

University of Central Arkansas™

General Faculty Meeting August 27, 2013



*2013 Faculty Excellence Award Recipients
Nancy Gallavan, Doug Corbitt, and Lynn Burley*

Table of Contents

Welcome from the Provost	1
Faculty Tenure, Promotion, & Advancement	2
2013 Faculty Excellence Awards.....	3
New Full-Time Faculty	4
New UCA Core.....	5
Service Learning Program	8
DegreeWorks Update.....	9
Summary of Enrollment Management Plan.....	10
Key Performance Indicators	12
Peer and Aspirant Institutions	13
Assessment Update	14
Higher Learning Commission Update	15
AY 2013–14: Initiatives and Projects.....	17
New Academic Bulletin Schedule	18
Academic Deans and Associate Provosts	19
Division of Academic Affairs Organizational Chart	20

Welcome from the Provost



Dear Colleagues:

Welcome to the 2013–14 Academic Year.

I am very proud to be a member of the faculty at the University of Central Arkansas. We are part of a great institution that is on the move as evidenced by several key initiatives completed this past year. Most significantly, the former general education program has undergone an extensive, faculty-led redesign. As stated in its mission, the new 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. Learning is incorporated throughout the student's college experience beginning with freshman foundation courses and continuing through a senior capstone course.

Last year, the Faculty Handbook Committee worked tirelessly to update and revise most of the handbook's chapters. This year, the committee will continue to review and update the remaining chapters and other sections as needed.

In the past months, most of the Division of Enrollment Management – including Admissions, Academic Advising, Learning Communities, and other key areas for student success – has been moved to Academic Affairs. This merger provides us great opportunities to positively influence recruitment, retention, and student learning outside of the traditional venues.

The campus has made extraordinary progress in creating emergency plans for all of its buildings. This crucial task is especially important for academic buildings where all faculty, staff, and students must be prepared to respond to life-threatening emergencies.

I've mentioned a few campus-wide items, but the accomplishments that each of you make every day with students, in your discipline, and in the community are equally important. Thank you all for making a difference. I am honored to serve you as Provost.

Sincerely,

A handwritten signature in blue ink that reads "Steve". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Steven W. Runge, Ph.D.
Provost and Vice President for Academic Affairs
Professor of Biology

Faculty Tenure, Promotion, & Advancement

TENURE

Jesse Butler	Department of Philosophy
Patrick Carmack	Department of Mathematics
Bi-Ling Chen	Department of English
Jud Copeland	Department of Leadership Studies
Christopher Craun	Department of History
Renee LeBeau-Ford	Torreyson Library
Jeremy McIntyre	Department of Communication
Kari Naylor	Department of Biology
Ray Ogar	Department of Art
Susan Lynne Rich	Department of Sociology
Ben Rowley	Department of Biology
Brent Shires	Department of Music
Doug Voss	Marketing and Management
Charlotte Yates	Department of Physical Therapy
Paul Young	Department of Computer Science

PROMOTION AND ADVANCEMENT

Martha Antolik	Music	Senior Lecturer
Debbie Barnes	Early Childhood & Special Ed	Senior Clinical Instructor
Sophie Bradford	Writing	Senior Lecturer
Jesse Butler	Philosophy	Associate Professor
Patrick Carmack	Mathematics	Associate Professor
Bi-Ling Chen	English	Associate Professor
Lisa Christman	University College	Senior Lecturer
Barbara Clancy	Biology	Professor
Jane Dahlenburg	Music	Associate Professor
Marilyn Friga	Teaching and Learning	Clinical Instructor II
Adriian Gardner	University College	Lecturer II
Jo Karen Hudson	University College	Senior Lecturer
Mike Martin	Biology	Senior Lecturer
Jeremy McIntyre	Communication	Associate Professor
Gary McCullough	Comm. Sciences and Disorders	Professor
Julie Meaux	Nursing	Professor
Lisa Mongno	Writing	Senior Lecturer
Reinaldo Morales	Art	Associate Professor
Ray Ogar	Art	Associate Professor
Ben Rowley	Biology	Associate Professor
Lynn Ramage Schaefer	Intensive English Program	Senior Lecturer
Patsy Ramsey	History	Senior Lecturer
Ellen Stengel	Writing	Senior Lecturer
Sera Streiff-Vena	Intensive English Program	Senior Lecturer
Richard Tarkka	Chemistry	Professor
Gizachew Tiruneh	Political Science	Associate Professor
Doug Voss	Marketing and Management	Associate Professor
Charlotte Yates	Physical Therapy	Associate Professor
Steven Zeltmann	Management Info Systems	Professor

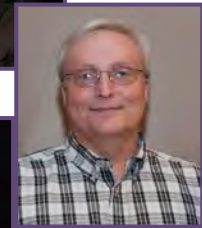
2013 Faculty Excellence Awards

Teaching Excellence Award Finalists

Dr. Nelle Bedner, Department of Communication

Mr. Doug Corbitt, Honors College – AWARD RECIPIENT

Dr. Ken Sobel, Department of Psychology & Counseling



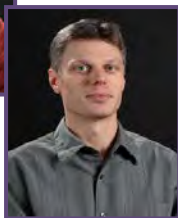
Research, Scholarship and Creative Activity Award Finalists



Dr. Nancy Gallavan, Department of Teaching and Learning – AWARD RECIPIENT

Mr. Mark Spitzer, Department of Writing

Dr. David Welky, Department of History



Public Service Award Finalists

Dr. Letha Mosley, Department of Occupational Therapy

Dr. Nancy Gallavan, Department of Teaching and Learning

Dr. Lynn Burley, Department of Writing – AWARD RECIPIENT



New Full-Time Faculty

Jeffrey Beyerl	Assistant Professor / Mathematics
Tori Dunlap	Assistant Professor / Chemistry
Jerilynn Lepak	Assistant Professor / Mathematics
Calin Marian	Assistant Professor / Biology
Don Shepard	Assistant Professor / Biology
Matt Thomas	Assistant Professor / Mathematics
Riva Teague	Assistant Professor / Public Relations
Li Zeng	Assistant Professor / Art
Stefanie Dickinson	Assistant Professor / Music
Ramon Escamilla	Assistant Professor / Writing
Melissa Smith	Assistant Professor / English
Michael Kithinji	Assistant Professor / History
Tracie Rushing	Lecturer I / History
Buckley Foster	Lecturer I / History
Sherrie Ray-Trevino	Lecturer II / World Languages
Katelyn Knox	Assistant Professor / World Languages
Candice Robinson	Clinical Instructor I / Communication Sciences and Disorders
Traci Elliff	Clinical Instructor I / Nursing
Kelly Quinn	Clinical Instructor I / Nursing
Darla Cathcart	Clinical Lecturer I / Physical Therapy
Veda Charlton	Clinical Instructor I / Psychology & Counseling
Karen Haas	Assistant Professor / Leadership Studies
Crystal Voegele	Clinical Instructor I / Teaching & Learning
Amy Thompson	Clinical Instructor I / Teaching & Learning
Rachelle Miller	Assistant Professor / Teaching & Learning

New UCA Core

TIMELINE

Spring 2012

The General Education Council (GEC) recommends that the general education program be renamed the UCA Core with a new mission and set of basic outcomes. The recommendation is unanimously endorsed by the Faculty Senate and Council of Deans.

Summer 2012

A nine-member faculty task force is charged by Provost Runge to bring forward a recommendation on redesigning the general education program to meet and assess the outcomes of the new UCA Core. Recommendation to be presented to the GEC.

September 4, 2012

The General Education Task Force presents its report titled “Redesigning General Education at the University of Central Arkansas” to the GEC. The report outlines a lower-and upper-division structure for the UCA Core, including rubrics to assess the UCA Core outcomes.

Fall 2012

The GEC meets weekly and conducts campus-wide forums to consider the recommendations of the task force and revise the general education program.

January 2013

The GEC recommends the structure of the UCA Core to the Faculty Senate and the Council of Deans. The Faculty Senate endorses the new UCA Core, and the Council of Deans and the Provost approve the recommendation.

February 22, 2013

The President and Provost notify the Board of Trustees of the new UCA Core.

February 2013

The GEC begins reviewing expedited course proposals for the lower-division UCA Core courses. A new lower-division check sheet is created.

March – April, 2013

The GEC reviews and revises the rubrics proposed by the task force. The GEC decides to pilot the rubrics in the 2013–14 academic year.

May 8 – 9, 2013

Instructors attend IDC training to prepare for implementation of the First Year Seminars.

Fall 2013

Lower-division UCA Core begins. GEC begins review of upper-division UCA Core courses.

December 15, 2013:

Deadline for approval of upper-division UCA Core for inclusion in 2014–15 Undergraduate Bulletin.

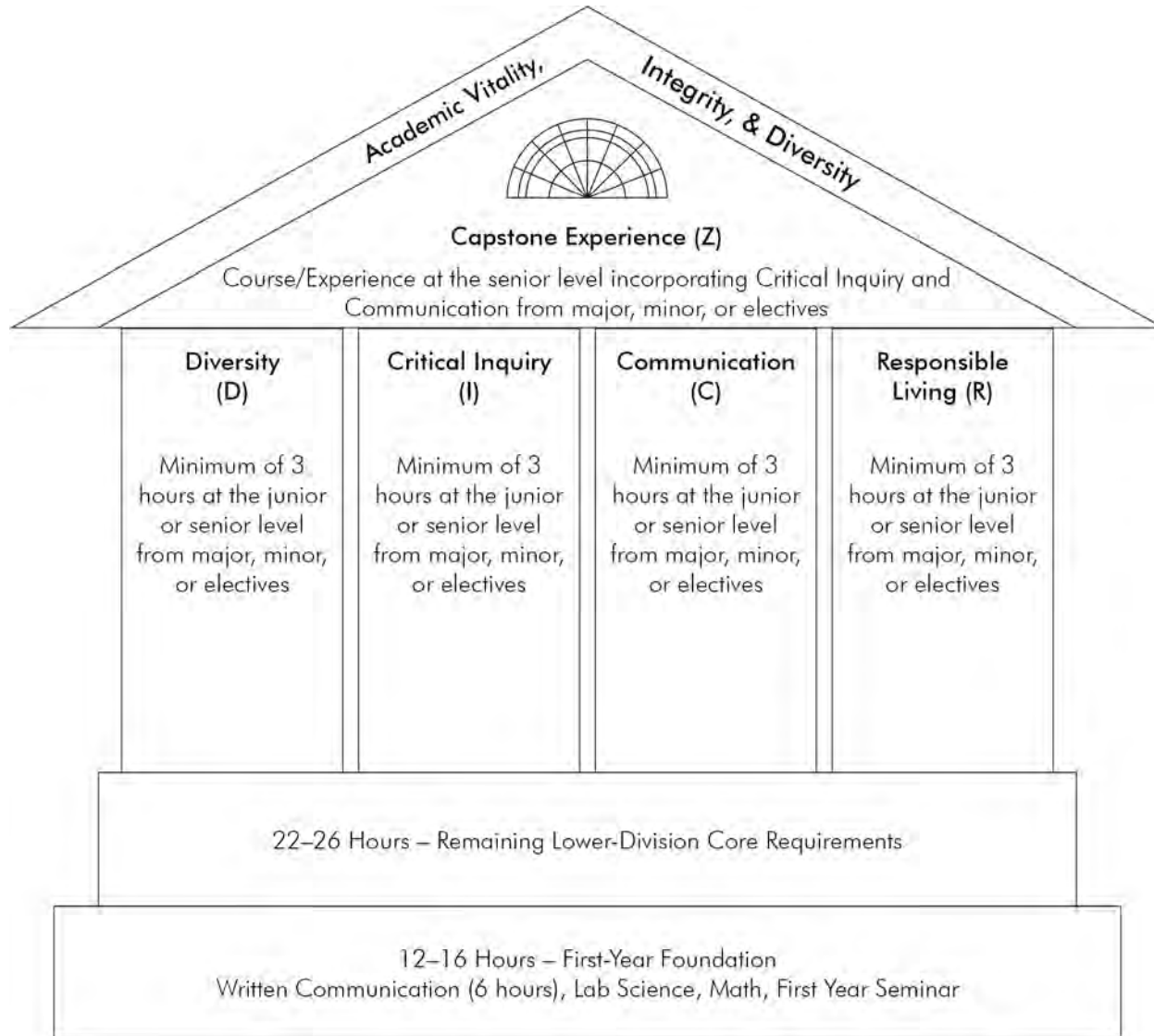
December 15, 2014:

Deadline for approval of all remaining upper-division UCA Core for inclusion in 2015–16 Undergraduate Bulletin.

Fall 2015

Upper-division UCA Core is fully implemented.

The UCA Core



UCA Core Lower-Division Check Sheet

- Students **MUST** take one of the courses listed below from the Critical Inquiry, Diversity, or Responsible Living areas as a First Year Seminar (FYS) in their first year. See the online class schedule to find FYS sections. Students needing remediation in reading or writing may not enroll in a FYS until they have completed their remediation.
- Students **MUST** take a Quantitative course, a Natural Science course, and the Written Communication course sequence (Writing Foundation + Research and Writing) in their first year unless the requirement was already met or remediation is required.
- Students **MUST** take at least one course in the Fine Arts (designated FA) and one course in the Humanities (designated HUM).
- A notation in [SQUARE BRACKETS] following selected courses indicates the corresponding Arkansas Course Transfer System (ACTS) index number. For more information, see [UBulletin 2013-2014, ACTS](#)

Critical Inquiry (20 hours)

Quantitative (3 hours)

- MATH 1360 Quantitative Literacy [MATH1003]
- MATH 1390 College Algebra [MATH1103]
- OR, if required by the student's program of study or with consent of the department
- MATH 1392 Plane Trigonometry* [MATH1203]
- MATH 1395 Business Calculus*
- MATH 1491 Calculus for the Life Sciences*
- MATH 1580 Algebra & Trigonometry* [MATH1305]
- MATH 1496 Calculus I* [MATH2405]

Natural Sciences (8 hours)

Physical Science – Choose 1

- CHEM 1400 Chemistry in Society [CHEM1004]
- PHYS 1400 Physical Science for Gen Education [PHSC1004]
- PHYS 1401 Descriptive Astronomy [PHSC1204]
- OR, if required by the student's program of study or with consent of the department
- CHEM 1450 College Chemistry I* [CHEM1414]
- CHEM 1402 General Chemistry for Health Sciences* [CHEM1214]
- PHYS 1405 Applied Physics*
- PHYS 1410 College Physics 1* [PHYS2014]
- PHYS 1441 University Physics 1* [PHYS2034]

Life Science—Choose 1

- BIOL 1400 Biology for General Education [BIOL1004]
- OR, if required by the student's program of study or with consent of the department
- BIOL 1440 Principles of Biology I* [BIOL1014]

Inquiry and Analysis (9 hours)

American History and Government – Choose 1

- HIST 2301 American Nation I [HIST2113]
- HIST 2302 American Nation II [HIST2123]
- PSCI 1330 US Government & Politics [PLSC2003]

Social Science – Choose 1

Students **MUST** take an additional Social Science course (designated SS) either in the *Diversity in World Cultures* category or the *Responsible Living* category.

- ECON 2320 Principles of Macroeconomics* [ECON2103]
- ECON 2321 Principles of Microeconomics* [ECON2203]
- GEOG 1305 Principles of Geography [GEOG1103]
- MGMT 2341 Principles of Management
- PSCI 1300 Introduction to Political Science
- PSCI 1330 US Government & Politics [PLSC2003]
- PSCI 2300 International Relations
- PSYC 1300 General Psychology [PSYC1103]
- SOC 1300 Principles of Sociology [SOCL1013]

Fine Arts/Humanities – Choose 1

- ART 2300 Art Appreciation (FA) [ARTA1003]
- AFAM1330 African & African-American Studies (HUM)
- ENGL 1350 Introduction to Literature (HUM)
- ENGL 1355 Film & Literature (HUM)
- FILM 2300 Film Appreciation (FA)
- CHIN 2320 Intermediate Chinese II OR FREN 2320 Intermediate II [FREN2023] OR GERM 2320 Intermediate II [GERM2023] OR SPAN 2320 Intermediate III (HUM)*
- PHIL 1301 Philosophy for Living (HUM) [PHIL1103]
- PHIL 2305 Critical Thinking (HUM) [PHIL1003]
- RELG 1330 Exploring Religion (HUM)
- THEA 2300 Theatre Appreciation (FA) [DRAM1003]
- WLAN/LING 2350 World Languages (HUM)
- HONC 1310 Honors Core I (HUM)**

Communication (9 hours)

Writing Foundation (3 hours)

Writing Foundation **MUST** be taken on initial enrollment unless the requirement was already met or remediation is required.

- WRTG 1310 Introduction to College Writing [ENGL1013] OR
- HONC 1310 Honors Core I**

Research and Writing (3 hours)

- WRTG 1320 Academic Writing & Research [ENGL1023] OR
- HONC 1320 Honors Core II**

Oral Communication (3 hours)

- SPCH 1300 Basic Oral Communication [SPCH1003]
- MGMT 2301 Business Communication [BUSI2013]
- OR, if required by the student's program of study or with consent of the department
- MKTG 2376 Business Innovation & Creativity

Diversity (6 hours)

Diversity in Creative Works (3 hours)

- ENGL 2370 Introduction to Fiction (HUM)
- ENGL 2380 Introduction to Poetry (HUM)
- ENGL 2390 Introduction to Drama (HUM)
- MUS 2300 Music Appreciation (FA) [MUSC1003]
- WLAN 2315 Cultural Studies (HUM)
- HONC 2320 Honors Core IV (FA)**

Diversity in World Cultures (3 hours)

- ANTH 1302 Introduction to Anthropology (SS) [ANTH1013]
- ECON 2310 Global Environment of Business (SS)
- ENGL 2305 World Literature I (HUM) [ENGL2113]
- ENGL 2306 World Literature II (HUM) [ENGL2123]
- ENGL 2320 Asian Literature (HUM)
- GEOG 1300 Geography of World Regions (SS) [GEOG2103]
- HIST 1310 World History I (SS) [HIST1113]
- HIST 1320 World History II (SS) [HIST1123]
- LING 1310 Language, Culture, & Society (SS)
- PHIL 1330 World Philosophies (HUM)
- RELG 1320 World Religions (HUM)
- WLAN 2325 Cultural Identity in the African Diaspora (HUM)
- HONC 2310 Honors Core III (HUM)**

Responsible Living (3 hours)

- ECON 1310 Modern Political Economy (SS)
- FACS 2341 Lifespan Development
- FACS 2351 Family Relations
- FINA 2330 Personal Finance (SS)
- HED1320 Concepts of Lifetime Health & Fitness
- HED 2320 Mental Health (SS)
- KPED 1320 Concepts of Lifetime Health & Fitness
- MCOM 1300 Media & Society
- NUTR 1300 Nutrition in the Lifecycle
- PHIL 2325 Contemporary Moral Problems (HUM)
- PHIL 2360 Gender, Race, & Class (HUM)
- PSCI 2315 Introduction to Political Theory (SS)
- SOC 2325 Social Problems (SS) [SOCL2013]
- HONC 1320 Honors Core II (SS)**
- HONC 2310 Honors Core III (HUM)**

- * This course has prerequisites; Check the [UBulletin](#) for details.
- ** HONC courses require consent of the Honors College.

ADDITIONAL INFORMATION:

- If the ACT subscore in Reading, English, or Mathematics is below 19, remediation is required before enrolling in certain UCA Core courses.
- Some majors require specific UCA Core courses.
- Courses may be used only once to satisfy the UCA Core.
- A grade of C or better is required in some UCA Core courses.
- For additional information, consult your academic advisor or the Undergraduate Bulletin.

Updated June 17, 2013

Service Learning Program

In the spring of 2013, UCA adopted a plan to begin a university-wide service-learning program. The pilot program will be conducted during this academic year with full implementation planned for fall 2014.

UCA's Definition: Academic Service-Learning is a course-based teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. *(Adapted from National Service-Learning Clearinghouse, Retrieved, February 24, 2013 <http://www.servicelearning.org/what-service-learning>)*

At UCA, a course has been determined to meet service learning criteria (or includes service learning) if

- It involves collaboration between a faculty member and a community organization that meets a community need;
- The service activity meets course objectives by helping students to grasp the knowledge and skills essential to the course; and
- The students participate in structured reflection on the activity that strengthens their understanding of course content.

Inaugural class 2013

Lorrie George-Paschal, Occupational Therapy, College of Health and Behavioral Sciences
Michael Gallagher, Kinesiology & Physical Education, College of Health and Behavioral Sciences

Sophie Dix, Writing, College of Fine Arts and Communication

Amy Pitchford, Communication, College of Fine Arts and Communication

Kim Little, History, College of Liberal Arts

Candice Barnes, Early Childhood Education, College of Education

Doug Corbitt, Philosophical Studies, Honors College

Michael Haddigan, Writing, College of Fine Arts and Communication

Facilitators

Peter Mehl, Service-learning Faculty Liaison, Philosophy & Religion and Associate Dean,
College of Liberal Arts

Hunter Phillips Goodman, Ph.D. student in Leadership Studies and former director of Service-Learning at the University of Southern Mississippi

DegreeWorks Update

UCA is nearly nine months into its implementation of DegreeWorks, an advising and degree-audit system based on our academic bulletins. DegreeWorks is integrated with Banner and will allow both students and their advisors to track a student's progress toward degree. Staff in the Office of the Registrar and the Graduate School, with technical support from Information Technology, have worked with Ellucian functional and technical consultant-trainers to "scribe" requirements for both undergraduate and graduate programs.

The system will allow a student or advisor to run progress-toward-degree reports at any time or to create what-if reports to help make decisions about changing a major or minor. As we optimize our class scheduling processes, DegreeWorks can help a student and his/her advisor plan a schedule based on the classes that will be available in future semesters.

DegreeWorks Go-Live Timeline

For undergraduate programs, a "soft go-live" during the fall 2013 semester, with orientation for faculty and advisors and final testing and tuning, followed by a "hard go-live" in spring 2014 for students, advisors, and faculty.

For graduate programs, a "soft go-live" during the spring 2014 semester, with a "hard go-live" in fall 2014 for students, advisors, and faculty.



Summary of Enrollment Management Plan

RECRUITMENT INITIATIVES

1. Data and EMAS (CRM) Support for Recruitment
Identify prospective students through ACT (EOS) and National Research Center for College and University Admissions in order to recruit qualified students to meet enrollment goals.
2. Partnerships with Two-Year Colleges
Partner with state two-year colleges to bolster transfer student population through articulation, dual admission, and reverse transfer agreements.
3. Residential Colleges
4. Graduate Student Recruitment
 - a. Build brand recognition and increase awareness of online programs through direct mail, mass marketing, print ads, new printed material, online and social media.
 - b. Explore expansion of high demand graduate programs.

RETENTION INITIATIVES

1. Student Success and Retention Council
 - a. The current Retention Committee will be replaced with a new Student Success and Retention Council, which will focus on the entire retention programming lifecycle on-campus.
 - b. The Council will be responsible for the following with regard to retention and completion.
 - (1) Retention and completion studies
 - (2) Data reports
 - (3) Best-practices research
 - (4) Specific action proposals and oversight
 - (5) Action assessments
2. Policy Development for Retention
 - a. Strengthen mandatory housing policy
 - b. Review academic scholarships to determine effects on retention
 - c. Develop stricter attendance policy for freshmen
 - d. Study strengthening Admission standards
3. Data Collection and Intervention
 - a. Use data systems and data collection tools to make data-informed decisions that support retention initiatives.
 - b. Housing will continue to use *MAP-Works* with an expansion of the initial pilot to include all freshman students living in university housing.

- c. Web-based student monitoring system with progress report functions will allow the Academic Advising Center and faculty advisors to do early intervention for students struggling academically
4. Communication for Retention
 - a. Academic Program Guide – The Academic Program Guide is a comprehensive and concise online list of all majors a student can choose. This will help students explore possible programs of study and keep track of information about their major.
 - b. Orientation Services for Students – A program will be developed to help introduce students to services offered to them to help them succeed, i.e., library, tutoring lab, writing center, math lab.
 - c. Progress to Completion – Communication plans will be developed to help a student declare a major for the 27 hour rule, see if a student qualifies for an associate’s degree to help show this as a step to completing a bachelor’s degree, and to help a student plan for graduation when they have 100 credit hours or more.
 - d. Scholarship Communication – The Office of Admissions and Enrollment Services will work with UCA Foundation staff to identify scholarships available to new and continuing students to help maximize recruitment and retention of students.
 5. Academic Advising
 - a. Take advantage of knowledgeable advising staff to help students define and achieve their academic goals.
 - b. Create new positions to help transition from Academic Advising Center to faculty advisors.
 - c. Create opportunities for advisors to discuss academic policies, course offerings, best practices, trouble shooting.
 - d. Assess advisors through student surveys to identify advisors who need additional training
 6. Student Success Initiatives
 - a. Tutoring
 - b. Summer bridge programs
 - c. Summer programs targeting at-risk students
 - d. Freshman boot camps
 - e. Transitional program for students leaving University College
 - f. Supplemental instruction for high attrition/high failure courses
 7. Residential Colleges and Retention
 - Residential colleges correlate with increased enrollment
 8. International Student Retention
 - Use support systems and mentorship programs to ensure international students make easy transitions to UCA

Key Performance Indicators

Key Performance Indicators	History					Current KPI	Goals				
Degrees Awarded	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17
Bachelor's Degrees	1,480	1,532	1,611	1,499	1,554	1,554	1,628	1,704	1,785	1,870	1,958
GC/Master's/PMC/EDS	441	566	553	549	519	519	544	569	596	624	654
Doctoral Degrees	35	56	54	58	60	60	63	66	69	72	76

NSSE-Level of Academic Challenge	2008	2009	2010	2011	2012	2012	2013	2014	2015	2016	2017
Freshman		52.5			51.7	51.7			>53.8		
Seniors		57.7			59.6	59.6			>57.9		

Financial Status - Composite Financial Index	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17
	1.05	0.71	2.10	2.31	1.92	1.92	1.5-2.5				

Undergraduate SSCH taught by full-time faculty	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Yr Avg	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	90.2%	86.9%	91.8%	91.1%	90.7%	90.1%	≥90.0%	≥90.0%	≥90.0%	≥90.0%	≥90.0%

Enrollment	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Yr Avg	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Undergraduate (includes HS concurrent)	11,048	10,146	9,823	9,629	9,604	10,050	9,879	10,139	10,468	10,936	11,480
Graduate	1,926	1,635	1,621	1,534	1,503	1,644	1,603	1,703	1,803	1,903	2,025

Enrollment of racial/ethnic minority students as a percentage of total enrollment	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Yr Avg	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2018
Undergraduate	19.4%	20.3%	22.5%	22.9%	24.9%	22.0%	≥22.0%	≥22.0%	≥22.0%	≥22.0%	≥22.0%
Graduate	11.6%	11.4%	13.3%	14.1%	13.2%	12.7%	≥13.0%	≥13.5%	≥14.0%	≥14.5%	≥15.0%

External Funding	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17
Sponsored Funding/Grants	\$5,406,642	\$6,249,597	\$5,682,182	\$6,177,248	\$6,236,385	\$6,236,385	\$6,641,750	\$7,073,464	\$7,533,239	\$8,022,899	\$8,544,388
Private Funds (new gifts and pledges)	\$5,116,471	\$11,513,388	\$4,035,341	\$3,327,982	\$4,190,052	\$4,190,052	\$4,000,000	\$4,425,000	\$4,975,000	\$5,485,000	\$6,000,000

Persistence to Graduation	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	5 Yr Avg	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
	77.1%	78.1%	79.2%	79.9%	77.4%	78.3%	≥80.0%	≥80.0%	≥80.0%	≥80.0%	≥80.0%

First-time Undergraduate Cohort Six-Year Graduation Year	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Retention Rate												
Fall-to-fall, year 1 to year 2	71.8%	70.8%	72.5%	71.3%	73.4%	69.0%	70.2%	71.5%	73.8%	76.0%	81.0%	86.0%
Fall-to-fall, year 1 to year 3	56.1%	57.2%	58.3%	57.1%	59.6%	54.9%	55.8%	56.9%	59.0%	61.0%	66.0%	71.0%
Graduation Rate (includes associate's degree)												
4-year graduation rate (100% completion time)	19.3%	23.0%	21.0%	22.0%	21.0%	23.0%	23.5%	24.0%	24.5%	25.0%	30.0%	35.0%
6-year graduation rate (150% completion time)	40.1%	40.8%	41.0%	43.0%	41.0%	44.0%	45.5%	47.0%	48.5%	50.0%	55.0%	60.0%

Numbers in purple are goals.

Prepared by: Office of Institutional Research

4/2/2013

Peer and Aspirant Institutions

UCA Peer Institutions

Arkansas
[Arkansas State University - Main Campus](#)

Georgia
[University of West Georgia](#)
[Valdosta State University](#)

Kentucky
[Western Kentucky University](#)
[Northern Kentucky University](#)
[Morehead State University](#)

Louisiana
[University of Louisiana at Lafayette](#)

Michigan
[Eastern Michigan University](#)

Minnesota
[Minnesota State University \(Mankato\)](#)

North Carolina
[Appalachian State University](#)

New Jersey
[William Paterson University of New Jersey](#)

New York
[Lehman College \(CUNY\)](#)

Oklahoma
[University of Central Oklahoma](#)

Tennessee
[Middle Tennessee State University](#)
[The University of Tennessee at Chattanooga](#)

Texas
[Texas A & M International University](#)

UCA Aspirant Institutions

California
[San José State University](#)

Connecticut
[Central Connecticut State University](#)

Iowa
[University of Northern Iowa](#)

Illinois
[Eastern Illinois University](#)
[Southern Illinois University Edwardsville](#)
[Western Illinois University](#)

Kentucky
[Murray State University](#)

Massachusetts
[Bridgewater State University](#)

Michigan
[Grand Valley State University](#)

Missouri
[Missouri State University](#)
[University of Central Missouri](#)

New Jersey
[Kean University](#)

New York
[Baruch College \(CUNY\)](#)
[Brooklyn College \(CUNY\)](#)
[Buffalo State: The State University of New York](#)

Pennsylvania
[West Chester University](#)

Texas
[Texas State University](#) San Marcos



Provost Runge, Susan Gatto and Patty Phelps

Assessment Update

STRATEGIC PLAN

1. Goals reordered to reflect AVID and reworded
Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
Goal 2: Act with Integrity and Transparency at all Levels
Goal 3: Promote Diversity in all Areas
Goal 4: Develop and Manage the Fiscal Resources Necessary to Provide Ongoing Support for the University's Mission and Strategic Plan
Goal 5: Commit to Ongoing Improvement and Innovation in Facilities and Technology
Goal 6: Increase Engagement with External Partners

ACADEMIC PROGRAM ASSESSMENT PLANS

2. New Continuous Improvement Process template and Assessment Handbook created by the Academic Assessment Committee (www.uca.edu/assessment).
3. All academic units have received detailed feedback on their assessment plans and were sent through the college Curriculum and Assessment Committees for approval.
4. Data will be collected and entered into Digital Measures where programs and the Director of Assessment will be able to run reports of the data.
5. Departments will use analysis of this data to make informed decisions about curriculum changes and adjustments to implement continuous improvement.

Non-instructional Assessment Plans in progress.

UCA CORE ASSESSMENT

6. The UCA CORE now organizes General Education around four key skills: communication, critical inquiry, diversity, and responsible living. Also includes a Freshman Year Seminar and Capstone as easy capture points for assessment, especially the Proficiency Profile and NSSE.
7. Piloting course-imbedded rubrics written by the General Education Council this fall and spring.
8. Beginning 2014-15 all courses in the UCA CORE will use the rubrics to assess and input the data into Digital Measures.
9. The General Education Council will analyze the data to track student progress in the four core areas (Diversity, Critical Inquiry, Communication, and Responsible Living) and use the data to make informed decisions working in conjunction with programs to implement continuous improvement.

Higher Learning Commission Update

FOCUSED VISIT, NOVEMBER 2013

A team from the Higher Learning Commission will be on campus November 11–12, 2013, for a focused visit that follows up on UCA’s Monitoring Report that was accepted by the Commission in May 2012. As noted by the last visiting team, “The focused visit team will expect to see the comprehensive, long-range plan fully established. Successful results of the implemented plan will include a budgeting process that reflects allocations based on strategic priorities, which in turn advance diversity, governance, communication, assessment of student learning, and assessment of institutional effectiveness”(Report of a Visit, 2010, Assurance Section, pp. 31–32).

Folded into the focused visit will be a Substantive Change Action review, responding to UCA’s request for approval to offer a Doctor of Nursing Practice degree program.

FOCUSED VISIT REPORT OUTLINE

Executive Summary and Introduction

Chapter I: University Mission, Strategic Plan, and Strategic Budgeting

Chapter II: Diversity and Inclusiveness

Chapter III: Organizational Clarity: Governance and Communication

Chapter IV: Assessment of Student Learning

Chapter V: Institutional Effectiveness

CRITICAL DATES

A campus team has worked since submission of the Monitoring Report to prepare the report for the focused visit. Involved with this preparation and working parallel with it, SPARC – and its constituent committees, the Strategic Planning Committee and the Strategic Budget Advisory Committee – under the leadership of Dr. Nancy Reese have been continuing in earnest the implementation of UCA’s Strategic Plan. Important upcoming dates include

August 15, 2013 All-but-final draft to campus for review and comment

September 6, 2013.....Deadline for campus comments

September 10, 2013..... Submit documents to HLC

November 11–12, 2013..... Team Visit

LINKS/RESOURCES

University of Central Arkansas, Strategic Plan: <http://uca.edu/about/strategicplan/>

HLC Accreditation Reports: myUCA, Resources Tab, HLC2010 Channel (right hand side, 3 tabs down) ... follow the links.

FOCUSED VISIT REPORT TEAM

Neil Hattlestad (co-chair)
Maurice Lee (co-chair)
Jonathan Glenn (editor)
President Tom Courtway
Provost Steven Runge
Kevin Browne
Joanna Castner Post
Wendy Lucas
Stephanie McBrayer
Diane Newton
Lindsey Osborne
Adam Price
Nancy Reese
Conrad Shumaker
Spencer Sims
Brad Teague
Charles Watson
Ronnie Williams



Clayton Crockett, Norbert Schedler and Charlie Harvey

AY 2013–14: Initiatives and Projects

STRATEGY

- Staying true to the UCA Strategic Plan
- Developing and implementing a campus technology plan
- Implementing the enrollment management plan with continual review and improvement
- Filling key academic positions

ENROLLMENT AND RETENTION

- Improving retention through focus on student success
- Strategically growing graduate enrollment

SELECTED PROGRAM INITIATIVES

Numerous campus-wide and more local projects and initiatives are on-going. Some examples:

- *Campus-wide:* Building upper-division component in UCA Core for all degree programs
- *Across colleges and departments:* Sustaining learning communities
- *Graduate School and department:* Launching Doctor of Nursing Practice program upon final HLC approval
- *Department:* Growing Innovation and Entrepreneurship major

NEW TOOLS

- DegreeWorks – advising, program planning, and degree audit
- Digital Measures – assessment, faculty activity, and internal reporting
- UCA mobile applications platform – connecting mobile users to campus resources
- Applicant tracking software – improving the hiring process and assisting with diversity goals



*Imagine Cup Team Bears Unlimited with faculty mentors
Dr. Tansel Halic and Dr. Sinan Kockara*

New Academic Bulletin Schedule

Beginning in January 2013, both the *Undergraduate Bulletin* and the *Graduate Bulletin* were moved to an annual issue. For undergraduate programs, the January issue date will allow updates to Program Completion Plans in advance of advising and registration for the following Fall semester. For all programs, a fixed annual date will allow better “catalog accountability” and eliminate the constant change that the ease of updating online academic bulletins has introduced.

SOME SPECIFICATIONS

Catalog year: Fall semester, Spring semester, Summer term of each academic year. For example, the academic bulletins published in January 2013 are the 2013–2014 bulletins and will apply in the first instance to Fall 2013 (term: 201410), Spring 2014 (term: 201420), and Summer 2014 (term: 201430) – that is, to academic year 2013–2014. This represents no change.

Implications for curriculum development process: Curriculum changes must be completed by the end of each Fall semester to be reflected in the January issue of the academic bulletin for the following year (see Annual Schedule, below). This does *not* shorten the curriculum proposal year but does shift its beginning and end points – to January and December – so that the new publication schedule can be accommodated.

While actual mistakes may be corrected and some other categories of information (such as a department’s faculty roster) may be updated after the publication of the academic bulletins, an annual issue will not be updated on a continuing basis throughout the year.

PROJECTED ANNUAL SCHEDULE

November 1: Last opportunity to submit to Undergraduate Council or Graduate Council to meet December 15 approval deadline for January issue of the bulletins

December 15: Deadline for approval of curricular and non-curricular changes to be included in an academic bulletin’s January issue

January 31: Academic bulletins (*Undergraduate Bulletin*, *Graduate Bulletin*) issued for following academic year

January 31: Undergraduate Program Completion Plan (PCP) updates due

February 28/29: Updated Undergraduate PCPs published

ACADEMIC BULLETIN MAINTENANCE CONSIDERATIONS

Curriculum forms will be updated to reflect the new bulletin publication schedule.

As curriculum changes for a future bulletin are made, they will be recorded in an unpublished version of the relevant upcoming bulletin issue.

Each year’s bulletin issues will be maintained as normal web publications (i.e., not only as PDFs) for at least six years after initial publication.

The Office of the Provost will be responsible for maintenance of both academic bulletins.

Academic Deans and Associate Provosts



Dr. Steve Addison
Interim Dean
College of Natural Sciences & Mathematics



Dr. Art Gillaspay
Interim Dean
College of Health & Behavioral Sciences



Dr. Michael Hargis
Interim Dean
College of Business



Dr. Maurice Lee
Dean
College of Liberal Arts



Dr. Gary McCullough
Interim Dean
Graduate School



Dr. Diana Pounder
Dean
College of Education



Dr. Rick Scott
Dean
Schedler Honors College



Mr. Terry Wright
Interim Dean
College of Fine Arts & Communication



Dr. Kurt Boniecki
Associate Provost for Instructional Support



Dr. Jonathan Glenn
Associate Provost & Chief Information Officer

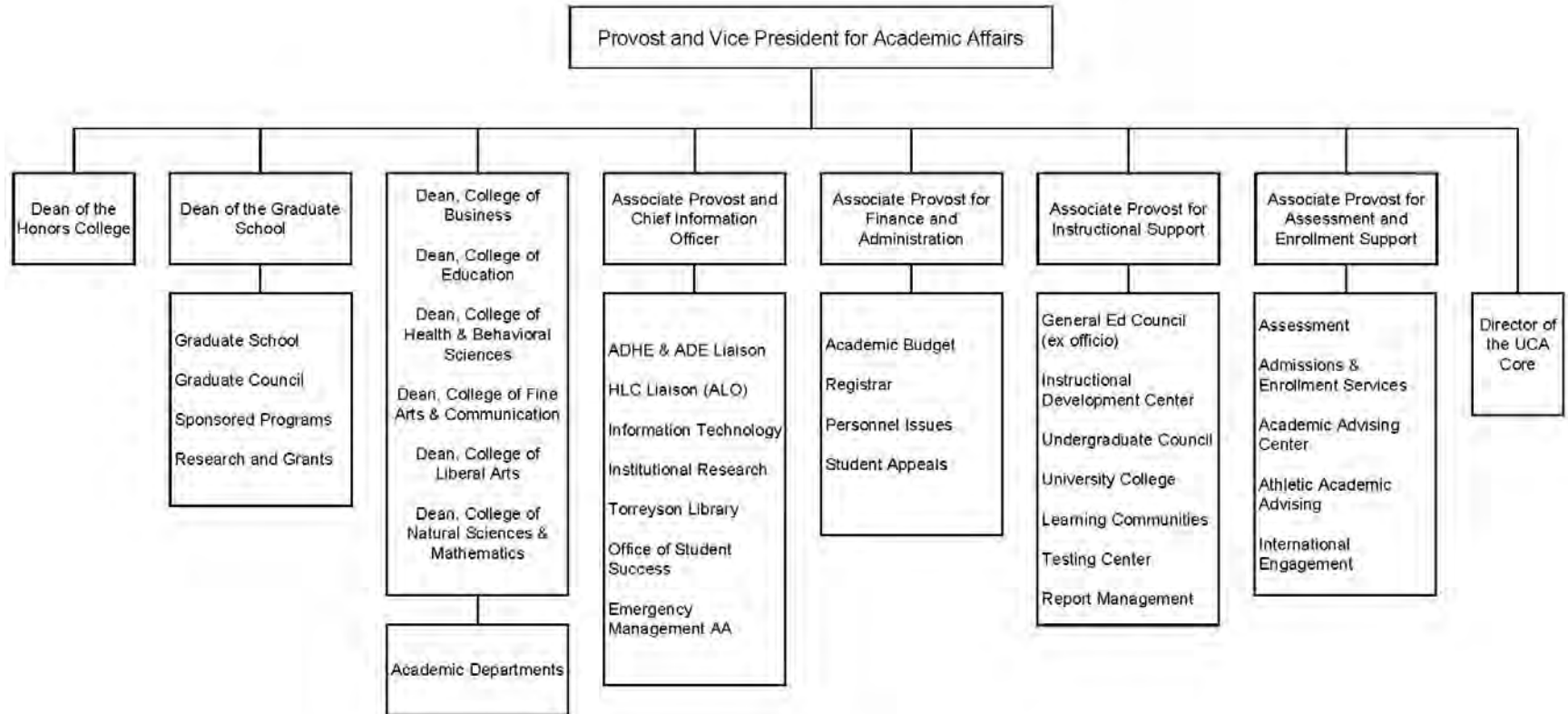


Dr. Wendy Lucas
Associate Provost for Assessment & Enrollment Support



Mrs. Laura Young
Associate Provost for Finance & Administration

Division of Academic Affairs Organizational Chart



Updated August 19, 2013



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