University of Arkansas at Monticello
Academic Unit Annual Report

Unit: School of Computer Information Systems

Academic Year: 2019 - 2020

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals. (insert strategic plan, goals and KPIs below)

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Contact 12-15 businesses about possibility of internships for CIS majors, with a goal of four to seven internship opportunities for CIS students.	For the 2019-2020 school year, we had 4 students complete internships.	For the 2020-2021 school year, we would like to continue to expand our CIS internship program. The program offers valuable work experience and networking opportunities. Realistically, we've already seen COVID-19 force some employers to curtail internships.
Make contact with an initial group of forty CIS alumni to request ongoing monthly scholarship donations of $10 each.	Several initial contacts were made, with mixed response. The students who responded favorably have not yet begun donating	This goal will be emphasized for the 2020-2021 school year, as more and more students face financial obstacles.
Have faculty speak to students in eight to ten classrooms during the upcoming school year.	School of CIS faculty had the opportunity to speak to three classes in Monticello, one at Drew Central, and one at North Little Rock. Additional classroom visits were scheduled in Hamburg and Star City, but ultimately cancelled due to COVID-19.	Recruiting is the lifeblood of any program, and this is still a critical goal for the School of CIS. Right now it's uncertain how many visitors schools will allow on their campuses in the upcoming year. Very fluid at this time.
Develop articulation	This is a new goal for the School of CIS, but	Much the same as the high school

agreements with two Arkansas community colleges.	important as we look to expand our recruiting. Initial contacts were made at SEARK, South Ark, and UACCH this spring, and plans were made to visit those campuses and speak to their IT students. Unfortunately plans had to be cancelled.	recruiting plans, the ability to visit campuses is uncertain at this time. If campus visits aren't possible, the School of CIS will try to schedule Zoom engagements to speak to students at these campuses about the CIS program.
To support expanded recruiting by the School of CIS, the School is working on creating a Points of Pride card, and trying to develop plans to have brief videos with CIS alumni to put on the unit website and to display when speaking at K/12 and community colleges.	New goal for the 2020-2021 school year, currently developing a draft for points of pride card. Initial contacts made with alumni about filming videos.	Both goals listed here should support and help improve recruiting for the School of CIS.

List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	1) Practical Knowledge of various productivity software packages. 2) Knowledge of communication skills.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners. Strong communication, teamwork, and professionalism are emphasized in all courses in the CIS curriculum. Communication is emphasized	Strong communication skills are very important in the Mission of the unit. Students can set themselves apart with strong oral and written communication skills, as they'll be expected to maintain professional standards in emails, status updates, team projects, and

		both orally, and electronically.	presentations to stakeholders both inside and outside their employing organization. The knowledge of productivity software packages emphasizes effective written communication, standards such as MLA formatting, creation of Bibliographies, and spelling and grammar software checks.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	1) Practical knowledge of various programming languages. 2) Knowledge of information systems development methods and techniques. 3) Knowledge of data communications and local area networks.	Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.	Critical thinking and logical reasoning skills are another central tenant of the CIS program. Students learn to gather information about a problem or "need" and then begin analyzing how to develop an effective solution. The information systems development lifecycle gives them a consistent method to follow in this process, and creates documentation to help support their solution. Critical thinking is also required to troubleshoot problems when they arise and diagnose effective and timely solutions.
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	1) Practical knowledge of various programming languages. 2) Knowledge of information systems development methods and techniques. 3) Knowledge of communications skills.	Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment. Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain	The scope of the IT Industry that CIS graduates will be working in necessitates a global viewpoint. IT security is a foremost concern, and global threats are always a factor. Developing strong technical skills in students is just one part of the CIS program, other facets are

		economic development.	developing graduates who compliment their technical skills with strong professionalism, good communication skills, and demonstrate strong ability to work with others. As part of this, students are assigned to team projects for a variety of CIS courses, and must be able to work well with others, no matter their background. Various courses, including Ethics in IT and IT Security address diversity and different cultures from around the globe.
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	1) Practical knowledge of various programming languages. 2) Knowledge of information systems development methods and techniques. 3) Knowledge of data communications and local area networks.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.	Over half the CIS curriculum courses require students to work as part of a team, because this characteristic is a necessity within the IT industry. Strong technical skills are obviously a prerequisite for a career in the IT industry, but equally important is the ability to work with a variety of individuals from different backgrounds and with differing levels of technical knowledge and experience. A strong IT professional must have the ability to excel working in a wide variety of

			teaming situations.

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?

For each course, the expected Student Learning Outcomes (SLO) are detailed in the syllabus, and discussed on the first day of class. They provide students with a summary of the knowledge they will have upon successful completion of the course. SLO 1 – Knowledge of Productivity Software Packages, student learning is assessed by exams, hands on exercises, research assignments, presentations, and projects. SLO 2- Knowledge of Programming Languages, student learning is assessed via programming assignments, some team projects, class participation, and exams. SLO 3 – Knowledge of Information Systems Development Lifecycle, learning is assessed via exams, written manuals, presentations, and class participation. SLO 4 – Knowledge of Data Communications and Networking, students are assessed through hands on exercises, connecting computer networks, performing hardware related exercises including wiring and network card handling, and exams. SLO 5 – Knowledge of Communications Skills – students are assessed in this area with feedback on how they write on exams, essays, group/solo presentations, status updates, expectation of proper spelling/grammar, mock interviews, and using professional writing standards in emails to faculty are expected.

Academic Results/grades from each course are analyzed annually and compared to historical norms. Classes were students have a history of lower performance are reviewed in the areas of course content and delivery, and faculty discuss possible approaches to improve student performance. For example, in some sections of programming classes where students may have historically struggled with content, the School of CIS deploys an embedded tutor, an upperclassman who has already received an "A" in the course to work with students one on one while the faculty member teaches.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- **Unit Website**
- **Assessment/Annual Report**
- **All Course Syllabi**
- **Unit Recruiting Materials**
- **Unit HLC Reports**
- **Unit Social Media posts**

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR: Bachelors of Science in Computer Information Systems

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	19	21	25	Total 65 Avg 21.67	Total312 Avg. 31.2
Sophomore	24	11	15	Total 50 Avg 16.67	Total 203 Avg. 20.3
Junior	20	21	19	Total 60 Avg 20.00	Total 194 Avg 19.4
Senior	24	17	17	Total 58 Avg 19.33	Total 183 Avg 18.3
Post Bach					
Total	87	70	76		

UNDERGRADUATE PROGRAM MAJOR:

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman					
Sophomore					
Junior					
Senior					
Post Bach					
Total					

UNDERGRADUATE PROGRAM MAJOR:

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman					
Sophomore					
Junior					
Senior					
Post Bach					
Total					

GRADUATE PROGRAM MAJOR:

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average
ENROLLMENT				

GRADUATE PROGRAM MAJOR:

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average
ENROLLMENT				

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	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average
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	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average
ENROLLMENT				

GRADUATE PROGRAM MAJOR:

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average
ENROLLMENT				

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

Strengths

- Enrollment for the School of CIS has historically been very consistent over the past ten years (between 31 and 41 students each year), but took a downturn in the fall 2017 class (19) students, with a slight uptick (21) for the fall 2018 class and positive rebounding in the fall 2019 class (25). The Progression rates through the program have been above university averages, as the ratio of freshmen to following year sophomores demonstrates student progress within the program. If we can make the assumption that Fall 2018 freshmen become Fall 2019 sophomores, then progression rates from fall to fall (freshmen to sophomore) are as follows:

Fall 2009-Fall 2010	Fall 2010-Fall 2011	Fall 2011-Fall 2012	Fall 2012-Fall 2013	Fall 2013-Fall 2014	Fall 2014-Fall 2015	Fall 2015-Fall 2016	Fall2016-Fall 2017	Fall 2017-Fall 2018	Fall 2018 – Fall 2019
55%	46%	45%	66%	73%	71%	81%	75%	58%	71%

Admittedly some students transfer into the program as sophomores, and some stay in that classification more than two semesters, but in reviewing the historical data, it appears the majority of freshmen returned as sophomores in eight of the past ten years.

Weaknesses

- As mentioned above, freshmen enrollment for the School of CIS had been remarkably stable, between 31 & 41 students for the past 12 years, until the fall 2017 freshmen class. University recruiting changed for the fall 2017 freshmen class, and the past two incoming classes have been a noticeable deviation to this historical norm. These smaller freshmen classes

have led to a decrease in the total number of CIS majors. However, the fall 2018 freshman class increased slightly from a low of 19 freshmen in 2017 to 21 in 2018. The fall 2019 class continued this positive trend with 25 freshmen students.

Opportunities for Growth

- Following the historically small freshmen class of 2017, during the 2018-2019 school year, School of CIS faculty began to cultivate an increased recruiting presence on area high school campuses, with four visits to area high schools to visit programming or other IT related courses. During the 2019-2020 school year, four additional school visits were completed, and visits were scheduled to four additional schools, but these were ultimately cancelled by the corona virus pandemic closing schools. The School of CIS faculty will continue to be more proactive in recruiting.

- In a related move, the School of CIS made contact with three community colleges during the 2019-2020 school year, scheduling campus recruiting visits that were also ultimately cancelled by the pandemic. This is another potential recruiting area for the University, and CIS faculty are researching the possibility of articulation agreements with these community colleges.

- During the 2019-2020 School year, School of CIS faculty created a proposed redesign of the Bachelors of Science in CIS curriculum. The redesign included two proposed concentrations for the BS in CIS, with the existing program retitled as the Bachelors of Science in Computer Information Systems Programming Concentration, and a new option for the Bachelors of Science in Computer Information Systems Cybersecurity Concentration. This new concentration provides an option for students interested in technology but with a focus beside programming. The School of CIS also created an Associates of CIS option during the 2018-2019 school year, and has started receiving recruiting interest from students who are interested in a two year option. The School began seeing graduates awarded the Associates of Science in CIS in December 2019.

Threats to Effectiveness

- Faculty increasing recruiting is both an opportunity and a burden, as it is an increased time commitment for faculty. Faculty are a valuable source of information about the program for students, but there are also more faculty responsibilities than ever before considering University service and considerable efforts directed toward student retention. Also, the Corona virus pandemic has made it uncertain if faculty will be permitted to visit high school or community college campuses during the 2020-2021 school year.

Progression/Retention Data

Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Major:	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	**19**	
Number and percentage graduated in that major during 18-19 academic year	15	78.95%
Number and percentage that graduated in that major during 19-20 academic year	0	0%

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

Strengths

- The data demonstrates the strength of the School of CIS retention efforts, and how extremely effective the Unit has been in retaining and ultimately graduating students who attain Junior standing. Out of the 19 total students listed, 15 have gone on to graduate, and two are still pursuing their degree, they are both part-time students who have to work fulltime jobs in addition to school. Of the remaining two, one was an athlete who left school when his eligibility ended, and the other had to leave school because of medical issues with family members, but has told faculty she still intends to return and complete her degree.

  Taking a deeper look, in reviewing at the sophomore in 2017 data, out of 24 students who were sophomores in 2017, 14 have gone on to graduate with their Bachelors degree. One additional student took a job and left school, but has since completed his Associates of CIS degree, and four are still pursuing their Bachelors of CIS degree at this time. So 19 out of the 24 either have completed a CIS credential, or are currently on track to complete a CIS degree. Of the remaining five students, one had to transfer to UALR due to a family medical situation and another had stated his intention to transfer to the University of Arkansas at the conclusion of his sophomore year from the time he came to UAM as a freshman. Both transfer students left UAM with a GPA above 3.5 and went on to graduate. If the Associates of CIS degree had been in place at the time these students transferred, both would have completed the Associates credential.

Weaknesses

- In some of these cases, the students pursuing their degrees are part-time students, so it will take several years for them to complete the degree, thus not scoring well in Arkansas's performance funding model, which doesn't take into account part-time students who are working fulltime jobs while attending college.

Opportunities for Growth

- The School of CIS is currently investigating the possibilities for 2+2 agreements with community colleges. This level of student success is a selling point to students who have completed their General Education curriculum and are looking to complete their Bachelor's degree.
- As mentioned above, several students have transferred after their sophomore year, under the new Associates of Science in CIS, two of these students would have completed a credential before their transfer. The unit expects to see increasing benefits in the area of credentials awarded because of the creation of this program exit point.
- The creation of the Cybersecurity concentration in the Bachelors of Science in CIS gives students who were seeking more emphasis and skill development related to Cybersecurity as opposed to Programming and Web Development an additional option to consider.

Threats to Effectiveness

- As mentioned above, the Unit would like to pursue 2+2 agreements, however, many of these students pursue technical programs in technology related fields, and UAM has a limit of twelve technical hours that can be accepted when these students transfer. This policy is a negative in recruiting these students, as they often "lose" credit hours that are not accepted to UAM, despite that fact that many of these technical technology classes are valuable experience, and in some cases the equivalent of UAM courses in the same underclassman subjects.
- As mentioned earlier in the report, recruiting for the CIS program hit a low point in 2017, which has led to smaller numbers in the program overall. The School of CIS faculty have taken a more active role in recruiting, but pandemic related restrictions may limit access to schools during the upcoming year. Fortunately, the University's recruiting department has rebounded strongly in 2020 and is poised to be stronger going forward.

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)

Table 5: Gateway Course Success*

		2017-2018 *Passed		2017-2018 Failed		2018-2019 *Passed		2018-2019 Failed		2019-2020 Passed		2019-2020 Failed		3-Year Trend *Passed		3-Year Trend Failed	
Course	**Remediation**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Course	**Required Remediation**																
Course	**No Remediation**																
Course	**Required Remediation**																
Course	**No Remediation**																
Course	**Required Remediation**																
Course	**No Remediation**																

*Passed = A, B, or C; Failed = D, F, or W

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

Strengths

- **NA**

Weaknesses

- NA

Opportunities for Growth

- NA

Threats to Effectiveness

- NA

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Number of Degrees Awarded:

Undergraduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Bachelors of Science in CIS	25	21	13	59	19.67
Associates in CIS	0	0	7	7	2.33
Advanced Certificate in CIS (post graduate)	1	1	0	2	.667

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

As mentioned in question 4's analysis, the School of CIS has done an outstanding job with progression once student's achieve Junior Standing. Looking at students classified as a Junior in the fall semester of 2016, 2017, and 2018, there were a total of 63 students. Of those 63 students, 49 have gone on to complete their Bachelors of Science in CIS. So for the past three years, 77.78% of all CIS majors who attained Junior status have successfully completed their degree. Additionally, out of the fourteen who have not completed their degree, five are still pursuing their degree at this time. (8.94%) So 86.72% of all CIS majors attaining juniors status have either completed their degree or are still pursuing their degree.
This also speaks strongly of the Unit's ability to retain these upper classmen students.

As the data shows, the program is very viable, but as pointed out, smaller freshmen classes in fall 2017 (19) and fall 2018 (21), combined with large graduating classes (25 & 21) over the past two years have combined to lower total program enrollment. Retention has proven to be strong, with multiple departmental/faculty initiatives such as free departmental tutoring, all classes having a Blackboard shell with updated grade center, intrusive advising and monitoring of mid-term grades of CIS majors all combining to improve retention. Increasing faculty involvement with the recruiting process should help improve the freshman enrollment numbers as faculty develop one on one relationships with future students before entering the program.

With the added constraint of the state funding formula to consider, the unit also considers "on-time" to graduation as something that is a consideration during the advising process. Advisors do just that – advise the students on which courses to take – but CIS faculty make a concerted effort to keep students as close as possible to "On Schedule" for graduation to maximize results related to the funding formula.
In the past school year, 12 of 13 students completed their degree in one of the "On Schedule" windows listed below, with the student who student in

the 133-150-hour group having 134 hours despite changing to CIS in his junior year. The one CIS student who graduated but was not in any of the on schedule windows below graduated with more than one major.

School Year	Number of Graduates	120 hours (On Schedule)	121-132 hours (On Schedule +10%)	133-150 hours (On Schedule +25%)
2012-2013	13	3	7	1
2013-2014	18	2	10	4
2014-2015	17	1	12	2
2015-2016	14	0	8	2
2016-2017	15	3	7	2
2017-2018	26	8	13	3
2018-2019	21	4	12	1
2019-2020	13	5	6	1

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

				Teaching Load				
Faculty Name	**Status/ Rank**	**Highest Degree**	**Area(s) of Responsibility**	**Summer II**	**Fall**	**Spring**	**Summer I**	**Other Assignments**
Brian Hairston	Dean and Associate Professor	Masters of Information Systems	IT Security, Linux, Administrative	0.0	3.0	3.0	0.0	
Lori Selby	Associate Professor	Masters-MBA	Programming Logic, Programming Languages, Ethics, Productivity Software	0.00	15.0	15.0	6.00	CIS Internships Coordinator
Angela Marsh	Associate Professor	Masters – ME & MIS	Database Administration Systems Development Productivity Software	0.00	12.0	12.0	0.00	
Terri Cossey	Instructor	Masters-MBA	Productivity Software, Networking, Mobile	6.00	15.0	15.0	0.00	

			Application Programming					
Lynn Harris	Instructor	Masters-MBA	PC Hardware and Software, Productivity Software, Programming Languages	0.00	12.0	12.0	3.00	CIS Account Maintenance & Server Administration, Chi Iota Sigma Co-advisor
Karen Donham	Instructor	Masters-MBA	Productivity Software, Web Programming, Java Programming, Cyberlaw	3.00	15.0	15.0	3.0	Chi Iota Sigma Co-advisor

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

No significant changes in the UAM CIS faculty, but I wanted to praise their preparedness, professionalism and work ethic in quickly converting their courses to online as a result of the pandemic this past spring. In the face of a completely unexpected turn of events, they worked hard to convert their courses, and were able to success continue educating their students.

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2009-10	3218.00		
2010-11	3039.00	5.56% decrease	
2011-12	3130.00	2.99% increase	
2012-13	2912.00	6.97% decrease	Reduction in federal aid during summer terms
2013-14	2662.00	8.59% decrease	
2014-15	2919.00	9.65% increase	Ms. Jean Hendrix final year before retirement, replaced by Dr. Ed Conrad
2015-16	2395.00	17.95% decrease	Dr. Conrad offered two Health Information Systems Electives that were poorly received. Also, the BS Identity requirement was removed from Bachelors of Science programs, which directly affected CIS2223 Microcomputer Applications enrollment.
2016-17	2736.00	14.24% increase	
2017-18	2691.00	1.64% decrease	
2018-19	2698.00	.026% increase	
2019-20	2622.00	2.81% decrease	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

The only change in the past academic year in SSCH was several students who were planning to take on campus classes during the Summer 1 2020 semester dropped those classes when they were moved online, or in a couple of cases, the classes failed to make. Three advisees changed their schedule or had classes fail to make this summer.

Unit Agreements, MOUs, MOAs, Partnerships

Table 9: Unit Agreements-MOUs, MOAs, Partnerships, Etc.

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Computer Information Systems	UAM Information Technology Department	Internship	Annually	Continuing	Annually
School of Computer Information Systems	Drew Memorial Hospital	Internship	Annually	Continuing	Annually

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

Faculty Scholarly Activity

- Mr. Hairston attended several workshops during UAM Professional Development week, including Mr. Payton Miller's Academic Tech Talk on Blackboard Collaborate and "The Best Thing About Teaching Hands Down" by Dr. Jennifer Miller. He also had the opportunity to attend webinars on subjects such as *New Trends in Identity Theft, What's Next in Cybersecurity*, and *New Features in Redhat*. As a result of these scholarship opportunities, he modified his use of Blackboard grade center to make it easier for students, began posting review notes for students to use as a study guide in the Blackboard shell for his courses, and introduced several new commands that have recently been added to Redhat Linux for his Introduction to Linux course.

- In 2019, Ms. Selby attended the Clute Institute 2019 International Educational Conference. She also attended "High-Impact Strategies for Student Engagement" by Dr. Jillian Kinzie, "How to Get More Work Out of Your Students" by Dr. Adam Key, "Advanced Best Practices in Online/Blackboard Instruction" by Dr. Hunnicutt and Ms. Halley, and "Re-Imagining the First Year: Measuring Student Success" by Dr. Jo Arney durin UAM"s professional development week. She attended two webinars through Blackboard's Higher Ed BITS series, on topics Manage Your Blackboard Grade Center and 5 Ways to Increase Engagement. Ms. Selby attended Mr. Payton Miller's Academic Tech Talk via Blackboard Collaborate, and modified her use of Blackboard grade center by incorporating Smart Views to eliminate duplicate listings, freezing important columns, and utilizing Reports on student work submissions. After attending The Clute International Education Conference during the fall 2019 semester, she began using student names during her lecture to keep their attention, have students work in pairs to share ideas, asked them how they interpreted what she was saying to eliminate confusion, and used the Team*Pair*Solo concept in the classroom. After attending Dr. Adam Key's presentation on "How to Get More Work out of Your Students", she began including a purpose statement for assignments, telling the students what knowledge they would gain from the assignment. After attending the "What's Your Why?" by Dr. Donna Hunnicutt and Ms. Crystal Halley, she began pausing her classes to allow students to share their thoughts and compare notes with each other.

- Ms. Marsh completed several workshops on student engagement and retention at the Clute International Educational Conference during the fall 2019 semester, a presentation by Dr. Adam McKee and Dr. John Davis on "Self-publishing in the OER Paradigm, A Critique of Some Options", and workshops on "Blackboard Document Library" and on best practices using Kahoots for review during Professional Development week. After reviewing the 2018 CIS Senior Exit survey, Ms. Marsh has begun additional measures to build strong communication skills in students. Senior project students are required to give weekly oral status updates, Systems Analysis and Design students give a group presentation and a solo presentation, and Database Management students have to research commands, develop a handout for these commands, then present/teach it to their classmates.

- During UAM professional development week, Ms. Cossey attended presentations on topics such as “The Best Thing About Teaching, Hands Down”, “Get in Kahoots with Technology”, “UAM Marketing Strategies”, and “Higher Education in Arkansas”. She attended an on campus workshop on “UAM student perceptions and skill with Technology and OER”, and webinars on “BlackBoard Document Library” and “Universal Design for Learning: The Hidden Chapters”. During the fall 2019 semester, she was able to attend the Clute International Academic Conference and participated in workshops on “Successful Teaching Strategies”, “Advancing Scholarly Collaboration through Interprofessional Teaching and Learning”, and “Psychodidactic Strategies to Facilitate the Flow of Logical Thinking in the Preparation of Academic Documents”. After attending the Kahoots workshop during Professional Development week by Dr. Donna Hunnicutt and Ms. Crystal Halley, she began using Kahoots quiz generator to review for exams. She also began posting “Tips of the Module” on the discussion boards for her online Microcomputer Applications and Advanced Microcomputer Applications courses.

- In 2019, Ms. Harris had the opportunity to attend The Clute Institute 2019 International Education Conference, and participated in workshops on student retention and motivation. She also attended Dr. Jennifer Miller’s workshop on “The Best Thing About Teaching, Hands Down” and Mr. Peyton Miller’s Academic Tech Talk on Blackboard tips. She also had the opportunity to complete webinars on topics such as Moving Toward Student Success: 2018 in Retrospect and 2019 in Prospect, How AI and Machine Learning Shape the Future of Teaching, A Preview of the Study of Community College Students and Information Technology, a Strategic Approach to Developing a Robust Online Program Portfolio, and Designing for Impact: Reimagining the Learner Experience Through Persuasive Design Strategy by EDUCAUSE. After attending Dr. Jennifer Miller’s “The Best Thing About Teaching, Hands Down” workshop, Ms. Harris created a remind.com course and added due dates for assignments, quizzes, and exams to help make sure students didn’t miss deadlines. She also attended Mr. Peyton Miller’s Academic Tech Talk workshop, she updated her Blackboard shells with SmartViews and freezing columns so students can find it easily, as well as how to check submission receipts to get a list of when items were submitted.

- Ms. Donham attended Mr. Peyton Miller’s Academic Tech Talk – Blackboard Gradebook, the Higher Ed BITS Mobile Learning 101: Creating Mobile Friendly Courses & Driving Learning Engagement, Blackboard’s Higher Ed BITS Improving Student Engagement and Retention Through the Community of Inquiry, a Pearson webinar iGen: Teaching the Smartphone Generation. She also attended webinars including Dive Deep into Coding with Project Based Learning, Beginning of Term Blackboard Checklist, How Successful Students Take Advantage of Classroom Technology, and the Future of Jobs: What will Survive after 2020 and Beyond. She also had the opportunity to attend the Clute International Academic Conference during the fall 2019 semester. After attending *Academic Tech Talk – Blackboard Gradebook* by Mr. Peyton Miller, Ms. Donham cleaned up her Blackboard grade centers using Smart Views, how to freeze columns to keep them from scrolling out of sight, and froze the Average column to make it easier for students to view. She also attended the *Higher Ed BITS Mobile Learning 101: Creating Mobile-Friendly Courses & Driving Learning Engagement*, she made several changes to increase ease of access for students using mobile devices. This included using compressed files, turning Word documents into PDFs, and accommodating multimedia. From the Pearson webinar *iGen: Teaching the Smartphone Generation*, topics were presented concerning student motivation, class

attendance, and she's modifying her courses with shorter presentations, student activities to involve them and try to boost student interaction.

Notable Faculty or Faculty/Service Projects

- Mr. Hairston served on Dean's Council, and on the hiring committee for new Academic Advisors in 2020. In the community he was active in assisting programming classes at Monticello High School, and helping with Youth Sports organizations such as the Monticello Marlins, Monticello Youth Sports baseball, Faith First Youth Hoops, and Southeast Arkansas Futbol Club. Mr. Hairston also took a group of eight senior CIS majors to TechFest in Little Rock in October 2019 as a networking opportunity and change to meet potential employers, and setup a booth to promote UAM's School of CIS to both employers, and potential students.

- Ms. Selby served on several committees including as Secretary of the Curriculum and Standards committee, as a CIS Unit representation for the proposed Faculty Senate, EAB Leadership Team, Connecting the Student Success Dots 2019 team, UAM Food Service RFP Contract Committee, UAM Faculty Advising Form Verification Committee, Policy and Practices Committee, University Computer Committee, Faculty Equity & Grievance (Chairman), and on Promotion and Tenure Committee for Dr. John Henris. She also assisted the Information Technology department with software loads in the BBC102 computer lab. She also served as director of the CIS Internship program, supervising five student internships. She helped nine students with the job search process through resume suggestions, and writing cover letters.

- Ms. Marsh served the University and the School of CIS in a wide variety of opportunities during the past year. She served on the General Education committee, Library Committee. She was active for the School of CIS working in preregistration, Weevil Welcome, Parent/Family Appreciation Day, and Scholar's Day. She also completed the CIS Etiquette Seminar in November and April to help make sure upperclassmen understood appropriate standards of professionalism, helping prepare them for the interview process In October 2019, at the request of Ms. Sylvia Miller, she conducted a workshop on using Sorting and Filters in Microsoft Excel for the Registrar's Office.

- Ms. Cossey had an active year in service for the School of CIS, the University, and her community. For the University, she served as Chair of the Committee on Committees. In March 2019, she was selected to participate in the Title IX training on campus, and now serves as an advocate for Title IX issues on campus. She also volunteered to help conduct online mock interviews with CIS senior project students in an effort to better prepare them for the job search process. In November 2019, she attended the Maumelle High School College & Career Fair to highlight UAM and the CIS department, as well as talk about job opportunities in a variety of industries.

For her community, she served on the North Little Rock School District Trademark Agreement Grant Committee, awarding money to teachers who had applied for the special funding. She also served on the Jefferson Area Technical Career Center's advisory committee, as a resource provider for a poverty simulation event for teachers.

- Ms. Harris serves on the Productivity Funding Watchdog Group, the Career Fair Planning Workgroup, the Program Review Committee, and as alternate on the Academic Appeals Committee. She represented the School of CIS during Parent/Family Appreciation Day, Scholar's Day, preregistration, the CIS Awards Banquet, CIS Freshmen Welcome, and Weevil Welcome. She also serves as the advisor for Chi Iota Sigma, the CIS student organization, heading up community service projects and tours of companies that students might be interested in working at after graduation.

- Ms. Donham works along with Ms. Harris as the co-advisor for Chi Iota Sigma, the CIS student organization. Chi Iota Sigma conducts annual community service projects, such working with elementary school students, toy donation drive at Christmas, canned food drives, and taking the students on field trips to potential employers. Besides serving as a Chi Iota Sigma advisor, she also took a group of students to Acxiom during the Spring 2019 semester on a field trip so they could network with a potential employer. She also served UAM on the University Athletics Committee, the Faculty Senate Committee, and on the Academic Appeals committee. She has continued to be active service for the School of CIS, assisting with CIS Alumni Day, Parent/Family Appreciation Day, Scholar's Day, and all pre-registration events. This past year, she served her university by being on the Faculty Senate Committee, the Academic Appeals Committee, and the University's Athletic Committee.

Faculty Grant Awards

- None

Describe any significant changes in the unit, in programs/degrees, during the past academic year.

The Associates of Science in Computer Information Systems went into active status during July 2019, and saw the first seven graduates in over the past year. This provides the School of CIS a stop out option for students seeking a two year program, and an opportunity to award a credential to students who transfer before completing their Bachelors of Science in CIS.

In August 2019, in response to alumni feedback, and feedback from potential students, and industry trends, the School of CIS submitted a proposal that ultimately modified the Bachelors of Science in CIS so that the existing curriculum would become the Bachelors of Science in CIS Programming Concentration, and offered a second option, the Bachelors of Science in CIS Cybersecurity Concentration.

This option has proven popular with several potential students, including three fall 2020 incoming freshmen who have indicated they want to pursue this option. Increasing student choices in degree options and having the Associates program are both new assets for the Unit.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.

As mentioned above, summer 2019 saw the School of CIS begin awarding Associates of Science in CIS. This new option provides both a stopping point for students interested in a two year program, and a credential opportunity for students who transfer, or have to leave school for employment or health reasons.

Summer 2019 also saw the School of CIS propose modification of the Bachelors of Science in CIS to create two concentrations, Programming and Cybersecurity, to offer greater flexibility in student choices. As a result of this proposal, the School of CIS submitted Curriculum and Standards proposals to

- Modify CIS 1023 Introduction to Linux to CIS3XX3 Linux Operating Systems
- Change the name of CIS4253 CIS Security to CIS 4253 Cybersecurity
- Add CIS 3XX3 Computer Forensics
- Add CIS 3XX3 Cyberlaw
- Modify the Bachelors of Science in Computer Information Systems Curriculum

As mentioned, these changes offer students new options in pursuing degree programs and additional opportunities to specialize in technology content.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.

School of CIS faculty continually evolve their courses to try to improve student success. All CIS courses make sure of Blackboard shells, and provide students up to date grade information via grade center, a repository for their course syllabus and review materials, and some courses provide video lectures for review as well. All CIS courses offer free departmental tutoring, provided by upper classmen students, who have previously taken the course that they are providing tutoring assistance for.

The spring 2020 semester offered new challenges to the entire University, including the School of CIS. Faculty shifted their courses online, and a majority of the software products used by CIS students are available free of charge to CIS students through the School's paid membership in the Microsoft Academic software program for Universities. One particular software product for CIS 4623 Database Management systems was not available, so CIS faculty worked with UAM administration to offer individual lab times for students to

come on campus and complete their projects in this course. The faculty of the School of CIS continue to demonstrate flexibility, professionalism, and dedication to seeking out new methods to give students every opportunity to succeed.

Other Unit Student Success Data

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

Revised 05/26/2020

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.
Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:
- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

⌜ Develop, deliver, and maintain quality academic programs.

o Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.

o Revitalize general education curriculum.

o Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

⌜ Encourage and support engagement in academics, student life, and athletics for well-rounded experience.

o Develop an emerging student leadership program under direction of Chancellor's Office.

o Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.

o Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

⌜ Retain and recruit high achieving faculty and staff.

o Invest in quality technology and library resources and services.

o Provide opportunities for faculty and staff professional development.

o Invest in quality classroom and research space.

o Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.

o Create an Institute for Teaching and Learning Effectiveness.

⌜ Expand accessibility to academic programs.

o Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.

o Create a summer academic enrichment plan to ensure growth and sustainability.

o Develop a model program for college readiness.

o Revitalize general education.

o Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

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

⌜ Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
⌜ Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
⌜ Develop systematic structures for first year and at-risk students.
⌜ Identify and enhance pipeline for recruiting

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS
⌜ Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

⌜ Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.

⌜ Prepare and update University Master Plan.

⌜ Partner with system and state legislators to maximize funding.

⌜ Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
o Increased efforts to earn research and grant funds.
o Creation of philanthropic culture among incoming students, graduates and community.
⌜⌜Collaborating with Athletics Fundraising to maximize synergies.
⌜⌜Create a Growing our Alumni Base Campaign.
o Encourage entrepreneurial opportunities where appropriate.
o Participation in articulation agreements to capitalize on academic and economic resources.
o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?

- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?

- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?

- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional
- Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?

- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

Effectiveness	Affordability	Adjustment	Efficiency
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary