

University of Central Arkansas™



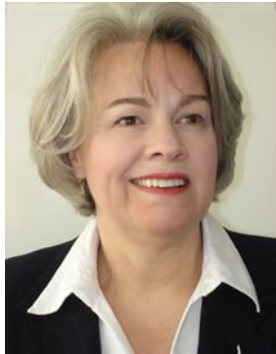
General Faculty Meeting

August 30, 2012

Academic Affairs



Dr. Mike Casey,
Interim Dean
College of Business
Administration



Dr. Diana Pounder,
Dean
College of Education



Dr. Rollin Potter,
Dean
College of Fine Arts and
Communication



Dr. Maurice Lee,
Dean
College of Liberal Arts



Dr. Steve Addison,
Interim Dean
College of Natural
Sciences and
Mathematics



Dr. Neil Hattlestad,
Dean
College of Health and
Behavioral Sciences



Dr. Jonathan Glenn,
Associate Provost and
Chief Technology
Officer



Dr. Elaine McNiece,
Associate Provost and
Dean of the Graduate
School



Dr. Kurt Boniecki,
Associate Provost for
Instructional Support



Laura Young,
Associate Provost for
Finance and
Administration



Dr. Rick Scott,
Dean of the Honors
College



Beth Durff,
University Registrar



Jane Ann Williams,
Assistant Provost/
Director of International
Engagement

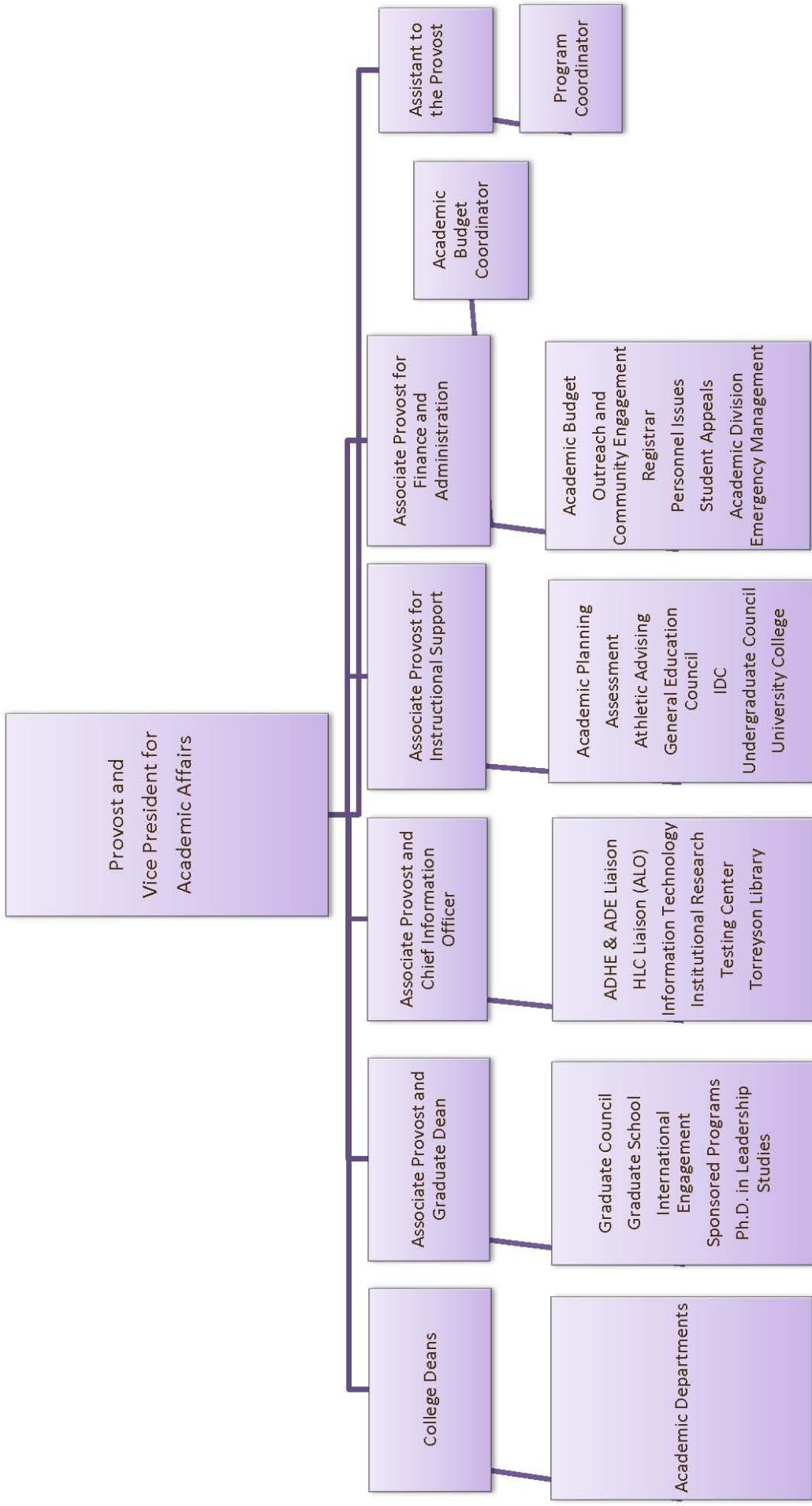


Dr. Wendy Castro,
Director of Assessment



Tim Atkinson,
Assistant Provost and
Director of Sponsored
Programs

University of Central Arkansas Academic Affairs



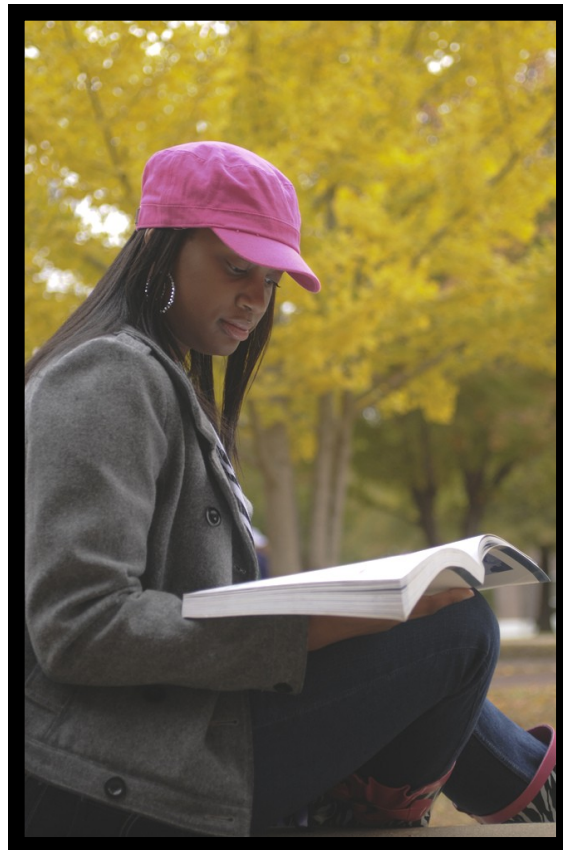
Accreditation, Assessment and Curriculum



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Activity Insight by Digital Measures

Digital Measures' Activity Insight is an online academic database that will allow UCA to collect and report data on the assessment of instructional and non-instructional programs, as well as the teaching, scholarship, and service activities of the faculty. The data-collection fields are customizable for the needs of each academic unit, while also offering uniformity for creating annual reports at the department, college, and university levels. Access to data is based on assigned roles; faculty, staff, and administrators only see the data they need for their reporting. Digital Measures will work closely with our IT team to export data from Banner into Activity Insight, thereby reducing data entry, and will also provide extensive online training for faculty and staff to learn how to use the system. Ultimately, annual evaluations, program assessments, tenure and promotion applications, and accreditation reports will be easier to compile using Activity Insight. The purchase of Activity Insight is on the agenda for the September 7th meeting of the Board of Trustees. Upon approval, implementation, training, and data entry will occur during the fall of 2012, with the goal of using the database to create annual faculty evaluations in January of 2013. For more information about Activity Insight, go to <http://www.digitalmeasures.com/faculty-activity-reporting-software/>.



Building a Culture of Assessment

I. Higher Learning Commission (HLC) Report

A. Six Strategic Planning Initiatives (<http://uca.edu/about/strategicplan/>)

Goal 1: Focus on Integrity at All Levels of Action

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

Goal 5: Increase Engagement with External Partners

Goal 6: Promote Diversity in All Areas

B. Key Performance Indicators (KPIs) tied to the initiatives (see table on following page)

C. Both instructional and non-instructional assessment important

D. HLC Academy for Assessment of Student Learning

E. HLC Focus Visit: November 11 and 12, 2013

II. Process of assessment, evaluation and continuous improvement

A. Importance of “Closing the Loop” and sustainability

B. SPARC designed to connect planning, assessment and funding

C. Data-informed decision-making

III. Tools to Accomplish

A. Review of academic database/assessment software offered by various vendors

B. Digital Measures selected (pending Board approval); see description on following pages



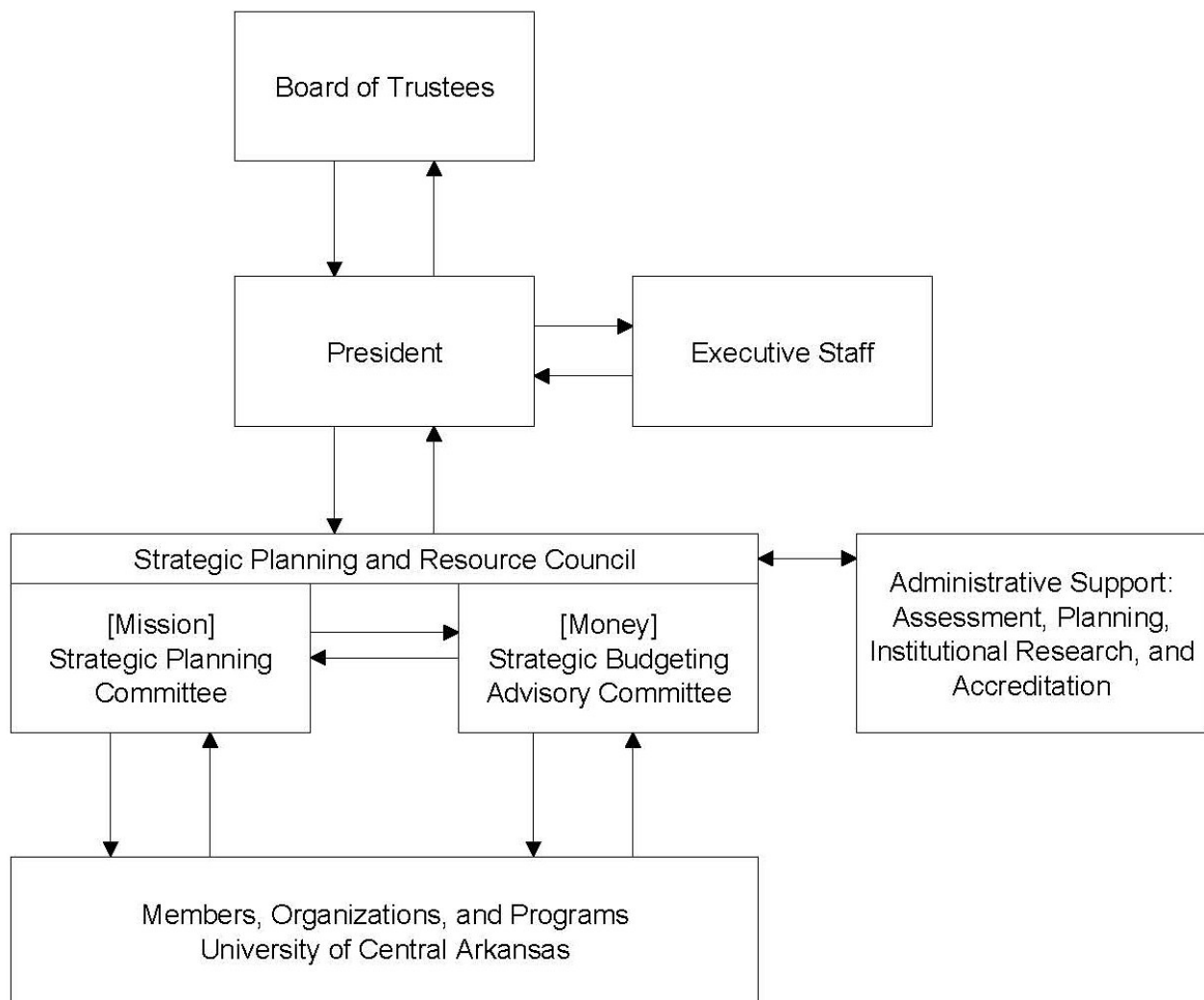
Strategic Planning and Resource Council

Dr. Nancy Reese, Chair

<http://uca.edu/about/strategicplan/sparc/>

<http://uca.edu/about/strategicplan/>

Diagram of SPARC Structure and Accountability



HLC Monitoring Report

Executive Summary

Since the completion of UCA's self-study as it prepared for the 2010 HLC comprehensive visit, significant progress has been made in addressing the three challenges outlined in the 2010 HLC team report. These challenges included deficiencies in,

1. Comprehensive long-range planning
2. Governance process and structures
3. Policies and procedures for meeting diverse student and employee needs

Owing to a lack of attention to proper planning during the period, 2002 – 2007, the fiscal stability of the institution was compromised, prompting a request from the HLC for a second monitoring report with a Financial Recovery Plan that is due on December 15, 2012. Major changes in financial planning with the assistance of the Strategic Budget Planning Committee, and a new Vice President for Finance and Administration have resulted in significant improvements in the financial health of UCA, as outlined in Chapter VII of this report. Prior to arrival of the HLC's team of consultant/evaluators on the UCA campus on March 8, 2010, a strategic planning process had been initiated in January, 2010, led by the newly formed Strategic Planning and Resources Council (SPARC). SPARC consisted of 33 members who were assigned to one of four task forces that included representation of all campus stakeholders. These included a member of the Board of Trustees, as well as partners external to the university. Under the leadership of SPARC with assistance from a respected consultant, an extensive series of planning sessions were held as well as several "town hall" sessions to present recommendations and solicit feedback from the campus community.

The planning process continued over an 18 month period and resulted in revised statements of vision, mission, core values and six overarching goals to form a comprehensive strategic plan that was approved by UCA's Board of Trustees on May 6, 2011. Importantly, statements of vision, mission and core values were revised early in the process to guide the overall planning. An easy to remember, abbreviated mission statement was adopted in January 2012 to facilitate a broad understanding of the mission by all members of the campus community and consistency in following our mission during our ongoing planning. The members of SPARC continued to meet to develop a set of action steps and cost-estimates for a five-year period linked to the six strategic goals that would facilitate the connection of campus priorities with budgetary decision-making. We can state confidently that UCA is fully engaged in systematic long-range planning driven by its mission and strategic goals. At the end of each

fiscal year members of the Strategic Planning Committee will review the accomplishments of the previous year, and will offer recommendations for modifications when warranted in action steps for the following year. This information will be forwarded to the Strategic Budget Advisory Committee to facilitate the formulation of recommendations for the next fiscal year.

Relative to governance processes and organizational structures, there have been substantial changes in the Divisions of Enrollment Management and Academic Affairs, respectively. A Vice President for Enrollment Management has been seated, and reporting lines in Academic Affairs have been significantly revised so that information technology and institutional research are under the direction of the Associate Provost and Chief Information Officer. Additionally, a full-time Director of Assessment now reports to the Associate Provost for Instructional Support. These recent changes have allowed us to embark on the development of a strategic plan for enrollment management and activities for the assessment of student learning and institutional effectiveness fully embraced by and ongoing in the academic division. Based on a number of inputs, including the recommendations of an external consultant who reviewed UCA's institutional research operation, several changes are being made in the Office of Institutional Research to ensure the integrity of the data, increase the efficiency of delivering needed studies, and ease of access to data and reports to facilitate informed decision-making and planning. A list of institutional performance standards (key performance indicators) has been developed and will be adopted shortly. These indicators will provide the basis for the regular review of institutional health and benchmarks that can be used to chart the future direction of the university.

All academic units have been actively engaged in building a strong culture of assessment. Activities include the establishment of measurable student learning outcomes, program outcomes, and a process through which assessment reports will be annually reviewed and utilized to ensure that sustainable improvement is a reality in our educational programs. The general education program (now called the UCA Core) has taken on a new identity that includes a list of measurable primary student outcomes so that all will understand the purposes of this very important part of the academic enterprise. Selected members of the General Education Council, which is responsible for the ongoing development of the UCA Core, will be part of a six-member team participating in the HLC's Academy of Assessment for Student Learning for the next four years. Campus-wide surveys related to clarity in decision-making and lines of communication were completed. The results of those surveys were carefully considered as these changes were made. Clear lines of communication, transparency, and mission-driven decision-making are the hallmarks of President Courtway's administration.

To help build UCA's culture of diversity and inclusiveness, we were fortunate to secure the consulting services of the Associate Vice President for Institutional Diversity at Oklahoma State University. As a consequence of his recommendations, a student diversity committee has been formed and is actively functioning. The appointment of a Vice President for Institutional Diversity who reports to the President is included in the action steps for FY 2013, and an enhanced diversity policy will be acted upon by the Board of Trustees at its May 2012 meeting. This policy includes a directive for the establishment of a university-wide committee on diversity and inclusiveness. Several offices have been responsible for meeting the needs of diverse students and employees in the past, but the coordination of those activities was not centralized. The consolidation of these services under a new Vice President for Institutional Diversity, the establishment of a comprehensive office for diversity and the appointment of an institution-wide diversity committee will sharpen our focus in this area and will make UCA a model of diversity and inclusiveness.

We are approaching the end of the first year under the new strategic plan. Appendix 7.9 includes a summary of FY 2011 and FY 2012 action steps and budget expenditures that are linked to UCA's strategic plan and that also address concerns outlined in the 2010 HLC team report. This planning and implementation model will be followed in each subsequent year and will be available for view by all stakeholders. There is now a clear understanding of the importance of long-range planning at all levels of the university, and a new wave of optimism is clearly evident throughout the campus.

HLC Monitoring Report

Outline and Key Dates

On April 30, 2012, UCA submitted a required monitoring report to the Higher Learning Commission (HLC). The report's purpose was to document UCA's strategic planning process as a foundation for implementation of the strategic plan. The monitoring report -- developed under the leadership of Dr. Neil Hattlestad and Dr. Maurice Lee by a team of faculty, staff, students, and administrators -- responded directly to concerns expressed by the HLC in its comprehensive review of the university in 2010:

- I. Institutional Mission and Planning
- II. Processes and Procedures to Implement and Monitor the Strategic Plan
- III. Diversity and Inclusiveness
- IV. Organizational Clarity: Governance and Communication
- V. Assessment of Student Learning
- VI. Institutional Effectiveness
- VII. Strategic Budgeting

- The report was accepted by the HLC on May 30, 2012.
- The Commission will follow up with a focused site visit in November 2013 on implementation of UCA's strategic plan.

Links/resources:

- The UCA Strategic Plan and SPARC Archives: <http://uca.edu/about/strategicplan/>
- University of Central Arkansas. Strategic Plan. 2011–2016 :
http://uca.edu/about/files/2012/02/uca_strategicplan_20110506.pdf
- HLC Monitoring Report: myUCA, Resources Tab, HLC2010 Channel (right hand side, 3 tabs down); follow the Link to Report and HLC Action Letter.

Monitoring Report Writing Team:

Dr. Neil Hattlestad, Dean of the College of Health and Behavioral Sciences (co-chair)
Dr. Maurice Lee, Dean of the College of Liberal Arts (co-chair)
Dr. Lynn Burley, Director of Assessment
Dr. Jonathan Glenn, Associate Provost and Chief Information Officer
Mr. Austin Hall, President of the Student Government Association
Ms. Diane Newton, Vice President for Finance and Administration
Dr. Steven Runge, Interim Provost and Vice President for Academic Affairs
Dr. Michael Schaefer, Chair of the Strategic Planning and Research Council
Dr. Conrad Shumaker, Director of General Education
Dr. Brad Teague, Director of Athletics
Dr. Janet Wilson, President of the Faculty Senate
Ms. Dianna Winters, President of the Staff Senate

Key Performance Indicators

Institutional Performance Standards	Link to UCA Strategic Plan	FY 2012	Target: FY 2016
Retention	Goals 2, 3		
Fall-to-fall, year 1 to year 2		73.5% ¹	
Fall-to-fall, year 1 to year 3		59.6% ²	
Persistence to Graduation	Goals 2, 3		
Completion	Goals 2, 3		
4-year graduation rate (100% completion time)		19.3% ³	
6-year graduation rate (150% completion time)		40.1% ³	
Graduate degree completion		64.1% ⁴	
NSSE – Level of Academic Challenge	Goals 2, 3		
Freshman		52.5 ⁵	
Seniors		57.1 ⁵	
Financial Status – Composite Financial Index	Goals 1, 2, 4	2.3 ⁶	
Undergraduate SSCH taught by full-time faculty	Goals 2, 3	87.7%	
Enrollment	Goal 2		
Undergraduate (includes HS concurrent)		9,629	
Graduate		1,534	
Enrollment of racial/ethnic minority students as a percentage of total enrollment	Goal 6		
Undergraduate		22.9%	
Graduate		14.1%	
External Funding	Goals 2, 4, 5		
Sponsored Funding/Grants		\$6,623,086	\$8,500,000
Private Funds (new gifts and pledges)		\$3,627,982	\$6,000,000

UCA Strategic Planning Goals

- 1) Focus on integrity
- 2) Foster a culture of academic, scholarly, and creative excellence
- 3) Learner focused environment
- 4) Improvement and innovation in facilities and technology
- 5) Increase engagement with external partners
- 6) Promote diversity in all areas

¹ Fall 2009 to Fall 2010.

² Fall 2009 to Fall 2011.

³ Fall 2005 cohort.

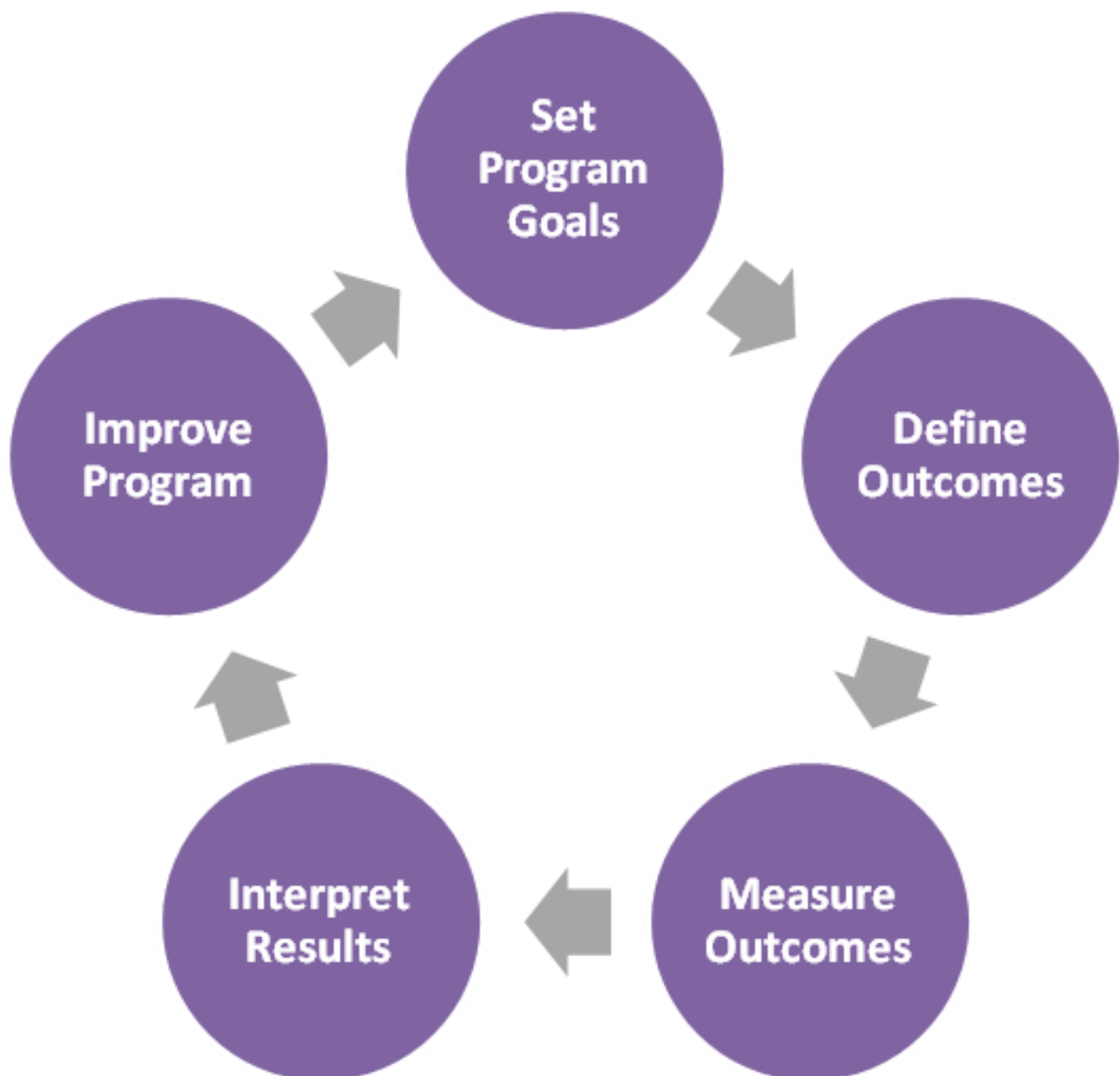
⁴ Fall 2005 cohort. The six-year “statute of limitations” is used as the time period for purposes of this KPI.

⁵ 2009 administration of NSSE.

⁶ FY 2011.

The Assessment Process

Effective assessment at the program level involves a feedback loop that allows faculty to evaluate and continually improve student learning. First, the department identifies the goals of their academic programs and the specific and measurable learning outcomes associated with those goals. They design and implement valid and reliable measures of those outcomes, and set justifiable criteria for evaluating the results. Finally, the department “closes the loop” by using the results to make informed decisions about changes to their program or assessment procedures.



HLC Academy for Assessment of Student Learning

To improve our ability to effectively assess student learning at UCA, we have enrolled a team of faculty and administrators in the HLC Academy for Assessment of Student Learning. Team members include:

- Wendy Castro, Director of Assessment and Team Leader*
- Conrad Shumaker, Director of General Education
- Kim Eskola, Clinical Instructor II, Kinesiology and Physical Education
- Mary Sullivan, Assistant Professor, Political Science
- Charles Watson, Associate Professor, Mathematics
- Kurt Boniecki, Associate Provost for Instructional Support

* Lynn Burley was former Director of Assessment and Team Leader through June of 2012

Over the next four years, the team will attend annual Academy meetings designed to assist participating institutions in developing and implementing their assessment projects. At the June 2012 meeting, the UCA team proposed the following two projects and received feedback from Academy mentors and other attendees.

1. General Education Revision: Improving Student Learning in a Time of Change

The first project is to revise our general education program to make it more assessable so that data can be collected to improve student learning in all areas. In the spring of 2012, the General Education Council revised the mission and outcomes of the general education program. During the summer of 2012, a General Education Task Force will develop and recommend one or more new configurations for the general education program that will promote the new mission and outcomes. Following faculty forums and information sessions, the General Education Council will decide on the best program for UCA by December 2012. Once all parties have approved the new program, a new curriculum will be implemented that promotes and assesses the general education learning outcomes.

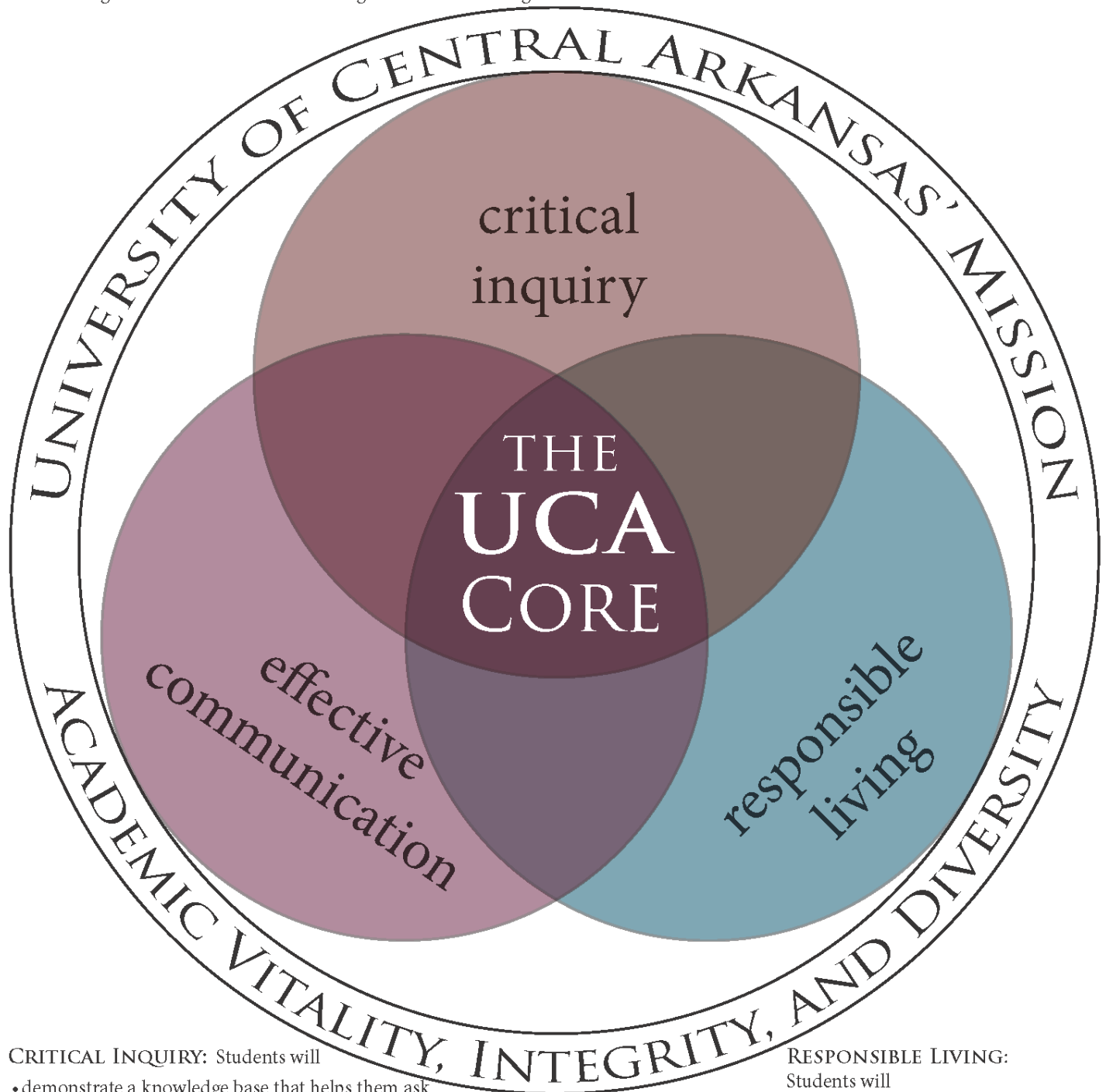
2. Program Assessment Plans: Current, Complete and Comprehensive

The second project is to assist departments in improving the assessment of student learning in their programs. The Director of Assessment and the Academic Assessment Committee will review all program assessment plans and provide feedback to departments regarding ways to write measurable outcomes, how to develop direct measures and rubrics, and how to analyze and interpret results to improve student learning. The Academic Assessment Committee will create an Assessment Handbook and provide training through the IDC to help faculty improve the assessment of their departments' programs.

THE UCA CORE

MISSION: The UCA Core is designed to help students develop the knowledge and skills necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world.

CORE VALUES: The overarching goal of the program is to develop curious, knowledgeable, articulate, and ethical people who are prepared for greater success in future learning and who are willing and able to make effective contributions to their communities.



CRITICAL INQUIRY: Students will

- demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts;
- use scientific, quantitative, and computational processes in order to solve real-world problems;
- analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems;
- analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

EFFECTIVE COMMUNICATION:

Students will

- develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

RESPONSIBLE LIVING:

Students will

- describe ways in which ethical principles affect human choices;
- analyze the effect that decisions have on self, others, and the environment;
- evaluate and practice strategies leading to individual and social well-being.

Formation and Charge of the General Education Task Force

The General Education Task Force (TF) at the University of Central Arkansas (UCA) was formed in May 2012 by Interim Provost Steven Runge. The purpose of the TF is to provide one or more recommendations for redesigning the general education program at UCA. The TF recommendation(s) are to be forwarded to the General Education Council for consideration by September 1, 2012.

In preparing its recommendations the TF was charged by Provost Runge to consider:

- Who are we at UCA
- What do we want General Education to be
- How does General Education add value rather than being “just a hurdle”

In addition the General Education redesign must:

- Be mission driven based on the recently adopted General Education Mission (Spring 2012)
- Maintain compliance with the state minimum core requirements
- Realize that anything above the state minimum core has to add value and be defensible internally, externally, to ADHE, and to the Arkansas Legislature both in design and in assessable outcomes
- Address HLC concerns of designing a program that is modern, assessable, and assessed
- Consider pressure on many majors of the size of the existing general education program imposed by ACT 747 requirements (120 credit hour cap on undergraduate degree programs).
- Include an assessment plan
- Should be marketable

In the end the final focus of the General Education redesign must be on the students. How does UCA create value for students with the General Education Program at UCA? Can our students look back years after graduation and still draw upon things that they learned through our general education program?

<http://uca.edu/gened/new/>

Gen-Ed Task Force



Carey Smitherman (Writing)
Art Lichtenstein, Chair (Library)
Kim Eskola (Kinesiology)
Ed Powers (Sociology)
Lisa Daniels (Education)

Krista Peppers (Biology)
Conrad Shumaker (English, Dir. of Gen Ed)
Tammy Rogers (Finance)
Barbara Williams (Nursing)

The UCA Core

Capstone Experience (A)

Minimum of 3 Hours at the Senior Level Incorporating Critical Inquiry and Communication from Major, Minor or Electives

Diversity (D)

Minimum of 3 Hours at the Junior or Senior Level from Major, Minor or Electives

Critical Inquiry (I)

Minimum of 3 Hours at the Junior or Senior Level from Major, Minor or Electives

Communication (C)

Minimum of 3 Hours at the Junior or Senior Level from Major, Minor or Electives

Responsible Living (R)

Minimum of 3 Hours at the Junior or Senior Level from Major, Minor or Electives

Upper Division Core

19 Hours – Remaining Lower Division (General Education) Core Classes

19 Hour First Year Foundation – Written Communication (6hours), Oral Communications, Lab Science, Math, First Year Seminar

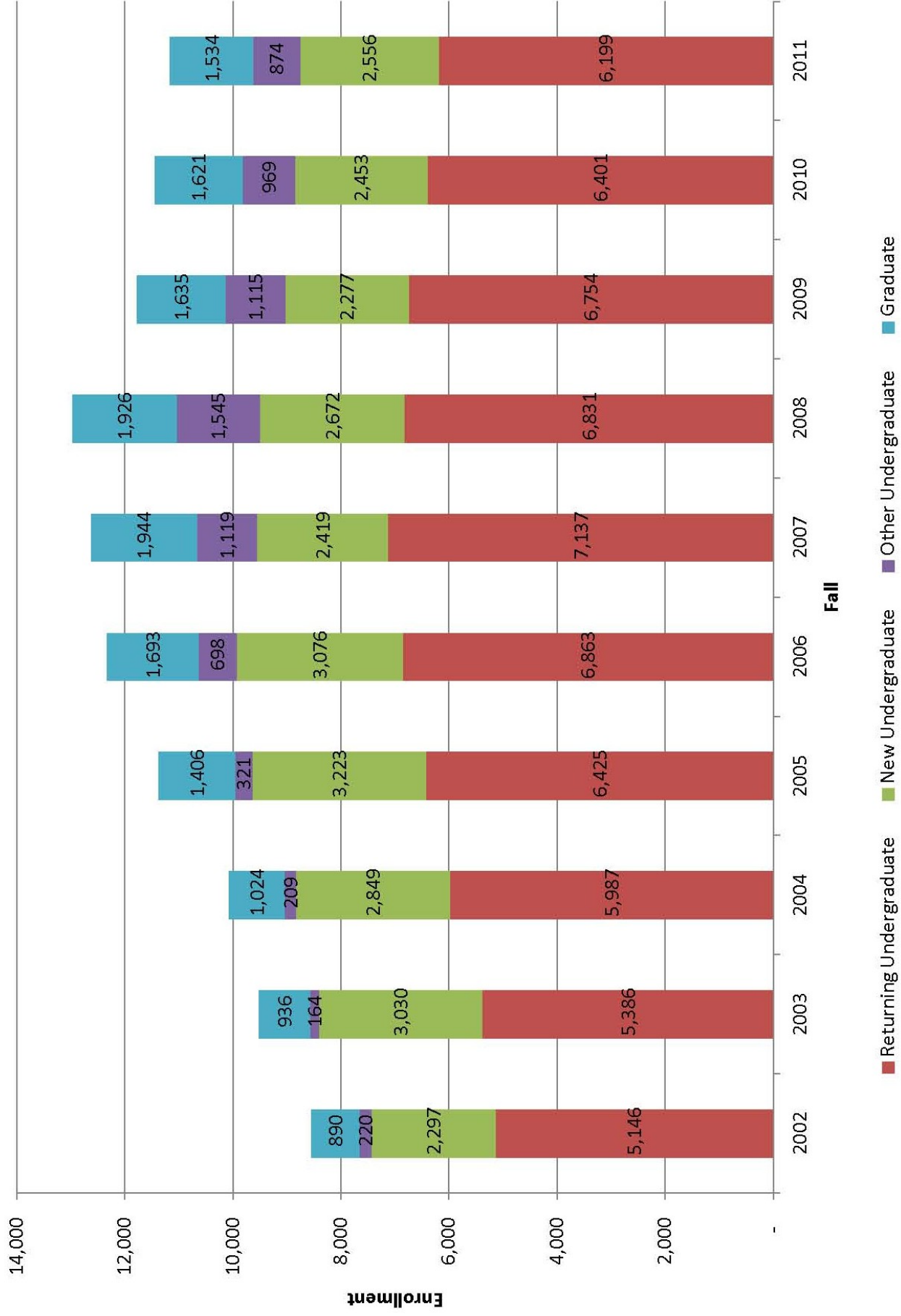
Lower Division (General Education) Core

Enrollment and Retention



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University of Central Arkansas Fall Enrollment



Retention Improvement Ideas

(not yet action steps)

- I. Advising
 - A. Move up declaration of major to end of second semester
 - B. Communicate steps to declare major
 - C. Communicate steps to change advisor
 - D. Designate a minimum of two people in each college who can make the major/advisor changes in Banner
 - E. Include advising in faculty annual evaluation
 - F. Adjust teaching load based on strength of advising ability

- II. Scholarships
 - A. Partial rather than full reduction of academic scholarships (due to low GPA)
 - B. Provide transfer scholarships in spring
 - C. Provide fall transfer scholarships in June or earlier

- III. Academic Focus: Move-academically related functions to Academic Affairs
 - A. Learning Communities/Resident Masters
 - B. Academic Advising

- IV. Other
 - A. Call summer meeting of Academic Council to plan advising and retention
 - B. Communicate job market and graduate school opportunities to students when discussing choice of majors
 - C. Require undeclared majors to attend the annual Majors Fair
 - D. Conduct academic sessions for transfer students and newly declared majors with departments and colleges
 - E. Encourage student groups to emphasize professional connections
 - F. Bring back successful alumni to meet with student groups
 - G. Set up meetings with SGA and COD to build links
 - H. Bring high school advisors to campus
 - I. Set up meetings with community college deans
 - J. Extend move out date in spring to Sunday after finals
 - K. Ask faculty to emphasize attendance in all courses
 - L. Revisit housing policy on where non-freshmen live

Degree Works

UCA has purchased the license for Degree Works, a program integrated with Banner that will assist students, faculty, and advisors with scheduling and evaluation of progress toward degree. Degree Works will replace the degree audit program, CAPP, used by some departments at UCA.

According to the provider, Ellucian,

Degree Works provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools to help students and their advisors negotiate your institution's curriculum requirements.

Robust academic planning tools and real-time counseling capabilities help advisors provide consistent and meaningful direction to students. Transfer articulation support helps staff and students determine how coursework from other institutions is assessed and applied at yours. Your students receive the academic advice they need to succeed and your advisors gain new capabilities to help them counsel their students more successfully.

Available as a fully integrated complement to Ellucian's Banner Student, Degree Works can also be easily integrated with any other vendor or homegrown student information system.

With Degree Works your institution can provide:

- Real-time advice and counsel to students
- Interactive "what if" scenario planning
- More transparent course and credit transfer
- More personalized advising
- More timely degree certification
- Better retention and improved transfer recruitment

Source: <http://www.ellucian.com/Solutions/Ellucian-Degree-Works/>

2012 NSSE Results

Every three years, UCA administers the National Survey for Student Engagement (NSSE) to freshmen and seniors. Since 2001, freshmen and senior student engagement at UCA has improved in all five categories (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment). The most dramatic gains have been in the support that students perceive on campus. Specifically, when asked about the quality of their relationships with faculty members, 82% of freshmen (5.49 on a 7-point scale) and 86% of seniors (5.86 on a 7-point scale) rated their relationships as friendly, supportive, and promoting a sense of belonging. Additionally, seniors rated their entire educational experience at UCA as good (3.32 on a 4-point scale) and said they would still attend UCA if given the chance to start over and go elsewhere (3.32 on a 4-point scale). In 2012, the average engagement of seniors in all five categories was higher than that at other comparable universities in the southeast and across the nation. However, across all five categories, our 2012 freshmen reported being as or less engaged, on average, than the average freshman at those same universities. Furthermore, our NSSE response rates were lower than comparable institutions. Thus, we need to do a better job at engaging freshmen and encouraging students to complete the survey. (Full NSSE report will be available on the Provost website).



MAP-Works Pilot

MAP-Works (Making Achievement Possible) is an online student success and retention system that helps faculty and staff identify, track, and assist students who are at risk of withdrawing from the university due to academic social or emotional reasons. UCA is piloting this program in three residence halls this fall: **Bear Hall, Carmichael Hall, and Conway Hall**. The only faculty members who will use the system this fall are those teaching confluence courses in these halls. An ad hoc committee comprised of faculty, staff, and administrators will evaluate the effectiveness of the program, with a planned campus-wide launch in the fall of 2013. The UCA Housing office is coordinating this initial effort in collaboration with this Division of Enrollment Management and the Division of Academic Affairs. For more information about MAP-Works, go to <http://www.webebi.com/retention>.



University of Central Arkansas

Major Declaration & Success

Fall 2007-2010

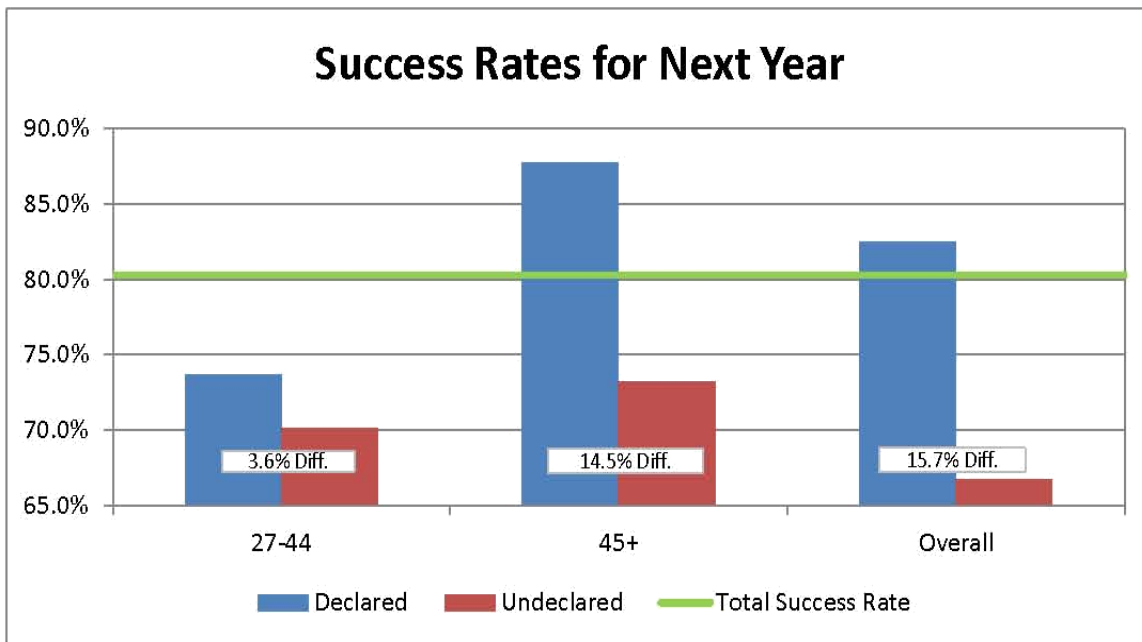
Success of Next Year*

Total Hours Earned	Declared		Undeclared	
	Successful	Unsuccessful	Successful	Unsuccessful
27-44	3,182	2,345	837	1,138
45+	23,371	20,504	2,867	1,110
Overall	31,846	26,282	5,564	5,264

Success of Next Year*

Total Hours Earned	Declared		Undeclared	
	Successful	Unsuccessful	Successful	Unsuccessful
27-44	73.7%	26.3%	70.1%	29.9%
45+	87.7%	12.3%	73.2%	26.8%
Overall	82.5%	17.5%	66.8%	33.2%

*Enrolled or graduated the following fall term.



If students are declared 27 - 44 hours rather than 45 or more hours, then.....

Students Gained	3.6%	40	students	
\$ Generated Over Year	\$190,580	\$183.25	per hour	(average course load is 13 hrs/sem)
\$ Generated to Complete Degree	\$557,080	\$183.25	per hour	(at least 76 hrs to complete degree)

Source: Office of Institutional Research

Academic Facilities



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ACADEMIC AFFAIRS

Building Needs in Priority Order

New Academic Buildings

- **Center for Collaborative Healthcare Education (CCHE)**

UCA and Conway Regional Health System (CRHS) are working together to raise funding to build an approximately 84,000 sq ft, state-of-the-art facility that will house the UCA Department of Nursing and the CRHS Staff Education Department.

Unique Aspects and Special Features

- Three-prong focus on the education of students, staff, and citizens to improve healthcare and health of individuals, families, and communities
- Partnership and collaboration between UCA, CRHS, and the community
- Simulated surgical and hospital rooms
- Classrooms and community meeting rooms

Students, staff members, and teams can practice patient care to improve their skills and care delivery using high-fidelity, lifelike manikins in a real-life setting.

Current Status

- External renderings and floor plans developed
- Silent phase of fundraising underway
- CHRS employees teach on a part-time basis at UCA
- UCA nursing faculty work on a part-time basis at CHRS
- Dr. Barbara Williams serves on the CRHS Board of Directors

- **Science Building/Residence Hall**

Current Building Obsolete

Lewis Science Center is no longer adequate and renovations would be difficult. Problems include:

- Leaking roof that is resistant to repair
- Outdated and dangerous electrical system
- Outdated HVAC system for which parts are not available
- Outdated plumbing system
- Asbestos throughout building

Students Supported in Lewis Science Center

- Science majors including pre-professional majors
- Health science majors (Nursing, PT, OT, etc.)
- Science Education and elementary/middle level education
- All students taking General Education science courses
- K-12 students supported through numerous outreach programs

(Science Building/Residence Hall, Continued)

UCA's Lewis Science Center houses the departments of Biology and Physics & Astronomy and the Dean's Office for the College of Natural Sciences and Mathematics. In addition to offices, lecture spaces and teaching laboratories, 40 research labs are active in this building including labs attracting grant funds through the National Science Foundation and National Institutes of Health. As part of our grant applications, we must demonstrate availability of adequate lab facilities.

STEM Residential College

A new building incorporates our strong STEM residential college. (STEM: Science, Technology, Engineering, and Mathematics) STEM education is a national mandate and is a significant part of the STEM Works initiative coming from the Governor's Workforce Cabinet. The new facility will free up Arkansas Hall for other purposes.

- **Performing Arts Center**

Snow Fine Arts Center Outdated

- Building in poor repair and too small for existing theatre and music programs
- Sound transfers easily from between practice rooms
- Heating and cooling problems
- Poor access and parking to public

Recommendations for New Building

- New building will house academic areas and performance spaces for
 - ◆theatre,
 - ◆music (now in Snow)
 - ◆film programs (now in Stanley Russ Hall)
- Suggested location west of Reynolds
- Detailed rendering completed using donor funds

- **Communication Sciences and Disorders (New building)**
- **College of Education (New building or renovation of Mashburn)**



University of Central Arkansas™

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