University of Arkansas at Monticello
Academic Unit Annual Report

Unit:

Academic Year: 2022 - 2023

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals. (insert strategic plan, goals and KPIs below)

School of Computer Information Systems Vision:
The School of Computer Information Systems strives to be a program recognized as outstanding in our field both nationally and regionally by providing undergraduates with a sought-after professional education in the expansive field of Computer Information Systems. The school provides innovative instruction in programming languages, database management systems, and technical operations with state-of-the-art general and specialty laboratories and an industry-experienced faculty who utilize the most current developer tools to provide students a strong learning environment. Students are exposed to various facets of the field of computer technology, and have the opportunity through elective courses to focus on the areas they are most interested in.

School of Computer Information Systems Mission:
The mission of the School of Computer Information Systems is to support the mission of the University of Arkansas at Monticello by focusing on the undergraduate educational needs of computer information system students in southeast Arkansas and the region. The Bachelor of Science degree in Computer Information Systems is designed to prepare students to assume dynamic roles as analysts and designers who will provide the professional insight required for building the information systems of the future.

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Contact 10-15 businesses about possibility of	The School of CIS had students complete fifteen IT related internships during the 2022-	The experience and networking opportunities provided by working in an

KPI	Assessment of Progress	Implications for Future Planning/Change
internships for CIS majors, with a goal of placing ten to twelve internship opportunities for CIS students.	2023 school year. Faculty will continue to push for added growth opportunities which often lead to job prospects for students.	internship is invaluable to CIS students. The School will continue to strongly encourage CIS students to seek out internship opportunities.
Have faculty speak to students in at least ten high school or community college classrooms during the upcoming school year in an effort to boost awareness of CIS degree programs and job opportunities.	School of CIS faculty spoke to seven classes in local area high schools. In addition, the Dean attended the quarterly computer science teachers meeting at the Southeast Arkansas educational cooperative in May.	At the computer science teachers meeting in May, I had the opportunity to get to know eight area high school computer science teachers, and am working on scheduling a visit to all eight campuses during the 2023-2024 school year.
Develop articulation agreements with two Arkansas community colleges.	The School of CIS has re-engaged with South Ark. in El Dorado in hopes of signing a 2+2 agreement very soon, and has spoken to two other community colleges and exchanged a proposal.	Due to the reduction in student population in southeast Arkansas, 2+2 agreements have become increasingly critical in growing the CIS program. This is the most important goal for the 2023-2024 school year.
Creation of Technical Certificate and Certificate of Proficiency in CIS.	Proposal was approved within the University, and is currently under Coordinating Board Review with a decision expected by the end of July 2023.	The School of CIS would like to be able to publicize multi-level credential offerings for students with different educational goals. Approval of the certificate programs would be a big step towards that goal.
Creation of a Bachelors of Science in Computer Science.	New Goal for 2023-2024.	This additional degree option will be a potential selling point in recruiting and offer students flexibility of choice.
Creation of roadmap for offering Certificate of Proficiency in CIS through concurrent credit for high school students.	New Goal for 2023-2024.	This is another potential boost for recruiting new students into the program, and offers motivated students a chance to complete a UAM credential while still in high school.

List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	1) Practical Knowledge of various productivity software packages. 2) Knowledge of communication skills.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners. Strong communication, teamwork, and professionalism are emphasized in all courses in the CIS curriculum. Communication is emphasized both orally, and electronically.	Strong communication skills are very important in the Mission of the unit. Students can set themselves apart with strong oral and written communication skills, as they'll be expected to maintain professional standards in emails, status updates, team projects, and presentations to stakeholders both inside and outside their employing organization. The knowledge of productivity software packages emphasizes effective written communication, standards such as MLA formatting, creation of Bibliographies, and spelling and grammar software checks.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	1) Practical knowledge of various programming languages. 2) Knowledge of information systems development methods and techniques. 3) Knowledge of data communications and local area networks.	Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.	Critical thinking and logical reasoning skills are another central tenant of the CIS program. Students learn to gather information about a problem or "need" and then begin analyzing how to develop an effective solution. The information systems development lifecycle gives them a consistent method to follow in this process, and creates documentation to help support their solution. Critical thinking is also required to troubleshoot problems when they arise and diagnose effective and timely solutions.
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	1) Practical knowledge of various programming languages. 2) Knowledge of information systems development methods and techniques. 3) Knowledge of communications skills.	Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment. Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain	The scope of the IT Industry that CIS graduates will be working in necessitates a global viewpoint. IT security is a foremost concern, and global threats are always a factor. Developing strong technical skills in students is just one part of the CIS program, other facets are

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
		economic development.	developing graduates who compliment their technical skills with strong professionalism, good communication skills, and demonstrate strong ability to work with others. As part of this, students are assigned to team projects for a variety of CIS courses, and must be able to work well with others, no matter their background. Various courses, including Ethics in IT and Cybersecurity address diversity and different cultures from around the globe.
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	1) Practical knowledge of various programming languages. 2) Knowledge of information systems development methods and techniques. 3) Knowledge of data communications and local area networks.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.	Approximately half the CIS curriculum courses require students to work as part of a team, because this characteristic is a necessity within the IT industry. Strong technical skills are obviously a prerequisite for a career in the IT industry, but equally important is the ability to work with a variety of individuals from different

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			backgrounds and with differing levels of technical knowledge and experience. A strong IT professional must have the ability to excel working in a wide variety of teaming situations.

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?

For each course, the expected Student Learning Outcomes (SLO) are detailed in the syllabus, and discussed on the first day of class. They provide students with a summary of the knowledge they will have upon successful completion of the course. SLO 1 – Knowledge of Productivity Software Packages, student learning is assessed by exams, hands on exercises, research assignments, presentations, and projects. SLO 2- Knowledge of Programming Languages, student learning is assessed via programming assignments, some team projects, class participation, and exams. SLO 3 – Knowledge of Information Systems Development Lifecycle, learning is assessed via exams, written manuals, presentations, and class participation. SLO 4 – Knowledge of Data Communications and Networking, students are assessed through hands on exercises, connecting computer networks, performing hardware related exercises including wiring and network card handling, and exams. SLO 5 – Knowledge of Communications Skills – students are assessed in this area with feedback on how they write on exams, essays, group/solo presentations, status updates, expectation of proper spelling/grammar, mock interviews, and using professional writing standards in emails to faculty are expected. All CIS classes utilize Blackboard shells for grade center, providing review materials, and a copy of the syllabus so students can refer back if they lose their paper copy.

Academic Results/grades from each course are analyzed annually and compared to historical norms. Classes were students have a history of lower performance are reviewed in the areas of course content and delivery, and faculty discuss possible approaches to improve student performance. For example, in some sections of programming classes where students may have historically struggled with content, the School of CIS deploys an embedded tutor, an upperclassman who has already received an "A" in the course to work with students one on one while the faculty member teaches.

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA
Oral Communication

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization							
Language							
Delivery							

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Supporting Material							
Central Message							

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

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Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

What actions, if any, do you recommend to improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?

Written Communication

If dimension not assessed, leave blank.

UAM class number and name: CIS 2203 Programming Logic & Design
Semester: Fall 2021, Spring 2022

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Context and Purpose for Writing							
Content Development							
Genre and Disciplinary Conventions							
Sources and Evidence	6 11	6 6	4 5	3 2	0 0	2.78 3.08	19 24
Control of Syntax and Mechanics	5 11	5 5	6 6	3 2	0 0	2.79 3.04	19 24

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- Students are able to demonstrate programming logic when using program examples the Professor has gone over explaining new concepts, as well as, reinforcing the concepts utilized in the textbook. For the most part, they are able to use the correct syntax for a programming statement, even though logically they may have code out of order.

Weaknesses

- Class attendance continues to be a barrier for some students in logic comprehension. In addition, on line students not completing assignments lends to a weakness in relevant sources to support their ideas and usage of correct syntax. The online class (top row of numbers) does not do as well on the programming assignments as the in-class students, trouble with completion and understanding the logical sequencing of the statements.

Opportunities for Growth

- Students who come to class will excel and be productive, gaining an understanding of how to logically order the statements.

Threats to Effectiveness

- Students not being responsible to complete assignments and taking ownership.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
Lack of classroom attendance continues to be the deal breaker when tracking student performance.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

I have re-initiated attendance bonus points this spring for my in-class students, hoping this will make a difference.

Critical Thinking

If dimension not assessed, leave blank.
UAM class number and name: CIS3423 COBOL
Semester: Fall 2022

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues	3	4	2	2	0	2.73	11
Evidence	1	6	2	0	2	2.36	11
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences}							

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- With regards to Explanation of Issues, students were able to analyze information for input/output and deliver relevant reports once guided by the professor with regards to problem statements. As with Evidence, these same students were able to use program logic within the text and examples from instruction to develop an analysis and evaluate the problems with guidance. The School of CIS offers students free textbooks, notebooks, and OpenCobol software to help them be successful and the software needed to complete their assignments. Over fall 2022, the students took notes, worked on assignments outside of class time, and managed their time brilliantly.

Weaknesses

- Students when faced with new challenges, outside the box logic, found it difficult to arrive at a solution, but worked diligently to solve the problems.

Opportunities for Growth

- These students worked very hard in and out of class, meeting every challenge that was thrown their direction. They could not have done more – hard-working students.

Threats to Effectiveness

- Class attendance is the only threat.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
Class attendance, note taking, and working on assignments help improve all students' performance.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?
Bonus points were re-initiated for class attendance.

Global Learning

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness							
Perspective Taking							
Cultural Diversity							
Personal and Social Responsibility							
Understanding Global Systems							
Applying Knowledge to Contemporary Global Contexts							

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

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Weaknesses

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Opportunities for Growth

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Threats to Effectiveness

What actions, if any, do you recommend that might improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Teamwork

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Contributes to Team Meetings							
Facilitates the Contributions of Team Members							
Individual Contributions Outside of Team Meetings							
Fosters Constructive Team Climate							
Responds to Conflict							

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

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Weaknesses

-

Opportunities for Growth

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Threats to Effectiveness

What actions, if any, do you recommend that might improve student performance in this learning outcome?

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Summarize all of your unit changes predicated on assessment data.

With progression being a part of our Assessment process, and a key metric in the Arkansas higher education funding formula, students who do not successfully complete their Bachelors degree are always a point of focus for the School of CIS. In 2018, assessment data analysis showed several very strong students who completed their sophomore year and transferred. Reasons for students transferring ranged from family illness, athletics playing time, relationship issues, financial difficulties, and personal reasons. Despite being strong students, these students did not receive a credential from UAM, and were counted as not completing the program. CIS met at that time and decided to create an Associates of Science in CIS program. This would give students who were not able to complete their Bachelors degree a chance to earn a credential, and provide another recruiting option for students who were not interested, or not able to complete the 120 hour Bachelors of Science in CIS program. The Associates of Science in CIS was approved in 2019 and has helped recruit students who wanted a shorter degree option, and provided a chance to earn a credential for students working towards their Bachelors degree along the

way.

Similarly, feedback from high school students reflected their strong desire to enter the workforce sooner, and not spend the amount of time or money required to complete their Bachelors degree, and in some cases, their Associates of Science in CIS. So in 2022, the CIS faculty proposed the creation of two micro-credentials, a Technical Certificate in CIS, and a Certificate of Proficiency in CIS. These two proposals are currently awaiting approval from the University of Arkansas coordinating board, but if approved, will offer students more alternative choices as they pursue their educational goals.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- Unit Website
- Assessment/Annual Report
- All Course Syllabi
- Unit Recruiting Materials
- Unit HLC Reports
- Unit Social Media Postings
-

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR:

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	24	13	8	Total 45 Avg 15	Total 249 Avg 24.9
Sophomore	14	13	12	Total 39 Avg 13	Total 191 Avg 19.1
Junior	19	21	17	Total 57 Avg 19	Total 204 Avg 20.4
Senior	10	9	8	Total 27 Avg 9	Total 143 Avg 14.3
Post Bach	0	1	1	Total 2 Avg .667	Total 5 Avg .500
Total	67	57	46		

UNDERGRADUATE PROGRAM MAJOR:

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	1		2	Total 3 Avg 1	
Sophomore	1	4	1	Total 6 Avg 2	
Junior		4	2	Total 6 Avg 2	
Senior	2	3		Total 5 Avg 1.67	
Post Bach					
Total	4	11	5		

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

- Student Progression and retention rates in the CIS program have historical been above university averages, as the ratio of freshmen to following year sophomores demonstrates student progress within the program. If we can assume that Fall 2021 freshmen are Fall 2022 sophomores, then progression rates for the past ten years are reflected in the table below.

Fall 2012-Fall 2013	Fall 2013-Fall 2014	Fall 2014 – Fall2015	Fall 2015-Fall 2016	Fall 2016-Fall 2017	Fall 2017-Fall 2018	Fall 2018-Fall 2019	Fall 2019-Fall 2020	Fall 2020-Fall 2021	Fall 2021-Fall 2022
66%	73%	71%	81%	75%	58%	70%	56%	54%	62%

Admittedly, some students transfer into the program as sophomores, and some stay in that classification more than two semesters, but in reviewing the historical data, it appears that the majority of CIS freshmen do return for their sophomore year, with more than 60% progressing in seven of the past ten years. As a preview, the table 4 data on Sophomore and Junior retention will also reflect extremely strong performance in retaining our students.

Weaknesses

- As the data demonstrates, student retention and progression are obvious strengths of the CIS program, the continued decline in the number of CIS freshmen is an area of concern. The continued decline in the number of freshmen students coupled with strong graduation rates among juniors and seniors has caused obvious decline in the number of CIS majors.

Opportunities for Growth

- As student needs change, higher education has to evolve. Over the past several years, the School of CIS has worked to adapt by offering hybrid and flexible class schedules for students due to health or work schedules. The Unit will continue to offer these options to our students to support them in

pursuing their educational goals.

The creation of the micro credentials, pending of the proposed technical certificate and certificate of proficiency allow the school of CIS to offer options ranging from one semester to four years, expanding student options to earn a credential that fits their career goals and timeline.

Threats to Effectiveness

- The decline in student population in UAM's normal recruiting areas continues to affect the School of CIS recruitment figures and total student enrollment, as it does all academic units across the University. The CIS faculty continues to look for alternative ways to build relationships with prospective students and improve recruiting.

Progression/Retention Data

Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Major:	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2020	**15**	
Number and percentage graduated in that major during 21-22 academic year	11	73.33%
Number and percentage that graduated in that major during 22-23 academic year	2	13.33%

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

- As previously mentioned in the report, student retention is an obvious strength for the School of CIS. Students receive intentional advising and free departmental tutoring in all CIS classes. Of the fifteen students classified as juniors in the fall of 2020, thirteen went on to receive their Bachelors of CIS degree. And out of the two who did not complete their Bachelors degree, one completed his Associates of Science in CIS, and the other moved out of the area, but has taken classes towards completion since the move. A one-year graduation rate of 86.66% who reached Junior standing is an outstanding reflection of the CIS faculty and students.

The data provided for this report was CIS majors classified as Juniors from the Fall 2016 semester through the fall 2022 semester. The 2020 junior data is not an outlier. From fall 2016 through fall 2022, one hundred and thirty-four students were classified as Juniors. One hundred and one (75.4%) successfully completed their Bachelors of Science in CIS, with an additional eight students (all eight are juniors from the fall 2021 and fall 2022

subsets) from the data continuing to progress towards their Bachelors degree (5.98%). If these eight students complete their Bachelors degree, the junior success rate will be over 80% over the seven-year period of data provided.

In addition to the one hundred and one Bachelors degree, this group of students earned twenty-eight Associates of Arts degrees, and thrity-six Associates of Science in CIS. The AS in CIS was created in 2019. So, this group of one hundred thirty-four students earned one hundred sixty-five credentials, and an additional eight students are still pursuing their Bachelors degree at this time (all eight are juniors from the fall 2021 and fall 2022 subsets).

Weaknesses

- As previously noted, the primary threat to the success of the School of CIS is overall student enrollment. The support programs the Unit has established have boosted retention, and faculty continue to look for similar ways to boost overall enrollment.

Opportunities for Growth

- One of the ways the Unit measures growth is in academic credentials. Student's academic goals and plans vary with their career goals, their finances, and their timeline to begin work. This inspired the creation of the Associates of Science in CIS in 2019, and the proposed Certificate of Proficiency and Technical Certificate in CIS which are currently awaiting board approval. Over the seven-year period of data provided, thirteen of the one hundred and thirty four students who achieved junior standing did not successfully complete an academic credential. In order to achieve growth, the Unit can not just look at successes, the Unit has to take a look at students who did not succeed. Some students left for personal reasons, some failed their classes. For these students, micro-credentials offer an opportunity to get a certificate that demonstrates their experience with technology. For students who struggle academically, the Unit hopes that a taste of success can improve the student's self-confidence and re-enforce their work ethic and help them progress towards further credentials in the program.

With the shrinking of the population base in Southeast Arkansas, students will need to come from different areas. As mentioned, the Unit is pursing 2+2 agreements, and with the implementation of these new micro credentials, we are discussing the possibility of concurrent enrollment in the Technical Certificate and Certificate of Proficiency for area high school students.

Threats to Effectiveness

The CIS faculty has four fulltime faculty members and the Dean. Adding additional programs necessitates creating additional classes to address all the components of these courses. With a small faculty, there are obvious challenges in offering all the classes needed for the programs in a timely manner. The Unit is still considering additional programs that might attract students in efforts to improve recruiting.

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)

Table 5: Gateway Course Success* - Not Applicable

		2019-2020 *Passed		2019-2020 Failed		2020-2021 *Passed		2020-2021 Failed		2021-2022 Passed		2021-2022 Failed		3-Year Trend *Passed		3-Year Trend Failed	
Course	**Remediation**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Course	**Required Remediation**																
Course	**No Remediation**																
Course	**Required Remediation**																
Course	**No Remediation**																
Course	**Required Remediation**																
Course	**No Remediation**																

*Passed = A, B, or C; Failed = D, F, or W

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

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Weaknesses

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Opportunities for Growth

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Threats to Effectiveness

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Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Number of Degrees Awarded:

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average
Bachelors of Science in CIS	13	17	14	44	14.67
Associates of Science in	13	12	8	33	11

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average
CIS					

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

As apparent by the results discussed in table 3 and table 4, progression and retention are strengths of the School of CIS. In reviewing progression data, at least 54% of CIS freshmen progressed to sophomore standing. In looking at progression once students attained sophomore standing, the data provided students classifieds as sophomores from the fall of 2016 through the fall of 2022. In reviewing the data, one hundred seventeen CIS students have been classified as sophomores during the past seven years. Of that group, seventy have successfully completed their Bachelors of Science in CIS (59.8%) with an additional fourteen (12%) --all from the 2020, 2021, 2022 sophomore classes) still pursuing their Bachelors degree. Out of the one hundred seventeen sophomores, forty have completed an Associates of Science in CIS, and sixteen have completed and Associate of Arts degree. Ten of the one hundred seventeen have been confirmed to have transferred, for a variety of reasons including relationships, family illness, changing to a major UAM didn't have, athletics. Several of these transfers were finishing their sophomore year, and it was these transfers that spurned the creation of the Associates of Science in CIS, so students transferring after their sophomore year would have a chance to earn a credential. An additional seventeen of the one hundred seventeen left UAM without any type of credential. The majority of these were academic casualties, but four left for health reasons and were unable to complete their education.

In summary – over the past seven years, 71.8% of students majoring in CIS and attaining sophomore standing have either completed their Bachelors of Science in CIS or are still pursuing it. Additionally, 81.3% of students majoring in CIS and attaining junior standing have either successfully completed their Bachelors of Science in CIS or are still pursuing it. And these figures do not take into account students who came to UAM seeking their Associates of CIS and stopped after completing it. Program viability is demonstrated by the strong patterns referenced and by the stability among the number of graduates.

The School of CIS plans to maintain and expand all current student retention and support services, while prioritizing recruiting. As mentioned, 2+2 programs, offering concurrent certificate programs in area high schools, and faculty helping Admissions in recruiting whenever possible are all important initiatives for improving freshmen enrollment and maintaining program viability.

Tracking graduates

Summarize how you track the career progression of your unit's graduates.

Career progressions is tracked in several ways. The School of CIS sends out an annual alumni survey gathering information from graduates from the past 1, 3, and 5-year intervals. Information gathered includes current job, job history, how well the program prepared them for their current job, prospects for advancement, and salary information. The University also provides a graduate survey which gathers information from recent graduates. CIS faculty also strive to maintain a relationship to former students, and try to regularly stay in touch via email. Every March, six to eight CIS alumni are invited to return to campus for CIS Alumni Day, and serve as speakers to current CIS students, providing advice and networking opportunities.

Record the number of recent graduates entering jobs related or unrelated to their major or pursing further credentials related or unrelated to their major.

	Related to major	Unrelated to major	Comments
Number of recent graduates entering workforce	4	1	In answering this question, Fall 2022, Spring 2023, and Summer I 2023 graduates were considered. There were a total of fourteen graduates. Of the fourteen, four are currently/will be attending graduate programs, four are currently employed in jobs directly related to CIS, one is employed in a non-related field (Christian ministry), and five have not provided employment information since graduating.
Salary range	$44,000-$55,000 annually		Three graduates provided salary information.
Number of recent graduates pursing a graduate degree	4	0	Four students enrolled/planned to enroll in Fall 2023 in graduate programs in technology related content.
Number of recent graduates pursing a certificate, associate, or baccalaureate degree			

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

Teaching Load

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Brian Hairston	Dean and Associate Professor	Masters of Information Systems (MIS)	IT Security, Linux, Administrative Responsibilities	0	3.0	3.0	0	
Lori Selby	Associate Professor	Masters (MBA)	Programming Logic, Programming Languages, Ethics, Introduction to Computers	0	15.0	15.0	6.0	CIS Internship Coordinator
Terri Cossey	Instructor	Masters (MBA)	Productivity Software, Networking, Mobile Application Development, Project Programming	6.0	15.0	15.0	0	
Lynn Harris	Instructor	Masters (MBA)	PC Hardware and Software, Productivity software, Programming Languages	0	12.0	12.0	6.0	CIS Account Maintenance and Server Administration Chi Iota Sigma Co-Advisor
Karen Donham	Instructor	Masters (MBA)	Productivity Software, Web Programming, Java Programming	3.0	15.0	15.0	3.0	Chi Iota Sigma Co-Advisor

What significant change, if any, has occurred in faculty during the past academic year? Mr. Jacob Young resigned in May 2022, and due to budgetary concerns, his position was not filled. This left the school of CIS with four fulltime faculty and the Dean. To help fill Mr. Young's classes, several low enrollment classes were cancelled or combined, and the Unit was able to hire Ms. Treshai Hudspeth-Jackson from the University IT Department to teach the senior level database course.

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	2912.00		
2013-14	2662.00	8.59% decrease	
2014-15	2919.00	9.65% decrease	Ms. Jean Hendrix final year of service.
2015-16	2395.00	17.95% decrease	
2016-17	2736.00	14.24% increase	After Dr. Conrad's resignation, the School of CIS elected to stay at five fulltime faculty.
2017-18	2691.00	1.64% decrease	
2018-19	2698.00	.026% increase	
2019-20	2622.00	2.81% decrease	

Academic Year	Total SSCH Production	Percentage Change	Comment
2020-21	2634.00	.46% increase	Ms. Angela Marsh's final year of service.
2021-22	2455.00	6.97% decrease	After Mr. Young's resignation, budgetary concerns prevented replacing him, resulting in eight classes being cancelled or not offered due to being short one faculty member.
2022-23	2216.00	9.73% decrease	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

As mentioned in the table, when Mr. Young resigned, it necessitated cancelling and combining multiple classes, and the hiring of an adjunct instructor from the University IT department. The cancellation/removal of these classes obviously had a noticeable impact on student SSCH during the 2022-2023 school year.7

Unit Agreements, MOUs, MOAs, Partnerships

Table 9: Unit Agreements-MOUs, MOAs, Partnerships, Etc.

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of CIS	South Ark. 2+2 Agreement	Roadmap for transfer after completing Associates		Proposed and under review	

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Faculty Scholarly Activity

- Ms. Selby updated Blackboard shells for all of her classes related to the upgrade to Blackboard Ultra, and making sure they were fully accessible with Blackboard Ally. She added course rubrics so students would understand how assignments are evaluated, and color coding on her class schedules to draw emphasis to due dates. To assist with Blackboard Ultra, she configured and tested the Overall Grade reporting and several other features and wrote up her findings with a help sheet for other faculty to use during the transition. With being her first year to teach CIS1013 Introduction to Computers, she took the standard course content and taught it, making sure the students were familiar with all the campus computer resources they needed to be successful at UAM.
- Ms. Cossey added notes in Blackboard and her syllabi for online classes on how students can use Apple technology in the class. For Senior Project, she rearranged some objectives to give students more time to decide what they want to accomplish in their project instead of them having to decide the details of the project early in the semester. Ms. Cossey has served as a reviewer for Current Reviews for Academic Libraries (CHOICE) since 2005. Her last review submission was in October 2022.
- After a webinar on Getting Started: MindTap Best Practice's – An Instructor's Approach last year, Ms. Harris incorporated

MindTap into her Blackboard shells during the fall 2021 semester and continued to refine it in 2022. Mindtap is an online resource that includes course notes, online labs, and a link to the e-book among other online learning resources. Students can use MindTap for labs if they're unable to attend class.

- Ms. Donham attended multiple training events to prepare for a successful transition to the new version of Blackboard. She redesigned her Cyberlaw class to cover critical student learning outcomes essential for the Cybersecurity concentration of the Bachelors of Science in CIS degree. She continued updates and usage of the MindTap software for students to access valuable online resources.

Notable Faculty or Faculty/Service Projects

- Ms. Selby is always very active in service for the School of CIS, the University as a whole, and her community. For the past year, Ms. Selby had 10 advisees and with each she reviews the student's Academic Advisement Report to discuss progress towards graduation. For the School of CIS, she crucially serves as the Curriculum and Standards representative, and developed the Unit's proposals for a Technical Certificate in CIS and a Certificate of Proficiency in CIS which are currently under UA system consideration. In support of this role, she updates all CIS curriculum handouts and insures that the CIS sections of the UAM catalog are updated. Also new for CIS during the past year, she assessed Written Communication and Critical Thinking in her classes for the AACU Rubrics as part of the CIS Annual Report.
  Ms. Selby served on several committees including as Secretary of the Curriculum and Standards committee, Policy and Practices Committee, Faculty Equity & Grievance, UAM Blackboard Ultra Product Development team, Blackboard Ally Workgroup, UAM Constitution and Bylaws Ad Hoc Committee and on Promotion and Tenure Committee for Dr. Rocky Lindsey.
- Ms. Cossey had busy year of service for the School of CIS, the University, and the community. She is the primary organizer for several annual events within the School of CIS, including the annual CIS Christmas buffet and the senior reception. She also served as the academic advisor for CIS majors. As their advisor, Ms. Cossey has each advisee schedule advising appointments. During appointments, she discusses their academic history related to the CIS program requirements, and discusses the student's plan for the next few future semesters. She also serves as the liaison between CIS faculty and textbook vendors for the CIS 2223 Microcomputer Applications course and the CIS 1013 Introduction to Computers course. For the University, Ms. Cossey serves as Chair of the Committee on Committees (since 2014), on the Migration to Blackboard Ultra committee, and on the University Conduct Board. She is also an active member of the International Association for Computer Information Systems and the Blackboard Anthology Community.
- Ms. Harris continues to be active in service for the School of CIS and the University as a whole. For the University, she served on the Academic Appeals Committee as an alternate, on the Library committee, on the Program Review committee, and on the Student Affairs Committee. She serves as the co-advisor for Chi Iota Sigma, the CIS student organization, and for Tri Sigma sorority. Ms. Harris currently advises ten CIS advisees. She maintains files on each of her advisees with their transcripts, communications with the Registrar, and substitution forms if needed. She assisted the Warren Waves swim team with the installation of new software and timing equipment in 2022.

- Ms. Donham serves as an advisor for ten students, scheduling appointments to meet with her advisees. She also monitors academic alerts for her advisees to contact them if they are struggling. She works along with Ms. Harris as the co-advisor for Chi Iota Sigma, the CIS student organization. Chi Iota Sigma offers CIS majors networking opportunities by inviting former alumni to speak to the students. She also served UAM on the Institutional Review Board, the Constitutions and Bylaws committee and on the Academic Appeals committee. She has continued to be active service for the School of CIS, always volunteering when asked and helping with all pre-registration and recruiting events. She is always willing to step up and serve the School of CIS anytime she's asked. She is also active in service to her community with the Monticello Girls Softball Association and working with the Monticello Parks and Recreation Commission, and working part time as a dispatcher with the Monticello Police Department.

Faculty Grant Awards

- None
-
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Describe any significant changes in the unit, in programs/degrees, during the past academic year. As previously stated, the School of CIS has submitted proposals and is awaiting final approval from the Coordinating Board on the creation of a Technical Certificate in CIS and a Certificate of Proficiency in CIS. These micro credentials will help more students obtain a credential during their first year at UAM in the CIS program, and open up the possibility of concurrent enrollment high school students obtaining a credential from UAM while still in high school.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.

- As mentioned above, the only changes in the past year were the proposals to create a Certificate of Proficiency and a Technical certificate in CIS.
-

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.
All CIS courses have had multiple measures to help assure student success in place for several years now. This includes all courses making use of Blackboard shells, and provide students up to date grade information via grade center, a repository for their course syllabus and review materials, and some courses provide video lectures for review as well. Over the past few pandemic influenced years, to accommodate extended student quarantines, faculty utilized innovative approaches including hybrid course schedules, including more and

more course content online including all lectures materials in several classes, and devising flexible approaches for individual students to make learning possible in spite of pandemic related obstacles. All CIS courses offer free departmental tutoring, provided by upper classmen students, who have previously taken the course that they are providing tutoring assistance for.

The sudden pivot to online learning, and dealing with extended student absences for illness and quarantine the past several years necessitated the School of CIS to develop flexible approaches including putting much of the course content online in Blackboard shells, even for in class courses. This included student guides, lecture videos, and exams. Having these resources online allowed the School of CIS to offer in class courses with hybrid delivery for student's whose health or job circumstances prevented them from attending class. Even after many of the pandemic related restrictions have expired, CIS faculty continue to provide these types of resources for student support and engagement.

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

Revised 02/09/2022

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.
Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:
- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning

opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:
- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

- Develop, deliver, and maintain quality academic programs.
  - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
  - Revitalize general education curriculum.
  - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
  - Develop an emerging student leadership program under direction of Chancellor's Office.
  - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
  - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- Retain and recruit high achieving faculty and staff.
  - Invest in quality technology and library resources and services.
  - Provide opportunities for faculty and staff professional development.
  - Invest in quality classroom and research space.
  - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
  - Create an Institute for Teaching and Learning Effectiveness.

- Expand accessibility to academic programs.
  - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
  - Create a summer academic enrichment plan to ensure growth and sustainability.
  - Develop a model program for college readiness.
  - Revitalize general education.
  - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting.

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.

- Prepare and update University Master Plan.

- Partner with system and state legislators to maximize funding.

- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.

o Increased efforts to earn research and grant funds.
o Creation of philanthropic culture among incoming students, graduates and community.
  - Collaborating with Athletics Fundraising to maximize synergies.
  - Create a Growing our Alumni Base Campaign.
o Encourage entrepreneurial opportunities where appropriate.
o Participation in articulation agreements to capitalize on academic and economic resources.
o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?

- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?

- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?

- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional
- Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?

- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

Effectiveness	Affordability	Adjustment	Efficiency
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary