**University of Arkansas at Monticello**

**Academic Unit Annual Report**

**Unit: School of Computer Information Systems**

**Academic Year: 2021 - 2022**

# 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. | The School of CIS had a total of eleven students work at internship opportunities during the 2021-2022 school year. The School continues to look for opportunities for students to gain real-world IT experience. | The experience and networking opportunities provided by working in an internship is invaluable to CIS students. The School will continue to strongly encourage CIS students to seek out internship opportunities. |
| Make contact with an initial group of forty CIS alumni to request ongoing monthly scholarship donations of $10 each. | Minimal progress made. Several alumni contributed to the scholarship fund this year, but this KPI has not gotten the amount of departmental attention hoped. | There is still potential for this project, as the scholarship funds would open up additional opportunities for CIS students. |
| Have faculty speak to students in eight to ten classrooms during the upcoming school year. | School of CIS faculty spoke four times during the past year in area high schools. Opportunities were limited during the fall semester due to pandemic related restrictions, but faculty were able to visit campuses in the spring. | Recruiting is the lifeblood of any academic program, and CIS faculty are open to visiting campuses and building a rapport with potential students. |
| Develop articulation agreements with two Arkansas community colleges. | Several drafts have been sent to SouthArk community college in El Dorado, but nothing has been finalized. The unit has made contacts and started initial discussions with three other community colleges. | With the typical UAM south Arkansas recruiting base shrinking over the past several years, the School of CIS is looking into different recruiting strategies to seek out possible new student populations. |
| Creation of Technical Certificate and Certificate of Proficiency in CIS. | Faculty will be finalizing a proposal to create these certifications during the fall 2022 semester, targeting students who are seeking opportunities outside of a traditional bachelor’s degree. | The School of CIS hopes to use this short term credential to recruit additional student populations. |

**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 | 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 |

| **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** |
| --- | --- | --- | --- |
| professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to  topic, audience, and discipline. |  |  | communication, standards such as MLA formatting, creation of Bibliographies, and spelling and grammar software checks. |
| *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.

**UNIVERSITY ASSESSMENT: AACU RUBRIC DATA**

**Oral Communication**

If the dimension is not assessed, leave blank.

| **Dimension** | **# of students scoring 4** | **# of students scoring 3** | **# of students scoring 2** | **# of students scoring 1** | **# of students scoring 0** | **Average score for unit** | **Total # of students assessed in unit** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Organization |  |  |  |  |  |  |  |
| Language |  |  |  |  |  |  |  |
| Delivery |  |  |  |  |  |  |  |
| Supporting Material |  |  |  |  |  |  |  |
| Central Message |  |  |  |  |  |  |  |

### **What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?**

Strengths

Weaknesses

Opportunities for Growth

Threats to Effectiveness

**What actions, if any, do you recommend to improve student performance in this learning outcome?**

**What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?**

**Written Communication**

If dimension not assessed, leave blank.

UAM Class Name & Number: CIS 2203 Programming Logic & Design

Semesters: Fall 2021 (Section 01 & 90), Spring 2022 (Different number sets by class semester/section)

| **Dimension** | **# of students scoring 4** | **# of students scoring 3** | **# of students scoring 2** | **# of students scoring 1** | **# of students scoring 0** | **Average score for unit** | **Total # of students assessed in unit** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Context and Purpose for Writing |  |  |  |  |  |  |  |
| Content Development |  |  |  |  |  |  |  |
| Genre and Disciplinary Conventions |  |  |  |  |  |  |  |
| Sources and Evidence | 0  5  6 | 5  2  6 | 1  2  4 | 2  9  3 | 0  1  0 | 2.38  2.05  2.78 | 8  19  19 |
| Control of Syntax and Mechanics | 3  5  5 | 3  7  5 | 1  6  6 | 0  0  3 | 1  1  0 | 2.88  2.79  2.63 | 8  19  19 |

### **What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?**

Strengths

* Students are able to demonstrate programming logic when using the chapter content and program examples the Professor has used when explaining programming concepts. They are able to use the correct syntax for a programming statement, even though logically they may have code out of order.

Weaknesses

* Students do not attend class consistently and/or not completing assignments in the online class leading to a weakness in relevant sources to support their ideas and usage of correct syntax.

Opportunities for Growth

* Students who come to class will excel and be productive.

Threats to Effectiveness

* Three semesters of regular F/S semesters and three summer sessions of CR have contributed to student’s sluggishness in the classroom. In my opinion, this mentality of barely getting by and their GPA not being affected continues to effect student’s preparedness.

**What actions, if any, do you recommend that might improve student performance in this learning outcome?**

Without question, coming to class will make a huge difference – anxious to start up bonus points for attendance in Fall 2022 to encourage student attendance.

**What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?**

None

**Critical Thinking**

UAM Class Name & Number: CIS 3423 COBOL

Semester: Fall 2021

If dimension not assessed, leave blank.

| **Dimension** | **# of students scoring 4** | **# of students scoring 3** | **# of students scoring 2** | **# of students scoring 1** | **# of students scoring 0** | **Average score for unit** | **Total # of students assessed in unit** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Explanation of Issues | 5  1 | 5  0 | 1  1 | 0  1 | 0  0 | 3.36  2.30 | 11  3 |
| Evidence | 5  1 | 2  0 | 3  1 | 1  1 | 0  0 | 3.00  2.30 | 11  3 |
| Influence of Context and Assumptions |  |  |  |  |  |  |  |
| Student’s Position (Perspective, Thesis/Hypothesis) |  |  |  |  |  |  |  |
| Conclusion and Related Outcomes (Implications and Consequences} |  |  |  |  |  |  |  |

### **What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?**

Strengths

* In the Fall, this was an exceptional class. With regards to Explanation of Issues, the data indicates five students (45%) whom have extensive abilities to critically analyze information for input/output and deliver relevant reports. As with Evidence, these same students were able to use program logic within the text and examples from the professor to develop a comprehensive analysis and evaluate the problems with little guidance. The School of CIS offers students free textbooks, notebooks, and OpenCobol software to help them be successful and the software needed to complete their assignments.

Weaknesses

* The data indicates that four of the students (36%) in the fall and two students (67%) in the spring weakened the overall average for Critical Thinking criteria. This was due in large part to these students not taking notes in class, declining to work outside class time (on their own), and not coming to class with materials completed. These students are unsure what to ask when faced with new challenges and express effectively their thoughts on how to solve a problem.

Opportunities for Growth

* Absolutely an opportunity exists for growth if we can convince students to come to class, take notes when faculty provide information on the board, and work diligently outside the classroom. Students should be reviewing lectures and previous assignments to effectively assess new challenges and to have a full understanding.

Threats to Effectiveness

* During the fall, many students were still afraid to be around other students, while the spring class showed no Covid factor. Students have been reluctant to help one another during or outside the classroom during the spring semester. Due to administrative policies since 2020, faculty, could not enforce attendance with bonus/penalty points.

**What actions, if any, do you recommend that might improve student performance in this learning outcome?**

Overall, I am hopeful with Covid somewhat behind us, that students will begin to work in groups and help one another with concepts which they may struggle. Without question, coming to class will make a huge difference – anxious to start up bonus points for attendance in Fall 2022.

**What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?**

None.

**Global Learning**

If dimension not assessed, leave blank.

UAM Class number and name: CIS 4253 Cybersecurity

Semester: Fall 2021

| **Dimension** | **# of students scoring 4** | **# of students scoring 3** | **# of students scoring 2** | **# of students scoring 1** | **# of students scoring 0** | **Average score for unit** | **Total # of students assessed in unit** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Global Self-Awareness | 7 | 4 | 3 | 2 | 0 | 3.0 | 16 |
| Perspective Taking | 8 | 3 | 3 | 2 | 0 | 3.06 | 16 |
| Cultural Diversity |  |  |  |  |  |  |  |
| Personal and Social Responsibility | 8 | 4 | 3 | 1 | 0 | 3.19 | 16 |
| Understanding Global Systems |  |  |  |  |  |  |  |
| Applying Knowledge to Contemporary Global Contexts |  |  |  |  |  |  |  |

### **What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?**

Strengths

* Students were comfortable reviewing the case situation, doing research, and explaining their position on the issue. They were able to research cultural differences and apply reasoning to form a position and then explain it.

Weaknesses

* The majority of students had to research the case and the cultural differences involved to form a position. Most do not appear to follow world news on their own.

Opportunities for Growth

* In college and in life, students need to be able to learn more about a situation, and form an informed opinion, and be able to communicate and discuss their reasoning.

Threats to Effectiveness

* I am not aware of any, students know going into this assignment that there is no wrong answer, they just have to be able to explain their reasoning.

**What actions, if any, do you recommend that might improve student performance in this learning outcome?**

More practice. For this assignment, students learn about the Stuxnet worm. Stuxnet was developed by the CIA to help slow the progress of the Iranian nuclear program. Stuxnet was used in lieu of armed conflict intervention. Students have to research the issue, consider the alternative (armed conflict), and be able to communicate their opinion on whether the government’s use of Stuxnet was ethically right or wrong. Again, there is no wrong answer, but students are expected to research the issue, develop an opinion, and state their opinion on the issue. Students need more practice in this area.

**What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?**

None.

**Teamwork**

If dimension not assessed, leave blank.

UAM Class number and name: CIS 3123 Linux Operating Systems

Semester: Spring 2022

| **Dimension** | **# of students scoring 4** | **# of students scoring 3** | **# of students scoring 2** | **# of students scoring 1** | **# of students scoring 0** | **Average score for unit** | **Total # of students assessed in unit** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Contributes to Team Meetings | 11 | 4 | 4 | 1 | 0 | 3.25 | 20 |
| Facilitates the Contributions of Team Members |  |  |  |  |  |  |  |
| Individual Contributions Outside of Team Meetings | 10 | 6 | 3 | 1 | 0 | 3.25 | 20 |
| Fosters Constructive Team Climate | 11 | 5 | 3 | 1 | 0 | 3.30 | 20 |
| Responds to Conflict |  |  |  |  |  |  |  |

### **What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?**

Strengths

* This was an excellent class with a very diverse level of skill among it’s students. Some had previous Linux experience, some did not. Some had extensive coding and operating systems experience, some did not. But they did a very good job working together, supporting each other, and learning together, both inside and outside of class.

Weaknesses

* Class attendance was a big issue for some of the students scoring on the lower end of the spectrum. If they missed several times, their teammate had to spend project time helping them catch up.

Opportunities for Growth

* Class lectures/videos were shared via the Blackboard shell. Students missing class will be required to review these videos before beginning group projects, in an effort to save time and have them caught up before trying to work on the project.

Threats to Effectiveness

* Group projects have to be managed so that the weaker team members avoid the temptation to coast and rely on the stronger team members. The division of workload needs to be even.

**What actions, if any, do you recommend that might improve student performance in this learning outcome?**

I am researching a means of effectively measuring workload to make sure it is evenly distributed between the team members. The goal is to make group projects as similar as possible to real world IT job settings. This workload management piece will become a component of this project.

**What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?**

None.

**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: Bachelors of Science in CIS**

| **Classification** | **Fall 2019** | **Fall 2020** | **Fall 2021** | **3-Year Total & Average** | **10-Year Total & Average** |
| --- | --- | --- | --- | --- | --- |
| Freshman | 25 | 24 | 13 | Total 62 Avg 20.67 | Total 276 Avg 27.6 |
| Sophomore | 15 | 14 | 13 | Total 42 Avg 14 | Total 196 Avg 19.6 |
| Junior | 19 | 19 | 21 | Total 59 Avg 19.67 | Total 199 Avg 19.9 |
| Senior | 17 | 10 | 9 | Total 36 Avg 12 | Total 160 Avg 16 |
| Post Bach |  | 0 | 1 |  |  |
| Total | 76 | 67 | 57 |  |  |

**UNDERGRADUATE PROGRAM MAJOR: Associates of Science in CIS (2nd Year of Data)**

| **Classification** | **Fall 2019** | **Fall 2020** | **Fall 2021** | **3-Year Total & Average** | **10-Year Total & Average** |
| --- | --- | --- | --- | --- | --- |
| Freshman |  | 1 |  |  |  |
| Sophomore |  | 1 | 4 |  |  |
| Junior |  |  | 4 |  |  |
| Senior |  | 2 | 3 |  |  |
| Post Bach |  |  |  |  |  |
| Total |  | 4 | 11 |  |  |

# 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 2020 freshmen become Fall 2021 sophomores, then progression rates from fall to fall (freshmen to sophomore) are as follows:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | Fall 2020 -Fall 2021 |
| 45% | 66% | 73% | 71% | 81% | 75% | 58% | 70% | 56% | 54% |

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 60% or more progressing in six of the past ten years, and at least 54% progressing annually since 2012.

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, 2020, and 2021. In reviewing this data from the 2016-2020 fall terms, ninety-one CIS majors were classified as sophomores. Sixty of these students completed their Bachelors of Science in CIS, four completed their Associates of Science in CIS (stopped out at Associates) and eight additional students are still pursuing their Bachelors of Science in CIS, so seventy-two of the ninety-one (79.12%) of the CIS sophomores have either completed the Bachelors degree, their Associates in CIS or are still pursuing one of these two credentials. For students classified as sophomores in the fall of 2021, there were twelve total CIS sophomores, one completed the Associates of Science in CIS and stopped, the remaining eleven continue to pursue their Bachelors of Science in CIS currently. In reviewing the junior level data, the results are even more promising. For the 2016-2020 fall terms sampled, ninety-four CIS majors were classified as juniors. Seventy-nine of these students have successfully completed their Bachelors of Science in CIS, with two students stopping after completing their Associates of Science in CIS, and with two additional students still pursuing the Bachelors degree, so eighty-three of ninety-four total CIS juniors (90.53%) have either successfully completed the Bachelors degree, stopped with their Associates degree or are still pursuing the Bachelors degree. Additionally, students classified as juniors for the fall 2021 semester, there are twenty-four CIS juniors, ten have successfully completed their Bachelors of Science in CIS, one stopped with their Associates of Science in CIS, and twelve additional students are still pursuing their Bachelors degree, so twenty-three out of twenty-four either successfully completed a credential or are still pursuing it at this time. These numbers are an outstanding testimony to the time, effort, and dedication of the school of CIS faculty.

Weaknesses

While student retention and progression are obvious strengths of the CIS program, the continued decline in the number of CIS freshmen is an area of concern. The continued decline in the number of freshmen students combined with strong graduation rates among juniors and seniors has caused obvious decline in the number of CIS majors.

Opportunities for Growth

* Prior to the pandemic School of CIS faculty were visiting more school districts to try to cultivate relationships with potential future students. Visitor restrictions during the pandemic greatly reduced this outreach, with CIS faculty only getting to visit one area high school during the 2020-2021 school year, and only four visits during the 2021-2022 school year. With pandemic restrictions no longer in place in area schools, the faculty hope to visit a minimum of ten area school districts this year.
* In similar fashion, School of CIS faculty made contact with several community colleges over the past two years. After several meetings during late 2021 and early 2022, a draft 2+2 agreement is being reviewed by one of these community colleges. Due to staff turnover in administration at that community college, the agreement is still under review. This however is a prime opportunity for growth for the School of CIS, and CIS faculty will engage three additional community colleges in the upcoming year about creation of 2+2 agreements.
* In recent years, School of CIS faculty have created an Associates of Science in CIS, and created two focus areas of study within the Bachelors of Science in CIS; Programming and Cybersecurity in an effort to provide students with options in regard to what they focus their learning on. In response to student demand for micro credentials, the CIS faculty is working on a proposal to create a Certificate of Proficiency in CIS and a Technical Certificate in CIS. These credentials would allow the School of CIS to offer credentials ranging from one semester up to four years to complete, depending on the student’s career and educational goals.

Threats to Effectiveness

* After years of having a stable group of faculty with very few changes, Ms. Angela Marsh’s retirement in May 2021 presented both an opportunity and a challenge for the School of CIS. Mr. Jacob Young was hired, in part to bring in experience with Python and other new technologies, but he unfortunately resigned in May 2022. The timing of his resignation and budgetary concerns prohibited hiring a replacement for the upcoming year, so this faculty position’s course load will be covered by the current CIS faculty and an adjunct. The outstanding CIS faculty have long been a strength of the School, and these changes are definitely a threat to effectiveness.

# 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 2019 | **17** |  |
| Number and percentage graduated in that major during 20-21 academic year | 6 | 35.29% |
| Number and percentage that graduated in that major during 21-22 academic year | 4 | 23.53% |

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

Strengths

* As a foot note to the table above, ten of the seventeen students completed their Bachelors of Science in CIS. An additional student stopped upon completing his Associates of Science. An additional four of these students are still pursuing their Bachelors of Science in CIS currently. In analyzing the data from this subset of 2019 juniors in relation to the progression data analyzed in Table 3, this means that fifteen (88.24%) of the seventeen students have either successfully completed their Bachelors degree, their Associates degree, or are still pursuing their Bachelors degree. This level of retention and progression is always the goal of the School of CIS faculty. Of the four still pursuing their degree, three were directly affected by the pandemic, and the fourth changed his major to CIS during the summer of 2022, just entering the program.

Weaknesses

*  Part of the School of CIS’s progression goals is timely graduation. Having four of seventeen students who were juniors in the fall of 2019 who have not graduated as of yet is not a goal of the unit. But the circumstances of the past few years has impacted students in a wide variety of ways. Recognizing these students are at risk and providing additional support in the form of tutoring and intrusive advising will hopefully improve the student’s chances of success.

Opportunities for Growth

* As long as the student is still enrolled and pursuing the degree, there is always a chance for a successful outcome. Ten of the seventeen have successfully completed their Bachelors degree. An additional one completed his Associates degree and took a job in the Dillard’s IT department. Of the remaining four still pursuing the Bachelors degree, one has completed his Associates degree, and two others are within two courses of doing so. As previously stated, these students continue to progress towards their degree. And as long as they continue, the possibility of fifteen of seventeen

successfully reaching their academic goals is phenomenal progress.

Threats to Effectiveness

* One of the reasons UAM has the “15 to Finish” campaign is the importance of students staying on schedule for graduation in four years. The more time that it takes for a student to complete their degree, the more obstacles they typically have to overcome. As previously mentioned, the pandemic introduced a tremendous variety of new obstacles for students to overcome, including concerns over their own health, that of their families, and job/economic related consequences of the pandemic. The School will continue to try to provide extra support to these students as they progress towards their Bachelors degree.

# 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\* ---Not Applicable**

**2019-2020 2019-2020 2020-2021 2020-2021 2021-2022 2021-2022 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** | **2019-2020** | **2020-2021** | **2021-2022** | **Three-Year Total** | **Three-Year Average** |
| --- | --- | --- | --- | --- | --- |
| Bachelors of Science in CIS | 13 | 13 | 17 | 43 | 14.33 |
| Associates of Science in CIS | 7 | 13 | 12 | 32 | 10.67 |
| Advanced Certificate in CIS | 0 | 0 | 0 |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 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 79.12% of CIS sophomores (91 students) and 90.53% of CIS juniors (94) students either successfully completing their Bachelors of Science in CIS, or still actively pursuing it.

As the data shows, the program is viable every year, but as pointed out, smaller freshmen classes in recent years combined with consistent graduating classes have combined to lower total program enrollment. Additionally, in recent years several students enrolled with the goal of completing the Associates of Science in CIS. Some use this as a stop-out point, while others change their minds and continue to pursue the Bachelors degree after completing the Associates degree.

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, 15 of 17 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. The one CIS student 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%)** |
| 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 |
| 2021-2022 | 17 | 4 | 11 | 1 |

**Faculty**

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

**Teaching Load**

| **Faculty Name** | **Status/ Rank** | **Highest Degree** | **Area(s) of Responsibility** | **Summer II** | **Fall** | **Spring** | **Summer I** | **Other Assignments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Brian Hairston | Dean and Associate Professor | Masters of Information Systems (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 |
| 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 | 0 | CIS Account Maintenance & Server Administration |
| Karen Donham | Instructor | Masters- (MBA) | Productivity Software, Web Programming, Java Programming, Cyberlaw, Computer Forensics | 3.0 | 15.0 | 15.0 | 6.0 | Chi Iota Sigma Co-advisor |
| Jacob Young | Instructor | Masters of Information Systems (MIS) | Productivity Software, Database Management, Programming Languagues | 0 | 15.0 | 15.0 | 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 in May 2021, and Mr. Jacob Young was hired at that time. Upon the conclusion of the 2021-2022 academic year in May, Mr. Young resigned. Due to the timing of Mr. Young’s resignation and budgetary concerns, the School of CIS will not be hiring for the fall 2022 semester. Classes will be covered by existing faculty and by the hiring of an adjunct instructor, Ms. Treshai Hudspeth-Jackson.

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

| **Academic Year** | **Total SSCH Production** | **Percentage Change** | **Comment** |
| --- | --- | --- | --- |
| 2012-13 | 2912.00 |  |  |
| 2013-14 | 2662.00 | 8.59% decrease |  |
| 2014-15 | 2919.00 | 9.65% increase | Ms. Jean Hendrix’s final year before retiring, to be replaced by Dr. 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 | Ms. Angela Marsh’s final year before retiring, to be replaced by Mr. Young. |
| 2021-22 | 2455.00 | 6.79% decrease |  |

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

The School of CIS saw a significant decrease in SSCH as total number of students enrolled in the program declined. UAM continued a decline in total enrollment across the University, and this decline in enrollment was reflected by decreases in undergraduate SSCH by academic units across the campus.

**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 | Annual | Continuing | Annually |
| School of Computer Information Systems | Drew Memorial Hospital | Internship | Annual | 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

* In 2021 after attending a presentation on Blackboard Ally, Ms. Selby reconfigured her Blackboard course shells to comply with updated accessibility requirements, and help prepare for the transition into Blackboard Ultra. She has also created twelve courses for Blackboard Ultra in the staging environment, testing aspects as UAM moves towards the Blackboard Ultra conversion. After attending the EAB Webconference on *Engaging, Recruiting Back, and Supporting Stop-Out Students*, she began encouraging her students to get more involved in campus organizations, intramurals, and religious organizations to help students strengthen their ties to campus. After attending the *Understanding and Designing Interventions for Pivotal Moments* EAB Webconference, she began personalizing messages about key course milestones, providing additional follow-up and support for students after exams, providing notebooks or flashdrives for students who may not have financial resources, and reminding students to check their midterm grades.
* Ms. Cossey added an e-book option for her Microcomputer Applications and Advanced Microcomputer Applications courses as a cost saving option for students. She 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 August 2021 submission was published to be published in December 2021.
* After attending the webinar on **Getting Started: MindTap Best Practice’s – An Instructor’s Approach,** Ms. Harris incorporated MindTap into her Blackboard shells for the fall semester. Mindtap is an online resource that includes course notes, online labs, and a link to the e-book among other online learning resources. Students use MindTap for labs. After attending the **Increasing Accessibility Using Ally** presentation by Bryan Fendley and Payton Miller, she began using Ally in each of her course shells to make sure the hyperlinks have alternative text to let the user know where they’re navigating to. She also modified images and document titles to insure accessibility.
* After attending the Getting Started: MindTap Best Practices – An Instructor’s Approach webinar, Ms. Donham began using MindTap in her Computer Forensics course to link content from Blackboard, add notes directly into the eBook. During UAM Professional Development, she attended Understanding and Engaging Today’s Students: On Mental Health and Classroom Teaching from Mainline On Campus Services, she learned new strategies regarding student and faculty mental health, engaging students, and understanding and recognizing students who are in distress. After attending the Blackboard Ally workshop, Ms. Donham made modifications on her course shells to make them more accessible. The webinar on Creating an Inclusive Experience in Computer Science helped Ms. Donham learn to use more inclusive terminology, inclusive imagery, and recognizing and addressing macroaggression.
* After attending the Cengage webinar *Don’t Fear the Technology*, Mr. Young plans to institute several changes in his courses, such as upload a video guide for how to find content and submit assignments, offer an exception policy for students who encountered technical issues, and stress proper communication standards in email. He used webinars on Windows 11 and Microsoft Office 2021 to preview materials that will be implemented in future semesters related to software upgrades. After attending the *Rejuventate, Refresh, and Revitalize your Intro to Computers Course* webinar, he began to offer more active learning opportunities in his classes, and to include more diverse software options to expose students to new products and technology.

Notable Faculty or Faculty/Service Projects

* Ms. Selby had a very active year of service in 2021. She serves on the University Constitutional Task Force, the Blackboard Alley Work Team, Curriculum and Standards committee, Policy and Practices committee, Equity and Grievance committee, and on Promotion and Tenure Committees for Dr. Eric Prichard, Dr. Shari Silzell, Dr. Keith Blount, and Dr. Denise Baldwin. She also researched and provided equivalency information on the Advanced Placement Computer Science Principles course and served as the director of the School of CIS Internship program. She helped with several graduating CIS majors with letters of recommendation and resumes during their job search process. She serves as the faculty advisor for ten CIS majors, and works through the CIS course checklist each advising appointment to make sure they can keep up with their progress towards their Associates of Science in CIS and ultimately, their Bachelors of Science in CIS.
* Ms. Cossey had busy year of service for the School of CIS, the University, and the community. She is the primary organizer for several annual events within the School of CIS, including the annual CIS Christmas buffet and the senior reception. She also served as the academic advisor for 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 also serves as the liaison between CIS faculty and textbook vendors for the CIS 2223 Microcomputer Applications course and the CIS 1013 Introduction to Computers course. For the University, Ms. Cossey serves as Chair of the Committee on Committees (since 2014) and on the Migration to Blackboard Ultra committee since 2019. She also served as a job interviewer for a student from the Jefferson Area Technical Career Center, as well as serving on the advisory committee for the JATCC.
* 2021 was another active year of service for Ms. Harris. For the University, she served on the Faculty Equity and Grievance Committee, as an alternate on the Academic Appeals Committee, and on the Student Affairs Committee. 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 9 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 Mr. Young (and formerly Ms. Harris) as the co-advisor for Chi Iota Sigma, the CIS student organization. Chi Iota Sigma offers CIS majors networking opportunities by inviting former alumni to speak to the students. She also served UAM on the University Athletics Committee, the Institutional Review Board, 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. 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.
* In his first semester, Mr. Young served as the co-advisor for Chi Iota Sigma, the CIS student organization, and assisted with School of CIS recruiting events.

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 2021-2022 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 School of CIS is researching creation of a Certificate of Proficiency in CIS and a Technical Certificate in CIS. The creation of these micro-credentials would accommodate student requests for one semester/one year credentials in CIS.

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

The School of CIS modified the prerequisites on three courses during the fall 2021 semester, changing these prerequisites so that students enrolled in the Cybersecurity concentration would be able to take the courses affected. Courses modified were CIS 3463 Programming Mobile Applications, CIS 3453 World Wide Web Programming, and CIS 4623 Database Management Systems.

The School of CIS and the School of Math & Sciences completed a joint C&S proposal to move Math & Science’s Python Programming course over to the School of CIS. This course is now being taught under CIS 3133 Python Programming.

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

All CIS courses have had multiple measures to help assure student success in place for several years now. This includes all courses making use 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 few pandemic influenced years, 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 sudden pivot to online learning, and dealing with extended student absences for illness and quarantine the past several years necessitated the School of CIS to develop flexible approaches including putting much of the course content online in Blackboard shells, even for in class courses. This included student guides, lecture videos, and exams. Having these resources online allowed the School of CIS to offer in class courses with hybrid delivery for student’s whose health or job circumstances prevented them from attending class. The School of CIS faculty have proven to be very innovative and willing to provide new paths for students on multiple occasions.

**Other Unit Student Success Data**

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

**Revised 02/09/2022**

# 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 |