

Criterion 3. Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Argument

Consistent with its mission and core values, UCA commits “to excellence through the delivery of outstanding undergraduate and graduate education” and “to being responsible and accountable in our operations” through internal and external processes that ensure each educational program reflects the content and rigor commensurate with the program’s learning goals and level of study.

Internally, UCA adopts a multi-level curriculum and assessment review process that allows departments and schools to control curricula locally, while providing oversight by college and university committees. In this way, curricula reflect the expertise of the faculty while ensuring that programs have articulated learning goals and outcomes commensurate with the level of the program and consistent with the mission and strategic objectives of the respective college and university.

Externally, the Arkansas Department of Higher Education (ADHE) must approve all new programs or substantial changes to existing programs and either notify or seek approval from the Arkansas Higher Education Coordinating Board. ADHE also mandates regular program reviews, which may include reviews by external accrediting agencies (see Criterion 3.F). Certain professional programs must also ensure that their learning outcomes meet standards established by professional licensing bodies. Together, these external agencies ensure that all academic programs maintain curricula and learning outcomes consistent with the needs of the state and widely expected professional preparation.

Curriculum Review Process

The [Curriculum Development Process Guide](#) (CDPG) serves as the central reference for curriculum creation, modification, and deletion. Maintained by the Office of the Provost, it provides all stakeholders with step-by-step procedures to ensure proper academic review and state compliance. Departments or schools typically initiate curriculum changes by completing the appropriate [form](#) based on the academic level (undergraduate or graduate) and type of change. Major changes—including new courses or programs, changes to credit hours or program requirements, or changes that affect other departments—require formal action in which academic administrators and curriculum committees must recommend approval at the department, college, and university levels. Minor changes—such as adding or removing electives, deleting non-required courses, or changing course titles, prerequisites, or descriptions—require only notification (i.e., an information item) to the appropriate administrators and curriculum committees at each level.

Most proposed changes to the undergraduate and graduate curriculum are initially reviewed by the department or school's curriculum and assessment committee and then proceed respectively to the department chair or school director, college curriculum and assessment committee, and the college dean for review. At the college level, curriculum and assessment committees oversee development of and changes to assessment plans as well as program curricula. The [committee memberships](#) demonstrate a shared governance structure vested in the success of the academic programs under their purview.

Following the department and college levels of review, proposals route through one or more of the following university-level committees:

- The [Professional Education Council](#) (PEC) in the College of Education serves as the advisory body of the undergraduate and graduate professional education programs at UCA, and in that capacity, reviews all proposed changes to teacher education curricula and must recommend approval of major changes before proceeding to the Undergraduate or Graduate Councils. The PEC ensures all teacher education programs meet accreditation standards set by the Council for the Accreditation of Educator Preparation (CAEP) and state licensure requirements set by the Division of Elementary and Secondary Education (DESE).
- The [UCA Core Council](#) oversee the UCA Core, the four-year undergraduate general education program at UCA. Its membership consists of the Assistant Provost for Academic Assessment and General Education serving as chair, department chairs and faculty representatives from each academic college and the Honors College, student members, and non-voting ex officio administrators. All proposed changes to the UCA Core must be reviewed the UCA Core Council and major changes recommended for approval before proceeding to the

Undergraduate Council. The UCA Core Council ensures that all courses in the UCA Core include sufficient content and assignments to achieve the learning outcomes defined in the [UCA Core Rubrics](#). See the assurance argument for Criterion 3.B for additional information on the UCA Core.

- The [Undergraduate Council](#) reviews all proposed changes to undergraduate curricula and policies and votes to recommend approval of major changes to the Council of Deans. Its membership consists of the Associate Provost for Institutional Effectiveness serving as chair, department chairs and faculty representatives from each academic college and the Honors College, student members, and non-voting ex officio administrators.
- The [Graduate Council](#) reviews all proposed changes to graduate curricula and policies and votes to recommend approval of major changes to the Council of Deans. Its membership consists of the Dean of the Graduate School serving as chair, department chairs and faculty representatives from each academic college, a graduate student member, and non-voting ex officio administrators. The Graduate Council also approves the appointments of faculty members to graduate status and act as an academic appeals body for graduate students.

Following recommendations from the appropriate university council(s), major curriculum changes must be reviewed and recommended for approval by the [Council of Deans](#) before proceeding to the provost. Final approval rests with the provost, except for items that proceed to ADHE, which also require the approval of the president and, in some cases, the UCA Board of Trustees. While this review process usually starts at the department level, exceptions include changes to courses or programs housed by the college (e.g., the Bachelor of General Studies and the Master of Business Administration) which start with the college curriculum and assessment committee and changes to academic policies which start with the appropriate university-level committee.

Following internal review and approval, ADHE must also approve new programs and substantial changes to program curricula (see [ADHE policy](#)). New degrees consisting of 25% or more new coursework and new certificates consisting of 50% or more new coursework must also be approved by the UCA Board of Trustees and the Arkansas Higher Education Coordinating Board (AHECB). Otherwise, the UCA Board of Trustees and the AHECB receive notification of curriculum changes requiring ADHE approval.

Learning Goals and Outcomes

All [new course proposals](#) must articulate the learning goals and outcomes of the proposed course, including the methods used to evaluate student performance and how students demonstrate achievement of the goals. Additionally, new course proposals include an outline of the specific topics covered, the amount of time devoted to each

topic, and the core readings that might be used to achieve the course goals. As a result, department, college, and university levels of review can evaluate whether the course goals and outcomes reflect the content and rigor commensurate with the level of college work. Furthermore, all course syllabi are required to list the course objectives and requirements, grading policies, and if the course is a part of the UCA Core, specific language regarding how the course aligns to UCA Core learning outcomes (see [Course Syllabus Requirements](#)). Additionally, the [College of Business](#) and the [College of Education](#) have adopted standardized syllabus templates which require faculty to articulate clear course objectives as well as, in some cases, pedagogical frameworks and assurances of learning.

Proposals to add a course to the UCA Core must include a [curriculum attachment](#) that articulates how certain course assignments align to the UCA Core learning outcomes (see the [UCA Core Rubrics](#)), as well as what percentage of the total course grade each assignment comprises. Because lower-division UCA Core courses are considered foundational, a majority of the course content must be dedicated to the relevant UCA Core learning goal. Upper-division UCA Core courses should reinforce learning at the lower-division while also leaving capacity for discipline specific learning goals, and therefore, only 20% of the course work must directly align to the relevant UCA Core learning goal(s). The assurance argument for Criterion 3.E addresses assessment of the UCA Core learning outcomes.

Proposals for new degree or certificate programs must include a [curriculum attachment](#) verified by the Assistant Provost for Academic Assessment and General Education that identifies the student learning outcomes of the program. New programs that will be accredited identify the accreditor and the timeline for achieving accreditation. [Accredited programs](#) engage in the assessment of student learning required to remain in good standing with the external accreditor. Otherwise, all new non-accredited programs must articulate the learning outcomes of the program and the timeline for submitting an [Academic Assessment Plan](#) (AAP) to the [Academic Assessment Committee](#) (AAC) for review and approval.

Beginning at the departmental level, all non-accredited programs must develop and implement an AAP (see [AAP library](#)) with regular reporting on [three-year cycles](#) to the Office of Assessment. Each AAP articulates the program's mission, goals, student learning outcomes, as well as assessment methods and improvement measures. New AAPs are initially reviewed by the department or school's curriculum and assessment committee, and then respectively reviewed by the department chair or school director, college curriculum and assessment committee, and college dean before proceeding to the AAC for final approval. In this way, although departments and schools determine and maintain local control of their programs' curricula and learning outcomes, the colleges and university provide regular oversight to ensure those outcomes meet the

appropriate level of rigor while deferring content to faculty experts. The assurance argument for Criterion 3.E addresses the assessment of program-level learning outcomes and AAP reporting.

[ADHE policy](#) requires all programs to complete an [existing academic program review](#) (EAPR) every seven to ten years. Accredited programs satisfy this requirement by submitting verification of the program's accreditation status. Non-accredited programs must complete a self-study which is reviewed by two external reviewers who produce a final report. The [self-study](#) requires programs to demonstrate effectiveness at both an infrastructural level in terms of faculty credentials and funding, but also at an academic level, including clearly articulated learning outcomes and demonstrated effectiveness in promoting student learning. EAPRs—whether accredited or non-accredited—examine appropriate inputs, outputs, and outcomes with the intent of assuring the university, its students, and the public of healthy, sustainable, and academically vital programs of study. See the assurance argument for Criterion 3.F for more detail on the EAPR process.

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing, and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Argument

Consistent with its mission and core values, UCA's educational programs challenge students to critically process information, engage in rigorous discovery, and adapt to a dynamic world. Grounded in the core value of intellectual excellence, UCA designs its curriculum to produce educated citizens who can effectively collect, analyze, and communicate complex information through critical thinking, writing, and speech. In particular, the [UCA Core](#), the university's four-year general education program, embodies UCA's dedication to academic vitality, integrity, and diversity by helping students develop the knowledge and skills necessary for critical inquiry, effective communication, and responsible living in a global and rapidly changing world. This commitment extends into engaged learning, as the university's mission and vision explicitly emphasize "scholarly and creative endeavors," ensuring that students actively practice diverse modes of intellectual inquiry and creative work.

The UCA Core

The [UCA Core](#) ensures "that every student at UCA develops the essential intellectual foundation necessary for professional adaptability, informed citizenship, and lifelong learning." Across four years of coursework, from lower-division introductory courses and first-year seminars to upper-division courses in the major and culminating capstone experiences, students develop the knowledge and skills recognized as fundamental to a broad liberal education and necessary for success in a global and ever-changing world. UCA structures the core curriculum around four main competencies:

- *Critical Inquiry* – Critical Inquiry involves clearly articulating a problem or question within its proper context, devising an appropriate methodological plan to investigate it, synthesizing evidence from high-quality sources, and arriving at informed conclusions that account for relevant contexts, limitations, and implications.
- *Effective Communication* – The ability to develop and present ideas logically and effectively.
- *Global Learning* – The development of a self-aware personal identity that recognizes global interconnections, enabling learners to evaluate various viewpoints and apply their knowledge to craft sophisticated responses to real-world issues.

- *Responsible Living* – The ability to understand complex issues and their impact on stakeholders, applying disciplinary knowledge to develop solutions that promote holistic well-being across personal, professional, and community contexts.

The syllabus for each UCA Core course lists the competency it meets (see [Course Syllabus Requirements](#)) and we assess the achievement of these competencies by measuring students' learning outcomes using the [UCA Core Rubrics](#) (see the assurance argument for Criterion 3.E for details).

At the lower division, the UCA Core ([LD UCA Core](#)) requires 38 credit hours, including the [35-hour state minimum core](#). The LD UCA Core provides students a foundational education in the four core competencies. Students complete five courses in Critical Inquiry, including a quantitative course, two lab sciences, a course in American history and government, a social science course, and a course in the fine arts or humanities. To meet the Effective Communication competency, students complete a course on oral communication and two freshmen-level writing courses, including a course on academic writing and research that “introduces students to academic argument based on substantiating, evaluating, and proposing claims.” Students also complete two courses in Global Learning, which may include a first-year seminar, and one course in Responsible Living. To be a foundational experience, an LD UCA Core course must introduce and develop key concepts and skills in one of the four competencies through a majority of the course content.

Prior to completing 30 credit hours, UCA students complete a [first-year seminar \(FYS\)](#) that meets a Global Learning requirement in the LD UCA Core. An FYS provides students with an exemplary academic experience in a small-class environment (no more than 25 students) as an introduction to collegiate life at UCA. FYS course objectives develop students' knowledge and skills around the following questions: What is academic knowledge? How will you succeed in college? How do we work together? And how do we create knowledge? To achieve these objectives, FYS faculty develop a creative and innovative academic experience around the following set of course design principles:

- Introduce students to ways of knowing and academic standards through exploration of a special topic.
- Use assignment structures and pedagogical strategies that help students develop the skills needed to meet the academic expectations of college
- Guide students in recognizing and using academic success skills
- Integrate the use of university resources into required assignments and available course materials
- Create intentional and extended opportunities for peer collaboration and support

- Include intentional, required, and repeated opportunities for faculty-student interaction.

At the upper-division level (UD UCA Core), major, minor and/or elective courses further reinforce the development and application of the knowledge and skills of the four competency areas. Although UD UCA Core courses need not devote a majority of their content to developing the designated competency, they must provide a significant opportunity for students to apply the skills introduced at the lower-division and to demonstrate mastery. The UD UCA Core culminates in a capstone experience that integrates effective communication and critical inquiry alongside one's chosen field of study. Capstone courses are opportunities for students to engage in an integrative educational experience drawing from their comprehensive education.

As noted earlier, the [UCA Core Council](#) oversees the UCA Core curriculum. The Council (1) articulates a clear vision of the UCA Core as a cohesive program of study, (2) determines and applies rigorous standards for all UCA Core courses consistent with the UCA Core learning goals, and (3) oversees the assessment of the program to guarantee that the goals of the UCA Core are met by the Core curriculum. The Council regularly convenes to discuss the aims and structure of the UCA Core and review proposals to add or remove courses (see [minutes](#)). The Council reviews proposals to add courses to the UCA Core based on content and fitness, as well as with respect to the learning goals and curricular needs. Additionally, an FYS advisory committee reviews proposals to add new FYS courses to the UCA Core and makes recommendations to the Council based on the proposals' adherence to the FYS course design principles. The Council also regularly assesses whether extant courses meet the purpose and learning goals of the UCA Core and works with departments to develop action plans for those that need improvement (see the assurance argument for Criterion 3.E for details).

Experiential and Applied Learning

Beyond the UCA Core, UCA's undergraduate and graduate programs engage students in collecting, analyzing, and communicating information through a variety of experiential and applied modes of intellectual inquiry or creative work (see [Experiential Enrollment](#)).

For example, UCA provides opportunities for highly able and motivated undergraduate students to develop and complete culminating capstone projects through [three separate honors programs](#)—the Honors in the Majors Program, the Schedler Honors College, and the Schedler Honors Program. Students who complete 60 hours and have a sufficiently high GPA, may pursue recognition in the Honors in the Major Program, which includes a capstone project that allows students to make original scholarly or professional contributions to their field. Students who complete the project earn the designation of “undergraduate scholar” upon graduating. Students admitted into the

Schedler Honors College may complete an interdisciplinary studies minor that helps students design and execute their own scholarship. Honors College students work one-on-one with a faculty mentor, produce a capstone project, and present it publicly. Students who do not wish to pursue the minor may still complete an Honors capstone project related to their major and present it in their senior year. Since Fall 2020, 542 students have completed an Honors Thesis or Capstone course in one of the Honors programs (see completed [Honors Thesis Titles 2020-2026](#)).

However, students need not be in an Honors program to pursue scholarly engagement. Science-based programs such as Biology, Chemistry, Psychology, and Sociology integrate undergraduate research into their curriculum, teaching students the rigorous methodologies required to gather and interpret empirical data. Other UCA programs, ranging from Engineering to Studio Art, emphasize project-based learning that engages students in a variety of applied and collaborative work. Since Fall 2020, 4,889 undergraduate students have completed courses requiring research or other project-based learning. These courses often serve as students' capstone experience in the UCA Core and have led to 949 co-authored [presentations and publications with faculty](#).

Many graduate programs also incorporate research or other modes of applied inquiry into their curriculum. Since Fall 2020, 2,931 graduate students have completed courses requiring specialized research or applied projects in fields such as Occupational Therapy, Exercise Science, Film, Physical Therapy, Psychology, and Nursing, including 487 students in a master's thesis course and 533 students completing dissertation hours. As a result, graduate students have co-authored 945 [presentations and publications with faculty](#).

While research and directed projects build students' intellectual inquiry skills and academic credentials, UCA also engages students in supervised professional experiences, such as practica and internships, designed to prepare them for the workforce. Practica allow students to practice their discipline under the close supervision of seasoned professionals. Since Fall 2020, 1,330 undergraduate students and 5,253 graduate students completed practica in a wide range of programs, from Addiction Studies to Theatre. Internships provide students with "on-the-job" training, allowing them gain practical work experience in their discipline. Almost all undergraduate and graduate programs at UCA offer internship courses, directly connecting students with industry partners, healthcare facilities, and educational institutions. Since Fall 2020, 4,561 undergraduate students and 1,702 graduate students completed internship courses.

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Argument

With approximately 1,800 full-time and part-time employees and an average student-to-faculty ratio of 14 to 1 over the past six years (see [Faculty and Staff Headcount 2021-2025](#)), UCA has sufficient faculty and staff to carry out its commitment “to excellence through the delivery of outstanding undergraduate and graduate education.” UCA provides effective, high-quality programs and student services by ensuring faculty and staff meet all necessary qualifications, engage in ongoing professional development, and participate in annual performance evaluations.

Faculty and Staff Qualifications

The [Faculty Handbook](#) details the minimum qualifications to teach at UCA, as well as the process for approving exceptions for equivalent experience or progress towards the required academic credentials (Ch. 3, §II.E). Additionally, tenure-track and tenured faculty must hold “a terminal degree or other degree considered acceptable for a tenure-track appointment by the appropriate accrediting body” (Ch.3, §IV.A). The tenured faculty at UCA have the responsibility for assuring the quality and character of the faculty. According to the Faculty Handbook (Ch. 3, §I.D), “the duty to seek the best qualified persons for appointment weighs most heavily on the tenured faculty, who are also entrusted with responsibility for retention and promotion recommendations.”

Through each department’s or school’s Tenure and Promotion Committee and Department Personnel Advisory Committee, the tenured faculty establish the qualifications and criteria for appointment, tenure, and promotion, and make recommendations to the department chair or school director, dean, and provost.

UCA expects instructors teaching courses for UCA credit who are not employed by the university to also meet appropriate qualifications. Although UCA [ended](#) its [concurrent enrollment program](#) after the Spring 2026 term, all high-school instructors that taught concurrent enrollment courses for UCA met the same minimum qualifications as UCA faculty and received [training](#) to ensure compliance with UCA, state, and accreditation standards. Consortial partners delivering accredited professional programs in Medical Laboratory Science, Nuclear Medicine Technology, and Radiology (see [Affiliate Agreements](#)) employ clinical instructors who meet their own minimum qualifications in accordance with disciplinary and accreditation standards.

At UCA, every staff position has a specific job description listing duties and qualifications. Qualifications include education and experience, and vary widely depending on the position.

Professional Development

Faculty members stay current in their disciplines and adept at their teaching through professional development that they document as part of the annual evaluation process. Since Fall 2020, UCA faculty recorded 5,482 [professional development activities](#). Each academic unit supports faculty development through funds in their operating budget. Units determine how this money may best be used to support the professional activities of the faculty.

UCA also supports a [sabbatical leave program](#) for tenured faculty members who have at least six years of service with the university. Eligible faculty members may apply for sabbatical leave for one semester at full stipend or one academic year at half stipend to conduct a focused project intended to advance their scholarship or improve their teaching. The [Sabbatical Leave Review Committee](#) reviews applications and recommends sabbatical leaves to the provost for projects that could not otherwise be accomplished without leave. Faculty members may apply for additional leaves after each six-year period of service (see [Sabbatical Leave Guidelines](#)). Since Fall 2020, 58 faculty members have been awarded sabbatical leave (see [Sample Sabbatical Leave Reports](#)).

The [Center for Excellence in Teaching and Academic Leadership](#) (CETAL) operates as a faculty development hub, guided by a mission to provide connection and professional development opportunities that positively impact student growth and success through four core values: effective teaching, belonging, collaboration, and professional advancement. CETAL's strategic approach addresses faculty needs across all career stages, from new faculty orientation to mid-career learning communities. CETAL provides a wide range of programs and resources to support faculty instructional development (see the assurance argument for Criterion 3.D). Additionally, CETAL partners with academic leaders to offer an annual summer leadership retreat for department chairs and school directors, as well as learning communities and book groups focused on leadership development throughout the year.

UCA staff [participate in professional development](#) through online and in-person seminars hosted by Human Resources (HR). Beyond required training (see the assurance argument for Criterion 2.A), HR also offers voluntary in-person seminars and discussion groups designed to develop leadership skills and support administrative staff. HR accepts up to 25 employees into their [LEAD](#) program each year since. LEAD (Lead, Engage, Act, Discover) participants meet monthly to learn the operational structures, relationships, and leadership that better serve our students and colleagues

in higher education. Since the program's inception in 2024, 72 employees have completed the LEAD program. HR also provides three new staff orientations each year to ensure new employees know UCA policies and procedures, and regularly host appreciation events to recognize and celebrate UCA employees.

The Staff Senate maintains a [fund](#) to assist staff in pursuing professional development opportunities and provides [employee scholarships](#) to help them earn a degree from UCA. Under BP [623](#), all full-time UCA employees can also apply for 80% remission of the tuition and fees for courses taken at UCA. Division units maintain associations with state, regional, and national professional organizations and fund staff professional development, such as conference attendance and online training, through their operating budgets. For example, professional advisors in [Academic Advising](#) remain current in their profession through the [Arkansas Academic Advising Network](#) (ArkAAN) and [NACADA](#). Academic advisors in the [Athletic Academic Resource Center](#) regularly attend the meetings of the [National Association of Academic and Student-Athlete Development Professionals](#) (N4A), the [National Association of Collegiate Directors of Athletics](#) (NACDA), and the [NCAA Regional Rules Seminar](#) to stay current with NCAA requirements. The [Financial Aid](#) maintains memberships with [AASFAA](#), [SWASFAA](#), and [NASFAA](#), and rotates attendance at their conferences among financial aid staff to ensure each has an opportunity for in-person professional development. To ensure they remain current, all financial aid staff attend an annual two-day training, receive daily email updates from NASFAA, and have access to the NASFAA Knowledge Base.

Performance Evaluation

In accordance with Arkansas statute (A.C.A. §6-63-104), UCA monitors the performance of all faculty members annually and files the policies and procedures for doing so with the Arkansas Division of Higher Education (see [Framework for the Review of Faculty Performance](#)). As specified in the [Faculty Handbook](#) (Ch. 4, §I), each faculty member submits an annual self-evaluation and planning report to the department chair or school director summarizing their professional accomplishments for the past calendar year and their goals for the next year. Department chairs or school directors then meet individually with each faculty member to assess progress in relation to the stated goals and mission of the department or school, college, and university.

In addition to annual reviews, the [Faculty Handbook](#) outlines the criteria and procedures to evaluate faculty members for tenure and promotion (Ch. 3, §V-VII). Tenure-track assistant professors undergo mid-tenure review in the spring of their third year and submit their application for tenure and promotion to associate professor in the fall of their sixth year. All tenured and non-tenure-track faculty members may apply for promotion to the next rank after six years of service or six years since their last promotion. The Department Tenure and Promotion Committee, consisting of the

tenured faculty of the department or school, reviews all tenure and promotion applications and submits their recommendations to the department chair or school director. Review and recommendations proceed from the department chair or school director to the college dean and then to the provost who makes final recommendations to the president. The Board of Trustees has sole authority to grant tenure and promotion upon recommendation from the president.

Students can provide feedback to instructors about their courses through an anonymous, online [Student Course Experience Survey](#) (SCES). Instructors, departments, or programs can also add customized questions to the standard question set to assess unique aspects of the course. All syllabi provide information about the SCES, including when it opens. Each faculty member, their chair or director, and their dean receive the results of each SCES, and consider them in annual evaluations, as well mid-tenure, tenure, and promotion reviews. As stated in [Faculty Handbook](#) (Ch. 4), the “results from student evaluations should stimulate reflection about a faculty member’s effectiveness in promoting learning. Data generated from assessment processes should be used to inform decisions that will improve the curriculum and its delivery.”

Each year, the faculty may anonymously evaluate the performance of their department chair or school director and their dean. The deans consider the results of these evaluations, as well as progress towards departmental and college goals, in their annual performance reviews of the department chairs and school directors. Likewise, the provost considers the faculty evaluations of the deans and progress towards college and university goals in the annual performance reviews of the deans.

The [Staff Handbook](#) requires a formal annual performance evaluation of all staff. Like the faculty, staff members complete a self-evaluation and submit it to their supervisor for review. After the supervisor completes their initial response, the evaluation proceeds through a review and approval chain involving the appropriate administrators and Human Resources. Once approved, it returns to the supervisor to discuss with the employee, after which the supervisor signs and the employee may add final comments before signing. Staff who fail to meet satisfactory levels of performance may be placed on a 90-day [performance improvement plan](#) designed to define gaps in performance, set clear goals and expectations for improvement, and establish regular progress checkpoints. Additionally, newly hired staff members complete a 90-day probationary period ending with an [evaluation](#) by their supervisor and a decision to end the probationary period, extend the probationary period, or terminate employment.

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Argument

UCA upholds its mission to deliver an outstanding education by investing in support services and learning environments that are responsive to the diverse needs of our students and faculty. Driven by our core value of intellectual excellence, we foster student success by providing comprehensive student support services, resources to support teaching excellence, and the physical and technological infrastructure in which our students and faculty can thrive.

Student Support

UCA offers the following student support offices and programs to foster success among its multiple student populations.

Academic Advising

Starting in Fall 2020, UCA transitioned undergraduate advising from the faculty to full-time professional advisors. Currently, UCA employs 28 [undergraduate academic advisors](#) assigned to each college who collaboratively guide students through course planning, career exploration, and academic reviews. To stay on track, students must meet with their assigned advisor at least once every semester. After completing 90 credit hours, students audit their degree progress with the Office of the Registrar to catch and resolve any missing requirements before graduation.

Advisors work with students in planning their classes and assist them in mapping out their academic plan. To aid in this process, the institution provides online resources such as [Sample Degree Plans](#) and [Degree Works](#), an online tool that tracks students' progress toward degree completion. Additionally, the [Academic Advising](#) website includes other resources, including step-by-step video tutorials and the MyMajors assessment tool, which uses an algorithm based on students' aptitudes and interests to identify potential majors.

During [Summer Orientation and Academic Registration](#) (SOAR) sessions, first-time undergraduate students participate in a group advising sessions and can speak with their advisors to discuss any schedule changes. Advisors also participate in [Welcome](#)

[Week](#) activities and hold one-on-one and small group meetings with their advisees throughout the semester.

Academic advisors in the [Athletic Academic Resource Center \(AARC\)](#) advise student athletes and monitor their academic performance and progress toward degree completion to ensure athletic eligibility and compliance with NCAA requirements. Student athletes must meet with their athletic academic advisor at least once per semester to discuss degree progress and develop a schedule.

[Online, Transfer & Returning Student Services](#) (OTRSS) facilitate a seamless academic transition for students coming from other institutions, re-enrolling after a gap in their education, or pursuing their degrees remotely. To ensure these students succeed, the office provides comprehensive, specialized support that includes guiding prospective students through the admissions and enrollment processes, evaluating past transcripts for maximum credit transferability (see [Transfer Course Equivalency Guide](#)), and managing detailed 2+2 articulation agreements with partner community colleges. Furthermore, they offer tailored academic advising, help students navigate transfer-specific scholarship opportunities, and host dedicated orientation sessions designed to smoothly integrate non-traditional, transfer, and online students into the UCA community so they can confidently achieve their academic goals.

Graduate faculty members advise the students within their graduate programs. Graduate faculty advisors meet periodically with their graduate students to establish degree plans and monitor students' progress towards the degree within Degree Works. Additionally, the [Graduate School](#) provides graduate student support, including guidance with graduate applications, scholarships and financial aid, theses and dissertations, and other graduate policies and procedures.

Academic Support

[Student Success Services](#) at UCA provides a comprehensive array of academic support programs designed to meet multifaceted student needs and promote academic success across student populations. These initiatives range from proactive transition support, such as [Bear Life](#) and [FirstGen@UCA](#) programming that serves first-year and first-generation students, to targeted academic assistance, including peer-led [supplemental instruction](#) (SI) sessions in high-enrollment gateway courses and extensive [tutoring services](#) that enhance study skills and provide focused learning environments. Peer tutors are certified through the College Reading and Learning Association's (CRLA) International Tutor Training Program (ITTP), and SI leaders are certified through the University of Missouri-Kansas City's (UMKC) International Center for Supplemental Instruction (ICSI).

UCA assists students facing academic challenges through an early alert system as well as [academic recovery support](#) for those on probation or alert status, [success coaching](#) that pairs students with peer mentors to strengthen executive functioning and study effectiveness, and the [UCAN](#) program that enables students to remain enrolled during their first academic suspension while participating in growth-focused activities. Collectively, these programs demonstrate UCA's commitment to student success through early intervention, peer support, skill development, and individualized assistance that addresses both academic and transitional challenges throughout the student experience.

In addition to the academic support programs in Student Success, UCA's [Center for Writing and Communication](#) (CWC) assist students with the composing process for any writing, communication, or presentation project across all academic disciplines. The CWC trains undergraduate tutors from a wide range of majors as generalist consultants, capable of assisting with projects across disciplines and modalities. In addition to supporting traditional written assignments, tutors are prepared to help students with a range of multimodal projects, including infographics, research posters, podcasts, and oral presentations. All tutors complete a three-credit-hour practicum course and are certified through the National Association of Communication Centers (NACC).

Campus Life

[First Year Experience](#) (FYE) supports incoming freshmen, transfer, and non-traditional students by facilitating a smooth and successful transition campus life. FYE helps newcomers navigate campus, understand university resources, and prepare for academic success through onboarding programs, including [Student Orientation + Academic Registration](#) (SOAR), [Welcome Week](#), and [TRANSFERmation](#). The [Student Orientation Staff](#) (SOS), an all-volunteer group of 90 students, receives extensive leadership training and provides over 150 hours of service helping new students navigate orientation, move-in day, and their new home at UCA. Additionally, FYE extends its support by offering specialized parent and family programs, orientations, and weekend events to ensure a supportive environment throughout the first year.

[Housing and Residence Life](#) (HRL) provides students with a supportive, comfortable, and vibrant living environment designed to foster academic success and campus engagement. HRL ensures convenient access to campus facilities, dining, and resources through a diverse range of on-campus housing options, including [Freshmen Living Learning Communities](#), [upperclassman residences](#), [Farris Honors Hall](#), and [Greek Village](#). HRL's [award-winning](#) residence life staff members offer residents assistance with hall transitions, room assignments, break housing, and day-to-day campus living needs, as well as over 750 annual programs through the Residential

Curriculum Learning Model focused on identity development, civic engagement, and multicultural competence.

[Living and Learning Communities](#) (LLCs) at the University of Central Arkansas support students by integrating their academic and social lives into specialized, interest-driven residential environments. Open to all incoming freshmen, LLCs place students alongside peers with shared majors or interests, enabling them to take classes together in their residence halls and connect classroom learning with real-world experiences. Each academic college sponsors an Academic Coordinator, a faculty member who coordinates curricular and co-curricular programming for their LLC, and works collaboratively with LLC faculty, staff, and student mentors. By combining immersive programming, academic support, and a tight-knit peer network tailored to their specific degree paths and interests, UCA provides freshmen with the comprehensive foundation needed to thrive throughout their college journey.

[Student Involvement and Leadership](#) fosters students' personal growth, community engagement, and school pride through a wide variety of co-curricular activities and campus traditions. Serving as the central hub for over 150 [Recognized Student Organizations](#), [fraternity and sorority life](#), [the Center for Leadership Development](#), and events such as [Homecoming](#) and [The Big Event](#), the office helps students develop leadership capabilities, participate in volunteerism and mentoring, and build strong, lasting connections within the UCA community. Every year, Student Involvement and Leadership recognizes the leadership achievements of individual students and student organizations through the [Student Involvement Awards](#) and the [Purple Society](#).

Career Services

[Career Services](#) prepares students for the evolving job market by integrating personalized guidance, experiential learning, and active employer engagement. To support individual professional goals, the office provides one-on-one career coaching, flexible skill-building workshops, and specialized assessments like [Focus2](#) for major and career exploration. The department champions hands-on learning by securing internships where students develop essential workplace skills, while also offering practical preparation resources such as mock interviews, job search toolkits, and professional attire from the campus [WOW Closet](#). By leveraging strategic partnerships, Career Services hosts major career fairs (see [Carer Fair Attendance](#)) and facilitates alumni networking through [Bear Link](#) so students can interact directly with recruiters and build crucial professional networks. Finally, the office anchors this comprehensive ecosystem with the [Handshake](#) platform, connecting students with over 750,000 employers and providing personalized job recommendations to successfully launch their post-graduate careers.

Financial Support

The [Financial Aid](#) office addresses the needs of UCA students and promotes student success by distributing over \$110 million in financial assistance annually, encompassing scholarships, grants, loans, student employment, and veterans benefits. Committed to guiding students from their first campus visit to graduation and beyond, the office equips them with essential tools like money management checklists, Federal Student Aid estimators, and 24/7 access to personalized financial profiles. By offering dedicated support for navigating the FAFSA, understanding federal aid changes, maintaining Satisfactory Academic Progress, and managing loan repayment, the office helps remove financial barriers and fosters students' overall financial well-being so they can focus entirely on their educational goals.

UCA offers academic scholarships to [honors students](#), [eligible first-time undergraduates](#), and [incoming transfer students](#), as well as an array of [other scholarships](#) to eligible students in specific programs or circumstances. The UCA Foundation also offers [privately funded scholarships](#) to students meeting specific eligibility requirements. Additionally, the Graduate School provides a limited number of competitive [assistantships](#) to graduate students completing work in academic and non-academic departments.

Since Fall 2024, the [UCA Commitment](#) program has provided eligible students with a pathway to complete coverage of their tuition and fees for up to eight semesters. Incoming freshmen from Arkansas who are Pell eligible or whose families make \$100,000 or less a year can apply to the program. After maximizing financial aid from federal, state, and institutional sources, UCA provides the last dollar needed for tuition and fees through a UCA Commitment Scholarship (up to \$2,750 per semester). By significantly reducing the financial burden of college costs, UCA Commitment removes economic barriers and opens doors to higher education, allowing students to focus on their studies and successfully achieve their academic goals without the worry of overwhelming student loan debt.

The [Office of Student Advocacy and Community](#) offers [emergency textbook grants](#) of up to \$500 and [second chance grants](#) of up to \$200 for students facing a financial challenge. Students must apply and can only receive funds once during their entire time at UCA. The University Bookstore also allows students to charge their textbooks based on available excess financial aid before receiving their refund checks and provides electronic course materials at discounted rates through the [Day One Access](#) program. Additionally, the [Dean of Students](#) administers the [Direct Assistance for Student Hardship](#) (DASH) grant programs for students experiencing unexpected financial hardships, which includes the Assistance Program for Students with Exceptional Circumstances (BP [710](#)), the Student Emergency Fund, and the Bear Completion Grant.

The [Bear Essentials Food Pantry](#) also supports students by addressing food insecurity and providing free, nutritious food to students and the broader campus community. The pantry allows individuals with a valid UCA ID to shop once per week for essential groceries. By providing reliable access to these vital resources, the pantry alleviates the financial stress of food insecurity, enabling students to focus on their academic success and personal well-being in a supportive environment.

Health and Wellness

The [Dr. Randy Pastor Student Health Clinic](#) provides a wide range of patient-centered medical services administered by highly trained, board-certified professionals. The clinic offers physical examinations, treatments for minor injuries and illnesses, management of some chronic conditions, EKGs, lab services, X-rays, immunizations, and dedicated women's health services. Most of these services are covered by the student health fee, making healthcare accessible and affordable for the student body.

The [Counseling Center](#) provides comprehensive mental health support serving 1,000 students annually. Accredited by the International Association of Counseling Services, the center offers individual therapy for issues such as anxiety, depression, college adjustment, identity, and decision-making, as well as couples and group therapy sessions and crisis/emergency mental health interventions. Beyond clinical services, the Counseling Center empowers the broader campus community through educational outreach programs, workshops, and mental health screenings to help students successfully navigate their academic journey and personal life.

[Campus Recreation and Wellness](#) offers competitive, non-competitive, and educational programming to students and the UCA community at-large. They promote wellness, physical fitness, and social activities in a safe, fun, and professional environment. The Thomas C. Courtway Student Recreation Center hosts a 10,000 sq ft weight room, 5,550 sq ft cardio room, three group exercise studios, three basketball courts, an indoor track, a six-lane, 25-yard-length pool, a golf simulator, three racquetball courts, two sand volleyball courts, three intramural softball fields, a challenge course, and outdoor equipment rental.

International Student Support

The [Center for Global Learning and Engagement](#) (CGLE) provides comprehensive support for international students from their initial application through to graduation and beyond. Through [International Admissions and Recruitment](#) and [International Student and Scholar Services](#), the CGLE guides prospective and current international students through the admissions process, complex immigration regulations, and visa maintenance. Furthermore, the Center offers practical, day-to-day assistance with housing, health insurance, tax inquiries, and employment authorization. To ensure

students integrate successfully both academically and culturally, the CGLE coordinates global welcome orientations, hosts ongoing social and educational programming, and collaborates closely with the [Intensive English Program](#) to prepare non-native speakers for success in their degree programs.

Student Advocacy and Conduct

The [Dean of Students](#) supports student success by fostering a safe, inclusive, and accountable campus environment. Through its Care and Concern initiatives, including the CARE Team, instructor notifications, and Student of Concern reporting, the office assists students navigating personal, health, or academic challenges. Additionally, the Dean of Students oversees student conduct, rights and responsibilities, hazing prevention, Title IX resources, and administrative withdrawals, ensuring students have the guidance and advocacy needed to make sound decisions and thrive within the university community.

Furthermore, all students are supported through the [Office of Student Advocacy and Community](#) (OSAC), whose mission is to ensure students have the support needed to succeed holistically. OSAC offers programs and services to at-risk, first-generation, and non-traditional populations. In addition to emergency grants for students, the office awards Advocacy Grants to campus organizations and departments working in support of the office's mission, and recognizes a university employee annually through the Advocacy Award program.

The [Office of Accessibility Resources and Services](#) (OARS) ensures that students with temporary or permanent disabilities, as well as pregnant and nursing students, receive full and equitable access to all university classrooms, programs, and events. Working to foster student independence, self-advocacy, and holistic development, OARS provides personalized support services such as note-taking services, assistive technology, alternative text formats, transcription services, courtesy cart transportation, and specialized housing or dining accommodations. Through collaborative efforts with faculty and staff, the office coordinates essential accommodations and creates an inclusive, barrier-free campus environment that maximizes every student's educational potential. [University Testing](#) administers testing accommodations approved by OARS and scheduled by students (see [OARS Data](#)).

Testing and Placement

The university adheres to Arkansas remediation requirements in math, writing, and reading. Students who do not meet minimum [placement standards](#) are required to complete appropriate non-credit, transitional coursework within their first 30 credit hours attempted. The [Department of Student Transitions \(DST\)](#) delivers the transitional courses corequisite with associated college-level courses. This [corequisite approach](#)

allows DST faculty to align additional instruction and “just-in-time” support to the topics in the college-level course and allows students to complete their gateway courses earlier, ensuring timely progress towards degree. DST also offers a credit-bearing student success course (ACAD 1300 Journeys to Success) that meets the Responsible Living and First-Year Seminar requirements of the UCA Core. This course explores “the fundamentals of college success through academic topics such as setting short-term and long-term goals, developing non-cognitive skills for success, learning to learn, decreasing the negative effects of stress, and creating an academic and financial plan for completing college.” All students required to complete transitional coursework must also enroll in ACAD 1300 during their first semester.

Entering first-year students must complete all placement and assessment testing prior to their initial advising and registration appointments for academic advisors to direct students properly. [University Testing Services](#) administers several academic tests designed to assess student college-readiness and proficiency, including Accuplacer, CLEP Exams, and TOEFL ITP. [Placement exams](#) are also offered in Spanish and French online through the School of Language and Literature. Students must complete the appropriate online placement exam prior to registering for a language course. Students with experience in Japanese or Chinese must email the school to facilitate placement by a qualified faculty member. The Undergraduate Bulletin details the policies for awarding credit by examination, including [CLEP](#), [AP](#), and [IB](#).

Veterans and Military Support

The [Veterans and Military Resource Center](#) supports student veterans, active military members, and their dependents by helping them navigate, understand, and access earned educational benefits. The center assists with processing VA GI Bill chapters, Federal Tuition Assistance, National Guard Tuition Waivers, military transfer credits, and specialized military scholarships. Additionally, it eases the transition from military life to the civilian campus environment through administrative support, such as enrollment certification and priority registration, as well as ongoing outreach initiatives and community events designed to foster academic success and personal well-being. As a result of this dedication to supporting our veteran and military students, UCA has been designated as a [Military Friendly School](#) each year from 2021-2022 through 2025-2026.

Instructional Support

Torreyson Library

By offering extensive digital and physical collections, inviting spaces, and expert staff, [Torreyson Library](#) champions equitable access, open inquiry, and ethical practices, advancing UCA's mission to foster reflective discovery and thoughtful information use.

Located at the heart of campus, the two-story, 90,000-square-foot facility houses over 270,000 books, 700 serials, and 20,000 media items. The building features 60 desktop PCs, 50 in-library laptops, and comprehensive printing, scanning, and faxing services. Digitally, patrons can access 125 databases, 400,000 e-books, 100,000 serials, and 5,000 media items. UCA patrons can also borrow materials from nearby Hendrix College and any Arkansas academic library via the [ARKLink](#) card program, significantly broadening their available research materials.

Torreyson Library tailors multifaceted research assistance to student needs. Librarians offer real-time help through in-person reference consultations, video conferencing, phone calls, and a live "Chat with a Librarian" service. Students can also access on-demand resources, including subject-specific research guides, an "Ask a Librarian" email service, video tutorials, and a comprehensive FAQ.

To directly support academic achievement, the library hosts the campus's largest computer lab and checks out essential electronics like laptops, calculators, and webcams. A popular textbook reserve program gives students in-library access to required course materials. The building also features diverse study environments, offering open-seating areas and [reservable rooms](#) for independent focus or collaborative group projects, as well as a [sensory friendly space](#).

The library extends equally robust, tailored support to faculty for both their research and teaching. Librarians conduct one-on-one consultations in person, over Zoom, by phone, or through the 24/7 "Chat with a Librarian" service. To advance faculty research, the library expedites resource procurement via Interlibrary Loan and provides publication evaluation tools like Journal Citation Reports and Cabells. Faculty can request customized scholarship support or collaborate with librarians to integrate information literacy instruction directly into their courses.

Faculty Development

The [Center for Excellence in Teaching and Academic Leadership](#) (CETAL) offers a variety of events and resources to assist faculty in the continued improvement of their teaching, including:

- [Conferences and orientations](#), such as the Teaching with AI Mini-Conference, New Faculty Orientation, Adjunct Academy, and summer institutes on Teaching Excellence, Global Learning, Service Learning, and teaching First-Year Seminars.
- Book groups and other [faculty learning communities](#).
- Short [instructional workshops](#) on a variety of teaching practices, often with lunch (Bear Bites).

- The [Faculty for Successful Students](#) campaign in collaboration with Student Success Services' [Successful Student Campaign](#).
- A [faculty media library](#) containing books on effective teaching and leadership that can be checked out.
- One-on-one [instructional consultations](#) with experienced instructors.
- Web pages on [pedagogy](#), [assessment and feedback](#), [student support](#), [online accessibility and compliance](#), [AI in education](#), [instructional technology](#), [online course design](#), and other [resources for online classes](#).

CETAL offers a [Recognition of Achievement Program](#) designed to acknowledge and guide faculty in their professional development and teaching effectiveness. To earn this campus-wide distinction of teaching excellence, participating faculty must complete a customized plan of required and optional activities, such as instructional consultations, teaching academies, workshops, and learning communities. Each year, CETAL and the provost publicly recognize faculty members who complete one of the recognition tracks.

CETAL employs four full-time instructional designers (IDs) who consult with faculty to design high-quality courses across all modalities, but primarily online delivery. For example, CETAL's IDs have assisted faculty members teaching online in a multi-year review of 249 online courses to ensure compliance with standards for [accessibility and regular and substantive interaction \(RSI\)](#). The faculty and IDs use the [Online SUNY Course Quality Rubric \(OSCQR\)](#) to assess the overall quality of our online courses and identify areas for improvement. To date, 70.6% of courses have achieved or are in the process of achieving full compliance (see [Online Course Compliance Reviews](#)). In 2026, UCA changed its Learning Management System from Blackboard to D2L Brightspace. CETAL, in collaboration with Instructional Technology staff, coordinated the [phased migration](#) to the new LMS. IDs and faculty trainers hosted sessions through the spring of 2026 to help instructors migrate their courses and learn the basics of Brightspace. Over 498 faculty participated in at least one of these sessions. Additionally, the IDs posted [online guides and tutorials](#), provided one-on-one consultations, and hosted open office hours.

CETAL also offers competitive [Faculty Development Grants](#) (FDG) to support activities to improve teaching. The [Faculty Development Committee](#) reviews and approves FDG applications. The committee typically funds travel to activities or meetings that focus on instructional design, content, or pedagogy, but also funds online professional development in teaching and bringing speakers to campus to engage in professional development for faculty groups. Since Fall 2020, the committee has funded \$96,615 to 221 applications (see [Sample FDG Applications 2021-2026](#)).

Infrastructure Support

Technology

The [Division of Information Technology](#) operates a comprehensive technology infrastructure designed to support student success through reliable, accessible, and pedagogically-integrated services that span both academic instruction and campus life. IT provides technology support and services, including a Help Desk available seven days per week in the fall and spring semesters and an extensive online knowledge base for FAQs. The division also provides instructional technology support to students and faculty for D2L Brightspace and Blackboard Learn, the new and former learning management system, as well as specialized digital tools including virtual classes, lecture capture software, and secure online assessment. The division's audio-visual services ensure classroom technology functionality through maintenance of projectors, audio systems, and TVs across campus facilities.

UCA provides every student and employee with Google Workspace for Education accounts offering unlimited cloud storage and access to Google's suite of apps, including Google's AI application, Gemini. UCA also maintains Microsoft 365 licensing that enables free installation of Office applications. This dual-platform approach ensures students can engage with industry-standard tools regardless of their device preferences or economic circumstances. IT's systematic approach to infrastructure maintenance includes annual reimaging of computer labs and recent campus-wide upgrades to Windows 11 in summer 2024. Enterprise applications support, including Banner modules and myUCA portal access, ensures seamless integration between academic and administrative systems, while comprehensive networking services and information security protocols, including Microsoft Endpoint Protection, create a secure and reliable technological environment that enables students to focus on learning rather than technical barriers.

Learning Spaces

The UCA campus includes over 300 classrooms, lecture halls, laboratories, and other dedicated learning spaces sufficient to support the wide variety of on-campus classes and learning activities. Over the past ten years, UCA has expanded its academic spaces as the result of new construction and renovations, including:

- [Conway Corporation Center for Sciences](#): Occupied in January 2017, the new 50,000 square-foot facility greatly expanded the classroom and laboratory spaces required for programs in the College of Science and Engineering. The building includes custom-designed teaching and research laboratories featuring state-of-the-art equipment supporting programs in biology, engineering, and physics.
- Lewis Science Annex: The newly renovated 6,600 square-foot building opened in January 2021, further expanding much-needed laboratory space for programs in the College of Science and Engineering.

- [Integrated Health Sciences Building](#) (IHSB): Opened in Spring 2021, the new 80,000 square foot facility added more than 30,000 square feet of shared clinical practice and simulation space for programs in the College of Health and Behavioral Sciences. The building houses the School of Nursing and the Department of Communication Sciences and Disorders, and includes
 - [Interprofessional Teaching Center](#) which provides students with hands-on, collaborative learning opportunities while serving the health and wellness needs of the local community through facilities like its Community Care Clinic and Speech-Language-Hearing Center.
 - Nabholz Center for Healthcare Simulation which allows students to develop clinical judgment, technical proficiency, and collaborative decision-making before entering actual practice by using advanced technology and lifelike mannequins to navigate countless real-world scenarios. [Recently accredited by the Society for Simulation in Healthcare](#), the center logged over 15,500 hours of student use in nursing and other health-related disciplines during the past academic year.
- [Windgate Center for Fine and Performing Arts](#): The 99,000 square-foot facility opened in Fall 2022 and houses the Department of Art and Design, including classrooms, studios spaces, and a separate 22,802 square-foot 3D Building for sculpture, ceramics, wax working, welding, metal casting, and a state-of-the-art animation lab. The center also provides performance spaces for students in the music and theatre programs, including a [recital hall](#) and the [James M. Bridges Black Box Theater](#).
- Burdick Hall: Following a fire that gutted the interior, the newly renovated building housing the Interior Design program now features new state-of-the-art design studios, expanded digital fabrication resources, a Building Information Modeling (BIM) Technology lab, and a fabrication space for its students supported by an [anonymous \\$5 million gift](#). Burdick Hall is also home to the Division of Information Technology and the Department of Geography.
- [Innovation Campus](#): Beginning Fall 2026, UCA leased approximately 71,000 square feet of space from the Conway Development Corporation (CDC) as part of a public-private partnership between the UCA, the CDC, and the University of Arkansas Community College in Morrilton. The space will house classrooms and applied learning laboratories for programs in the College of Science and Engineering and the College of Business, alongside CDC space leased to companies seeking technical talent, creating student opportunities for innovation and collaboration with industry partners.

Physical Infrastructure

The [Physical Plant](#) manages a massive infrastructure of 171 buildings and over 3.2 million square feet of space across nearly 357 acres, ensuring that all physical environments are conducive to both learning and living. Through comprehensive daily services—ranging from energy and HVAC management, groundskeeping, and housekeeping to environmental health and safety, security, and transportation—the Physical Plant fosters a reliable, well-maintained, and welcoming campus for students, faculty, and staff.

As a primarily residential campus, UCA supports its students by maintaining a wide range of housing options. The UCA campus includes 11 residence halls, which feature double-occupancy rooms and suite-style living arrangements for both freshmen and upperclassmen. Additionally, UCA offers eight apartment-style housing communities, as well as specialized options such as the 425 House (a converted sorority house for general upperclassmen) and Greek Village, which includes eight-chapter houses and two National Pan-Hellenic Council complexes.

The [Ronnie Williams Student Center](#) (RWSC) serves as UCA's central community hub, dedicated to supporting student success and fostering campus connection by accommodating a wide range of daily academic, personal, and extracurricular needs. To enhance student life and leadership, the 114,000 square-foot facility houses offices for Student Life, the Student Government Association, the Student Activities Board, and Recognized Student Organizations, as well as event spaces like ballrooms and meeting rooms for campus programming. It provides essential everyday services, including the Bear Card Office, University Bookstore, campus Post Office, ATMs, study lounges, and the student-run KUCA 91.3 FM radio station. Additionally, the center meets diverse dietary and convenience needs with its central food court, a coffee and bagel shop, and convenience store. Beyond the RWSC, UCA contracts with Aramark to provide a variety of all-you-care-to-eat meal options throughout the day in the Christian Cafeteria, and hosts several different food vendors across campus, in locations such as Torreyson Library and Donaghey Hall.

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Argument

UCA promotes and maintains a campus-wide culture of continuous improvement consistent with its mission and core values. Guided by our core values of intellectual excellence, diversity, and integrity, UCA ensures “our faculty and students promote instructional excellence and lifelong learning,” maintains programs of “the highest academic quality” that “remain innovative and responsive to the ever-changing and diverse needs of those we serve,” and commits “to being responsible and accountable in our operations..., including continuous assessment of our academic programs.” Two primary goals drive assessment at UCA: quality assurance and the enhancement of student educational experiences. To that end, UCA has established policies and procedures for assessing student learning and improving the quality of our academic and co-curricular programs.

UCA Core Assessment

UCA intentionally designed its general education curriculum, the UCA Core, around articulated and assessable learning outcomes aligned to each of 11 goals derived from the four broad competencies: Critical Inquiry, Diversity (renamed Global Learning in 2026), Effective Communication, and Responsible Living (see [UCA Core Rubrics 2016-2026](#)). Beginning in 2016, the assessment of the UCA Core followed a four-year cycle, evaluating a single competency area annually at both the lower- and upper-division levels. Each year, the Office of Assessment collected student artifacts from course assignments aligned to one of the competency’s learning goals and uploaded them into a cloud-based repository dedicated to student learning assessment. To ensure these assignments aligned with the UCA Core learning outcomes, the office offered [faculty development sessions](#) the semester before data collection. Following data collection, the Office of Assessment recruited a scoring team for each goal, selecting instructors from relevant UCA Core classes. These teams convened for three days during each summer. After training on the use of the UCA Core Rubrics, the team then scored student artifacts from a stratified, random sample. The Office of Assessment published [annual reports](#) of the findings for stakeholders, including the UCA Core Council, as well as a [comprehensive report](#) after the first four-year cycle.

Following the second four-year cycles, UCA completed a ten-year (2014 – 2024) comprehensive [self-study](#) of the UCA Core, which included the assessment results, conclusions, and recommendations for each competency. While the results showed that

lower-division courses generally established foundational skills across all competency goals, upper-division results were mixed, with only some outcomes showing growth across the curriculum and few artifacts reaching "exemplary" performances. Notable exceptions included quantitative (Goal C of Critical Inquiry), written communication (Goal B of Effective Communication), creative works (Goal C of Diversity), and well-being (Goal B of Responsible Living), which showed significant improvement across most outcomes, not only from lower- to the upper-division but also from the first assessment cycle to the second, demonstrating reflective improvement.

Thus, the assessment of the UCA Core revealed strengths, weaknesses, and opportunities for improvement. The self-study notes that the assessment of the UCA Core, although well-designed in theory, has suffered from two practical and structural limitations. First, few instructors submitted student artifacts, especially at the upper-division level, and those that did tended to come only from certain disciplines. Low participation rates and selectivity produce unrepresentative data that may not reflect the outcomes of the broader student population. Beyond producing skewed data, this lack of involvement highlights a deeper concern: many instructors may not know which of the 11 goals their course promotes and therefore fail to design assignments that assess the relevant learning outcomes. For example, an instructor teaching a course in the Diversity competency may not know whether their assignments need to assess cultural self-awareness, empathy, and openness (Goal A) or cultural worldview framework, curiosity, and application (Goal B), or that one assignment must assess all three learning outcomes.

Second, although creators designed the UCA Core to progressively build student mastery over four years, the program has failed to achieve this scaffolded vision in practice. Effective scaffolding requires advanced coursework to systematically reinforce foundational skills, yet the university cannot guarantee alignment between lower- and upper-division learning outcomes. For instance, a student who takes a lower-division Responsible Living course focused on well-being (Goal B) and an upper-division course focused on ethics (Goal A) encounters distinct outcomes rather than progressive skill development.

To solve these problems, the UCA Core Council redesigned the UCA Core Rubrics by merging multiple goals into a single goal for each competency with a single set of learning outcomes, thereby reducing the number of goals from 11 to four. As a result, the UCA Core can be scaffolded because every course in each competency has the same goal and learning outcomes at both the lower- and upper-division levels. Also, having fewer goals may help communicate which learning outcomes need to be assessed in each UCA Core course, increasing faculty participation in the assessment process.

Program Assessment

While [accredited programs](#) follow the requirements of their specific accrediting bodies (see the assurance argument for Criterion 3.F for information about the review of accredited programs), the Office of Assessment oversees the assessment of all non-accredited degree and certificate programs. Together with the Assessment Research Associate, the Assistant Provost for AA&GE manages the Office of Assessment and chairs the [Academic Assessment Committee](#) (AAC), which provides oversight, identifies needs, and develops recommendations and policies regarding the assessment of student learning. The Office of Assessment offers [resources](#) for programs on how to complete all the requisite forms as well as expectations. In addition, the Assistant Provost for AA&GE regularly consults with departments and programs on developing and revising assessment plans and efforts, as well as the process for reporting to the Office of Assessment.

Non-accredited programs complete an [Academic Assessment Plan](#) (AAP) outlining program mission and vision, student learning goals, assessment methods and measures, improvement action plans, and alumni success evaluations. Departmental, college, and university-level committees review and approve each AAP, with final review by the [Academic Assessment Committee](#) (see [minutes](#)). Currently, all non-accredited degree programs have approved AAPs, or legacy assessment plans formerly known as Continuous Improvement Plans, except the following: BS in Anthropology, BS in Criminology, and BS in Sociology (see the [Assessment Plan Library](#)). The Department of Sociology, Criminology, and Anthropology recently submitted draft AAPs to the AAC. The ACC requested revisions and is awaiting resubmission.

The AAC annually reviews non-accredited programs to ensure good-faith execution of their assessment plans. [Every three years](#), programs submit an [Academic Assessment SLO Report](#) documenting all assessment measures from the preceding three years and detailing program improvement plans. The AAC reviews these reports and provides evaluative briefs to help programs analyze and integrate their findings. UCA uses a cloud-based software solution to catalogue all programmatic assessment materials and AAC reports. The software allows departments to update their assessment plans, monitor annual data reporting, and regulate end of cycle reporting to the Office of Assessment. Through these processes all academic programs at UCA demonstrate their dedication to student learning, continuous improvement, and effective practices.

For example, the Department of Film, Theatre, and Creative Writing developed coherent, simple, and easily implemented, yet informative, assessment plans for their undergraduate and graduate Film programs. Both programs used a streamlined, alternating bi-annual assessment cycle, in which faculty collected data annually and hosted a retreat to analyze results and shape long-term planning. The department

embedded data collection directly into existing programmatic milestones rather than creating redundant testing mechanisms, and established clear, quantifiable benchmarks that provide actionable metrics to inform course revisions and continuous program improvement. Following their last assessment report, the [AAC concluded](#) that the undergraduate and graduate Film assessment plans are highly effective, viable, and require no changes. The AAC praised the department for collecting meaningful data and demonstrating a thoughtful understanding of its students. Ultimately, the AAC found the department's data interpretations sound and applauded the faculty's clear commitment to student success in a rigorous discipline.

In contrast, the Department of Mathematics initially struggled to implement an AAP for the BS in Mathematics that provided clear information for improving the program. After the department found that student performance did not meet the benchmarks set for the program, the [AAC provided feedback](#). To obtain a more holistic view of student learning, the committee advised the department to disaggregate exam data through item-by-item analyses tied directly to specific learning outcomes rather than relying solely on overall exam grades. To address missed benchmarks effectively, the committee suggested strengthening vertical course alignment through direct faculty coordination across sequential courses. Furthermore, the AAC urged the department to avoid passive responses—such as arbitrarily lowering benchmarks—and instead evaluate peer institution standards while leveraging the Center for Excellence in Teaching and Academic Leadership for instructional support.

Co-Curricular Assessment

UCA is focused on promoting co-curricular experiences for all students. Co-curricular can be defined as programming that complements academic learning experiences or as those activities pursued in addition to a student's normal course of study. The HLC defines “co-curricular” as “Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organizations, honor societies, etc.” UCA's co-curricular programming emphasizes community connections and partnership as well as a commitment to public service.

Since 2022, [Bear Experience](#) (BearX) has been UCA's coordinated attempt to centralize co-curricular experiences at UCA, catalogue student experiences, and provide recognition for various achievement levels as students complete co-curricular programming. Articulated in terms of [skills](#), expressed through differing levels of engagement or expertise—awareness, engagement, leadership—students are able to build out a more robust student experience profile. Since 2021, over 1,500 programs/activities have been [recorded](#), with the latest data indicating that for academic

year 2024-2025, 145 events were logged into the system with an overall attendance of approximately 4,500 (see [Bear Experience 2022-2024](#)).

Working from this data, the administrators of the BearX program have indicated that the model for transcription of BearX experiences will change for academic year 2026-2027, making the program more accessible and less cumbersome for providers of events and students. The current system is inefficient at collecting data in terms of participation rates and fails to intentionally engage students in co-curricular experiences. However, through student feedback, revisions will take place to improve program effectiveness.

Through these sundry programs, and UCA's effort to offer a centrally organized and supported co-curricular experience, namely BearX, UCA continues to provide a comprehensive student experience that does not end in the classroom and expands student learning to more than academic engagement.

3.F. Program Review

The institution improves its curriculum based on periodic program review.

Argument

Degrees and Certificates

UCA systematically evaluates all degree and certificate programs through the [Existing Academic Program Review](#) (EAPR) process in compliance with the [Arkansas Division of Higher Education \(ADHE\) policy for program review](#). Programs with specialized accreditation follow the standards, practices, and timelines of their specific accrediting agencies. For academic programs without specialized accreditation, UCA requires a comprehensive external review on a ten-year cycle. UCA maintains a public, searchable [EAPR Schedule](#) that publishes upcoming review cycles for both accredited and non-accredited programs.

In the year of the review, program faculty compile a comprehensive Self-Study. Accredited programs use the specific formats and documentation of their specialized accreditors. Non-accredited programs use UCA's institutional [guidelines](#) to assess their curriculum, faculty, and student outcomes. Faculty forward these draft documents to the college dean and the Office of the Provost for internal feedback before they submit the final self-study to external reviewers.

The state mandates external evaluation for all program reviews to ensure objectivity and rigor. Accreditors assign the visiting teams for accredited programs. For non-accredited programs, the program faculty propose five qualified professionals from outside Arkansas. The provost selects two consultants from this list. One consultant conducts an on-site visit, while the second conducts a paper review. Together, they confer and produce a single evaluative report using the [EAPR Reviewers' Report template](#).

Upon receiving the external reviewers' evaluation, program faculty, in collaboration with the college dean, draft a formal response. This response establishes a concrete plan of action, including specific steps, timelines, and assigned responsibilities for addressing any concerns the reviewers identified. Within six weeks of receiving the evaluation, UCA submits the reviewers' report and the institutional response to ADHE.

The results of these program reviews can reveal improvements that keep the programs' learning goals and curriculum current and responsive to student demand and market trends. For example:

- In response to a 2021 AACSB recommendation to embed and measure mission-aligned experiential learning, the College of Business created a structured framework, appointed a Coordinator of Student Experiences, and mapped over 260 tracked activities across its programs to ensure continuous monitoring and workforce relevance.
- Following a 2022 accreditation review by the National Addiction Studies Accreditation Commission, the BS in Addiction Studies faculty updated the curriculum with current research, policy, and emerging trends while expanding community partnerships, internship access, naloxone education, and workforce initiatives to better prepare graduates for modern field challenges.
- Following a 2022 accreditation review by the Commission on Accreditation of Athletic Training Education, The MS in Athletic Training aligned its coursework with Board of Certification standards and launched an accelerated 3+2 pathway that reduces time-to-degree and student debt.
- In response to its 2022 external review, the Environmental Science Program strengthened its leadership structure, updated its curriculum with practitioner-partnered courses, and expanded student, alumni, and community engagement.
- In preparation for and following a 2025 accreditation review by the Commission on Accreditation in Physical Therapy Education, the Doctor of Physical Therapy program modernized administrative policies, integrated health informatics into the curriculum, and expanded intraprofessional training with Physical Therapist Assistants to strengthen graduate clinical readiness.
- In response to a 2024 external review of the BS in Sociology, the department embedded National Association of Colleges and Employers career readiness competencies into select course syllabi, developed advisor guidance for career-clustered electives, and piloted a sophomore cornerstone course in applied sociology.
- Following a March 2025 external review, The Department of Health Sciences enhanced the MS in Health Promotion program by updating core syllabi to match new National Commission for Health Education Credentialing standards, securing additional graduate assistant funding, adding a field experience elective, and establishing a new Substance Use Prevention concentration.
- Following a 2025 accreditation review by the Council for Interior Design Accreditation, the Interior Design Program expanded its physical facilities, updated its curriculum with professional credentials and historic preservation coursework, and enhanced industry partnerships to better prepare graduates.
- Following a 2025 accreditation review by the National Association of Schools of Music, the Department of Music developed a new Recording Arts concentration for the BA in Music specifically designed to respond to market and artistic needs.

- In response to 2026 external reviews of the BS and MS in Exercise Science, the Department of Exercise Science updated the undergraduate curriculum to streamline graduate school preparation, expand clinical and experiential learning opportunities, and enable degree customization through guided electives, expanded interdisciplinary partnerships and experiential learning in the graduate curriculum to prepare graduates for evolving health and performance careers.
- In response to a 2026 external review, the Department of Government, Public Service, and International Studies decided to restructure upper-division electives in the BS in Political Science around professional career tracks rather than interdisciplinary subfields.

UCA Core

From 2018 to 2022, the UCA Core Council systematically [audited](#) all lower-division (LD) Core courses to ensure alignment of each course with its designated competency learning outcomes and maintain academic program integrity. The review process mirrored the assessment cycle of the UCA Core, beginning with Responsible Living, moving through Diversity and Effective Communication, and ending with Critical Inquiry. Each academic year, a subcommittee of the UCA Core Council evaluated course materials against the [UCA Core Handbook](#) guidelines. The review revealed that most courses were well-aligned. Departments with non-aligned courses submitted an assurance argument detailing course redesigns for sub-committee approval. As a result, all LD Core courses offer students rigorous engagements with the learning outcomes under the competency area in which they are placed.

In the 2024-2025 academic year, UCA completed a comprehensive ten-year [self-study](#) of the UCA Core and invited two external reviewers to evaluate the program. Their [report](#) highlighted several key strengths that demonstrate program effectiveness. The lower-division core delivers strong foundational instruction, drawing praise from students for First-Year Seminars and displaying clear evidence of learning in performance data. Additionally, a representative Core Council maintains structured governance and standardized expectations through collaborative course alignment processes. UCA further demonstrates educational intentionality by maintaining a four-year developmental model that embeds foundational learning outcomes throughout the student's entire degree path rather than limiting general education to introductory coursework.

Despite these foundational strengths, the reviewers identified significant structural challenges. Over time, the university allowed departments to add numerous discipline-specific courses to the lower division without analyzing seat demand, shifting credit hours away from traditional liberal arts departments and diluting the foundational focus of general education. Scaffolding also breaks down at the upper-division level due to

rubric misalignments and a lack of embedded upper-division options in certain majors, forcing students into external capstones and weakening course rigor. Furthermore, faculty frequently perceive assessment as a performative compliance task due to missing feedback loops, while the university lacks a coordinated strategy for online Core delivery, creating completion barriers for distance learners.

To address these issues, the external reviewers recommended several strategic changes. Program leaders should simplify the UCA Core by reducing the number of rubrics per competency, which will clarify student expectations and strengthen vertical scaffolding, as well as the large number of courses in the lower division that spread enrollment across too many offerings. To improve assessment utility, UCA should consider decentralizing upper-division evaluation by shifting responsibility directly to academic departments through program-level assessments. Finally, re-engineering assessment feedback loops to deliver actionable data to departments, alongside establishing a centralized online Core delivery strategy, would ensure equitable student access and support long-term institutional quality.

As noted in our assurance argument for Criterion 3.E, the UCA Core Council followed the reviewers' recommendations to reduce the number of rubrics. During the 2025-2026 academic year, the UCA Core Council put a moratorium on additions to the UCA Core and divided into subgroups to develop a single rubric for each competency to assess a single goal and set of learning outcomes. The Assistant Provost for Academic Assessment and General Education distributed drafts of the rubrics and host campus forums to solicit feedback. After appropriate revisions, the UCA Core Council adopted the new [UCA Core Rubrics](#). The other recommendations remain under consideration by the UCA Core Council.

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Argument

UCA positions itself as a learner-focused institution that strives for continuous excellence in undergraduate and graduate education. As evidenced throughout our Criterion 3 assurance argument, UCA carries out its mission and core values by promoting students' intellectual, professional, social, and personal development. Furthermore, Goal 1 of the university's [2022-2026 Strategic Plan](#) focused on supporting and empowering students to succeed, and student success remains goal one of the university's [2026-2035 Strategic Plan](#). To evaluate the cumulative effect of our strategic efforts on student success, UCA evaluates the following student outcomes.

Retention, Persistence, and Completion

The Office of Institutional Research (OIR) tracks retention and graduation rates of [full-time, first-time undergraduates](#) and [transfer students](#). Over the past ten years, the first-year retention rate remained relatively steady between 72.1% and 74.7%, with the fall 2024 first-time, full-time undergraduate cohort achieving a first-year retention rate of 74.2%. Exceptions include the Fall 2019 cohort, which achieved an artificially higher first-year retention rate of 78.8% because the university paused academic suspensions at the start of the pandemic, and the Fall 2020 cohort, which recorded an artificially low first-year retention rate of 70.7% because the university reinstated academic suspensions during the ongoing pandemic. In contrast to first-year retention, graduation rates have surged to record highs over the last six years, with 53.9% of the Fall 2019 first-time undergraduate cohort graduating within six years (a 10.5% increase) and 44.6% of the Fall 2022 first-time undergraduate cohort earning a bachelor's degree in four years (an 11.7% increase). According to the [Student Achievement Measure website](#), an additional 12% of the Fall 2019 cohort transferred from UCA to another institution and graduated within six years for a total success rate of 66%.

UCA's full-time, first-time undergraduate retention and graduation rates are consistent with those of our identified peer institutions (see [Peer Institution Comparisons](#)). For the most recent IPEDS data available, UCA's first-year retention for the Fall 2023 full-time, first-time undergraduate cohort (73%) falls just below the peer-institution median of 74%, while the six-year graduation rate for the Fall 2018 full-time, first-time undergraduate cohort (54%) is just above the peer-institution median of 53%. Similarly, UCA's undergraduate first-year retention and six-year graduation rates are also close to

the median of [HLC's peer group of four-year institutions](#) (72.3% and 55.5% respectively).

Additionally, the first-year retention rate of undergraduate transfer students exceeded 70% in four of the last six cohorts, with the Fall 2024 cohort hitting a 20-year high of 72.8%. Likewise, the four-year and six-year graduation rates consistently exceeded 49% over the last six cohorts, setting new highs.

While the factors impacting retention vary, UCA's [Quality Initiative](#) focused on one: financial barriers to success. Beginning Fall 2024, the [UCA Commitment](#) program covers the tuition and fees of eligible first-time undergraduates from Arkansas who are Pell eligible or whose families make \$100,000 or less a year. Of the 765 entering UCA Commitment students in Fall 2024, 79.1% returned the next fall, a retention rate 4.9% higher than the rate for the entire cohort and 7.9% higher than all Pell-eligible students in the cohort. While we do not yet have first-year retention data for the Fall 2025 cohort, 90.7% of UCA Commitment students who entered in Fall 2025 returned in Spring 2026, a fall-to-spring retention rate 3.4% higher than the entire cohort.

Program Effectiveness and Post-Graduation Outcomes

Departments, schools, and colleges track enrollment, DFWI rates, and graduation numbers of their programs using dashboards created by OIR, and manage course offerings, pedagogical improvements, and curriculum changes to ensure the viability of their programs. In addition to mandated periodic program review (see the assurance argument for Criterion 3.F), the Arkansas Division of Higher Education (ADHE) sets viability thresholds for each degree program based on a three-year average of the number of graduates. Bachelor's degree programs in STEM and education fields must graduate an average of four students per year, while all other bachelor's degree programs must graduate an average of six students per year. Master's and specialist's degrees must graduate an average of four students per year and doctoral programs must graduate an average of two students per year. ADHE cognates degree programs that share the same CIP code. Over the last six years, UCA has deleted six nonviable programs, including the BA in Interdisciplinary Liberal Studies, BS in Computer Engineering, GC in Spanish, MA in History, MA in Spanish, and MS in School Psychology. In 2024, UCA also inactivated the BA in African American Studies due to a history of low graduation numbers. The Department of History is redesigning the program and must reactivate or delete it before 2029. As of Fall 2025, 93% (145 of 156) of UCA's degree and certificate programs are viable. ADHE has placed ten programs on a first warning (see [UCA 2025 Viability Review and Response](#)) and the BA in Religious Studies on continued probation while the program curriculum undergoes a redesign to attract greater enrollment.

UCA posts the available licensure exam pass rates and employment rates for selected programs on its [Consumer Information](#) website. For example, over the past three years (2023-2025), 99% of students in the MS in Communication Sciences and Disorders program passed the Praxis exam and 97% of students completing the program found employment in the profession within a year of graduation. Similarly, 99% of students completing the Occupational Therapy Doctoral program passed the National Board for Certification in Occupational Therapy exam from 2023 to 2025. The Doctor of Physical Therapy program reports that, in 2025-2026, 95.6% of their students passed the National Physical Therapy exam the first time, exceeding the national rate of 86.9%, and ultimately 100% of their students passed the exam.

In 2022, the Arkansas Division of Higher Education published a [consumer guide](#) for all Arkansas public institutions. UCA's guide indicated that 95% of students are employed in the state within three years of graduation and earn an average annual salary of \$67,525 over the first 12 years after graduation.

OIR sends periodic surveys to alumni that include a question about graduates' satisfaction with their UCA experience. Over the past five years (2021 – 2025), 31.8% of students earning a bachelor's degree from UCA responded, with over 90.9% somewhat or very satisfied with their UCA experience. Likewise, 32.9% of students earning a graduate degree responded, with 93.6% somewhat or very satisfied with their UCA experience. The UCA Alumni Association also tracks alumni engagement, such as membership in the UCA Alumni Association, event attendance, and giving to the UCA, finding that over 4,000 alumni, or approximately 6%, have engaged with UCA over the past five years.