

**University of Arkansas at Monticello**  
**Academic Unit Annual Report**

**Unit: School of Computer Information Systems**

**Academic Year: 2017-2018**

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

**(See Addendum 1) – Please see also Addendum 4 – School of CIS Strategic Plan 2018-2019**

**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**

<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
Contact 12-15 possible internship businesses or organizations, with goal of creation of four new internship opportunities for CIS majors.	Seven contacts made currently, with three new internship opportunities open, seeking interested students at this time.	Outstanding response, continuing implementation.
Submission of C&S proposal to create Associates of Computer Information Systems.	Submitted and approved by Academic Council, will be reviewed this fall by C&S committee, Assembly, and ultimately ADHE and UA Board of Trustees.	Huge implications for awards more credentials for students who do not ultimately complete the Bachelor's degree for a variety of reasons.
Contact 40 CIS Alumni by September 1 <sup>st</sup> , 2018 to discuss scholarship drive, with goal of twelve new annual donors.	List of Alumni, with mailing and email addresses compiled, contact process will begin August 1 <sup>st</sup> , 2018.	Additional private scholarship opportunities for CIS majors.
Contact six area school districts by September 15, 2018. Have CIS faculty speak in 8-10 classrooms during the 2018-2019 school year.	One local school district contacted (Monticello High School – speaking engagement for two Computer Science classes scheduled tentatively for September 2018.	Additional exposure for the CIS program and recruiting opportunities.

**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 (See Addendum 2)**

<b>Unit Student Learning Outcome</b>	<b>Alignment with UAM Vision, Mission, and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<p>Practical knowledge of various productivity software packages</p>	<p>This SLO applies primarily to our CIS1013 Introduction to Computers and CIS2223 Microcomputer Applications courses. The goal of these courses is to educate and expand student knowledge on how to effectively get the most out of industry standard office productivity software packages. Many students have used these packages, but lack the depth of knowledge to fully utilize the software. These courses are taken by students with a wide variety of majors, and this directly relates to the UAM Mission that mentions “Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment”. High level knowledge of industry standard productivity software prepares students for careers across a wide variety of majors.</p>	<p>This SLO’s alignment with the Unit Vision and Mission mirrors that of the University. Our unit provides these courses to prepare students, regardless of major, to effectively utilize industry standard office productivity software products. These types of skills are very often a requirement for jobs in various settings and industries.</p>
<p>Practical knowledge of various programming languages</p>	<p>SLO 2, 3, and 4 are all essential parts of the CIS curriculum. Within the field of CIS, there are a multitude of outstanding careers, and to adequately prepare students, we want to expose them to each of these areas, including programming languages, systems development lifecycle, and data communications and networks. Please see Addendum 5 (US News</p>	<p>The Vision and Mission of the School of CIS is to equip students with the technical skills needed to succeed in a career in the IT industry, while helping them develop their personality traits as individuals which set them apart from people they’ll compete</p>

<b>Unit Student Learning Outcome</b>	<b>Alignment with UAM Vision, Mission, and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
	and World Report Jobs for 2018) for a list of related careers. The Bachelors of Science in CIS prepares students for jobs in each of the specialties listed by exposing them to each of these areas within the IT industry, and teaching them how they interact in an IT department or a business. Classes aligned with each of these specialties in the industry also teach certain “soft” skills to help set our graduates apart, including communication, professionalism, and teamwork. This aligns with “Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment”.	against for jobs. We teach them how to learn, adapt, and plan for success. Non-technical skills such as communication, professionalism, teamwork are stressed across a variety of classes, because these traits also set them apart from their potential competition.
Knowledge of information systems development methods and techniques	Answered Above	
Knowledge of data communications and local area networks	Answered Above	
Knowledge of communication skills	This SLO applies to every CIS course, as we stress proper and professional standards of communication. This directly relates to the portion of the UAM Mission that states “Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners”. To re-enforce this SLO, students are often assigned group projects, which necessitate working in diverse groups and prepares them for the team-oriented atmosphere that’s common in the IT industry.	Strong communication skills are a central foundation of the Unit’s Vision and Mission as well. Students have to be able to communicate both orally, and with professionally written documents to function effectively in the IT industry. Memos, status updates, team projects, and social media are all important aspects of the industry.

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

**Student Learning Outcomes (SLOs) for each course are listed in the syllabus, and discussed from the first day of class. They serve as the end goal for success in the course. Classes relating to each SLO have differing assessment methods. For SLO1 – Knowledge of Productivity Software Packages, learning is assessed through research assignments, hands on exercises, exams, and projects. For SLO2 – Knowledge of Programming Languages, learning is assessed through programming assignments, some team projects, and exams. For SLO3 – Knowledge of Information Systems Development Lifecycle, much of the content is judged through quality. This is the background aspect of programming, charting the logic behind each program, documenting the logic, the program code itself, and how the program actually functions. Learning is assessed through exams, and the production of this documentation through projects. For SLO4 – Knowledge of Data Communications and Networking, students are assessed through hands on exercises, creating networks, doing computer hardware tasks inside and on the PC itself, hands on projects, as well as through exams and research assignments. SLO5 – Knowledge of Communications Skills stretches across every course in the CIS curriculum. No matter which job field students choose a career in, effective communication skills, both oral and written, are necessary for success. Across all CIS courses, small things – such as requiring Spellcheck & Grammar Checking on all assignments, requiring proper writing standards, oral presentations, small group presentations, mock interviews are all tools designed to develop and assess student ability in this SLO.**

**Academic results/grades from each course are analyzed annually and compared to historical norms. Classes/assignments where students historically struggle are reviewed and alternative presentation methods can be implemented. For example, students historically struggled in the Microsoft Excel portion of CIS2223 Microcomputer Applications, so faculty cut down time spent in another productivity software (Microsoft PowerPoint) and devoted additional time and more hands on exercises to provide extra time and attention for Microsoft Excel.**

**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 Unit Reports
- All Course Syllabi
- Unit Recruiting Materials
- Unit HLC Reviews

## Enrollment

**Table 3: Number of Undergraduate and Graduate Program Majors**

### **UNDERGRADUATE PROGRAM MAJOR - Computer Information Systems**

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average
Freshman	32	32	19	TOTAL 83 AVG 27.67	TOTAL 357 AVG 32.45
Sophomore	29	26	24	TOTAL 79 AVG 26.33	TOTAL 231 AVG 21
Junior	20	20	20	TOTAL 60 AVG 20	TOTAL 219 AVG 19.91
Senior	12	16	24	TOTAL 52 AVG 17.33	TOTAL 232 AVG 21.09
Post Bach	0	1	2	TOTAL 3 AVG 1	TOTAL 6 AVG 1
Total	93	95	89	TOTAL 277 AVG 92.33	TOTAL 1048 AVG 95.27

### **GRADUATE PROGRAM MAJOR - NA**

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

#### Strengths

- Enrollment has been very stable over the past ten years for the CIS program, with an average of 95.27 students in the program each year. In looking at the data, enrollment has ranged from 89 to 106 students, most typically between 92-95 students. Progression through the program has been above university averages, as ratio of freshmen to following year sophomores demonstrates students moving through the program. If we can make the assumption that fall 2008 freshmen become fall 2009 sophomores, then retention rates from fall of freshmen year to fall of sophomore year for the past ten years are as follows

Fall 2007- Fall 2008	Fall 2008- Fall 2009	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	Fall 2016- Fall 2017
50%	65%	55%	46%	45%	66%	73%	71%	81%	75%

- Admittedly some students move into the program as sophomores, and some stay in that classification more than a year – but in looking at the historical figures, it appears a majority of the freshmen returned as sophomores in seven out of the past ten years. Please see [Addendum 6](#) for more information.

### Weaknesses

- Stability in numbers is both a strength and weakness. The Unit has seen upticks of growth, but they have not been sustainable. The total number of CIS majors was above 150 during the early 2000s when there were student loan forgiveness programs for students with technology related majors who accepted jobs in state. Once that program was discontinued, the program contracted to roughly 90-100 students and has been stable there for the past twelve years.

Of the percentage of freshmen who don't return for their sophomore year, a significant number are remedial students who declare CIS as a major, but never take a CIS course before leaving the University. The School of CIS continues to look for ways to make contact and begin to build a relationship with these students.

### Opportunities for Growth

- The recent mandate by the Governor requiring all Arkansas High Schools to teach coding courses will expose additional students to programming and other technology related concepts. In this, there is significant opportunity for students discovering a passion or innate ability to work with technology and develop the kind of logical thinking and reasoning skills that help an individual be successful in the IT field.

The School of CIS plans to expand the number of high school and classroom visits this fall in an effort to build a larger recruiting base.

### Threats to Effectiveness

- While it is the desire of the CIS program to grow, lab space is already scheduled through all morning periods when students typically take classes. If the Unit is able to grow the program, space and number of computers will still be constraints.
- The fall of 2017 incoming freshmen class was by far the smallest for the past nineteen years and coupled with a very large and strong fall 2017 and spring 2018 graduating class of seniors, has negatively impacted the overall number of students in the program.

**Progression/Retention Data**

(See Addendum 3)

**Table 4: Retention/Progression and Completion Rates by Major**

Total Number of Majors	2015 -	2016	2016-	2017	2017-	2018
Number and percentage of majors who:	#	%	#	%	#	%
Returned in major from previous year						
Graduated in major						
Changed to a different major in the unit						
Graduated in different UAM major outside of the unit						
Left University						
*Passed 30+ credit hours in two semesters: (fall and spring; no summers)						
*Passed 30+ credit hours (fall, spring and summer)						

\*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

- 

Weaknesses

- 

Opportunities for Growth

- 

Threats to Effectiveness

-

**Gateway Course Success (Applies only to units teaching Gateway Courses)**

**Table 5: Gateway Course Success\* --None Taught**

Course/Remediation	2015-2016 *Passed	2015-2016 Failed	2016- 2017 *Passed	2016-2017 Failed	2017-2018 *Passed	2017-2018 Failed	3-Year Trend *Passed	3-Year Trend Failed
Required Remediation								
No Remediation								
Required Remediation								
No Remediation								
Required Remediation								
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

- 

Weaknesses

- 

Opportunities for Growth

- 

Threats to Effectiveness

-



**Completion (Graduation/Program Viability)**

**Table 6: Number of Degrees/Credentials Awarded by Program/Major**

Undergraduate Program/Major	2015 – 2016	2016 – 2017	2017 – 2018	Three-Year Total	Three-Year Average
Bachelors of Science in Computer Information Systems					
	15	15	26	56	18.67

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

Not applicable in lieu of our instructions regarding data unavailability for Question 4 – but graduation numbers for the School of CIS have been very consistent with 18, 16, 15, 15 before this year’s spike to 26. This jump was due in part to a large (41 students) fall 2014 entering freshmen class. 2014 was also the year the School began a free tutoring program for all CIS courses. This program has been very successful, and has proven a valuable resource for students as they progressed through the curriculum.

Also – because it’s a critical component of the statewide funding formula, the School of CIS is tracking student credits at graduation.

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

Two students exceeded 150 hours, with both completing a credential before entering the CIS program. Thus, 81.77% of CIS graduates successfully completed degree requirements either on-schedule or on-schedule plus 10%.

## Faculty

**Table 7: Faculty Profile, Teaching Load, and Other Assignments**

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
Brian Hairston	Dean and Associate Professor	Masters-MIS	IT Security, Linux, Administrative	3.0	3.0	0	
Lori Selby	Associate Professor	Masters-MBA	Programming Languages, Programming Logic, Ethics, Productivity Software	15.0	15.0	6.0	
Angela Marsh	Associate Professor	Masters-ME & MIS	Database Administration Systems Development, Documentation	12.0	12.0	0	
Terri Cossey	Instructor	Masters-MBA	Productivity Software, Networking, Mobile Application Programming	15.0	15.0	6.0	
Lynn Harris	Instructor	Masters-MBA	PC Hardware and Software, Productivity Software, Programming Languages	12.0	12.0	3.0	CIS Account Maintenance & Server Administrator Chi Iota Sigma Advisor
Karen Donham	Instructor	Masters-MBA	Productivity Software, WWW Programming, Java Programming, Cyberlaw and IT Forensics	15.0	15.0	3.0	Chi Iota Sigma Advisor
Vacant Position							

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

**No significant change in faculty ranks, we've elected not to fill the open position because of salary related to early retirement and for efficiency purposes on the state funding formula.**

**Table 8: Total Unit SSCH Production by Academic Year (ten year)**

Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	3145.00		
2008-09	3226.00	2.58% increase	
2009-10	3218.00	.002% decrease	
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 had very low enrollment. Also – the BS identity requirement was removed, which had previously required several other degree programs to take CIS2223 Microcomputer Applications.
2016-17	2736.00	14.24% increase	
2017-18	2691.00	1.64% decrease	

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

**Minimal change during the past year, typically alternated between increase and decrease most years, most significant decrease was due in part to offering two elective choices related to Health Information Systems during Dr. Conrad’s year with UAM. Unit SSCH dropped out of the 3000 level in 2012-2013, at the time that federal financial aid for the summer terms was reduced, and has been fairly stable aside from a large decline in 2015-2016.**

**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	Internships	June 2018	Annual	Annually
School of Computer Information Systems	Drew Memorial Hospital	Internships	June 2018	Annual	

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

Faculty Scholarly Activity

- After attending the EAB webinar “Breaking Through the Student Communication Barrier (For Frontline Staff)”, Ms. Marsh modified the way she emails her students, making sure the subject line is specific, short, and informative. She also made her emails to students for student centered and student friendly, very direct and without an educational jargon.

After attending the webinar “Opportunities for Student Success” by AASCU, she began requiring all of her classes to work in groups.

- After attending the webinar “Higher Ed BITS: Teach Online? You need this list of 17 course best practices!” Ms. Selby modified her Blackboard courses to list the goals, purposes, and how she was going to grade each assignment. Considering how today’s students often have a shorter attention span, she broke her content down to smaller, measurable items to keep from overwhelming the student. Student receive grading rubrics, so they know exactly how they’ll be graded and what is required to earn full credit. She also uses audio recordings in the shells to point to learning objectives and explain them in detail.

From the webinar “Higher Ed BITS: Effective Strategies to Prevent Cheating in Distance Learning Courses” she began scrambling test questions, so two students could not take exams side by side, making sure students cannot view other students’ discussion board posts until they themselves have posted, and using SafeAssign to post papers.

She also used the Blackboard Higher Ed BITS webinar “How to Effectively Communicate with Students Using Social Media” to incorporate social media into discussion board posting, and Blackboard’s Higher Ed BITS “5 Tips for Mid-Term Assessments in Blackboard Learn” to help make her shell content more mobile-device friendly for students.

- Ms. Cossey reviewed 10 online learning videos by Android Studies to help enhance her content for CIS3463 Programming Mobile Applications. She also read extensively for her Data Communications and Networking course to discuss the most up to date information regarding net neutrality and how recent changes to laws on this topic could impact internet usage.
- Ms. Harris attended two webinars by Blackboard “Teach Online? You need this list of 17 course best Practices!” and “Tips on How to Create a Mobile Friendly Course” and made several changes to her online courses, such as advising students to use Mozilla Firefox as a web browser, and realizing more and more students were completing their

assignments on their mobile devices, she redesigned her course menus to accommodate the smaller display sizes. She still has all the same information available to students, but it's divided into more manageable sections for ease of viewing.

- Ms. Donham attended Blackboard's "Higher Ed BITS: 10 Tips to Use Blackboard Learn Tools and Features to Engage Students" webinar, and while she was already doing 6 out of their 10 suggestions, decided to include content she learned during the presentation as well. Some of her changes included deactivating old content so the students could more easily find the current modules, incorporating a quiz over the syllabus to make sure the students are reading it – and the added benefit of giving them an early grade so they can learn her expectations, stressing early assignment deadlines, and using meaningful dates and folder names to catch student attention.

#### Notable Faculty or Faculty/Service Projects

- All School of CIS faculty were very active in service to the University – a few of the roles filled by CIS Faculty this year included Chair of the Dean of the School of Business Search Committee, Dean's Council, Chair of the Search Committee for the UAM Vice Chancellor of Finance and Administration, team leader of the Strategic Planning Student Success Committee, team leader of the Strategic Planning Input Process Curriculum and Standards Committee, member of the UAM Assembly Officers Nominating Committee, UAM Policy and Practices Committee, UAM Faculty Advising Form Verification Committee, UAM Curriculum and Standards Committee, University Computer Committee, UAM Faculty Equity and Grievance Committee, Catastrophic Leave Committee, Chairperson of the Committee on Committees, member of the Career Fair Planning Workgroup, member of the Development of Best Practices Committee, Member of the Brand Assessment Team, member of the Student Affairs Committee, Member of the Strategic Input Planning Team-Student Life, Member of the Program Review Committee, member of the Academic Appeals Committee, member of the University Athletics Committee, group leader for Freshmen/Transfer Student Fall Orientation, Project Leader for EAB Student Success Center implementation, member of the Institutional Review Board, member of the Council of Assessment of Student Academic Achievement (CASAA), member of the Library Committee, and on the search Committee for new Assistant Librarian.
- CIS faculty were also active in service to the School of CIS, with faculty serving as Advisors to Chi Iota Sigma, which included a Christmas toy drive, two canned food drives, and student field trips to potential employers. Faculty also served as judges at the Science fair, as academic advisors, worked with UAM IT on software configurations in the computer labs, and as server administrators for the Unit's web and database servers.
- Multiple CIS faculty were active in community service, with the Drew Central, Monticello, and North Little Rock School districts, the Monticello Marlins swim team, Southeast Arkansas Futbol Club children's soccer league, Special Olympics, Monticello Girls Softball, and consulting service with multiple local businesses and organizations.

### Faculty Grant Awards

- None

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

There were no significant changes to the Unit during the 2017/2018 academic year, but in June of 2018, the School of CIS proposed the creation of an Associates of Computer Information Systems. This allows students to achieve a CIS credential along the path towards their Bachelor's degree in CIS. The proposed Associates degree has been approved by the Academic Council and will be reviewed by Curriculum and Standards during the fall 2018 semester.

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

- The only C&S change during the past academic year was the modification of the prerequisites for CIS4263 Ethics in Information Technology, to allow students in their junior year to also take the class.

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

CIS faculty continue to actively review their courses and look for areas to improve teaching and learning. As a result of a webinar she attended, Ms. Marsh instituted group projects in every course. She found this to work very well in most of the courses, but decided it wasn't a good fit for scheduling reasons in CIS4634 Software Development Project.

Ms. Donham made the aforementioned changes to her online courses, deactivating course modules that the students had completed for easier navigation within the shell, instituted early semester grading assignments to provide feedback earlier in the semester, and began quizzing students over the syllabus to encourage them to read it.

Ms. Selby enhanced her Blackboard shells for all courses by added additional measures to prevent cheating, recording audio clips to explain difficult topics in depth, created videos to demonstrate flowcharting, pseudocode, hierarchy charts, decision support, and arrays. She also instituted supplemental instructors in her programming classes, with departmental tutors sitting in on her classes and helping students in need of assistance.

Ms. Cossey upgraded productivity software to Microsoft Office Suite 2016 to better match up with UAM email and to provide the latest software product for her students.

Ms. Harris began using PowerPoint to making screen capture recording she could walk students through where to click on each screen for her CIS2223 Microcomputer Applications course. She provided this through her Blackboard shell so she could reference it during class and also provide it as a resource for students to use when they were reviewing for exams.

## **Other Unit Data**

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

**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.

## **STRATEGIC PLAN:**

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

- Develop, deliver, and maintain quality academic programs.
  - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
  - Revitalize general education curriculum.
  - 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.
  - Develop an emerging student leadership program under direction of Chancellor's Office.
  - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
  - 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.
  - Invest in quality technology and library resources and services.
  - Provide opportunities for faculty and staff professional development.
  - Invest in quality classroom and research space.
  - 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.
  - Create an Institute for Teaching and Learning Effectiveness.



- Expand accessibility to academic programs.
  - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
  - Create a summer academic enrichment plan to ensure growth and sustainability.
  - Develop a model program for college readiness.
  - Revitalize general education.
  - 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.
  - Increased efforts to earn research and grant funds.
  - Creation of philanthropic culture among incoming students, graduates and community.

- Collaborating with Athletics Fundraising to maximize synergies.
- Create a Growing our Alumni Base Campaign.
  - Encourage entrepreneurial opportunities where appropriate.
  - Participation in articulation agreements to capitalize on academic and economic resources.
  - 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?

Student Learning Outcomes were designed around the mission of the Academic Unit and the University. The School of CIS seeks to prepare students with technical knowledge in programming languages, industry standard productivity software, software development lifecycle methodology, data communications and networking, and a strong base in non-technical skills such as communication, teamwork, the ability to research and learn on their own and professionalism. All classes have an expected student learning outcome for successful completion, these are communicated in the syllabus of each course. Successful completion of the student learning outcome can be assessed by student grade in the course.

### **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?

The Unit completes grade analysis upon completion of the academic year. This grade analysis is used to look for trends, problems, and opportunities. EAB Historical data is used to review the performance of CIS majors in general education courses, and this information is used in student advising. Evidence of student learning is primarily derived from student performance in the classroom – ie, mid-term and final grades. All CIS courses are subjected to grade analysis annually and compared to the same courses in the past.

### **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?

The Academic Dean analyzes the grade information as evidence of student learning. The evidence shows strong performance within the CIS curriculum. Too often students are lost in their first semester however, without ever having taken a CIS course. Evidence of student learning (progression and graduation rates) are a part of the institutional budgeting process and discussed at that time.

### **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?

The Academic Unit analyzes grade results and student course evaluations to assess teaching and learning. Results of the assessment process are historically communicated in the Unit's annual assessment report.

### **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?

Additional means of assessment apart from grades is needed. Students are progressing, progression and graduation number are strong once the students make it into sophomore and junior stages of the CIS curriculum. Attrition in the freshmen year is a large concern.

**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?

The Academic Dean and the faculty review grade and historical trend information at the beginning of each fall. Faculty also review the Senior Exit Surveys from the previous year to gather input. Summary reports – with consideration to FERPA are posted on the University websites for review by external stakeholders.

**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
<ul style="list-style-type: none"> <li>• Credentials</li> <li>• Progression</li> <li>• Transfer Success</li> <li>• Gateway Course Success</li> </ul>	<ul style="list-style-type: none"> <li>• Time to Degree</li> <li>• Credits at Completion</li> </ul>	<ul style="list-style-type: none"> <li>• Research (4-year only)</li> </ul>	<ul style="list-style-type: none"> <li>• Core Expense Ratio</li> <li>• Faculty to Administrator Salary</li> </ul>