

UAM OPERATING PROCEDURE 620.2
RE: Annual Review Policy Guidelines

June 5, 2017

Annual Report by Academic Units

By August 1 of each year, deans will submit to the vice chancellor for academic affairs a succinct and focused annual report of significant achievements and changes in their units for the previous academic year. These reports will constitute a major source of information regarding institutional achievement and effectiveness throughout departments, offices and units, colleges, and schools. The report must be submitted in both paper and electronic file formats.

Unit Data

- Faculty
 - Faculty (full-time, adjuncts and part-time) qualifications, area(s) of responsibility, teaching loads, other assignments including any release time and stipends (* new faculty designation)
 - Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.
 - Faculty and/or student service learning projects
 - Append a listing of college or school awards to faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Include faculty/student research.
 - List of grants, source, purpose and total dollars for the academic year
 - List partnerships, MOUs or other special agreements with brief description
 - Significant changes of college/school/programs/departments both positive and negative
- Achievements of students and alumni or former students, especially those of national, regional, or statewide significance. Append a listing of student honors and awards as announced at the college or school honors ceremony and of other students receiving campus recognition.
- Attach a listing, where applicable, of chairs, professorships, distinguished professorships, and lectureships and faculty awards given by the college/school.

HLC Program/Unit Assessment

Significant achievements and changes of college or school and programs/departments, both positive and negative, including progress related to strategic plans and university priorities particularly student success initiatives/successes.

- **Teaching and Learning**

Progress related to strategic plans and university priorities for the academic year

- Initiatives/action steps to support effective teaching (new strategies, partnerships, use of technology, etc.) (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)
 - Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects, demonstrations, seminar-style class configurations, etc.)
 - Initiatives/action steps to promote student success and persistence
- Curricular Changes (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)
 - List any addition/deletion/modification of degrees
 - List any addition/deletion of courses (If new/deleted courses were general education, was a request for changes in ACTS listing made?)
 - List and briefly describe specific curricular changes that impact student success/retention including variety of course delivery options
 - List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success.

Program Productivity and Program Viability

- **Effectiveness:** The number of progression goals met by undergraduate students. Extra consideration given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Report in number and percentage of students by academic year.

- Credentials: Certificate of Proficiency, Technical Certificate, Associate, Baccalaureate, Master
 - Progression: 15, 30, 45, 60, 90 credit hours
 - Gateway Course Success Rates (A, B or C)
 - Completion Success: Data on graduation rates (number and percentage) for each major in unit
 - Students changing majors in unit
- **Affordability:** An average of the number of students who graduated within the recommended timeframe for the Certificate of Proficiency, Technical Certificate, Associate and Bachelor's degrees over the most recent three years.

Report in number and percentages for most recent three years and the average.

- Credits at Completion:
 - Completed on Schedule: (60 associate or 120 credit hours undergraduate)
 - Completed on Schedule + 10%: (61 - 66 or 121 - 132)
 - Completed on Schedule + 25%: (67 - 75 or 133 - 150)
- Time to Degree: IPEDS definition of First Time/Full Time Degree Seeking
 - On Time: (24 or 48 months)
 - On Time + 25%: (25 - 30 or 49 - 60 months)

On Time + 50%: (31 - 36 or 61 - 72 months)

- **Graduates**

- Special honors/recognitions of graduates/alumni
- Available data on employability
- Available data on enrollment in graduate programs

Enrollment/Program Viability

- Student semester credit hour (SSCH) by terms/by faculty including adjuncts and part-time
- Identify potential program growth areas and plans for implementation
- Number of majors/minors by discipline and classification individually for past 3 years and as a rolling average
- Explanation of any significant program enrollment changes (growth/decline) from the previous year
- Plans/strategies for addressing low enrollment programs including barriers that prevent enrollment growth. *ADHE Policy: When an academic program is identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.*
- List of programs approved as cognates and dates of approval

Revised: June 5, 2017