a feature of all Y.O.U. programs. The system identifies competency statements, benchmarks, instructions, and indicators for each of eleven core competencies. All of the 1993 program participants satisfied this requirement.

The Y.O.U. summer school features a strict schedule of required academics, a work component, and monitored leisure time. The professional staff and faculty are experienced in working with “at-risk” youth and are positive and pro-active in their approach with teenagers. Eighty-five percent of program participants are expected to complete the 60-day residential summer school program. Y.O.U. monitors program graduates through monthly contacts until the student completes high school (or for a period of four years).

The Y.O.U. program requires the full support and acceptance of the UAM
administration, faculty, and staff, as the program operates during regular summer sessions and must use all campus facilities. Residence halls, classrooms, job sites, the cafeteria, and recreational areas are used by the program participants. The accounting and payroll departments keep records and prepare pay checks for the employment component of the program. Cooperation on the part of the university community is vital to the success of the residential camp.

The strength of the program—the intense academic preparation in a college campus setting—is also a source of some of the concerns about the program. The university faculty and staff who normally work with more mature groups of students are required to work in close quarters with groups of adolescents. This situation puts extra demands on the university staff in terms of understanding and patience. The residential hall staff and campus security are asked to work with a group of students who require closer monitoring and supervision due to their age and the unusual situation (for them) of being away from home. University staff members who cooperate with the program by providing jobs for the employment component must work with a group of students who are much younger and more inexperienced than the usual college population of work-study students. These factors sometimes produce a “baby-sitting” attitude on the part of university personnel. Project coordinators have addressed this issue by having Y.O.U. students engage in a worthy campus-wide project that is visible and appreciated, as opposed to asking academic units and offices to serve as student employers on an individual basis.

**Upward Bound Program**

The Upward Bound Program at the University of Arkansas at Monticello is a federally funded program sponsored by the U.S. Department of Education. The Upward Bound Program is designed to increase motivation, raise educational aspirations, and provide basic academic skills which will enable program participants to enter and succeed in a post-secondary educational institution.
High school students from five southeast Arkansas counties come to the university campus twenty-five times during the academic school year and live on campus for six weeks during the summer. The program provides the students with basic skills instruction in the areas of English, math, science, reading, and study skills. Upward Bound also offers counseling in personal, academic, and career areas, and provides cultural and recreational activities for the participants.

The program is fully institutionalized within the university and the Upward Bounds staff is afforded the same status as any other professional staff within the university community. The university provides office and classroom space for the program, as well as support and assistance through the various academic units and other offices within the university community. The program contributes to the mission of the university by providing support programs for eligible students from the ten school districts served by the program. The five-county area served by Upward Bound contributes a significant proportion of the total enrollment of the university. The ultimate goal of the program is to place Upward Bound program graduates with the skills necessary for success in post-secondary institutions.

The Upward Bound staff is satisfied with the level of monetary and non-monetary support provided for the program. Major concerns of the program staff are societal in nature, such as the alarming rate of pregnancy among unmarried teenaged students in the target area, the number of low-income families dependent upon public assistance programs, the increase in sexually-transmitted diseases among the teenaged population of southeast Arkansas, and the large number of high school students who are involved with alcohol and other substance abuse. All of these factors contribute to the difficulty many students have in becoming adequately prepared to pursue a post-secondary education immediately following graduation from high school. At-risk students who do enroll in college have low retention rates—as many as half of the Upward Bound program participants who enroll in college eventually leave within two years. In many cases withdrawal is prompted by personal and social problems stemming from the sources
listed above, such as unplanned pregnancies. The program staff, in conjunction with student services, is working to develop special support and information programs for at-risk college students.

**Strengths, Weaknesses, Threats, and Opportunities for Improvement**

As a regional university, the University of Arkansas–Monticello is accomplishing its educational and other purposes through appropriate, well-defined academic programs and student services which address the cultural, educational, physical, and social needs of its student body. The University monitors carefully its activities in each of these areas to ensure their quality. In the climate of shrinking resources and rising costs, both Academic Affairs and Student Affairs have worked diligently to maintain the academic integrity of UAM.

The most obvious threat to UAM’s ability in accomplishing its educational purposes is financial. Because of budgetary cuts, staff members in Students Affairs often wear many hats, taking on roles which heretofore were carried out by a larger office force. The University has also lost a number of faculty members because of non-competitive salaries.

As an open admission university, UAM is committed to “making college possible” for students who have limited opportunities to pursue higher education. Because of its mission, the University is often hampered in its efforts to accomplish its educational purposes because of the amount of resources, both human and financial, which must be devoted to remedial courses. The cooperation between Academic Affairs and Student Affairs in meeting the needs of at-risk students demonstrates the willingness of the academic community to fulfill its unique mission in higher education. To maintain its credibility as an institution of higher learning, University of Arkansas–Monticello must strike a delicate balance between giving a special population of students the opportunity for advancement and cultivating academic excellence.
Chapter 7
Criterion Four

The University can continue to accomplish its purposes and strengthen its educational effectiveness

The effectiveness of a university cannot possibly be measured quantitatively. The effectiveness of a university is most often only as good as the programs that are offered, altered, and created within the university’s academic departments. An effective university also offers an educational experience outside of the realm of academe. A student who has been challenged intellectually, physically, and socially is a student who will likely be an asset to his/her community and world. It is this type of education that the University of Arkansas at Monticello strives to offer.

Campus-Wide Strategic Planning

Division of Agriculture

The Division of Agriculture contributes to the mission of the University of Arkansas at Monticello by providing excellent teaching, scholarship, and service to its students. The division has also set goals for their future. One of their most pertinent goals is to increase enrollment of Agriculture majors. More specifically, the division has set a goal of 100 majors. The Division of Agriculture also hopes to improve teaching capabilities in some classrooms. The aim is to convert two classrooms and the auditorium into “smart rooms.” Another goal is to increase scholarship funds for their students by securing funds to provide Poultry Federation scholarships. Finally, the Division of Agriculture hopes to improve the retention of entering Agriculture majors.
School of Arts and Humanities

A major goal of the School of Arts and Humanities is to help students who enroll in the institution toward success in college and beyond. To do this, the faculty members bring to bear their skills and knowledge based upon improving reading skills, composition competency, and critical thinking strategies. Another important goal of the School of Arts and Humanities involves improving students’ skills in oral communication. This foundational goal of acquiring sound behavioral skills associated with the oral communicative arts is critical to success in every facet of life. Finally, an important goal of the School of Arts and Humanities is to provide Spanish minor and French minors with skills in, knowledge of, and appreciation for these fields of study and to help students achieve their goals in an ever expanding global society.

School of Business

The primary goal of the School of Business is to achieve accreditation of its programs. After some years of exploring opportunities with one agency, the unit is now considering other program accreditation options that are more in line with the scope and nature of UAM. The School continues to secure qualified doctoral faculty who are actively engaged in quality research. The School of Business also seeks to expand its constituency through cooperative arrangements with businesses and other educational institutions. A very high priority of the School is to continue to establish successful partnerships with area businesses and communities in our service area.

Division of Computer Information Systems

The Division of Computer Information Systems has developed a strategic plan that complements the mission of the university. One goal of the Division of Computer Information Systems is to develop observable behavioral learning objectives and a standardized course content for each course in the curriculum. The Division plans to write learning objectives for each course and use these objectives to provide measures
that will assist in course and program assessment. Another goal is to migrate several appropriate courses to a server-based environment that will provide students with the “working environment” experience prevalent in business and industry. Finally, the Division of Computer Information Systems plans to gather information about the effectiveness of the program and its impact on graduates’ success in achieving career and life goals. The Division plans to compile this information through mail survey.

School of Education

The strategic plan for the School of Education begins with a well-crafted mission statement which dovetails with the university mission statement. The School of Education mission statement serves as an overall guiding compass for the Education faculty and staff. The School of Education utilizes a Conceptual Framework which provides goals for the teaching-learning process for the educator preparation program. The School of Education graduate programs have a set of goals which also flow from the School of Education mission statement. Finally, a series of rubrics are employed to evaluate each School of Education goal which provides feedback for continuous strategic plan improvement.

School of Forest Resources

The School of Forest Resources developed a comprehensive strategic plan in 2002 for the Arkansas Forest Resources Center (ARFC), a University of Arkansas System Center of Excellence. The goals and objectives established in the AFRC Strategic Plan reflect the goals and objectives of the School of Forest Resources. The goals of the AFRC/School of Forest Resources are: to create an environment that promotes excellence in forest-related resource education at the undergraduate and graduate levels; to become a recognized leader in scientific investigation of forest-based natural resource problems and issues; to lead in the enhancement of knowledge and public awareness of forest resource issues and inspire improved policy decisions through robust outreach programs and
continuing education; to make the Center an indispensable source of information and expertise to a diverse group of forest resource stakeholders; to secure funding and support for the ARFC and its programs; and to develop an effective aggressive public relations campaign to disseminate Center information and needs. Each goal has multiple supporting objectives with specific action steps.

Library
The library has set goals that aim to better the services that are offered to students, faculty, and staff at the University of Arkansas at Monticello. The first goal of the library is to increase reference services by providing in-library proactive reference assistance and expanding digital reference services. Another goal of the library is to implement wireless network service. This will provide access for UAM, faculty, staff, and students in any location. The library also aims to expand on-line remote services. The final goal of the UAM library is to establish the library archival repository for official University records. The library would accomplish this by collecting and conserving current campus materials which contribute to a comprehensive collection of official University records.

School of Mathematical and Natural Sciences
The School of Mathematical and Natural Sciences has well-established goals that are clearly defined and complement the mission of the university. A top priority of the School of Mathematical and Natural Sciences is to recruit and maintain quality faculty. The School attempts to fulfill this goal by recruiting and evaluating potential faculty members using criteria established by the School. Another goal of the School of Mathematical and Natural Sciences is to attract and retain quality students by offering quality academic programs and providing a high level of instruction in all courses. A third goal of the School of Mathematical and Natural Sciences is to provide courses and programs that meet the needs of the General Education program. This goal is met by regularly scheduling introductory courses at convenient times and by attempting to limit
class sizes to encourage interaction between students and instructors. The School of Mathematical and Natural Sciences also strives to offer programs which prepare students for successful careers in industry and teaching and for graduate studies in science, mathematics, and related fields. Finally, the School provides curricula for pre-professional studies in dentistry, medicine, optometry, pharmacy, and allied health. The School does this by establishing contacts with admission personnel at professional schools to ensure that faculty and students are aware of the entrance requirements.

Division of Music

The Division of Music has developed a strategic plan to better the courses and the programs that they offer. One goal of the Division of Music is to continue providing quality undergraduate programs in music and music education by revising and updating curricula as needed to maintain viable and contemporary programs. The school also strives to enhance learning through improved facilities by upgrading rehearsal space for both band and choir. An improved advisory system is also a goal of the Division of Music as is the enhancement of instruction. An important goal for the Division of Music is to develop strategies for image enhancement. This goal can be accomplished by continuously updating the Division of Music website, producing and distributing a new Division of Music compact disc to local high schools as a recruitment tool, and by sending a Music Alumni Newsletter to Alumni. Finally, the Division of Music seeks to promote general cultural knowledge and to provide opportunities for aesthetic experiences for all students by presenting recitals, concerts, and music theater productions.

Division of Nursing

The Division of Nursing has a principal goal of offering courses of study in a well defined, nationally approved curriculum that leads to the successful completion of the technical or professional courses of study by graduates from those programs. One way
that the Division of Nursing strives to accomplish that goal is by maintaining accreditation of the BSN program through the National League for Nursing Accrediting Commission. Another goal for the Division of Nursing is that of maintaining approval of the AASN and BSN programs by the Arkansas State Board of Nursing. An extremely important goal for the Division of Nursing is to continue to develop test items that accurately measure achievement of course learning objectives at higher cognitive levels. Finally, the Division of Nursing plans to continue providing a cadre of learning strategies that assist the student to be able to think critically to effectively function in the healthcare work place.

School of Social and Behavioral Sciences

The central mission of the School of Social and Behavioral Sciences is to develop competent professionals, effective leaders and socially responsible persons who will serve the citizens of Arkansas and the global community. The School also strives to provide students with the prerequisite tools necessary to function in chosen occupations and professions, which increasingly emphasize the need for interpersonal skills as well as the ability to effectively interact with diverse populations and function in multi-disciplinary and technologically-advanced work environments. Some of the key goals of the School of Social and Behavioral Sciences are as follows: to provide undergraduate degree programs to prepare students for successful careers in specific fields of study; to promote teaching and academic advising excellence; and to incorporate critical thinking, reading, and communication skills throughout the curricula.

Academic Planning

The University of Arkansas at Monticello offers a variety of programs and degrees from which students can choose to study. The University of Arkansas at Monticello has three Associate Degree programs: the Associate of Applied Science, Associate of Arts,
or Associate of Science degrees. Within the Associate of Applied Science Degree, students have the option of studying Agriculture Production Management, Industrial Technology, Nursing, or Paper/Pulp Technology. The Associate of Science Degree focuses on Land Surveying Technology.

There are also several Bachelor Degree programs offered at The University of Arkansas at Monticello. Within the Bachelor of Arts degree program are numerous programs of study: Art, Early Childhood Special Education, English, History, History and Social Studies, Journalism, Middle Level Education, Music, Political Science, and Speech Communication. The Bachelor of Business Administration Degree offers emphases in Accounting and Business Administration. The Bachelor of Science Degree also offers students a variety of choices: Agriculture, Biology, Business Technology, Chemistry, Computer Information Systems, Criminal Justice, Forestry, Health and Physical Education, Mathematics, Natural Science, Psychology, Spatial Information Systems, and Wildlife Management. Further programs of study include a Bachelor of Science Degree in Nursing and a Bachelor of Science Degree in Social Work and a Bachelor of Science Degree in Music Education.

Another area in which The University of Arkansas at Monticello strives for academic excellence is through the graduate degree programs that are in place. Graduate programs are housed in the School of Education and the School of Forest Resources. Within the School of Education, three Master Degrees are offered: Master of Arts in Teaching, Master of Education, and Master of Education in Educational Leadership. The Master of Education is available in several concentration areas. The School of Forest Resources offers a Master of Science Degree in Forest Resources.

**Academic Decision Making Process**

The creation and implementation of new courses, programs, and degrees is a process that the faculty and administration at The University of Arkansas at Monticello take very seriously. It is a process which includes every instructor on campus. In each step of the
process, comments, questions, and suggestions are encouraged. It is imperative that each academic unit is privy to the workings of every other unit and this procedure allows for explicit communication and understanding.

The first step in the academic decision making process is the formulation of a proposal. The proposal may be for a new course, new program, or new degree. This proposal may be initiated by a faculty member or academic unit head. The proposal must address pertinent issues, such as the audience affected by the change and the justification for the change. A course syllabus must accompany proposals for new courses. This proposal must be presented to all division chairs and deans so that they might share the proposal with their respective schools.

Once the proposal has been distributed and circulated among the academic units, a time period of ten days is allotted for any questions, comments or clarifications that need to be asked of the proposer. After the ten day circulation period has passed, the proposal is ready to be discussed by the Curriculum and Standards Committee. The proposer may be asked to meet with the committee to answer any questions that arose during the ten day circulation period. The Curriculum and Standards Committee reserves the right to discuss the proposal twice before taking action. A Committee report detailing proposals submitted for review and the committee’s actions are circulated before Assembly meetings and the report is submitted to a vote by the Assembly. This process allows the UAM community to openly discuss the proposed changes. After action by the Assembly, the proposal is submitted to the chancellor for final approval or disapproval.

**Technology Planning**

The University of Arkansas at Monticello is dedicated to serving the needs of the people in the surrounding communities. One way in which the university is addressing the needs of the region it serves is through distance education. This is a service that not only
impacts the students at UAM, but this technology has become a necessity since the merger with the two Colleges of Technology.

In September of 1998, The University of Arkansas at Monticello began using its newest Interactive Video Classroom. The room, which seats approximately 30 students, is also available to Business and Industry for Teleconferencing. The University feels very positive about the potential benefits of such equipment, particularly for rural areas. Therefore, the University has dedicated a section of its new library and technology center to a second state of the art video conferencing classroom with seating capacity of 30, operational August 1999.

All UAM conferencing/classroom facilities are professionally maintained. The University of Arkansas at Monticello also provides digital and analogue Satellite downlink and viewing facilities with the capabilities of seating large audiences. Other Distance Education Services include faculty assistance with web- based instruction, access to course management software, and computer labs for UAM students needing public access to equipment and the Internet. The UAM Distance Education Program is budgeted for and provides one full time professional staff member and several student workers. Regular equipment upgrades and basic maintenance are also items that are budgeted.

The Library Technology Center has a 24-seat computer lab for faculty, staff, and student use. The lab is equipped with a smart board, a document camera, and a PC with internet access. The Center has facilities for satellite viewing and presentations and is equipped with a mounted projector, document camera, VCR, internet access, surround sound, and computer. Numerous faculty participate in the CIV Instructional Program each semester and offer classes to students at other campuses or in the region.

**Master Plan—Facility Planning**

It is very important that faculty, staff, and students are able to take pride in what is truly “their” campus. This pride should be evident to visitors as they enter the campus
and move about the grounds. For this reason, one of the goals of the Facility Use Plan is to maintain a clean, neat, and attractive campus. The specific goals of the Facility Use Plan are as follows:

1. Provide quality, technologically suitable classroom and faculty office space.
2. Use existing space appropriately.
3. Develop and maintain the campus as a safe environment for students.
4. Provide a forum for continual examination of facility needs to anticipate the long-term direction of the campus infrastructures.

The campus of the University of Arkansas at Monticello has changed significantly in the last decade. Though many of these changes have been significant but ‘invisible’ such as technological upgrades, other changes have been quite visible. One addition to the campus that was made in 1999 was the Fred J. Taylor Library and Technology Center. This addition enabled UAM to offer a wealth of library services, as well the newest technological advances to the students.

The Fred J. Taylor Library is a modern facility with 36,688 square feet of floor space that was completed in 1999 at a cost of 5.5 million dollars. The library has a seating capacity of 235 with three study rooms, 23 public access computers, six microfilm readers/printers, and two photocopiers. The total collections exceed 500,000 items, including books, bound periodicals, microforms, government documents, and more than 1,200 serial subscriptions. It houses a basic collection of approximately 165,973 items including monographs, periodicals, subscriptions, and microfilms. Special collections in the area of U. S. Government documents, ERIC Documents on microfiche, and Arkansas history are available for study. The facility has been a selective depository for U. S. Government Documents since 1956 and Arkansas State Documents since 1980. An online catalog provides access to all library collections at UAM as well as collections from many other university campuses and nationwide by the internet. Sixteen online full-text databases, and 60 Indexing and Abstracting Databases are available for access.
A Library Homepage provides access to extensive periodical databases as well as links to web sites of interest to undergraduate students, graduate students, and faculty.

The Library functions as a primary educational facility on campus by providing and organizing resources and services for students in instructional work and research. As a public educational agency, the Library provides a comprehensive collection of materials in a variety of media and formats for easy access. A Library Director with a staff of 10 highly qualified employees are available to assist students, faculty, and staff with the search for publications and requests for interlibrary loans for documents that are not housed in the current collections. The library staff readily helps faculty acquire interlibrary loans from journals and documents that are not housed in the University of Arkansas at Monticello Library. Microcomputers are available for student use in the adjacent computer laboratory, and computer ports and outlets are located throughout the building for personal use. The Library participates in reciprocal borrowing agreements with the University of Arkansas System libraries, and memberships in regional and national computer networks provide opportunities for research and resource sharing.

Another building that has changed the face of UAM in the past decade is Harris Hall. This is a renovated dormitory that now houses most student services. Services housed in Harris Hall include everything from financial aid to testing services. With the centralization of these student services, UAM is providing its students with a place where every needed service is contained in one building.

In order to facilitate continuing improvement of its physical facilities, the University is in the process of developing a Master Facilities Plan for the campus.

**Human Resources Planning**

The University of Arkansas at Monticello has a faculty that is committed to academic excellence. This commitment to excellence is exhibited, not only in the quality of teaching, but also by the number that have strived to obtain a permanent position in the
university community. Of the 122 members of the faculty at UAM, 45.9 percent are tenured and 21.3 percent are tenure track.

When it becomes necessary to hire new members of the university faculty, UAM aspires to provide the students a faculty that is both qualified and diverse. To ensure that diversity, UAM advertises position openings in a variety of publications. Job vacancies are announced in *The Chronicle of Higher Education, Black Issues in Higher Education*, and *Women in Higher Education*. Before the interview process begins, unit heads are charged with forming a committee to screen applicants. UAM encourages the committees to be representative of the university community, including women and minorities. A set of interviewing criteria is furnished to all search committees by the University Human Relations Office to assure that the selection process is fair. The University of Arkansas at Monticello is an affirmative action/equal opportunity educator and employer.

In spite of these efforts, the number of minority faculty have been fairly stable over time, although the number of women on the faculty has increased. Of the 122 faculty members employed at UAM, 66 are male and 53 are female. While there are six faculty members of Asian descent, one Hispanic faculty member, six African-American faculty members, and 111 Caucasian faculty members.

**Student Services Planning**

The University of Arkansas at Monticello provides a wealth of student services to enhance the college experience for all students. These services are available to promote the intellectual, physical, spiritual, and emotional growth of the students. Information technology offers the latest technological advances in the various computer labs across campus. These labs contain software to assist the students in writing essays, working math problems, and accessing the internet. Also, students who are enrolled in at least three hours of coursework at UAM are eligible for a campus e-mail address.
There are many services that meet the academic needs of the students that attend UAM. Tutoring services are offered for students who need assistance in any course in the general education curricula. The Learning Support Services is centrally located in the student services building and staffs competent students to tutor courses in English, history, business, computer information systems, and psychology. A separate tutoring center for mathematics and science is housed in the School of Mathematical and Natural Sciences and is operated by upper level mathematics and science majors. Another of the tutorial services is provided by the Gateway Student Support Services. This is a federally funded program that targets first generation college students. A Career Services Center exists to provide guidance to students on educational and career choices.

UAM also provides its students with opportunities to expand their social skills. There are over fifty student organizations that encompass a multitude of interests. Among the various organizations: Greek fraternities and sororities, honor societies, religious organizations, academic clubs, and special interest organizations. The Student Government Association also exists to provide students with a voice to the school’s faculty and administration.

Among the services offered to students at UAM, one of the most important is a place that focuses on the emotional development of the students. The Counseling Center is available to students and all information is kept confidential. Students may make appointments to speak with counselors but walk-in sessions are encouraged for students who are experiencing crises. The Counseling Center also offers testing services for UAM students. The testing center provides study skills and test-taking tips, as well as offering nationally standardized tests.

The physical well-being of the students at UAM is also an important concern. Students with physical disabilities have the opportunity to receive a multitude of services. These services include classroom accommodations, taped textbooks, adaptive test taking, and much more. An exercise center is also located at UAM and may be used free of charge by UAM students and faculty.
Strengths and Opportunities for Improvement of Each School

Division of Agriculture

The Agriculture curriculum provides students with a general education in the basic sciences and a professional education in the principles of agriculture. Bachelor of Science degrees are conferred in Agriculture in four different academic options: Agricultural Business, Animal Science, Plant and Soil Science, and General Agriculture.

The curriculum for the Bachelor of Science degree with a major in Agriculture is comprised of a comprehensive major for all options. A minor in agriculture is also offered. Degree programs in Agricultural Education are offered jointly with other institutions. In those programs, advising and course work are offered to students during their two years of study, with the degree to be completed at another institution. Agricultural Education students complete their degree requirements at Southern Arkansas University and the University of Arkansas, Fayetteville.

Strengths

An excellent faculty that is dedicated, student-oriented, and professional.
Outstanding and supportive resident adjunct SEREC (Southeast Research and Extension Center) faculty.
Unique co-curricular opportunities for students.
Supportive and caring alumni.
Outstanding faculty mentors.
Small class size.
Service to Southeast Arkansas agricultural industry.

Opportunities for Improvement

Improve student retention.
Create technology classrooms.
Improve laboratory facilities.
Increased grant funding.
Develop additional research and service opportunities for faculty.
Predict future needs for program and skills and knowledge needed by graduates.
Recruit additional students.
Increase scholarship funding for students.
Expand use of distance education.
Develop effective relationships with community colleges.

School of Arts and Humanities

The Division of Arts and Languages was formed when the University of Arkansas at Monticello reorganized its academic structure in 1993. It was composed of the former Department of Communication Arts and the Art Department, which was previously a constituency of Fine Arts. On July 1, 1998 the former Division became the School of Arts and Humanities to better delineate the breadth of academic areas in the unit: Art, English, Foreign Language, Journalism and Speech Communication. Instructional emphasis in the School is upon the major and minor areas of Art, English, Journalism and Speech Communication and in the minor areas of French and Spanish. The School also offers additional course work in Philosophy. Because many students come to the University in need of more academic preparation for college than the high school has provided, the School offers considerable help in the area of fundamentals of oral communication, writing, and reading. The School’s dual function will continue to be that of providing courses for its own baccalaureate programs, significant minors, and for the general education program in the areas of writing, speaking, and art appreciation. The School offers four Bachelor of Arts alternative of specialization in Art, English, Journalism and Speech Communication. A major concentration in writing is also offered.

Strengths

Excellent faculty committed to school mission.
Small classes.
Active SAH student organizations in all departments.
Periodic curricular reviews.
Writing Center is an excellent retention tool.
Speech Communication and English–collateral degrees allowing flexibility.
Development of writing concentration to the English degree.

**Opportunities for Improvement**
Strengthen program in Journalism/Human Relations.
To develop a major in Liberal Arts.
To develop an annual UAM Reading Series.
Expansion of Writing Concentration program.
Incorporating more web research and technology into our classroom instruction.
Expanded use of distance education.
Community outreach could be increased.
Initiate a Writing/Speaking Across the Curriculum program.
To create a University Community of Scholars.

**School of Business**
The School of Business offers a Bachelor of Business Administration degree with majors in Accounting and Business Administration; in the Business Administration major, concentrations are offered in Finance, Management, Marketing, Entrepreneurship, and Business Administration.

**Strengths**
Excellently trained, professional, and dedicated faculty.
Faculty advisors.
Relatively small class sizes.
Doctoral coverage in all functional areas of business.
Modern, renovated classroom facilities.
Cutting-edge computer labs.

**Opportunities for Improvement**
Increase grant applications to support faculty research and teaching productivity. Obtain external funding for faculty travel to professional conferences. Improve students’ utilization of the advising process. Increase funding for student scholarships. Improve graduate placement in the business sector. Increase activity in faculty research.

**Division of Computer Information Systems**

The Division of Computer Information Systems was established as an academic unit at the University of Arkansas at Monticello on August 16, 1999. The Division offers a Bachelor of Science degree in Computer Information Systems as a comprehensive major with supportive requirements in business and communication. A minor in Computer Information Systems is also offered.

**Strengths**

Desirability of the program.
Dedication of the faculty toward teaching, student support, and student achievement.
Students who want to learn everything that the Division has to offer.

**Opportunities for Improvement**

To encourage faculty that has little interest in pursuing personal academic achievement through research, conference presentations, publications, and/or grant funding.
To seek minimal support for continued growth.
To find a supply of quality adjunct instructors.

**School of Education**

The University of Arkansas at Monticello School of Education is committed to the development of high quality teacher leaders who are caring, competent professionals dedicated to meeting the needs of a changing, diverse society. The graduate programs in
the School of Education are developed around standards that govern accomplished teaching, including the National Board for Professional Teaching Standards.

**Strengths**
Faculty and teacher education students who serve their communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and equity.
Successful partnerships with two community colleges.
A faculty that continues to aggressively pursue and obtain various public and private grants which further support the teacher learning process in the school.
The School continues to attract and serve a diverse student population at both the graduate and undergraduate levels.
The School has been successful in maintaining a diverse faculty.

**Opportunities for Improvement**
There is a need to improve student recruitment and retention efforts.
A smart classroom would greatly enhance the teaching/learning process.
The School needs a dedicated T1 computer line or acquire a server dedicated to Willard Hall.
The School is resolved to ensure that all proper program documentation is submitted to appropriate state and federal agencies in a timely fashion.
The School needs to identify ways in which it can better serve the students in its partnering community colleges.

**School of Forest Resources**
The School of Forest Resources continues to evolve as a highly regarded source of forest resource knowledge and is widely acclaimed for its service to society through the discovery, synthesis and dissemination of new and existing information. Its integrated programs will result in sustainable forest and related resources and an improved quality of life for the people of Arkansas, the south-central region, the nation, and the world.
**Strengths in teaching**

The Center’s programs provide an excellent value in undergraduate forest resource, wildlife management and spatial information systems education in the United States. Excellent research capabilities enhance and broaden the scope of the graduate and undergraduate teaching programs.

Strong ties with private nonindustrial landowners, forest industry, public natural resource agencies and non-governmental organizations provide opportunities to access and study a wide variety of forest land management strategies as well as opportunities for hands-on-learning, cooperative training programs, job placement, integrated course development and exposure to a broad variety of natural resource challenges.

A diverse, broadly integrated forest resources curriculum stimulates classroom and field presentation.

Faculty research projects provide opportunities for student participation in solving significant forest resources problems.

The Center teaching faculty are well qualified and highly motivated to fulfill their mission.

The addition of new faculty members introduces a degree of gender and ethnic diversity not previously found in the professional cadre.

Four closely allied programs in Forestry Management, Wildlife Management, Spatial Information Systems and Land Surveying Technology lend mutual strength to the School’s teaching programs by offering chances for applicable electives and supportive minors.

Continuing accreditation by the Society of American Foresters ensures that the undergraduate forestry program meets national standards of excellence and places the School among a nationally recognized group of professional institutions.

The initiation of entrance requirements into the upper-division of all three B.S. level programs in the School serves as a strong quality of control measure for upper-division courses and eventually for the quality of the School’s graduates.
The undergraduate curricula contain a strong emphasis on professional ethics, interpersonal relations and communication skills. Faculty are readily accessible by students. There is strong scholarship support available for undergraduate programs. The presence of Xi Sigma Pi (forestry honorary) chapter provides the School’s students an academic excellence incentive. Split appointments of faculty provide faculty and students a mixture of traditional and innovative/cutting edge contacts and experiences. The presence of a master’s level graduate program has a strong positive effect on the undergraduate teaching programs. The existence of three student computer laboratories strengthens the School’s teaching programs while providing a valuable facility for student work.

**Strengths in research**
Center faculty are well trained and aggressive in a broad variety of research pursuits and are capable of conducting a strong integrated research program. Close cooperative relationships exist with private industry, private individuals, private foundations, and state and federal agencies. Many Center faculty are well known in the State, region, nation and the world for the quality of their research programs. Expertise in emerging research technology, such as Geographic Information Systems (GIS), within the Center has drawn wide-spread attention and support. The extremely diverse forest community within the State creates demands for a broad range of information needs, thus providing a wide range of research and extension opportunities. Forest management objectives vary greatly by landowner. This has resulted in a broad range of forest types and presents many opportunities for forest resources research study.
The Center faculty have the capability to perform in-depth research across a broad range of natural resource disciplines. The interdisciplinary approach has been stressed in all Center research.

the Spatial Analysis Laboratory databases and analytical capabilities add new dimension to the Center’s research capacity.

The Center’s research programs are timely and meet the needs of the State’s forest owners. They combine a blend of traditional and contemporary approaches to research.

The graduate programs strengthens the research support base.

New faculty members bring new dimensions to the Center’s research capability.

**Opportunities for Improvement**

A lack of building space at Monticello is the most critical constraint facing the Arkansas Forest Resources Center. Education, research and extension programs have begun to suffer from overcrowding and lack of adequate facilities to fully implement the mission of the Center.

Future growth in the research program will require the following: Additional capital equipment and maintenance and operating funds; new or expanded research expertise including scientists in hydrology, waterfowl, wetland ecology, silviculture, hardwood growth and yield modeling; and additional research personnel.

Budget restrictions and lack of an adequate number of positions have greatly hampered the development of an effective forest resource extension program in Arkansas. This is especially true in the areas of BMP’s for harvesting, agro-forestry, sustainable forestry issues, and technology transfer of forest-based research.

**Division of General Studies**

The Division of General Studies was created to serve as the academic and administrative unit for all students who were undecided about a major field of study. The Director and faculty advisors assist students in satisfying the general education
requirements, the requirements for admission into a major, and/or requirements for the Associate of Arts Degree or one of the three Associate of Applied Science Degrees in the Division of General Studies.

Library
The library at the University of Arkansas at Monticello provides students, faculty, and staff a variety of sources of information. In 2003, over 29,000 books were circulated and over 65,000 people visited the state-of-the-art facilities. The interlibrary loan system is another service that is frequently utilized by patrons of the library. A total of 1,474 items were loaned and 695 of those items were delivered electronically. The collection at the university library includes: books, periodicals/serials, government documents, ERIC documents, special collections (Arkansiana), curriculum/children’s literature, and electronic resources.

Strengths
Strong library holdings; collection reflects the curriculum and research needs of the campus.
Diverse staff with various talents and skills.
Technologically competitive.
Efficient interlibrary loan service.
New state-of-the-art facilities.

Opportunities for Improvement
Expand online collections.
Improve remote access services for remote users.
Expand electronic document delivery.
Develop collaborative relationships with teaching faculty.
School of Mathematical and Natural Sciences

The School of Mathematical and Natural Sciences offers specializations in biology, chemistry, mathematics and natural sciences. The curricula in the School prepare students for careers in industry and teaching, for graduate studies, and for admission to professional programs including allied health, medicine, optometry, and pharmacy.

The School is committed to attracting and maintaining quality students by offering quality academic programs, providing a high level of instruction in all courses, increasing the opportunities for student research programs, and working with area schools to improve the quality of science and mathematics teaching. The faculty of the School show their dedication by maintaining and improving the academic advising of the students. The faculty often work with students outside the classroom in field courses, clubs, and other activities. The School also continues to assess its programs by maintaining contact with area professional programs and graduate schools to insure that graduates are competitive.

Strengths

Excellent faculty dedicated to teaching.
Active undergraduate research programs.
Newly refurbished chemistry laboratories.
Academic programs with excellent reputations.
Private funding for scholarships.
Good relationships with area mathematics and science teachers.
Unified teaching of mathematics courses.
Strong curricula which are periodically reviewed and improved.
The Turner Neil Museum of Natural History located on campus.
Continuing educational programs are offered at Pomeroy Planetarium.

Opportunities for Improvement

Increased use of technology in courses.
Additional opportunities for students in health related areas through new College of Public Health at UAMS.
Grant programs which offer possibilities for external funding.
Possible development of statewide standards for core courses.
New programs or new options within current programs.

Division of Music

The Division of Music seeks to offer quality educational opportunities to students and provide cultural and aesthetic experiences to the University, the community, and the constituents of southeast Arkansas. The Division of Music provides academic programs which lead to the Bachelor of Arts in Music degree and the Bachelor of Music Education degree. The Division of Music received approval from NASM to offer the Music Theatre Concentration within the existing curriculum for the Bachelor of Arts in Music degree.

The Division of Music houses many activities in which students may participate. The concert choir and the chamber choir are groups that perform regularly during campus functions. The marching band is an integral part of football games and the pep band provides music during home basketball games.

Strengths

Accredited member of the National Association of Schools of Music.
Excellent curricular programs.
Talented, dedicated, and highly motivated faculty committed to school mission.
Active student body including many with strong musical and academic talents.
Strong choral and instrumental ensembles demonstrating steady artistic growth.
Excellent scholarship opportunities for students.
Alumni who have distinguished themselves in both graduate studies and professional roles.
Expanding program which serves the needs of the geographical area.

Opportunities for Improvement
With additional resources, equipment, and faculty, the Music program can expand to offer additional concentrations and/or degrees in music.
Recruit more actively in the community/junior colleges of Arkansas and surrounding states for talented students.
Create additional office, studio, and storage space by renovating the unfinished third floor of the Music Building.
Encourage the private sector to endow music scholarships and contribute to the “Friends of Music” Fund.
Seek individuals or a foundation to fund a new Performing Arts Center with choir and band rehearsal rooms, faculty office studios, and classrooms with state-of-the-art equipment.

Division of Nursing

The Division of Nursing exists to successfully prepare technical and professional graduates who are competent and who can successfully function in the health care setting to meet the needs of society for safe nursing care that will restore or maintain health. The Division of Nursing strives to offer courses of study in a well defined curriculum that leads to the successful completion of the technical (Associate of Applied Science in Nursing degree) or professional (Bachelor of Science in Nursing degree) courses of study by graduates from those programs. The Bachelor of Science in Nursing degree program is accredited by the National League for Nursing Accrediting Commission. Both programs are approved by the Arkansas State Board of Nursing. The AASN degree program is a fast-track program leading from the LPN to RN licensure. The generic BSN program leads to RN licensure and prepares the graduate for entry into graduate programs in nursing for advanced degrees. Other than the generic BSN program, the Division of Nursing also offers two other alternative routes to the BSN degree. The LPN may opt to take the LPN to BSN completion program and the RN with an Associate Degree or who holds a hospital diploma in nursing may opt for the RN to BSN completion program.
These programs are offered to assist the LPN or RN to advance up the career ladder without undue loss of time and unnecessary expense.

The Division of Nursing offers students excellent advisement, an excellent curriculum, and a well prepared faculty who serve as clinical and theory nurse educators to provide the students with superb learning experiences to enable them to practice safely upon graduation and to pass the nurse licensure examinations.

**Strengths**

A faculty well-prepared to teach all of the major clinical areas: medical, surgical, psychiatric, women’s health (obstetrics), and pediatrics.

A faculty who work cohesively to team teach the curriculum content in the clinical and classroom areas.

A chair with a doctorate degree in nursing who has had educator track preparation at the master’s and doctorate degree level of nursing education to oversee the curriculum and to determine when revision are needed as changes occur within the profession.

A BSN program accredited by the National League of Nursing Accrediting Commission for eight years, until 2010, the maximum number of years accreditation is allowed.

A BSN and AASN program that are approved by the Arkansas State Board of Nursing. Division of Nursing faculty and student handbooks to provide clarity to faculty and students relevant to expectations of each.

A well defined integrated curriculum based on Sister Callista Roy’s Adaptation to Stress Theory.

Syllabi for each course with course requirements clearly indicated in measurable learning objectives, stated mostly at higher cognitive levels, for critical thinking and successful completion of course requirements.

Ongoing program evaluation with measurable objectives.

A Bachelor of Science in Nursing degree programs for graduate of Associate Degree or diploma programs in nursing.
A fast-track LPN to RN, Associate of Applied Science in Nursing degree (AASN), program that prepared technical registered nurses for practice as a generalist. Effective evaluation methods that measure learning objectives of students. Division of Nursing committees that work to ensure student needs for learning are met: curriculum committee, admissions committee, textbook committee, etc. Faculty who participate in UAM committees: Curriculum and Standards Committee, Academic Appeals Committee, Technology Committee, General Education Committee, Research/Grants Committee, Animal Right Committee, etc. Faculty who attend workshops and continuing education programs to keep abreast of the latest in nursing/health care to provide a cutting edge curriculum to students. A curriculum which designates use of the latest technology to enhance learning: audiovisuals, computer programs, distance learning, etc. A faculty who use a variety of teaching strategies in their clinical and theory presentations to meet the needs of students who learn in different ways. A Division of Nursing mission and philosophy that coalesces with that of UAM. A student friendly faculty who strive to assist students to achieve their career goals. A faculty who adheres to and requires students to adhere to the American Nurse’s Association Code of Ethics and Standards of Practice. A faculty who, in a variety of ways, provide service to the community and who provide students with the opportunity to do the same. A computer lab and simulated hospital learning labs to enhance student learning.

Opportunities for Improvement
A newer facility is needed. The one we have, Wells Hall, is adequate but was built in 1912. It would be advantageous to have a modern building with larger classrooms to accommodate students. We are recruiting for more faculty who are qualified, experientially and educationally, to teach theory and clinical curriculum content.
As stated above, we are continuously revising our curriculum to provide a cutting edge curriculum to our students to enhance their ability to pass the licensure examinations and to practice safely and effectively as registered nurses.

More funding is needed to keep equipment and technology updated and to afford faculty more opportunities for participation in continuing education programs.

Tutoring services for all students, particularly culturally diverse students, to enhance their chance for success in the nursing program.

School of Social and Behavioral Sciences

The School of Social and Behavioral Sciences offers majors and minors in criminal justice, history, political science and psychology; a comprehensive major in history and social studies which is primarily a secondary-level teacher preparation-oriented degree program; and a comprehensive professional program in social work. Course work only is offered in anthropology, geography and sociology.

Students who want to prepare for secondary level teaching positions in Arkansas enroll in the history and social studies program and complete a required series of professional education courses including a clinical internship through the School of Education. This program is currently accredited through the National Council for the Social Studies (NCSS) and the National Council for the Accreditation of Teacher Education (NCATE).

The social work program is accredited by the Council on Social Work Education. This accreditation permits students to sit for the social work licensure examination at the LCSW level and be eligible for advanced standing admission into graduate programs nationally.

Committed to excellence, the faculty in the School of Social and Behavioral Sciences are active in their scholarly disciplines, participate in professional associations and meetings, contribute to the body of scholarly literature, and write and submit grants to support professional development and research.

Strengths
Faculty have terminal degrees from excellent institutions throughout the country. Most of the faculty without terminal degrees are in doctoral programs. Faculty are recognized for excellence in teaching and service. Faculty are active in terms of delivering papers, serving as discussants at professional meeting, conducting basic and applied research, and publishing articles and books. Faculty have access to instructional technology facilities such as CIV lab and Smart Room. Faculty have access to equipment such as data projectors with laptop computers, videocassette recorders and DVDs with monitors, and overhead projectors for classroom use. Also have scanners, a color laser printer and heavy-duty copier for production of supplemental instructional resources. School has external funding for program development from Arkansas Council for Humanities, Fulbright Hays Scholars Program and Title IV-E. Recent hires increase the diversity (gender, ethnicity, rank, and age) of the faculty. Provide academic programs and courses of interest to students that meets the needs of the region that prepare students for immediate employment and graduate school. Meet initial accreditation standards from the Council of Social Work Education of the baccalaureate social work program. Internships and national field study opportunities available for selected disciplines and majors. Travel abroad and professional development opportunities for history teachers in the region and the nation. Students have multiple ways to receive faculty mentoring in and out of class. Students and faculty have Internet access to library resources that support the courses and programs in the School.

**Opportunities for Improvement**

Continue accreditation from the Council of Social Work Education for the social work program.
Increase the diversity of the faculty to reflect the demographics of the region.
Develop new programs in political science, criminal justice, and social work.
Develop programs in collaboration with other Schools on campus.
Serve more students through program offerings for the Colleges of Technology.

Strengths, Weaknesses, Threats, and Opportunities for Improvement

The University of Arkansas at Monticello strives to accomplish the very aim of Criterion Four: “The institution can continue to accomplish its purposes and strengthen its educational effectiveness.” The changes in academic programs alone exhibit UAM’s commitment to academic excellence. With the addition of the new Master of Arts in Teaching, UAM is certifying more teachers every year. At a time when teacher shortage is at a critical stage, UAM is playing a key role in eliminating the number of uncertified teachers in the surrounding area and in the state. Technology improvements of the past decade are impressive. In every school and division, deans/chairs and faculty work collaboratively to develop plans that will enhance their programs and degrees. Each of these aspects contributes to the effective development of a well-rounded student.

The University has developed decision-making processes that support the achievement of its mission and purposes, as demonstrated by the physical, technological, and other improvements discussed in this self-study. Effective planning processes support the continued achievement of its mission and purposes. The Vice Chancellor for Academic Affairs, in conjunction with the Academic Council, has been developing a comprehensive strategic plan for the University, and the academic units are in various stages of the strategic planning process for their units. The process of identifying strengths, weakness, and opportunities for improvement at the university and unit levels is an essential step in positioning the university for the future.
Chapter 8
Criterion Five
The University of Arkansas at Monticello demonstrates integrity in its practices and relationships

The University of Arkansas at Monticello demonstrates its commitment to integrity through its polices, practices, and publications, and in its relationship to students, faculty and staff, and the community it serves. The policies and procedures affecting the governance of UAM and the method in which the university enters into contracts are conducted within the guidelines of state and federal mandates. UAM continually seeks to maintain the integrity of its practices and relationships that is indicated in its written policies. Policies and procedures are developed with input from faculty, staff, and students, and are published in the appropriate University documents. Several of the policies and procedures are available online in the online handbooks or as part of an office or department website.

Since the University’s last NCA evaluation in 1995, several processes and procedures related to institutional integrity have been modified, improved, or initiated. These activities have helped the University affirm its ability to make positive changes that affect its commitment to the faculty, staff, students, and the constituencies it serves. This study will indicate the growth that UAM has experienced since the last visit. Many of the challenges indicated by the 1995 team’s report were regarded as positive targets that helped to guide the institutional growth and improvement in demonstrating integrity in its relationship and practices. Several of the areas of improvement are specifically indicated as areas of strength in this report.

This chapter will describe and analyze various aspects of the University’s integrity in its relationships and practices.
Policies and Practices

The University of Arkansas at Monticello is a public, open admission, four year campus of the University of Arkansas System. Program offerings at the University of Arkansas at Monticello reflect the needs and desires of students and the surrounding communities. Approximately 75 percent of UAM’s students are from the surrounding ten-county area. As might be expected, the bulk of the remaining students are from the contiguous states of Mississippi, Louisiana, and Texas. (UAM Fact Book).

The Governor of Arkansas appoints the members of the Board of Trustees for the University of Arkansas at Monticello. Neither the University of Arkansas at Monticello nor the University System remunerates members of the Board via salaries, wages, or fees. Board members do not own stock in the institution, have credit obligations to the institution, or operate businesses of which the institution is a customer. A review of the Board of Trustees minutes, which can be found in the UAM library, each Vice Chancellor’s office and the Office of the Chancellor, will indicate that the Board of Trustees conducts its business in a forthright manner.

Access, Equity, and Diversity

The University of Arkansas at Monticello’s commitment to the principles of affirmative action and equal opportunity is evident in its open admissions practices (See current UAM catalog). In addition to the catalog, the University of Arkansas at Monticello’s student and staff handbooks, as well as class schedules, include the following commitment to equal opportunity and affirmative action:

The University of Arkansas at Monticello is committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons, regardless of their economic or social status, and will not discriminate on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age or any legally protected class. The Office of the Vice Chancellor for
Student Services has been designated to coordinate efforts to comply with all laws and regulations applicable to qualified disabled individuals as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The University of Arkansas at Monticello’s admissions and hiring policies adhere to federal equal opportunity guidelines.

Advertisements for faculty and staff are typically communicated state-wide via the state newspaper, the *Arkansas Democrat-Gazette*, two on-line job sources: arkansasjobs.com and arkansasjobs.net, the UAM web site under Employment Opportunities, and other publications specific to the professional field such as the *Psychological Review*, *Black Issues in Higher Education*, *Nurses Journal*, and *Chronicle of Higher Education*. Employment opportunities are also advertised in local and area-wide newspapers. Polices regarding non-discrimination and affirmative action can be found in the Student, Staff, and Faculty Handbooks, and the current catalog.

**Academic Integrity**

Academic integrity is demanded campus-wide. The University of Arkansas at Monticello’s policy on academic integrity is published in the University catalog, student handbook, and course syllabi. Plagiarism in any form is not tolerated: the faculty works diligently to instruct students in appropriate methods for citing research. Additionally, the section of the federal copyright law (Title 17, U.S. Code), which addresses photocopying and reproducing copyrighted materials is posted at all copy machines in the UAM library and in some academic buildings. Codes of conduct, including student rights and responsibilities, are outlined in the Student Handbook.

The University of Arkansas at Monticello encourages freedom of expression for all students, faculty, and staff. The University of Arkansas at Monticello also respects the array of sensitivities represented among the students, faculty, and staff. While the UAM policies and contracts for internet/computer use are constructed in ways to allow students
the ultimate degree of academic freedom within the boundaries of acceptable and appropriate conduct when using public resources, the appropriate use of computer resources is difficult to monitor.

Policies for specific complaints regarding academic programs can be found in the Student Handbook. Academic Conduct Code violations and Student Conduct Code violations can also be found in the Student Handbook.

Federal Compliance

The University of Arkansas at Monticello complies with all of the following federal laws that are made known to students, faculty, and staff through a variety of campus communications.

Higher Education Reauthorizing Amendment of 1998

In accordance with the Higher Education Reauthorizing Amendment of 1998, records of formal, written student complaints regarding academic matters are centrally maintained in the Academic Affairs Office, which is designated as the custodian of the official institutional complaint log. These complaint files are made available to accrediting organizations, but complainants remain anonymous. In compliance with the Reauthorizing Amendment, records are maintained for at least two years.

The institution’s “Student Complaint Policy” is published in the student handbook. Since July 2001, there have been no student complaints recorded in the Office of Student Affairs.

Student Right-to-Know and Campus Security Act of 1990

In compliance with the Student Right-to-Know and Campus Security Act of 1990, campus security policies, current security programs, and crime statistics are reported.
yearly to the Department of Higher Education and the Federal Bureau of Investigation. Security policies are published in the Student Handbook. Current crime statistics are available for review by any faculty, staff, or student of the University of Arkansas at Monticello at the Office of Public Safety located on the campus. Any applicant for enrollment or employment may also, upon request, receive this information. Campus police prepare annual crime reports. These reports are available in the Office of Public Safety. A separate file is also maintained of registered sex offenders. Each student and employee receives a brochure yearly: “The Student Right to Know, Campus Security Act, and Meningococcal Meningitis Advertisement” compliance statement that indicates crime statistics, alcohol and drug health risks, and other University policies.

In 2000, there were 28 larceny/thefts and 3 burglaries reported on the UAM campus. In 2001, there were 44 larceny/thefts; 2 burglaries; 1 drug abuse violation, and 2 weapons possession.

**Drug Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendment of 1989**

The University of Arkansas at Monticello demonstrates compliance with the above acts by publishing its alcohol and drug policies in the student, faculty, and staff handbooks as well as the “Student Right to Know and Campus Security Act” compliance statement brochure. These policies can be found in the Student Handbook, Staff Handbook, and Faculty Handbook.

The Office of Special Student Services and the Office of Counseling and Testing also distribute related alcohol and drug abuse information to students, faculty, and staff and sponsor various activities promoting drug and alcohol awareness. The Office of Special Student Services has also obtained grants from the Arkansas Collegiate Drug Education Committee and Arkansans for Drug Free Youth to supplement these various activities. UAM students participate yearly in the national Core Alcohol and Drug Survey. Results of the Core Survey are on file in the Office of Special Student Services.
All employees are required to read and sign an acknowledgement form indicating that they have received and will abide by the UAM Drug and Alcohol Policy. The Personnel office keeps these acknowledgements for staff employees and the Office of Academic Affairs for faculty employees.

**Family Educational Rights and Privacy Act of 1974 (FERPA)**

In compliance with the Family Education Rights and Privacy Act, the University of Arkansas at Monticello has developed policies and procedures designed to protect information about its students and their families from improper release.

The Student Handbook contains detailed information about privacy issues regarding student educational records. The University of Arkansas at Monticello does not allow access to student records without the written consent of the student, except to individuals or organizations authorized by the Act. Those authorized individuals and organizations are identified in the Student Handbook. The only information released without a student’s consent is directory information. In releasing directory information, the University of Arkansas at Monticello follows Section 99.37 of the Act. The Student Handbook informs students that directory information is released and defines what is considered directory information. The handbook also outlines the procedures to be followed if a student wishes to request that this type of information not be released.

In compliance with the Privacy Act (FERPA), the University of Arkansas at Monticello does not release social security numbers of students, nor does it post grades using this method. Policies can be found under Section 4.12 of the Faculty Handbook.

The library keeps circulation records confidential and does not release information that associates patrons’ names with materials used. Overdue notifications are emailed directly to patrons every 14 days. If there is no active email account, letters of overdue notification are regularly mailed. The library follows Arkansas law as stated in Arkansas Code of 1987, Volume 8, Section 13, and Subchapter 7, concerning confidentiality of patron records.
Sexual Harassment/Discrimination

The University of Arkansas at Monticello follows the Equal Employment Opportunity Commission guidelines in dealing with sexual harassment and/or discrimination issues. The institutions’ sexual harassment policy is published in the faculty and staff handbooks. The Human Relations Officer holds training in recognizing sexual harassment and the UAM policy yearly during professional development week.

There is a separate Policy for Adjudicating a Complaint of Harassment or Unlawful Discrimination that applies to all students, faculty, and staff which is available from the Human Relations Officer and can also be found in of the Staff Handbook.

Americans with Disabilities Act (ADA) of 1990 and Rehabilitation Act of 1973, Section 504

The University of Arkansas at Monticello is committed to making its facilities and services accessible to students with disabilities and makes every effort to comply with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Special Student Services serves as the University compliance officer.

Services to students with disabilities are described in the college catalog and in the student handbook. Course syllabi also include a section informing students about the availability of disability services. The University complies with the Americans with Disabilities Act and the Rehabilitation Act, Section 504 in its employment practices.

In 2002, the University completed a four-year project to bring its facilities into increased compliance with ADA regulations. Elevators providing access to all floors were part of the renovations of the Memorial Classroom Building and Harris Hall, and the Library Technology Center provides elevator access to both floors. However, in some of the buildings it would be prohibitively expensive to provide access to all floors. In such cases, the University has developed procedures to ensure access to all students by moving classes to accessible floors or buildings as necessary. The University is thereby
able to make effective use of its classroom resources while ensuring access to all of its student population.

**Family Medical Leave Act of 1993**

The college complies with the Family Medical Leave Act. The Staff Handbook and the Faculty Handbook contain information about employee eligibility requirements.

**Resolution of Internal Disputes**

The University of Arkansas at Monticello has established grievance procedures for the resolution of internal disputes. Student grievance procedures are outlined in the Student Handbook for academic and non-academic matters.

Grievance procedures for faculty and staff are outlined in the faculty and staff handbooks. Both faculty and staff handbooks contain statements that the institution “will not, and is prohibited from, discriminating against any person who has filed a grievance.”

Grievance procedures for an academic employee are found in Chapter 4 of the Faculty Handbook. The constitution and by-laws for governance of UAM is located in back of the Faculty Handbook. Each standing committee and its responsibilities are listed. The UAM by-laws describe the Faculty Equity and Grievance Committee and its responsibilities. Procedures for appealing decisions at all levels of the tenure and promotion process are also found in the Faculty Handbook.

Grievance procedures for staff employees may be found in the Staff Handbook.

**Publications and Other Forms of Communication**

The University of Arkansas at Monticello communicates with its constituents by way of the University catalog that is revised every two years to ensure an accurate and up-to-date description of course offering, degree requirements, and transfer information.
Catalogs are distributed through the Office of Admissions at no cost to students.

Student handbooks are available at no cost to students and parents during student orientation each semester, in all College Skills classes, and at each residence hall during check-in. Student handbooks are available at any time at the following locations: Office of Counseling and Testing, Office of Residence Life, and the Assistant Vice Chancellor for Student Affairs office.

The handbook emphasizes the importance UAM places on academics by including a hands-on section for student to complete regarding short and long term goals setting, time management, study and test taking strategies, a project planning guide, and a daily/monthly/yearly planner.

The Faculty Handbook is distributed to each new faculty member upon acceptance of a job offer from the Vice Chancellor of Academic Affairs. The handbook is issued and a signature sheet is kept in the Academic Affairs office to indicate the handbook as been received. The faculty handbook is also available on-line from the UAM website.

A Staff Handbook is distributed to each new staff member, professional as well as classified employees, upon acceptance of a job offer by the UAM Personnel office. A signature sheet is maintained in the employee’s personnel file to indicate the handbook has been received.

The availability of handbooks on-line not only ensures access to faculty members and all interested parties, but facilitates the distribution of information regarding changes in policies and procedures to faculty and all interested parties. As handbooks are distributed to faculty and staff at the time of initial employment, updated dated information on changes was distributed through the campus mail in the form of hard copy. The on-line handbooks make it easier to ensure that all faculty and staff have access to the current University policies and procedures.

Because alumni are a primary constituency of the University and represent a potential critical external force as the University seeks financial and political assistance, the Office of Alumni Affairs and the Officer of University Development are located on
the campus. The function of this office is to report to alumni, friends, and the region on UAM’s activities, financial condition and expectations of students. This office distributes several excellent publications.

UAM has a campus newsletter, *Weevil on Line*. The newsletter is another form of communication that is available each month on the UAM web page. The newsletter provides faculty and students with monthly news and events that take place on campus. Students and faculty who log on to the newsletter have easy access to other links pertaining to university news and events.

In addition to publications, UAM has improved its internal communication to faculty and students on campus. Regular scheduled announcements of meetings, agendas and minutes of Academic Council, Graduate Council, and CASAA meetings are posted via e-mail to all faculty on campus. E-mail is also used to announce campus events to the faculty, staff, and students as well. The UAM website is updated on a regular basis to provide faculty, staff, students, and the community information about the university. The voice mail system for the UAM faculty has been updated to provide easy access for communicating to students and other professionals as necessary. UAM will continue to improve the lines of communication to its constituencies via handbooks, publications, and e-mail.

**Relationships with Other Institutions**

UAM values its relationships and partnerships with other institutions and philanthropies who provide a number of educational opportunities for students. The efforts of many individuals have been successful in creating relationships with other institutions to enhance the quality of education and life for students attending UAM. Presently UAM has agreements and/or partnerships with two-year colleges, and nine
school districts. UAM and the colleges and schools worked collaboratively to establish the agreements and/or partnerships. A brief description of some of these relationships is provided.

The University has established a working relationship with high schools officials who have students wanting to enroll in college courses prior to high school graduation. High school students who meet the prescribed criteria may register for college courses at UAM prior to high school graduation. The high school student must submit to the Office of Admissions an application for admission, a current school transcript, and a letter from his/her high school principal, superintendent, or counselor stating that he/she has the ability to succeed in college-level work. Courses that students take while a pre-freshman can apply toward a degree program at UAM or may be transferred to other colleges and/or universities.

Several academic units at UAM have established relationships with other institutions that provide significant benefits to students and the faculty. The School of Mathematical and Natural Sciences through collaboration with one of its faculty has become an associate member to the Biomedical Research Infrastructure Network (BRINN) located at UAMS. The School has also established partnerships with the National Cancer Institute, the National Science Foundation, and the Arkansas Space Grant Consortium. The memberships, partnerships and/or relationships with these organizations allow UAM students to participate in research opportunities and/or special activities.

The Division of Nursing has contracts with all clinical sites where students complete their clinical rotation. Some of the sites are: Jefferson Regional in Pine Bluff; Delta regional Medical Center in Greenville, Mississippi; Drew Memorial Hospital in Monticello, and Bradley County medical center in Warren, Arkansas.

The School of Education (SOE) has established cooperative partnership agreements with nine public school districts in southeast Arkansas to implement a quality teacher education program. Within each of the school districts, teachers who are mentors
serve as mentors for the Professional Partnership Corps. The SOE is committed to creating positive working relationships with its mentors and partnership school districts.

The School of Education has received several federal, state, foundation, and scholarship grant opportunities to identify and increase the pool of qualified potential traditional and nontraditional, minority and non-minority students desiring to teach in Arkansas public schools. The grants provide support for development of programs for students preparing to teach. The grant-funded programs are be designed to enhance the academic, professional, and social development of novice and/or experienced teachers’ at different levels who meet the necessary requirements. Annual reports and/or meetings provide appropriate documentation for use of any grant money and/or activities of the programs. Specific documentation of grant activities can be found in the Center for Minority Opportunities and Resources for Educators (M.O.R.E.) and in the SOE and MAT offices.

Institutional Relationships

Intercollegiate Athletics

The University of Arkansas at Monticello currently is a member of NCAA Division II. Accordingly the Department of Athletics at the University of Arkansas at Monticello endeavors to comply with all applicable NCAA rules, regulations, policies and procedures. Students may obtain additional information about the University of Arkansas at Monticello’s compliance policy on the UAM Athletics website at http://www.uamont.edu/Athletics/compliance.htm.

In addition to the on-line source of information, the players and coaches are also kept up to date and provided with the following information. Student-athletes meet with the Director of Athletics, Faculty Athletic Representative, and Compliance Coordinator at the beginning of each academic semester to complete paperwork for the NCAA and GSC (Gulf South Conference) and to be informed of the Rules and By-Laws of the NCAA and
GSC. The athletic staff also has routine discussions in staff meetings to update and keep coaches abreast of changes in regulations. The Administrators and Coaches attend regular meetings by GSC and NCAA to keep informed as well. Lastly, there is a Student Athlete Advisory Committee that communicates with the student athletes throughout the school year.

**Student Associations**

During new student orientation, the Director of Student Programs & Activities hands out the “New Student Organization Handbook.” This handbook outlines all guidelines, processes, rules, by-laws, and policies for any new student organization to be officially recognized by the university. Information regarding student organizations may also be found in the college catalog and in the Student Handbook.

Presently, pertinent information about the student associations is not available on the university web-site. However, through effective use of the university e-mail system all students, faculty, and student organizations are kept informed of the University events and major changes in policies and procedures.

**Intramural Activities**

The following is list of places/methods where/how information regarding the rules, policies, procedures, and current as well as future events are made available to the students:

1. Website: [http://www.uamont.edu/StudentAffairs/index.htm](http://www.uamont.edu/StudentAffairs/index.htm)
2. At the mandatory new student orientation, a brochure is distributed which contains:
   a. Calendar of events
   b. Eligibility requirements
   c. Sources of additional information and contacts
3. At the student affairs office, each officially recognized student organization
has a mailbox, and these mailboxes are utilized to notify groups of intramural activities.

4. Upcoming activities are posted on bulletin boards throughout the campus.

5. All activities and rules for specific events are sent out via e-mail to all students, student-groups, and faculty.

6. The Director of Intramural activities holds managers’ meetings for those in charge of individual teams that wish to participate in the major intramural activities. In these meetings, the managers are made aware of official rules and policies that pertain to the particular sporting event.

**Subsidiary or Business Related Enterprises**

UAM has a positive working relationship with several business related enterprises such as food service, on-call professionals such as architects and engineers, service providers for maintenance agreements, and local small business vendors. The University follows the necessary prescribed policies and procedures required by each contractual agreement it enters. Oversight procedures are followed and monitored closely by several offices including the UAM Office of Finance and Administration.

**Oversight Procedures for Monitoring Contractual Arrangements**

Departments are reminded that University of Arkansas Board Policy 260.1 prohibits use of State funds for purposes of recognizing the accomplishments, successes, or some other significant moment in the life of an individual employee. Board of Trustee policy statements may be found on UAM's web site under campus information, then places, then Finance and Information. Board Policy 260.1 is contained on pages 95 and 96 of the file.

It is the responsibility of the Office of Finance and Administration as well
as the University System Office and the Office of the Legislative auditor to monitor compliance over government, industry, and other organization contracts. Documents demonstrating compliance as well as the process of the requisite oversight are maintained in the various offices of Finance and Administration.

To assure the integrity of UAM and the various offices that deal with the monitoring of contractual agreements, a Federal Compliance Audit Report was completed in November of 2002. This report indicated that the University oversight processes for monitoring contractual agreements were sufficient. Therefore, the integrity of the relationship between UAM and its partners proved quite evident as described in the audit report.

**Strengths, Opportunities, Threats, and Concerns**

During the NCA team’s visit in 1995, several areas of concern were cited as needing attention. Some of these concerns have been addressed and would be considered a strength for the integrity report. Since the 1995 visit, the registrar’s office has addressed the insufficient back up and incompatibility of old and new records of students as well as issues of confidence. The library has on microfilm all transcripts and records dated as far back as 1926 up to the electronic age. These records are stored in a vault located in the Babin Center. Presently, the registrar’s office is using an imaging system called Application Xtender to scan students’ records, and electronically folders are created where student records are stored. Only qualified employees in the registrar’s office have access to these records. Any student desiring his/her records from the registrar’s office must complete specific forms and provide a picture identification. Several examples of forms to ensure student confidentiality are provided in this report.

The 1995 report indicated concerns of safety in the labs in the School of Mathematics and Natural Sciences and the School of Forest Resources. In the labs in the School of Mathematics and Natural Resources, two types of storage cabinets are being
used: (a) Solvent storage cabinets for storing volatile chemicals, and (b) Acid storage cabinets for storing corrosive chemicals. There are at least 4 or more of these cabinets in each science lab. In addition, there are six of the storage cabinets in the chemical stockroom. The labs are locked when they are not being used for instruction. To ensure the safety of students and the instructors, safety signs are posted in numerous places within every lab and stockroom. New eyewash stations and safety showers have also been installed in every lab and stockroom. Also goggles are provided to every student when they are in the lab.

In the School of Forest Resources Soils Laboratory, chemical cabinets are kept locked except during active instruction requiring them to be used. In addition eyewash stations were installed, as was a standard industrial emergency safety shower. Goggles are provided to all students working in the lab.

The 1995 report indicated that the library was inaccessible, needed updating, lacked student activity, etc. UAM has a state of the art library that was completed in 2000. Many concerns that the team had regarding the library during the visit have been updated due to the new facility. The library has an elevator that can be used by disabled and non-disabled persons when traveling to the second floor. The library has a sidewalk for easy access to accommodate people with physical needs. The facility is more conducive; it is connected by sidewalks that will lead faculty, staff, and students to other buildings on campus.

With the opening of the new library, there has been an increase in student activity. Students and faculty are able to access the online catalog, and they have remote access to the following data bases such as (ERIC, ProQuest, and CINAHL) without coming to the library.

UAM provides integrity in its policies and procedures via publications including the student, staff, and faculty handbooks, the University catalog, and publications to alumni, as well as a regularly up-dated web site. UAM is committed to establishing relationships with other institutions and local public schools to address the academic issues and needs
of its students and the community. This is evident by agreements and/or cooperative partnerships that have been established with the K-12 schools and area two-year schools.

The information in the official transcripts, online transcripts, and degree audits are thorough, complete, and very descriptive and helpful for anyone who uses them. Our current policies regarding these documents go well beyond many institutions in their thoroughness. The administration demonstrates confidentiality and much integrity as students’ records are handled.

While Affirmative Action/Equal Opportunity Employment policies are in place, faculty diversity remains to be a concern. The diversity ratio in faculty/staff is inconsistent with the diversity ratio of students. While efforts are made to bring in a diverse faculty/staff, our location, salary opportunities, as well as advancement opportunities in a small school hinder those efforts. The merger with the Colleges of Technology may provide more challenges and more opportunities to diversify the faculty and staff.
The University of Arkansas-Monticello’s mission statement reads in part: “The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.” This declaration compels the academic community to scrutinize its programs of study and monitor the progress of its students. Since the last accreditation visit, UAM has advanced significantly its assessment initiatives.

History of the Assessment Program

During the 1993-94 academic year, UAM established the position of Coordinator of Student Assessment to oversee the development and implementation of a campus-wide assessment program. At that time, the Council for the Assessment of Student Academic Achievement (CASAA), composed of the Coordinator and representatives from the academic units, designed a plan which would measure the effectiveness of basic skills, general education, and major fields of study and would gauge the success and satisfaction of graduates. The plan also included a state-mandated “rising junior” exam. UAM selected the College Assessment of Academic Performance (CAAP) examination to appraise students’ general education skills.

To carry out its objective, CASAA reviews each year the Unit Assessment Plan from each school or division. This plan must include the goals of the academic units which that reflect the institution’s mission and vision. The Unit Assessment Plan allows academic units to evaluate the efficiency of the curriculum in promoting student learning.

In the spring of 2004, the Coordinator of Student Assessment in conjunction with
CASAA compiled the University Assessment Plan, perhaps the first comprehensive narrative of UAM’s efforts to appraise systematically the performance of its students. The document includes an historical overview of assessment at UAM, a statement on the purpose of assessment, a plan for implementation, and a philosophy of assessment. The University Assessment Plan also includes chapters on the components and management of the assessment plan, the assessment of developmental and general education, assessment of major fields of study, and university-wide assessments. The Appendix contains the timeline for the assessment process and guidelines for evaluation for the UAM plan, unit plans, unit reports of assessment activities, and the CASAA evaluation. The University Assessment Plan in its entirety is located in the resource room.

Scope of the Assessment Plan

As it has become more acclimated to the culture of assessment, the University recognizes that the process cannot be accomplished by a single academic unit or a single administrative office. It is, rather, an on-going program which involves every facet of the academic community.

Recognizing that assessment must begin with individual courses, faculty members prepare syllabi which include the following information: goals and objectives of the course; content outline with schedule or sequencing which include required readings; provisions for tests and other evaluative devices; and a thorough explanation of course and grading policies. Academic units meet regularly to review their curriculum to ensure that it fulfills the mission of the University and serves the needs of students.

The Curriculum and Standards Committee reviews and make recommendations to the Assembly regarding curricular and program changes submitted generally by academic units. Although it does not participate directly in the yearly assessment process, this committee does complement the work of academic units and CASAA in ensuring the integrity of student outcomes.
Since its inception in 1995, CASAA has evaluated annually the assessment plans from academic units which have them in place and the data they have collected. As a part of their Unit Assessment Plans, academic units evaluate the strengths and weaknesses of the plans which they have in place. These appraisals allow faculty to make changes which will enhance the quality of their plans. The English faculty, for instance, determined in 2001 that it should move to a portfolio assessment of the Composition I and Composition II classes to ascertain the effectiveness of writing courses. This movement toward performance-based assessment provides more accurate information about the effectiveness of these courses.

As mentioned earlier, students who have earned between 45-60 credit hours sit for the College Assessment of Academic Proficiency (CAAP) examination. Administered by the Counseling and Testing Center, this exam assesses students’ general education skills. CASAA reviews trends in CAAP scores and reports those findings to the academic community.

CASAA provides the University with the majority of the information relating to the assessment data through e-mail updates, reports to the Assembly, and minutes from its meetings. Students receive information about assessment thought e-mails, letters, and brochures with the Testing and Counseling Center providing much of this information. They also have access to such assessment information as course grades through CAMPUS CONNECT. CASAA also developed the Freshman Expectations Survey and the Graduating Student Exit Survey which are essential components in the assessment of student outcomes. Both surveys are available for review in the resource room.

**Recent Developments in Assessment Programs**

Although it has made significant process in developing its assessment programs in the last decade, the University recognizes that must remain steadfast in its commitment to this undertaking. The institution has not extended its assessment program to include all
of its academic programs; it needs to access more accurately general education skills. Although it is being collected, the assessment data is not being used as effectively as it might be in guiding curricular changes and improving student learning.

The University community is becoming more knowledgeable about the structure and components of the assessment program. During the 2003, the members of CASAA participated in a national teleconference from North Carolina State University on institutional assessment which included the latest research on student achievement and learning. Two faculty members from the School of Education received travel monies to score the national PRAXIS examination for educational leadership; the School of Math and Sciences provided funds for faculty to participate in scoring math AP tests. Available to the public, the Institutional Research website includes examples of assessment tools that are appropriate for various disciplines. UAM has also developed an Assessment Handbook to assist faculty. The campus is, therefore, developing a culture of assessment.

To facilitate its assessment initiatives, the University established the Student Outcomes Assessment Review (S.O.A.R) program, which is described on the Institutional Research website. Introduced at Professional Development Week in August of 2003, S.O.A.R will guide effective program changes at both the school/division and the institutional level.

The Analysis of Unit Assessment Plans for 2002 reveals that UAM has made significant strides in assessment in the last decade. CASAA offered the following general recommendations:

• Academic units should collect data over several years so that the University will have data on trends and patterns in student learning;
• All academic are encouraged to develop a graduating senior or exit survey to determine a program’s effectiveness;
• Academic units are including actual data in their plans, but they should analyze and explain the data;
• Unit Assessment Plans should conform to a common format;
• Copies of any assessments used should be included in an appendix to the report.

CASAA intends to develop a common format which will be “comprehensive, clear, and correlated to the revised UAM Assessment Plan.”

In the Analysis of Unit Assessment Plan, CASAA goes on to summaries the assessment of each academic unit, including the library, and makes recommendations for future assessment activities. The resource room will contain the review of 2003 assessment activities as well as others.
Chapter 10
Graduate Studies

Historical Overview

UAM expanded its mission to include graduate education in 1991 when advanced degrees in elementary and secondary education were approved. In 1998, the University added a master’s degree in Forest Resources. UAM and the University of Arkansas at Pine Bluff (UAPB) entered into a cooperative agreement in 1991 designed to facilitate collaboration between the two campuses in the scheduling and transferring of courses, particularly with education-related course work. The August 1995 NCA report on the graduate education program recommended that UAM provide a status report in three years. UAM submitted a status report in May of 1998 and addressed the following concerns: (1) the status of transfer education courses in the collaborative agreement between UAM and UAPB; (2) the status of a published three-year cycle of anticipated course offerings, which would cover the period 1998-2001; (3) the status of issues related to graduate faculty status, scholarly activity expectations, and load credit for teaching graduate-level courses; and (4) an evaluation of the viability of the secondary content offerings. The 1998 Status Report addressed and satisfied the raised in the 1995 NCA report. A copy of the status report is available in the Resource Room.

Admissions Criteria

General

Before they enroll for graduate classes, all students must be admitted to the University by submitting a completed application to the Office of Admissions. Students who have earned baccalaureate degrees from accredited institutions and who have
achieved a minimum cumulative grade point average of 2.50 or better may be unconditionally admitted to the University and enrolled in graduate-level courses. Graduate School applicants must submit an official transcript verifying their baccalaureate degree. Students who do not submit an official transcript may be admitted provisionally. Provisional students may not enroll for a second semester without the required documents. Graduate students living in UAM’s residence halls must also submit proof of immunization as required by state law. Applicants must also submit scores on the Graduate Record Examination (GRE) general test.

To pursue a graduate degree, applicants must also be admitted to the appropriate school. Specific master’s degree programs may require a certain GRE score before students may be admitted to that program. Students should refer to the specific master’s degree for its requirements. International applicants must submit scores from the Test of English as a Foreign Language (TOEFL) and must submit supporting documents required to receive an I-20. Students must achieve minimum scores of 550 (paper-based) or 213 (computer-based) on the TOEFL for admission. Applicants who do not meet the minimum grade point average may petition the Graduate Council for probationary admission. Probationary admission allows a student to enroll in up to 12 hours of coursework. To continue enrollment in graduate classes, students admitted on probationary admission must complete 12 hours with a grade point average of 3.00 or better. A graduate student who has not been enrolled in two calendar years will be classified inactive. To resume graduate study, the student must reapply for admission to the University.

School of Education

After completing the initial admissions process, students may then apply for admission to the School of Education’s graduate program. The requirements for application for graduate degrees follow:
Admission to the Master of Education (M.Ed) Programs

Students seeking admission to the School of Education’s M.Ed degree and the Master of Education in Education Leadership must fulfill the following requirements:

• Have a 3.00 GPA (on a 4.00 scale) or greater in the last 60 hours of undergraduate course work;
• Provide evidence of passing state-mandated licensure examinations in the appropriate teaching field;
• Submit three letters of recommendation from individuals who are familiar with the students’ academic achievement, teaching proficiency, and/or community and service involvement. No more than one recommendation may come from School of Education faculty;
• Complete successfully an interview with a committee comprised of the Dean of the School of Education, an appropriate member from the Teacher Education Committee, and the Coordinator for Graduate Programs for the School of Education;
• Have three years successful teaching (M.Ed in Educational Leadership only).

Admission Requirements for the Master of Arts in Teaching (M.A.T)

An admissions committee comprised of the Dean of the School of Education, the Coordinator for Graduate Programs in the School of Education, and a content area faculty representative will review applications. Admissions requirements include the following:

• Hold a Bachelor of Arts or a Bachelor of Science from an accredited college or university verified with official transcripts from each institution of higher learning attended;
• Submit a comprehensive criminal background check;
• Complete the GRE with the following minimum scores: Verbal, 370; Quantitative, 370; and Analytic/Writing, 4.5; or passing scores on the Praxis I;
• Pass the appropriate Praxis II specialty area examination for which licensure is
sought;
• Complete an oral interview;
• Submit a transcript which reveals an adequate background in or an academic major or minor in the area for which the candidate seeks licensure.

To complete the M.A.T program and to become eligible for graduation, all teacher candidates must successfully pass both the specialty area test and the Principles of Learning and Teaching (PLT) examination. This step is necessary for licensure by the Arkansas Department of Education.

School of Forest Resources

Applicants should ideally hold a baccalaureate degree in forestry, wildlife sciences, or another natural resource management discipline. However, prospective students from other fields are also encouraged to apply. Faculty of the School of Forest Resources analyze the transcripts of applicants and assess the need for cognate work. Applicants whose records show an insufficient background in natural resources must enroll in undergraduate cognate course work, including the prerequisites; these course, however, do not count toward the degree. Applications for admission for the Master of Science in Forest Resources must normally be received by August 1 for the fall semester and January 1 for the spring semester.

Regular Admission

To obtain regular admission, applicants must have a grade point average (GPA) of 2.70 or better (or a 4.00 scale) on all course work, or a GPA of 3.00 or better on the last 6 hours of course work, taken prior to receipt of the baccalaureate degree form an accredited institution of higher learning. Applicants must complete the Graduate Record Examination general test and be accepted for graduate study by the Dean of the School of Forest Resources and a faculty member willing to serve as the student’s major advisor. Individuals seeking any other consideration for regular admission must petition the Dean
of the School of Forest Resources and, where pertinent, seek a recommendation from the appropriate faculty. Petitions are considered case by case on their own merits.

**Conditional Admission**

Students who do not meet the criteria for regular admission may be admitted conditionally upon the approval of the School of Forest Resources faculty and dean. Students who are admitted conditionally must earn a GPA of 3.00 or better in their initial nine hours of graduate course work to continue graduate studies in the program. Students are not eligible for a graduate assistantship during conditional status.

**International Student Admission**

International students must meet all the criteria required by the University of Arkansas–Monticello to be admitted to graduate status. A minimum total score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) is required, as is a minimum score of 55 (paper-based) or 21 (computer-based) on each section of the TOEFL. International students must also have satisfactory scores on the GRE general test and be accepted by the Dean of the School of Forest Resources and a major professor.

**Curriculum and Degrees**

**School of Forest Resources**

Students must develop a degree plan with the advice and approval of their advisory committees. The degree plan will include an individualized sequence of courses in addition to a required forest resources core curriculum. A total of 30 hours containing at least 24-27 hours of course work and 3-6 hours of research and thesis is required. Based on the scope of individual thesis projects, the advisory committee determines the appropriate level of research and thesis hours. If indicated on an approved degree plan,
up to 6 hours of undergraduate courses numbered at the 3000-or 4000-level may be used to satisfy course requirements. The student, the major advisor, and advisory committee members must approve and sign the degree plan. The plan must then be submitted for approval to the Director of Graduate Studies and the Dean of the School of Forest Resources during the first semester of enrollment by May 1 (spring semester) or December 1 (fall semester). The approved document is forwarded to the Registrar’s Office.

School of Education

The three advanced degrees offered through the School of Education carry with them the following requirements:

• Master of Education (M.Ed) with Concentration Areas is a 36-hour program which includes prescribed concentration areas. The program is designed for teacher practitioners who hold a current teaching license and offers value-added opportunities for further endorsements or licensure. Because the M.Ed is an advanced degree, all candidates must engage in scholarly activities that add depth and breadth to current knowledge.

• Master of Education (M.Ed) in Educational Leadership is a 36-hour program which prepares candidates for an elementary or secondary principalship. The curriculum is based on the standards of the Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium (ISLLC).

• Master of Arts in Teaching (M.A.T) is a 30-36 hour accelerated program designed to prepare students for teacher licensure who have undergraduate degrees in art, business, English, music, mathematics, physical education, science, social studies, and speech. On-the-job teaching opportunities are incorporated into the program.
Cross-listed and School/Division Graduate Courses

The Graduate Council is in the process of refining the following guidelines for cross-listed undergraduate/graduate courses:

- The undergraduate course must be at the 3000-4000 level;
- The cross-listed course must be approved by the Graduate Council;
- A separate syllabus for the graduate course which includes evidence of differentiated assignments, assessments, and expectations is submitted and approved by the Graduate Council;
- The faculty teaching the course must have approval of the Graduate Council.

Certificate Programs and Professional Development Courses

Individuals approved for graduate studies in the School of Education may enroll in certificate programs each consisting of 12 hours of study. Certificates are offered in early childhood education, P-4 special education, educational technology, teacher leadership, reading, middle-level education, physical education, and coaching. Currently licensed teachers may also pursue add-on teaching licensure in the following areas only: early childhood education, middle level education, and coaching. The 12 semester hours course of study may also be utilized to fulfill concentration areas in the Master’s of Education program.

Courses offered specifically for the purpose of professional development are designated with a PD course prefix. These courses focus on the exact skill development needed by the professional that is relevant for a specific need and purpose. PD courses are not transferable into a master’s degree graduate program of study.

Distance Education

Because the majority of the M.A.T program is on-line, the number of web-based graduate courses will continue to increase each semester. In the fall of 2003, seven graduate course were web-based; the number rose to eight in the spring of 2004.
offered one off-site graduate course in 2003-2004 and offered no CIV graduate courses.

With the exception of the M.A.T Methods and the Internship I and II, all courses in the program were on-line in 2003-2004. The on-line courses are offered through WebCT and offer the following tools: internal e-mail, chat, discussion boards, quizzes, calendars, syllabi, e-mail attachments, drop boxes, and on-line grading. The courses afford the teacher in the field a daily on-line mentoring process.

Outcome assessment for the program is determined through an on-line version of the university evaluation process, written, comments, an end of course portfolio, the Comprehensive Examination, the Principles of Learning and Teaching test or content specialty pedagogy, and the Praxis III evaluation. M.A.T students have the opportunity to evaluate the entire program on the Graduation Survey, which is completed before the comprehensive exams.

The School of Education plans further research on the program’s effectiveness in the spring of 2004. A mentor/administrator survey will be conducted in the teachers’ schools to subjectively assess the effectiveness of classroom performance. A more quantitative research project is planned to compare first-year teachers within the M.A.T who are trained through on-line program formats with the first-year traditionally trained teachers and first-year teachers who were trained through the Arkansas Office on Non-Traditional Licensure program. Student scores on improvements and proficiency on standardized tests will be used as comparative data.

The School of Education offers on-line courses within the M.Ed through WebCT and Syllabus Manager, which has similar teaching tools. The technology concentration is completely on-line. The physical education and coaching concentrations have on-line options.

**Governance of Graduate Studies**

The Board of Trustees of the University of Arkansas has authorized four master’s
programs at UAM: the Master of Science in Forest Resources, the Master of Education, the Master of Education in Educational Leadership, and the Master of Arts in Teaching. The graduate faculty, represented by the Graduate Council and the Vice Chancellor for Academic Affairs, assumes primary oversight of graduate courses and graduate degree programs. The graduate faculty determines academic policies and establishes qualitative standards for graduate programs.

The Office of Graduate Studies

The Office of Graduate Studies is housed in Academic Affairs and is headed by the Vice Chancellor for Academic Affairs or a designee. Any person who wishes to earn graduate-level credit, whether as a degree-seeking student or as a non-degree student, must make formal application to, and be officially admitted by, the Office of Graduate Studies.

The Graduate Council

The Graduate Council is a policy-making body with responsibility delegated to it by the graduate faculty. Chaired by the Vice Chancellor of Academic Affairs or a designated representative, the Council determines its own procedures and interprets its own actions. The Council meets at least once a semester; the graduate faculty receives minutes from the meetings. In cooperation with the Vice Chancellor for Academic Affairs, the Graduate Council implements guidelines for graduate education and reviews and develops policies and procedures for such matters as admission criteria, graduate courses, proposals for new graduate courses, and the evaluation of the quality of graduate education. The Graduate Council is composed of graduate faculty (excluding unit heads) and two graduate student members (one from Education and one from Forest Resources).

The graduate faculty on the Council consists of the following: two members from the Schools of Education and Forest Resources and one member each from the Schools of Arts and Humanities, Social and Behavioral Sciences, and Mathematics and Natural
Sciences. The Vice Chancellor for Academic Affairs serves as an *ex officio* voting member. Graduate faculty within the respective academic units elect their representative(s) to the Graduate Council. The term of office for each elected member is two years with no more than two consecutive terms unless there is no eligible replacement. The Graduate Council elects the student members. If a vacancy occurs during the year, the affected unit elects someone to fill the unexpired term.

**Committees of the Graduate Council**

The Graduate Council has no standing committees. The Council may, however, appoint *ad hoc* committees as necessary. The Graduate Council functions as a committee of the whole for considering such matters as curriculum, standards, admissions, and similar concerns.

**Amendments to the Organization of Graduate Studies**

The statement of Organization of Graduate Studies may be amended by a two-thirds vote of the graduate faculty attending a meeting in which a quorum is present. The proposed amendment must appear on the meeting’s agenda and must be distributed to members of the graduate faculty.

**The Graduate Faculty**

The UAM graduate faculty consists of the President of the Arkansas System, the Chancellor, the Vice Chancellor for Academic Affairs/Dean of Graduate Studies, and members of the faculty holding the rank of Assistant Professor or higher who are teaching graduate classes or who have other significant involvement in graduate studies—serving on committees, supervising research, contributing to scholarly expertise, etc. The Graduate Council grants admission to the graduate faculty based upon the approval of applications which include resumes and proposed roles in the graduate program. Other qualified individuals, including adjunct faculty, may be eligible for temporary
membership to the graduate faculty based upon their level of participation or expertise in scholarly activities and approval of applications. Faculty who enter an inactive phase of involvement with graduate studies notify the Graduate Council and withdraw their names from the graduate faculty. With the approval of the Graduate Council, faculty who are not members of the graduate faculty may be assigned teaching responsibilities for graduate courses. Information on the number of UAM faculty who serve on the graduate faculty appears in Chapter Three and Chapter Five of this document.

The graduate faculty oversees graduate academic matters, including policies and procedures, academic regulations, courses of instruction, admission standards, and degree requirements. With the concurrence of the Chancellor, the graduate faculty implements the actions of the Graduate Council. When the Chancellor does not concur with policy action taken by the graduate faculty, a majority vote of the graduate faculty taken within thirty calendar days will carry the issue to the President of the Arkansas System for final determination. Called and chaired by the Vice Chancellor for Academic Affairs, meetings of the graduate faculty are convened at least once in the fall and spring semesters. The Vice Chancellor may also call special meetings upon written petition of at least one-fifth of the faculty at least one week before the selected date. The Vice Chancellor and the Graduate Council determine the agenda for each meeting, but any other items may be presented from the floor and, with the approval of the majority, may be added to the agenda.

Minutes of graduate faculty meetings are distributed within one week. Although it delegates policy-making authority to the Graduate Council, the graduate faculty retains authority to review, approve, or disapprove its actions. A two-thirds vote of the graduate faculty overrules a policy made by the Graduate Council when taken during a regular or special graduate faculty meeting during the semester in which the policy was enacted. The graduate faculty may recall actions taken outside the fall or spring semesters during meetings the next semester.
Students

Enrollment Information

Since UAM began offering graduate degrees in 1991, the number of those participating in the program has risen significantly. In the fall of 2002, UAM enrolled a total of 46 full-time graduate students and a total of 97 part-time graduate students. Early in its existence, the graduate program typically served students in UAM’s primary ten-county service region. The addition of the M.S. in Forest Resources and the M.A.T have brought in students from broaden areas. The degree in Forest Resources especially has the potential of attracting students from outside Arkansas and, indeed, outside the South. More detailed enrollment management information, including graduate rates, will be available in the resource room.

Advising

School of Education

After the students are successfully admitted to the appropriate graduate programs in the School of Education, they are assigned a major advisor by the Dean of the School of Education. The assigning of advisors is based upon the students’ area of study and interests. The advisors provide assistance in completing forms dealing with a program of study, degree candidacy, and comprehensive examination review committees. The major advisor and the student work closely to ensure appropriate progress through the program.

School of Forest Resources

Prior to a student’s enrolling in the School of Forest Resources graduate program, a faculty member from that school must agree, with the concurrence of the Dean of the School of Forest Resources, to serve as that student’s major advisor. The major advisor assists the student in choosing members of an advisory committee and developing a
program of study, guides the formulation of a thesis proposal and the conduct of the research project, and assists in providing resources for the research project.

**Assessment**

**Comprehensive Examinations/Education**

Students in the M.Ed and M.A.T programs must satisfactorily complete a written comprehensive examination in the advanced professional core and in the appropriate concentration areas. All comprehensive questions are aligned with predetermined performance indicators developed by the School of Education graduate faculty. The examination consists of essay questions and will be graded on content and composition. Students who fail comprehensive examinations will be informed in writing of deficiencies and notified of the time when a second examination will be administered. Failing students may be required to complete additional courses and must petition for more than one retake. Students have one year from the first failure to retake the sections of the comprehensive examination which were not passed.

**Portfolios/Education**

The professional portfolio, an overview of the teacher as a professional, shows what master’s students have achieved and are developing. The portfolio reflects the whole of their teaching accomplishments and represents the candidates as teachers along with their definitive teaching style. Each of the professional education core classes discusses portfolio construction. Samples of portfolio artifacts will be available in the resource room.

**Master’s Thesis/Forest Resources**

Students are required to develop a thesis proposal with the advice and approval of their advisory committee. The thesis proposal consists of a justification, literature
review, and plan of action for the project. This proposal serves the purpose of formulating a proper protocol for the research and allows the student’s advisory committee to evaluate and approve the intended work. The student, major advisor, and advisory committee members must all approve the thesis proposal and sign the cover sheet. The thesis proposal must then be submitted to the Director of Graduate Studies and the Dean of the School of Forest Resources during the second semester of enrollment.

An approved thesis is required for completion of the M.S. in Forest Resources. Students are required to define an appropriate problem for investigation; review relevant literature; develop a thesis proposal; collect, analyze, and interpret data; test hypotheses and draw conclusions; and write and defend the thesis. At the conclusion of the study and research program, a seminar and an oral comprehensive examination is required of all candidates. Enrollment in at least one hour of Research/Thesis is required during the semester the examination is given.

**Future Prospects**

The graduate program at UAM has great potential. The School of Forest Resources has established itself as a leader in undergraduate education; adding the Master of Science is, therefore, a reasonable next step. The faculty has designed a sound program of study and continues to refine it. The School of Education graduate program has been in existence for more than a decade and has experienced steady growth; the addition of the Master of Arts in Teaching is in some measure redefining graduate study in the School of Education. To ensure the continued viability of the program, the School of Education needs to explore the hiring of additional tenure-track faculty who hold terminal degrees to ensure the credibility of graduate study.
Chapter 11
Colleges of Technology at Crossett and McGehee

Introduction

For almost two decades, the University of Arkansas at Monticello has offered courses at Great Rivers Technical Institute in McGehee and at Forest Echoes Technical Institute in Crossett. Most frequently, UAM offered Composition I, Composition II, World Literature I, Survey of Civilization I, and Survey of Civilization II at the technical institutes during the evenings. Scheduling these courses which are required in the General Education curriculum enabled students at remote sites allowed students to fulfill their core curriculum with greater flexibility. Because of the amicable relationship among these institutions of higher learning, a foundation was laid for even greater opportunities for cooperation.

In 1996 the University of Arkansas System began adding technical and community colleges to the system. Because of their proximity to Monticello and because of their past relationships, adding Great River and Forest Echoes to the UAM umbrella was a logical move which promises to strengthen the three institutions of higher education. Effective July 1, 2003, the merger was completed with Great Rivers becoming the University of Arkansas Technical College–McGehee and Forest Echoes becoming the University of Arkansas Technical College–Crossett.

College of Technology–Crossett

The University of Arkansas College of Technology–Crossett (UAM–CTC), a public two-year post-secondary educational institution, provides academic and occupational-technical programs, services, and resources for the residents of a seven-county service area. The mission of UAM–CTC is to educate individuals for productive and fulfilling lives by providing opportunities for academic growth, skill development,
and specialized training to meet the needs of the workplace. To accomplish this mission, the institution delivers effective instruction with practical application, provides student services, and offers continuing education, adult education, and community service.

Built under Act 227 of 1973, UAM–CTC formally opened for classes on September 2, 1975. The original institution was destroyed by a tornado on January 19, 1988; within four days, however, classes resumed. With overwhelming community, business, and industry support, the board (then the Arkansas Board of Vocational Education) approved rebuilding the institution. Located on a 36-acre plot of land which is located 4.5 miles northeast of Crossett and 9.5 miles southwest of Hamburg, UAM–CTC includes five buildings totaling approximately 43,000 square feet of floor space appropriately equipped for instruction and training, including a media center and a compressed interactive video lab.

Designated originally as a vocational technical school, UAM–CTC sought and received accreditation from North Central Accrediting Association in 1993. The institution then become technical institute, assuming the name Forest Echoes Technical Institute.

UAM–CTC’s averages over 2,000 full- and part-time students annually. Then vocational-technical certificate-producing training programs and courses are currently available. Numerous additional clock-hour courses and continuing education training are provided, including adult education, workplace education, business and industry training, and apprenticeship training. Both undergraduate and graduate university courses are offered on campus at night, on the weekends, and during the summer through traditional instruction and/or compressed interactive video technology. Students who have completed a two-year program at UAM–CTC are granted from 46-53 college hours, depending upon the student’s chosen area of study, toward an Associate of Applied Science Degree (AASD). With satisfactory completion of the additional college courses that are offered on campus or through compressed interactive lab facilities, students can earn an AASD from the University of Arkansas-Monticello.
UAM–CTC boasts a highly qualified faculty whose credentials are compatible with the mission of the institution. These professionals deliver a variety of programs and services to the service area. Occupational Training Programs, which include such areas as Administrative Information Processing, Electromechanical Technology, Emergency Medical Technology, Nursing Assistant, and Pulp and Paper Science, offer programs and courses that produce technical certificates, certificates of proficiency, credit and non-credit training, and continuing education units. The UAM–CTC Adult Education Program is designed to strengthen an individual’s academic skills in reading, writing, and math. The program is open to individuals who want to earn the Arkansas High School Diploma and to high school graduates desiring to refresh their academic skills. The workplace education component of this program makes instruction available for companies needing to enhance the basic academic skills of their employees. UAM–CTC also works with businesses and industries to provide training, re-training, and upgrading to meet the needs of the workforce. Courses are designed for each company and, like workplace education, may be taught at the school or at the worksite. The UAM–CTC Apprenticeship Consortium works closely with employers to establish and operate apprenticeship programs. Finally, UAM–CTC offers both graduate and undergraduate university courses.

UAM–CTC has provided a separate self-study document which covers in greater detail the General Institution Requirements and the Criteria for Accreditation. That document is available to the team in the Resource Center.

College of Technology–McGehee

The College of Technology–McGehee, a comprehensive lifelong learning center, serves the training needs of all individuals who plan to enter recognized occupations. The school also assists individuals who have already entered an occupation to upgrade and/or update their occupational skills and knowledge. The College of Technology–
McGehee provides services to special populations, offers continuing education to former students, meets the needs of the employed and unemployed through adult training, retraining, and updating technical programs.

Created by Act 227 of the 1973 Legislature, the College of Technology–McGehee formally opened for class in October of 1974. Until construction of the physical plant was complete, classes were held in an oil company building. The school offered programs in Auto Mechanics, Building Trades, Business and Office Practice, Diesel and Tractor Mechanics, Welding, Industrial Equipment, and Practical Nursing.

Located within the McGehee city limits, the institution sits on State Highway 1, one-half mile north of U.S. Highway 65, and is readily accessible to the residents in the service area. The main school building was constructed in 1974-1975. As a testimony to the practical application of the skills acquired at the College of Technology–McGehee, the building trades class constructed in 1977 a masonry storage building. To facilitate the adult literacy classes, the institution acquired in 1980 a portable classroom. In 1986 and 1987 a major construction and renovations project resulted in the construction of a facility to house the carpentry and welding programs. The spaces in the main school building which had previously housed these programs were renovated for use by the Practical Nursing program, a math classroom with a basic computer laboratory, basic skills classroom and a community room.

In 1999 a childcare development center was built on the northeast side of the main building. At a cost of $419,000 another major renovation project, completed in 2003, provided two extra classrooms, two offices, a reception/meeting room, and an Information Technology workroom and office. Ample parking is provided on all sides of the main building.

From its inception as Great Rivers Technical Institute, the College of Technology–McGehee has maintained a strong sense of purpose. Although its mission has evolved and expanded since the 1970s, the institution emphasized its desire to provide educational opportunities for area residents to enhance the quality of their lives.
by gaining literacy and technical skills which will give them greater opportunities in the workplace. Throughout its existence, the College of Technology–McGehee has committed itself to lifelong learning. This objective is attained through continuing education for former students, training and retraining for employed and unemployed adults workers, and upgrading of technical skills.

The College of Technology–McGehee offers a variety of programs which meet the needs of the area. Students may receive technical certificates in the following areas: Agricultural Production Management, Automotive Technology, Business Technology, Child Care, Computer Maintenance and Networking Technology, Emergency Medical Technology Paramedic Program, Practical Nursing, and Welding. The College of Technology–McGehee also offers certificates of proficiency in Child Development Associate Assessment Training, Emergency Medical Technology Basic Program, Emergency Medical Technology Intermediate 85 Program, and Nursing Assistant Program. Adult Education programs are also available.

In addition to being accredited by the North Central Association, the College of Technology–McGehee is also accredited by the National Automotive Technicians Education Foundation, Inc., American Welding Society, Commission on Accreditation of Allied Health Education Programs, and the Arkansas State Board of Nursing.

To fulfill its mission the College of Technology–McGehee boasts a dedicated and qualified faculty who remain current in their fields. They also take active roles in the community and create a student-centered and safe environment for their constituents.

The College of Technology–McGehee has provided a separate self-study which covers in detail the General Institution Requirements and the Criteria for Accreditation. That document is available in the resource center.

**Prospects for the Future**

On December 8-9, 2003, The Higher Learning Commission of the North Central
Association of Colleges and Schools conducted a focused visit at the University of Arkansas-Monticello in light of the merger of Forest Echoes (now the College of Technology–Crossett) and Great Rivers Technical Institute (now College of Technology–McGehee).

The visiting team focused on the following questions: (1) What is the change being proposed?; (2) What factors led the institution to undertake the proposed change?; (3) What necessary approval has been obtained to implement the proposed change?; (4) What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?; (5) What are the institutions plans to implement and sustain the proposed change?; (6) What are the institution’s strategies to evaluate the proposed change?

The visiting team affirmed that the University of Arkansas-Monticello addressed satisfactorily Questions 1-5. The reviewers commented that UAM had addressed Question 6 marginally, noting that no formal evaluation process was in place. The team did comment that “the details for implementation are considered works in progress.”

The visiting team highlighted the following strengths appertaining to the merger: (1) The university technical institutes and external governmental agencies worked closely to implement the mergers; (2) the faculty and staff have given close attention to the interests of the students and the community; and (3) the university and colleges of technology have demonstrated strong and effective leadership through the merger process.

The Focused Evaluation Team offered sound and useful advice to the Colleges of Technology and the University of Arkansas-Monticello carrying out this merger which has the potential for enhancing the three institutions. As the team noted, the merger is a “work in progress.” The cooperation among the parties will ensure the success of the merger.
Chapter 12
Summary

As the preceding chapters indicate, the University of Arkansas at Monticello strives to fulfill its role as an institution of higher learning. The University holds a unique place in academe because it is an open admission institutions whose mission also includes graduate studies.

The University has sought to address all of the concerns raised by the 1995 visit. UAM’s athletic program has made a smooth transition to the NCAA. The School of Forest Resources and the School of Math and Natural Sciences remedied quickly the concerns with lab safety. The Registrar’s office has improved record keeping and continues to monitor problems relating to security. The completion of the Fred J. Taylor Library and Technology Center and major renovations to four buildings improved significantly the physical plant. UAM continues to refine its procedures for assessment of student learning.

As the self-study demonstrates, the University of Arkansas at Monticello has meet the General Institutional Requirements and has fulfilled each of the five criteria. The University clearly states and effectively communicates its mission. The mission statement guides UAM as it discharges its purposes. UAM possesses the necessary “human, financial, and physical resources” to carry out its role as an institution of higher learning. Through these resources the University is able to accomplish its educational purposes and to serve both its students and the community. UAM is developing a strategic plan which will ensure its ability to continue to function as a viable institution of higher learning. In its relationship its constituents, UAM conducts itself with integrity.

The University can, of course, improve in a number of areas. Faculty retention and faculty salaries are problems which can hopefully be addressed in the near future. UAM must continue to cultivate a “culture of assessment” whereby more accurate measures of student learning can be ascertained. The addition of the two colleges of
technology presents new challenges and opportunities for the University of Arkansas–Monticello. The three campuses must work closely to achieve a more integrated institution.

**Request for Continued Accreditation**

The accomplishments of the last decade demonstrate that the University of Arkansas at Monticello has made tremendous progress, despite the economic uncertainty. The University therefore requests continued accreditation for its programs.