

# University of Arkansas at Monticello

## Academic Unit Annual Report

**Unit: School of Computer Information Systems**

**Academic Year: 2018 - 2019**

**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 possible internship businesses or organizations, with goal of creation of four new internship opportunities for CIS majors.	Established contact with 12 businesses, three internship positions were created, but only two were filled. For the 2019/2020 school year, we have been in contact with IBM about a possible internship in Monroe, and one with the Dermott School District IT Department.	For the 2019/2020 school year, we have been in contact with IBM about a possible internship in Monroe, and one with the Dermott School District IT Department. Goal of three additional new internship opportunities.
Submission of C&S proposal to create Associates of Computer Information Systems.	Proposal was approved, and degree program was created effective July 1 <sup>st</sup> , 2019.	CIS students are being advised so that they'll complete the degree requirements and receive their Associates of Science in CIS upon successful completion of their sophomore year, assuming no class drops.
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 was created, but contacts were never made. Unfortunately, no real progress made.	This goal will be rolled over for the upcoming school year. Scholarship assistance is still a huge need for the School of CIS
Contact six area school districts by	Eight area school districts were contacted, and	This goal will be rolled over for the upcoming

KPI	Assessment of Progress	Implications for Future Planning/Change
September 15, 2018. Have CIS faculty speak in 8-10 classrooms during the 2018-2019 school year	School of CIS faculty spoke in five classrooms during the fall 2018/spring 2019 semesters. This represented progress, but fell short of the goal.	school year. The School of CIS needs to continue to expand faculty recruiting efforts.

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
<i>Communication:</i> 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	<ol style="list-style-type: none"> <li>1) Practical Knowledge of various productivity software packages.</li> <li>2) Knowledge of communication skills.</li> </ol>	Two of the School of CIS SLO's directly align with the University SLO of Communication. Every CIS course stresses professional standards of communication, it's a point of emphasis for the unit, from presentations in the classroom, to creating user manuals, to project status updates, to proper standards of grammar and punctuation in emails to faculty. The knowledge of productivity software packages emphasizes effective written communication, standards such as MLA formatting, creation of Bibliographies, and spelling and grammar software checks.	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 presentations to stakeholders both inside and outside their employing organization

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<ol style="list-style-type: none"> <li>1) Practical knowledge of various programming languages.</li> <li>2) Knowledge of information systems development methods and techniques.</li> <li>3) Knowledge of data communications and local area networks.</li> </ol>	<p>The three SLO's listed all require students to think critically, evaluating a situation or problem, and use logical reasoning to develop solutions. In courses related to the first SLO, students learn programming languages and how to assess the "need" that the program will fulfill, and analyze the situation and begin to code a solution. Courses related to the second SLO require students to follow a consistent and logical process for developing and documenting these solutions. Courses related to the third SLO allows students to practice troubleshooting errors, analysis of problems, and diagnosis of a solution.</p>	<p>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.</p>
<p><i>Global Learning:</i> 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.</p>	<ol style="list-style-type: none"> <li>1) Practical knowledge of various programming languages.</li> <li>2) Knowledge of information systems development methods and techniques.</li> <li>3) Knowledge of communications skills</li> </ol>	<p>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. Both of the first two SLO's listed reference courses related to programming and the systems development lifecycle. The IT industry requires rigorous</p>	<p>Developing strong technical skills in students is just one part of the CIS program, other facets are developing graduates who compliment their technical skills with strong professionalism, good communication skills, and demonstrate strong ability to work with others. As part of</p>

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
		<p>testing of code before it's introduced into a production environment, in order to minimize the attack surface of the code, and eliminate vulnerabilities whenever possible. The current IT industry is also one where teamwork and effective communication are critical. Teams are connected through technology and not confined to a physical location. Some IT jobs can be off-shored to other countries, thus IT professionals need an understanding of cultural differences and how to be an effective teammate.</p>	<p>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.</p>
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<ol style="list-style-type: none"> <li>1) Practical knowledge of various programming languages.</li> <li>2) Knowledge of information systems development methods and techniques.</li> <li>3) Knowledge of data communications and local area networks.</li> </ol>	<p>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</p>	<p>As mentioned in previous questions, the CIS program is based not only on strong technical and critical thinking skills, but professionalism, communication, and teamwork are emphasized across a majority of the required curriculum. IT professionals of today must demonstrate flexibility to</p>

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
		strong IT professional must have the ability to excel working in a wide variety of teaming situations.	work with diverse groups and with individuals who do not have a strong technical background. These skills position graduates well for a long and successful career in the IT industry.

**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 where 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

**Enrollment**

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

UNDERGRADUATE PROGRAM MAJOR:

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	32	19	21	Total 72 Avg. 24	Total 350 Avg 31.82
Sophomore	26	24	11	Total 61 Avg. 20.33	Total 222 Avg. 20.18
Junior	20	20	21	Total 61 Avg 20.33	Total 210 Avg.19.09
Senior	16	24	17	Total 57 Avg 19	Total 224 Avg. 20.36
Post Bach	1	2	3	Total 6 Avg. 2	Total 9 Avg 1.2
Total	95	89	73	Total 257	Total 1,006

**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. 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 2008 freshmen become Fall 2009 sophomores, then progression rates from fall to fall (freshmen to sophomore) are as follows:

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	Fall 2017- Fall 2018
65%	55%	46%	45%	66%	73%	71%	81%	75%	58%

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 and fall 2018 classes. 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.

The UAM PATHWAYS initiative will also prevent some students who have expressed interest in CIS from declaring the major, due to low test scores. However, this initiative should definitely increase student retention, as the School of CIS has had 131 freshmen over the most recent ten-year period who achieved a first semester GPA between 0.00 and 1.99 out of 389 total incoming freshmen over the ten-year period. That is, 33.7% of incoming students who achieved a GPA below 1.99. Many of these students were in remediation, and a significant number of them never enrolled in a CIS course.

#### Opportunities for Growth

- As mentioned above, University recruiting changed for the fall 2017 freshmen class, and as a result -there has been a significant drop in freshmen enrollment the past two years. To help address this issue, School of CIS faculty are becoming more involved in the recruiting process, visiting area school districts and making contacts with district faculty in an effort to build a recruiting pipeline. This offers significant potential for growth, and possibly more effective recruiting.

Due to Governor Hutchinson's initiative for all Arkansas High Schools to offer coding courses, more and more students are being exposed to technology courses in K/12 education. This offers a significant opportunity for students to gain interest and knowledge about technology before coming to UAM. As mentioned above, now that all area schools are offering technology related courses, there are faculty that the local school districts that the Unit can develop relationships with.

The School of CIS has also developed an Associates of Science in CIS, that became active in July 2019. This will allow the unit to provide a stop out point and a credential to students as they progress through the program. Several students have transferred for a variety of reasons over the past few years, and finished without completing their Bachelors degree. This new degree option would allow them to complete a credential at UAM.

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.

**Progression/Retention Data**

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

Name of Major: Bachelors of Science in Computer Information Systems

Academic Year	2016-2017		2017-2018		2018-2019	
Number and percentage of majors who:	#	%	#	%	#	%
Number of Majors who classified as Juniors	22	-	19	-	23	-
Number of Majors who proceeded to Graduate in major	20	90.91%	14	73.68%	5	21.74%
Still Pursuing same major	1	4.55%	4	21.05%	18	78.26%
Graduated in different UAM major outside of the unit	0	0%	0	0%	0	0%
Left University	1	4.55%	1	5.26%	0	0%
Number of Majors who classified as Sophomores	23	-	24	-	12	-
Number of Majors Who Proceeded to Graduate in major	13	56.52%	5	20.83%	0	0%
Still Pursuing same major	5	21.74%	13	54.17%	11	91.67%
Graduated in different UAM major outside of the unit	0	0%	0	0%	0	0%
Left University	5	21.74%	6	25.00%	1	8.33%

**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 64 students listed above in the three-year period, 39 of them went on to successfully complete their Bachelors of Science in CIS. That's 60.94% successful completion, with an additional 23 students, or 35.94% who are currently still pursuing (enrolled as recently as Spring 2019) their Bachelors of Science in CIS. Of the 64 student listings, only two left the University, so 96.88% of the students

attaining Junior standing have either completed their Bachelors of Science in CIS or are still working towards completing their degree.

In looking at the sophomore data, out of the 59 students listed, 18 students (30.51%) have gone on to successfully complete their CIS degree, and 29 students (49.15%) are still pursuing their degree (enrolled as recently as Spring 2019). So 47 out of the 59 total sophomores have either successfully completed or are still pursuing their Bachelors of Science in CIS, for a total of 79.66%. While not as strong as the Junior-level data, the unit still considers this an excellent achievement.

#### 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.
- The sophomore level data isn't as strong as the Junior level data, but of the 12 sophomores who have not completed their degree or are not still working to attain their degree, 4 of them are confirmed to have transferred to another University. Two of these students did for personal reasons, and a third for a family health situation. These four that transferred would have all been eligible for the Associates of Science in CIS degree that became active in July 2019.

#### Opportunities for Growth

- The School of CIS would like to investigate 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, four of these students would have completed a credential before their transfer. The unit expects to see benefits in the area of credential because of the creation of this program exit point.

#### 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.

**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\***

Course	Remediation	2016-2017 *Passed		2016-2017 Failed		2017-2018 *Passed		2017-2018 Failed		2018-2019 Passed		2018-2019 Failed		3-Year Trend *Passed		3-Year Trend Failed		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
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

- 

Weaknesses

- 

Opportunities for Growth

- 

Threats to Effectiveness

-

**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	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
Bachelors of Computer Information Systems	15	25	21	61	20.33
Advanced Certificate in Computer Information Systems	0	1	1	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, with 60.94% of Juniors successfully completing their Bachelors of Science in CIS, and 35.94% still progressing towards completing their Bachelors in CIS, so of the Junior CIS majors for the past three years, 96.88% or 62 out of 64 total have either completed their degree once obtaining junior status, or are still progressing towards completing their degree. This also speaks strongly of the Unit’s ability to Retain these upper classmen students.

In looking into the progression data regarding sophomores, there is more attrition between the sophomore and junior years than between Juniors and graduation, with 79.66% of sophomores (47 out of 59) listed still working towards or having completed their degree. While not as exemplary as the Junior dataset, this is still an excellent progression rate.

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.

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, 17 of 21 students completed their degree in one of the “On Schedule” windows listed below, with the four students who exceeded 150 hours all graduating with more than 1 majors/degree.

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

## 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	Fall	Spring	Summer	Other Assignments
Brian Hairston	Dean and Associate Professor	Masters of Information Systems	IT Security, Linux, Administrative	3.0	4.0	0.0	Dean
Lori Selby	Associate Professor	Masters-MBA	Programming Logic, Programming Languages, Ethics, Productivity Software	15.0	15.0	9.0	Internship Coordinator
Angela Marsh	Associate Professor	Masters – ME & MIS	Database Administration Systems Development Productivity Software	12.0	12.0	0.0	
Terri Cossey	Instructor	Masters – MBA	Productivity Software, Networking, Mobile Application Programming	15.0	15.0	6.0	
Lynn Harris	Instructor	Masters –	PC Hardware and	15.0	15.0	3.0	CIS Account Maintenance & Server

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
		MBA	Software, Productivity Software, Programming Languages				Administration, Chi Iota Sigma Co-advisor
Karen Donham	Instructor	Masters - MBA	Productivity Software, Web Programming, Java Programming, Cyberlaw	15.0	15.0	6.0	Chi Iota Sigma Co-advisor
Kimberly Wallis	Instructor	Masters - MBA	Productivity Software	3.0	6.0	0.0	
Renee Jones	Instructor	Masters - MBA	Productivity Software	3.0	3.0	0.0	
Vacant Faculty							

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

No significant changes, the School of CIS has continued to decide not to fill the open faculty position for efficiency purposes regarding the state funding formula for higher education.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2008-09	3226.00		
2009-10	3218.00	.002% decrease	
2010-11	3039.00	5.56% increase	
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	0.26% increase	

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

Unit SSCH has seen minimal change the past two years. Specific year to year variation typically evens out the following year. The School of CIS has lower total enrollment currently, but this downturn is balanced out by alternative enrollment, such as the School of Education including CIS2203 in their curriculum to help prepare teachers to teach coding in K/12. We anticipate an uptick in SSCH in the coming years due to improved recruiting efforts by CIS faculty and the introduction of the Associates of Science in CIS program during the summer of 2019.

**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	June 2018	Annual	Annually

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

Faculty Scholarly Activity

- In February 2019, Dean Hairston had the opportunity to attend the Disaster Recovery International’s Professionals conference. From sessions and lectures at this conference, he was able to add additional modules on operating systems security, backup and restoration, and account controls to his spring CIS198V Introduction to Linux course. For fall 2019, he will be adding several new techniques to his CIS4253 CIS Security course, including concepts on cloud recovery, service level agreements, and specific techniques to defend against malware. He also was able to share with other CIS faculty concepts about improving the security of code for their programming classes, through data validation and minimizing attack surfaces.
- After attending Dr. Jillian Kinzie’s “High Impact Strategies for Student Engagement” seminar, Ms. Selby created a “mid-course” test in addition to the previously implemented pre-course and post-course exams to gauge student retention of information. She also added supplemental instruction to COBOL, and engaged students in in-depth discussion of items in the syllabus. After attending the “Advanced Best Practices in Blackboard” seminar with Dr. Hunnicutt and Ms. Halley, she began using the “Send Reminders” feature in the Blackboard Gradebook to students who had not completed assignments. After attending the webinar “Higher Ed BITS: A Strategic Guide for Online Learning and Beyond in the 21st Century” she began to use online group projects in the online Programming Logic and Design course, and adding additional videos to each chapter to explain selected concepts. From her attendance of the Blackboard webinar “Higher Ed BITS: Improving

Student Engagement and Retention through the Community of Inquiry” she added components to her online courses about how to navigate and use Blackboard, icebreakers, using Blackboard early alert systems.

- After attending a roundtable discussion on “Student Engagement” led by Dr. Jillian Kinzie, Ms. Marsh emphasized getting her first day of class off to a strong start, greeting students and visiting with them before class. It helps students feel more comfortable and lets them know they can come and talk to Ms. Marsh. From attending the “Advanced Best Practices in Online/Blackboard Instruction” she makes sure her Blackboard shells have the “Track Statistics” option turned on to help evaluate student participation.
- After attending the Advanced Blackboard workshop during faculty development week, Ms. Cossey added discussion-based assignments to all of her online courses. Previously, in skill-based courses (Microcomputer Applications and Advanced Microcomputer Applications) she’d focused on making sure student mastered the skill concepts, she’s also making them participate in discussions as well. Ms. Cossey has served as a reviewer for Current Reviews for Academic Libraries (CHOICE). Her spring 2018 review was published in August 2018, and her summer and fall 2018 reviews have been submitted to the publisher. To include current hot topics in her Data Communications and Networking class, she’s following laws regarding net neutrality and topics related to bitcoin.
- After attending Dr. Jillian Kinzie’s “Student Engagement Faculty Roundtable” discussion, Ms. Harris created an icebreaker bingo game for her Introduction to Computer Systems course to help students get to know each other. After attending “Advanced Best Practices in Online/Blackboard Instruction” with Ms. Halley and Dr. Hunnicutt, Ms. Harris turned on tracking for her online Microcomputer Applications course and started using the Send Reminders feature in Blackboard to email students who had not submitted homework/assignments that were due that night.
- After attending Dr. Hunnicutt and Ms. Halley’s workshop on “Advanced Best Practice for Online/Blackboard” Ms. Donham switched to using learning modules in Blackboard instead of content folders for organization for her CIS198V Intro to Game Programming course. After attending the webinar Blackboard’s Higher Ed BITS: Making the Most of your Learn Upgrade: Top Features You Can Use Now! she began using reminders to students who had not submitted an assignment in Blackboard. After viewing the webinar Blackboard’s Higher Ed BITS Improving Student Engagement and Retention Through the Community of Inquiry, she began using icebreaker scavenger hunts for her in-class courses. She also intends to have students create a PowerPoint slide about themselves. From attending the Blackboard Higher Ed BITS Mobile Learning 101: Creating Mobile-Friendly Courses and Driving Learning Engagement, she removed clutter, turned Word documents into PDFs, used more compressed files, and added multimedia components.

#### Notable Faculty or Faculty/Service Projects

- 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, Council on Assessment of Student Academic Achievement (CASAA), Institutional Review Board, Library Committee, and Library Search Committee for two Assistant Librarian, Strategic Planning Committee, and Promotion and Tenure for Dr. Jared Gavin. She was active for the School of CIS working in preregistration, Weevil Welcome, Parent/Family Appreciation Day, CIS Major/Minor Cookout, 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. She served as Academic Advisor to 10-15 CIS majors. She maintains detailed files about each advisee, with specific information about their academic career and course substitutions. She uses EAB for Preregistration Campaigns. She also emails or meets face-to-face with students who have Academic Alerts submitted. In November 2018, at the request of Ms. Tawanna Green, she conducted a workshop on using Pivot tables in Microsoft Excel for the Admissions department.

- Ms. Selby maintained her high level of service for the School of CIS, the University, and her community. For the past year, Ms. Selby had 11 advisees, and utilized EAB for scheduling purposes to meet with each of them. In an advising session, she reviews the student's Academic Advisement Report to discuss progress towards graduation. She also posts notes after the advising session regarding the student's registration in EAB. For the School of CIS, she served by assisting with student registration, Scholar's Day, CIS Awards banquet, planned and coordinated the CIS Major/Minor day, and Weevil Welcome. Ms. Selby served on several committees including as Chair of the Search Committee for the UAM Vice Chancellor of Finance, as Secretary of the Curriculum and Standards committee, as a CIS Unit representation for the proposed Faculty Senate, Policy and Practices Committee, University Computer Committee, Faculty Equity & Grievance (Chairman), and on Promotion and Tenure Committees for Ms. Heidi Hogue, Dr. Lynn Fox, and Ms. Becky Phillips. 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.
- Mr. Hairston assisted with Chi Iota Sigma, including taking students on a field trip to Acxiom Corporation. He also advised eighteen students assigned to him, and other students who were considering CIS as a major, or when their advisor was unavailable. He served on Dean's Council, as Chair of Search Committee for Dean of the School of Business, and on the Rockefeller Distinguished Speaker committee. 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 ten senior CIS majors to TechFest in Little Rock in October 2018 as a networking opportunity and change to meet potential employers.
- 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 and serving on the University's Blackboard Core team. For the School of CIS she served as the academic advisor for sixteen CIS majors. As their advisor, Ms. Cossey has each advisee schedule appointments through EAB Enrollment Campaigns. During appointments, she discusses their academic history to the CIS program requirements, and emailed advisees at the beginning of the semester to let them know she's available. She also sends welcome notes to new advisees. She plays an important role as the liaison between CIS faculty and textbook vendors for the CIS 2223 Microcomputer Applications course and the CIS 1013 Introduction to Computers course. She is proactive and serves as the primary organizer for several annual events within the School of CIS, including the annual CIS Christmas buffet, the CIS Awards Reception, the CIS Senior Dinner, and CIS Alumni Day. For the 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 was very active in service for the School of CIS, UAM, and the local community during the past year. For the University, she serves on the Clothes Closet Committee, the Productivity Funding Watchdog Group, the Career Fair Planning Workgroup, the Development of Best Practices Committee, the Student Affairs Committee, the Brand Assessment Team, the Strategic Planning Input Team for Student Life, the Preregistration Review Process Committee, the First Four Week Committee, 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, CIS Major/Minor day, the CIS Awards Banquet, CIS Freshmen Welcome, and Weevil Welcome. She also serves as the advisor for Chi Iota Sigma, the CIS student organization. Ms. Harris currently advises 10 CIS advisees. She uses EAB to create advising campaigns and schedule appointments. She maintains files on each of her advisees with their transcripts, communications with the Registrar, and substitution forms if needed.
- 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. 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, at the Star City Schools Student Showcase, CIS Major/Minor day and all pre-registration events. She is always willing to step up and serve the School of CIS anytime she's asked. Ms. Donham was previously the Directory of Area 12 in Special Olympics for 10 years, with her term ending in May 2017, but she's still very active serving for this outstanding cause. She also works as a certified part-time dispatcher for the Monticello Police Department. This provides valuable experience working with the 911 system, the ACIC/NCIC database program, and the CAD incident reporting system, and with local youth sports with the Monticello Girls Softball Association.
- Under CIS faculty supervision, Chi Iota Sigma conducted a canned food drive during the fall and spring semesters, and donated the food to local food pantries. Mr. Hairston & Ms. Donham also took Chi Iota sigma to Acxiom for a student tour.

#### Faculty Grant Awards

- None

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

In 2018 the School of CIS designed and submitted a proposal to create an Associates of Science in Computer Information Systems. The proposal was approved by Dean's Council, C&S, and the UAM Faculty Assembly, then eventually the University of Arkansas Board and ADHE. The program became active in July 2019.

As detailed in the analysis above, the School of CIS has demonstrated strong performance in retention and progression, but this new degree program will provide benefits for both the Unit and students. It will provide an exit point credential for students who did not wish to pursue the Bachelor's degree and students who choose to transfer after completing their sophomore year. The program itself is structured so that the majority of CIS majors will complete the requirements by the end of their second year in the Bachelors program curriculum. This benefits the program through additional credentials awarded, allows the student to earn a credential approximately halfway to their Bachelor's degree, and could provide additional wages for students who work while completing their education.

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

- As previously mentioned, in 2018 the School of CIS proposed creation of an Associates of Science in Computer Information Systems, which went into effect July 2019. The benefits were more extensively detailed above, but the reason behind the change were to provide a credential for students roughly halfway through the Bachelors in CIS program, for students who choose to transfer to another University, and to provide an exit point for students who are either not interested or unable to complete the Bachelors program.
- Creation of a permanent class in the catalog for CIS198V Introduction to Linux. This class has been taught for the past five years and well-received by students as a special topic. Several graduates have referenced this Linux experience as valuable to them in their job search process. Introduction to Linux is taught annually during the spring semester.

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

After attending workshops and webinars over the past year, CIS faculty have taken several steps to improve teaching/learning and student engagement. Multiple CIS faculty referenced Dr. Jillian Kinzie's "High Impact Strategies for Student Engagement" presentation from 2018 Professional Development week and made changes to their courses as a result. Ms. Selby began using a "mid-course" exam in addition to pre and post course exams to gauge student retention of the course materials. Ms. Marsh added emphasis to the first day of classes, spending more time trying to make students feel comfortable on the first day. Ms. Harris created an ice breaker bingo game for the same purpose, to make the students comfortable. Multiple CIS faculty also referenced Dr. Hunnicutt and Ms. Halley's "Advanced Best Practices in Blackboard" seminar for concepts they added to their courses. Ms. Selby began using the "Send Reminder" feature in the Blackboard Gradebook to give students a last chance to turn in assignments that were due. Ms. Marsh began using the "Track Statistics" option in Blackboard to evaluate how often students were participating in the Blackboard shell. Ms. Harris began using both of these features, "Send Reminder" to offer students a final chance to submit work, and "Track Statistics" to see how often the students were accessing the Blackboard shell. Ms. Donham switched to using learning modules instead of content folders, hopefully providing an easier organizational structure for students to access. Ms. Cossey increased the amount of discussion-based

assignments in her online courses. Previously she had focused on asking students to demonstrate the skill concepts, now she's not only making them demonstrate, but also discuss the how and when of proper usage of these concepts.

CIS Faculty have been very proactive about using free online professional development webinars as well. Some of the changes they've made as a result include using group projects in online courses to stimulate student engagement, adding videos to online courses from in class lectures to clarify difficult concepts, and having students create a PowerPoint presentation about themselves, to not only show off what they've learned, but to utilize their communication skills in conjunction with their technical skills.

The School of CIS continued several initiatives that have been in place for several years, including free departmental tutoring for all CIS courses. This assistance is in every CIS course syllabus, and has proven very beneficial. During the fall 2018 and spring 2019 semesters, nineteen students requested tutoring assistance, seventeen successfully completed the course they received tutoring in.

The School of CIS also requires all courses to utilize their Blackboard shell, with the syllabus posted and the grade center updated so students can check their grade at any time. Students can be aware of their academic standing in the course at any time using grade center.

**Other Unit Student Success Data**

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

## 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.
  - 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?
- 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
<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>