**University of Arkansas at Monticello**

**Academic Unit Annual Report**

**Unit: School of CIS**

**Academic Year: 2020 - 2021**

# What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please

**identify new goals from continuing goals. (insert strategic plan, goals and KPIs below)**

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

**Table 1: Assessment of Key Performance Indicators**

| **KPI** | **Assessment of Progress** | **Implications for Future**  **Planning/Change** |
| --- | --- | --- |
| Contact 12-15 businesses about possibility of internships for CIS majors, with a goal of four to seven internship opportunities for CIS students. | During the 2020 -2021 school year, the school of CIS had five students participate in internships. | For the 2021-2022 school year, we would like to continue to expand our CIS internship program. The program offers valuable work experience and networking opportunities. However, the pandemic has definitely curtailed internships. |
| Make contact with an initial group of forty CIS alumni to request ongoing monthly scholarship donations of $10 each. | A few contacts have been made and several alumni are open to the idea, but minimal progress made during the past year. | This item will be added to the fall 2021 CIS faculty meeting, to involve faculty in the process. With them having served as advisors to many of these alumni, they have previously developed personal relationships that will be helpful. |
| Have faculty speak to students in eight to ten classrooms during the upcoming school year. | Due to pandemic related restrictions on visitors by school districts, CIS faculty were only able to visit one school district (Star City) this year. | Assessment of this KPI is uncertain right now as an uptick in Covid-19 cases has many school districts looking at possible implementation of restrictions. |
| Develop articulation agreements with two Arkansas community colleges. | After four conference calls with SouthArk in El Dorado, a draft agreement has been created and is being reviewed by South Ark administration. Contact has been made with SEArk in Pine Bluff and a meeting will be scheduled for discussion during September 2021. | South Ark plans to bring a group of their IT students to UAM this fall for a campus visit, and CIS Unit Head will be making a visit to their campus to talk to students about the benefits of the proposed 2+2 program. A draft agreement should be developed for SEArk to review during fall 2021. |
|  |  |  |

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

**Table 2: Unit Student Learning Outcomes**

| **University**  **Student Learning Outcome** | **Unit**  **Student Learning Outcome (may have more than one unit**  **SLOs related to each University SLO; List each one)** | **Alignment with UAM/University Vision, Mission and Strategic Plan** | **Alignment with Unit Vision, Mission, and**  **Strategic Plan** |
| --- | --- | --- | --- |
| *Communication:* Students will communicate effectively in  social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to  topic, audience, and discipline. | 1. Practical Knowledge of various productivity software packages. 2. Knowledge of communication skills. | Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.  Strong communication, teamwork, and professionalism are emphasized in all courses in the CIS curriculum. Communication is emphasized both orally, and electronically. | 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. The knowledge of productivity software packages emphasizes effective written communication, standards such as MLA formatting, creation of Bibliographies, and spelling and grammar software checks. |

| **University**  **Student Learning Outcome** | **Unit**  **Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)** | **Alignment with UAM/University Vision, Mission and Strategic Plan** | **Alignment with Unit Vision, Mission, and**  **Strategic Plan** |
| --- | --- | --- | --- |
| *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving  problems. | 1. Practical knowledge of various programming languages. 2. Knowledge of information systems development methods and techniques. 3. Knowledge of data communications and local area networks. | Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities. | Critical thinking and logical reasoning skills are another central tenant of the CIS program. Students learn to gather information about a problem or “need” and then begin analyzing how to develop an effective solution. The information systems development lifecycle gives them a consistent method to follow in this process, and creates documentation to help support their solution. Critical thinking is also required to troubleshoot problems when they arise and diagnose effective and timely solutions. |
| *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global  communities. | 1. Practical knowledge of various programming languages. 2. Knowledge of information systems development methods and techniques. 3. Knowledge of communications skills. | Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.  Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development. | The scope of the IT Industry that CIS graduates will be working in necessitates a global viewpoint. IT security is a foremost concern, and global threats are always a factor. Developing strong technical skills in students is just one part of the CIS program, other facets are developing graduates who compliment their technical skills with strong professionalism, good communication skills, and demonstrate strong ability to work with others. As part of this, students are assigned to team projects for a variety of CIS courses, and must be able to work well with others, no matter their background. Various courses, including Ethics in IT and Cybersecurity address diversity and different cultures from around the globe. |
| *Teamwork:* Students will work collaboratively to reach a common goal and will  demonstrate the characteristics of productive citizens. | 1. Practical knowledge of various programming languages. 2. Knowledge of information systems development methods and techniques. 3. Knowledge of data communications and local area networks. | Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners. | Over half the CIS curriculum courses require students to work as part of a team, because this characteristic is a necessity within the IT industry. Strong technical skills are obviously a prerequisite for a career in the IT industry, but equally important is the ability to work with a variety of individuals from different backgrounds and with differing levels of technical knowledge and experience. A strong IT professional must have the ability to excel working in a wide variety of teaming situations. |

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

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

Academic Results/grades from each course are analyzed annually and compared to historical norms. Classes were students have a history of lower performance are reviewed in the areas of course content and delivery, and faculty discuss possible approaches to improve student performance. For example, in some sections of programming classes where students may have historically struggled with content, the School of CIS deploys an embedded tutor, an upperclassman who has already received an “A” in the course to work with students one on one while the faculty member teaches. The embedded tutor program has unfortunately had to be suspended because of the pandemic related restrictions on social distancing, but it is the hope of the academic unit to restore this program when restrictions are completely lifted.

**Public/Stakeholder/Student Notification of SLOs**

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

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

# Enrollment

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

**UNDERGRADUATE PROGRAM MAJOR: Bachelor of Science in CIS**

| **Classification** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** | **10-Year Total & Average** |
| --- | --- | --- | --- | --- | --- |
| Freshman | 21 | 25 | 24 | Total 70 Avg 23.33 | Total 302 Avg 30.2 |
| Sophomore | 11 | 15 | 14 | Total 40 Avg 13.33 | Total 199 Avg 19.9 |
| Junior | 21 | 19 | 19 | Total 59 Avg 19.67 | Total 192 Avg 19.2 |
| Senior | 17 | 17 | 10 | Total 44 Avg 14.67 | Total 175 Avg 17.5 |
| Post Bach |  |  |  |  |  |
| Total | 70 | 76 | 67 |  |  |

**UNDERGRADUATE PROGRAM MAJOR: Associate of Science in CIS (First Full Year of Data)**

| **Classification** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** | **10-Year Total & Average** |
| --- | --- | --- | --- | --- | --- |
| Freshman |  |  | 1 |  |  |
| Sophomore |  |  | 1 |  |  |
| Junior |  |  |  |  |  |
| Senior |  |  | 2 |  |  |
| Post Bach |  |  |  |  |  |
| Total |  |  | 4 |  |  |

**UNDERGRADUATE PROGRAM MAJOR:**

| **Classification** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** | **10-Year Total & Average** |
| --- | --- | --- | --- | --- | --- |
| Freshman |  |  |  |  |  |
| Sophomore |  |  |  |  |  |
| Junior |  |  |  |  |  |
| Senior |  |  |  |  |  |
| Post Bach |  |  |  |  |  |
| Total |  |  |  |  |  |

**GRADUATE PROGRAM MAJOR:**

|  | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** |
| --- | --- | --- | --- | --- |
| **ENROLLMENT** |  |  |  |  |
|  |  |  |  |  |

**GRADUATE PROGRAM MAJOR:**

|  | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** |
| --- | --- | --- | --- | --- |
| **ENROLLMENT** |  |  |  |  |
|  |  |  |  |  |

**GRADUATE PROGRAM MAJOR:**

|  | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** |
| --- | --- | --- | --- | --- |
| **ENROLLMENT** |  |  |  |  |
|  |  |  |  |  |

**GRADUATE PROGRAM MAJOR:**

|  | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** |
| --- | --- | --- | --- | --- |
| **ENROLLMENT** |  |  |  |  |
|  |  |  |  |  |

**GRADUATE PROGRAM MAJOR:**

|  | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** |
| --- | --- | --- | --- | --- |
| **ENROLLMENT** |  |  |  |  |
|  |  |  |  |  |

**GRADUATE PROGRAM MAJOR:**

|  | **Fall 2018** | **Fall 2019** | **Fall 2020** | **3-Year Total & Average** |
| --- | --- | --- | --- | --- |
| **ENROLLMENT** |  |  |  |  |
|  |  |  |  |  |

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

Strengths

* 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 2019 freshmen become Fall 2020 sophomores, then progression rates from fall to fall (freshmen to sophomore) are as follows:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | Fall 2018 – Fall 2019 | Fall 2019 – Fall 2020 |
| 46% | 45% | 66% | 73% | 71% | 81% | 75% | 58% | 70% | 56% |

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, with 70% or more progressing in five of the past ten years.

In previewing the sophomore and junior level progress data in Table 4, the numbers are even more promising. This data looks at students classified as sophomores and juniors at the beginning of the fall terms in 2016, 2017, 2018, 2019, and 2020. In reviewing this data from the past five fall terms, ninety-two CIS majors were classified as sophomores. Forty-five of these students completed their Bachelors of Science in CIS, and twenty-nine additional students are still pursuing their Bachelors of Science in CIS, so seventy-four of the ninety-two (80.43%) of the CIS sophomores have either completed the Bachelors degree or are still pursuing it. In reviewing the junior level data, the results are even more promising. For the five years sampled, ninety-five CIS majors were classified as juniors. Sixty-eight of these students have successfully completed their Bachelors of Science in CIS, with eighteen additional students still pursuing the Bachelors degree, so eighty-six of ninety-five total CIS juniors (90.53%) have either successfully completed the Bachelors degree or are still pursuing it. These numbers are an outstanding testimony to the time, effort, and dedication of the school of CIS faculty.

* Building strong relationships between students and CIS faculty is another strength of the School of CIS demonstrated by these numbers. CIS faculty are very good at building relationships with our students, and are very intentional with their academic advising and support of CIS students.

Weaknesses

* As reflected in the Table 3 data, freshman enrollment for the School of CIS has been down for the past three fall terms. CIS faculty have become more active in the recruiting process by visiting area high schools, but pandemic related visitor restrictions have prevented faculty recruiting since early in the spring 2020 semester.

Opportunities for Growth

* School of CIS faculty began to cultivate an increased recruiting presence on area high school campuses, with four visits to area high schools to visit programming or other IT related courses. During the 2019-2020 school year, four additional school visits were completed, and visits were scheduled to four additional schools, but these were ultimately cancelled by the corona virus pandemic closing schools. During the 2020-2021 school year, CIS faculty were only allowed to visit one school campus, and then only one time. The School of CIS faculty will continue to be proactive in recruiting, and look for ways to connect with possible students.
* The School of CIS made contact with several community colleges during the 2019-2020 school year, scheduling campus recruiting visits that were also ultimately cancelled by the pandemic. After several meetings during the 2021 spring and summer terms, a draft 2+2 agreement is being reviewed by one of these community colleges. Once this is in place and approved, the dean will begin trying to develop these agreements with other community colleges.
* During the 2019-2020 School year, School of CIS faculty created a proposed redesign of the Bachelors of Science in CIS curriculum. The redesign included two proposed concentrations for the BS in CIS, with the existing program retitled as the Bachelors of Science in Computer Information Systems Programming Concentration, and a new option for the Bachelors of Science in Computer Information Systems Cybersecurity Concentration. This new concentration provides an option for students interested in technology but with a focus beside programming. The unit has seen several students come in seeking this rapidly growing segment of the IT industry. The School of CIS also created an Associates of CIS option during the 2018-2019 school year, and has started receiving recruiting interest from students who are interested in a two-year option. The School began seeing graduates awarded the Associates of Science in CIS in December 2019, and has seen several students come into the program seeking the Associates degree. The Associates degree also provides an opportunity to award a credential to students who transfer before completing the Bachelors program.

Threats to Effectiveness

* Ms. Angela Marsh retired at the end of the Spring semester after teaching for twenty-eight years for the School. This is obviously a large loss, and it’s critical that she be adequately replaced. Losing a senior faculty member and the experience and teaching skill is definitely a threat.
* Pandemic related restrictions in the area school districts present a threat to faculty having a physical presence on these school campuses.

# Progression/Retention Data

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

| Major: | **Number** | **Percentage** |
| --- | --- | --- |
| Number of majors classified as juniors (60-89 hours) in fall 2018 | **23** |  |
| Number and percentage graduated in that major during 19-20 academic year | 15 | 65.22% |
| Number and percentage that graduated in that major during 20-21 academic year | 2 | 8.70% |

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

Strengths

* As previously mentioned in response to Table 3, the Progression data for the School of CIS is very strong, in particular the Junior level progression data. Of the twenty-three students classified as juniors in the fall 2018 semester, seventeen have graduated, and two more are still pursuing their Bachelors of CIS. So nineteen of the twenty-three (82.61%) have either completed their degree or are still pursuing it at this time. Of the remaining four students, one successfully completed an Associates in CIS, and one other is out of school working fulltime, but has been in contact with CIS faculty about completing his Associates in CIS.
* For the complete sophomore and junior level progression data, seventy-four of ninety-two total sophomores (80.43%) listed have either successfully completed their CIS degree, or are still pursuing it at this time. Eighty-six of ninety-five total juniors (90.53%) listed have either successfully completed their CIS degree, or are still pursuing it at this time. Both of these figures far exceed University averages, and make a strong statement about the efforts of CIS faculty, and student support services in place for CIS majors.

Weaknesses

* Historically, the School of CIS typically has several students who are attending school while working fulltime. At the current time, there are approximately eight CIS majors who are part-time students for this reason, so these students won’t always fit neatly into progression data, but historically these students have been very successful in completing their Bachelor’s degree in CIS.

Opportunities for Growth

* As previously mentioned, the School of CIS has submitted a draft proposal of a 2+2 agreement with a community college that offers Associates degrees in Computer Technology. Once this agreement is signed and in place, the School will begin exploring further creation of 2+2 agreements with other community colleges. As part of this process, the Dean will visit these campuses to discuss the Bachelors of CIS program and job opportunities that the degree will qualify them for.
* The addition of the Associates of Science in CIS, and the Cybersecurity emphasis on the Bachelor’s degree provides students more degree options, and more opportunities for students to earn an academic credential in CIS, which contributes to the state funding formula. The layout of the Associates curriculum is such that students pursuing their Bachelors of Science in CIS will typically complete the Associates degree during their first two years. The majority of students will go on to complete their Bachelors degree, but for the students who are not interested, not able to complete the degree, or decide to transfer, they will still have completed a credential in CIS.

Threats to Effectiveness

* As mentioned above, the Unit would like to pursue 2+2 agreements, however, many of these students pursue technical programs in technology related fields, and UAM has a limit of twelve technical hours that can be accepted when these students transfer. This policy is a negative in recruiting these students, as they often “lose” credit hours that are not accepted to UAM, despite that fact that many of these technical technology classes are valuable experience, and in some cases the equivalent of UAM courses in the same underclassman subjects.
* As mentioned earlier in the report, recruiting for the CIS program has been a concern for the past several years, which has led to smaller numbers in the program overall. The School of CIS faculty have taken a more active role in recruiting, but pandemic related restrictions have recently limited access to area school districts.

# 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\***

**2018-2019 2018-2019 2019-2020 2019-2020 2020-2021 2020-2021 3-Year 3-Year**

**\*Passed Failed \*Passed Failed Passed Failed Trend Trend**

**\*Passed Failed**

| **Course** | **Remediation** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Required Remediation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course** | **No Remediation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course** | **Required Remediation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course** | **No Remediation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course** | **Required Remediation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course** | **No Remediation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

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

Strengths



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** | **2018-2019** | **2019-2020** | **2020-2021** | **Three-Year Total** | **Three-Year Average** |
| --- | --- | --- | --- | --- | --- |
| Bachelors of Science in CIS | 21 | 13 | 13 | 47 | 15.67 |
| Associates of Science in CIS | 0 | 7 | 13 | 20 | 6.67 |
| Advanced Certificate in CIS | 1 | 0 | 0 | 1 | .33 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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

As mentioned previously in reference to academic progression, the School of CIS is doing an outstanding job retaining students reaching their sophomore year, with 80.43% of CIS sophomores (93 students) and 90.53% of CIS juniors (95) students either successfully completing their Bachelors of Science in CIS, or still actively pursuing it.

As the data shows, the program is very viable, but as pointed out, smaller freshmen classes in recent years combined with large graduating classes (25 in 2017- 2018 and 21 in 2018-2019) have combined to lower total program enrollment. The 2020-2021 class was a relatively modest thirteen CIS graduates, but an additional three CIS students were one to two classes short of graduation and completed their degree requirements during the summer 2021 semesters.

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 and the introduction of 2+2 programs with partnering community colleges are initiatives to improve recruiting.

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, 11 of 13 students completed their degree in one of the “On Schedule” windows listed below, with several students in the 121-132 group and several in 133-150-hour group having taken multiple remedial courses. One of the two CIS students who graduated and was not in any of the on schedule windows below graduated with more than one major.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Year** | **Number of Graduates** | **120 hours (On Schedule)** | **121-132 hours (On Schedule +10%)** | **133-150 hours (On Schedule +25%)** |
| 2012-2013 | 13 | 3 | 7 | 1 |
| 2013-2014 | 18 | 2 | 10 | 4 |
| 2014-2015 | 17 | 1 | 12 | 2 |
| 2015-2016 | 14 | 0 | 8 | 2 |
| 2016-2017 | 15 | 3 | 7 | 2 |
| 2017-2018 | 26 | 8 | 13 | 3 |
| 2018-2019 | 21 | 4 | 12 | 1 |
| 2019-2020 | 13 | 5 | 6 | 1 |
| 2020-2021 | 13 | 3 | 5 | 3 |

**Faculty**

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

**Teaching Load**

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

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

Angela Marsh retired after twenty-eight years of service to UAM. Ms. Marsh taught several of our juniors and senior level curriculum requirements, and brought a wealth of experience to the classroom. It is not possible to simply replace a faculty member of Mrs. Marsh’s ability, but the CIS faculty is comfortable that the best possible replacement is in place in Mr. Jacob Young, a UAM CIS alumni who has experience working in the IT industry with Farm Bureau. Mr. Young will be mentored by current CIS faculty members as he transitions into the instructor role.

The School of CIS faculty continue to demonstrate excellent initiative and innovation in the face of the challenges presented by the pandemic, with alternative class delivery, extensive use of Blackboard collaborate and Blackboard resources to provide high quality instruction to their students.

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

| **Academic Year** | **Total SSCH Production** | **Percentage Change** | **Comment** |
| --- | --- | --- | --- |
| 2011-12 | 3130.00 |  |  |
| 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. Edward Conrad. |
| 2015-16 | 2395.00 | 17.95% decrease |  |
| 2016-17 | 2736.00 | 14.24% increase | After Dr. Conrad’s resignation, the School of CIS voluntarily went to five fulltime faculty plus the Dean. |
| 2017-18 | 2691.00 | 1.64% decrease |  |
| 2018-19 | 2698.00 | .026% increase |  |
| 2019-20 | 2622.00 | 2.81% decrease |  |
| 2020-21 | 2634.00 | .46% increase |  |

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

**No significant changes. CIS faculty went above and beyond modifying courses and offering hybrid options to keep from losing enrollment on students who chose online only schedules because of pandemic related concerns or health issues.**

**Unit Agreements, MOUs, MOAs, Partnerships**

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

| **Unit** | **Partner/Type** | **Purpose** | **Date** | **Length of Agreement** | **Date Renewed** |
| --- | --- | --- | --- | --- | --- |
| School of Computer Information Systems | UAM Information Technology Department | Internship | Annually | Continuing | Annually |
| School of Computer Information Systems | Drew Memorial Hospital | Internship | Annually | Continuing | Annually |
| School of Computer Information Systems | SouthArk College | 2+2 Agreement |  | Proposed |  |

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

Faculty Scholarly Activity

* + Mr. Hairston attended several professional development offerings during UAM’s Professional Development week during August 2020. He also completed extensive research about alternative methods of content delivery for all CIS coursework, and especially for teaching the Linux Operating Systems course in Spring 2021, reading several articles about differences between Microsoft Azure and Amazon AWS virtual machine offerings, and eventually doing extensive testing to determine the most cost-effective solution to be able to teach fifteen students effectively during the spring 2021 semester. For the Cybersecurity course, he has completed extensive research on options for providing students access to a virtual cyber range environment to test out security defensive techniques and strategies to prevent malware infiltration. Mr. Hairston also completed several EDUCAUSE webinars on online learning and alternative content delivery searching for new strategies to cope with pandemic restrictions, and on suggestions to improve student motivation during the pandemic learning environment.
  + In 2020, Ms. Selby created a step by step document for students explaining how to create accounts and download development software using the Microsoft Azure for Education program that the School of CIS provides for students. After participating in webinars on Blackboard, she developed a document with step by step instruction for her students on using Blackboard Collaborate. She also attended a February 2020 EAB webconference entitled “Engaging, Recruiting Back, and Supporting Stop-Out Students”, so that she can better reach out and support CIS majors who may have to leave the University for a period of time. She also attended the EAB Webconference “Understanding and Designing Interventions for Pivotal Moments” and as a result modified her courses to prioritize messages about important milestones to students, provide follow-through support at critical moments in a course, remove obstacles to learning by providing flash drives or notebooks to students who may not have them, and reminding students to monitor their midterm grades. As a result of Ms. Selby attending the virtual Clute Institute International Education Conference in October 2020, she began questioning students about key concepts, making sure they correctly interpreted what she was teaching, putting emphasis on making topics relatable to students, and utilizing a Team\*Pair\*Solo concept to breakdown problems and address how to proceed.
  + In 2020 after reviewing CIS Senior Exit surveys, Ms. Marsh has emphasized measures to build strong communication skills in students. Senior project students are required to give weekly oral status updates, Systems Analysis and Design students give a group presentation and a solo presentation, and Database Management students have to research commands, develop a handout for these commands, then present/teach it to their classmates. She began using Microsoft Teams to record her lectures during the pandemic for students who were unable to attend class.
  + After viewing multiple webinars and online videos, Ms. Cossey has begun adopting e-books as an option for students, both to provide additional flexibility and cost savings. At her Dean’s request, she researched and reviewed the Respondus Lockdown Browser this past summer to see if it would be helpful in the online/hybrid fall and spring to come. She’s also attended multiple webinars and online video presentations over features of Blackboard Ultra and Blackboard Ally and worked on implementing them in her courses. Ms. Cossey has served as a reviewer for Current Reviews for Academic Libraries (CHOICE) since 2006. Her fall 2019 review was published in April 2020.
  + After attending Tech Tuesday Blackboard training with Payton Miller and Bryan Fendley in March 2020, Ms. Harris modified her Blackboard shells to make them easier for students to navigate and is working to make sure all of her shells meet accessibility standards.
  + After attending the Learn Teaching Essentials for Ultra (Ultra View) presentation by Paton Miller, Ms. Donham started modifying her courses to make the planned transition to Blackboard Ultra easier. She also attended the Seamless Transitioning Modes of Instruction by Bryan Fendley and the Using Blackboard’s Integrated Video Tools for Seamless Online Instruction presentation by Payton Miller, and began using Blackboard Collaborate sessions with several of her classes.

Notable Faculty or Faculty/Service Projects

* Mr. Hairston served on Dean’s Council, and assisted with a variety of UAM recruiting and orientation events during the 2020-2021 academic year. Mr. Hairston also serves as an Academic Advisor for approximately eighteen students, and assists upperclassmen with conducting mock interviews and resume reviews. In the community he was active helping with youth sports organizations such as the Monticello Marlins, Monticello Youth Sports baseball, and Southeast Arkansas Futbol Club.
* Ms. Selby served on several committees including as Secretary of the Curriculum and Standards committee, EAB Leadership Team, Connecting the Student Success Dots 2020 team, Policy and Practices Committee, Faculty Equity & Grievance (Chairman), and on Promotion and Tenure Committee for Dr. Benjamin Babst, Dr. Jennifer Miller, and Dr. Suzanna Guizar. 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 four student internships. She helped two students with the job search process through resume suggestions, and writing cover letters.
* Ms. Marsh served the University and the School of CIS in a wide variety of opportunities during the past year. She served on the General Education committee, Library Committee, and on the Promotion and Tenure Committee for Mr. Dan Boice. She was active for the School of CIS working in preregistration, Weevil Welcome, Parent/Family Appreciation Day, and Scholar’s Day. She served as Academic Advisor to CIS majors. She maintains detailed files about each advisee, with specific information about their academic career and course substitutions. She also emails or meets face-to-face with students who have Academic Alerts submitted. Throughout her career, Ms. Marsh has stepped up and served the School of CIS and the University across a multitude of roles and committees.
* Ms. Cossey had a good year in service for the School of CIS, the University, and her community. For the School of CIS she served as the academic advisor for eight CIS majors. As their advisor, Ms. Cossey has each advisee schedule advising appointments. During appointments, she discusses their academic history related to the CIS program requirements, and discusses the student’s plan for the next few future semesters. 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 also volunteered to help conduct online mock interviews with CIS senior project students in an effort to better prepare them for the job search process. 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 University, Ms. Cossey serves as Chair of the Committee on Committees (2014) and on the Migration to Blackboard Ultra committee since 2019. For her community, she served on the North Little Rock School District Trademark Agreement Grant Committee, awarding money to teachers who had applied for the special funding. She also served on the Jefferson Area Technical Career Center’s advisory committee, for supporting and informing area teachers and helping them improve their course content. She’s also currently serving as a thesis graduate advisor for a UAM CIS alum that’s working towards her Master’s degree.
* 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 served on the Program Review Committee and on the Professional Development Week Work Team. She also serves as the advisor for Chi Iota Sigma, the CIS student organization. Ms. Harris currently advises ten CIS advisees. She maintains files on each of her advisees with their transcripts, communications with the Registrar, and substitution forms if needed.
* Ms. Donham serves as an advisor for 10 students, scheduling appointments to meet with her advisees. She also monitors academic alerts for her advisees to contact them if they are struggling. She 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 planning CIS Alumni Day, and all pre-registration events. She is always willing to step up and serve the School of CIS anytime she’s asked. This past year, she served UAM by being on the University’s Athletic Committee. She is also active with local youth sports with the Monticello Girls Softball Association and working part time as a dispatcher with the Monticello Police Department.

Faculty Grant Awards

None





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

# No significant changes in degrees or programs during the 2020-2021 academic year. The School created and introduced the Associates of Science in CIS during the 2018-2019 academic year, and redesigned the Bachelors of Science in CIS to offer the Programming and Cybersecurity emphasis areas during the 2019-2020 academic year. Currently the unit is focused on marketing these new options and working on creating 2+2 partnerships with community colleges to help boost recruiting.

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

No curriculum changes during the 2020 – 2021 academic year.



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

School of CIS faculty update their courses both in content and delivery format continually to try to improve student success. All CIS courses make sure of Blackboard shells, and provide students up to date grade information via grade center, a repository for their course syllabus and review materials, and some courses provide video lectures for review as well. Over the past academic year, to accommodate extended student quarantines, faculty utilized innovative approaches including hybrid course schedules, including more and more course content online including all lectures materials in several classes, and devising flexible approaches for individual students to make learning possible in spite of pandemic related obstacles. All CIS courses offer free departmental tutoring, provided by upper classmen students, who have previously taken the course that they are providing tutoring assistance for. The challenge of limited physical contact, and student concerns about limiting contact definitely created a downturn in tutoring requests.

The fall 2020 and spring 2021 semesters offered new challenges to the entire University, including the School of CIS. Faculty reworked courses, moved more and more of their content online, utilized resources like the School’s membership to Microsoft Azure, where a majority of the software products used by CIS students are available free of charge to CIS students through the School’s paid membership in the Microsoft Academic software program for Universities. The faculty of the School of CIS continue to demonstrate flexibility, professionalism, innovation, and commitment to seeking out new methods to give students every opportunity to succeed.

**Other Unit Student Success Data**

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

**Revised 05/14/2021**

# Revised February 8, 2018

# Addendums

**Addendum 1: UAM Vision, Mission, and Strategic Plan**

**VISION**

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

# MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

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

# CORE VALUES:

* *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
* *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals’ needs as well as responsible stewardship of resources.
* *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
* *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
* *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

# UAM STUDENT LEARNING OUTCOMES:

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

# STRATEGIC PLAN

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

* Develop, deliver, and maintain quality academic programs.
* 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.

# 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.

# 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?

# 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?

# 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?

# 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?

# 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?

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

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

# Addendum 3: Arkansas Productivity Funding Metrics

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

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