

# University of Central Arkansas™



**General Faculty Meeting  
August 25, 2015**

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**2015 Teaching Excellence Award Recipient**  
(from left to right) **President Tom Courtway, Winner Monika Alston-Miller,**  
**finalists Joseph McGarrity, Benjamin Rider and Ken Sobel,**  
**and Provost Steve Runge**

# Welcome from the Provost



Dear Colleagues:

Welcome to the 2015-2016 academic year at UCA. This booklet will provide you with an overview of the previous year at UCA and a look ahead to the plans for the year before us.

UCA has a number of recent and notable accomplishments, the greatest of which is the continued outstanding performance by our students and faculty. New initiatives that are on-going include implementation of a university-wide technology plan and a centralized scheduling system. We are also at work on many retention initiatives that are starting to show results, and the ten new advisors added last year have allowed the expansion of the Academic Advising Center services to include our sophomore students.

We are pleased that we have been able to provide a cost of living increase and a equity/merit pool for faculty for the third consecutive year. In addition, an additional \$200,000 in funds have been provided to the colleges for faculty travel for the 2015-2016 academic year.

We have developed online undergraduate completion programs offered via UCA Online for the first time this fall. Additionally over the past year, we completed construction on the expanded and renovated HPER Center, we broke ground on the 50,000 square-foot addition to the Lewis Science Center and the 67,500 square-foot Donaghey Hall building and opened Phase I of the UCA Greek Village, all of which will support our efforts to provide our students with the high quality college experience they deserve. In addition, we are close to completing the consolidation of our student support offices in Harrin Hall and Bernard Hall.

As a member of the UCA Faculty Handbook Committee, I can report that the committee, under the excellent leadership of Dr. Charles Watson and in coordination with the Faculty Senate, was successful in updating and revising Chapters three and seven of the *UCA Faculty Handbook*. The handbook may be reviewed at [uca.edu/go/facultyhandbook](http://uca.edu/go/facultyhandbook).

I am certain that we will see great success in the year ahead. Thank you in advance for your continued dedication and hard work.

Sincerely,

A handwritten signature in blue ink that reads "Steven W. Runge". The signature is fluid and cursive.

Steven Runge, PhD  
Executive Vice President and Provost  
Professor of Biology

# 2015 Faculty Tenure and Promotion

## Tenure

Candice Dowd Barnes	Elementary, Literacy and Special Education
Michael Gallagher	Kinesiology and Physical education
Mary Garnica	Nursing
Mike Gunter	Mass Communications and Theatre
Bhavananda Rathinsasamy	Mathematics
Wendy Rickman	Leadership Studies
Donna Stephens	Mass Communications and Theatre
Azida Walker	Physics and Astronomy
Paulette Walter	Mass Communications and Theatre

## Promotion and Advancement

Shelley Albritton	Leadership Studies	Professor
Carla Barber	Management Information Systems	Lecturer II
Candice Dowd Barnes	Elementary, Literacy and Special Education	Associate Professor
Tammy Benson	Teaching and Learning	Professor
Mark Bland	Biology	Associate Professor
Loi Booher	Mathematics	Lecturer II
Adam Bruenger	Kinesiology and Physical Education	Associate Professor
Dee Dee Cain	Elementary, Literacy and Special Education	Clinical Instructor II
Marsha Carson	Marketing and Management	Senior Lecturer
Chris Churchhill	Mass Communication and Theatre	Lecturer II
Elaine Corum	University College	Lecturer II
Allen Crawford	Kinesiology and Physical Education	Clinical Instructor II
Mary Garnica	Nursing	Associate Professor
Israel Getzov	Music	Associate Professor
Art Gillaspay	Psychology and Counseling	Professor
Zaida Gomez-Kramer	Biology	Senior Lecturer
Lanette Grate	Writing	Senior Lecturer
Brent Gregg	Communication Sciences and Disorders	Associate Professor
Mike Gunter	Mass Communications and Theatre	Associate Professor
Kristine Hicks	Biology	Lecturer II
Brent Hill	Biology	Professor
Leah Horton	Biology	Lecturer II
Bruce Hutchinson	Mass Communications and Theatre	Professor
Kelly Johnson	Music	Professor
David Keith	Mass Communications and Theatre	Lecturer II
Melissa Kelley	Chemistry	Professor
Deborah Kuster	Art	Professor
Amanda Martin	University College	Lecturer II
Lauren Maxwell	Econ., Finance and Insur. & Risk Mgmt	Senior Lecturer
Rhonda McClellan	Leadership Studies	Professor
Letha Mosley	Occupational Therapy	Associate Professor
Bhavanananda Rathinsasamy	Mathematics	Associate Professor

Wendy Rickman  
Michael Rosenow  
Veronica Rowe  
Victor Sheng  
Leigh Ann Smith  
Mark Smith  
Phillip Spivey  
Donna Stephens  
Blake Tyson  
Azida Walker  
Paulette Walter  
Janet Wilson  
Mary Wood  
Faith Yarberry  
Jeff Young  
Paul Young

Leadership Studies  
History  
Occupational Therapy  
Computer Science  
Management Information Systems  
Computer Science  
Philosophy and Religion  
Mass Communications and Theatre  
Music  
Physics and Astronomy  
Mass Communications and Theatre  
Sociology  
University College  
Chemistry  
Art  
Computer Science

Associate Professor  
Associate Professor  
Clinical Instructor II  
Associate Professor  
Lecturer II  
Senior Lecturer  
Senior Lecturer  
Associate Professor  
Professor  
Associate Professor  
Associate Professor  
Professor  
Senior Lecturer  
Lecturer II  
Professor  
Associate Professor



**2015 Research, Scholarship and Creative Activity Award Recipient**  
(from left to right) **President Tom Courtway, Winner Mark Spitzer, finalist Jacob Held and Provost Steve Runge.** (finalist Don Perry not pictured)

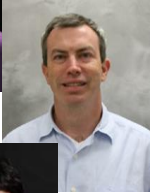
# 2015 Faculty Excellence Awards

## Teaching Excellence Award Finalists

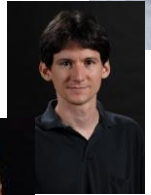
Dr. Monika Alston-Miller, Assistant Professor, Department of Communication  
\*AWARD RECIPIENT



Dr. Joseph McGarrity, Professor, Department of Economics, Finance and Insurance & Risk Management



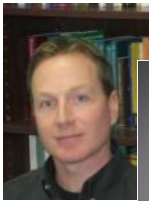
Dr. Benjamin Rider, Associate Professor, Department of Philosophy & Religion



Dr. Ken Sobel, Associate Professor, Department of Psychology



## Research, Scholarship and Creative Activity Award Finalists



Dr. Jacob Held, Associate Professor, Department of Philosophy and Religion

Dr. Don Perry, Professor, Department of Chemistry



Dr. Mark Spitzer, Associate Professor, Department of Writing  
\*AWARD RECIPIENT

## Public Service Award Finalists

Dr. Monika Alston-Miller, Assistant Professor, Department of Communication  
\*AWARD RECIPIENT



Dr. Kevin Brown, Associate Professor, Department of Mass Communication and Theatre



Dr. John Parrack, Associate Professor, Department of World Languages, Linguistics, Literatures and Cultures



# New Full Time Faculty

Steve Nelson	Accounting	Lecturer I
Karen Oxner	Accounting	Associate Professor
Jessie Hornbrook	Art	Assistant Professor
Greg Naumiec	Chemistry	Assistant Professor
Richelle Weese	Communications Sciences & Disorders	Clinical Instructor I
Jeremy Horpedhal	Economics, Finance and Insurance & Risk Management	Assistant Professor
Xiaochun Liu	Economics, Finance and Insurance & Risk Management	Assistant Professor
Vicki Groves-Scott	Elementary, Literacy and Special Education	Professor
Stacy Lettman	English	Assistant Professor
Katherine Willis	English	Assistant Professor
Alicia Landry	Family and Consumer Sciences	Assistant Professor
Jerry Mayo	Family and Consumer Sciences	Associate Professor
Zachary Smith	History	Assistant Professor
Hyung Rock Lee	Kinesiology	Assistant Professor
Aaron Smith	Kinesiology	Clinical Instructor
Amanda Bruce	Language, Linguistics, Literatures and Cultures	Lecturer I
Jesus Cisneros	Leadership Studies/COE	Assistant Professor
Angela Harless	Leadership Studies/COE	Assistant Professor
Geoffrey Hill	Management Information Systems	Assistant Professor
Bill Doshier	Marketing and Management	Lecturer I
Ron Duggins	Marketing and Management	Assistant Professor
Jennifer Gerber	Mass Communication & Theatre	Assistant Professor
Jerry Overton	Mass Communication & Theatre	Instructor
James Fetterly	Mathematics	Assistant Professor
Nesrin Sahin	Mathematics	Assistant Professor
Jennifer Hawkinson	Music	Assistant Professor
Jennifer James	Nursing	Clinical Instructor I
Brandye Bisek	Nursing	Clinical Instructor I
Michael Bennett McNulty	Philosophy & Religion	Assistant Professor
Larissa Collier	Physical Therapy	Assistant Professor
Leah Lowe	Physical Therapy	Assistant Professor
Alexandros Maragakis	Psychology & Counseling	Assistant Professor
Shannon Riedmuller	Psychology & Counseling	Clinical Instructor I
T.J. Hendrix	Teaching & Learning	Clinical Instructor I
Jason Trumble	Teaching & Learning	Assistant Professor
Aimee Dyson	Teaching & Learning	Clinical Instructor I
Sunny Styles-Foster	Teaching & Learning	Clinical Instructor I
Jennifer Case	Writing	Assistant Professor
Allison Hitt	Writing	Assistant Professor
Sandy Longhorn	Writing	Assistant Professor
Sarah Swofford	Writing	Assistant Professor

# Academic Highlights

## College of Business

UCA's College of Business faculty continue their dedication to providing a high quality business education for our students – one that incorporates experiential education across the curriculum. Recent examples of the success of this initiative include: (1) a College of Business student was accepted to participate in a competitive retail management internship program run by one of the top retail firms in the nation; (2) a student received the “best undergraduate paper” award at the annual conference for the Society of Business, Industry, and Economics; (3) the Beta Alpha Psi students received the Effective Operations/Best Practice Award at the annual Beta Alpha Psi conference; and (4) a College of Business alumni won the top prize at a regional "Gone in 60 Seconds" business pitch competition.

## College of Education

UCA's College of Education is one of the two largest University-based producers of educators in the state of Arkansas, graduating more than 250 new teachers each year, and another 100 or more graduates in other advanced educator roles. These recent graduates consistently rate their teacher preparation more favorably than do first year teachers from other teacher preparation institutions in Arkansas.

## College of Fine Arts & Communication

The CFAC Artist-in Residence program had another exciting year of residencies. Perhaps the most visible one is the outdoor installation of *The Big Naturals* by internationally known sculptor Patrick Dougherty that is still on display outside of the Baum Gallery. The unveiling of the sculpture was celebrated with an interactive dance performed by the CORE Performance Company, UCA Occupational Therapy students, and consumers from Conway's Independent Living Services.

Professor Monika Alston-Miller received both the Teaching Excellence Award, as well as the Public Service Award last spring. Her accomplishment was the topic of one of Governor Asa Hutchinson's weekly radio addresses, as well as the subject of a feature article in "What Women Want," a supplement in the River Valley and Ozark Edition of the "Arkansas Democrat-Gazette" on August 9th, 2015.

## College of Liberal Arts

In addition to hosting the 50th anniversary of the Model UN this year, the College of Liberal Arts grew its EDGE (Education for Diversity and Global Engagement) program with 60 students presenting at the annual CLA Student Research Symposium; approximately 300 students participating in service-learning activities like the Faulkner County Museum, Faulkner County Library, and Hospice Home Care; more than 50 internships; and students experiencing global learning through study abroad in places like Florence, Italy and Costa Rica.



## **College of Natural Sciences and Mathematics**

The student research program in the College of Natural Sciences and Mathematics continues to strengthen. Students continue to win awards at national and regional conferences. The student symposium has moved to the HPER Center - at the 21st Annual symposium there were 76 posters involving 110 students mentored by 54 different faculty members. Eight students were supported by the college's Robert O. Noyce grant to work full-time on research in the summer of 2015. CNSM departments continue to offer students a broad range of authentic research experiences that enable them to go on to reach the highest levels of industry and to pursue further education at leading research centers throughout the country and world.

## **College of Health and Behavioral Sciences**

Dr. Shawn Charlton, Dr. Kenith Sobel, and Dr. Susan Sobel (Director of the UCA Counseling Center) have published a new textbook for General Psychology. *Psychology: The Science of Who We Are* (Fountainhead Press) is in bookstores this week and will be used for several sections of General Psychology this fall.

Cory Cobb, a second year student in the Counseling Psychology doctoral program, and Dr. Dong Xie's paper, "Coping Styles and Depression among Undocumented Hispanic Immigrants", was accepted for publication in the *Journal of Immigrant and Minority Health*. This is Cory's second, first-author, peer-reviewed publication this year.

Nursing has received two private donations that will begin the creation of a Simulation and Evaluation Center. One gift is from an alum, Liz Blakenship. Her donation will allow us to create an Evaluation Simulation Lab. The second one is from Senator Jason Rapert. This gift will create a Critical Care Simulation Lab.

## **Honors College**

The Schedler Honors College recruits highly able and motivated students to UCA. Last year more than 500 prospects applied, resulting in 265 eligible applicants screened. 75 students were admitted with an average ACT of 29.3 and average high school GPA of 3.91. The national average for entering classes at honors colleges and programs in master's comprehensives is a 28.5 ACT and 3.8 high school GPA. Through academic and residential programming the Honors College invests considerable time and effort in student success. The freshman-to-sophomore retention rate from 2014 to 2015 is 97%, compared to the national average of 87.5% for honors programs and colleges at master's comprehensive institutions. No one last year in any of the returning cohorts for this year left the program due to academic performance.

## **Center for Teaching Excellence**

The Center for Teaching Excellence, formerly known as the IDC, has changed more than its name over the summer. The CTE has reimagined its mission to emphasize collaborating with UCA faculty to foster personal wellbeing and create a learning community that facilitates high-quality teaching and learning. Your CTE values excellence, responsiveness, and community, and invites you to consider the Center's programs and services with a fresh eye.

## **Learning Communities**

UCA's newest living and learning community, HPaW Residential College in Baridon Hall, opened its doors in fall 2015 with roughly 250 first-year students. Associated with the College of Health and Behavioral Sciences, HPaW's curricular and co-curricular focus is on health promotion and wellness. Unlike the other residential colleges, this program has an added a Sophomore Year Experience component.

## **University College**

Two math faculty recently returned from Kosovo where they shared their work on math course redesign with the math faculty at the American University of Kosovo. They spent a week training faculty on how to deliver modularized math to transitional students.

University College contributed to the success of Summer Start by developing and delivering content and support as students worked to complete their transitional courses prior to the beginning of the fall semester.

## **Graduate School**

Graduate students produced an impressive corpus of research from December 2014 through August 2015. Nine dissertations were approved and more than twenty-five theses accepted. Clearly the research expectations of our students are high. Furthermore, the proof of their excellence is noted by the types of fellowships and awards UCA graduate students receive. For example, a master's student in History won a fellowship at Baylor University based on his thesis on Cotton Mather. And this summer, Cory Cobb, a 2nd year doctoral student in Psychology, was one of four Psi Chi students who received recognition from the APA Society Convention Research Award program for his paper "Acculturation/Enculturation, Discrimination, and Depression among Undocumented Hispanic Immigrants."

## **Sponsored Programs**

Faculty at UCA have been highly productive in seeking and gaining external support for their research and scholarly endeavors. In the last fiscal year, there were 241 proposals, a slight increase from the previous year. However, the amount request showed a larger increase which garnered a larger dollar award amount. In fiscal year 2014, faculty submitted 223 proposals requesting \$13,145,972. In the last fiscal year, there were 241 requests, asking for \$20,085,189. The larger requests paid off handsomely for UCA. Total awards for the previous year were \$7,000,521. This amount reflects an increase of \$891,716 from the previous year.

The types of activities supported by these funds include the Noyce Scholarship Program for students in STEM disciplines, Moving the Needle: Rural Community and Economic Development, A Season of Remembrance: Rohwer and Jerome at 70, A+ Schools Research Project, Store Training Grant Program, Independent Evaluation of the Arkansas Tobacco Settlement Commission Funded Programs, Arkansas Amphibian and Reptile State Ranks, McCastlain Hall Phase II Renovation, and the Little Rock Nine Opera Project, all within the 2015 fiscal year.

# Fulfillment of 2014-2015 Goals

- Higher Learning Commission (HLC)
  - Formed an HLC Compliance Steering Committee
    - ✓ Committee began work on a self-study in preparation for the next comprehensive visit scheduled for the 2016-2017 academic year.
    - ✓ The committee's work to evaluate the university against the Criteria for Accreditation and their Core Components is ongoing.
  
- Academic Affairs Key Budgetary Areas
  - Faculty salaries
    - ✓ Implemented a cost of living increase of 1% effective at the beginning of the 2015-2016 academic year.
    - ✓ Received a 2% one-time lump sum bonus.
    - ✓ Allocated a \$250,000 equity/merit pool.
  - Departmental maintenance and operations budget
    - ✓ SBAC request submitted
  - Departmental travel budgets
    - ✓ \$134,000 allocated to departments in August 2015
  
- Faculty Instructional Load Analysis
  - Completed full analysis of faculty instructional workload
    - ✓ Draft distributed to the Faculty Senate in Spring 2015
    - ✓ Final version to be distributed to the Faculty Senate in Fall 2015
  
- Centralized Scheduling System (Event Management System)
  - Implementation
    - ✓ Fall 2015
  - Training began in Summer 2015 and will continue into Fall 2015
  
- Campus Technology
  - Campus technology plan
    - ✓ Implemented in July 2015
    - ✓ Computer refresh initiative began Summer 2015
  
- UCA Online
  - Program development and oversight
    - ✓ Recruited and hired a new Director of Online Learning.
    - ✓ Program and course development done on-site with collaboration between existing faculty and IT staff.
    - ✓ Three initial programs will begin in August 2015
      - General Business (BBA)
      - Professional Studies – Health and Safety (BS)
      - RN to BSN Nursing (BSN)
    - ✓ Existing graduate programs delivered online are part of UCA Online.

## Enrollment Management

- Student attendance
  - Faculty Senate survey/report is available on Faculty Senate website. <http://uca.edu/facultysenate/files/2012/08/Feb-26-2015-Academic-Affairs-SC-Report-on-attendance-policies.pdf>
  
- Data
  - Efforts are ongoing to resolve data sharing obstacles with Banner, Blackboard, GradesFirst, and MapWorks
  
- Student Communication
  - SGA Executives met frequently with the Provost and the Council of Deans throughout the academic year.
  - Utilization of MapWorks is being integrated into FYS courses.
  
- Student retention
  - Hired 10 new professional academic advisors
  - Expanded supplemental instruction from four to twelve course sections per semester.
  - Summer Start programs were piloted in Summer 2014 (and expanded in 2015).
    - ✓ Read for Success
    - ✓ Math Academy
    - ✓ Write to Succeed
    - ✓ CNSM Bootcamp
  - Completed the transition to all nationally certified tutors in the Academic Success Center.
  
- Recruiting, Admissions and Enrollment Services
  - Successfully finalized 46 new transfer articulation agreements with Arkansas two-year institutions.
  - Made significant progress in the development of a transfer course database for courses from Arkansas and other U.S. institutions.

## Academic Personnel Hiring Processes

- Process
  - ✓ Fully implemented a new applicant tracking system.
  - ✓ Developed and implemented new hiring procedures.



**2015 Public Service Award Recipient**  
**(from left to right) President Tom Courtway, Winner Monika Alston-Miller, finalists Kevin Browne and John Parrack, and Provost Steve Runge.**

# Academic Affairs Goals for AY 2015-2016

- Higher Learning Commission Planning for the 2017 Comprehensive Visit
  - Visit to be in November 2016
  - Sequence of events
    - ✓ Criterion teams and other groups will complete work in October 2015.
    - ✓ Steering Committee will complete full Assurance Argument during the spring 2016 semester.
    - ✓ Final Review performed in May, June, and July 2016.
    - ✓ System lockdown date is August 16, 2016.
- Successful completion of the HLC Assessment Academy
  - UCA sent a team in June 2015 to the “Mid-Point Roundtable” to set goals and a timeline for the final year in the academy.
  - In June 2016, the team will report project outcomes.
- Continue Development of Programs of Distinction
- Faculty Instructional Load
  - Understanding of workload differences
    - ✓ Consider recommending adjustment to the Faculty Handbook
    - ✓ HLC expects us to understand different needs for different programs
    - ✓ Recognize that a “one-size-fits-all” model doesn’t work.
  - Determine areas for adjustments to establish consistency. For example,
    - ✓ Reassigned time is inconsistently used in different colleges/departments in areas such as
      - Faculty research, scholarship, or creative activities
      - Service
    - ✓ Determination of load relating to supervision of students in internships and clinical experiences
    - ✓ Supervision of student research
- Consider Differential Work Assignments for Faculty
  - Determine allocation of teaching/research/service
  - Establish parameters
  - Consider impact on tenure and promotion
  - Consider accreditation requirements
- Centralized Scheduling System (Event Management System)
  - Full implementation
  - Build classroom technology plan and refreshment cycle
  - Need to create central fund to purchase and maintain technology

- Implementation of a Campus Technology Plan
  - Implementation
  - Refreshment cycles
- UCA Online
  - UCA Online up and running beginning fall 2015
  - Consideration of new programs for fall 2016

## **Enrollment Management**

- Strengthen official statements regarding student attendance.
- Determine which software systems are able to share data sharing within a reasonable cost
- Student Communication
  - Continue regular meetings with the Student Government Association
  - Continue discussions with other divisions regarding on-campus weekend services
- Student retention
  - Increase professional development for academic advisors to
    - ✓ Improve mentoring with regard to career options
    - ✓ Assist students with taking responsibility for meeting degree requirements
  - Improve faculty advising
    - ✓ Professional development for faculty advisors
    - ✓ Evaluate faculty advisors
    - ✓ Consider advising as a component of annual evaluation
  - Use College Transition Collaborative to improve student mindset
  - Restructure EDGE and Hughes Residential Colleges
  - Fully integrate MAP-Works with FYS and University Studies
  - Full roll-out of GradesFirst for all freshmen.
  - Engage students in weekend curricular and co-curricular activities on campus
  - Continue Update and Implementation of the Enrollment Management Plan (<http://uca.edu/go/emplan>) including:
    - ✓ Expand Summer Bridge program and other summer programs
    - ✓ Continue use of Success Coaches
    - ✓ UCA STEPS
  - Expand 8-week course offerings in second half of semester and May intersession courses
  - Move up deadline for Graduation Application (and graduation audits)
  - Collaborate with the Office of Diversity and Community to recruit and retain more diverse faculty Analyze retention of graduate students
  - Evaluate management of graduate student thesis enrollment
  - Enter two-year schedule of classes into Banner to improve functionality of Degree Works
  - Offer study skills course on the weekend or during the second 8-week term
  - Develop a UNIV course for students on Academic Alert

- Specialty programs
  - Continue to develop plans for expansion of cohorts sizes for selective admission programs
    - ✓ Face-to-face
    - ✓ Online
  - Determine faculty and facilities needs to accommodate increase in size
- Develop Resources for Transfer Students
  - Complete development of the transfer course database
  - Build a web page to provide functionality of the transfer course database
  - Hire and train dedicated transfer advisors
  - Continue to develop and update 2 + 2 articulation agreements with two-year institutions

### **Strategic Allocation of Faculty and Academic Staff Positions**

- Perform comprehensive review of need considering
  - ✓ SSCH/FTE
  - ✓ Number of majors
  - ✓ Existing faculty FTE
  - ✓ Percentage of full-time versus part-time faculty
  - ✓ Number of graduates
  - ✓ Planned growth
  - ✓ Market needs
  - ✓ Programs of Distinction



# Information Technology Update

- Google Apps
  - ✓ Google Classroom is now live across uca.edu and cub.uca.edu
  - ✓ More extensive trainings will begin in October 2016
  
- Development of the 5-year Strategic Plan
  - ✓ Technology plan was approved in June 2015
  - ✓ Several projects currently underway
  - ✓ Campus technology refresh began in July 2015
  - ✓ The oldest lab and faculty computers were updated in Summer 2015
  
- Policy for Handheld Devices
  - ✓ Mobile Device Security policy was completed in March
  - ✓ Policy will be updated on IT website and sent to all users
  
- Active Directory Implementation (Replacing Novell)
  - ✓ Installation of servers has begun
  - ✓ Users will be migrated in waves during the 2015-16 academic year
  
- Office 365 for Faculty and Staff
  - ✓ Now available for download
  - ✓ Allows 5 installations on personally owned devices
  - ✓ Cannot be used on UCA devices
  
- Office 2016 for Mac
  - ✓ Available for upgrades now
  - ✓ Call the Help Desk for installation
  
- New Employees
  - ✓ Director of Online Learning -Michael Judge
  - ✓ Manager of Systems Administration – Robert Coan
  - ✓ Manager of Networking – Jeremy Bullock
  - ✓ Technical Writer and Trainer – TBD
  - ✓ SQL Programmer - TBD

# Faculty Equity/Merit Distributions to Colleges

For determining the equity/merit distribution by college, the Office of Institutional Research (OIR) obtained the faculty salaries provided by CUPA (the College and University Professional Association for Human Resources) for master’s universities that are the same size as UCA. OIR then compared the salary of each full-time, continuing faculty member to the median CUPA salary data for the appropriate CIP code. A CIP code of a faculty member is based on the discipline in which they teach. OIR summed the total difference of all faculty members by college and recommended allocations of the equity/merit pool according to the relative differences (see table below). The overall intent of this project is to increase salaries such that the differences between our median salaries and national median salaries are equitable by discipline.

The amount allocated by college was provided to the deans. The actual amount of equity/merit provided to each faculty member was determined by each department chair and dean.

<b>Calculation of Equity/Merit Distribution by College</b>							
<b>For Fiscal Year 2015-16</b>							
	CUPA		Faculty				Pro Rata
	% Under	Weighted (A)	Salaries (B)	A x B = C	% of C		Equity
							Allocation
COE	3.8%	1.24	\$ 2,567,528	\$ 3,175,725	5.8%		\$ 10,608
COB	5.5%	1.81	4,586,196	8,323,090	15.1%		27,801
CFAC	9.0%	2.97	4,975,481	14,770,967	26.9%		49,338
CHBS	3.0%	1.00	7,617,245	7,617,245	13.8%		25,443
CLA	4.7%	1.55	5,251,223	8,136,146	14.8%		27,177
CNSM	5.9%	1.93	5,718,495	11,014,838	20.0%		36,792
UC	1.9%	0.61	615,737	378,125	0.7%		5,400
Honors	13.1%	4.31	367,758	1,584,826	2.9%		2,520
Library			445,666				3,240
RCs			113,075				2,520
			\$ 32,258,404	\$ 55,000,963	100%		\$ 190,839

Note: The total funds allocated to the merit/equity distribution totaled \$250,000 consisting of \$190,839 in salary and \$59,161 in fringe benefits.

# New Academic Administrators

## Dean of the College of Education

**Dr. Victoria Groves-Scott** started as our new Dean of the College of Education on July 1, 2015. Previously, Dr. Scott served as the Assistant Dean of the School of Education, Health and Human Behavior at Southern Illinois University Edwardsville (SIUE), a position she held since 2012.

Her services at SIUE included her initial appointment as Associate Professor of Special Education in 2001 and subsequent service as both Director of University Assessment and Assistant Provost.

She earned an Ed.D. in Special Education from the University of Kansas, a Master of Arts in Special Education from the University of Missouri at Kansas City, and a Bachelor of Arts in Elementary Education from Drury University.

## Director of Online Learning

**Mr. Michael Judge** joined UCA as Director of Online Learning this past April and has worked closely with our Center for Teaching Excellence (formerly the Instructional Development Center), Dr. Chris Davis, Chief Technology Officer, and the academic departments working on the first undergraduate programs offered through UCA Online.

Michael comes to us from Lebanon, Ohio where he was most recently the Director of Academic Technology for Wilberforce University and led efforts in online learning.

Michael holds an MS in Instructional Technology and Distance Education from Nova Southeastern University, and he has worked toward his doctorate in Instructional Technology and Distance Education.



*Spring 2015 Commencement Ceremony*

# 2014-2015 Academic Space Changes

## Moves and Renovations

- 1) Renovate Library 109 (Immediate) **COMPLETED**
- 2) Move Study Abroad from Irby 119 to Library 109 (upon completion of item 1) **COMPLETED**
- 3) Renovate Irby Hall 119 (Summer 2014) **COMPLETED**
- 4) Move part of Communications, Sciences and Disorders from 2<sup>nd</sup> Floor-Burdick Hall to Tri-plex or CSD Building (Summer 2014) **COMPLETED**
- 5) Move VA and Athletic Academic Advising into Bernard Basement (temporarily -Summer 2014) **COMPLETED**
- 6) Move Geography out of Irby, into Burdick;  
Identify space in Burdick for IT (Mid-summer 2014) **COMPLETED**
- 7) Move Philosophy and Religion from Harrin to Irby (Late Summer 2014) **COMPLETED**
- 8) Relocate CFAC Dean's office to Burdick Hall (Temporary) **COMPLETED**
- 9) Renovate Harrin Hall - **COMPLETED**
- 10) Move VA and Athletic Academic Advising into Harrin Hall **COMPLETED – May 2015**  
(Athletic Academic Advising to stay in Bernard Hall basement)
- 11) Move Registrar's Office into Harrin **COMPLETED - May 2015**
- 12) Move International Programs to McCastlain (Spring 2016) **PLANNING**
- 13) Convert Adcock House into International House (Spring 2016) **PLANNING**

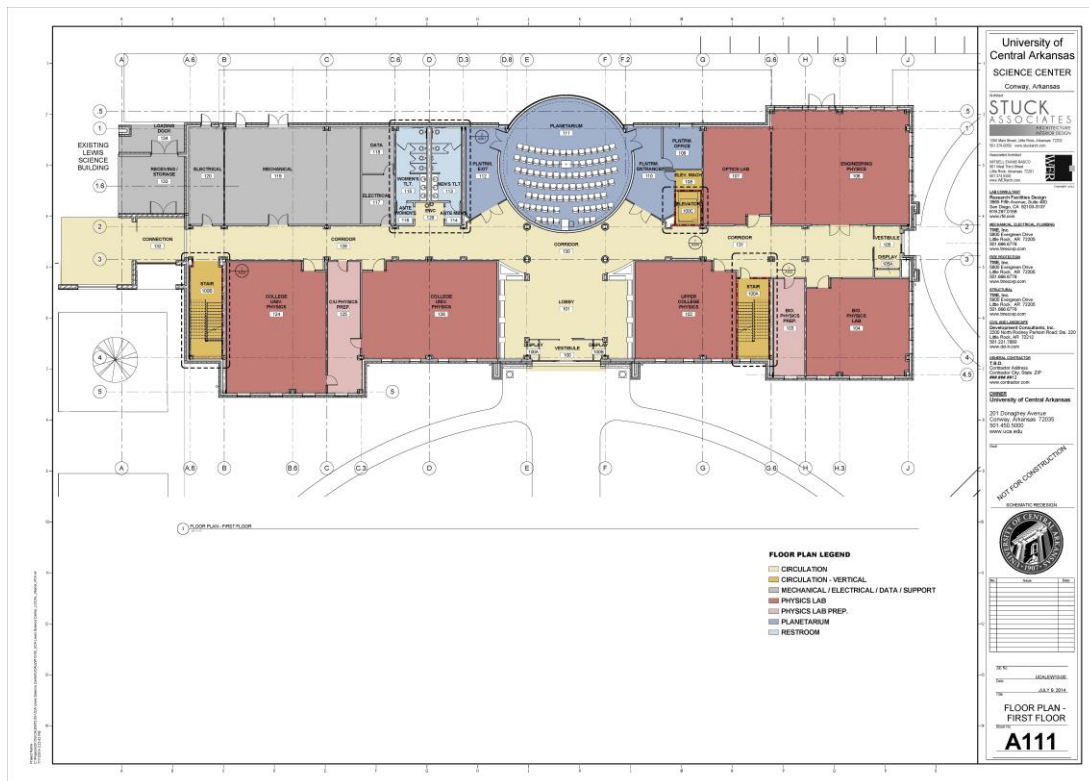
## New Space

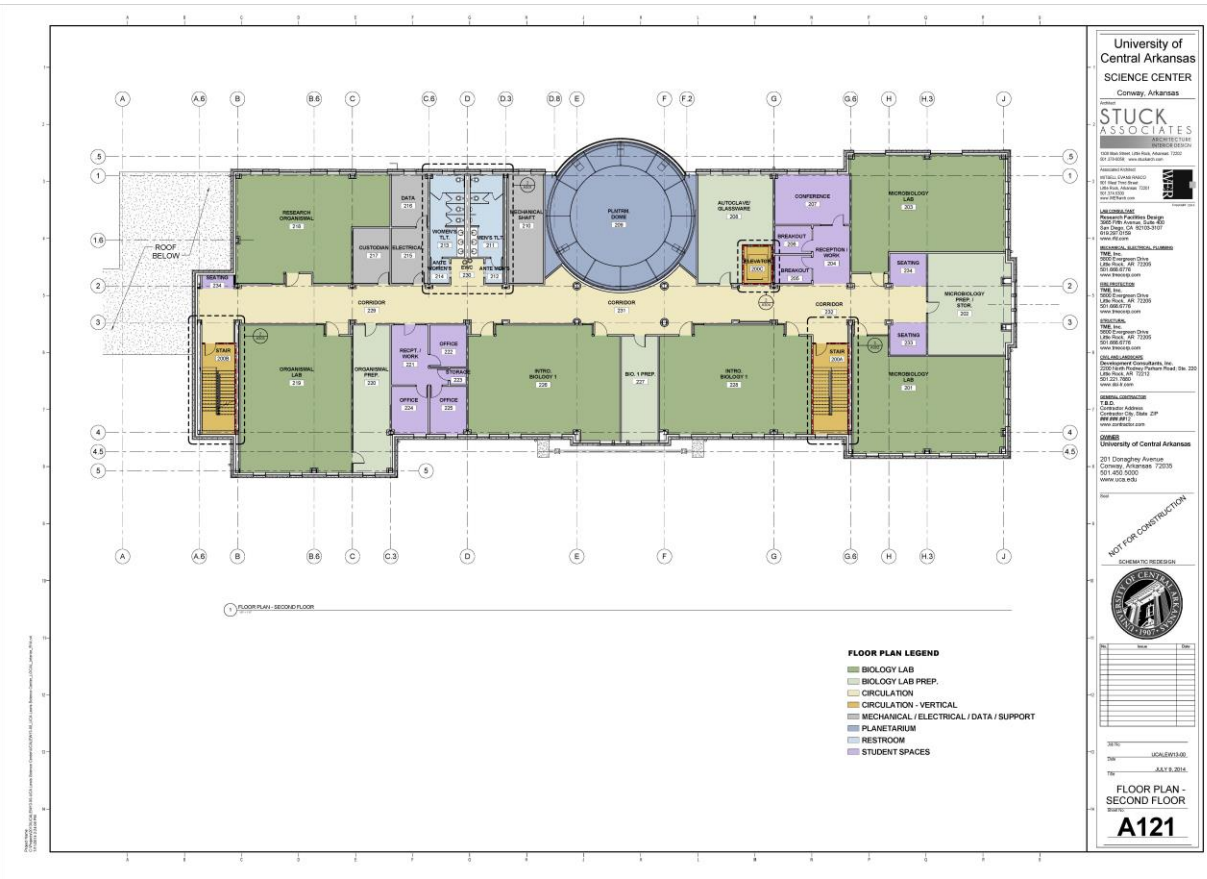
- 1) Lewis Science Center Expansion – construction of Conway Corporation Center for Sciences underway.

# New Addition to Lewis Science Center



- Named the “Conway Corporation Center for Sciences”
- \$3 million gift from Conway Corporation
- Ground-breaking on May 1, 2015
- 50,000 square feet
- Teaching and Research space for Biology and Physics
- New Digital Planetarium





# UCA Online Update

## Overview

In April of 2015, UCA hired Michael Judge as Director of Online Learning. Michael has established a process for UCA Online that provides a robust and holistic approach for quality course design while encouraging an enriched teaching and learning experience for faculty and students. The UCA Online Course Development Process, the Course Planning Grid, the Checklist for Online Courses, and the UCA Online Interface comprises the foundation of the process.

## Design and Development Process

The goal of the UCA Online Course Development Process is to provide a collaborative approach to online course design and development that combines sound online pedagogy with the academic rigor and excellence expected of University of Central Arkansas courses. A UCA faculty member will work with an instructional designer to progress through a step-by-step design and development process that is based on best practices and research.

## Course Planning Grid

The Course Planning Grid is an integral part of the Online Course Development Process. The Course Planning Grid allows faculty to establish module level learning outcomes and align them with the activities and assignments, the resources, instructional materials, and technology, and the assessment and measurement of student learning. Establishing learning outcomes help clarify learning expectations and content for the students.

## Checklist for Online Courses

The checklist is derived from the Quality Matters (QM) Rubric. This checklist is completed by the faculty member and the instructional designer before the course is taught for the first time. Many of the components from the checklist are pre-designed into the UCA Online Interface. The checklist is one step in the quality assurance process being developed for online courses.

## Online Interface

The UCA Online Interface (screenshot next page) will enable faculty to construct courses in conjunction with the UCA Online Course Development Process that are easily customized without requiring advanced web design/development or technology skills. The UCA Online Interface is built into Blackboard Learn, UCA's Learning Management System. The Online Interface will provide consistency in both navigation and structure, while offering continuity for learners regardless of the course discipline. This approach empowers faculty to focus on the content, the learning outcomes, and the instructional strategies, rather than being concerned about graphic design elements, layout, navigation, typography, and usability.

## UCA Online Launch and Marketing Efforts

UCA Online launched three undergraduate completion programs for the 2015 Fall Semester. Part of the initial marketing for the three programs was through direct mail, news releases/stories, and Facebook ads. A 6"x 9" postcard (see next page) was mailed to students who were awarded an AA degree, from the 2011 degree audit completed at UCA, and did not complete a Bachelor's degree. The postcard provided information about the Bachelor of Professional Studies – Health and Safety completion degree, the Bachelor of Business Administration in General Business completion degree, and the RN to Bachelor of Science in Nursing (BSN). Additionally, a reminder that UCA also offers Master's and Doctoral degrees and certificates was included. Contact information for UCA Online was provided as well as a QR code for the UCA Online webpage. Additional marketing included news releases and stories (links on next page).

## Program Coordinator Position

In June of 2015, UCA hired Malcolm Smith, who is a UCA graduate, as Program Coordinator. The Program Coordinator guides prospective online students through the University's processes including answering questions relating to admissions, financial aid, program requirements, transfer credits, payment options, etc. This position will be the UCA Online student's point of contact for all non-course related questions and concerns throughout their degree.

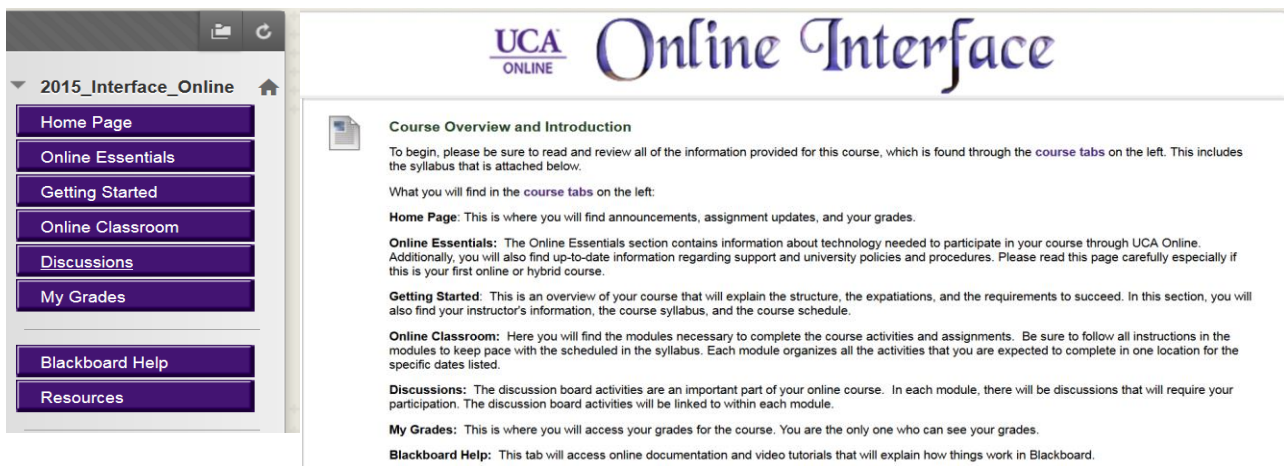
## Instructional Designer Position

The UCA Online Instructional Designer will support faculty in designing, developing, and delivering online courses. A search for this position is underway.

## UCA Online Webpage

A new webpage for UCA Online (<http://uca.edu/online>) was launched in June 2015.

## Online Interface



The screenshot displays the UCA Online Interface. On the left is a navigation menu for '2015\_Interface\_Online' with buttons for Home Page, Online Essentials, Getting Started, Online Classroom, Discussions, My Grades, Blackboard Help, and Resources. The main content area is titled 'UCA ONLINE Online Interface' and contains a 'Course Overview and Introduction' section. This section includes instructions to read the syllabus and lists the following course tabs: Home Page, Online Essentials, Getting Started, Online Classroom, Discussions, My Grades, and Blackboard Help. Each tab has a brief description of its purpose.

## Postcard



A purple postcard featuring the UCA logo on the left. The text reads: 'EARN YOUR DEGREE FROM HOME. Enroll today! Visit [uca.edu/online](http://uca.edu/online) for details. UCA | ONLINE'.



A purple postcard with the UCA Online logo at the top. The text includes: 'Earn a bachelor's degree from home through UCA Online. Our degree completion program helps you build upon your existing associate's degree. With around-the-clock technical support for online learning and 24/7 access to course work, you can log on any time, anywhere.' It also lists 'Online Classes Start Soon. Enroll Now! Financial Aid Available.' and 'Online Completion Degrees Available:' with three bullet points: Bachelor of Science in Professional Studies - Health & Safety, Bachelor of Business Administration in General Business, and RN to Bachelor of Science in Nursing. A QR code and contact information for an enrollment specialist are provided at the bottom.

## New Releases and Stories

Arkansas Business

<http://www.arkansasbusiness.com/article/106059/uca-adds-three-undergrad-courses-to-online-offerings>

Arkansas Democrat-Gazette

<http://www.arkasonline.com/news/2015/jul/20/online-learning-gets-push-20150720/?latest>

KARK (NBC) <http://mediacenter.tveyes.com/downloadgateway.aspx?UserID=311713&MDID=5054563&MDSSeed=4436&Type=Media>

KTHV (CBS)

<http://mediacenter.tveyes.com/downloadgateway.aspx?UserID=311713&MDID=5053343&MDSSeed=9060&Type=Media>



# Enrollment Management Update

The Student Success and Retention Council is well into the development of the next iteration of the Enrollment Management Plan. The 2015 edition will restructure the plan, removing elements of outcomes reporting to be published elsewhere and focusing the plan on goals, strategies, and actions with associated timelines, assessment measures, and responsibility assignments. This work will coordinate with the university's on-going strategic planning processes. The following information will be included for each action in the 2015 edition: Description, Status (planning/in progress/complete/on-going/cancelled), Timeline, Additional resources required, Assessment data sources, Use of data for improvement, Responsible party. Offices and personnel across campus are preparing this information now.

## Selected Outcomes

### Supplemental Instruction in High Failure/High Attrition (HF/HA) Courses

Supplemental Instruction (SI) is an internationally-recognized academic support program that targets historically HF/HA courses. SI is a non-remedial approach to learning enrichment that increases student performance and retention by offering regularly scheduled, out-of-class review sessions to all students enrolled in a targeted course. As part of the program, peer SI Leaders are employed to serve as model students and discussion facilitators, both in the classroom and during the weekly SI Sessions conducted by SI Leaders throughout the semester. UCA conducted a successful three-year pilot program and scaled up the program in academic year 2014-2015 to include 12 sections of HF/HA courses in the UCA LD Core in fall and spring semester — four sections of HIST 1310/1320, four sections of PSYC 1300, and four sections of BIOL 1400. In the expanded program, SI Leaders are managed by graduate assistants in the disciplines served.

### Fall 2014 Results Summary

Participation Category	Students	Result				Rate			
		Pass	Fail	Withdraw	Other	Pass	Fail	Withdraw	HF/HA
SI Participants	365	352	2	10	1	96.4%	0.5%	2.7%	3.3%
Non-Participants	374	278	53	37	6	74.3%	14.2%	9.9%	24.1%
Non-Participants+Non-SI Sections	625	487	88	62	10	77.9%	14.1%	9.9%	24.0%

### Definitions:

*SI Participants* = students in an SI section who participated in SI sessions.

*Non-Participants* = students in SI sections who did not participate in SI sessions.

*Non-SI Sections* = course sections of the same subjects, course numbers, and instructors but no SI support. The HF/HA rate includes the failure rate and the withdrawal rate.

Note: Pass includes A, B, C, D. Fail includes F. Withdraw includes WF, W, WP.

### Summer Bridge Programs

UCA Summer Start — Read for Success, Math Academy, and (in 2015) Write to Succeed — is designed to address remediation through summer programs prior to a student's first fall semester at UCA. Students who successfully complete the Read for Success program successfully satisfy a transitional requirement and earn degree credit. Students who complete the Math Academy or Write to Succeed program have the opportunity to place into a "regular" math or writing course in the fall semester and to refresh their mathematics and writing skills. Summer Start programs include intensive work to building academic success skills.

## 2014 and 2015 Results Summary

	Read for Success		Math Academy		Write to Succeed	
	2014	2015	2014	2015	2014	2015
<b>Enrollment (#)</b>	17	22	35	39	n/a	13
<b>Completion (#)</b>	16	22	34	39	n/a	13
<b>Completion (%)</b>	94%	100%	97%	100%	n/a	100%
<b>Success (#)*</b>	16	22	34	27	n/a	12
<b>Success (%)*</b>	94%	100%	97%	69%	n/a	92%

\* Short-Term Success Specified:

- (1) Read for Success: complete enrolled courses (UNIV 0361, FILM 2300, and [in 2015] UNIV 1100) with a grade of C or higher. These students are exempted from developmental enrollment in literacy in the fall semester.
- (2) Math Academy: complete workshop and achieve test score exempting student from developmental course in mathematics in the fall semester. One student signed up but did not participate in the workshop; this student is excluded from the numbers above.
- (3) Write to Succeed: complete workshop and achieve test score exempting student from developmental course in literacy in the fall semester. Three students participated in the workshop who were already exempt from the developmental course; these students are excluded from the numbers above.

### Fall to Spring Retention Rate, AY 2014–2015

The retention rate from Fall 2014 to Spring 2015 reached a historically high 90%. At the same time, the following table's presentation of retention rates since 2003 illustrates the considerable challenge that the university faces in addressing retention — and, by extension, persistence and completion — rates.

Term	Cohort	Fall to Spring		Fall to Fall (1 Year)		Fall to Fall (2 Year)	
		#	%	#	%	#	%
Fall 2003	2,414	2,133	88.4%	1,700	70.4%	1,371	56.8%
Fall 2004	2,216	1,929	87.0%	1,606	72.5%	1,303	58.8%
Fall 2005	2,429	2,122	87.4%	1,746	71.9%	1,362	56.1%
Fall 2006	2,352	2,047	87.0%	1,666	70.8%	1,345	57.2%
Fall 2007	1,763	1,535	87.1%	1,279	72.5%	1,027	58.3%
Fall 2008	2,075	1,793	86.4%	1,480	71.3%	1,184	57.1%
Fall 2009	1,753	1,551	88.5%	1,287	73.4%	1,030	58.8%
Fall 2010	1,828	1,625	88.9%	1,261	69.0%	1,001	54.8%
Fall 2011	1,940	1,706	87.9%	1,361	70.2%	1,091	56.2%
Fall 2012	2,130	1,872	87.9%	1,486	69.8%	1,193	56.0%
Fall 2013	2,177	1,907	87.6%	1,522	69.9%		
Fall 2014	2,154	1,939	90.0%				

# Higher Learning Commission News

As we enter the final full academic year before the university's next comprehensive evaluation by the Higher Learning Commission (HLC), the Assurance Argument (previously known as "Self-Study") Steering Committee's criterion teams and federal compliance task force are collecting evidence and writing the arguments that will be the heart of our case to the HLC for continuation of accreditation.

The timeline in preparation for the visit remains much as it was in last year's report.

October 1, 2015	Team and task force reports to the Assurance Argument Steering Committee
February 1, 2016	First full draft of the Assurance Argument
March 1, 2016	Campus release of the Assurance Argument for review by administrators, faculty, staff, and students
May 31, 2016	All-but-final draft of the Assurance Argument
June–July 2016	Final Review: Assurance Argument and Federal Compliance documents
August 1, 2016	Assurance System Lock Date
November 14–15, 2016	HLC campus visit

# 2015-2016 Faculty Development/Travel Funding

As endorsed by the UCA Board of Trustees at its July 31, 2015 meeting, \$200,000 in excess of departmental base budgets has been distributed to the colleges for faculty travel/development. These funds were distributed as follows.

College/Unit	Full-time Faculty (1)	Portion of \$200K
College of Business	49	\$ 20,082
College of Education	46	18,852
College of Fine Arts and Communication	88	36,066
College of Health and Behavioral Sciences	108	44,262
College of Liberal Arts	84	34,426
College of Natural Sciences and Mathematics	87	35,656
Honors College	6	-
University College	14	8,197
Learning Communities (2)	6	2,459
<b>Grand Total</b>	<b>488</b>	<b>\$ 200,000</b>

(1) Excludes Visitors, Associate Deans, Deans, Honors, and Unit Directors

(2) Learning Communities full-time faculty are excluded from respective departments.

# New Degree Programs and Changes

## Summary of Approved Academic Programs

Updated 08/13/2015

Active Programs	Count	All Programs	
		Distance Education	
Total Degree Programs	123	Number	% of Total
Total Certificate Programs	24	32	22%
Total Certificate & Degree Programs	147		
Certificates of Proficiency	2	90	Total Undergrad
Technical Certificate Programs	2		
Associate Degree Programs	3		
Baccalaureate Degree Programs	83		
Graduate Certificates	9	58	Total Grad
Master's Degree Programs	31		
Post-Master's Certificates	11		
Specialist Program	1		
Doctoral programs - research/scholarship	4		
Doctoral programs - professional practice	2		
Active degree list date	8/13/2015	61	Minors

## New Programs and Program Changes: Fall 2014, Spring 2015, Fall 2015

(The parenthetical term designates the effective term for each change)

### Degree and Certificate Programs

BS, Religious Studies (Fall 2014), joins the existing BA degree  
 BSE, Elementary Education K–6 (Fall 2014)  
 BSE, Special Education K–12 (Spring 2015)  
 BA/BS, Anthropology (Fall 2015)  
 BA/BS, Criminology (Fall 2015)  
 BS, Information Systems (Fall 2015)  
 GC, Spanish (Fall 2015)

### New Options in Existing Degree Programs

#### MBA Program Options

- ✓ Finance (Fall 2014)
- ✓ Health Care Administration (Fall 2014)
- ✓ Information Management (Fall 2015)

#### MA in English Options

- ✓ Language Arts (Fall 2014)
- ✓ Medieval and Renaissance Literature (Fall 2015)

### **New Minor Programs**

Cognitive Neuroscience (Fall 2014)  
Innovation and Entrepreneurship (Fall 2014)  
Sports Psychology (Fall 2014)  
Special Education (non-licensure) (Spring 2015)  
Criminology (Fall 2015)

### **Notable Program Title Changes**

BS and MS in Kinesiology → BS and MS in Exercise Science (Fall 2015)  
PhD in School Psychology → PhD in Psychology (Fall 2015), with concentrations in Counseling Psychology and School Psychology

### **Program Deletions**

BSE, Mathematics (Fall 2014)  
BSE, Secondary Science Education (Fall 2014)  
GC, Instructional Facilitator (Fall 2015)

# Academic Deadline Revisions

## New Graduation Application Deadlines

The Registrar's office and the Academic Advising Center have been working to make several changes to the undergraduate graduation application procedures.

The deadline for submission of the graduation application will be earlier than in the past. The changes will be phased in during the 2015-16 academic year, and beginning in 2016-17, all applications will be due one year in advance of the graduation date per the schedule below. Moving up the deadline will allow students greater opportunity to meet all outstanding requirements for completion of their degree by the desired graduation date. Also, for most departments, the graduation application will be approved by a full-time advisor rather than a faculty advisor beginning with applications for the December 2016 graduation. **Faculty advisors will continue to approve applications for the December 2015 - Summer 2016 graduation dates. Faculty advisors will also continue to advise students prior to course registration as is the current practice.** The new deadlines and responsibilities are summarized in the table below.

<u>Graduation Date</u>	<u>Graduation Application Due to Registrar's Office</u>	<u>Graduation Application to be Approved By:</u>
		(a)
December 2015	October 9, 2015 or earlier	Faculty Advisor
May 2016	October 9, 2015 or earlier	Faculty Advisor
August 2016	October 9, 2015 or earlier	Faculty Advisor
December 2016	October 9, 2015 or earlier	Full-time Advisor
May 2017	April 1, 2016 or earlier	Full-time Advisor
August 2017	April 1, 2016 or earlier	Full-time Advisor
December 2017	October 3, 2016 or earlier	Full-time Advisor

(a) Any departments that currently use full-time advisors to approve graduation applications will continue that practice. For example, the Departments of Biology, Communication Sciences & Disorders, Elementary, Literacy & Special Education, Mid-level Education, Music, Nursing, and pre-Physical Therapy will continue to use full-time advisors.

During the semester of graduation, a student will need to submit an "Intent to Graduate" form with the Registrar's office.

The Registrar's Office is in the process of updating the Application for Graduation form, and it will be available on their website in the near future.

## Academic Department/Unit Annual Report Deadlines

- ❖ September 1 (due to the Dean)
- ❖ October 1 (due to the Provost)

# Key Performance Indicators

University of Central Arkansas Annual Report Card

Key Performance Indicators	Actual					Goals				
	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Degrees/Certificates Awarded										
All Credentials	2,250	3,992	2,157	2,015	2,112	2,478	2,595	2,718	2,846	2,981
Bachelor's	1,611	1,499	1,553	1,423	1,516	1,784	1,868	1,957	2,049	2,146
Graduate	607	607	579	578	567	665	697	730	764	800

NSSE-Level of Academic Challenge	2010	2011	2012	2013	2014	2015	2016	2016	2017	2018
Freshman	N/A	N/A	51.7	N/A	N/A	>53.8	N/A	N/A	>53.8	N/A
Seniors	N/A	N/A	59.6	N/A	N/A	>57.9	N/A	N/A	>57.9	N/A

Financial Status - Composite Financial Index	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
	2.10	2.31	1.92	2.24	3.19	1.5-2.5	1.5-2.5	1.5-2.5	1.5-2.5	1.5-2.5

Undergraduate SSCH taught by full-time faculty	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	88.7%	87.1%	84.1%	84.0%	85.4%	≥86.0%	≥86.5%	≥87.0%	≥87.5%	≥88.0%

Enrollment	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Undergraduate (includes HS concurrent)	9,823	9,629	9,604	9,754	9,842	10,398	10,975	11,479	11,814	12,076
Graduate	1,621	1,534	1,503	1,780	1,856	1,910	1,960	2,025	2,075	2,125
Total Enrollment	11,444	11,163	11,107	11,534	11,698	12,308	12,935	13,504	13,889	14,201

Enrollment of racial/ethnic minority students as a percentage of total enrollment	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Undergraduate	22.5%	22.9%	24.9%	26.2%	28.4%	≥25.0%	≥25.0%	≥25.0%	≥25.0%	≥25.0%
Graduate	13.3%	14.1%	13.2%	15.6%	14.5%	≥15.8%	≥16.0%	≥16.2%	≥16.4%	≥16.6%

External Funding	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Sponsored Funding/Grants	\$8,670,846	\$7,703,720	\$5,090,608	\$4,076,954	\$4,951,260	\$4,494,842	\$4,719,584	\$4,955,563	\$5,203,341	\$5,463,508
Private Funds (new gifts and pledges)	\$4,035,341	\$3,327,982	\$4,190,052	\$3,831,542	\$5,138,934	\$4,224,275	\$4,435,489	\$4,657,263	\$4,890,127	\$5,134,633

Persistence to Graduation	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
	79.3%	80.2%	79.9%	80.1%	76.8%	≥80.0%	≥80.0%	≥80.0%	≥80.0%	≥80.0%

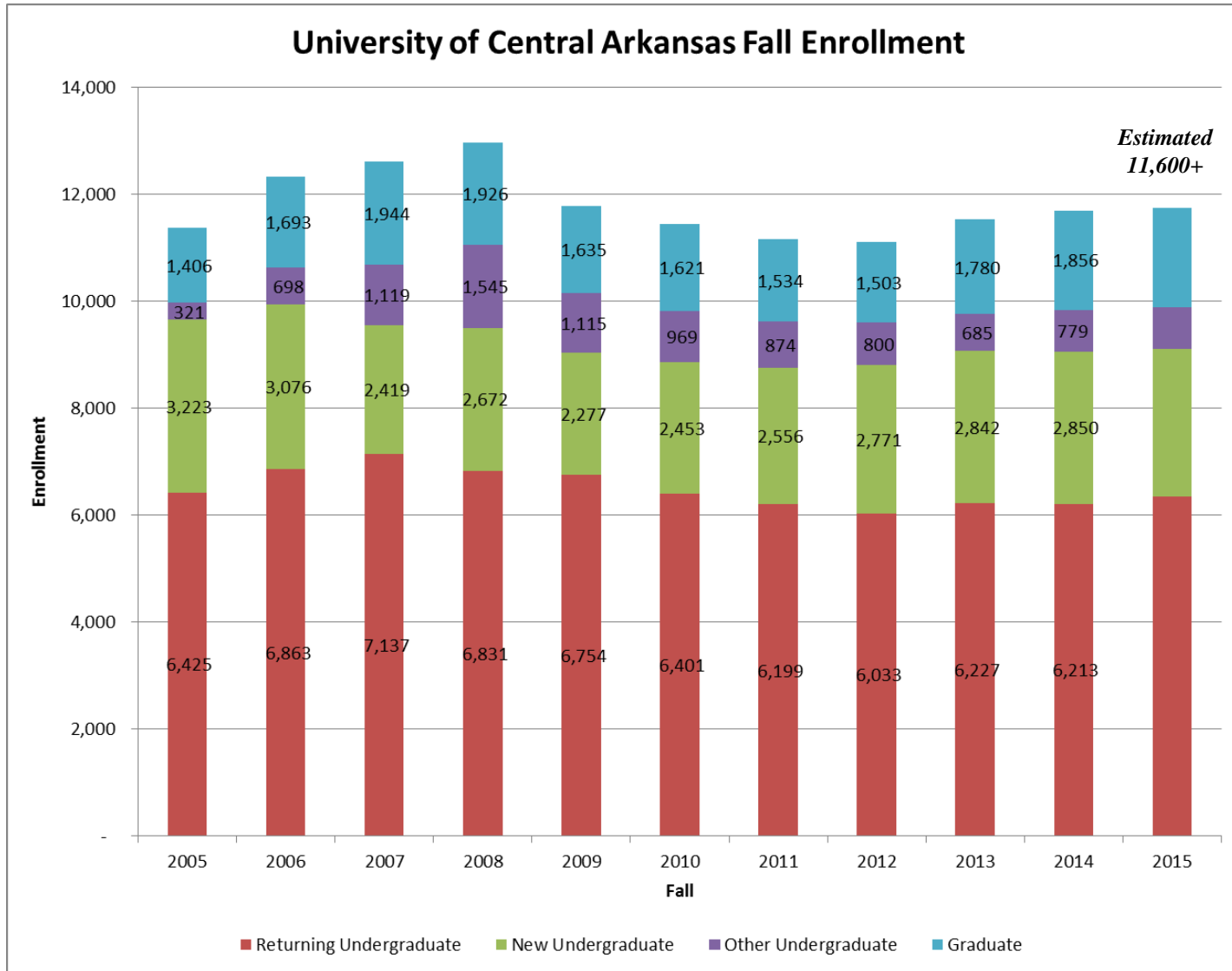
First-time Undergraduate Cohort	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Six-Year Graduation Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Retention Rate	Actual							Goals				
Fall-to-fall, year 1 to year 2	70.8%	72.5%	71.3%	73.4%	69.0%	70.2%	69.8%	69.9%	73.8%	76.0%	81.0%	86.0%
Fall-to-fall, year 1 to year 3	57.2%	58.3%	57.1%	59.6%	54.9%	56.2%	56.0%	56.9%	59.0%	61.0%	66.0%	71.0%
Graduation Rate (includes associate's degree)	Actual					Goals						
4-year graduation rate (100% completion time)	23.0%	20.6%	22.0%	21.0%	21.0%	23.0%	23.5%	24.0%	24.5%	25.0%	30.0%	35.0%
6-year graduation rate (150% completion time)	40.8%	42.0%	43.0%	41.0%	41.0%	44.0%	45.5%	47.0%	48.5%	50.0%	55.0%	60.0%

Prepared by: Office of Institutional Research

12/12/2014



# UCA Fall Enrollment



# UCA Core Update

As a result of all of your input and hard work, we now have a complete and fully implemented Core curriculum. Assessment is the next critical step to verify that students are developing foundational skills. Beginning this Fall and continuing through Spring 2016, all faculty who are teaching in the Lower Division (LD) Core will be required to assess their courses according to a specific assessment rubric designated for the related competency area. For a full list of LD core courses see: <http://uca.edu/ubulletin/ldcore/>.

## Assessing your UCA Core Course:

- 1) Determine the competency area and rubric for your course from the list located here: <http://uca.edu/core/assessment/>. Your departmental chair can help you if you do not know which applies to your course.
- 2) Sign up for the relevant Core Assessment On-line training as follows:
  - a) Go to the Blackboard site at: <https://uca-test.blackboard.com>.
  - b) Login using your normal login credentials for myUCA.
  - c) Go to “Courses” on the top right. Put the course name for the course you need in the Search box on the left. The course name(s) are: CORECOMM; COREINQUIRY; COREDIVERSITY; COREFYS; CORELIVING.

Courses are organized by area and cover each rubric in that area. So if you’re assessing for Communication Rubric C (Collaboration) go to UCACOMM.

Some people will need to go through more than one course. For example, as an FYS instructor I would take the training for (1) CORECOMM for the Communication B (Written) and C (Collaboration), (2) CORELIVING since my course is also Responsible Living, and (3) COREFYS since it is an FYS course.

- d) If you have any technical problems with Blackboard contact Tonya McKinney at [TMcKinne@uca.edu](mailto:TMcKinne@uca.edu).
- 3) Complete the training for each of your Core course(s). The training is designed to familiarize you with the assessment rubrics, integrating these into class, using them, scoring them, and reporting your assessment data. Begin by looking at the syllabus for the course and then proceed at your own speed.
- 4) **Assess your class no earlier than the 8<sup>th</sup> week of class.** (Put this reminder in your Google calendar: Assess for the LD Core: October 12).
- 5) Report your data to your departmental core liaison in time for your liaison to submit all assessment data before grades are due at the end of the semester. (Create another Google calendar reminder: Get Assessment Data to Liaison: November 27). Instructions, a list of liaisons, and other relevant materials are located here: <http://uca.edu/core/assessment/>.

# Transfer Articulation Update

Over the past year, the university has entered into forty-six new articulation agreements with sixteen of Arkansas' twenty-two community colleges. This brings the total number of agreements in place to forty-eight. Highlights of specific accomplishments are as follows:

- Thirty-one of UCA's eighty-three baccalaureate degree programs are now involved in at least one articulation agreement.
- Two-hundred eighty-four degree plan checklists have been created and are available for prospective transfer students to view at [uca.edu/2plus2](http://uca.edu/2plus2).
- In the area of individual course transfer, the Registrar's Office has made a new web-based form available to Department Chairs, which allows them to indicate whether an individual transfer course decision is student specific or a permanent substitution for all students. All permanent substitutions will be added to the Banner Transfer Equivalency tables.
- A large-scale initiative will be undertaken over the coming year to build the Banner Transfer Equivalency tables with all of the courses which could transfer from our Arkansas Community College partners throughout the state and any other accredited college or university nationwide. The ultimate goal will be to have a robust transfer course articulation database available for prospective students to view via web interface.
- Two advisors have been designated to work with transfer students.
  - ✓ One advisor will regularly visit our top three Arkansas Community College partners, providing on-site advisement and course registration.
  - ✓ One advisor will be campus-based and able to provide web-based advisement and course registration services.
- University Relations and Creative Services has begun working on promotional materials which can be used to increase awareness of the transfer articulation agreement opportunities available.

# Centralized Scheduling

This fall semester, UCA will implement a centralized scheduling system to allow comprehensive management of campus spaces. Academic departments will continue to schedule classes through Banner as in the past and so will have first priority to use space assigned to the department. The new system, managed through the Event Management System (EMS) software will allow online viewing of scheduled events by room so that faculty and staff can browse for available spaces and submit an online reservation request. Students and external users can view and request reservations for non-academic spaces and selected academic spaces that have been identified and approved for use by the various colleges and departments. This system will allow better utilization of our campus buildings and will also enhance security since it provides a master calendar that informs Campus Police of all activities on campus by building.

The centralized scheduling system will be managed by the Registrar's office. Lisa Canady is the administrator of the system and is familiar with the EMS software since she managed it previously in UCA's Student Center. Over the summer, the Registrar's office has provided training to campus administrators. Training will continue into the fall for key users that will be entering events into the EMS system or need access to the system.

# Academic Deans and Associate Provosts



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



**Dr. Jimmy Ishee**  
Dean  
College of Health &  
Behavioral Sciences



**Dr. Michael Hargis**  
Dean  
College of Business



**Dr. Maurice Lee**  
Dean  
College of Liberal Arts



**Dr. Stephanie Bellar**  
Dean  
Graduate School



**Dr. Vicki Groves-Scott**  
Dean  
College of Education



**Dr. Rick Scott**  
Dean  
Honors College



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



**Dr. Kurt Boniecki**  
Associate Provost for  
Instructional Support



**Dr. Jonathan Glenn**  
Associate Provost for  
Academic Services and  
Student Success



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