# Assurance Argument

# University of Arkansas at Pine Bluff - AR

**8/22/2016**

# 1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

# 1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

**Assurance Statement: The University of Arkansas at Pine Bluff's mission is broadly understood within the institution and guides its academic, fiscal, and physical operations. It was developed through a process suited to the nature and culture of the institution and was adopted by the governing board. Its academic programs, student support services, budgetary process, and enrollment profile are consistent with its stated mission.  See UAPB's [Organizational Chart](#) which demonstrates how the institution is structured to accomplish its mission.**

*1.A.1.   The Mission Statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*

The University of Arkansas at Pine Bluff (UAPB) recognized the need to update its mission statement to reflect evolving trends in higher education and changes in the economic, cultural, and social environments in which it exists. UAPB embarked upon a strategic planning process in the spring of 2014. It hired the educational consulting firm, MGT of America, Inc., to manage and provide oversight to the strategic planning process. A new [Mission Statement](#) was developed that was suitable to guide the University into its future with a focus on "promoting and sustaining excellent academic programs that integrate quality instruction, research, and student learning experiences" mandated by a technology-oriented society. These components of the mission are in keeping with the guiding values of the Higher Learning Commission (HLC).

The institution created and implemented a structure that included a diverse and representative Strategic Planning Committee, and a Strategic Planning Work Group. Working together over a period of eight months, the Strategic Planning Committee, Strategic Planning Work Group and the consultant planned, organized, and implemented a stakeholder engagement process. This

process resulted in the new Mission Statement and was very intentional in seeking broad internal and external input related to the institution's Mission, Vision, and Values.

Seeking perceptions about the institution's mission was particularly critical given the outcomes of two previous attempts to revise the Mission Statement. Several methods were utilized to solicit input and feedback from administrators, faculty, students, alumni, community leaders, and other institutional constituents. The result of this process was the new Mission, Vision and Values statements as well as five priority goals that will guide the institution on its path toward achieving its mission with excellence. Although MGT guided the institution through the process, the concepts, aspirations, and expectations embodied in the Mission Statement were conceived by University stakeholders and constituents. As a result, the University's stakeholders and constituents are fully accepting of, and energized by, the new Mission Statement and the path it directs the institution to pursue. The new Mission Statement was approved by the UAPB Faculty/Senate on November 20, 2014 and the University of Arkansas Board of Trustees on January 21, 2015. The Higher Learning Commission approved the new Mission Statement on December 17, 2015.

### 1.A.2.   The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

The institution's academic programs, student support services, and enrollment profile have been trending in areas supportive of the new mission for several years. The new Mission Statement builds upon the historical intent of the previous mission statement by seeking to include cultural, racial, economic, and life span diversity among its constituents and new and emerging disciplines of study that prepare students to live and work in an evolving technological and global society.

Students representing more than 40 countries have been admitted to the institution in the last ten years. The report on Student Enrollment 2006-2015 provides details of a continual growth in the number of multicultural students. The institution continues to work to increase the diversity of the student body within each entering cohort. Academic programs have been enhanced with the addition of new programs and accreditations from respected organizations, and aggressive growth in scientific and technological industries have translated to more than $89M in research funding.

Rapid growth in enrollment in the STEM disciplines and rapid expansion of the institution's research inventory in recent years document the institution's movement toward the reality articulated by the new Mission Statement. The new Mission Statement directs the University to embrace diversity; global awareness; advanced technology; and cutting edge academic, research, outreach, and service programs that will prepare a new generation of students for the evolving global society.

### 1.A.3.   The Institution's planning and budgeting priorities align with and support the mission.

The UAPB mission has primacy in all planning and budget decisions.  Support for and adherence to the institution's mission is the foundation for all program development and expansion, fiscal and other resource allocations, personnel acquisition and placement, and academic and student services decisions.

To ensure the University's allocation of resources is aligned with its mission and priorities, UAPB's budget, as aligned in the Budget Policies and Procedures document, is prepared annually covering a fiscal year from July 1st to June 30th.  Although not explicitly requested in planning, budget, and  personnel petitions, support of the institution's mission is often written into requests for resources and is always a guiding consideration when decisions are made.

## Sources

- 1 21 15-BOT-Minutes
- 1 21 15-BOT-Minutes (page number 18)
- 2015-16 Undergraduate Catalog
- Budget Plan for 2014
- Historical and evolving mission
- Institutional Data 2015-2016
- Institutional Data 2015-2016 (page number 16)
- Senate Meeting Minutes 11-20-14 (002)
- Senate Meeting Minutes 11-20-14 (002) (page number 2)
- UAPB 2016 ORGANIZATIONAL CHART
- UAPB Mission Vision Values v2

# 1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

## Argument

**Assurance Statement: The mission of the University of Arkansas at Pine Bluff is current and the University clearly articulates and displays the mission on its website, through various publications, and other official University documents. The mission stresses the University's focus and identifies the nature and scope of its higher education programs to its intended constituents.**

*1.B.1.   The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.*

UAPB clearly articulates its mission, values, goals and strategic priorities through its Strategic Plan 2015 - 2020, Campus Master Plan 2015,  University Undergraduate Catalog, Graduate Catalog, the UAPB website, and other official University programs and documents.

UAPB is committed to providing "cutting edge research, teaching, outreach, and service programs that respond to social and economic needs of the state and region." In its vision statement, UAPB aspires to be "the University of choice for students, faculty, staff, and future employers of our students" and is determined to be a renowned institution "nationally and internationally for excellence in teaching, research, service, and outreach with exceptional academic programs and globally competitive students."

*1.B.2.   The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.*

The new UAPB mission, adopted in 2014-2015, is current and embraces the various aspects of its Land-Grant heritage: research, teaching, and outreach education. The mission recognizes the

University's obligation to clinical experiences for its students and to support the economic development needs of the state and region. It directs the University to provide learning experiences for its students that are responsive to the needs of a racially, culturally and economically diverse student population and its constituents. The breadth of the Mission Statement captures creative opportunities within the curriculum and public service in meeting the needs of students.

The mission statement and its supporting documents clearly explain UAPB's priorities as a Flagship institution of higher education in the state by highlighting its status as an HBCU and an 1890 Land-Grant institution. The five strategic priorities that emanate from the institution's mission include creating and sustaining a culture of academic excellence, success, and growing enrollment; improving operations and systems; modernizing infrastructure and facilities; strengthening the capacity to attract diverse streams of revenue and resources; and enhancing and improving UAPB's reputation and visibility. In the Strategic Plan, each strategic priority is supported by goals, objectives, and implementation strategies in respect to each aspect of its mission.

*1.B.3    The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

UAPB's mission documents identify it as an HBCU 1890 public, Land-Grant institution committed to providing "cutting edge research, teaching, outreach, and service programs that respond to social and economic needs of the state and region." In addition, UAPB is dedicated to providing "access and opportunity to academically deserving students and producing graduates who are equipped to excel through their contributions and leadership in a 21$^{st}$ century national and global community. "The intended stakeholders of its educational programs and services are its students and extended community including local, state, national, and global constituents. Evidence of the mission's intended scope and impact is found though reorganizations or structural changes that have been made as first implementation steps of the 2015-2020 Strategic Plan.

Some of the structural changes and reorganization opportunities have included:

- The appointment of a new Vice Chancellor for Enrollment and Student Success to lead student recruitment, persistence and completion;
- The creation of a Student Success Center and two Living/Learning Laboratories located in residence halls;
- The appointment of a Retention Coordinator to ensure persistence continues as a University focus;
- The development of a campus Master Plan to support the University's Strategic Plan and enrollment projections for the next ten years;
- The construction of a new Science, Technology, Engineering, and Mathematics (STEM) Building to strengthen STEM education;

- The appointment of a new Vice-Chancellor for Research, Innovation and Economic Development to increase research and grant funding;
- The creation of the Office of Assessment staffed by a Director of Assessment and a LiveText Administrator to conduct comprehensive institutional assessment;
- The redesign of the institutional website to disseminate information to support student enrollment, increase visibility, and effectively communicate with key constituencies;
- The appointment of a new Vice Chancellor for Institutional Advancement and Development to generate revenue and build the financial resources vital to fulfilling UAPB's mission and vision and to promote awareness of the University to regional, national, and international audiences;
- The appointment of a new Director of Student Athlete Academic Services to ensure that the University's student athletes meet all institutional and NCAA academic standards;
- The establishment of a new Global Engagement Initiative to identify and collaborate with international partners;
- The creation of a Center for Teaching, Learning and Advising to increase the retention and graduation rates of UAPB students; and
- The establishment of a Wellness Center to promote a healthy lifestyle for students and staff.

## Sources

- 2015-16 Undergraduate Catalog
- 2015-16 Undergraduate Catalog (page number 11)
- 2016-2018 UAPB GRADUATE CATALOG
- 2016-2018 UAPB GRADUATE CATALOG (page number 11)
- Executive Summary 2020 Masterplan
- Executive Summary 2020 Masterplan (page number 7)
- THE ROAR Student Handbook (Revised 12-4-2015)
- UAPB Mission Vision Values v2
- UAPB Strategic Plan 2015-2020
- UAPB Strategic Plan 2015-2020 (page number 9)
- UAPB Strategic Plan 2015-2020 (page number 15)
- UAPB Strategic Plan 2015-2020 (page number 49)

# 1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

## Argument

**Assurance Statement: The University of Arkansas at Pine Bluff (UAPB) is a Baccalaureate College: Diverse Fields 1890 Land-Grant University that prides itself on being an institution for all people regardless of race, creed, national origin, exceptionalities, or sexual orientation. Multiculturalism is woven into the fabric of the University and UAPB is a place where cultural differences are welcomed and appreciated.**

*1.C.1.   The institution addresses its role in a multicultural society.*

The mission and vision statements located in the Undergraduate and Graduate catalogs show that the University is committed to diversity. The commitment is further amplified in the 2015-2020 Strategic Plan which shows diversity as one of the values of the University. The Chancellor expressed commitment to diversity in the letter located in THE ROAR Student Handbook. Also, the Cooperative Extension Programs serve all citizens of the state as evidenced by the number of contacts with diverse audiences by extension personnel.

In the 2006-2010 Strategic Plan, it was noted that the University needed to hire a diverse faculty. Today, the University is a fabric of various cultures and ethnic groups with faculty and staff coming from different countries and cultures as well as various socioeconomic statuses, religious backgrounds, and exceptionalities.

The full-time faculty shows the percentage of African American faculty as 66.5% in 2005, but the percentage had dropped to 52.8% in 2015 while the percentage listed as Asian increased from 9.1% to 23.57% and the Caucasian percentage remained somewhat constant at approximately 23% during the same time frame. The percentage of Caucasian and Asian faculty members at the University is larger than that of the general populace of Pine Bluff, Arkansas.  According to the 2010 Census, the Caucasian population is 21.8% and the Asian population is 0.6%.

Information from UAPB's academic departments shows that faculty members listed 20 countries of origin that included Bangladesh, Belarus, Burundi, China, Columbia, East Pakistan, Germany, Ghana, India, Iran, Kenya, Mexico, Nigeria, Pakistan, Singapore, South Korea, Uganda, United India/Pakistan, and the United States. Additionally, some faculty and staff born in the United States have international experience through the Peace Corps, study abroad opportunities and/or other work experiences.

Any individual who meets admissions criteria may be admitted to the University. The admissions categories and criteria for each category are located in the 2015 Undergraduate and Graduate catalogs. A compilation of the enrollment data for international students at UAPB shows that students listed 42 countries of origin. These countries include the Bahamas, Bangladesh, Barbados, Brazil, Burkina Faso, Cameroon, Canada, China, Congo Brazzaville, Democratic Republic of Congo, Ecuador, England, Germany, Ghana, Guatemala, Guyana, Haiti, India, Italy, Jamaica, Kenya, Korea (South), Malaysia, Mali, Mexico, Nepal, Netherlands, Nigeria, Oman, Pakistan, Panama, Papua New Guinea, Peru, Russia, South Africa, Thailand, Trinidad, Uganda, United Arab Emirates, Venezuela, Zambia, and Zimbabwe.

The University embraces the tripartite mission (teaching, research and extension) of Land Grant Universities and it is a place where cultural differences are welcomed. Extension personnel present research-based information to clientele on a non-discriminatory basis to help constituents improve their farm, community, and business enterprises. The University provides non-discriminatory service to all individuals and contact numbers are kept according to programs area and the number of hours per year worked with clients.  Extension faculty serve average of 58,442 clients per year. More males were served (33,476) than females (24,966); the number of Caucasians and African Americans served were nearly equal; and the number from other ethnic groups was considerably less. These data are consistent with the population statistics in the counties the University serves.

*1.C.2.  The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.*

As a Historically Black institution, the University of Arkansas at Pine Bluff has always demonstrated a rich and distinguished tradition of inclusion and accessibility in higher education. The University strives to make sure that all members of the University family are valued for who they are and what they contribute. Additionally, the University of Arkansas at Pine Bluff seeks to develop and nurture diversity, equality and inclusion for all people, i.e., individuals of diverse races, ethnicities, ages, religions, sexual orientations, national origins, abilities and skills, socio-economic levels, life experiences and perspectives.

In response to the dynamic needs of a diverse student body, the Student Counseling Assessment and Development Center (SCADC) serves as a safe zone and equitable environment for every student at the University. One of the goals of SCADC is to move beyond tolerance and acceptance to equality and affirmation to all students. Through education, advocacy, and visibility, SCADC reduces prejudice and discrimination, serves as a resource for support and assistance, increases a sense of community, and improves the quality of life for anyone who has faced discrimination, harassment or prejudice.

Additionally, the University has an Affirmative Action policy that assures equal treatment for all protected classes. Respect for human diversity is grounded in this policy. The campus community adheres to the policy in all its processes and activities. Appreciation for and attention

to diversity are imbedded in the general education curriculum and also permeate all other curricular and co-curricular programs.

UAPB's attention to human diversity is reflected in, but not limited to, the following examples which demonstrate processes and activities: Employment of an Affirmative Action/Title IX Director for faculty and staff; Employment of a Dean of Students; Employment of an Affirmative Action/Title IX Coordinator for students; Procedures for filing and resolving complaints outlined in THE ROAR Student Handbook; and the Affirmative Action statement written on all official University stationery. In 2015-2016, all faculty, staff, students, and administrators were required to complete a Title IX EverFi produced webinar and follow-up assessments through the Affirmative Action office. Every spring, the Office of Student Involvement and Leadership sponsors Unity Fest which promotes unity among diverse campus and community groups.

## Sources

- 11 06 15 - International Student Count by Country of Origin by Fall Semester Enrollment 2006 - 2015
- 2010 U S Census - P Bluff
- 2015-16 Undergraduate Catalog
- 2015-16 Undergraduate Catalog (page number 11)
- 2016-2018 UAPB GRADUATE CATALOG
- 2016-2018 UAPB GRADUATE CATALOG (page number 11)
- THE ROAR Student Handbook (Revised 12-4-2015)
- THE ROAR Student Handbook (Revised 12-4-2015) (page number 9)
- UAPB Strategic Plan 2015-2020
- UAPB Strategic Plan 2015-2020 (page number 16)

# 1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

## Argument

**Assurance Statement: The mission of the University of Arkansas at Pine Bluff (UAPB) demonstrates its understanding that the educational role is the primary role of the institution. UAPB also accepts its responsibility to serve the public and engage and respond to external constituencies according to UAPB's mission and capacity.**

*1.D.1.   Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.*

The mission of the University of Arkansas at Pine Bluff (UAPB) "embraces its land-grant function of providing cutting edge research, teaching, outreach, and service programs that respond to the social and economic needs of the state and region." Therefore, the UAPB mission demonstrates its understanding that UAPB's educational role includes a responsibility to serve the public.

UAPB provides competitive research in Science, Technology, Engineering, and Mathematics (STEM) programs and contributes to its public obligation by increasing the pool of well-prepared under-represented minorities in STEM majors and careers. UAPB continues to play a significant role in teacher education, business development, and regulatory science and is the institution of choice for students interested in pursuing preparation for a teaching career in the Arkansas Delta. Additionally, UAPB's Economic Development and Research Center (ERDC), in downtown Pine Bluff, impacts new businesses with training and loan packaging.

The School of Agriculture, Fisheries and Human Sciences' Annual Rural Life Conference, initiated in 1950, provides speakers and workshops that address the needs of farmers, women, and youth to help improve the quality of life for Arkansans. UAPB's Cooperative Extension Program in conjunction with the Agriculture Field Day at the Lonoke Farm offers agriculture and 4-H youth outreach activities designed to support youth and families in the Delta.

UAPB's affiliation with the Minority Initiative Sub-Recipient Grant Office has provided more than eighty community organizations with funding for tobacco use prevention and cessation

programming, and the Aquaculture and Fisheries Department supports Arkansas' multi-million dollar aquaculture and baitfish industries.

In keeping with its mission, UAPB also addresses the social needs of the state and region by providing enrichment programs and lectures to which the public is invited. In recent years, these programs and lectures have presented writer and actor Hill Harper; First Lady Michelle Obama; Rev. Dr. Bernice King, daughter of Dr. Martin Luther King, Jr. and CEO of the King Center; and other noted personalities including Dr. Cornel West,  rapper and entrepreneur Rev. Run, MC Lyte, Marc Lamont Hill, Nikki Giovanni, Nathan McCall, T. J. Holmes, Steven A. Smith, Keisha Knight Pullium, Rev. Kirk Franklin, Raye Jean Montague, and Judge Glenda Hatchett. (See brochures and flyers)  The public is additionally invited to UAPB's annual Cultural Festivals, Black History Month Programs, Book Reviews and Signings, and the National Library Week Celebration. Additionally, the institution annually hosts Handel's Messiah and theatre productions.  With the exception of theatre productions, these events are free and open to the public.

The Student Handbook, THE ROAR Student Handbook, lists over one hundred services, activities, special interest clubs and organizations that provide service to the Pine Bluff community and Delta region through outreach activities. The University's Department of Health, Physical Education and Recreation partners with Juveniles in Motion for the Summer Sports Program. The Athletics department offers various sports summer camps for K-12 students. The UAPB Human Resources (HR) office administers the Black and Gold/Fit and Bold Fitness Program and the UAPB Division of Graduate Studies and Continuing Education Program provides free or fee-based non-credit classes to the UAPB family and the community. In addition, Continuing Education Units (CEUs) are provided to benefit UAPB employees and the members of community who attend various workshops, conferences, and seminars.

The UAPB mission also promotes service as an integral aspect of faculty responsibility.  The UAPB Faculty Evaluation Handbook outlines the evaluation process for faculty and highlights service as one area of faculty responsibility.  Aside from service to campus committees, UAPB faculty are encouraged to serve the public with participation and contributions to local, state, and national professional organizations, committees, and advisory boards. Faculty are additionally encouraged to demonstrate leadership that results in significant advancement in content related areas and areas that will benefit the public good.

Finally, consistent messaging with internal and external constituents document the institution's acceptance of its obligation to serve the public.  UAPB's Office of Communications utilizes Facebook, Twitter, Instagram, Sound Cloud, a News Blog, the UAPB website, and the UAPB Magazine to ensure consistent messaging to UAPB students, faculty and the general public. Broadcasts from UAPB's television and radio stations also deliver live-streaming and programming to the Pine Bluff community and the Delta region.


*1.D.2.   The institution's educational responsibilities take primacy over other purposes such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

The University's primary goal is to respond to the educational needs of students. UAPB's mission is "to promote and sustain excellent academic programs that integrate quality instruction, research, and student learning experiences responsive to the needs of a racially, culturally, and economically diverse student population." As a publicly funded University, there are no financial obligations to any investors, parent organizations, or any supporting external interests. The institution engages alumni and friends to enhance educational experiences for students and the business and corporate sectors to provide needed professionals and workforce opportunities. UAPB unites with other colleges and universities to enhance the quality of life for area residents.

### 1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

The University of Arkansas at Pine Bluff (UAPB) has identified and continuously interacts with external constituencies. Through Memoranda of Understanding (MOU) and partnerships with various schools and organizations, the University works collaboratively with business and corporate entities to develop and provide future professionals for the global workforce. UAPB's mission is "dedicated to providing access and opportunity to academically deserving students and producing graduates who are equipped to excel through their contributions and leadership in a 21st century national and global community."

Through the Office of Continuing Education, the University provides professional development activities, seminars, workshops, and conferences for the benefit of its external constituents. UAPB has also successfully supported prospective students, parents, teachers, and administrators in surrounding communities by providing tutorial services on campus, services to area schools, financial aid informational sessions, and other seminars designed to educate parents and prospective students on the process of entering, persisting through, and completing college.

UAPB's Saturday Science, Technology, Engineering, and Mathematics (STEM) Academy supports the needs of high school students interested in STEM careers. Members of the Department of Chemistry and Physics are involved in activities with the public schools to mentor K-12 students completing research projects for science fairs in schools in Pine Bluff and Little Rock. Additionally, several faculty have MOUs with various institutions in the state related to research, proposal writing collaborative efforts, and implementation of projects.

UAPB responds on local, state, and national levels to the needs of constituencies with various events. The Career Services Office provides opportunities for potential employers to network with UAPB students during the Youth Motivation Task Force Program, the Fall UAPB/Southeast Arkansas College Career Day and Teacher Education Fair, and the UAPB Spring Career Day and Teacher Education Fair. Participation in these events may result in summer internships, Cooperative Education experiences, and permanent positions for UAPB students.

UAPB has partnerships with companies and organizations that invite students to attend annual leadership conferences including the Monsanto Company 1890 Leadership Event, the International Organization of Black Securities Executives, the Thurgood Marshall Leadership Institute, and InSight St. Louis. The University also has a $285,172 contract with the Pine Bluff Arsenal to employ up to four computer science students as contractors.

The "University embraces its land-grant mission" through the School of Agriculture, Fisheries and Human Sciences' administration of the University's 1890 Research and Extension Land-grant programs. Approximately $7.7 million in combined federal and state funds, including Evans Allen, 1890 Extension and State Matching funds, support 15 approved, ongoing research and extension projects to improve the state's agricultural industry and the lives of youth and families. Through collaborations with other colleges and universities in the United States and abroad, UAPB helps improve the quality of lives locally, statewide, and globally. The Extension Program has structured programs in 29 Arkansas counties with staff housed in ten counties. Research and Extension in Agriculture are conducted in the areas of biotechnology, plant and animal sciences, water quality, and agricultural economics.

Efforts by the Department of Human Sciences focus on human nutrition, food safety, and family life, and a newly developed project in the textiles program includes the utilization of new applications for biomaterials. The Agriculture and Human Sciences components of the Research and Extension programs are designed to provide information and assistance to small-scale and limited resource farmers and disadvantaged families and youth.

Interactions and partnerships with various universities, USDA agencies, and other U.S. and global constituencies provide UAPB with the opportunity to respond to the needs of external communities of interest and furthermore allow diversity in UAPB's educational offerings.

Other examples of interactions and partnerships with various universities, and other global constituencies include:

- 2015 Zebra Academy
- Outreach Summary Accreditation
- Pre-Health Club Forum
- Memorandum of Understanding (MOU) between LRSD and UAPB
- PBHS MOU
- White Hall High School MOU
- NSAS EPSCOR at University of Arkansas at Little Rock
- Arkansas IDeA Network of Biomedical Research Excellence (Arkansas INBRE) at University of Arkansas for Medical Sciences
- MOU – UAPB and University of Guyana
- MOU – UAPB and University of Zululand
- MOU – UAPB and The University NORD SUG
- MOU – UAPB and The University of Arkansas Fayetteville
- MOU – UAPB 1890 Coop Extension Program and University of Arkansas, Division of Agricultural Cooperative Extension

## Sources

- Artifact--1D1--Black History Month Speaker Miller
- Artifact--1D1--UAPB Library Book Review and Signing
- Artifact--1D1--UAPB Theatre Kicks off 5th Season with a Free Performance
- Cultural event announcements
- Fit and Bold
- Library Week 2014 2015
- Messiah Article
- Speakers
- THE ROAR Student Handbook (Revised 12-4-2015)
- UAPB Faculty Evaluation Handbook

# 1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

## Summary

UAPB fulfills Criterion 1 through clearly defined mission, vision and value statements supported by a current strategic plan and the core values that guide the operation of the University.   The new mission statement was developed by a team of UAPB leaders, with input and consultation from the broader University community of students, administrators, faculty, staff, alumni and residents with the assistance of an experienced external professional consulting firm.  The old mission statement and the new mission statement are compatible.  The compatibility promotes a smooth and unfettered transition relative to the institution's future.  The new mission statement was approved by the U of A Board of Trustees and Higher Learning Commission.  The new mission is purposefully visible to the public and continues to embrace diversity as a priority. UAPB is one of the most culturally diverse campuses in the University of Arkansas System and the state of Arkansas.

## Sources

*There are no sources.*

# 2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

# 2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

## Argument

**Assurance Statement: The University of Arkansas at Pine Bluff (UAPB) is committed to upholding the highest ethical standards. This commitment is exemplified in a variety of ways throughout the campus's major functions – finance, academics, personnel, and auxiliary functions.**

As part of the University of Arkansas System, the University of Arkansas at Pine Bluff is governed by the Board Policies as created by the University of Arkansas Board of Trustees. These policies outline standards of ethical and responsible conduct for the Board of Trustees and the administration of the University including its business practices; its dealings with faculty, staff and students; its academic and extracurricular programs; and the use of its facilities.

**Finance**
The University of Arkansas at Pine Bluff adheres to policies of the Governmental Accounting Standards Board governmental practices in its entries and governmental statements. [Section 300 of the Board of Trustees Policies](#) contains thirteen (13) business policies that are applicable to schools in the U of A system. UAPB also supplements those policies with policies that have been reviewed and approved by the University's governance structures – the Executive Cabinet, Graduate Council, Faculty and Staff Senate, etc. – and submitted to the University of Arkansas System for record keeping purposes. The University's financial documents are audited annually by the University of Arkansas System and by the State of Arkansas. Details of the budgeting process are listed in Core Components 5.A.2 and 5.A.5 of this document. Also see [institutional audit report](#).

The University's Student Financial Services Office adheres to all the rules and regulations ([code of conduct for educational loans](#)) defined by the U. S. Department of Education Title IV financial aid programs pursuant to the Higher Education Act of 1965 as amended by the Higher Education Opportunity Act (HEOA) of 2008.

Information about financial aid and student accounts is reviewed on an annual basis, updated as needed, and submitted for publication in the student handbook, THE ROAR Student Handbook,

and the University catalog.  The University's website houses the Net Price Calculator and additional information related to financial aid and student accounts such as the tuition/fees table and refund policy.

**Academic**
The University of Arkansas at Pine Bluff follows the guidelines, policies and procedures of the Arkansas Department of Higher Education (ADHE).  In 2009, ADHE required a degree viability study of all institutions. This prompted institutions to review and revise degree programs and reduce the degree requirements to a maximum of 124 credit hours.  Subsequently, the ADHE required further revisions of degree programs which resulted in a minimum of 120 credit hours.  Additionally, the Arkansas Department of Education (ADE) required that all licensure programs become competency-based rather than course-driven which prompted revisions of all teacher education degree programs.

The University's grading scale is included in the standardized syllabus format, THE ROAR Student Handbook, and the Undergraduate catalog.  This ensures fair and accurate recording of student performance across campus. The University's Schedule of Classes, published each semester and summer session, provides valuable information to students regarding registration process, academic calendar, course offerings, class attendance statement, transfer credit policy, tuition and fees schedule, refund policy, application for graduation, disclaimer statement, etc.  The Arkansas Department of Higher Education ensures integrity with regularly conducted degree and grade audits.

University College is consistent in providing to students (new and transfer freshmen, as well as students admitted to the General Studies Program) a wealth of information related to successful transition into and matriculation from the institution. Multiple forms and documents are used specifically, or in making referrals, including Center for Teaching and Learning advisement forms, General Studies Program Handbook, UAPB Undergraduate Catalog, Student Handbook, Parents Handbook, Schedule of Classes, and 2016 Faculty & Staff Handbook.   University College also provides to all new and transfer freshmen FERPA information and guidelines during the fall, spring and summer orientations. Annual Academic Affairs retreats, the fall Faculty/Staff Seminar, and school meetings provide this information to faculty, staff and administrators.

**Personnel**
Employee's rights and responsibilities are located in the 2016 Faculty & Staff Handbook.  This document is dispersed to the employee upon hire and an acknowledgment form to that effect is signed by each employee.  The Handbook and Policy information is accessible via the Human Resources website.

Even though the 2016 Faculty & Staff Handbook is the primary means of communicating policies and procedures to employees, various units also have department or discipline specific policies that further support the overarching concerns of the University and ensure compliance.

Employees are expected to exhibit professional conduct which includes treating staff, students, and visitors with courtesy and respect as addressed in the Employee Conduct section of the 2016

Faculty & Staff Handbook.  Likewise, the University has the same level of obligation regarding computer and internet use in the workplace, even within the context of academic freedom.

At UAPB, integrity is expected of everyone in all endeavors and includes a commitment to the values of honesty, trustworthiness, fairness, and respect—which are essential to the overall success of the institution. The University has documented policies and procedures that govern its daily operation as it aspires to maintain the highest level of ethical standards. Faculty, students, staff and administrators are a community of dedicated learners, scholars, professionals, and practitioners—all contributing our talents to uphold institutional standards and improve ourselves and the broader community in which we live and work.

The University of Arkansas at Pine Bluff strives for fairness and transparency in its employee practices.  The University is an Equal Opportunity Employer and to show its commitment, a full time Director of Affirmative Action was hired in 2013.  The director is responsible for compliance training, grievance proceedings, and complaints of discrimination, and is the institution's Title IX coordinator.

The University provides both informational and professional training opportunities to faculty and staff throughout the year to ensure all employees are informed of their legal rights and responsibilities as employees of the University.

Information about how to file a complaint (grievance, discrimination, and Title IX) is published in the 2016 Faculty & Staff Handbook, on the Human Resources and the Affirmative Action website, and disseminated to employees upon hire.  The information presented explains to whom to file a complaint, how the process works for the grievant and the accused, and the time frame associated with the complaint process.  This allows the University to initiate a prompt and efficient investigation in an attempt to resolve any claims or concerns in a timely manner.  If the issue cannot be resolved informally, there is a formal process outlined in the 2016 Faculty & Staff Handbook for faculty and staff.

All UAPB policies are subject to changes when they are in conflict with federal, state, and local statutes.  Respective policies are adjusted when necessary.

The University has a tradition of shared governance that strives to bring together administrators, staff, faculty and students in making and implementing policies in support of the shared mission.  Committee participation is one venue for input and feedback.  The role of all university-wide committees is documented in the campus governance section of the 2016 Faculty & Staff Handbook.  Furthermore, the Chancellor's Executive Cabinet meets to discuss key University issues and to ensure effective executive communication between divisions.  On an annual basis, the University evaluates the committee composition to ensure it is effectively representing faculty, staff, and students. This method has proven to be a successful means of maintaining equity and integrity among the faculty and staff.

All employees are provided information about required governmental compliance. All employees are provided written documentation of policies and procedures to follow to comply with Title IX, including the designated Title IX coordinators for the campus. UAPB's shared

governance process assures fairness among employees.

**Auxiliary**
The auxiliary functions of the University are athletics, health services, post office, residential life, dining services, bookstore, and print shop.  Each area has a web link which provides information regarding policies, procedures, and information to students and the public.  The areas have an agreement with the institution to abide by best business practices and follow the board policy section 300 of business practices.

## Sources

- 2015-16 Undergraduate Catalog
- 2015-16 Undergraduate Catalog (page number 34)
- 2016 Faculty & Staff Handbook
- 2016 Faculty & Staff Handbook (page number 11)
- 2016 Faculty & Staff Handbook (page number 14)
- 2016 Faculty & Staff Handbook (page number 26)
- 2016 Faculty & Staff Handbook (page number 28)
- 2016 Faculty & Staff Handbook (page number 56)
- 2016 Faculty & Staff Handbook (page number 101)
- 2016 Fall Schedule of Classes
- 2016 Fall Schedule of Classes (page number 13)
- 2016 Fall Schedule of Classes (page number 15)
- Board Policy 300
- Code of Conduct for Educational Loans
- FY15 State of Arkansas Federal audit
- FY15 State of Arkansas Federal audit (page number 125)
- Syllabus
- THE ROAR Student Handbook (Revised 12-4-2015)
- THE ROAR Student Handbook (Revised 12-4-2015) (page number 47)

# 2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

## Argument

**Assurance Statement:  The University of Arkansas at Pine Bluff uses a variety of media to present itself to students and to the public.  Information concerning programs, requirements, faculty and staff, costs to students, controls, and accreditation relationships can be found on the website and in publications such as the Undergraduate and Graduate catalogs, THE ROAR Student Handbook, Schedule of Classes and other documents.**

UAPB's publications and website, with its embedded social media, represent the University's efforts to present itself clearly and completely to its students and to the public.  Nearly all of the University's publications can be accessed and downloaded through the website.  UAPB's email is the official communication method for distributing information to all employees and students.  Through the University's Technical Services department, a daily Campus Bulletin is emailed to all employees and students.

Information about the University's academic programs, requirements, faculty, and accreditation relationships can be found on the website and in the Undergraduate and Graduate catalogs.  Information about course offerings, registration procedures, tuition and fees, the academic calendar, a summary of many University procedures, and information about course transferability can be found in the [Schedule of Classes](#) which is published in the Fall and Spring semesters and Summer sessions.  Up-to-date information about classes and course requirements in the student's major are also available online through WebAdvisor, MyUAPB, and Blackboard (for classes utilizing that resource).

Information about University expenditures is available on the Division of Finance and Administration web page which provides access to the University's "Open Checkbook", the University's revenues and expenses online balance sheet.  Complete information about tuition and fees is located on the Office of Admissions' web page.  Complete information about financial aid for students is available on the Student Financial Services web page.

Students receive information about University policies and procedures in [THE ROAR Student Handbook](#).  THE ROAR Student Handbook serves as a guide for students by providing them with general university policies and regulations, academic regulations and procedures, information about financial procedures and student affairs, including codes of conduct, rules for campus organizations, and services available to students.  The University also publishes and distributes its [Parent Handbook](#) which is designed to familiarize parents with University policies and procedures and to provide them with appropriate contact information as needed.

The University's Office of Communications manages the transmission of news about the

University to the general public.  It maintains the University's website along with the university's imbedded Facebook, Twitter, Instagram, Sound Cloud, and YouTube channel to keep students and the public informed about events at the University.   This is in addition to the programming presented by the University's radio station KUAP 89.7 FM and UAPB TV which broadcasts locally on cable channel 24.  Both the radio and television stations broadcasts are streamed on the web.  It also publishes UAPB Magazine and UAPB News, the official source for news and information about the University of Arkansas at Pine Bluff.

## Sources

- 2016 Fall Schedule of Classes
- Parent Handbook
- THE ROAR Student Handbook (Revised 12-4-2015)
- THE ROAR Student Handbook (Revised 12-4-2015) (page number 12)

# 2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

## Argument

**Assurance Statement:  The University of Arkansas at Pine Bluff is a part of the University of Arkansas System.  The System Board of Directors is an autonomous unit which operates in the best interest of all institutions within the system.**

*2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.*

The governing board of the University of Arkansas at Pine Bluff is the University of Arkansas Board of Trustees (hereafter referred to as The Board).  The Board meets five times per year and holds special meetings if the need arises. The location of the meetings is rotated through the various campuses in the system. Agendas are set prior to the established board meeting dates.  Each institution submits campus-specific priority items, to the System's President, that are to be included on the agenda.  Minutes and agendas of the board meetings are housed on the University of Arkansas System website.

*2.C.2.  The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*

Board meetings are publicized and open to the public.  UAPB administrators attend the board meetings and are frequently accompanied by external constituents.  A review of board minutes clearly shows the board acting in a manner which maintains the University's overall viability and enhances its programs to benefit the institution's internal and external constituencies.  Noteworthy examples include the board's approval of the PhD. Program in Aquaculture/Fisheries, new undergraduate and graduate degree programs, and the revised mission statement.

***2.C.3.  The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution****.*

The structure, make-up, and autonomy of the Board are guaranteed by Arkansas Constitution Amendment 33 which can be found in Board Policy 100.2.  The rules and regulations of the Board of Trustees for the governance and administration of the University are articulated in Board Policy 100.4.

The Board of Trustees has adopted Board Policy 100.9 which defines the standards of conduct required of members of the board and clearly defines the activities of board members which constitute a conflict of interest.  Board policy 335.1, adopted in 2014, defines standards of ethical conduct for all University employees and outlines procedures to be followed when these standards are violated.  Board policy 330.1 governs employee and contractor conflicts of interest and contains provisions to ensure independence from elected officials and prohibits nepotism.

***2.C.4.  The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.***

The everyday management of UAPB has been delegated to the Chancellor of the University as chief executive officer of the campus.  The Chancellor, in turn, has delegated responsibilities for the daily operation of the University to the vice chancellors of each division who are responsible for supervising units within each respective division.  The rules of governance for the University of Arkansas at Pine Bluff are specified in Board Policy 1510.1.  The University's system of shared governance ensures that academic matters are the prerogative of the faculty.

Since the last visit by the Higher Learning Commission, there has been no evidence of violation of board policies.

## Sources

- 1 21 15-BOT-Minutes
- 1 21 15-BOT-Minutes (page number 18)
- New Graduate Degree Programs
- New Undergraduate Programs
- U of A Board Policy 100.2
- U of A Board Policy 100.4
- U of A Board Policy 100.9
- U of A Board Policy 1510.1
- U of A Board Policy 330.1
- U of A Board Policy 335.1 Code of Ethical Conduct

- U of A Board Policy 335.1 Code of Ethical Conduct
- UAPB PhD Aquaculture 9-4-09 minutes

# 2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

## Argument

**Assurance Statement: Through its published policies and procedures, UAPB is committed to freedom of expression and pursuit of truth in the learning environment.**

The 2016 Faculty & Staff Handbook articulates that the University guarantees faculty the right to full freedom in research and in the publication of results, subject to the performance of his or her other academic duties, to full freedom in the classroom in discussing the subject of the course, and when speaking or writing as a citizen, rather than as a representative of the University.

Section 2.14 of THE ROAR Student Handbook outlines student academic rights in the classroom and section 2.15 defines the students' rights and responsibilities in the classroom with regard to freedom of expression and the pursuit of learning.

## Sources

- 2016 Faculty & Staff Handbook
- 2016 Faculty & Staff Handbook
- 2016 Faculty & Staff Handbook (page number 18)
- 2016 Faculty & Staff Handbook (page number 19)
- 2016 Faculty & Staff Handbook (page number 44)
- 2016 Faculty & Staff Handbook (page number 45)
- THE ROAR Student Handbook (Revised 12-4-2015)
- THE ROAR Student Handbook (Revised 12-4-2015) (page number 40)
- THE ROAR Student Handbook (Revised 12-4-2015) (page number 51)
- THE ROAR Student Handbook (Revised 12-4-2015) (page number 52)

# 2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

## Argument

**Assurance Statement: UAPB has policies and procedures for the acquisition, discovery and application of knowledge by its faculty, staff, and students.**

*2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.*

The Office of Research and Sponsored Programs (ORSP) is charged with establishing policies and procedures that ensure the responsible acquisition, discovery, and application of research and scholarly activity among the faculty. The ORSP Handbook describes the University's policies and procedures to assure the responsible acquisition of knowledge on campus. ORSP has established a Human Subjects Committee to oversee research involving human subjects and the Institutional Animal Care and Use Committee to oversee research involving animals. The Biosafety Committee has established policies on laboratory safety and hazardous waste disposal. The handbook also documents the University's policies for dealing with misconduct in research, conflicts of interest, and summarizes Board Policy 210.1 concerning patents and copyrights. Accusations of academic dishonesty of faculty are investigated by the University's research committee and recommendations are forwarded to the Vice Chancellor for Academic Affairs.

*2.E.2. Students are offered guidance in the ethical use of information resources.*

Students are given guidance in the ethical use of information sources in their classes. Students are taught the basic principles of researched writing in English Composition II. These principles are reinforced in the student's major classes which require researched writing, by the Viralene J. Coleman Writing Center which provides workshops and tutorial guidance to students doing research, and by similar programs conducted by the staff of the John Brown Watson Memorial Library. The University subscribes to the Turnitin web service so that faculty and students can check their work and remove any plagiarism or improperly presented research before submitting their work for a grade. BlackBoard also has SafeAssign as a means to determine plagiarism.

*2.E.3.  The institution has and enforces policies on academic honesty and integrity.*

The University's policy on academic honesty is available in several locations and online.  The academic honesty policy for undergraduates is presented in section 4.16.30 of THE ROAR Student Handbook. The academic honesty policy outlines the range of sanctions which are enforced when the policy is violated.  For graduate students, Academic Dishonesty is addressed in the Graduate Student Handbook. When reported, files on academic dishonesty are archived in the office of the Vice Chancellor for Academic Affairs.

## Sources

- 0210.1-Patent-Copyright-Policy-1
- 2016-2018 Graduate Students Handbook
- 2016-2018 Graduate Students Handbook (page number 21)
- 2016-2018 UAPB GRADUATE CATALOG
- Office of Research and Sponsored Programs Handbook Rev (Jan16) 2nd reduction
- Office of Research and Sponsored Programs Handbook Rev (Jan16) 2nd reduction (page number 39)
- Office of Research and Sponsored Programs Handbook Rev (Jan16) 2nd reduction (page number 40)
- THE ROAR Student Handbook (Revised 12-4-2015)
- THE ROAR Student Handbook (Revised 12-4-2015) (page number 115)

# 2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

## Summary

The University of Arkansas at Pine Bluff adheres to ethical and responsible conduct as a part of the University of Arkansas System whose Board of Trustees develops and monitors educational policies and processes.  UAPB's administrative leadership, shared faculty governance process, and student learning outcomes reflect the University's commitment to integrity and promote an academic setting congruent with cutting-edge teaching, research, and service.   Adherence to board policies, which governs academics, finance, and personnel, ensures transparency, clarity of operations, and a fair and open academic environment.  All academic degree programs meet state, cognate or national accreditation standards.

## Sources

- FY15 State of Arkansas Federal audit
- FY15 State of Arkansas Federal audit (page number 125)

# 3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

# 3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1.  Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2.  The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3.  The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## Argument

**Assurance Statement:  UAPB regularly reviews and updates courses and programs as part of specialized accreditations or Arkansas Department of Higher Education mandated self-studies.   UAPB identified student learning outcomes at the University and school levels in its assessment plan.  Learning outcomes addressing standards for specialized accreditations are in place.  Graduate and undergraduate programs have articulated discipline specific knowledge, skills, and competencies.   Student learning outcomes are not dictated by mode of delivery or location.**

*3.A.1.  Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*

In the recently released Carnegie Classification of institutions of higher learning, the University of Arkansas at Pine Bluff (UAPB) is a Baccalaureate College: Diverse Fields.  As an 1890 Land-Grant University, UAPB offers 30 baccalaureate, 8 Master's, and 1 Ph.D. degree across a broad spectrum of subject areas.

In April 2008, the Arkansas Higher Education Coordinating Board (AHECB) directed the Arkansas Department of Higher Education (ADHE) staff, in cooperation with the public colleges and universities, to conduct viability studies. In adherence to [AHECB Policy 5.12](#),  the Arkansas Department of Higher Education established standards for academic programs offered by Arkansas colleges and universities and all existing academic programs. The board also increased

viability/graduation standards and directed ADHE to remove programs that do not meet the new viability standards from the AHECB approved inventory.   As a result of this process, the University examined all programs and restructured degree offerings to be consistent with these new requirements.

Because of Act 747 of 2011 Minimum College Core-Transferability, most baccalaureate degree programs at UAPB were reduced to 120 credit hours, requiring major input from faculty to ensure students would receive the education they needed to meet the standards expected of a bachelor's degree within that constraint. Programs were reviewed by the Faculty Staff Senate and approved by the ADHE as part of this process.  The quality of the programs and the appropriateness of the level of student performance were ensured through this process.

At the school and/or department level, syllabi are reviewed each term for appropriateness of resource material, textbooks, assignments and assessments. Finally, students are assessed during their senior year to demonstrate their level of knowledge and competence in their major subject matter before graduating.

### 3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post graduate and certificate programs.

The University of Arkansas at Pine Bluff (UAPB) articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, and post graduate programs.  Certificate programs are not offered.

Both University and School-wide learning outcomes/goals are reflected in the UAPB Student Assessment Plan presented in Criterion 4.B.1.  Moreover, the uniform syllabus format requires specific learning objectives and learning outcomes. Recently, additional university-wide learning outcomes (Reading, Written Communication, Oral Communication, Critical Thinking Skills, Problem Solving, and Foundations and Skills for Lifelong Learning) were instituted to further enrich our students' knowledge and preparation.

### 3.A.3.  The institution's program quality and learning goals are consistent across all modes of delivery and all locations (On main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Web-based (Blackboard) teaching and learning and face-to-face teaching and learning are equal at all locations, evidenced by the fact that all modes of delivery require an institutionally approved uniform syllabus.  Additionally, goals outlined in the graduate and undergraduate catalogues do not change based on modes of delivery or location.  Blackboard interfaces with LiveText (the University's assessment management system) so that distance and on-campus students all participate in the assessment process.

As a part of UAPB's evaluative process, inconsistencies between course delivery at the North Little Rock site and course delivery at the main campus were identified.  This prompted suspension of course offerings and further analysis of the feasibility of that site.  All course offerings are initiated and approved through each department.

Dual credit is not offered at this time. However, UAPB has been approved to offer courses via concurrent enrollment but the program is yet to be implemented.

## Sources

- 2015-16 Undergraduate Catalog
- Act747 Minimum College Core-Transferability
- AHECB_Policy_5.12-Academic_Program_Review_and_Program_Viability-January_2015 (2)
- Concurrent Enrollment Approval Email
- Syllabus
- UAPB Student Assessment Plan_08
- UAPB Student Assessment Plan_08 (page number 10)

# 3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

**Assurance Statement:  UAPB has established institutional and core general education requirements to prepare students for leadership positions in a 21st century world.  Entry-level courses give students skills to succeed in upper-level courses.  In general education courses, students develop the tools for critical thinking, effective communication, quantitative literacy, success in college and career, and a healthy lifestyle.  Students also develop an appreciation of the cultural, scientific, and historical foundations of our diverse human heritage.**

*3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.*

Act 98 of 1989 (Arkansas Code 6-61-218) established parameters for General Education Core in the state.  Specific general education requirements (UAPB general ed charts) established by UAPB are coordinated within University College to assist students in meeting those requirements.

In accordance with the University's mission statement, the general education program is designed to build a foundation for upper-division courses.  Student learning experiences in the general education core are responsive to the needs of a racially, culturally, and economically diverse student population.

***3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.***

UAPB values the State Minimum Core Curriculum and University's Institutional Requirements as a gateway for students to develop and grow from a liberal arts education.  The institution articulates the purpose and content of its general education requirements in the undergraduate catalog.  It is through entry-level courses that UAPB students acquire the foundation for upper-level courses. The general education core provides insight and a deeper understanding of one's self in relation to the world.  This happens through investigation of the influence of social, cultural, economic and political institutions in shaping thoughts, values and behavior.

The General Education Program is guided by the State [governing system](#) . University College is responsible for the coordination of the general education core as well as institutional requirements and developmental courses.  Developmental courses are required if a student makes a minimum score less than 19 on any ACT sub-score.  UAPB has adopted university-wide student learning outcomes in its assessment plan.  Those learning outcomes include reading, written communication, oral communication, critical thinking, problem solving, and foundations and skills for lifelong learning, which are explicitly related to general education requirements.  UAPB has a [University College Student Review Form](#) which includes the checklist for developmental courses, state minimum core curriculum and institutional requirements. This document presents the courses that comprise the 35 hours of state minimum core and 10 hours of institutional requirements.

Core proficiency skills are obtained in English/Communications courses with a nine (9) hour requirement-English Composition I, English Composition II and Oral Communications.

Moreover, students are expected to exhibit quantitative reasoning skills upon completion of college level math. A three (3) hour math course (College Algebra 1330 or Quantitative Literacy [QL] 1360) is the minimum requirement for general education. College Algebra is the foundational mathematics course that prepares students to understand concepts and relationships needed in the various STEM disciplines.  QL prepares non-STEM majors to solve problems in a variety of contexts demanding quantitative literacy.

Six hours of fine arts/humanities, four hours of biology, four hours of chemistry, three hours of history/government, and six hours of social science electives are required for general education. Students who successfully complete the general education core experience a deeper appreciation and understanding of the creative processes, artistic expressions, and the role of fine arts in society. They also better understand the human condition through investigation, appreciation, and evaluation of historical, philosophical, and literary dimensions of the human experience.

From the natural sciences, students gain an understanding of scientific reasoning – the ability to comprehend and apply the basic principles of science and methods of scientific inquiry.

### 3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

The University's degree programs provide students opportunities for engagement in research, critical thinking and creative inquiry to adapt to an ever-changing environment. The degree programs address the collection, analysis, and communication of information within each concentration.  Most courses include work on conducting efficient and effective searches of electronic and print information sources based on research questions, rating quality of information according to discipline appropriate standards, organizing, summarizing, and synthesizing information from searches, and citing information sources in an appropriate and ethical manner. Written communication is a university-wide learning outcome.  Assessment data demonstrating written communication skills are available for all programs and summarized in the preliminary assessment report.

Inquiry and creative work are assessed by faculty during internships, Capstone courses, senior exhibitions and recitals, thesis and dissertation research, and special problems classes.  The results of information collection and analyses are reported in various mediums including, but not limited to, the following examples:  Educational Access Conference, Faculty/Staff Research Forum, Newsletters, dissertation and thesis defenses, seminar classes, and local, regional, and national professional meetings.

### 3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Integrating diversity into the University's courses, programs, and activities enhances students' intellectual development.  The education offered by UAPB is enhanced by a richly diverse faculty and the University recognizes human and cultural diversity in a variety of ways.  The University has adopted a standardized syllabus format that prompts all departments to include a statement on diversity.  An appreciation of diversity is developed and expanded through coursework, workshops, and activities.  These activities are designed to promote interactions that foster understanding and respect for diversity and encourage students to be productive in a multicultural and pluralistic society.  Students realize the importance of learning to work cooperatively and effectively with diverse groups to build supportive and inclusive relationships.

Aspects of the general education requirements foster a sense of diversity.  For example, the State Minimum Core Curriculum and Institutional Requirements require students to take at least six credit hours of fine arts/humanities which include: Music or Art Appreciation/History (MUSI

2330 or ART 2340), Humanities (HUMN 2301), Effective Thinking-Logic (HUMN 2340) or Theatre Appreciation (THTR 2324).

The University has multiple co-curricular activities and venues which enrich the appreciation of global cultures. The UAPB and the Delta region enjoy cultural events and guest speakers that include authors, performers and artists who hail from a variety of cultural, religious, and educational backgrounds. Moreover, activities that promote a culture of campus inclusiveness are held in an effort to recognize the diverse cultures and backgrounds of personnel and students. The integration of multiple cultures assists in reducing biases, increasing service delivery, and identifying solutions that promote the highest quality of service possible.

The University Museum and Cultural Center documents the history of the University, and offers educational programs and rotating exhibits designed to increase awareness of the accomplishments and contributions of the University's historical constituents. The Center also informs and educates the general public about the history and legacy of the University through exhibits, collections, and other educational activities.

The Office of International Programs provides support services for UAPB faculty, staff, and students including assisting in compliance with immigration regulations; facilitating study, travel and internships abroad; promoting University linkage relationships; and providing activities that enhance global awareness and an appreciation for diversity. In February 2014, UAPB pledged to join the Institute of International Education's (IIE) Generation Study Abroad initiative to double the number of American students who study abroad by the end of the decade. UAPB has committed to increasing the number of undergraduate students who study abroad by 75 students over the next five years. Students can take advantage of study abroad opportunities in China, France, and Guyana as well as customized internships abroad. For example, five students traveled to China to participate in the summer 2015 China Initiative. Two students are participating in the intensive language and cultural study at the University of Toulouse in France.

Since 2006, faculty members have taken students to international locations including China in 2008, Greece in 2011, Turkey in 2012, and India in 2014. The Vesper Choir has also toured and performed in Italy.

### 3.B.5. Faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Faculty and students actively contribute to scholarship and research within their academic disciplines. Faculty and student participation in research and scholarship is demonstrated by publications in refereed journals, in the University's Research Forum, and by presentations at professional meetings. Faculty and students in the arts produce creative works as demonstrated by performances, exhibitions, and concerts.

Research and scholarship occur in undergraduate and graduate programs. Faculty and students in the STEM Academy regularly participate in research during summer experiences on and off campus. Professors and students in the School of Agriculture, Fisheries and Human Sciences conduct research on the University's farm, research ponds, and at locations across the

state.  Computer Science faculty and students participate in scholarly activities at various business enterprises in Arkansas and across the country.  These are just a few examples of discovery and generation of new knowledge at UAPB by faculty and students.

The fine arts are significant components of the academic curriculum that provide paths to learning, enrichment, and career opportunities.  Programs in the visual arts, music, and theatre are excellent examples of professionals productively engaged in their artistic disciplines.  Concerts, exhibitions, and theatrical events are of the highest quality.  They provide opportunities for students and faculty to develop creative and artistic skills.

## Sources

- 11 06 15 - International Student Count by Country of Origin by Fall Semester Enrollment 2006 - 2015
- 2015 2016 AY Preliminary Assessment Report with Appendices
- 2015 2016 AY Preliminary Assessment Report with Appendices (page number 7)
- 2015-16 Undergraduate Catalog
- 2015-16 Undergraduate Catalog (page number 46)
- ADHE Board Policies Manual 10-01-15
- ADHE Board Policies Manual 10-01-15 (page number 139)
- ADHE Board Policies Manual 10-01-15 (page number 141)
- Artifact-University College Student Review Form
- Culture
- Educational Access 2009
- Institutional Data 2015-2016
- Institutional Data 2015-2016 (page number 52)
- Research Evidence_Annual Reports
- Research Evidence_Research-STEM Report 2014
- Research Evidence_Research-STEM Report 2014 (page number 21)
- Research Evidence_Research-STEM Report 2016
- Research Forum Program 2016
- Senior Art Exhibitions 2014-2016
- Senior Recital Announcement from Music Department
- STEM 2014 Fall Newsletter FINAL
- Syllabus
- Total Research Awards
- UAPB Museum Brochure

# 3.C - Core Component 3.C

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

1.  The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2.  All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3.  Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4.  The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5.  Instructors are accessible for student inquiry.
6.  Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Argument

**Assurance Statement: The University of Arkansas at Pine Bluff has sufficient numbers and continuity of faculty members to carry out both classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations of student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.**

*3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, establishment of academic credentials for instructional staff, and involvement in assessment of student learning.*

Currently, UAPB has 158 full-time and 49 adjunct faculty.  The student to teacher ratio is 15:1, indicating that UAPB has a sufficient number of faculty to carry out both the classroom and non-classroom faculty roles and responsibilities.  There is adequate faculty representation on university-wide committees as outlined in the 2016 Faculty & Staff Handbook.  Approximately one-fourth of the instructional staff is adjunct.  A recent increase in adjunct pay has attracted a broad range of qualified faculty.

Faculty own the curriculum.  Each department has a curriculum committee that makes recommendations about curricula and co-curricular programs and policies.  Full-time faculty are assigned advisees and monitor student performance and persistence.

New faculty are appointed adhering to criteria established by the University of Arkansas Board Policy 405.1.  Departmental faculty participate in the selection process.  This process ensures that qualified applicants are recommended.  Faculty establish parameters for assessment of student learning which are identified in course syllabi, unit documents, and the student assessment plan.  Both full-time and adjunct faculty participate in the assessment process.

### 3.C.2.   All instructors are appropriately credentialed, including those in dual-credit, contractual, and consortial programs.

UAPB faculty are appropriately credentialed to teach courses to which they are assigned. All graduate faculty hold the terminal degree in the field of study and 98.6% of all faculty meet the HLC and the University's standards for faculty qualifications.

An assessment of faculty qualification to teach as defined by a recently approved UAPB Faculty Qualification Policy (which mirrors the HLC statement on Faculty Qualifications to become effective in 2017) was undertaken to examine the alignment of current UAPB faculty to these standards.

All faculty members are required to have original transcripts on file in the University's Office of Human Resources, and all documents from international universities are sent to World Education Services, Inc. (WES) for evaluation of equivalency to U. S. degrees.  In spring 2016, the University's Chief Academic Officer reviewed all 207 transcripts submitted by appointed (158) and adjunct (49) faculty at the Pine Bluff campus and the North Little Rock (NLR) site. Results of the review revealed that 98.6% of UAPB faculty are appropriately credentialed and meet the standards established by the HLC and the University. Three faculty at the NLR site failed to meet these standards. This revelation prompted suspension of course offerings and further analysis of the feasibility of that site.  UAPB does not have dual credit, contractual, or consortial programs.

### 3.C.3.   Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The faculty evaluation process begins with completion of the Faculty Development Plan, at the beginning of each academic year, which guides the elements of the evaluation.  Evaluations are the primary mechanism by which instructors receive feedback on professional performance. Annual evaluations measure performance across all areas of faculty responsibility. Evaluations are critical.  They provide feedback used by faculty members to improve and sustain quality performance and are useful in determining promotions, raises, and continued employment.  The annual evaluation provides guidance and assistance to all faculty in their professional development and academic responsibilities in the areas of (1) teaching/librarianship, (2) research/creative activities, and (3) service (See Faculty Evaluation Handbook). The process involves online student evaluation of faculty, peer evaluation of faculty, academic unit

head/chair evaluation of faculty, and documentation of University and professional service as evidenced in the professional vita and Faculty Development Plan.

***3.C.4.   The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.***

The Faculty Evaluation Process and the Tenure and Promotion Process ensure that the faculty remain current in their disciplines and adept in their teaching roles.  Resources for faculty development vary among departments.  UAPB recognizes that sufficient resources for professional development are a challenge for academic units.  A five-year period of declining enrollment contributed to this challenge.  Enrollment stabilization and recent increases will provide more funds for this need. The Chancellor recently appointed a new taskforce to define and implement campus-wide faculty development.  Additionally, the University has an instructional support system to ensure that full-time and adjunct faculty are proficient in their teaching roles.

The Center for Teaching, Learning and Advising (CTLA) offers assistance and support for faculty working on teaching techniques and/or looking for ways to integrate technology in the classroom with innovative teaching tools. CTLA is designed as an extended program for new and returning UAPB faculty to provide professional development, including workshops, seminars, training sessions, and technical assistance to develop and enhance instructional skills. Additionally, CTLA offers a Faculty Development Workshop designed for faculty members with less than five years of teaching experience, but it is relevant and available to all faculty.

The Annual Fall Faculty/Staff Seminar issues a charge to faculty and provides professional development opportunities.  Previous seminars have included topics on customer service; excellence in teaching, scholarship, and service; and construction of student learning outcomes.  Other professional development opportunities include: Academic Affairs Retreats, John Brown Watson Memorial Library Seminars on Information Literacy, Teacher Evaluation Support System (TESS) Workshops, and attendance at other discipline specific seminars.  All new UAPB full-time faculty participate in the New Faculty Orientation, as part of the Annual Fall Faculty/Staff Seminar. This seminar orients the faculty to the University and examines best practices for curricular and/or instructional development.

Databases that include current online journals and eBooks and a selective Government Depository are available through the John Brown Watson Memorial Library System and may be accessed 24 hours a day, seven days a week. The library faculty are also divided by content areas into Library Liaisons assigned to each school to provide one-on-one assistance to content faculty with access guidance. Library Liaisons are additionally available to accept requests for acquisitions of online or print materials that will enhance instruction and research, and promote faculty currency in content areas.

Faculty are eligible to apply for funds to assist in professional development through UAPB's Title III Program which supplement departmental travel budgets. They are required to submit the

applicable [paperwork](#) for consideration. The Title III [Travel Application](#) explains the eligibility requirements and steps that are needed for completion. It is also possible for faculty to travel to different conferences or conventions to learn current trends in their discipline. This travel is also  funded by contracts or grants.  Faculty receiving Title III travel funds are required to submit a [follow-up travel report](#).

### 3.C.5.   Instructors are accessible for student inquiry.

All full-time instructors are required to list in the [syllabi](#), and post outside their office door, ten office hours per week to be available for student inquiry.  Students may also make appointments to meet at a different time.  Additionally, there is a university-wide Student Advisement Week each Fall and Spring semester to advise students.  Students cannot register for classes until they have conferenced with their advisor and the advisor electronically releases a registration hold that allows students to register.  Full-time and adjunct faculty are also accessible for inquiry by email and/or telephone.  Faculty contact information is listed on the syllabus and the University's webpage.

### 3.C.6.   Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

All staff position announcements have job descriptions that list the minimum qualifications which meet State guidelines for the respective positions.  The Human Resources office has been designated as the official repository for staff credentials.  Staff do not provide academic advisement.  [Compliance training](#) is offered to staff on an ongoing basis.  Additionally, staff development is provided by all divisions through manuals, webinars, and workshops.  Topics vary as illustrated by the most recent UAPB Active Shooter workshop.

## Sources

- 2015-16 Undergraduate Catalog
- 2015-16 Undergraduate Catalog (page number 76)
- 2016 Faculty & Staff Handbook
- 405.1
- Artifact--3D4--Library Information Literacy PPT
- Committee on Committees
- Committee on Committees (page number 2)
- Compliance Training
- CTLA_Flyer_3C4
- CTLA_Flyer_3C4 (page number 3)
- Faculty Staff Seminar 2011-2015

- Faculty Staff Seminar 2011-2015 (page number 66)
- Policy Faculty Qualifications
- Syllabus
- Title3_Travel Application_3C4
- Title3_Travel Letter_3C4
- Title3_Travel Letter_3C4
- Title3_Travel Report Form_3C4
- Title3_Travel Report Form_3C4
- UAPB Faculty Evaluation Handbook
- UAPB Faculty Evaluation Handbook (page number 4)
- UAPB Faculty Evaluation Handbook (page number 16)
- UAPB Faculty Evaluation Handbook (page number 48)

# 3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## Argument

**Assurance Statement:  UAPB provides adequate support for a wide range of student needs through co-curricular units.  Learning support preparatory instruction and advisement for entering students is the purview of University College.   The University provides the programmatic infrastructure and resources needed for effective teaching and to enrich student learning experiences.  The University has a myriad of laboratories, appropriate performance spaces, and internship sites.  Students learn to use research and information resources through the Watson Memorial Library, the STEM Academy, and the laboratories of research active faculty.**

*3.D.1.  The institution provides student support services suited to the needs of its student population.*

The University provides services and programs that enhance the student experience and support the achievement of educational and personal goals. In order to do this effectively, the institution offers a variety of support services suited to the needs of today's student.  The University has more than 24 co-curricular programs supporting students, administered in the divisions of academic affairs; student affairs; institutional advancement and development; research, innovation, and economic development; enrollment management; and athletics.

An example of a co-curricular program that supports persistence and completion is the Student Success Center in the Division of Enrollment Management.  The Student Success Center seeks to promote and foster student learning and development by providing individual and group tutoring and mentoring for students.   The Student Success Center helps students develop critical thinking and study skills and provides consistent support and guidance.  The Center staff is available to

collaborate with instructors on specific in-class activities, workshops and student development opportunities.  The Center's goal is to help students become the best they can be, whether through one-on-one tutoring, group study sessions, workshops and classes, or other campus resources.   These services are designed to help students adapt to university life, successfully complete a degree, and transition from college to career.

Other examples of student support services include:

Through the Office of Student Involvement and Leadership, students are offered the opportunity to engage socially and develop leadership skills through extracurricular activities. This office hosts over 70 active student organizations and clubs. It is also the umbrella to the Student Government Association, Lion Year Book, National Pan-Hellenic Council, and the Union Programing Board (a registered student organization that serves as a programming extension of the Office of Student Involvement and Leadership).

TRIO Student Support Services is a program designed to provide academic advisement; tutoring; peer mentoring; financial aid information; graduate school tours; and a variety of enrichment activities to first-generation, low-income and students who are differently-able.

Golden Lions to the Rescue! was developed in response to a recent increase in violent crimes around campus and across the nation. The purpose was to provide education, awareness and training to students and employees in the areas of stress response to traumatic events, victim assistance, suicide prevention, cultural competence, split second decision making, etc. This project provided student and personnel the opportunity to grow and learn while creating a healthier and safer campus environment.

The Living Learning Centers in the Harold Complex and Delta Housing Complex make residential life a part of the learning experience by including both students and staff in its program planning and activities. Residential hall programs address the educational, recreational, and social needs of students. The Living Learning Centers provide tutoring, a series of enrichment programs and recreational activities that promote personal and professional growth.

In an effort to meet the needs of our student veterans and keep them engaged in the educational process, several activities are planned for them throughout the year. A variety of community partnerships exist in an effort to maximize support to our veterans.

UAPB Fitness Center offers a variety of exercise equipment exclusively for students to pursue fitness goals and establish habits for a healthy lifestyle. Group fitness classes, water aerobics, assessment and personal training are available by certified staff members.

Additional support services include: HPER Fitness Center, Career Services, Learning Plus Laboratory, Learning Resources Center, Counseling, Assessment and Development, STEM Academy, Athletics, Disability Services and Veterans Affairs, and Military Sciences.

***3.D.2   The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.***

Basic Academic Services, which is housed in University College, is the first line of support, both advisory and academically, for all students.  The University is no longer an open enrollment institution.  UAPB recently revised its [admissions standards](#) and now requires a minimum ACT score of 15 for conditional admission.

**Advisement**

First-time undergraduate enrollees at the University of Arkansas at Pine Bluff are admitted to University College. The admissions checklist includes an official high school transcript with date of graduation, and ACT and/or SAT scores. Students earning ACT subtest scores in English, reading, or math of 19 or above are advised to take college courses.  Students who score below 19 are required to take the COMPASS test.  COMPASS score requirements are: 450 for writing and 470 for reading.  For mathematics, a score of 41 for all STEM majors or 36 for non-STEM majors is required to take college math courses.  Students not meeting these requirements are placed in developmental courses.

**Learning Support**

Basic Academic Services makes referral for students who require additional learning support. TRIO Student Support Services offers learning support to individual students who are low-income, first-generation, or students with a learning disability. Students who qualify are tutored in every discipline and are eligible for services through TRIO until they graduate.

The University has computerized labs in many academic buildings to support student learning.  For a comprehensive list, see Core Component 3.D.4.

**Preparatory Instruction**

UAPB requires all undergraduate students to take Personal and Social Development (BAS 1210), which is a study skills course and Career and Life Planning (BAS 1120), which is designed to prepare students for the world of work.

***3.D.3.  The institution provides academic advising suited to its programs and the needs of its students.***

UAPB's advisement process is designed to help students as they make important decisions related to their academic progress at the University.

***First-Year Students***. All students are required to meet with an academic advisor prior to registration. The Office of Basic Academic Services is responsible for the initial and follow-up advising of all students with less than 30 credit hours.  Initial advisement includes:

- Review of educational (major) and career goal;
- Review of placement test scores;
- Review of general education and degree program requirements;
- Advisement and course placement; and
- Registration for classes.

Goals of follow-up advising sessions include:

- Explore the student's interests, strengths and weaknesses;
- Help the student clarify his/her goals for the future;
- Acquaint the student with available campus resources and educational opportunities;
- Plan for future semesters and progress toward graduation requirements; and
- Help the student develop as "total person," inside and outside of classroom.

***Conditionally and Provisionally Admitted Students (ACT Scores <19***). Students who are admitted with scores of 15-18 are required to sign a contract agreeing to participate in weekly tutoring sessions, enrichment workshops, mentoring, and other support services as indicated. These students are monitored concurrently by the academic advisor in Basic Academic Services and by the Student Success Center.

***Upper Class Students***. After completing 30 or more semester credit hours, students are assigned an academic advisor in their major department. Students are not allowed to register until they have been advised.

***Academic Early Warning System.***  UAPB has an academic early warning system to identify students at risk of academic failure.  The system consists of a series of paper notifications and forms.  The student is required to make a plan of action with the advisor.  The advisor maintains indicators of student success.

***3.D.4.  The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).***

The University of Arkansas at Pine Bluff provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.

**Technological Infrastructure**

The mission of UAPB's Technical Services (TS) Division is to strengthen information technology resources on campus that will enhance all University activities.  TS assures the technology is always functional so that the University can offer an appropriate educational experience. TS supports technical innovations that enhance all academic departments and provides direction, support, and leadership to faculty in the selection, implementation, security, and maintenance of technology.  A more detailed explanation is located in Criterion 5.A.1. - Technology.

**Laboratories**

UAPB has basic and/or scientific laboratories located in various buildings on campus.  Some laboratories employ staff who assist students and ensure the laboratory is prepared and available for the needs of scheduled laboratory activities for each semester. The laboratories enhance the learning experience and provide hands-on activities, computer simulations, biology or chemistry experiments, and other curricular requirements. The University has at least 20 computer labs, 30 teaching labs, and 20 research labs.  Some of the labs include:

- Computer Graphic Lab – Room 105 – Hathaway Howard Fine Arts Complex – BS; Fine Arts
  Art Education Computer Lab – Room 207 – Hathaway Howard Fine Arts Complex – BS – Art Education
- Kountz-Kyle Resource Lab – Room 152 - Kountz-Kyle Building – BS – Biology
- Viralene J. Coleman Computerized Writing Center – Corbin Hall - Staffed to serve the writing needs of students across content areas and equipped with computers, printers, writing software, writing guides and dictionaries, and audio-video capability
- Mac-Lab – located in the back of the Viralene J. Coleman Computerized Writing Center – is restricted to students in Broadcast Journalism who need to edit video productions. Classes in video editing are taught in the lab and the instructor is available to answer student questions and provide guidance in the use of the lab.
- KUAP 89.7 Radio Station – Mass Communications wing of Hathaway Howard Fine Arts Complex – operates as the campus radio station and serves as a lab for students in Broadcast Journalism and radio production courses. Radio station staff are available to guide students doing lab work in the radio station.
- UAPB-TV – Rust Technology Building – operates as the campus television station and as a lab for Mass Communications and Broadcast Journalism students. The complete resources of the television station are available for student use. The area of Mass Communications has a lab person working in the television station and students also have access to television station personnel for guidance.
- Electronics, Computer Aided Design, and Computer Applications Lab – Rust Technology Building- provides equipment and guidance in the use of tools for the Industrial Technology Management and Applied Engineering programs by instructors and selected students within the department.
- Computer Science Lab – Rooms 206, 222, 112 – Caine Gilliland Building – provides resources and support staff for the bachelor's and master's degrees in Computer Science.
- Mathematics Lab – Room 210 – Henderson Young Hall – supports bachelor's and master's in Computer Science and bachelor's in Mathematics.

- Research Lab – Room 213 – Walker Research – provides resources for the bachelor's and master's in Computer Science and the bachelor's in Mathematics with some assistance provided by selected graduate students and staff within the department.
- SRT Lab – Hathaway Howard Fine Arts Complex – Music Department - provides equipment, hardware and software applications to support students seeking a bachelor's in Music/Sound Recording Technology.
- Piano Lab – Room 206 -Hathaway Howard Fine Arts Complex – equipped with 12 Roland electronic pianos for students seeking a bachelor's in General Music, Sound Recording Technology or Music/Teaching.
- Mini Lab – Room 202 – Hathaway Howard Fine Arts Complex – equipped with computers and keyboards for music production and multi-media presentations by students in the General Music, Sound Recording Technology, and Music/Teaching programs.
- Social and Behavioral Sciences Computer Lab – Room 357 – Dawson Hicks Building - has computer stations and is used for teaching to support the undergraduate degrees in criminal justice, gerontology, history, political science, psychology, social studies, social work, and sociology.
- Addiction Studies Lab – Walker Research Building – is monitored by a graduate student, and faculty by appointment, and has computer stations and other resources and tools to support the master's in Addiction Studies.
- LION Cave – Rust Tech Building - is a 3-D teaching, research, and community outreach visualization center
- Academic Skills and Developmental Services provides a computerized reading laboratory.  Software includes reading exercises designed to strengthen and improve reading skills for individual students seeking help or referrals.
- Graduate Ecology Teaching Lab – 211E Holiday Hall – Aquaculture/Fisheries – general ecology lab for teaching graduate fisheries ecology and for fisheries ecology and management work conducted by graduate students
- Fish Pathology Lab – 143 1890 Extension Building – Aquaculture/Fisheries – provides laboratory space for fish health inspections, fish health diagnostics, and graduate research in fish health.
- Fish Molecular Lab – 139 1890 Extension Building – Aquaculture/Fisheries – provides laboratory space for molecular aspects of fish health including PCR work for graduate research in fish health and fish diagnostics.
- Textile Performance Evaluation - Adair Greenhouse Hall Room 216 - Students analyze basic components of textiles, learn basics of textile evaluation, perform basic textile evaluations i.e. shrinkage, wrinkle recovery, data recording and analysis, basics of carding, yarn spinning, and dyeing.
- Design Studio - Adair-Greenhouse Hall Room 222 - Students learn advanced apparel design and production techniques and create finished garments.
- Nutrition Research Lab - Adair Greenhouse Hall Room 136 - This is a wet lab designed to conduct basic research on nutrients from organic samples.
- Plant Biotechnology & Genomics Laboratory
- Animal Science & Biotechnology Laboratory
- Food Science (Value – Added) Laboratory

**Library System**

The University library system serves the curriculum of the University by providing foundational support for coursework and research through online and print resources. Library staff organize, preserve, and share resources to meet the information needs of the University community.

The John Brown Watson Memorial Library System, includes the main library and five satellites:

- Word Instructional Resource Center – Room 113 – Dawson Hicks – supports the curricula of the School of Education with resources and library staff to assist with pre-service and in-service students,
- Aquaculture/Fisheries Research and Educational Library – Room 204 – Woodard Hall – provides library staff and online and print resources to support research and service programs for the Department of Aquaculture/Fisheries,
- Addiction Studies Resource Center – Room 204 – Walker Research Center – in partnership with the Addiction Studies program provides library staff and resources to assist faculty and students in the master's in Addiction Studies Program,
- North Little Rock Library Site – Little Rock, Arkansas – serves UAPB students with comparable services to the main library at UAPB, and
- Bell Learning Resources Center – second floor – main UAPB library – houses non-print materials and equipment for student and faculty use in instructional technology, graphic design, technology production, video and DVD production services, and photography services.

Additionally, library faculty teach Information Literacy and other curricular support classes.  The UAPB library facilities provide both the physical space and the intellectual environment for students to connect, collaborate, learn, and construct new knowledge. Library faculty and staff go beyond the role of information concierges, teaching important research skills that will promote life-long learning.

The library additionally offers computers for on-campus use to access online resources, and off-campus access is available through the library's page of the UAPB website. Library resources are data-driven based on results from faculty and student surveys.  Results from the surveys have been analyzed by the Office of Assessment to drive library acquisitions and support the University's curriculum. Faculty input is strongly encouraged.

**Exhibition and Performance Spaces**

The University's Art Department has a dedicated exhibition space in the Hathaway-Howard Fine Arts Complex. The Gallery features work by University, local, state, regional and national artists working in a variety of media. Gallery exhibits attract numerous visitors each year and provide learning opportunities across the curriculum.

The John McLinn Ross Theatre in the Hathaway-Howard Fine Arts Complex provides a performance space for the students enrolled in Theatre and other performing arts. Student theatrical performances from Sophocles and Shakespeare to current playwrights are performed regularly for local, state, and University audiences.  The theatre is also shared with the music department for jazz concerts, choir performances, and student recitals.

The Health, Physical Education and Recreation (HPER) Department also provides performance spaces. The H. O. Clemmons Arena is used for large campus community events, such as, convocations, Greek shows, and concerts.

**Clinical Practice Sites**

The Department of Nursing provides a Simulation Laboratory (Lab 1) and a Nursing Computer Laboratory (Lab 2) to support the Bachelor of Science in Nursing. Lab 1 is a nine patient unit with lab instructors who provide guidance, practice and assessment in nursing skills and scenario-based instruction. Lab 2 provides 21 computers and an instructor station for admissions testing and classes that integrate computer technology. Additional clinical practice sites are located in medical facilities off-campus, including Jefferson Regional Medical Center.

The School of Education places students at sites in partnership with public schools in Jefferson County and other counties in southeast Arkansas to offer real-time experiences in the field for students enrolled in education classes and students completing student teaching assignments.  Students in other disciplines are placed at various businesses and/or government agencies for internships, cooperative education assignments, and practicums.

**Museum Collections**

The Keepers of the Spirit and the Persistence of the Spirit collections are housed in the UAPB Art Gallery.  Both collections were designed by an internationally renowned faculty member.  These collections were the precursor to the [University Museum and Cultural Center](), established in 2005.  The museum was created for historical reference and holds photographs, programs, memorabilia and legal documents from Branch Normal College, Arkansas Mechanical and Normal (A.M. &N.) College and the University of Arkansas at Pine Bluff. Classes within UAPB's curriculum tour the University Museum and Cultural Center to gain a historical perspective of the University and Delta region.  The museum is open to the public.

***3.D.5.  The institution provides to students guidance in the effective use of research and information resources.***

UAPB provides the support and resources necessary to guide students in the effective use of research and information.  Students are introduced to the methods of research in the [English Composition II course]().  This information is reinforced in upper division courses that require research and documentation.  Capstone and other upper-level classes offer undergraduates the opportunity to acquire, apply, and evaluate research methods and skills.  All graduate programs require students to take courses in research methods and scientific writing.

Additionally, several science, technology, and content-related laboratories throughout campus provide tutoring and other one-on-one or group guidance in the effective use of research and

information resources.  The Writing Center provides documentation workshops and makes anti-plagiarism software available to the entire University community.

The John Brown Watson Memorial Library System guides University end users in the effective use of research and information resources through Information Literacy classes taught by library faculty across content areas. Content faculty may request Information Literacy classes through Library Liaisons who are designated by disciplines, and classes are taught either in the Howard Sykes Auditorium of the main library or at any other location requested by the content faculty.

Information Literacy teaches end users how to recognize when information is needed and how to efficiently locate, evaluate, use and communicate the information in varied formats. Additionally, the library faculty provide classes on research topic development, writing a research paper, citing sources using MLA or APA style, assessing and avoiding plagiarism.

For more independent end-users, ProQuest's Research Companion, a student-centered online learning environment that may be accessed from the library's homepage, supports the library system's instructional program of Information Literacy and may be accessed by end-users twenty four hours a day, seven days a week.  These resources are available to undergraduate and advanced students.

Point-of-Need instruction is also provided by library faculty within the library anytime one-on-one guidance is requested. One-on-one guidance may additionally be requested within the Ask-A-Librarian's platform on the library's webpage. End-users may either ask a specific question and receive a response within 24-48 hours, or they may Chat-with-a-Librarian during reference hours: 8:00 a.m. to 5:00 p.m., Monday through Friday. The main library is open 97 hours per/week, with extended hours during mid-terms and finals, and friendly staff encourage students to seek help, when needed.

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- Artifact--3D4--Library Faculty Survey 2015 - Updated
- Artifact--3D4--Library Information Literacy PPT
- Early Alert System
- New Policy on Admissions

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- Research Evidence_Research-STEM Report 2014
- Research Evidence_Research-STEM Report 2016
- Student Activities
- Student Success Brochure Revised 07.19.16
- UAPB Museum Brochure

# 3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

## Argument

**Assurance Statement: UAPB's co-curricular programs are enriching to the educational environment and contribute to the educational experience as related to the mission of UAPB.**

*3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

The University offers co-curricular programs suited to the institution's mission and contributes to the educational experience of its students.  Examples of co-curricular programs that build upon the curricular experience include living-learning communities, service learning, and career readiness training developed and administered through the Career Services office. The Office of Student Involvement & Leadership is responsible for building connections between students and the campus community by providing an array of programming throughout the year including leadership retreats, Homecoming activities, Women's Day, Men's Day, social justice activities, lecture series, and intramurals. The office hosts 65 registered student organizations and clubs, Student Government Association, Lion Year Book, Arkansawyer Newspaper, National Pan-Hellenic Council and Union Programming Board. Other opportunities for students to engage include the Pre-Welcome/Welcome Back week celebration for new and returning students.

The University of Arkansas at Pine Bluff has joined the Institute of International Education's (IIE) Generation Study Abroad initiative to double the number of American students who study abroad by the end of the decade. UAPB has committed to increasing the number of undergraduate students who study abroad by 75 students over the next five years.

The Military Science department's Reserve Officer Training Corps (ROTC) program is focused on providing the Army with quality, competent, and agile leaders.  Students who participate in the program enhance their understanding of leadership and academic excellence.

The purpose of the Quality Initiative program (Males of Color Initiative) is to increase the persistence (retention), graduation, and career and post-baccalaureate placements of African American male students by engaging them in the types of co-curricular and leadership activities that lead to academic success and timely graduation.

Most co-curricular programs identify student learning outcomes as part of the University's student assessment plan.  Co-curricular assessment mechanisms are typically indirect.  Nevertheless, co-curricular programs have undertaken authentic assessments which are reported in the 2015-2016 academic year preliminary assessment report. Explicit student learning outcomes of co-curricular programs include leadership development, career planning, comportment in a professional setting, and information literacy.  These outcomes tie directly back to the University's mission.

***3.E.2.  The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.***

Graduate and undergraduate research is presented in symposia on and off campus and documented through theses and dissertations as well as peer reviewed publications.  Student organizations document community engagement and service learning through reporting to the Office of Student Involvement and Leadership. Students at the University also engage with the community through art exhibits and performances by the bands, choirs, and theater groups.  Students provide the latest best practices in agriculture, aquaculture, household management and budgeting, diet and nutrition to Arkansans at venues such as the annual Rural Life Conference and Ag Field Day.     Students participate in activities of Minority Initiative Sub-Recipient Grant Office (MISRGO), which has funded multiple Arkansas organizations and more than $10,000,000 has been placed in minority communities.

The University allows religiously affiliated organizations to offer programs to its students.  The Baptist Collegiate Ministry, the Wesley Foundation, and the Fellowship of Christian Athletes are examples.  THE ROAR Student Handbook and UAPB's website also list special student organizations that have a religious focus.

## Sources

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- Artifact--Assurance-I--MISGRO Report
- Artifacts--Assurance--I--Aquaculture-Fisheries Field Day
- Artifacts--Assurance---I--Rural Life Conference 2014
- Community Service Form
- Selected Bibliography for the University of Arkansas Pine Bluff
- SGA Spring Election Flyer 2016
- THE ROAR Student Handbook (Revised 12-4-2015)

- THE ROAR Student Handbook (Revised 12-4-2015) (page number 71)

# 3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

## Summary

Teaching and learning is the University's highest priority as demonstrated by a strong committment to providing quality programs and appropriate resources for instruction.  Curricular decisions generate quality course offerings that are consistent and grounded in Arkansas and professional society requirements.  Degree programs are regularly reviewed and updated. The state's rotating self-study process guarantees quality degree programs.

UAPB's quality faculty and staff guide students to think critically, conduct research and make authentic connections between course work and life.  Faculty and staff are recognized through annual awards of excellence.  Diversity is valued, embraced, and modeled in all curricular offerings. Personalized instruction is enhanced by the student to faculty ratio of 15:1.  The general education core is a strong foundation for upper level courses. Exiting University College and the Collegiate Assessment of Academic Proficiency (CAAP) exam are designed to assess the effectiveness of the state minimum general education core and institutional required courses.

Student advisement and support are ongoing. In addition to a designated Advisement Week each semester, students cannot register until they consult with their advisor who removes the registration hold.  Students are supported through counseling, academic advising, accessibilty to financial aid, various laboratories and a world class library system.  The University's technological infrastructure, laboratories, internships, and tutorial services offer students numerous opportunities to succeed.

## Sources

*There are no sources.*

# 4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

# 4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

## Argument

**Assurance Statement: UAPB demonstrates responsibility for the quality of its educational programs through the practice of regular internal and external (specialized accreditation) program reviews and evaluation of transcripts and transfer credits.  It also exercises authority over and regulates academic programs and evaluates the success of its graduates.**

*4.A.1.  The institution maintains a practice of regular program reviews.*

The Arkansas Higher Education Coordinating Board (AHECB) established standards for academic programs of Arkansas colleges and universities. The AHECB also established a review cycle for all academic programs per Arkansas Code §6-61-214. Academic program review policies are covered by [AHECB Policy 5.12](#) and administered by the Arkansas Department of Higher Education (ADHE). In general, the Policy states that accredited academic programs will

follow the cycle of review of the accrediting body. All other programs will be reviewed every 7-10 years. The review cycle is regulated by the State of Arkansas.  Designated academic programs prepare a comprehensive self-study. The self-study is reviewed by external consultants; a minimum of one consultant must conduct a site visit. Consultants report to the institution, which in turn reports to the ADHE.  Recommendations for program viability and sustainability are implemented within the academic departments.

Academic programs at the University of Arkansas at Pine Bluff have been reviewed according to AHECB Policy 5.12, since 1988, when the review policies were first adopted. A university-wide review of programs was conducted in 2008, to determine program viability and ensure quality academic programs. The University keeps records of recent external reviews and forthcoming reviews (see Timetable for Program Self Study and External Review). The division of Academic Affairs maintains files of external consultant reviews of program self-studies (see Examples of External Consultant Reviews of Program Self Studies).  Annual assessments and internal program reviews are occurring and are covered in Criteria 4.B.2.

### 4.A.2.  The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The institution evaluates all the credit that it transcripts according to institutional policies.  The Registrar's Office applies undergraduate and graduate credits according to the governing policies of the University and the processes outlined by the respective academic policies committees.  Currently, credit is awarded for some experiential learning in the General Studies Program and Veterans Affairs. The institution uses WESCo to evaluate the transcripts of international institutions.

### 4.A.3.  The institution has policies that assure the quality of the credit it accepts in transfer.

UAPB follows established policies regarding transfer credit hours including the State's policy regarding transfer credit among Arkansas institutions of higher education. Act 672 of 2005 (Arkansas Course Transfer System) specified that all freshman and sophomore general education courses must be accepted for full transfer credit in the appropriate subject area.  Transferability of courses outside of the Arkansas Course Transfer System are determined by faculty teams grouped by discipline.

Transfer credits are also accepted from regionally accredited institutions.  In awarding credit from non-Arkansas institutions, UAPB recognizes institutional autonomy, awarding on the basis of course content and course descriptions.  The University's Transfer of Credit policy is implemented through the Registrar's Office.

***4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.***

The institution collaborates internally to accomplish and maintain the rigor of the learning environment.  Departments propose new and revised degree offerings (per AHECB 5.11), course proposals, and syllabi which include prerequisites, course content, and student learning outcomes and expectations.  In keeping with the institution's shared governance process, approvals by the Academic Affairs and Educational Policies Committee, Graduate Council, or Teacher Education Committee and then the Faculty Staff Senate are required.  The Division of Academic Affairs ensures appropriate faculty qualifications and that prerequisites are in place for student advisement and matriculation of students through academic programs on campus.  The Office of Continuing Education works with high schools and individual departments to implement the recently approved concurrent enrollment program.  The concurrent enrollment program has provisions to ensure course equivalency, but the program has not been implemented.  UAPB does not have a dual credit program.

The University has multiple levels of management to access learning resources which are outlined in Core Component 3.D.4.  Hours for access are department and/or institution specific.

***4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.***

The University of Arkansas at Pine Bluff has eight academic units/programs accredited or pursuing accreditation. Those programs include Human Sciences, Art, Music, Social Work, Industrial Technology Management and Applied Engineering, Nursing, Business and Management, and Education. Records of the unit, degree program, concentration, next scheduled re-accreditation, and accrediting body for these programs are maintained in the Division of Academic Affairs (see Timetable of Re-Accreditation Activities). Correspondence and evidence from respective accrediting agencies has been compiled (see Evidence of Program Accreditations).

***4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).***

For students registered with the Office of Career Services, information on employment status for graduates receiving a bachelor's degree and attending graduate or professional school for the period of 2003-2013 is available (see those sections in annual reports referenced below). In addition, prepared annual reports are also available from 2003-2013. The annual reports encompass employment data for summer internships, Cooperative Education and permanent placements.

Some programs that are accredited by specialized accrediting bodies are required to conduct employer surveys (see School of Business and Management Employer Survey data, the Arkansas Statewide EPPR, and UAPB EPPR) and graduate program surveys. Such surveys shed light on the appropriateness of training for employment or graduate studies. Some non-accredited programs also conduct similar surveys as part of their self-studies. While many students do participate in internships, fellowships, and special programs, comprehensive collection of internship, employment, and graduate studies data is a recognized challenge.

An important challenge faced by the Office of Assessment is follow-up with graduates. Graduate surveys would indicate whether learning was appropriate and sufficient for careers or graduate studies. Alumni surveys occur in some curricular units. However, surveys are not standardized and data are not centralized. The Office of Assessment will work during the 2016-2017 AY to create standardized alumni surveys, a common survey platform, and standardized procedure for collection, compilation, and analyses of graduate survey data.

The UAPB team, which attended the 2012-2016 HLC Professional Development Assessment Workshops, envisioned the steps necessary to implement follow up surveys with alumni. The goal of this effort is to evaluate the success of our graduates. This goal is supported by several specific objectives including: determine the rate (%) of graduates who have secured a job in their major/discipline, b) determine the rate (%) of students who obtain advanced degrees, and c) determine the rate (%) of students who participate in special programs (Teach for America, AmeriCorps, Peace Corps). A first step to implementing this survey is to enhance the Alumni Services database. We will determine whether to contract the survey or acquire survey software and conduct the survey in-house. The survey will include questions linking curricular student learning outcomes and career, questions linking co-curricular student learning outcomes and career, and questions regarding satisfaction with academics and campus life. We plan to pre-test and revise the survey, as well as account for reliability and validity of the survey. The survey will be administered annually to alumni 3 and 5 years after graduation. The survey will provide information supporting the assurance that our academic programs lead to careers in their respective fields.

## Sources

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- 2016 UAPB EPPR DRAFT
- ACT672

- AHECB_Policy_5.11-Approval_of_New_Degree_Programs_and_Units (1)
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- Career Services Annual Reports 2003-2013
- Evidence of Program Accreditations
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- Examples of Alumni Surveys
- Examples of Annual Assessment Reports(3)
- Examples of External Consultant Reviews of Program Self Studies
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- Timetable of Re-Accreditation Activities
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# 4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

## Argument

**Assurance Statement:  The University of Arkansas at Pine Bluff replaced its old assessment program with a newly expanded data-driven multi-faceted plan for ongoing assessment of student learning in July 2015.  The new student assessment plan includes rubric based assessment of student learning outcomes, assessment in co-curricular activities, and formal and informal opportunities for dialog among faculty and staff regarding assessment data and programmatic changes.**

 *4.B.1.  The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*

A critical part of the mission of the University of Arkansas at Pine Bluff is to, "produce graduates who are equipped to excel through their contributions and leadership in a 21st century national and global community." To achieve its Mission, the University of Arkansas at Pine Bluff has identified six University-wide student learning outcomes that are aligned with the University's Mission statement (see UAPB Student Assessment Plan, pg 10). These learning outcomes are a subset of outcomes identified by the American Association of Colleges and Universities (AAC&U) in their VALUE Rubrics. The University's student learning outcomes include Reading, Written Communication, Oral Communication, Critical Thinking, Problem Solving, and Foundations and Skills for Lifelong Learning.

Schools, departments, and programs, in conjunction with the Office of Assessment, have developed curriculum maps of key assessments of the university-wide learning outcomes. The UAPB Student Assessment Plan calls for assessment of two of the six learning outcomes every two years in a 6-year rotation (see UAPB Student Assessment Plan, Appendix 2, pg 20). Key assessments of university-wide student learning outcomes are archived in LiveText and assessed by instructors from academic units according to the AAC&U VALUE Rubrics. The VALUE Rubrics are consistent across academic units.  LiveText facilitates reporting on learning outcomes within and among academic units.

***4.B.2.  The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.***

The Office of Assessment worked with each School (School of Aquaculture, Fisheries, and Human Sciences; School of Arts and Sciences; School of Business and Management; School of Education; and University College) to choose two School-wide student learning outcomes for assessment during the 2015-2016 academic year (see UAPB Student Assessment Plan, Appendix 1). Each pair of School-wide student learning outcomes is aligned with goals articulated by the respective Schools. The Office of Assessment worked with departments to create curriculum maps for each department within the School, indicating key assessments relative to introduction, reinforcement, or assessment of mastery of the pairs of School-wide student learning outcomes.

The University of Arkansas at Pine Bluff has also adopted the use of transition point key assessments to assess student learning longitudinally. Transition points include entry-level, mid-level, exit-level, and follow-up (see UAPB Student Assessment Plan, pgs 8-10). Entry-level assessments include data such as college entrance standardized tests (ACT, SAT) and sub-scores, high school GPA, and high school class rank. Mid-level assessment data primarily come from the Collegiate Assessment of Academic Proficiency (CAAP) exam and include the overall performance and sub-scores. The exit-level assessment takes one of two forms (see UAPB Student Assessment Plan, Appendix 3, pg 22). Some departments create unique Senior Comprehensive Exams for every concentration within a degree program, based on skills and competencies that all students within a concentration acquire. Departments group questions within a competency or knowledge area. The overall exam score represents learning relative to all knowledge, skills, and competencies within a concentration, but a sub-score represents knowledge in specific competencies or knowledge areas. Other departments develop an exit-level assessment in the form of a Senior Project. The Senior Project is designed to allow assessment of a comprehensive range of knowledge, skills, or competencies. Departments adopting a senior project as the exit-level assessment develop a 4-point grading rubric for the project. Each row of the rubric corresponds to a specific skill or competency demonstrated by the senior project. Each cell of the rubric corresponds to a clearly-defined level of accomplishment, where level 4 = mastery of the skill or competency (see UAPB Student Assessment Plan, Appendix 3, pg 28). Follow-up assessments include surveys of alumni, employers, and universities commonly accepting our alumni into graduate programs (see Examples of Alumni Surveys).

Assessments occur in a variety of co-curricular units. Co-curricular units of the Academic Affairs division include the Quality Initiative, Military Science, the John Brown Watson Memorial Library, and the Writing Lab; the STEM Academy is a co-curricular unit in the division of Research, Innovation and Economic Development.  Co-curricular units of the Student Affairs division include Career Services; Student Involvement and Leadership; Disability Services and Veterans Affairs. Co-curricular units in the Office of Enrollment Management and Student Success include the Student Success Center and the LIONs program. A co-curricular unit within Athletics, with whom the Office of Assessment is working, is the Compliance Office.

Each of these co-curricular units works with the Assessment Office to identify specific student learning outcomes and key assessments of those outcomes. However, assessment in co-curricular units includes indirect methods of assessment, including surveys, focus groups, or case studies. In this way, all of the units on campus are included in the assessment of student learning outcomes.

Assessment efforts within Programs, Departments, Schools and co-curricular units are reported annually.  Summaries from each unit are presented. Outcomes of assessments and the changes resulting from assessments are highlighted. Assessment efforts are summarized in the 2015-2016 AY Preliminary Assessment Report.

### 4.B.3.  *The institution uses the information gained from assessment to improve student learning.*

The basic goal of assessment is to improve student learning. Students, instructors, and co-curricular personnel are all involved in the collection of data to support assessment of student learning. Adequate analysis and interpretation of assessment data is necessary to support the decision-making process at the University, School, Department, degree program, and co-curricular unit levels. The newly constituted Office of Assessment includes a Director who is responsible for all aspects of assessment at UAPB and an Assessment Management System Administrator. One of the primary responsibilities of the Director is assessment data analyses and interpretation of analyses in conjunction with academic and co-curricular units.

The 2015-2016 academic year preliminary assessment report lists specific steps, identified by instructors and co-curricular program staff, to improve student learning outcomes (see appendices 1 and 2 of the preliminary assessment report).  While these plans for improvement are currently preliminary, they will be finalized in fall 2016.  Final recommendations for improvement of student learning outcomes during the 2016-2017 academic year will require the input of nine month faculty returning to the campus in the fall.

The original assessment plan formalized the process of continuous improvement. Numerous examples exist of improvements to student learning and the learning environment as a result of assessment and self-study. The following enumerated examples are from the 2006-2016 time period.

1. In October 2008, the Arkansas Department of Higher Education required all State Universities and Colleges to conduct degree audits and determine program viability (as outlined in their Program Review Policy, rev. October 2008). Academic units within the University of Arkansas at Pine Bluff undertook self-studies of graduation rates, career prospects, concentration areas, and course offerings. Several changes related to those self-studies have occurred, mostly in programs in the School of Arts and Sciences (see Comparison of UAPB_2007-2009_UG Catalog to UAPB_2015_Transitional_UG Catalog, pg. 1).

2. [Act 1014 of the 2005](#) Arkansas State Legislature requires that Arkansas universities "offer and make available courses in a time, sequence, and manner that will enable students to complete requirements for a degree" within an 8-semester period. There are stipulations on the part of the student and the University to make this agreement binding. The University of Arkansas at Pine Bluff complied with Act 1014 and explicitly lists the Bachelor's Degree Programs that are included under the Act (see [Guaranteed 8 Semester Bachelor's Degree Programs](#)).

3. [Act 747 of the 2011](#) Arkansas State Legislature required all baccalaureate degree programs be 120 semester credit hours, unless otherwise dictated by an independent accrediting agency. Previously, degree programs required a minimum of 124 credit hours. Every curriculum was evaluated relative to standards and competencies of the degree program and the new semester credit hour requirement. Revisions resulting from the reviews and course requirement reductions initially appeared in the 2012 undergraduate catalog (Example: see [General Departmental Requirements](#) for Bachelor of Science degree in Agricultural Sciences in the UAPB 2012-2013 Undergraduate Catalog).

4. The University of Arkansas at Pine Bluff undertook a Space Needs Analysis as part of the process of creating a Campus Master Plan. The Analysis included study of our classroom inventory, utilization, and benchmarking. The Analysis also considered departmental plans for future growth. While classroom space was adequate, one outcome of the Space Needs Analysis was the determination of a need for more Research and Service space (see [Draft Executive Summary of Campus Master Plan, pg 9](#)). Larrison Hall, a currently unutilized building with useful life, was identified as one solution to the Research and Service space deficit. Remodeling of Larrison Hall per the University's Master Plan, is currently underway. (see [Draft Executive Summary of Campus Master Plan, pg 12](#)).

5. The Department of Biology examined success of students in the gatekeeper freshman level course, Principles of Biology (BIOL 1455). The assessment determined that performance in BIOL 1455 was related to poor performance in upper level classes. The magnitude of the material covered in the freshman level course, BIOL 1455, was deemed too ambitious for a 1-semester, 4-credit class. The Department decided to split the course into two 4-credit courses, Principles of Biology (BIOL 1455) and Principles of Biology II (BIOL 1456). This provided students greater opportunities to master foundational knowledge subsequently leading to improved performance in later, upper level Biology courses.

6. The School of Business and Management recently hosted a site visit from their accreditation association, Accreditation Council for Business Schools and Programs. Following this successful visit, initial accreditation was granted for a period of 10 years, with biennial Quality Assurance Reports to be submitted. Following the visit, several changes in curricula were made. These included updating and replacement of several courses, as well as creation of new courses to better prepare our students for their careers. The School of Business and Management is now in the process of applying for approval of a new concentration in International Business.

7. In January 2014, the University piloted quantitative literacy, a general education mathematics course, approved by the Arkansas Higher Education Coordinating Board as an alternative to College Algebra for non-STEM majors. The course is designed to develop a mathematics framework for reasoning and life skills. Following the initial pilot

period, UAPB implemented the course replacement program and quantitative literacy became an elective alternative for College Algebra. Enhanced Quantitative Literacy/Quantitative Literacy allows students to address remedial mathematics deficiencies and provide students with problem-solving skills using mathematical reasoning involving logic, proportions, algebra, and relations. Non-STEM students who score a minimum of 19 on the ACT or 41 on the COMPASS are eligible to be placed in Quantitative Literacy or College Algebra to satisfy mathematics requirements. Students scoring below the above minimum scores are placed in remedial courses.

8. A persistence project was conceived by a UAPB team which attended the 2013 Higher Learning Commission Summer Persistence Workshop. The team identified a challenge related to the persistence and completion rates of African American male students at the University. Low persistence and completion rates were observed over a period of time. To respond to this challenge, the University instituted the African American Male Student Persistence Initiative: Leadership Development Program. This program is designed to provide curricular and co-curricular support, leadership development, mentorship, and persistence to graduation and beyond to African American male students. In addition to the University's commitment and support of the initiative, the Foundation for the Mid-South, Males of Color Initiative also provides financial backing for the Quality Initiative.

Assessment of student learning outcomes and self-study among academic and co-curricular units are common practice at the University of Arkansas at Pine Bluff. Recent changes related to the consolidation of data within the newly-created Office of Assessment will lead to greater opportunities for assessment data analyses and interpretations and should result in continuous improvement of student learning at all levels of the University.

### *4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.*

To facilitate the interpretations of assessment data analyses, two levels of assessment point people have been identified by Vice Chancellors, Deans, Directors, and Department Chairs. Level 1 assessment point people generally have school-wide or unit-wide responsibilities for coordination of unit assessment activities, movement of school-wide data between the unit and the Office of Assessment, and for interpretation of assessment data analysis with the Assessment Director, the unit head, and other unit personnel.

For example, the Level 1 assessment point person in the School of Business and Management (SBM) is an individual other than the Dean. This individual coordinates assessment activities for the SBM, interacts with the Assessment Director to move assessment data to the Office of Assessment, and meets regularly (several times/year) with the Dean, Assessment Director, and Department Chairs, to interpret analyses of SBM assessment data.

Level 2 assessment point people generally have department-wide responsibilities for coordination of departmental assessment activities. Level 2 assessment point people are responsible for movement of departmental assessment data between the department and the Office of Assessment, and for interpretation of assessment data analysis with the Assessment Director, the Department Chair, and instructors.

The Office of Assessment hired a LiveText Administrator in October 2015. This individual has responsibility for administration of the campus end of LiveText, for interacting with the LiveText Implementation Coordinator, and for training instructors, students, and other unit personnel in the use of LiveText. Ninety-five percent of instructors and seventy percent of students registered their LiveText account by the end of the spring 2016 semester. One hundred and three instructors (51%) completed at least one rubric-based assessment during the spring 2016 semester. The LiveText Administrator is responsible for maintaining a Microsoft Access database with tables that include transition point (entry level, mid-level, exit level) key assessment data and tables that include unit-specific key assessments from all academic and co-curricular units.

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- Draft Executive Summary of UAPB Campus Master Plan
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- Examples of Alumni Surveys
- Examples of Annual Assessment Reports(3)
- Guaranteed 8 Semester Bachelors Degree Programs
- MATH 1360 Enhanced - Quantitative Literacy
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# 4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## Argument

**Assurance Statement: The University of Arkansas at Pine Bluff has committed to an ambitious persistence and completion program. Examples of this commitment include a newly developed Office of Enrollment Management, a revised enrollment management plan, technology enhancements, and periodic reviews of persistence and completion data according to accepted practices. Data are continuously reviewed to ensure student completion of programs.**

*4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.*

The institution's defined goals for student retention, persistence, and completion are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. According to UAPB's mission statement, "Its mission is to promote and sustain excellent academic programs that integrate quality instruction, research, and student learning experiences responsive to the needs of a racially, culturally, and economically diverse student population." One demonstration of UAPB's response to the needs of its diverse student population with regard to student retention, persistence, and completion occurred with the recent creation of the Office of Enrollment Management. While all UAPB faculty and staff recognize retention, persistence, and completion as a university-wide initiative, it is the mission of the Office of Enrollment Management to, "…identify, contact, recruit, enroll, retain, and assist in the graduation of future leaders who are prepared to compete in a global society." This office uses data to predict retention patterns and challenges that impact completion. For example, data

collected for the number of applications for admission by state and city, including fall enrollments and spring retention are used to direct recruitment efforts that create the greatest yield of new and successfully retained students. Long-term student withdrawal analysis has been used to direct strategies within the Student Success Center, the Living/Learning Centers, and the LIONS Program. These strategies proactively reach students to identify and assist them with academic, personal, and financial challenges before these challenges become catastrophic issues for student retention, persistence and completion.

The Office of Recruitment, which is organized within the Office of Enrollment Management, recently used strategic techniques to recruit students that data indicates are more likely to persist and complete. Such efforts included enhanced marketing initiatives, bus tours around the state, and the utilization of a system that allows departments to see information on potential students for more direct recruitment efforts. Additionally, all Schools have goal-oriented recruitment plans in place for the recruitment of students who are most likely to be successful in their departmental majors. The admissions policy was recently modified to only accept students with a minimum ACT score of 15 or above, since data indicated that students scoring below 15 were less likely to complete.

The Quality Initiative also contributes to persistence and completion. For example, the persistence rate of students in the Quality Initiative to the sophomore year spring semester was significantly higher than a control group.

The Athletics department recently hired a compliance director who is responsible for persistence and completion of student athletes.

### 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The Offices of Planning and Institutional Research and Enrollment Management both collect data on student retention, persistence, and completion. Students who withdraw from the University are required to complete a survey, before withdrawal, that provides information about the cause of withdrawal. The information is then used to implement programs or policies to combat recurring withdrawal causes.

### 4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Retention data collected by the University indicated a need to aggressively revitalize the retention structure at UAPB. Thus, the Office of Enrollment Management and Student Success was created. Services are provided through the following student-centered programs: Student Success Center, Living Learning Centers, Conditional Admissions Program, Learning Institute

and Opportunities for New Student (LIONS) program, Transfer Students, Office of Admissions, and Office of Recruitment.

The restructuring of the LIONS Program was a decision based on data identified by the University.  Data indicated that students who were part of the LIONS Program more frequently persisted at UAPB, perhaps due to the cohort structure and the introduction to campus resources during the program.  The program was initially available to about 30 students, but in recent years it has expanded to over 200 students.  The program establishes a cohort of freshmen who begin classes the summer prior to their freshman year.  Students receive scholarships for tuition, fees, and textbooks.  During this five week session, students take two courses while living on campus which allows them to become more submerged in campus life.  The cohort also provides a system of peer support for the students. This program is a direct result of the use of data to make improvements at the University.

The Office of Student Financial Services analyzes data on student retention, persistence, and completion of programs.  After experiencing an increase in the cohort student loan default rate over a seven year period and recognizing the gravity of potential sanctions by the U. S. Department of Education, it became apparent that an intervention was needed to assist in curing this critical problem (as illustrated, the official 2012 default rate is 24.7%, a 17.4% decrease from the 2011 official rate). Upon recommendation by the U. S. Department of Education, a university-wide Default Management/Prevention Task Force (comprised of a cross section of university personnel) was established and has been functioning since May 2014. The committee has been charged with developing an action plan to facilitate the development of a Default Management Plan. Additionally, the University is participating in a pilot project with GuidEd Solutions to provide default aversion services as well as assist in identifying financial literacy programs the University can implement.  The University wants students to be informed about federal student loan borrowing in the early stages of their academic careers, at the midpoint and at the end of their matriculation.

Several campus entities provide financial assistance to students with outstanding balances from previous semesters, allowing them to continue in their program of study, thus increasing persistence rates.

UAPB is a data-driven institution with an on-going effort to collect and review data to make improvements. Data is collected and analyzed at the institutional, school, and departmental levels.  The Office of Planning and Institutional Research and the Office of Assessment continue to collect data that improves programs at UAPB.


***4.C.4.  The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.  (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)***

The University follows IPEDS standards and processes for data collection as required by the Arkansas Department of Higher Education.  UAPB collects, tracks, and analyzes retention, persistence, and completion rates for students who are enrolled at the institution as of the census date (11th day headcount).  The Student Information System (SIS), Colleague/Ellucian, is the repository for all student data which include admission and registration statuses and other pertinent demographical information (gender, race/ethnicity, state of origin, etc.).  Sources for these data are the Admissions Office and the Registrar's Office.

Student retention and graduation rates are tracked according to IPEDS definition for first-time full-time degree-seeking freshmen (cohort). The University also collects and analyzes graduation rate data for each cohort by school and major.  In academic year 2015-2016, IPEDS initiated the Outcome Measures Survey where cohorts are tracked at two transition points, the sixth-year and eighth-year graduation rate.   Further tracking of cohorts is through the University's participation in the Student Achievement Measure (SAM) initiative.  SAM tracks students' movement and completion across postsecondary institutions providing a more complete picture of the success rate of cohort groups. The National Student Clearinghouse (NSC) is utilized to ascertain information about students completing degrees at other institutions within the 4-to-6 year timeframe.

Additionally, internally retention rates are tracked for all degree-seeking students by major program of study.

## Sources

- Graduation Rates by Dept Cohort -First-Time Full Time Degree Seeking Freshmen Fall 2005-Fall 2009
- IPEDS_Outcome_Measures_Data_2015-16_UAPB
- RetentionRatesbyDept Fall 2014 Retained Fall2015 - ALL CLASSIFICATIONS
- UAPB Graduation and Retention Rates 2015

# 4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

## Summary

UAPB demonstrates quality in its educational programs through maintenance of specialized accreditations, regular self-studies, and a comprehensive program of assessment of student learning outcomes. Data-driven assessments of learning outcomes occur in curricular and co-curricular programs through direct and indirect mechanisms. Units and programs undertake an iterative process of assessment, review of assessment analysis, and formulation of changes designed to affect continuous improvement of learning outcomes.

The University is in its inaugural year for implementing the new assessment plan. The use of assessment data from LiveText in the process of continual improvement is in its infancy. There is a paucity of data on alumni employment and career readiness. Implementation of a comprehensive Alumni Survey by the Office of Assessment will help satisfy requirements for tracking graduates. The University must pay close attention to these new assessment procedures to ensure that assessment leads to institutional improvement.

## Sources

*There are no sources.*

# 5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

# 5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

## Argument

**Assurance Statement: The State of Arkansas, the University of Arkansas Board of Trustees, UAPB's Chancellor's Cabinet, Faculty Assembly and the UAPB Division of Finance and Administration ensure the efficient, effective and fair stewardship and allocation of all  financial, technical, human and physical resources through the development and administration of the annual budget, financial analysis, reporting, audits, cash flow management, post-award administration of grants and contracts, procurement of goods and services, facilities management, and human resource administration.**

*5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to operations wherever and however programs are delivered.*

The University of Arkansas at Pine Bluff (UAPB) has two main funding sources: tuition revenue and state appropriations. Since FY 2005, tuition has increased each year, resulting in students making greater contributions toward total operating revenues. State appropriations comprised 49.8% of total revenue in FY 2005 and 58.5% of total revenue in FY 2015.  Revenue from state appropriations has increased to approximately $27 million a year. UAPB's overall fiscal picture is sound and is summarized in the Comprehensive Annual Financial Report.

The department of Human Resources coordinates the recruitment of qualified and committed faculty and staff.  As of Fall 2015 UAPB employed a diverse workforce of 600 full-time faculty, staff, and administrators of which 161 are full-time teaching faculty. The University also employs 41 part-time (adjunct) faculty members. The student-to-faculty ratio is 15:1.

The non-teaching staff currently includes:

- 20 full-time executive-administrative staff,
- 8 library faculty,
- 15 extension faculty (3 Agriculture, 7 Fisheries, and 5 Cooperative Extension),
- 4 academic advisors,
- 1 academic counselor,
- 62 full-time mid-level administrative staff,
- 171 full-time mid-level support staff,
- 17 full-time technical staff,
- 88 full-time clerical,
- 1 part-time clerical,
- 20 full-time skilled tradesmen, and
- 34 service and maintenance workers.

**Physical Resources**

University of Arkansas at Pine Bluff maintains all physical facilities. The University's physical infrastructure includes 1.5M square feet of existing facilities with 318 acres of main campus, and a total of nearly 1,509 acres of grounds to support the operation of programs, research, and outreach.

The 2020 Campus Master Plan was recently completed and approved by the Board of Trustees. The master plan directly follows priorities set by the University's Strategic Plan and builds on the rich heritage of the institution. The master plan's space usage study indicated classroom space was more than adequate to accommodate present and future academic needs (link to the space usage study).  Proposed new campus spaces will create more dynamic environments to support additional housing and social and recreational programs to strengthen campus quality of life. The University's master plan interfaces with the City of Pine Bluff's and the Arkansas Department of Highway and Transportation's plans for the University Park area.

**Technology**

In order to ensure that the technology infrastructure meets the needs of the institution, the Technical Services/Information Technology (IT) department reviews its structure and effectiveness on a continuing basis. The University's network is comprised of four separate core buildings that serve as gateways for the remaining campus buildings. Each of the four cores has an Enterasys S8 router. The majority of all the fiber is single-mode, and the campus also has limited multimode fibers that connect between buildings. Core switches have a 10GB connection between each other, and the 10GB network is located in different cores for increased bandwidth, security, and redundancy. Distributed cores enable the campus to minimize overload conditions

and provide for a more robust campus network with the ability to accommodate future growth. This campus network provides both data and VoIP phone connectivity and video conferencing.

IT provides a dedicated T-1 connection with the UAPB Economic Research and Development Center (ERDC) in downtown Pine Bluff and Minority Sub-Recipient Grant Office located in UAPB Plaza. Outlying buildings have Enterasys C5K series PoE switches installed. The existing network can support network speed of 1 Gbps for workstations and 10 Gbps for uplink to the core switches. Over 90% of the campus buildings feature latest 802.11N wireless technology, and wireless connectivity is available in all academic and student resident halls.   Currently, the campus manages users via Microsoft Windows Active Directory based network systems for most user authentication, shared network, and print services on the main campus. UAPB has adopted Blackboard as its online learning management system.

UAPB utilizes the Arkansas Research and Education Optical Network (ARE-ON) infrastructure as an Internet Service Provider (ISP) for Internet access. ARE-ON currently provides UAPB with Commodity Internet Bandwidth of 300 mbps.   In 2005, Arkansas started the development of ARE-ON which provides high-speed optical networking services to all four-year public universities within Arkansas, for research, education, telehealth services, and emergency preparedness.

### 5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The operating budget of the University of Arkansas at Pine Bluff prioritizes the educational needs of the institution to ensure that the academic activities defined by the mission statement are adequately funded before any elective resource allocations are made.  As a publically funded institution, UAPB has no financial obligations to any superordinate entity.

### 5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

UAPB has the organization, resources, and opportunities to fulfill its mission.  As a Baccalaureate College: Diverse Fields and 1890 Land-Grant institution, UAPB continues to fulfill its democratic mandate for openness, accessibility, and service to people and is becoming a distinguished public research university.  According to the Association of Public and Land-grant Universities, within the Land-Grant system "millions of students are able to study every academic discipline and explore fields of inquiry far beyond the scope envisioned in the original land-grant mission." UAPB embraces the Land-Grant philosophy and fulfills its mission by providing cutting edge research, teaching, outreach and service programs that respond to the social and economic needs of the Arkansas Delta region, the State of Arkansas, and beyond. It promotes and sustains excellent academic programs that integrate quality instruction, research

and creative student learning experiences responsive to the needs of a racially, culturally, and economically diverse student population. Additionally, federal funds are available to augment opportunities to achieve the University's mission.

### 5.A.4. The institution's staff in all areas are appropriately qualified and trained.

Positions are announced, listing the qualifications and job description. A search committee selects a pool of qualified candidates based on the announcement.  The pool of candidates is recommended to the hiring official, who makes the final decision.  Each department provides access to training and mentoring upon employment to acclimate staff to the department and campus.  New staff training is also provided during the annual fall faculty/staff seminar, and training in policies and procedures is provided or sponsored by the Human Resources department.  Additionally, staff development is ongoing as needs dictate (See discussion of professional development in Criterion 3.C.4).

### 5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

The budget is based upon projected revenues from various sources, including state appropriations and student tuition and fees. Auxiliary budgets include projected athletics game receipts and private funds. Auxiliary funds include athletics, housing, bookstore, and food service. The budget of the institution serves as a mechanism to match projected and actual revenues and expenditures.

The University's budget is prepared annually covering a fiscal period from July 1st to June 30th. Approval for the operating budget is obtained prior to the start of each fiscal year from the University of Arkansas Board of Trustees.

#### UAPB Budget Process

Prior to 2014, the institution's budget was built on the previous year's allocation.  With the new Chancellor, a new budget process was developed.  Financial constraints due to declining enrollment hindered the full implementation of the process.

**Background**

The development of the University of Arkansas at Pine Bluff's budget begins with an enrollment analysis in collaboration with Admissions and Academic Affairs. Beyond providing a financial starting point, the enrollment estimate provides Academic Affairs with a baseline estimate of student course needs. Predicting enrollment accurately allows the University to utilize a stable faculty-student ratio as an index of the need for increased funding. If enrollment increases, the budget process anticipates this and then may plan for excess tuition revenue to maintain the

faculty-student ratio by adding additional instructional staff or by selectively increasing class sizes to generate additional faculty reassignment time for scholarly activities. Thus, the enrollment estimate creates a budget scenario which changes as the estimate becomes more refined closer to the start of the fall semester, and ultimately affects all of the component funds comprising the overall UAPB budget.

Once the revenue budget is established, the Vice Chancellor for Finance and Administration makes recommendations regarding anticipated continuing expenditures against this revenue, including items such as: state mandated budget reductions, increases to minimum wage requirements, increases in health contributions, etc.

Each unit submits a list and description of accomplishments for the previous year and goals for the next year to its divisional leadership.  Each divisional leader can request a budget hearing with the Chancellor and Vice Chancellor for Finance and Administration (VCFA) regarding each unit's priorities and the overall division's priorities. This process is designed to assist in increasing the University's effectiveness in linking budgets to unit and institutional priorities.

The following items are to be submitted in writing for review one week prior to these meetings:

- Strategic actions that will accomplish the University's goals from the unit's or the division's perspective;
- Completion or progress toward the prior year's goals and the list of goals for the upcoming year;
- Enrollment and program activities as they impact this progress, create opportunities, or cause challenges;
- Needs and priorities related to goals; and
- Opportunities for reorganization or re-engineering to meet budgetary needs related to the mission.

To aid in facilitating these budget discussions and hearings, each unit must provide by June 1st of each year, a document that outlines:

- Accomplishments for the previous fiscal year,
- Completion or progress toward the prior year's goals,
- Goals for upcoming fiscal year,
- For new requests only, indicate resources allocated and/or redirected from the department's budget to accomplish the goals for the year, and
- For new requests only, describe the anticipated impact of the activity in bringing UAPB to the next level.

In the interest of shared governance, it is critical that the Faculty/Staff Senate Budget Committee participates in this process.  According to the current University of Arkansas at Pine Bluff 2016 Faculty & Staff Handbook, this committee participates in the various developmental stages of the University programs, proposals, and the submission of faculty/staff recommendations to the UAPB Executive Budget Committee.  This committee is empowered to assess the University from a broad perspective and to document the following:

The University's needs and priorities;

- Opportunities for reorganization to meet budgetary needs; and,
- Cost containment measures to consider in order to better utilize current resources.

The Faculty/Staff Budget Committee presents the items indicated above one week prior to its scheduled meeting with the Chancellor and VCFA.

This inclusive process assists in creating a more realistic spending plan for the University's resources, thereby, ultimately ensuring that resources are encumbered by the things that are tied to achieving the University's mission and allow achievement of goals.


**Budget Monitoring**

The University's fiscal policy requires that funds are available before approval can be granted for any expenditure. Approved budgets that establish the expenditure control limits for each functional category and the use of institutional funds must be in place at the beginning of the fiscal year.

Departments that are allocated Education and General (E&G) funds must have the budget officer's, Dean's, Vice Chancellor's, and Chancellor's approval on all expenditure requests. Athletics expenditures must have the approval of the Athletic Director and the Chancellor. The Division of Finance and Administration monitors budgets and approves budget amendments to insure that budget deficits do not occur.

On July 1 each department's approved operating budget is established in the general ledger and released for expenditure with a unique account number identifying the related functional category, i.e., instruction, research, public service, academic support, student services, institutional support, operations and maintenance, auxiliary and scholarships and awards. Each department has the capability to review its budget and expenses in real time by using reports developed from the University's online accounting system. Departments can also contact the budget office for any budget related issues.

**Budget Revisions**

During the fiscal year, budget officers may submit requests for revisions to the department's operating budget to effect transfer of budget amounts between object codes and departments.

Requests for revisions to department's operating budgets will be processed with proper documentation and authorization as provided on a budget amendment form. Before revisions will be made to any line item the following criteria must be met:

1. Funds are available in the budgeted line item requested for the transfer;
2. Debits and credits must equal;
3. Account numbers are correctly listed on the request form;

4. Approval from appropriate campus administrators is received; and
5. Incomplete, inaccurate and unapproved requests forms will be returned to the originating office for corrections.

Upon receipt of a properly executed budget amendment request form the following actions will be taken:

- Verification that funds are available for transfer;
- Approved requests will be processed through a budget entry adjustment;
- Posting of the budget revisions to the general ledger will be done by Budget Office staff or Controller's Office general ledger staff; and
- The budget revision is electronically filed with budget entry number and date.

**Financial Auditing**

The University has internal financial controls in place to monitor and review all expenditures through the accounts payable office and to monitor overall budget activity through the Budget Office. The Vice Chancellor for Finance and Administration also conducts periodic reviews with all budget officers during the year to discuss revenues and expenditures and address questions. The Controller prepares a quarterly institutional overview of the annual budget and presents it to the University of Arkansas System. This report monitors overall revenues, with a focus on cash flow and maintenance of cash reserves, measured against projections. The University undergoes annual independent audits by the Arkansas Division of Legislative Audit and the University of Arkansas System.  The Arkansas Division of Legislative Audit makes a public report of its findings to the University of Arkansas System's Board of Directors and the report is maintained on its website.

## Sources

- 2016 Faculty & Staff Handbook
- 2016 Faculty & Staff Handbook (page number 124)
- CASH MANAGEMENT POLICIES
- FY15 State of Arkansas Federal audit
- FY15 State of Arkansas Federal audit (page number 125)
- HLC-NCA SelfStudyReportNov. 2006 - UAPB
- Institutional Data 2015-2016
- U-of-A-financial-booklet-15
- U-of-A-financial-booklet-15 (page number 25)
- U-of-A-financial-booklet-15 (page number 26)
- U-of-A-financial-booklet-15 (page number 27)
- U-of-A-financial-booklet-15 (page number 28)

# 5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

## Argument

**Assurance Statement: UAPB is a part of the University of Arkansas System which is governed by the University of Arkansas Board of Trustees (comprised of ten trustees representing each of the State's four congressional districts). The system's president is the chief executive officer and reports directly to the Board of Trustees.  The institution's  chancellor reports directly to the system's president.  The University's structure is designed for shared governance through the Faculty/Staff Assembly, comprised of faculty and staff.  The Faculty/Staff Senate exercises general legislative powers, while the assembly retains the power of initiative and referendum.  The Senate is comprised of senators elected by each institutional unit.  The system's collaborative processes ensure effective leadership and oversight for the University in conformity to the mission.**

*5.B.1.  The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.*

The University of Arkansas System Board of Trustees has fiduciary oversight for all member institutions in the State of Arkansas.  The Board considers all academic program and policy changes.  It also considers all major university financial, business, and property transactions.  Through its standing and special committee structure, each institution keeps the Board up-to-date so that it can perform its legal and fiduciary responsibilities. (See U of A Board Policy 100.4)

***5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.***

The Chancellor's Cabinet consists of executive-level Vice Chancellors, Chief of Staff, and Director of Athletics, who have oversight for the functional areas of the University. The cabinet functions as a feedback mechanism for all important decisions and activities of the University.

As stated in the Faculty/Staff Senate Handbook, in accordance with Rules and Regulations of the Board of Trustees of the University of Arkansas (1975), the "constituency" of the UAPB campus is responsible for the determination of educational guidelines and policies for campus affairs. This responsibility is exercised by the Legislative Assembly, hereafter referred to as the Assembly; by the elected representatives of the Assembly, hereafter called the Senate; and by standing committees composed of members of the Assembly, selected staff personnel, and selected students.

The University of Arkansas at Pine Bluff's Faculty Staff Senate is unique in the University of Arkansas System because of its composition, which is a blended governance body of faculty and staff that works to make recommendations and address issues that involve classified and non-classified employees, as well as students.

## Authority

The Assembly, under the Board of Trustees, is the ruling legislative body on all educational policies and programs of the UAPB campus and acts in an advisory capacity to the Chancellor on matters of faculty concern. Among other matters, legislative responsibility includes the following areas:

- Admission requirements;
- Curriculum and courses;
- Degrees and requirements for degrees;
- Calendar and schedule;
- Award of honors and honorary degrees;
- Student affairs; and
- Interpretation of its own legislation.

The Assembly has the authority to make recommendations to the Chancellor, President and Board of Trustees on any matter of general faculty or campus-wide concern. Legislative action of the Assembly becomes effective at the end of fourteen days unless vetoed by the Chancellor. If differences cannot be resolved, the Assembly may, by a three-fifths vote of those present and voting, appeal these differences to the President of the University for mediation. Though the Senate exercises general legislative powers, the Assembly retains the power of initiative and referendum.

## Senate Membership

According to the 2016 Faculty & Staff Handbook, members of the Faculty Staff Senate are drawn from the Assembly, and include both ex-officio and elected members. Elected members have the right of voice and vote. Ex-officio members have the right of voice only.

Ex-Officio members are the Chancellor, Vice Chancellors, Deans and Directors. Each academic department elects one senator. Seven Assembly members are elected as Senate representatives-at-large. The Student Senate elects four students to serve on the Faculty Staff Senate.

**Authority**

The Senate exercises general legislative and advisory powers and is empowered to act on all matters within the jurisdiction of the Assembly. Legislative Action becomes effective thirty days following the date of enactment with the following qualifications:

- Any Senate action may be vetoed by the Chancellor within thirty days of the action. If differences cannot be resolved, the Senate may, by at least three-fifths vote of those present and voting, appeal these differences to the President of the University for mediation. If settlement is not achieved within thirty days, the President shall submit the issue to the Board of Trustees for resolution.
- The Assembly may exercise its power of referendum on any Senate action by petition of thirty-five members of the Assembly. The petition must be presented to the president of the Senate within thirty days of enactment of the legislation in question. Thereafter, the legislative action will be suspended pending reconsideration by the Senate and/or full Assembly.
- Any action considered by the Senate or the Chancellor to carry clear and significant implications for other universities will be set aside for up to sixty days and referred to other faculty governments in the system or to the President of the University.

**Standing Committees**

Much of the study and work accomplished in the name of the Senate is done by standing committees which represent the broad involvement of UAPB personnel. No committee action designed for the development of institutional policy is final until acted upon by the Senate and Chancellor as specified. See 2016 Faculty & Staff Handbook.

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**5.B.3.   Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

UAPB is committed to the full exercise of best practices and shared governance. The University facilitates a collaborative approach to leadership and incorporates the Chancellor's Cabinet, Faculty/Staff Senate, and the Student Government into a cohesive and unified governance structure. Each of these areas operates both independently of each other and collaboratively in order to provide various academic and administrative policies and procedures. In accordance

with the standing committee structure, administration, faculty, staff, and students participate in academic and policy related decision-making processes.

## Sources

- 2016 Faculty & Staff Handbook
- 2016 Faculty & Staff Handbook (page number 7)
- 2016 Faculty & Staff Handbook (page number 8)
- 2016 Faculty & Staff Handbook (page number 9)
- 2016 Faculty & Staff Handbook (page number 10)
- 2016 Faculty & Staff Handbook (page number 13)
- 2016 Faculty & Staff Handbook (page number 16)
- 2016 Faculty & Staff Handbook (page number 28)
- 2016 Faculty & Staff Handbook (page number 31)
- U of A Board Policy 100.4

# 5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

## Argument

**Assurance Statement:  The University of Arkansas at Pine Bluff engages in systematic and integrated planning to ensure that resource allocation is aligned with its mission, priorities, current capacity, fluctuations in resource revenue, anticipation of trends or shifts in technology, demography, and globalization, and that planning processes for student learning assessment, planning evaluation, and budgeting are linked and include the whole institution and all constituent groups.**

*5.C.1.  The institution allocates its resources in alignment with its mission and priorities.*

Allocation and utilization of the University's resources are critical to the sustainability of the campus. Allocations are made based upon the funds received from the state of Arkansas, auxiliary funds, donations, and student tuition and fees.  Federal funding, grants, and private gifts are utilized as designated.

Annual budgeting and allocation of Education and General (E & G) funds are a campus effort.  Over the last two years, the University has begun to implement a more inclusive budgeting process.  Departmental chairpersons are encouraged to communicate their needs and specific initiatives to the Vice Chancellor for Academic Affairs through their Deans. The Vice Chancellor compiles the documentation provided from the Deans and presents it to the Chancellor. A similar process is followed by subordinate units in the Divisions of Student Affairs; Finance and Administration; Research, Innovation, and Economic Development; and Institutional Advancement.  The Chancellor and the Vice Chancellor of Finance and Administration review the identified needs to see how the requests coincide with the University's mission, priorities, and strategic initiatives. Then, based upon the anticipated available resources, allocations are made to departments, divisions, initiatives, and other areas to complete the funding process for the campus (E & G). This process has not been completely implemented but will include the future employment of a Budget Manager.

The 2015-2020 Strategic Plan is the cornerstone of transformation and renewal for the University within the framework of UAPB's mission as UAPB shapes its future and applies strategic priorities to the allocation of resources.

Faculty, staff, students, administrators, alumni, and a diverse group of external stakeholders participated in the strategic planning process. These groups provided input and direction.  The Strategic Plan includes new mission, vision, values statements and imperatives for action.  Therefore, the document reinforces UAPB's commitment to its mission through resource allocation.

In recognition of UAPB's historic legacy and present strengths and assets, the 2015-2020 Strategic Plan provides a vision for the future and commitment to UAPB's position as a vibrant and growing institution with faculty members who are at the cutting-edge of their disciplines and with students who are fully engaged in the intellectual, cultural, and community environment of UAPB.

The Strategic Plan is additionally identified as a unique opportunity to look beyond short-term budgetary limitations and other challenges by focusing on strategic goals that provide the basis for allocating resources to the highest priority needs and assuring a future that is academically, operationally, and fiscally sustainable.

To ensure the University's allocation of resources is aligned with its mission and priorities, UAPB's  Budget Policies and Procedures state that the University's budget is prepared annually covering a fiscal year from July 1st to June 30th. The E & G budget is based upon projected revenues from various sources, inclusive of the funds received from Arkansas state appropriations and student tuition and fees. The auxiliary budget includes projected receipts from private funds, athletics, housing, and food service.

Guidelines for the budget are prepared by the budget office based on the projected revenue and expenses and given to UAPB's Faculty Staff Budget Committee comprised of various faculty, staff, and students who are responsible for making budgetary recommendations to the Executive Budget Committee.

In terms of resource allocation being aligned with UAPB's priorities, departmental budget officers are given guidelines and instructions correlating with directives from the State of Arkansas forecast.  Departmental requests for annual operating budgets are submitted to respective Vice Chancellors for approval and then forwarded to the Chancellor.

The University is moving toward a process in which the Chancellor schedules budget hearings with the Vice Chancellors to discuss the requests, and the Chancellor either approves or disapproves the requests based on the projected revenue and budget priority items. Upon completion of the budget hearing with the President of the UA system, the budget is then sent to the Board of Trustees for review and approval or disapproval.  The University's allocations are discussed with the Director of ADHE and the ADHE staff before implementation.

The approved budget is entered into the general ledger and distributed to the appropriate budget officers. Departments in E & G (Education and General) categories must have their budget officer's approval on all expenditure requests which goes through the administrative structure to the Chancellor. Athletics expenditure requests must have the approval of the Athletic Director and the Chancellor. The Division of Finance and Administration monitors approved expenditures to ensure that over-expenditures and over-runs of the budget do not occur.

During the fiscal year, budget officers may submit requests for revisions to the department's operating budget to effect transfer of budget amounts to further meet institutional priorities. These procedures ensure that UAPB allocates its resources in alignment with its mission and priorities.  UAPB is dedicated to providing access and opportunity to students and producing graduates who are prepared to excel through their contributions and leadership in a 21st century national and global community.

### *5.C.2.  The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.*

UAPB's systematic assessment of student learning, evaluation of operations, planning and budgeting are linked. The budget planning utilizes the institution's vision and mission to establish definitive goals and related objectives, policies, and operational procedures.  The enhancement of student learning and efficient operation of the campus are major considerations of the budgeting process. The expansion and computerization of the Writing Center, the blending of certain remedial and general education classes, and the addition of skill specific tutoring in the Learning Plus Laboratory are examples of operational changes driven by assessment data.  The ongoing expansion and implementation of faculty professional development and the enhancement of advisement training resulted from operational evaluations.

### *5.C.3.   The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*

Internal and external constituent groups regularly provide advice through a variety of processes.  The Faculty Staff Assembly is an important internal constituent group providing input to the planning process.  The Student Government Association, another internal constituent group, meets regularly with the Chancellor to provide the student voice in the planning process.  The Board of Visitors consists of governor-appointed stakeholders. This external constituent group serves in an advisory capacity to the Chancellor.  Various units employ advisory committees to guide planning.  Several accredited units are required by their accrediting bodies to incorporate stakeholder feedback in the development of their degree programs.

Occasionally, other constituent groups are developed to address prominent matters.   For example, during the strategic planning process, a Strategic Planning Committee was formed to provide insight about the future of the institution.

The University's strategic planning process encompasses faculty, staff, students, administrators, alumni, and a diverse group of external stakeholders. In 2014, UAPB issued a Request For Proposals to identify and select a consultant to assist with the strategic planning process. Following the completion of a meticulous consultant selection process, UAPB awarded a contract to MGT of America, Inc. (MGT), a national management consulting and research firm, to facilitate the development of the University's [2015-2020 Strategic Plan](#). To provide strategic direction and guidance, the Chancellor appointed a Strategic Planning Committee to work in partnership and collaboration with MGT. Another key factor in the planning process was the University of Arkansas System's "[Transformation 2025 Strategic Plan](#)," which is based on six overarching System goals that focus largely on student achievement and success. It is against this backdrop of state-level and institutional initiatives that the UAPB's strategic planning process was initiated by its Chancellor with the appointment of two co-chairs and the Strategic Planning Committee.

The strategic planning process started in May 2014 with a series of meetings between the UAPB Strategic Planning Committee and MGT to finalize the scope, parameters, and expected outcomes of the strategic planning process. In June 2014, UAPB launched a process to gather staff and community input regarding the University's future direction. Input gathering was done to test assumptions about stakeholder perceptions, to develop a deeper understanding of the community's opinions and perceptions, and to determine where the community wanted to see UAPB focus its resources. Input for this plan was gathered over a six-month period through a series of community and staff forums, surveys, and interviews. Simultaneously, the Strategic Planning Committee conducted several planning sessions to review the results of the input gathering and to address mission, vision, values, institutional priorities, and other components of the strategic planning process.

Over a period of several months, the Strategic Planning Committee and the consulting team convened to refine mission, vision, and values statements and develop strategic goals and initiatives. The committee and consulting team also completed the following actions:

- conducted an environmental scan, focusing on strengths and assets and the educational, technological, economic, and environmental factors that may affect the University over the next five years;
- assessed strengths, weaknesses, opportunities, and threats;
- conducted a web-based survey to solicit input from faculty, students, staff, alumni, and the community;
- conducted focus group sessions with students, faculty, and staff;
- developed strategic priorities and strategic goals based on input from constituent groups;
- identified prospective performance measures and key performance indicators; and
- formulated draft strategies to achieve strategic goals and initiatives.

Five strategic priorities emerged from the input gathering and feedback during the development of the strategic plan.

- Create and sustain a culture of academic excellence, success and renewed necessary to grow enrollment;

- Increase the effectiveness and efficiency of University operations and systems;
- Modernize and upgrade University infrastructure and facilities;
- Strengthen the capacity to attract diverse streams of revenue and resources; and
- Enhance and improve UAPB's reputation and visibility.

These five strategic priorities serve as the organizing framework for the strategic plan. For each priority, one or more strategic goals were developed and actions steps were identified for each strategic goal. The strategic priorities, goals, and initiatives are the foundation for the University of Arkansas at Pine Bluff 2015-2020 Strategic Plan.

The Committee issued a draft strategic plan in September 2014, and forwarded it to the Chancellor for his review. Following the Chancellor's review, the strategic plan was submitted for comments from the UAPB Faculty/Staff Senate and the University community, the University of Arkansas System President, and the University of Arkansas Board of Trustees. The major elements of the plan - mission, vision, values - were approved on January 21, 2015, by the University of Arkansas Board of Trustees.  The University's goals are also aligned with the priorities identified in the Arkansas Department of Higher Education's Master Plan.


*5.C.4.  The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support*.

The institution's Space Needs Analysis and Campus Master Plan provide a solid understanding of current capacity.  UAPB expects its projected enrollment to surpass its current housing capacity and has initiated plans to expand residential facilities.  The Office of Enrollment Management provides projections of recruitment and persistence to the Executive Budget Committee which are considered in the preparation of the annual budget.  During a period of significant decline in enrollment and tuition revenue, the University implemented a hiring freeze and limited the use of adjunct faculty.   The Arkansas Department of Higher Education projection for formula funding, which is tied to completion, also informs the budget process.  The Executive Budget Committee considers economic data in the determination of cost-of-living adjustments and/or raises.

The summary of the 2006 HLC visit indicated that enrollment management be given priority.  During a period of decline, the University created an Office of Enrollment Management (now a Division headed by a Vice Chancellor of Enrollment Management).  During 2015-2016, the University experienced a 36% increase in freshman enrollment and a 6% increase in overall enrollment.  Additionally, the fall 2014 to fall 2015 retention rate for first-time, full-time, degree-seeking freshmen was 70%, up from a rate of 62%.  Data collected by the Office of Planning and Institutional Research are used to compare available assets and projected needs.

*5.C.5.   Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.*

In order to ensure that the technology infrastructure meets the needs of the institution, the Technical Services/Information Technology (IT) department reviews its structure and effectiveness on a continuing basis.  UAPB is engaged with the University of Arkansas System's plans to inaugurate a system-wide platform.

The University is addressing emerging factors such as technology, demographic shifts, and globalization in a variety of ways.

The Division of Enrollment Management and Student Success created and implemented an online application process, utilized departmental recruitment liaisons, and developed recruitment/admissions dashboards.

- The School of Business and Management (SBM) made technology accessible by establishing two instructional computer labs for SBM majors, one open lab for the general campus community, and TV monitors that are used to project learning activities. SBM anticipated certain demographic shifts and as a result created an International Business concentration for its already existing Bachelor of Science in Business Administration degree. Courses in this new concentration allow students to compete in the corporate world on a global scale.
- The University obtained a new 3D printer, a virtual reality learning environment (the LION Cave), virtual computers in the STEM Academy, and a Beowulf Cluster Super Computer.
- In anticipation of the continuing globalization of the economy, the University developed the Office of International Programs to facilitate study-abroad programs and create linkages among faculty and students with international institutions of higher education.
- Continued advances at the intersection of chemistry, physics, and biology have spawned the new field of Nanoscience.  As part of its STEM program, UAPB is developing a nanoscience area of emphasis and is in the process of hiring new faculty to support the implementation of this program.

## Sources

- Closing_the_Gap_2020_2
- Transformation-2025
- UAPB Budget procedures
- UAPB Mission Vision Values v2
- UAPB Strategic Plan 2015-2020

# 5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

## Argument

**Assurance Statement: UAPB systematically assesses and evaluates its operational performance and effects change to enhance its institutional effectiveness, capabilities, and sustainability.**

*5.D.1. The institution develops and documents evidence of performance in its operations.*

The institution documents operational performance using a variety of mechanisms and forms. Technical Services uses an online job request form and documents activity and resolution via email. Facilities Management uses a work order process that involves a request form to initiate service and a completion verification document. The Space Request form was developed to track event details in a coordinated fashion. The Capital Request Form was created to streamline construction and renovation projects. Annual audits are conducted to evaluate the financial performance and state of the institution. The purchasing process is documented within Colleague, the University's financial and operational management system.   All of these mechanisms and forms allow the tracking of performance.

UAPB uses data-driven information to develop and document performance in its operations garnered from academic units and non-academic units. Academic degree programs are evaluated by specialized accrediting agencies or by the Arkansas Department of Higher Education which requires academic degree programs to complete periodic program reviews evaluated externally by experts in the discipline. The University uses the results of the reviews for program improvement. UAPB continually reviews enrollment levels from its targeted cities and states. These data are used to guide the allocation of human and fiscal resources and to determine and revamp recruitment efforts. The Office of Enrollment Management and the Office of Planning and Institutional Research collect data on student demographics, ACT scores, high school grade point averages, and student success. The institution studied [the retention and graduation rates by ranges of ACT scores for cohorts of first-time full-time degree-seeking freshmen enrolling](#) at UAPB during fall semesters 1999 to 2008.  This study caused UAPB to raise its admission standards. The University is constantly assessing developmental courses to enhance student success. (example: Complete College America)

Financial reports submitted to the National Center for Education Statistics, Integrated Postsecondary Data Systems (NCES/IPEDS) document the [University's ratio of revenue and](#)

expenditures to student FTE by functional category (instruction, research, public service, etc.). The Higher Learning Commission Annual Institutional Update Reports are also used in developing and documenting evidence of the institution's financial ratios and viability.

The University of Arkansas System has an annual internal audit process. The University has internal financial controls in place to monitor and review all expenditures through the accounts payable office and to monitor overall budget activity through the budget office. The state department of finance and administration conducts audits of the University's finances on a regular basis. Where there are audit exceptions, the state of Arkansas provides for a senate audit, under the authority of the legislative joint auditing committee.

Another source UAPB uses to evaluate and document its operational performance and to effect change to enhance its institutional effectiveness, capabilities, and sustainability is the Arkansas Performance Funding model.  The State initiated ACT 1203 of 2011 to promote accountability and efficiencey at state-supported institutions of higher education.  The State's performance model is a ten point report card.  The model considers the progressive increase in the number of credentials awarded by degree type in areas of regional critical need, high demand, and STEM disciplines.  The model also uses the progression of students toward graduation, course completion rates, as well as expenditures from external grants and awards.  The successful completion of at-risk (academically under-prepared, low-income and minorities), transfer, and non-traditional students are factored into the State's model.  Academic Year (AY) 2015 wa the fourth year of the State of Arkansas' implementation of the maximum 10-point performance funding methodology.  UAPB received the maximum points in AYs 2012 and 2013, 9.60 in AY 2014 and 6.44 in AY 2015.  (see ADHE Outcome Based Report Card).  The decline in points received in AY 2015 is attributed to the 6.2% decline in credentials awarded which resulted in UAPB not receiving performance points in the categories of minority, non-traditional, remedial, and transfer.  The University's 'report card' was recently presented during its "Imperatives for Student Success" Administrators Retreat held on July 8, 2016.

### 5.D.2.The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

In 2015, the University of Arkansas at Pine Bluff evaluated its progress and performance in regards to its mission during the strategic planning process. During the strategic planning process, University students, local residents, businesses, and other constituencies were surveyed to collect external data on how the University can better serve its various publics through the University's operations. Feedback from these surveys was used to make changes in University operations regarding enrollment, retention, the student experience, campus safety and employee development. Performance goals were established from the strategic plan and the University will provide the necessary financial and human resources to accomplish the set forward goals. Committees and units across campus prepare annual reports and goals for improvement. On an individual level, faculty undergo regular evaluations and every staff member and administrator is evaluated based upon performance standards set by the individual's immediate supervisor.

Examples of operational changes based on performance analyses include the creation of the online Technical Services job request form, the creation of the Capital Projects request form, and the creation of the Office of Enrollment Management. Another noteworthy example of how the University of Arkansas Pine Bluff learns from its operational experience and applies the learning to improve the institution is the changes the University made to its admissions and recruitment process. Investments were made into a new application software system to speed up the application process and provide an online checklist for the students. Students are now able to view electronically their status in the admissions process, and notifications are given to the students when additional information is needed to complete the process.

The University plans to implement annual reviews of progress towards goals outlined in its strategic plans.  The University is committed to learning and developing its processes to effectively plan for the future. Its processes, resources, and structures are sufficient to fulfill its mission to improve the human condition, improve the quality of its educational offerings, and respond to future challenges and opportunities.

## Sources

- ADHE_Outcomes-Based_Funding_Report_Card_AY2014-15
- Cohort Success Rates for Fall 2008 to Fall 1999 (Critieria)
- Higher Learning Commission Annual Institutional Update 2015
- IPEDS_Finance_Data_2015-16_UAPB
- UAPB Performance Funding Presentation Imperatives for Student Success 7.2016

# 5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

## Summary

The University ensures the efficient, effective, and fair stewardship and allocation of all financial, technical, human, and physical resources to support its mission.   This is accomplished through a shared governance model that includes administration, faculty, and staff to ensure future planning is systematic and inclusive of all constituencies. These processes are regularly monitored and assessed to enhance institutional growth, performance, and sustainability.

## Sources

*There are no sources.*