



UNIVERSITY OF
CENTRAL
ARKANSASTM

General Faculty Meeting
August 23, 2016

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2016 Teaching Excellence Award Finalists
 (from left to right) President Tom Courtway, winner Kristine Hicks,
 finalists Melissa Kelley, Twala Maresh, and Provost Steve Runge

Welcome from the Provost



Dear Colleagues,

I am pleased to welcome you back to campus and to what promises to be another successful year at the University of Central Arkansas. The information contained in the following pages provides an overview of our recent successes and the exciting opportunities before us in the 2016-2017 academic year.

During the last academic year, we were successful in our efforts to provide nine-month and ten-month faculty with the option of electing to receive salary payments over a 12-month period. We are pleased to be able to provide this flexibility. Other accomplishments include the completion of an analysis of faculty instructional load and subsequent assembly of a faculty-led Faculty Load Taskforce and also the implementation of new retention and graduation initiatives. We look forward to making further progress in both of these areas.

The UCA Faculty Handbook Committee was successful last year in updating and revising chapters two, three, four and seven of the *UCA Faculty Handbook*, including extensive updates to some of the university committee descriptions in chapter seven. The 2016 handbook may be reviewed at uca.edu/go/facultyhandbook.

The construction of the Conway Corporation Center for Sciences is near completion and the building will be substantially complete by early fall. The renovation of the existing Lewis Science Center is ongoing. These projects are further evidence of our continued efforts to provide an atmosphere of academic excellence at UCA.

Also, I am very happy to report that progress has been made in our efforts to convert the promotion/tenure/advancement application processes to an online format in Digital Measures. I am hopeful that these new processes will be in place by November 2016 for use during the mid-tenure review period this year and for the 2017-2018 promotion/tenure/advancement application period.

The hard work and dedication of our faculty have made all of this progress possible. Thank you for your continued contributions on behalf of the university, and I wish you the best for this upcoming year.

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

2016 Faculty Tenure, Promotion & Advancement

Tenure

Monika Alston-Miller	Communication
Alicia Cotabish	Teaching & Learning
Brantley Douglas	Music
Taine Duncan	Philosophy & Religion
Sonya Sawyer Fritz	English
Helen Hu	Leadership Studies
Connie McKnight	Accounting
Scott Nadler	Marketing & Management
Alana Reid	Language, Linguistics, Literatures & Cultures (LLLC)
Nina Roofe	Family & Consumer Sciences
Victor Shengli Sheng	Computer Science
Thomas Snyder	Economics, Finance and Insurance & Risk Management (EFIRM)
Travis Sorenson	LLLC
Mary Elizabeth Sullivan	Political Science

Promotion and Advancement

Reid Adams	Biology	Professor
Monika Alston-Miller	Communication	Associate Professor
Daniel Joseph Barrington	Elementary, Literacy & Special Education	Senior Clinical Instructor
Nelle Bedner	Communication	Professor
Laura Bowles	Writing	Lecturer II
Alicia Cotabish	Teaching & Learning	Associate Professor
Jim Downey	Management Information Systems	Professor
Taine Duncan	Philosophy & Religion	Associate Professor
Cynthia Edwards	University College	Senior Lecturer
Steve Forbush	Physical Therapy	Associate Professor
Christine Franklin	Music	Lecturer II
Sonya Sawyer Fritz	English	Associate Professor
Chris Fritzges	Mass Communication & Theatre	Associate Professor
Michael Gallagher	Exercise & Sports Science	Associate Professor
Helen Hu	Leadership Studies	Associate Professor
Patricia Kohler-Evans	Elementary, Literacy & Special Education	Professor
Story Matkin Rawn	History	Associate Professor
James Robert May	Writing	Lecturer II
Connie McKnight	Accounting	Associate Professor
Scott Nadler	Marketing & Management	Associate Professor
Ron Novy	University College	Senior Lecturer
Carl Olds	University College	Senior Lecturer
Mary Sue Passe-Smith	Geography	Senior Lecturer
Krista Peppers	Biology	Lecturer II
Donna Pinckley	Art	Professor
Alana Reid	LLLC	Associate Professor
Susan Lynne Rich	Sociology	Associate Professor
Nina Roofe	Family & Consumer Sciences	Associate Professor
Brent Shires	Music	Associate Professor
William Slaton	Physics & Astronomy	Professor

Thomas Snyder
Travis Sorenson
Karen Steelman
Mary Elizabeth Sullivan
Yu Sun

EFIRM
LLLC
Chemistry
Political Science
Computer Science

Associate Professor
Associate Professor
Professor
Associate Professor
Professor



2016 Public Service Award Finalists
(from left to right) President Tom Courtway, finalist Doug Voss,
Winner John Parrack, finalist Taine Duncan,
and Provost Steve Runge

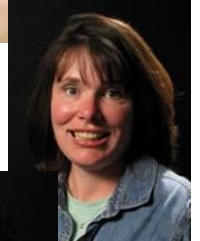
2016 Faculty Excellence Awards

Teaching Excellence Award Finalists

Dr. Kristine Hicks, Lecturer II, Department of Biology
*AWARD RECIPIENT

Dr. Melissa Kelley, Professor, Department of Chemistry

Dr. Twala Maresh, Senior Clinical Instructor, Department Physical Therapy



Research, Scholarship and Creative Activity Award Finalists

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

Dr. Ginny Adams, Associate Professor, Department of Biology

Ms. Donna Pinckley, Professor, Department of Art



Public Service Award Finalists

Dr. John Parrack, Associate Professor, Department of Languages, Linguistics, Literatures & Cultures *AWARD RECIPIENT

Dr. Taine Duncan, Associate Professor, Department of Philosophy & Religion

Dr. Doug Voss, Associate Professor, Department of Marketing & Management



New Full Time Faculty & Professional Staff

College of Business

Phillips, Ashley	Accounting	Assistant Professor
Song, In Jung “Anna”	EFIRM	Assistant Professor
Theis, John	EFIRM	Visiting Assistant Professor
Yuan, Weici	EFIRM	Assistant Professor
Lewis, Vance Johnson	Marketing and Management	Assistant Professor
Woodroof, Parker	Marketing and Management	Assistant Professor

College of Education

Coney, Tracy	Elementary, Literacy and Special Education	Visiting Lecturer
Bang, Na Mi	Leadership Studies	Assistant Professor
Couture, Valerie	Leadership Studies	Instructor
Johnson, Terry	Teaching and Learning	Clinical Instructor I

College of Fine Arts and Communication

Young, Brian	Baum Gallery	Interim Director
McLemore, Dylan	School of Communication	Visiting Assistant Professor
Lewis, Scott	School of Communication	Visiting Lecturer
Kuhl, Zach	Film, Theatre, and Creative Writing	Visiting Theatre Technical Director
Stanley, Stephen	Film, Theatre, and Creative Writing	Visiting Assistant Professor

College of Health and Behavioral Sciences

Dial, Lori	Communication Sciences and Disorders	Clinical Instructor I
Damon, Zach	Exercise and Sport Science	Instructor
Griffin, Kaci	Exercise and Sport Science	Clinical Instructor I
Lowder, Thomas	Exercise and Sport Science	Assistant Professor
Posada, Maria	Family and Consumer Sciences	Visiting Clinical Instructor
Sego, Anita	Health Sciences	Assistant Professor
Beaver, Amanda	School of Nursing	Clinical Instructor I
Files, Amber	School of Nursing	Clinical Instructor I
Griffith, Keitha	School of Nursing	Assistant Professor
Walker, Pretrescia	School of Nursing	Assistant Professor
Traywick, LaVona	Occupational Therapy	Assistant Professor
Zeiner, Tracey	Occupational Therapy	Visiting Clinical Instructor
VanHoose, Lisa (Beg. Jan.1, 2016)	Physical Therapy	Assistant Professor
Bergner-Moore, Cari Ann	Psychology and Counseling	Visiting Assistant Professor
Daulton, Brittany	Psychology and Counseling	Visiting Assistant Professor

College of Liberal Arts

Gonzalez Landeros, Alejandro	LLLC	Instructor
Miller, Lauren	LLLC	Assistant Professor
Okoli, Kristin	LLLC	Assistant Professor
Mason, Sharon	Philosophy and Religion	Visiting Assistant Professor
Moore, Matthew	Sociology	Assistant Professor

College of Natural Sciences and Mathematics

Haselkorn, Tamara	Biology	Assistant Professor
Moffitt, Thomas	Biology	Visiting Lecturer
Massey, Marsha	Chemistry	Lecturer I

Meredith, Nathan	Chemistry	Assistant Professor
Rivero-Castro, Juliette	Chemistry	Visiting Assistant Professor
Celebi, Mehemmed	Computer Science	Chair and Professor
Doderer, Mark	Computer Science	Visiting Lecturer
Karakaya, Mahmut	Computer Science	Assistant Professor
Flatley, William	Geography	Assistant Professor
Bogrek, Betul	Mathematics	Visiting Lecturer
Johnson, Garth	Mathematics	Visiting Lecturer
Nakarmi, Janet	Mathematics	Assistant Professor
Torreyson Library		
Covington, Robert Dean	Torreyson Library	Director and Associate Professor
Institutional Research		
Hoggard, Travis	Institutional Research	Research Associate
Stage, Rebecca	Institutional Research	Research Associate
Learning Communities		
Thomas, Allen	Learning Communities	Resident Master

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) Over 350 students participating in internships for academic credit (2010-2015). In fact, in 2016, a College of Business Student was selected as UCA's Intern of the Year and is now employed with Amazon.com.
- (2) Over 95 students earning professional designations and/or certifications as part of their academic preparation, including certifications in networking, information security, project management, and insurance.
- (3) 47 Students, working with faculty mentors, have published Peer Review Journal articles and/or delivered presentations at conferences and competitions across the United States and internationally in the last several years.

In addition, UCA's College of Business faculty are teacher/scholars committed to advancing their academic and local community. For example, COB faculty have: (1) published over 300 journal articles and delivered over 100 presentations at peer reviewed conferences in the last five years; (2) served on editorial boards and as ad hoc reviewers for many of the top journals in their fields; and (3) served on advisory boards including the Arkansas Governor's Council for Economic Advisors, Arkansas Trucking Association, and the Faulkner County Leadership Institute, among others.

College of Education

The College of Education continues to grow and thrive. 2015-16 was a busy and productive year. The Master's in School Counseling program was selected as one the nation's 20 best on-line school counseling programs in 2016 by Bestcolleges.com. Additionally, the Masters of Arts in Teaching program celebrated its 10th year. It is the largest master's program at UCA and has won several awards for the use of "bug-in-ear" technology. The college enjoyed unprecedented growth in the graduate dyslexia endorsement program. The College of Education was approved to be among one of nine universities in the United States accredited by the International Dyslexia Association in 2016. The faculty in both Elementary, Literacy, & Special Education and Teaching & Learning revised the curriculum and embedded all IDA standards in the undergraduate Elementary Education and graduate Reading programs. The College of Education started a student ambassador program in 2015. This highly competitive program selects undergraduate students who represent the best in terms of high academic performance and leadership potential. The Ambassadors assist in recruiting events and work on service activities for the college. This summer the COE conducted several high quality summer camps for school-aged children which included the new BearsRead Literacy Camp. BearsRead served more than 60 children who need support in reading. This was done free of charge to families through the volunteer efforts of the COE faculty and students.

College of Fine Arts & Communication

In celebration of the 10th anniversary of Arkansas Shakespeare Theatre, UCA hosted an exhibition of a rare Shakespeare First Folio in the Baum Gallery. UCA was the only university or college in Arkansas to exhibit a First Folio. Over 4,000 patrons visited the gallery to view the exhibition.

CFAC received multiple grants from prestigious granting agencies, including the National Endowment of the Arts, the Department of the Interior, the Imagine Your Parks agency, and the Arkansas Arts Council.

Donna Pinckley, Professor of Art, had a photographic exhibition entitled *Sticks and Stones* that was extensively showcased nationally and internationally including feature stories in both *The Huffington Post* and *Slate* magazines. Gayle Seymour, CFAC Associate Dean, received the inaugural UCA Diversity and Inclusive Excellence Award; and Edward Fugatt, CFAC's Administrative Assistant III, received the UCA Employee of the Year Award.

UCA's Artists in Residence Program featured 14 residencies that included, among others, playwright Terrence McNally, fiction writer Christina Garcia, and musical group Third Coast Percussion.

CFAC underwent strategic realignment that resulted in two new academic entities: the School of Communication and the Department of Film, Theatre, and Creative Writing.

College of Liberal Arts

During the 2015-2016 academic year, the College of Liberal Arts EDGE (Educating for Diversity and Global Engagement) program continued to advance. The annual CLA Student Research Symposium was our biggest ever, with over 70 students presenting their original research. Dr. Kim Little, Lecturer in History, was awarded the first CLA EDGE faculty member award. This award is given to the faculty member that best advances the aims of our EDGE program. She also received UCA's Service-Learning Faculty Practitioner of the Year award. Dr. Jacob Held, Associate Professor of Philosophy and Director of the UCA Core won UCA's Research, Scholarship and Creative Activity award; Dr. John Parrack, Associate Professor of Spanish, won UCA's Public Service Award; and Dr. Taine Duncan, Associate Professor of Philosophy, was awarded the CLA Outstanding Faculty of the Year award for her accomplishments as a teacher scholar. Dr. Jesse Butler, Associate Professor of Philosophy, was awarded a Fulbright grant to teach and study in China for the 2016-17 academic year.

The Department of World Languages changed its name with the addition of the Linguistics program: They are now the Department of Languages, Linguistics, Literatures and Cultures. A new Chinese language concentration in the Modern Languages BA program (the first and only Chinese major in the state) was also added this year. The Sociology department became the department of Sociology, Criminology and Anthropology, by adding two new degree programs: Criminology and Anthropology.

In cooperation with the College of Fine Arts and Communication, Dr. Raymond Frontain, Professor of English, brought in four-time Tony award winning playwright Terrence McNally as

a visiting scholar. Dr. Mary Ruth Marotte, Associate Professor of English, spearheaded UCA's effort to bring Shakespeare's First Folio to campus. Dr. Ken Barnes, Professor of History, working with the Conway Mayor's office, received a grant to save the oldest bridge in Arkansas (built in 1874). The Springfield Bridge over the Cadron will be restored and moved to Beaverfork Lake in Conway. Under the directorship of Dr. Mark Mullenbach, Associate Professor of Political Science, the 50th Arkansas Model United Nations conference was held at UCA. More than 560 delegates from 29 different Arkansas, Tennessee, Mississippi and Oklahoma high schools participated in the conference.

College of Natural Sciences and Mathematics

Highlights from the College of Natural Sciences and Mathematics include new facilities, new programs, the first graduating class from UCA STEMteach, and a CNSM faculty member being recognized as the Teaching Excellence Award winner.

After many years of planning, the new Conway Corporation Center of Sciences will open late this fall. This new three-floor addition to the existing Lewis Science Center is a laboratory facility with a limited number of offices and small meeting rooms. The first floor houses introductory and upper division labs for the Department of Physics and Astronomy, along with an engineering lab. We are pleased that the new facilities include a state-of-the-art digital theater/planetarium. The second and third floors house teaching and research laboratories for the Department of Biology; these laboratories include the introductory labs for biology and health science majors, microbiology laboratories and laboratory space for many upper division biology courses.

The Department of Mathematics has developed a new degree track in Data Science. Data Science is a rapidly developing field of broad impact. The courses in this program were developed so that they can be used as part of a data science specialization in other degree programs as the field develops.

The first group of students who began their programs in UCA STEMteach graduated in 2015-16, with 8 candidates graduating and being recommended for licensure. STEMteach is the secondary level teaching program for mathematics and the sciences. The development of this program was grant-funded and replaced the existing BSE programs. Under UCA STEMteach, teacher education candidates earn disciplinary degrees while qualifying for licensure through the STEMteach minor.

College of Natural Science and Mathematics faculty continue to be featured as finalists for the various faculty awards, with Dr. Kristie Hicks of the Department of Biology being selected as the Teaching Excellence Award winner.

College of Health and Behavioral Sciences

The College of Health and Behavioral Sciences received \$500,000 from the Nabholz Charitable Foundation to establish the Nabholz Center for Healthcare Simulation. All academic programs in the college will have access to interprofessional educational opportunities in the newly renovated laboratories.

The Doctor of Occupational Therapy degree has been approved by the Arkansas Department of Higher Education. A letter of intent has been submitted to the accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association with the goal of admitting the first class in fall of 2017.

According to a recent analysis of school psychology research, an article by UCA professors Dr. Ron Bramlett and Dr. John Murphy was identified as the 17th most cited article in the history of school psychology publications.

The School of Nursing received accreditation for the DNP degree and post-masters Nurse Practitioner Certificate program from the Commission on Collegiate Nursing Education. The accreditation is for five years, the longest possible from CCNE for initial accreditation.

Norbert O. Schedler Honors College

Enrollment in the Schedler Honors College has grown to 300 students this year, as the final stage of a planned, four-year increase. In 2016, nearly 700 high achieving prospects applied resulting in 375 eligible applicants screened. 75 students were admitted with an average ACT of 29 and average high school GPA of 4.113. 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. The freshman-to-sophomore retention rate from 2015 to 2016 is 100%, compared to the national average of 87.5% for honors programs and colleges at master's comprehensive institutions. Honors students contribute more than 1,000 hours per year in community service.

National Leadership in Honors Education has been a hallmark of the Schedler Honors College, with Dean Rick Scott having served on the Board of Directors and as past president of the National Collegiate Honors Council. He was selected in 2015 as the inaugural recipient of the Sam Schuman Award for Excellence in honors education. Dean Scott will retire in 2017 after serving 31 years in the Honors College and 34 years at UCA. A national search will be conducted for his replacement.

Center for Teaching Excellence

The highest strategic priority of UCA's Center for Teaching Excellence (CTE) in AY 2015-2016 was the support and development of courses in partnership with the UCA Online initiative. To that end, Vicki Parish was promoted from Instructional Technologist to Instructional Designer (ID) in the fall, and two additional instructional designers, Jessica Underwood and Mike Casey, were hired to complete the team of instructional designers who consult with faculty to design and deliver high-quality online courses.

All existing CTE programs and services (e.g., Lunch & Learns, Learning Communities, Book Groups, as well as training and consulting) were organized this year into six program areas to bring more cohesiveness and intentionality: Connecting Campus and Community, Diversity, Holistic Well-Being, Instructional Innovation, Instructional Technology, and Performance and Assessment. CTE's mission remains the same: *CTE collaborates with faculty to foster personal well-being and to create a learning community that facilitates innovative, high-quality teaching and learning.*

Learning Communities

UCA's Residential Colleges are well-known for outstanding freshman faculty-student engagement. For example, STEM Residential College in Arkansas Hall implemented a **Pseudoscience Fair** in October that brought together STEM@Arkansas classes in biology, chemistry, history, communication, exercise science, psychology and philosophy. Funded by a generous CTE grant, roughly 150 STEM@Arkansas students (comprising 51 groups) researched various pseudoscience topics using interdisciplinary approaches and presented posters for over 400 attendees. Presentations included: *Rest Cure: The Medical Practice that Inspired Charlotte Perkins Gilman's "The Yellow Wallpaper (1892)"; "The Scopes Monkey Trial: When Law & Science Collided"; and "Men's Rational Brains vs Women's Irrational Brains: Neuroscience Used for Sex Discrimination."*

University College

Keith Pachlhofer has been named President Elect of the Arkansas Association of Developmental Education and UCA will serve as host for the annual conference in September. Both Amanda Martin and Amy Baldwin earned their doctorates in the fall of 2015.

Graduate School

The Graduate School had a very productive year. UCA awarded over 700 graduate credentials throughout the 2015-16 year. These graduates hailed from over fifty distinct graduate programs at UCA. Forty-eight of these graduates completed either a doctoral dissertation or a Master's thesis.

Sponsored Programs

UCA Faculty continue to demonstrate success in their search for external funding to support their research and scholarly activities. During the 2015-16 school year, there were 131 proposals submitted by individual or groups of faculty from the six academic colleges and the Honors College. The administration and staff submitted 125 proposals for institutional support. Almost 70% of the faculty proposals were funded for a total of over \$4.5 million. Ninety-seven percent of the institutional level proposals were funded for almost \$700,000.

Fulfillment of AY 2015-2016 Goals

- Higher Learning Commission (HLC)
 - Current status
 - ✓ All parts of the Assurance Argument and the Federal Compliance Packet were completed in July 2016 and uploaded to the online HLC Assurance System.
 - ✓ Evidence files were prepared and uploaded, and links were created in the criterion arguments to appropriate evidence.
 - NOTE: The visit will take place November 14-15, 2016 and the Assurance System lockdown date has been pushed back to late September/early October, giving time for a more thoughtful finish to the self-study process.
- Successful completion of the HLC Assessment Academy
 - Current status
 - ✓ Joined in 2012 and completed two projects
 - ✓ **Project 1:** Established the organizational structures and procedures necessary to assist degree programs in developing and fully implementing effective assessment plans for the continuous improvement of student learning.
Project 2: Designed and implemented the UCA Core, a four-year, general education program consisting of lower- and upper-division course work organized around core competencies and a common set of learning goals with a consistent process for assessing students' progress towards those goals.
 - ✓ 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.
 - ✓ UCA presented a poster on the UCA Core project at the HLC conference in April 2016.
 - ✓ Attended the Assessment Academy Results Forum in June 2016; the team reported project outcomes and developed a plan for sustaining the projects.
 - ✓ In process of hiring a new Director of Assessment
- Continue Development of Programs of Distinction
 - Current status
 - ✓ Discussion is ongoing to finalize the identification and announcement of the initial programs to be recognized.
- Faculty Instructional Load
 - Current status
 - ✓ Institutional Research completed a two-year review and presented a revised draft to the Faculty Senate in September 2015;
 - ✓ The Faculty Senate recommended a regular reporting cycle and the establishment of a standing committee for oversight.

- The provost's approval process for re-assigned time has been re-instituted.
 - A standard reassignment document has been developed for reference.
 - ✓ The faculty instructional load was assigned to Faculty Affairs I Committee. The committee noted:
 - Reassigned time is inconsistently used in different colleges/departments in areas such as faculty research, scholarship, or creative activities
 - Determination of load relating to supervision of students in internships, clinical experience, and student research is not consistent across campus.
 - The committee recommended a resolution to the Faculty Senate to study faculty load. The resolution was passed. A faculty task force has been formed for the 2016-17 academic year to study and make recommendations on this topic.
- Differential Work Assignments for Faculty
 - Current status
 - ✓ The provost led discussion on this topic in college meetings in the fall 2015 and department faculty meetings in the spring 2016.
 - ✓ This will be placed on the Faculty Handbook Committee's agenda in fall 2016 and will be informed by the work of the Faculty Workload Taskforce.
 - College meetings were held in fall 2015
 - Discussed issue of granting tenure to Senior Lecturers; topic was discussed at the request of the Faculty Senate and the local chapter of AAUP.
 - In CHBS, discussed change in name of "Clinical Instructors I/II/Senior Clinical Instructor" to "Clinical Assistant/Associate/Professors" for non-tenure track ranks to be consistent with the practices at other universities.
 - ✓ It is problematic to recruit faculty with our current titles because it is viewed as less prestigious.
 - ✓ It is also difficult to retain faculty when other institutions offer the clinical professor title.
 - Discussed linking tenure and promotion to Associate Professor
 - ✓ Promotion to Associate Professor would be automatic upon granting of tenure.
 - Only one application would be required.
 - Would eliminate negative consequences when some are granted tenure but not promoted
 - ✓ Few departmental guidelines differ substantially for granting of tenure and promotion to Associate Professor

- Centralized Scheduling System (Event Management System)
 - Current status
 - ✓ Full implementation was completed in November 2015.
 - ✓ Completed an inventory of technology in the classrooms.
 - ✓ Building a classroom technology plan and refreshment cycle.
 - ✓ Evaluating the need to create a central fund to purchase and maintain technology

- UCA Online
 - Current status
 - ✓ UCA Online launched in fall 2015
 - ✓ The Nursing RN to BSN (preexisting), the BPS Health and Safety, and the BBA in General Business were all rolled out as part of our undergraduate online degrees in fall 2015.
 - ✓ New programs for fall 2016
 - BS Addiction Studies
 - MS Family and Consumer Sciences
 - ✓ A new strategic design for UCA Online was drafted for 2016-2017 (available at uca.edu/online under the Resources tab).

Enrollment Management

- Strengthen official statements regarding student attendance.
 - Current status
 - ✓ Statements in the Student Handbook and the Undergraduate Bulletin were aligned
 - ✓ Faculty Senate discussed the issue but wanted to continue to allow each faculty member to determine their own attendance policy.
 - ✓ May choose some individual courses to test impact of requiring attendance. For example, a swipe card system managed through Grades First can be used to track attendance.

- Student Communication
 - Current status
 - ✓ Provost and CoD met with SGA executive committee members during the 2015-2016 academic year.
 - ✓ SGA college representatives met with each dean.
 - ✓ Continued discussions with other divisions regarding on-campus weekend services
 - The Student Activity Board has added weekend events; however, the attendance has been low at some events.

- Student Retention
 - Current status
 - ✓ Improved student retention was included as a significant component of the university's new strategic plan.

- ✓ A change in withdrawal policy was proposed by the Office of the Provost and the Registrar's Office in spring 2016. This proposal will be reviewed by a Faculty Senate subcommittee in fall 2016.
- ✓ Increased professional development for academic advisors.
- ✓ The responsibility for reviewing graduation applications was transferred to the Academic Advising Center to provide faculty advisors more time to mentor students on career options. Adjustments will continue to be made to this process.
- ✓ Students are being encouraged to take responsibility for meeting degree requirements and are being reminded to be familiar with degree requirements in the Undergraduate Bulletin.
- ✓ Significant progress has been made in improving the accuracy and functionality within Degree Works.
- ✓ Improvements to faculty advising
 - Newly revised faculty advisor training program has been implemented and is ongoing.
 - Panel discussion held in August 2016.
 - Student evaluation of faculty advisors (This in on hold until the new training is more established.)
 - Consider advising as a component of annual evaluation (This in on hold until the new training is more established.)
- ✓ Improvements to student mentoring
 - The CoE developed a freshman mentoring program for 2015-2016 in which each student was assigned a faculty member. Modifications are planned for next year to involve junior and senior students and to hold group meetings. CoE student ambassadors will be involved beginning in fall 2016.
 - CoE is also working with Dr. Jacob Held on a sophomore leadership class that will start in fall 2016, and the students will serve as peer mentors for several FYS classes. The first class for sophomores in the class will consist of 15-16 students that have been recruited. The Department of Military Science will also be involved in this program.
 - CoE also developed a selective program called CoE Ambassadors. The Ambassadors will assist with recruiting and will be more active in taking leadership of mentoring and recruiting activities in the next academic year.
 - CNSM, COB, and CLA are also working to have an ambassador program in fall 2016. CNSM has submitted an RSO application.
- ✓ Participation in the College Transition Collaborative (CTC) to improve student social belonging
 - The first year of the CTC intervention study has been completed.
 - 880 incoming freshmen completed one of the three conditions in the study during summer 2015.

- A follow-up survey was sent to freshmen during summer 2016 to determine their sense of belonging at UCA, and the data is being analyzed.
- The intervention study was conducted for a second time in summer 2016.
- Efforts to increase participation will be expanded.
- ✓ Residential Colleges
 - EDGE and Hughes merged to be EDGE @ Hughes Hall
- ✓ Progress has been made to fully integrate MAP-Works with FYS and University Studies with full integration expected fall 2016.
- ✓ GradesFirst
 - Rolled out to all freshmen in spring 2016 and work is ongoing for fall 2016.
 - Positive feedback has been received regarding the use of GradesFirst instead of mid-term grade reporting to monitor student progress (The provost's office is following-up on the steps required for this transition.)
- ✓ Continue update and implementation of the Enrollment Management Plan (<http://uca.edu/go/emplan>) including: (SSRC is currently addressing this issue and a full plan including an annual report will be provided fall 2016 <http://uca.edu/ssrc/documents-and-links/>)
 - Expand Summer Bridge program and other summer programs
 - Expanded use of Success Coaches (included in the new strategic plan)
 - The strategic plan recommended funding of specific programs using year-end funds.
- ✓ Expansion of (i) 8-week course offerings in second half of semester and (ii) May intersession courses
 - Additional courses were added
 - Online offerings were expanded in this condensed format
- ✓ Graduation Application (and graduation audits)
 - Undergraduate students now apply for graduation one year in advance of the date of intended graduation.
- ✓ Collaboration with the Office of Diversity and Community to recruit and retain more diverse faculty and students.
 - CoD met with the Office of Diversity and Community in fall 2015 for discussion of this issue.
 - In the past academic year, the university has hired three African American faculty members.
 - An initiative to address and close the gap on black male student retention at UCA was implemented in spring 2016.
- ✓ Analysis of graduate student retention
 - Determined that many programs graduate near 100% of students
 - Work is in process to analyze other programs

- ✓ Enter two-year schedule of classes into Banner to improve functionality of Degree Works and facilitate academic planning
 - Departments substantially completed two-year schedules by May 2016
 - Offer study skills course on the weekend or during the second 8-week term (no progress and will roll-over to next year's goals)
 - ✓ Develop a UNIV course for students on Academic Alert
 - Discussed by University College
 - Will be addressed as part of the overhaul of University Studies in the fall 2016
 - Specialty programs
 - Current status
 - ✓ Continue to develop plans for expansion of cohorts sizes for selective admission programs
 - Face-to-face
 - a. Five programs in five departments in CHBS are considering an increase: Physical Therapy, Nursing, Occupational Therapy, Athletic Training, and Dietetics.
 - b. The Master's in Computer Science is considering the adoption of a cohort model.
 - Online
 - c. Increase enrollment in school counseling program and library media program.
 - d. RN to BSN plans substantial increases.
 - ✓ Determine faculty and facilities needs to accommodate increases in enrollment.
 - Smart growth has been identified as part of the strategic plan for the University.
- Develop Resources for Transfer Students
 - ✓ Complete development of the transfer course database.
 - Transfer equivalencies are now built into transfer tables in Banner. Each evaluated transfer course should be reported to the Registrar's Office on the proper form so that it is added to the table.
 - ✓ Build a web page to provide functionality of the transfer course database
 - The university has purchased the Ellucian transfer module and implementation is expected in fall 2016
 - Allows potential students to see what will transfer and how their courses will fit into a program through Degree Works
 - ✓ Hire and train dedicated transfer advisors
 - Funding not yet available for new positions.
 - Two current advisors have been designated as transfer advisors. One visits the two-year school campuses and advises students on site. The other advisor works review the students' credentials and works closely with the Registrar's office.

- ✓ Continue to develop and update 2 + 2 articulation agreements with two-year institutions
 - Over 100 agreements have been signed.
 - The goal is to sign 15 new agreements per quarter
 - We have developed individual check sheets for each program.
 - Existing agreements are being reviewed annually for needed updates.
 - Working with the DO (Osteopathic Medicine) program at ASU to enable the students to have early entry under a 3 plus 1 completion agreement. (see Board policy 338)

Academic Affairs Goals for AY 2016-2017

- Higher Learning Commission Planning for the Comprehensive Visit
 - Successful visit and reaffirmation for 10 years is goal
 - Work to prepare will continue until November 14-15 visit.
- Continue Development of Programs of Distinction
 - Identify and announce initial programs
- Faculty/departmental workload
 - Faculty task force will be assembled and charged. [The task force was assembled in July 2016 and will be charged and begin meeting in September 2016]. The task force will work in collaboration with the Faculty Senate.
- Academic Program Assessment
 - Hire a new director
 - Begin a four-year cycle of assessment for the UCA Core
 - Work to embed an assessment cycle into each program self-study
 - Establish clear deadlines for assessment planning and reporting; use rolling deadlines to match timing with site visits or self-studies
 - Encourage faculty to attend professional development relating to assessment
- Implementation of the 12-month pay plan
 - HR has completed development of the system to allow pay over 12 months
 - Policy and sign-up forms have been provided to faculty
 - Deadline for enrollment was July 1
- Sustainability of academic programs
 - Identify the critical components necessary to sustain the excellence of our programs.
 - Follow “smart growth” agenda outline in the university strategic plan
 - Evaluate existing programs
- Tenure and promotion
 - Work with the Faculty Handbook Committee to consider linking tenure with promotion to the associate professor rank
 - Consider whether faculty at the rank of senior lecturer should have the opportunity to earn tenure as recommended by the local chapter of AAUP. Consider whether the opportunity should be at the point of earning advancement to lecturer II.
- UCA Online
 - Build enrollment of the existing UCA Online programs

- ✓ Improved marketing
 - ✓ Faculty stipends for developing online courses
 - Identify new online degree programs to begin summer 2017, fall 2017, or spring 2018. Deadline: December 2016.
 - Enrollment targets are being established for individual programs
- Strategic Realignment
 - Continue to implement the ongoing CFAC realignment
 - ✓ Development of departmental policies
 - ✓ Plan and implement infrastructure changes.

Enrollment Management

- International Admissions
 - Admissions of first time undergraduates are projected to be increased relative to fall 2015.
 - Last year's total enrollment of graduates and undergraduates was 606 or approximately 5%. Most students are classified as degree-seeking.
 - Enrollment goals
 - ✓ Annual goal will be to increase undergraduate international enrollment by 1% of total undergraduate enrollment.
 - ✓ Long-term goal would be to sustain enrollment at 10% of the headcount at the undergraduate level.
- Data Collection/Sharing/Analysis/Obstacles
 - Explore requiring annual update of FAFSA for student information.
 - Expand use of Banner to gather data, e.g. information about graduate assistantships
 - Prevent enrollment of undergraduate students in graduate courses for which they are not approved. Problem exists with courses that provide both undergraduate and graduate credit, e.g. Computer Science BS/MS program.
 - Determine which software systems are able to share data sharing within a reasonable cost
 - ✓ Will review possible use of standard grade reporting in Blackboard and automatic upload into Banner.
 - ✓ Will explore requiring Blackboard for grade reporting; provides benefit for continuity of operations purposes (e.g. grade recovery due to a computer crash).
 - ✓ Blackboard training can be completed online
<https://uca.edu/cte/blackboard-training-events/>.
- Student Communication
 - Meet regularly with SGA
 - ✓ COD to meet with the full SGA at least once a year
 - ✓ COD to meet with the SGA Executive Committee at least once per semester
 - ✓ College deans to continue to meet with the college SGA representative

- on a regular basis
 - College deans, chairs, and faculty to increase interaction with students in both formal and informal events. Examples include:
 - ✓ Hold a faculty/student concert on campus
 - ✓ Attending student functions
 - ✓ Recognize and promote student achievement
 - ✓ Develop mentoring programs
 - Send Provost's newsletter to students
- Student retention
 - Alumni Services partnership on the Mentor Connection
 - Academic advising and career mentoring
 - Professional development for academic advisors
 - On-campus weekend services developed with Student Services
- Specialty programs
 - Expansion of admissions for selective admission programs
- Withdrawal policy
 - Faculty Senate committee to review
 - Objective is to remove inconsistent practices under the current withdrawal policy which allows either a WP or a WF to be assigned during the final withdrawal period and also allows a WF for non-attendance at any time through the 13th week. Different faculty members follow different practices.
 - Report expected by December 2016
- Determine whether students withdrawing from the course should be allowed to evaluate faculty
 - What should the cut-off be? For example, should students that were in attendance at the mid-point of the semester be allowed to evaluate the faculty member even if they withdraw prior to the evaluation date?
 - Have the Student Evaluation Committee consider whether the current practice should change.
- Recruiting, Admissions and Enrollment Services
 - Transfer Database
 - ✓ Complete and maintain transfer tables in Banner
 - ✓ Implement Transfer Module
 - Transfer Advisors
 - ✓ Two advisors have been assigned as transfer advisors
 - ✓ Request additional transfer advisors
 - ✓ Consider setting up kiosks at two-year schools to allow students to be advised via video conference. CAO's at two-year schools are receptive to the idea, and other four-year schools are already using this approach.
 - Maintain our pace of fifteen new articulation agreements per quarter.

- Continue to work with Admissions to develop a strategic recruiting plan for transfer students and for setting goals for increases in enrollment.

Academic Personnel Hiring Processes

- Continue to make hiring decisions based on a comprehensive review of faculty needs based on strategic plans for areas of growth, declining programs and Programs of Distinction.
- Make decisions on majority of visiting positions by end of February each year.
- Work with HR to define line-item maximum salaries for the lecturer lines and to increase the line-item maximum for instructors.
- Be proactive in recruiting, hiring, and retaining diverse faculty
- Job postings should include wording that faculty will be expected to teach both face-to-face and online, where appropriate.

New Academic Administrators

INTERIM DEAN OF THE GRADUATE SCHOOL & INTERIM DIRECTOR OF SPONSORED PROGRAMS

Dr. Joan Simon assumed the position of Interim Dean of the Graduate School and Interim Director of Sponsored Programs on June 1, 2016. She also holds an appointment as Associate Professor in the Department of Psychology & Counseling and has been a faculty member at UCA since her initial appointment in 2000.

Dr. Simon earned a Doctor of Philosophy degree in School Psychology and an Education Specialist degree in School Psychology from the University of Kansas, a Master of Arts degree in Educational and Counseling Psychology from the University of Missouri - Columbia, and a Bachelor of Arts degree in Psychology from the University of Arkansas - Fayetteville.

DIRECTOR OF TORREYSON LIBRARY

Mr. Dean Covington came to UCA as Director of the Torreyson Library on July 1, 2016. He joins us with nearly forty-years of experience in the library services field and most recently served as the Library Director at Lyon College in Batesville, Arkansas.

Dean holds a Master of Business Administration in Personnel and Industrial Relations from the University of North Texas – Denton and a Master of Science in Library Science and Bachelor of Arts in History from the University of Tennessee - Knoxville.



2016 Research, Scholarship & Creative Activity Award Finalists

(from left to right) President Tom Courtway, winner Jacob Held, finalists Donna Pinckley, Ginny Adams and Provost Steve Runge

2015-2016 Academic Space Changes

Moves and Renovations

- 1) Move CFAC Dean's Office to McCastlain (Spring 2016) **COMPLETED**
- 2) Move International Programs to McCastlain (Spring 2016) **COMPLETED**
- 3) Move Confucius Institute to McCastlain (Spring 2016) **COMPLETED**
- 4) Renovation in Old Main for University College computer lab **COMPLETED**
- 5) New flooring installed in history department **COMPLETED**
- 6) Renovation of Testing Center space **COMPLETED**
- 7) Renovation in Old Main for Minton Commuter College / Veteran's Lounge **ONGOING**
- 8) Convert Adcock House into International House **ONGOING**
- 9) Renovate existing Lewis Science Center **ONGOING**
- 10) Renovate space in the Prince Center for new chemistry research labs **ONGOING**
- 11) Renovate previous Confucius Institute space for UCA Online and CTE **ONGOING**
- 12) Renovate space in Doyne for Nabholz Center for Healthcare Simulation **ONGOING**

New Space

- 1) Lewis Science Center Expansion – construction of Conway Corporation Center for Sciences is ongoing (completion expected Fall 2016) **ONGOING**

UCA Online Update

UCA Online Strategic Design

The UCA Online Strategic Design was completed in June 2016 and serves as a guide to online learning at the University of Central Arkansas (UCA). The UCA Online Strategic Design is evaluated and reviewed annually for necessary revisions. The UCA Online Strategic Design can be accessed through the UCA Online webpage tab - Resources/Faculty Resources/ UCA Online Strategic Design. You must be logged into your UCA email to gain access to these secure documents.

Online Learning Advisory Committee (OLAC)

The Online Learning Advisory Committee was established in 2016. OLAC consists of faculty, administrators, and students and serves as an advisory group. The committee meets once per month to discuss issues and make recommendations concerning online learning. Information regarding the Online Learning Advisory Committee's charge and membership can be found at uca.edu/committees/.

New Undergraduate Online Completion Degree

The online completion degree for Addiction Studies will launch this fall. UCA is the only university in the State of Arkansas to offer a Bachelor of Science Degree in Addiction Studies. This program is offered on-campus and online. The online program is a completion degree in Addiction Studies (Treatment).

Family and Consumer Sciences

The Master of Science degree in Family and Consumer Sciences is now completely online. The program is designed to serve the needs of qualified students preparing for Family and Consumer Sciences careers in business, education, hospitals, industry, government, community agencies, and for entering a doctoral program in Family and Consumer Sciences or in a related discipline. Students can select from specialization tracks in Clothing, Textiles, and Fashion; Nutrition and Foods; and General Family and Consumer Sciences. The Nutrition and Foods track is designed to support individuals enrolled in or completing a dietetic internship.

Online Graduate Programs

All online graduate programs will be migrating to the UCA Online Interface using the UCA Online Course 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. The UCA Online Interface is built into Blackboard Learn, UCA's Learning Management System.

Instructional Designer Positions

Two full-time instructional designers (for a total of three designers) were hired to support faculty in designing, developing, and delivering online courses.

2016 Higher Learning Commission Comprehensive Visit

A seven-member team representing the Higher Learning Commission (HLC) will visit the University of Central Arkansas campus November 14–15, 2016, to conduct the on-site portion of the periodic comprehensive evaluation by the university’s regional accreditor. We can expect the team to meet with students, staff, faculty, administrators, and trustees. (The schedule is not yet set, but more information will be available to the campus as soon as we have it.) This is an important comprehensive evaluation for the university, because it closes (we confidently expect) a near-decade of dual HLC monitoring processes (finances and planning). We have all worked diligently to address the concerns identified by us in our last self-study and confirmed by the visiting team report of our 2010 comprehensive evaluation. For information about past HLC accreditation work and actions, see the HLC task in myUCA at <http://uca.edu/go/hlc-task> (you will be asked to sign in if you are not already signed in).

Important Dates

- August 5–15, 2016Final Review of Assurance Argument by Members of the Steering Committee
- August 22–September 5, 2016.....Campus Review of Assurance Argument
- September 23, 2016Internal Assurance Argument Lockdown
- November 14–15, 2016.....HLC Team Site Visit

2016-2017 Faculty Professional Development Travel Funding

As endorsed by the UCA Board of Trustees at its May 23, 2016, meeting, \$200,000 in excess of departmental base budgets has been distributed to the colleges for faculty professional travel. These funds were distributed in proportion to the number of full-time, continuing faculty in each academic unit.

College/Unit	Full-time Faculty (1)	Portion of \$200K
College of Business	50	\$ 19,802
College of Education	45	17,822
College of Fine Arts and Communication	91	36,040
College of Health and Behavioral Sciences	109	43,167
College of Liberal Arts	93	36,832
College of Natural Sciences and Mathematics	92	36,436
Honors College	8	3,168
University College	14	5,545
Learning Communities	3	1,188
Grand Total	505	\$200,000

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

New Degree Programs and Changes

Summary of Approved Degree Programs

Updated 2016-08-08

Active Programs	Count
Total Degree Programs	125
Total Certificate Programs	25
Total Certificate & Degree Programs	150
Certificates of Proficiency	2
Technical Certificate Programs	2
Associate Degree Programs	3
Baccalaureate Degree Programs	84
Graduate Certificates	10
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	8/8/2016

All Programs	
Distance Education	
Number	% of Total
34	23%

91	Total Undergrad
59	Total Grad

63	Minors
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64	Accredited
86	Not Accredited

* Note that this count does not include the new Doctor of Occupational Therapy (OTD), which is currently under review by the Higher Learning Commission (HLC). The program is listed below, and will be included in our program counts once it has HLC approval. The program is expected to start Fall 2017.

New Programs and Program Changes After Fall 2015

The parenthetical term designates the effective term for each change.

Degree and Certificate Programs

- BBA, Logistics and Supply Chain Management (Fall 2016)
- GC, Special Education K–12 (Spring 2016)
- GC, Dyslexia Interventionist (Fall 2016)
- GC, Integrated Early Childhood Education (B–K)

OTD, Occupational Therapy (Fall 2017)

New Options in Existing Degree Programs

BA, Modern Languages Options

Chinese (Mandarin) (Fall 2016): Traditional language track, Teacher licensure track, Business Chinese track

BS, Mathematics Option

Data Science (Fall 2016)

New Minor Programs

Teaching English to Speakers of Other Languages (TESOL) (Fall 2016)

Health Psychology (Fall 2016)

Notable Program Title Changes

None

Program/Option Deletions

GC, Special Education Instructional Specialist P-4 (Summer 2016)

GC, Special Education Instructional Specialist, 4-12 (Summer 2016)

Key Performance Indicators

University of Central Arkansas Annual Report Card

Key Performance Indicators	Actual					Goals				
	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	FY 2019-20
Degrees/Certificates Awarded										
All Credentials	3,992	2,157	2,014	2,113	2,141	2,595	2,718	2,846	2,981	3,122
Bachelor's	1,499	1,553	1,423	1,517	1,420	1,868	1,957	2,049	2,146	2,248
Graduate	607	579	578	567	612	697	730	764	800	838

NSSE-Level of Academic Challenge	2011	2012	2013	2014	2015	2016	2016	2017	2018	2019
Freshman	N/A	51.7	N/A	N/A	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Seniors	N/A	59.6	N/A	N/A	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Financial Status - Composite Financial Index	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	FY 2019-20
	2.31	1.92	2.30	3.43	2.43	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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	87.1%	84.1%	84.0%	85.4%	85.9%	≥86.5%	≥87.0%	≥87.5%	≥88.0%	≥88.5%

Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate (includes HS concurrent)	9,629	9,604	9,754	9,842	9,887	10,236	10,508	10,811	11,102	11,455
Graduate	1,534	1,503	1,780	1,856	1,867	1,970	1,995	2,020	2,045	2,070
Total Enrollment	11,163	11,107	11,534	11,698	11,754	12,206	12,503	12,831	13,147	13,525

Enrollment of racial/ethnic minority students as a percentage of total enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	22.9%	24.9%	26.2%	28.4%	28.0%	≥25.0%	≥25.0%	≥25.0%	≥25.0%	≥25.0%
Graduate	14.1%	13.2%	15.6%	14.5%	14.4%	≥16.0%	≥16.2%	≥16.4%	≥16.6%	≥16.8%

External Funding	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	FY 2019-20
Sponsored Funding/Grants	\$7,703,720	\$5,090,608	\$4,076,954	\$4,951,260	\$4,302,503	\$4,719,584	\$4,955,563	\$5,203,341	\$5,463,508	\$5,736,684
Private Funds (new gifts and pledges)	\$3,627,982	\$4,321,643	\$3,831,542	\$5,138,934	\$11,042,442	\$6,000,000	\$6,300,000	\$6,615,000	\$6,945,750	\$7,293,038

Persistence to Graduation	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	AY 2019-20
	77.4%	76.6%	78.0%	76.5%	77.2%	≥80.0%	≥80.0%	≥80.0%	≥80.0%	≥80.0%

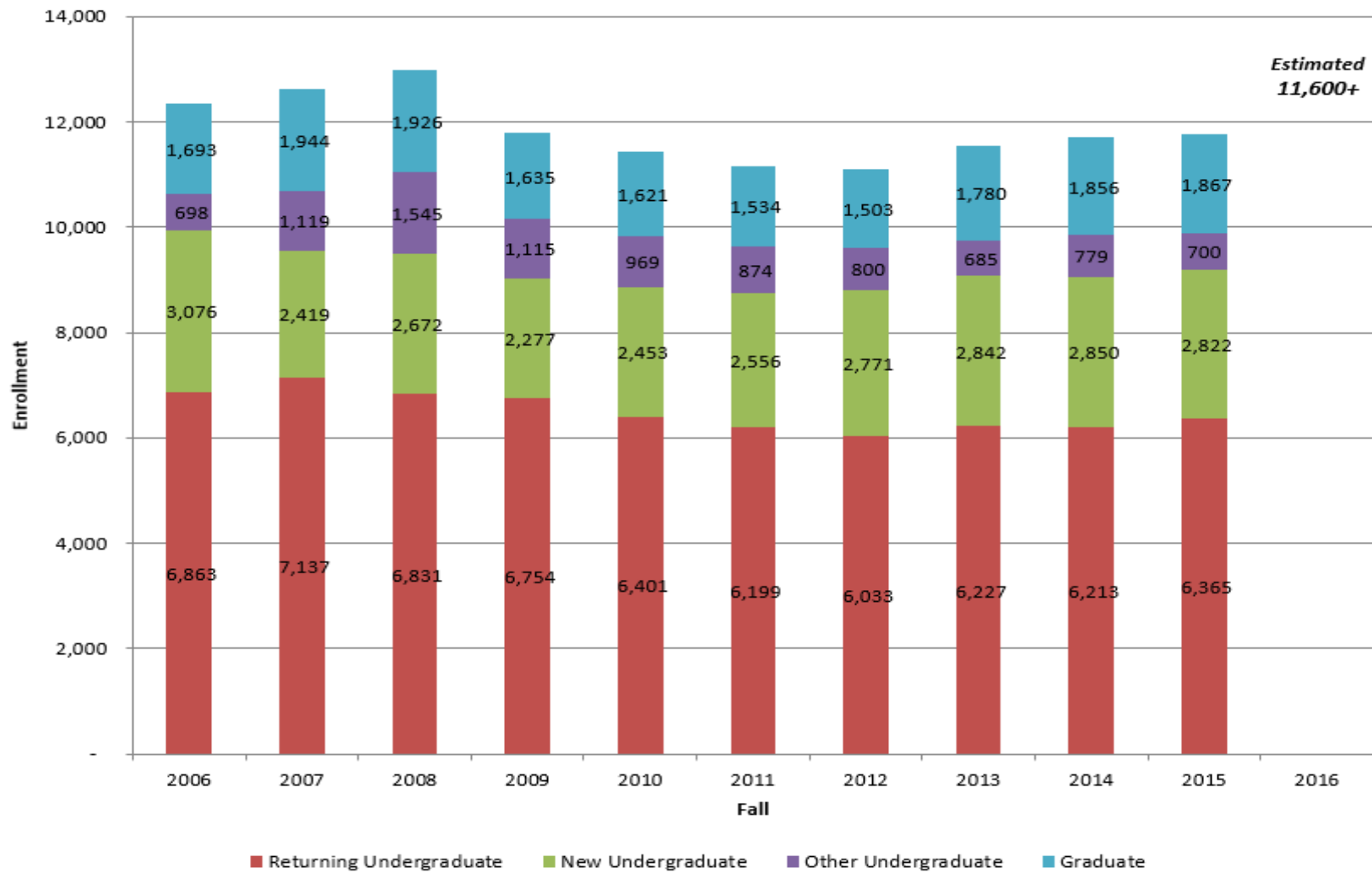
First-time Undergraduate Cohort	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Six-Year Graduation Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Retention Rate	Actual								Goals			
Fall-to-fall, year 1 to year 2	70.8%	72.5%	71.3%	73.4%	69.0%	70.2%	69.8%	69.9%	72.4%	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%	56.8%	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%	21.4%	22.0%	22.0%	23.0%	24.0%	25.0%	26.0%	25.0%	30.0%	35.0%
6-year graduation rate (150% completion time)	40.8%	42.0%	44.7%	45.0%	45.0%	46.0%	47.0%	48.0%	49.0%	50.0%	55.0%	60.0%

Prepared by: Office of Institutional Research

*Metric no longer available. To be evaluated during Strategic Planning process.

12/11/2015

UCA Fall Enrollment



UCA Core Update

Over the past year the UCA Core took shape as a foundational program of study for all students at UCA. With a full complement of Lower Division (LD) and Upper Division (UD) courses in place, as well as an assessment process fully underway, the Core can now be seen for what it is, and for what it was designed: a comprehensive, foundational educative experience rooted in core competencies and skills necessary for students to succeed in a diverse and ever changing world. We have come a long way since 2012, and thanks to the hard work of many, we are well placed to offer students the best comprehensive educational experience in Arkansas. Below are highlight selected recent accomplishments and on-going efforts to continually improve the Core program at UCA.

1) Advising and Public Relations

- a. Dr. Held continues to work with the Advising Center and Registrar's Office to streamline the process by which transfer and new students are audited for LD and UD core requirements.
- b. In consultation with Dr. Jonathan Glenn and various stakeholders in the Academic Advising Center, we revised the LD Core Check Sheet, simplifying the language and the visual presentation, thereby minimizing student and advisor confusion. The check sheet can be located here: <http://uca.edu/academicbulletins/ld-uca-core/>
- c. During the late fall of 2015 and spring of 2016, a Public Relations intern, Ms. Jennah Denney, from the Department of Communication, assisted with the items d-f below.
- d. We have updated the UCA Core website to be more student friendly. Dr. Held is currently working with CTE to continue to update the website so that it is more informative and easily navigable.
- e. We created two PowerPoint presentations. One presentation focuses on the Core in general, providing an overview of the goals and intention of the core, as well as advice on meeting core requirements. The second presentation is designed to assist students in reading their DegreeWorks report, with emphasis on the Core.
- f. We designed and have begun to distribute trifold brochures and flyers on the UCA Core. This is an attempt to publicize the Core as a coherent program of study with distinct goals.

2) First-Year Seminars

- a. Along with Drs. Gary Bunn, Julia Winden Fey, and Mr. Thomas Bruick, we have developed and are piloting this fall, an FYS Sophomore Peer Mentor Program modeled on a similar program at the University of Northern Iowa. This program will pair a sophomore student with a section of an FYS course, wherein they will provide additional support for the instructor and the students. The mentors will do

so while enrolled in EDUC 2310, a course designed to teach about mentorship and learning communities.

- b. In consultation with the CTE, FYS training has resumed with both mandatory training sessions being provided to first time FYS instructors and optional roundtable style events being provided for continuing and first time FYS Faculty. An FYS sub-committee of the Core Council, with significant assistance from Carl Olds, produced an FYS manual that provides all FYS instructors with background on FYS courses as well as sample assignments and syllabi to assist them in designing their FYS courses as unique, first-year experiences.
- 3) Core Council
- a. The Core council will be considering this fall a “White Paper” authored by the Core Director on the criteria under which courses ought to be considered before being allowed into the Core. The Council believes stricter and clearer guidelines are necessary in order to maintain integrity in the program.
- 4) Assessment: A search is currently underway for a new Director of Assessment. This individual will build upon the progress we have already made.
- a. The Core council adopted an assessment schedule wherein one area of the Core (Effective Communication, Critical Inquiry, Responsible Living, or Diversity) will be assessed per year, with the resulting data being interpreted the following year and interventions being implemented thereafter. This cycle will allow us to focus on one area at a time without overwhelming faculty with the demands of assessment.
 - b. We have collected data on the full LD Core from fall of 2015, and will be presented with a report from Dr. Kurt Boniecki this fall. This initial report will provide the Core Council, and the campus at large, the opportunity to discuss the role of assessment with respect to the UCA Core.
 - c. Assessment will continue this fall with all Responsible Living courses being assessed in the fall and spring. Multiple training sessions will be provided for faculty teaching a Responsible Living courses this fall.

Transfer Articulation Update

Over the past two years, UCA has entered into 101 new transfer agreements with 19 of Arkansas' 22 community colleges. This brings the total number of transfer agreements in place to 103. Highlights of specific accomplishments are as follows:

- 51 of UCA's 83 baccalaureate degree programs are now involved in at least one transfer agreement.
- 366 degree plan checklists have been created and are available for prospective transfer students to view at uca.edu/2plus2.
- The Registrar's Office is preparing to launch the Degree Works Transfer Equivalency module, which will enable prospective transfer students to understand how their previously completed coursework will transfer to UCA and be applied to their desired program of study. UCA will be the only four-year public institution to offer such an interface online.
- A collaborative syllabus evaluation process has been developed in order to continually update the Degree Works Transfer Equivalency database when new syllabi are presented to UCA.
- A reliable 2+2 identification and verification procedure is in the process of being finalized. This will help UCA to accurately identify students who have faithfully completed the first half of a 2+2 agreement and ensure that we follow through on the promises we've made for the second half of that agreement.
- Regular on-site advisement and registration services are being provided at Arkansas State University-Beebe, National Park College, Pulaski Technical College, and the University of Arkansas Community College at Morrilton.
- Presentations within freshman seminar courses in the aforementioned colleges have been initiated in order to educate students about 2+2 opportunities.
- A process for proactive transcript analysis and pre-advising-appointment credit resolution has been developed to ensure that students obtain maximum value for the credits they are transferring to UCA.

Centralized Scheduling

UCA implemented a centralized scheduling system last fall. This system is powered by Event Management System (EMS) system software. Key features of UCA's system include the following:

- Full integration with Banner: Courses continue to be scheduled in Banner by departments. EMS then downloads the course schedules into the EMS calendar.
- Visitors and registered users can view or “browse” the master schedule in Virtual EMS to look for available spaces to register a class or event.
- Virtual EMS can be located through the A-Z index on the UCA Homepage. Click on “Reservations.”
- Numerous tutorials are available to assist users with the system.
- All events on campus must be scheduled through the Centralized Scheduling System. (Casual meetings during business hours in departmental/college conference rooms are excluded.) Registration of events in the system allows efficient use of campus space and also provides campus police with knowledge of events for security reasons.
- Academic uses will continue to receive priority in academic buildings.
- The system is managed in the Registrar's office by Lisa Canady.

Mid-Tenure/Promotion/Tenure/Advancement

The Office of Institutional Research (OIR) has been working with Digital Measures to make the mid-tenure, promotion, and tenure process electronic. Mid-tenure review will be done through this process **starting fall 2016**. Hopefully, we will be able to check out any problems we would have with the process with this small trial run with the goal of conducting promotion and tenure reviews through a digital process starting fall 2017. OIR is currently working with the Digital Measures Working Group to fine tune the advancement application. To help with the transition to a digital process, OIR will be offering training sessions on the mid-tenure process. Please sign up for the training sessions at <http://uca.edu/ir/digital-measures/>. The training sessions will be held at the following times:

Thursday, September 22, 2016 at x-period (Burdick 218)

Tuesday, September 27, 2016 at x-period (Burdick 218)

General training for Digital Measures will still be offered this fall and times for the trainings are listed on the OIR website.



UNIVERSITY OF
CENTRAL
ARKANSAS[™]

Division of Academic Affairs
Wingo Hall 213
Phone: 501-450-3126
Fax: 501-450-5066

<http://uca.edu/academicaffairs>
provost@uca.edu