

3. A. The institution's degree programs are appropriate to higher education

3.A.1.

Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

- Curriculum committee approval or rejection of courses (needing evidence from curriculum committee - Are standards available? Are the actual curriculum approvals/rejections available?)
- Faculty course review Evidence: Self-assessment of courses
- Course catalog / description Evidence: ASUMH CATALOG
- Course syllabi establish requirements for student performance levels
- Standard course syllabi and standard online course format establish clear relationship between objectives and expectations
- General education outcomes Evidence: ASUMH CATALOG PG 80-81
- Review process Evidence: COURSE ASSESSMENT (CAS), Arkansas Higher Education Coordinating Board Policies (Document retrieved from <http://www.adhe.edu/data-publications/higher-education-policies/current-higher-education-policies>)
- Assessment of program Evidence: ASUMH CATALOG PG 80
- Campus Assessment Coordinator monitors D/F/W rates and reports as appropriate
- Arkansas Course Transfer System (ACTS) Evidence: <http://acts.adhe.edu/studenttransfer.aspx>
- Faculty degrees Evidence: ASUMH CATALOG PG 186-191, SEE HR FOR MOST CURRENT INFO
- ADHE approval for degrees and program review Do we need documentation that each degree and program is ADHE approved? Evidence: Arkansas Higher Education Coordinating Board Policies (Document retrieved from <http://www.adhe.edu/data-publications/higher-education-policies/current-higher-education-policies> . Current program proposals and reviews listed at <http://www.adhe.edu/institutions/academic-affairs/academic-program-proposal-and-review/>)
- Advisory councils for programs (needing evidence for the composition, criteria for selection of members, frequency of meetings, minutes, agendas, etc.)
- MOUs (ASE, ASBS, ASCJ, Wildlife/Forestry) establish clear extra-institutional and internal requirements for success in courses and programs

3.A.2.

The institution articulates and differentiates learning goals for its undergraduate, ~~graduate,~~ ~~post baccalaureate,~~ ~~post graduate,~~ and certificate programs.

ASUMH clearly differentiates learning goals for programs by identifying the expected learning outcomes for each. These learning outcomes are stated as course (or program) goals and are submitted as part of each course syllabi to deans to assess course (and program) effectiveness. The assessment plans are developed and implemented by the faculty utilizing the shared governance

process. (**Finding:** Course outcomes are not tied to course evaluations. Student evaluations nor faculty evaluations are tied to course outcomes. Is this supposed to happen?) Effective assessment occurs when outcomes are examined in light of clearly stated expectations, and results are used to drive program improvement and accountability.

ASUMH clearly differentiates its learning goals for associate degree, technical certificate, and certificate of proficiency programs by identifying the expected learning outcomes for each.

Examples of Evidence:

- Catalog and Student Handbook
- Syllabi
- Associate of Arts in Teaching Degree
- Associate of Applied Science Degrees
- Technical Certificate Programs
- Certificate of Proficiency Programs
- Blackboard shells reflect course objectives (**Aspen materials available?**)
- Brochures

The learning goals for associate degrees, technical certificates, and certificates of proficiency programs are outlined in the Catalog. <https://asumh.edu/academics/catalog.html>

In the current 2015-2016 catalog the Mission of ASUMH can be found on page 12. Imbedded in the mission statement are the ASUMH Institutional Purposes. **Expand on purposes?**

Syllabi

Instructors are required to submit updated, ASUMH formatted syllabi to their dean for the courses taught each semester. Each syllabus clearly states the mission, program goals, course description, course objectives, course activities and requirements, teaching/learning methods, instructor's evaluation/grading/assessment, grading scale, and make-up policy. Past and current syllabi are on file in Deans' offices and in the Norma Wood Library.

Finding: Syllabi are NOT available at the Norma Wood Library. No known repository of past syllabi is currently available. Perhaps a system should be developed?

Associate of Arts in Teaching Degree

The Associate of Arts in Teaching degree is designed for students preparing to transfer to a four-year institution to obtain a baccalaureate degree in education and teacher certification. The program incorporates foundation coursework in teacher education, field-based experience, and content coursework in a selected certification area. The degree is accepted at all four-year public universities and colleges in Arkansas. A 2.65 GPA is required for graduation for the AAT Middle School Tracks, while a 2.50 GPA is required for the AAT Early Childhood Education program.

Associate of Applied Science Degrees

The AAS in Funeral Science is a two-year degree that offers the theoretical and practical application of funeral service education. The aims of the program are to interest students in the funeral service profession, to educate students in every phase of funeral service, to help students develop the proficiency and necessary skills of the profession, to emphasize ethical conduct, and to encourage research. Students are required to pass the National Board Examination (NBE) prior to graduation, thus preparing them to enter the funeral profession. The funeral science program is grounded with a 27-hour general education core curriculum complemented by a 35-hour funeral science core curriculum with hands-on clinical experience.

The ASUMH Registered Nursing Program is approved by the Arkansas State Board of Nursing. Upon completion of this program, graduates may apply for the National Council of State Boards of Nursing Licensure Examination (NCLEX-RN). After passing the examination, the graduate will become a Registered Nurse (RN). The program is intended to allow the smooth transition of LPNs and Paramedics to the Registered Nurse Associate Degree. **Need to work with Dr. Gist on Wording for this if this much wordiness is desired for the document...**

Technical Certificate Programs

All certificate seeking students meet the freshman assessment and placement requirements.

The CNA program is designed to prepare students for a variety of positions in the field of healthcare. This technical certificate was implemented after researching the necessary components that would prepare students for transferring into ASUJ's Associate of Applied Science in Nursing degree offered on the ASUMH campus, as well as other health professions programs in Arkansas not offered at ASUMH.

Graduates of the Paramedic Technology program are eligible to apply to the Arkansas

Department of Health, EMS Division and the National Registry of EMTs for the Paramedic

Certificate Examination. After successfully passing the exam, the graduates will possess a paramedic certificate and can function as a team member on an advanced life support (ALS) ambulance and within the prehospital environment.

Graduates of the Practical Nursing (PN) Technical Certificate program are eligible to apply for the National Council Licensure Examination – Practical Nursing (NCLEX-PN). After passing the exam, the graduate can function under the supervision of a registered nurse and/or a physician and work in hospitals, medical offices, nursing homes, and other healthcare facilities.

ASUMH offers both a weekday PN program and, currently an evening cohort. In the next year the evening program is expected to be cancelled and an additional weekday program added.

Certificate of Proficiency Programs

Certificates of Proficiency are awarded to students who have demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Certificates of Proficiency are available in the following areas: A+ Computer Technician,

CISCO Networking (ASUMH is a CISCO Academy), Certified Nursing Assistant, Computer Graphics, Emergency Medical Technician, Phlebotomy, Professional Medical Coder, and Welding. Most of the certificates of proficiency courses are part of technical certificate programs and also lead directly to Associate of Applied Science programs.

Brochures

ASUMH produces and distributes brochures that correlate with the degree programs, technical programs, and the student and community services offered on campus. Each brochure contains the ASUMH logo, a brief description of the program or service, required guidelines, contact information, and, when applicable, an Application for Admission form and address. (See copies of program brochures and print materials in the Resource Room.)

3.A.3.

The institution's program quality and learning goals are consistent across all modes of delivery and all locations

- ASUMH offers quality courses and degrees at the main campus, ASUMH Technical Campus, as well as online and concurrent courses at the local high schools. Articulated credit is also available through area high schools.
- Programs are available on many other university campuses around the state: Arkansas State University, ASU-Newport, ASU-Beebe, Arkansas Tech - Ozark, NWACC, UCA
- ASUMH offers courses in multiple formats: traditional seated, hybrid, and online courses.
- ASUMH has adopted Quality Matters (QM) to ensure equal quality in online and/or seated/hybrid quality. Online courses contain the same learning goals and objectives as seated courses.
- Clinical sites are held to the same standards as all other campus locations and course offerings.
- ASUMH is a host to an Arkansas State University Degree Center, which proves place-bound students with the opportunity to continue their education beyond the associate's degree.
- Programs and courses meet the same standards as those presented on the main campus, and faculty are required to meet the same academic credentials.
- Syllabi are created in standard format regardless of the location of the course or program, and all student learning outcomes are consistent across modes of delivery.
- Student course evaluations are consistent for all courses taught.
- Peer and administrative evaluations are consistent to ensure program quality.
- Assessment of online course offerings is consistent.
- Schools and departments are responsible for ensuring consistency for courses taught by all modes of delivery and locations
- MOUs for and contractual agreements alternative sites are available in the supporting documents folder. (MOUs in the supporting documents folder are possibly out of date)