

UCA 2000

VOLUME I: INTRODUCTION & SUMMARY DATA

A Report Submitted to the
Commission on Institutions of Higher Education of the
North Central Association of Colleges and Schools
in Application for Continuing Accreditation

University of Central Arkansas

Conway, Arkansas

February 2000

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Conway, AR 72035

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UCA SELF-STUDY 1997–2000: DESIGN AND IMPLEMENTATION

Asking the Right Questions: The Idea of a Self-Study

Fostering integrity—in the self-study process; in the university as a complex organization of processes—depends first and most importantly upon design. At UCA, this design involves (1) a set of key questions—the common feature in all parts of our self-study—(2) our organization of people and processes to explore those questions, and (3) our expectation that a practical planning document will emerge from our work. This institutional report and the volumes that accompany it are the result of what has been for UCA a new self-study design.

Questions First

“To keep up, you need the right answers; to get ahead, you need the right questions.”

This aphorism from *Wired* magazine’s *Encyclopedia of the New Economy* (April 1998: 97) may have an edge to it that makes academics uncomfortable, but its wisdom has helped inform a new approach to self-study at UCA.

Of course we wanted *information* (answers), but more importantly we sought informed judgments and ambitious plans. Of course we wanted *confidence*, but more importantly we sought concerned engagement and real follow-through. And the documents resulting from our self-study, though important, were less vital than the processes that produced them: the documents existed for the sake of the process, not the process for the documents. This mindset has had consequences: instead of asking, in the first place, for information (for the answers), we involved every unit of the university in questioning—a process of exploration aimed at thoughtful and comprehensive evaluation.

What did we need?

- To reflect on UCA, not NCA;
- To engage in the real work of the university, not in mere hoop-jumping exercises;
- To concern ourselves with *self-study*, not *self-justification*;
- To produce plans for use—real, concerted action—not merely *useful* plans; and
- To satisfy the needs of accreditation.

Meeting these needs, we believed, depended on sound principle and sound design. The most important *principle* in UCA’s 1997–2000 self-study is the conviction that the departments, units, and processes of the university—where the work of the university is most fundamentally carried on—should not only be the primary source of information for the self-study, but should also be the first source of analysis and evaluation, identifying their own most significant strengths and concerns and making initial recommendations for action. Thus the university’s self-study begins with departmental-unit-process self-studies which inform each more general stage of evaluation.

Our self-study *design* seeks to revivify connections among the key elements in an organization:

- Its purposes,
- Its commitment to quality,
- Its historical self-understanding and its vision for its future, and
- Its attention to where it fits into the complex web of university and community.

What is perhaps unusual about the design of our process is its insistence that these key elements and their connections are reduplicated in every part, even the seemingly smallest parts, of the university.

To facilitate exploration of these elements, the Self-Study Steering Committee devised a set of Key Questions for a Self-Study, outlined below.

Key Questions for a Self-Study

The areas outlined here identify the critical dimensions of a self-study—a review intent on excellence. The areas are keyed to the criteria for accreditation published by NCA in its *Handbook of Accreditation*, but they are not identical to those criteria. The questions listed in each area are suggestions, ways to approach the concerns addressed in each area, and applicable—with appropriate adjustments—to the university as a whole *and* to the units within it.

Area 1: Purposes, Processes, Resources (Criteria 1 and 2)

This area addresses an organization's purposes and the ways in which the organization accomplishes those purposes.

1. What are our purposes? Why do we exist? What do we do? How do our purposes support the university's mission?
2. How do we accomplish our purposes? What processes, functions, tasks do we use?
3. What resources (human, financial, physical) are available to allow us to accomplish our purposes? How are these resources organized (organizational structure and leadership, budgeting, use of space and equipment)?

Area 2: Self-Assessment and Improvement (Criteria 3 and 4)

This area addresses an organization's effectiveness, its ways of monitoring effectiveness, and its responsiveness to the conclusions drawn from its self-assessments.

1. Are we accomplishing our purposes? How *effectively* are we accomplishing our purposes? What do we do well? What do we not do so well?
2. How do we demonstrate our effectiveness? Do we have an on-going self-assessment plan to monitor our effectiveness? How well do our self-assessment processes work?
3. What is our response to the results of our self-assessments? How can we accomplish our purposes more effectively?

Area 3: Perspectives and Planning (Criterion 4)

This area addresses the historical perspective/development of the organization and asks about mid- and long-range (strategic) planning. Its questions about stability and planning for change are a balance to the questions about responsiveness asked in area 2.

1. How has our organization evolved over the past ten years? Have our purposes changed? Have the ways in which we accomplish our purposes changed?
2. How stable/sustainable is our organization?
3. Where would we like to be ten years from now? What changes need to take place? What planning processes are in place (or proposed) to enable us to get where we want to be or to make the desired changes?

Area 4: Practices and Relationships (Criterion 5)

This area addresses all organizational practices and relationships and their integrity. We can identify key relationships by asking, "Whom do we serve?" "Who depends on us?" "On whom do we depend?" This area also concerns itself with the quality of faculty/staff/workplace climate and with service orientation.

1. In general: What are our key relationships? How responsive are we to the interests and concerns of our constituents? How well are our purposes understood inside and outside the organization? What are our policies? Are they accessible (published, disseminated appropriately)? Are they being followed?

2. Internal relationships: What are our key relationships within the university? How are they monitored? What policies govern them? Are these policies understood and followed?
3. External relationships: What are our key relationships with entities outside the university? How are they monitored? What policies govern them? Are these policies understood and followed?

The Importance of Basic Questions

Our conviction about the importance of the questions asked may be explained by a brief contrast between the self-study process of 1988–1990 and the current enterprise.

The approach used by the steering committee in 1990 included an extensive and detailed list of questions used by the various task forces to pull together information regarding components of the university. These questions included asking units to describe their strengths and weaknesses. The task forces administered no evaluation of the units, nor did they ask for any plan for improvement. Reports were compiled at the task force level rather than originating at the unit level. This kind of questioning had negative consequences: faculty and staff felt little ownership in the self-study process and were, as a consequence, reluctant to involve themselves in it; the Steering Committee and task forces had difficulty getting submissions on time; and, in the end, the institutional report was largely a descriptive study of the university.

By contrast, in the current self-study, the key questions have *originated* with the Steering Committee, but they have *belonged* to the task forces and, especially, the units/departments, a fact particularly evident in the remarkably different interpretations of the key questions by different task forces and different units. That is to say, the questions have guided units in their self-studies—have, like NCA’s five criteria, marked out areas of universal applicability and importance—but they have at the same time lent themselves to a variety of situations and organizations, not by reduction but by accommodation. Submission rates have been high (and remarkably close to on-time!), and in a large number of the self-study reports thoughtful and comprehensive evaluation—informed judgments and ambitious plans, concerned engagement and the promise of real follow-through—are hearteningly evident.

The Proof of the Pudding

Asking the right questions has already made a difference to UCA.

In particular, various units and departments across the campus are writing new grants (and getting them funded), effecting significant organizational change, improving processes. For example, work on the self-study for the Office of the Provost has led to a reorganization of reporting lines that allows more effective communication and leadership within the largest and most complex division of the university. Again, the Dean of Students reports that self-studies in student services have revealed policy and budget needs that have been or are being addressed. The UCA Police Department reports that the self-study process “enabled us to identify a strategic plan and infrastructure and management changes needed to implement a department-wide approach to community-oriented policing. . . . As a result of our self-study we have implemented organizational changes to provide improved supervision and leadership over the four different divisions of our department.” Data developed in the self-study has led to a successful federal grant application for the UCAPD, and the department reports that the self-study process itself has generated some interest beyond the campus in Arkansas law enforcement circles. Further, some academic departments, while generally not reporting immediate dramatic changes, have used the self-study as an occasion to address long-standing political issues and to propose fundamental curricular review.

More generally, the self-study process has heightened awareness of the diversity of our campus and of the people and processes that make the university work. Our 147 unit self-studies have emphatically demonstrated what few of us have recognized effectively before: that we live and work in a web of relationships, a complex of connections and intersections we are only beginning to

understand. If that demonstration results in more creative alliances, in increasingly effective communication, in collaborations both large and small, our self-study process will have found what it sought—the next set of questions?—integrity by design.

Self-Study Steering Committee and Task Forces

Self-Study Steering Committee

Sam Buchanan, Associate Provost (Self-Study Coordinator)
Tony Sitz, University Registrar
Carolyn Ishee, Associate Director of Development
Barbara Goswick, Associate Vice President for Financial Services
Gary Roberts, Dean of Students
Larry James, Chief of Police
John Mosbo, Provost
Jonathan Glenn, Professor of English and Director of Academic Planning and Assessment (Self-Study Editor)

Self-Study Task Forces

Institutional Profile and Governance Task Force

Areas of Responsibility

Council of Deans
Faculty Senate
Staff Senate
Student Government Association
University Council

Fringe Benefits Committee
Promotion processes and appeals
Tenure processes and appeals
Grievances and appeals
Evaluation processes
Hiring processes and procedures
Salary/reward system
Faculty Handbook
Staff Handbook

Task Force Members

Tony Sitz, Chair
Roger Lewis, Director of Institutional Research
Jerry Manion, Professor of Chemistry
Kerry Nichols, Administrative Assistant, Office of the President
Steve Wood, Assistant Vice President of Human Resources
Bill Yates, Director of Career Counseling and Placement

Administration Task Force

Areas of Responsibility

University Development
Publications
President's Office
General Counsel
Public Information
Office of Planning & Assessment
Public Service/Outreach
Public Appearances
Alumni Services
Board of Trustees
Institutional Research

Task Force Members

Carolyn Ishee, Chair
Cindy Cope, Program Coordinator, Institutional Advancement
Jack Gillean, Director of Governmental Relations
Jim Schneider, Director of Information Services
Leigh Vernon, Coordinator of University Calendar
Penny Eberhard, Director of Public Appearances
Carol Knipscheer, Interim Director of International Programs
Kathy Carroll, UCA Foundation Administrator

International Programs
UCA Foundation
Ozark Heritage Institute

Financial and Physical Resources Task Force

Areas of Responsibility

Accounting
Accounts Payable
Travel
Inventory
Grant Accounting
Budgeting
Cashiering and Student Accounts
Payroll
Internal Audit
Physical Plant
Parking
Purchasing

Task Force Members

Barbara Goswick, Chair
Mary Kay Dunaway, Assistant Controller
Rick McCollum, Assistant Controller
Margaret Wallace, Budget Specialist
Cassandra McCuien-Smith, Buyer
Pam Jolly, Director of Audits
Jerrel Fielder, Director of Physical Plant
Valerie Nicholson, Database Coordinator

Student Resources Task Force

Areas of Responsibility

Student Conduct
Student Handbook
Financial Aid
Food Services
Housing
Athletics
Student Publications (ECHO/Scroll)
Student Organizations
Orientation
Leadership Development
Non-Traditional Student Services
Student Activities/Entertainment
Minority Services
Disabled Student Services
Greek Services
Health Promotion & Wellness
Intramural Sports & Recreation
Student Center

Task Force Members

Gary Roberts, Chair
Teri Powers, Interim Director of Financial Aid
Tom Pilgreen, Director of Housing and Resident Life
Danny Powell, Associate Athletic Director
Ernie Dumas, Assistant Professor of Journalism
Hank Phelps, Director of Orientation and Leadership Development
Ronjanett Mayfield, Student Activities Program Coordinator
Wendy Walker-Holbrook, Acting Director of Disability Support Services
Jennie Taylor, Director of Greek Services and University Programs
Terry Love, Director of Health Promotion and Wellness
David Dennis, Director of Intramural Sports and Recreation
John Cagle, Director of Student Center

Support Services Task Force

Areas of Responsibility

Admissions
Computer Services and Telecommunications
Bookstore
Copy Center
Post Office
Counseling and Health Services

Task Force Members

Larry James, Chair
Huey Antley, Coordinator of Research, Undergraduate Studies
Tanya Buchanan, Assistant Manager, Bookstore
Joe Darling, Director of Admissions

Library Services
Registrar
Police Department (and campus safety)
Career Services and Cooperative Education
Scholarships and Graduate Assistantships

Willie Hardin, Dean of the Library
Earl McGehee, Director of Computer Services
Ernie Ness, Director of Counseling Center
Brooks Walthall, Director, of Cooperative
Education
Valerie Williams, Assistant Registrar

Academic Affairs Task Force

Areas of Responsibility

Academic Divisions

Office of the Provost
Honors College
Continuing Education
College of Business Administration
College of Education
College of Fine Arts and Communication
College of Health and Applied Sciences
College of Liberal Arts
College of Natural Sciences and Mathematics

Graduate Affairs and Faculty Development

Graduate School/Graduate Faculty/Graduate
Council

Sponsored Programs

Instructional Development Center

Research/Teaching/Service Awards

Faculty Development Committee/Sabbatical

Leave Committee/Reassigned Time/URC

Radiation Safety/IRB/Animal Care

Undergraduate Affairs

Student Advising

Exemplary Studies

Student Retention Committee/Freshman Year
Experience

Residential College/Clustering

RIP/Freshman Seminar/U1100

Success/University Center for Academic
Success

Undergraduate Studies

Undergraduate Council

Adjustments and Credentials Committee

Institutional Testing

General Education

UCA at Night

Academic Processes

Curriculum Approval Process

Scheduling/Space

Undergraduate Bulletin/Graduate Bulletin

Academic Assessment

Educational Outreach

Task Force Members

John Mosbo, Chair

Charles Harvey, Professor of Philosophy
Barbara Williams, Professor and Chair, Department
of Nursing

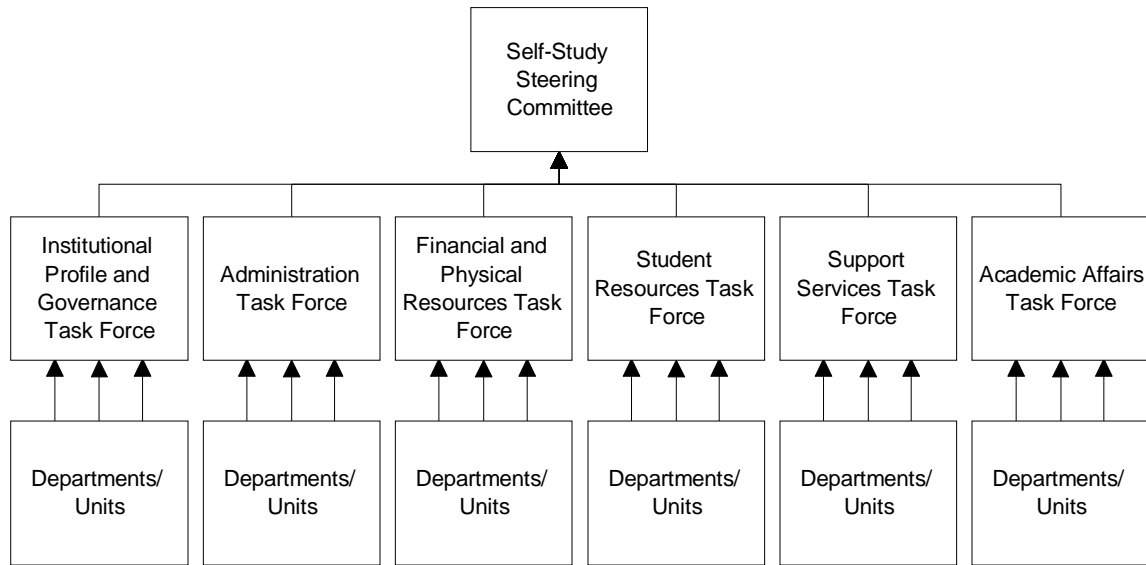
Patty Phelps, Associate Professor of Administration
and Secondary Education

Jayne Stone, Coordinator of Undergraduate
Studies

Bill Lammers, Associate Professor of Psychology

David Harvey, Associate Professor and Chair,
University Writing Program

Self-Study Information Flow



Departments/units (including major committees and processes) carried out focused studies of their particular areas of responsibility. In total, reports on 147 such self-studies were submitted to the six task forces. The task forces, in turn, reviewed and summarized the unit reports. With the original self-study reports and their supporting documentation, these summaries were reviewed by the self-study steering committee and became the basis for volume 2 of this institutional report.

RESPONSE TO 1990 VISITING TEAM'S CONCERNS

The team of consultant-evaluators that visited UCA in 1990 expressed five concerns (*Report of a Visit*, 1990, page 36). This section will address each of these, with reference to other parts of the self-study report.

CONCERN 1: There is no evidence of long-term planning which involves faculty participation in arriving at policy conclusions.

Concerns in this area remain—as evidenced, for example, by the current Steering Committee's call for development of a comprehensive campus technology plan (see, vol. 2, introduction, page 2). Nevertheless, although the university does not have on-going comprehensive and inclusive planning processes, a number of less comprehensive processes are in place and do involve faculty in the development of policy conclusions.

- The University Planning and Assessment Committee, formed to link lessons learned from assessment activities with the implementation of positive change, has never fully realized the intended linkage; the planning subcommittee did, however, initiate and manage a highly successful and highly inclusive process for developing, reviewing, and approving a new UCA Statement of Mission and Purposes. (See page 36 in this vol. and vol. 2, ch. 7, pages 122–24).
- The development of Post-Tenure Review policies has involved every level of academic governance, including department and college faculty and administration as well as the Faculty Senate and university central administration. This process is on-going.
- Curricular planning and policy development have as central players not only administrative personnel, but also representative faculty bodies, which wield significant influence: the Graduate Council, the Undergraduate Council, and (it is anticipated) the newly formed General Education Council. (See vol. 2, ch. 7, pages 228–30 and 237.)
- The provost's Academic Positioning Initiative has involved both faculty and academic administrators. The initiative will have long-term effects on the roles and operations of academic units. (See vol. 2, ch. 7, pages 127–28.)

CONCERN 2: There is insufficient comprehensive assessment of student outcomes, faculty productivity, and other institutional achievements.

Since the 1990 visit, the university has taken a number of steps to address the issue of assessment or, more generally, evaluation. Like all NCA-accredited institutions, UCA has developed and implemented a program to assess student academic achievement. Its plan was approved by NCA in 1995. (See the plan online at http://www.uca.edu/divisions/academic/assess/ucaplan_1995.htm; the site includes the most comprehensive collection of UCA assessment documents.) The academic assessment program is discussed in vol. 2, ch. 7, pages 122–24. Two initiatives have addressed certain aspects, at least, of faculty productivity—processes for mid-probationary review and for post-tenure review. Still, faculty and program productivity remain difficult issues, as (for example) the need for an organization like AAHE's Forum on Faculty Roles and Rewards suggests. Nonetheless, the newly revised existing program review plan and its implementation provide a structure, at least, within which such issues can be explored. Additionally, in 1996 the university began a benchmarking initiative that identified a group of peer institutions with which UCA now routinely compares itself, particularly in terms of financial performance (see vol. 2, ch. 4, pages 66–67).

CONCERN 3: In spite of the efforts made to reduce teaching loads and to provide flexibility in teaching assignments, several departments lack the support to bring about the changes that foster research.

Reports emerging from the current self-study process indicate considerable university-level resources for research and other scholarly activities and support for seeking external funds to support such endeavors (see especially the sections on the Sponsored Programs and Faculty Support Programs in vol. 2, ch. 7, pages 237–38 and 239–40). In addition, the university has actively increased support for faculty-student collaboration in research. The academic administration is working with Sponsored Programs and the University Research Council to provide kinds of support that will foster more ambitious faculty thinking about research.

CONCERN 4: Graduate assistant stipends are very low and are not competitive.

This concern has been addressed in some areas, but it remains a concern. The Department of Biology, for example, notes in its self-study that “In the past, recruitment to the Biology graduate program was severely constrained by extremely low graduate assistant stipend levels, which left us in a poor competitive position in the region.” The self-study indicates later, however, that “the university has since acted to remedy these graduate support problems.” (See vol. 2, ch. 7, page 208, and the Department of Biology self-study.) The Graduate School has to some extent ameliorated such problems by making “block grants” to departments and allowing them to use stipends creatively to attract quality graduate students. The 1998–1999 annual report of the Graduate School indicates that in the reporting period, 120 graduate assistantships were awarded, totaling \$531,972 (Graduate School, *Annual Report*, 1998–1999 ed., page 16).

CONCERN 5: Affirmative action efforts have not produced the desired results in hiring of women and underrepresented groups especially in administrative positions.

Though under representation of women and minorities remains a concern, the university has made progress since 1990. Currently, for example, one college dean and two associate provosts are women and one vice president and one college dean are African-American. The following table indicates fall 1998 statistics related to this concern:

	Male	Female	Ethnic Minority
Faculty	56.9%	43.1%	5.7%
Executive Administrative	78.1%	21.9%	6.3%
Professional Non-Faculty	50.0%	50.0%	3.9%

The university remains committed to employment practices that actively recruit qualified members of under-represented groups.

BASIC INSTITUTIONAL DATA FORMS

North Central Association of Colleges and Schools Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Forms (Edition 7; December 1996)

List of Forms

Data Form A: Enrollment Trends

- Part 1: Full-time Enrollment
- Part 2: Part-time Enrollment
- Part 3: Full-time Equivalent Enrollment
- Part 4: Other Significant Institutional Enrollments

Data Form B: Student Admissions, Ability and Performance Measures and Financial Aid

- Part 1: Student Admissions
- Part 2: Ability Measures of Freshman
- Part 3: Ability Measures of Entering Graduate Students
- Part 4: Undergraduate Student Financial Aid
- Part 5: Graduate Student Financial Aid

Data Form C: Instructional Staff and Faculty

- Part 1: Full-Time Instructional Staff and Faculty Information
- Part 2: Salaries of Full-Time Instructional Staff and Faculty
- Part 3: Part-Time Instructional Staff and Faculty Information
- Part 4: Salaries of Part-Time Instructional Staff and Faculty

Data Form D: Library/Learning Resource Center

Data Form E: Computer Services

Data Form F: Certificate, Diploma and Degree Programs

Data Form G: Intercollegiate Athletics

Note: Audited financial reports dated June 30, 1997, and June 30, 1998, are bound at the end of this document, following page 97, as Attachment J.

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**Basic Institutional Data Form A:
Enrollment Trends**

DEFINITIONS

I. Undergraduate. This classification includes students enrolled in:

- A. Bachelor's degree programs.
- B. Associate degree programs.
- C. Programs leading to one-, two- or three-year certificates or diplomas.
- D. Clearly numbered undergraduate courses taken without a specific credential as the goal.

II. Graduate. This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

III. Professional. This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

IV. Full-Time. Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

V. Part-Time. Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.

IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.

VI. Other. Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

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Basic Institutional Data Form A

PART 1: FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: University of Central Arkansas

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1997 -1998	1998 -1999	1999 -2000
Freshman - Occupationally oriented (Definition I-A&B)	2508	2386	2422
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	1568	1519	1495
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	1237	1313	1334
Senior	1499	1477	1483
TOTAL UNDERGRADUATE	6812	6695	6734
GRADUATE			
Master's	479	457	399
Specialist	2	3	
Doctoral			4
TOTAL GRADUATE	481	460	403
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	7293	7155	7137
OTHER			

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: University of Central Arkansas

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1997-1998	1998-1999	1999-2000
Freshman - Occupationally oriented (Definition I-A&B)	178	138	143
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	124	154	150
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	132	132	140
Senior	315	245	305
TOTAL UNDERGRADUATE	749	669	738
GRADUATE			
Master's	535	579	545
Specialist	8	3	3
Doctoral			
TOTAL GRADUATE	543	582	548
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	1292	1251	1286
OTHER			

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: University of Central Arkansas

	Two Years Prior	One Year Prior	Current Year
	1997-1998	1998-1999	1999-2000
UNDERGRADUATE - (see definitions I.A thru D)	7191	7032	7117
GRADUATE - (see definition II)	602	610	586
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
TOTAL	7793	7642	7703

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Name of institution/campus reported: University of Central Arkansas

	Two Years Prior	One Year Prior	Current Year
	1997-1998	1998-1999	1999-2000
TOTAL UNDERGRADUATE	1145	1147	1054
TOTAL GRADUATE	628	653	661
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	0	0	0
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	0	0	0
TOTAL OTHER	0	0	0
TOTAL	1773	1800	1715

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Basic Institutional Data Form B

PART 1: STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: University of Central Arkansas

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes _____ No X

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	1997-1998	1998-1999	1999-2000
Number of applicants with complete credentials for admission to the freshman class	2984	3138	3378
Number of applicants accepted	2798	2605	3060
Number of freshman applicants actually enrolled	1636	1602	1762
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	919	718	765
Number of advanced-standing undergraduate applicants accepted	907	582	699
Number of advanced-standing undergraduate applicants actually enrolled	588	555	551
MASTER'S			
Number of applicants with complete credentials for admission to master's programs	502	525	497
Number of applicants accepted for master's programs	394	420	398
Number of applicants actually enrolled in master's programs	326	370	336
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs	0	0	0
Number of applicants accepted for specialist programs	0	3	0
Number of applicants actually enrolled in specialist programs	0	3	0

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: University of Central Arkansas

	Two Years Prior	One Year Prior	Current Year
DOCTORAL	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to doctoral programs	N/A		
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

	Report by degrees	Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	Report by degrees	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to Professional programs	N/A			
Number of Applicants accepted for Professional Programs				
Number of Applicants actually enrolled in professional Programs				

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Basic Institutional Data Form B

PART 2: ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: University of Central Arkansas

Specify quarter/semester reported 1999-2000

Are scores used or routinely collected ? Yes X No

A. Class ranking of entering freshman	
Percent in top 10% of high school class	27.2
Percent in top 25% of high school class	55.6
Percent in top 50% of high school class	82.3
Percent in top 75% of high school class	95.5

B. SAT scores for entering freshman	Verbal	Math
Class average SAT score	N/A	
Percent scoring above 500		
Percent scoring above 600		
Percent scoring above 700		

C. Mean ACT scores for entering freshman	
Composite	23.01
Mathematics	21.71
English	24.16
Natural Sciences	23.12
Social Studies	

D. Other tests used for admission or placement	
Test name	
Mean or Composite	
Range	

Basic Institutional Data Form B

PART 3: ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A. Graduate Record Examination Range High Low
(for total Graduate School excluding professional schools)

B. Miller Analogies Test Range High Low
(for total Graduate School excluding professional schools)

C. On a separate sheet, indicate other test data used for admission to professional programs.

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Basic Institutional Data Form B

PART 4: UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

Name of institution/campus reported: University of Central Arkansas

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	\$4,922,559	2451
	Loans	\$14,896,953	3529
	Employment	\$520,327	411
STATE	Grants and Scholarships	\$3,497,849	2483
	Loans	\$0	0
INSTITUTIONAL	Grants and Scholarships	\$7,427,257	2870
	Loans	\$0	0
	Employment	\$1,269,451	805
FROM OTHER SOURCES	Grants and Scholarships	\$2,039,580	679
	Loans	\$0	0

Unduplicated number of undergraduate students aided	6139
Number of students receiving institutional athletic assistance	204
Percentage of institutional aid for athletic assistance	6.89%

PART 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	\$0	0
	Loans	\$3,680,167	408
	Employment	\$1439	5
STATE	Grants and Scholarships	\$9933	6
	Loans	\$0	0
INSTITUTIONAL	Grants and Scholarships	\$396,090	209
	Loans	\$0	0
	Employment	\$741,279	130
FROM OTHER SOURCES	Grants and Scholarships	\$38,719	35
	Loans	\$0	0

Unduplicated number of graduate students aided	565
---	-----

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Basic Institutional Data Form C

PART 1: FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: University of Central Arkansas

Specify quarter/semester reported Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

Distribution	by Sex		by Race						by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	67	16	81	2						19	61	3
Associate Professor	69	28	89	3	1	4			3	49	45	
Assistant Professor	46	42	83	3		2			29	46	13	
Instructor	21	76	95	2					29	50	18	
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank	3	8	8	1		2						
Number of instructional staff added for current academic year	12	22	33	1								
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	20	33	51	1		1						

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Basic Institutional Data Form C

**PART 1 (continued): FULL-TIME INSTRUCTIONAL STAFF AND FACULTY
INFORMATION**

Name of institution/campus reported: University of Central Arkansas

Specify quarter/semester reported: Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						83
Associate Professor				3		94
Assistant Professor				14		74
Instructor				84		13
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank				5		6
Number of instructional staff added for current academic year				20		14
Number of instructional staff employed in previous academic year, but not reemployed for current academic year				N/A		N/A

PART 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	\$59,074.11	\$76,508.00	\$44,428.00
Associate Professor	\$50,123.09	\$76,770.00	\$27,000.00
Assistant Professor	\$41,763.63	\$61,770.00	\$30,000.00
Instructor	\$31,957.12	\$46,508.00	\$18,000.00
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	\$26,776.22	\$31,414.68	\$22,385.32

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Basic Institutional Data Form C

PART 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: University of Central Arkansas

Specify quarter/semester reported: Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

Distribution:	by Sex		by Race						by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor		1	1							1		
Instructor	25	50	72	2		1			19	30	21	4
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank	14	30	41	2	1							
Number of instructional staff added for current academic year	12	32	43	1								
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	18	26	42			2						

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Basic Institutional Data Form C

**PART 3 (continued): PART-TIME INSTRUCTIONAL STAFF AND FACULTY
INFORMATION**

Name of institution/campus reported: University of Central Arkansas

Specify quarter/semester reported: Fall 1999

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

PART 4: SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor	\$12,500.00	\$12,500.00	\$12,500.00
Instructor	\$6,255.01	\$15,700.00	\$1,000.00
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	\$8168.03	\$14,200.00	\$1,250.00

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**Basic Institutional Data Form D:
Library/Learning Resource Center**

(Report for current year and previous two years - Estimate if necessary [identify estimates].)

Name of institution/campus reported: University of Central Arkansas

Do you have specialized libraries not included in this data. Yes _____ No X

If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1996-1997	1997-1998	1998-1999
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	77,022	80,722	74,881
Total circulation to students	63,631	62,148	59,545
Per capita student use (circulation to students divided by the number of enrolled students)			
Total circulation to faculty	5,927	4,752	4,012
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	14.1	11.2	9.6
Total circulation to Community Users	685	670	702
Number of items borrowed from other libraries via interlibrary loan	4,404	5,385	4,913
Number of items lent to other libraries via interlibrary loan	6,012	6,781	7,961
Hours open per week	87	87	87
On-line electronic database searches (usually mediated by library staff)	35	41	33
Total Library staff presentations to groups/classes	143	121	130
Tours and one-time presentations	58	109	59
Hands-on instruction for using electronic databases	15	12	13
Hands-on instruction for Internet searching	15	12	13
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection	1,352,402	1,393,831	1,431,245
Books and other printed materials	413,524	419,175	425,083
Print serials/periodicals	2,560	2,561	2,581
Electronic serials/periodicals	0	0	7
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	96,671	99,776	102,155

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**Basic Institutional Data Form D:
Library/Learning Resource Center (continued)**

Name of institution/campus reported: University of Central Arkansas

	Two Years Prior	One Year Prior	Current Year
	1996-1997	1997-1998	1998-1999
E. EXPENDITURES (Continued)			
Access and other services	83,285	72,973	49,379
Interlibrary loan	13,690	17,637	18,867
On-line database searches	0	0	0
Network membership	1,250	1,250	1,250
Binding, preservation, and restoration	12,085	22,640	24,848
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	54,102	25,623	35,862
Other operating expenses (excluding capital outlay)	37,702	31,932	32,850
Total library expenses	1,921,831	1,987,651	1,991,973

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?		X
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

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**Basic Institutional Data Form E:
Institutional Computing Resources**

Report for Current Academic Year

Name of institution/campus reported: University of Central Arkansas

World Wide Web (WWW) URL address: www.uca.edu

A. ORGANIZATION, PLANNING, AND POLICIES (An organizational chart is included as Attachment I.)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?		X
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?		X
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?	X	

Number of non-networked computer labs 0 Total number of stations N/A
 Number of networked labs 15 Total number of stations 500

Type of access?

Wired through network X Wired Ports _____ Remote dial-up access _____
 Personal computers X Internet X _____

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Basic Institutional Data Form E (continued)

C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar				X		X	
College Catalog	X	X	X	X	X		X
Class Schedule	X	X	X	X	X		X
Financial Aid	X	X	X	X	X		X
On-line registration	X						X
Student Academic Record	X	X	X	X			X

E-mail: Intra-institution? Yes X No ___ Inter-institution? Yes X No ___

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?		
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?		X
All students required to have computers?	X	
Internet access available from all faculty offices?		X
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?		X
Computers integrated into instruction?	Some departments	
Off-campus access?	To WWW	
If YES, is off-campus access available by the institutional network?		X
If YES, is off-campus access available by the academic network?		X
If YES, is off-campus access available by the Internet? Not dialup		X
If NO, plans to provide off-campus access within three years?		X
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? Yes X No ___ Inter-institution? Yes X No ___

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**Basic Institutional Data Form F:
Certificate, Diploma, and Degree Programs
Previous Three Years**

Name of institution/campus reported: University of Central Arkansas

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19 ____ - ____	19 ____ - ____	19 ____ - ____
See following tables.				

Associate Degrees Awarded by Academic Classification

For the Years FY 1996-97 through FY 1998-99

Area	Degree	CIP	Department	1996-97	1997-98	1998-99
Business						
	AAS	52.0401	Administrative Services	3	5	0
	AAS	8.0301	Marketing Education	0	0	0
	AAS	52.12	Computer Information Systems	1	0	0
	Area Total			4	5	0
General Studies						
	AA	24.0102	General Studies		9	10
	Area Total				9	10
Health and Applied Sciences						
	AAS	20.0201	Day Care Management	3	6	2
	AAS	51.0806	Physical Therapy Assist.	33	31	32
	Area Total			36	37	34
Education						
	AAS	13.132	Industrial Education	0	0	0
	Area Total			0	0	
	Grand Total			40	51	44

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Bachelor Degrees Awarded by Academic Classification For the Years FY 1996-97 through 1998-99

CIP			1996-97	1997-98	1998-99
Degree	CODE	Majors			
Business					
BBA	52.01	Business, Management	27	38	32
BBA	52.03	Accounting <i>Finance/Economics*</i>	50	40	30
BBA	52.08	Finance	60	55	33
BBA	52.02	Business Administration General	26	36	30
BBA	52.14	Marketing	60	66	58
BBA	52.12	Quantitative Management Info System	42	46	52
BBA	52.04	Administrative Services	0	0	1
Area Total			265	281	236
Communications					
BA	9.0401	Journalism	3	2	2
BS	9.0401	Journalism	7	9	20
Area Total			10	11	22
Computer Science					
BS	11.01	Computer Science	19	15	14
Area Total			19	15	14
Education					
<i>Special Education*</i>					
BSE	13.1	Elementary Special Education	0	0	0
BSE	13.1	Special Ed., Mildly, Mod, Prof & Severe Emotionally Disturbed	52	34	26
BSE	13.11	PE/Handicap	0	0	0
BSE	13.12	Elementary Education	38	40	44
BSE	13.12	Early Childhood	73	67	60
BSE	13.13	Art Education	0	1	2
BSE	13.132	Biology	0	0	1
BSE	13.13	Business Education	9	5	1
BSE	13.131	English Education	17	13	11
	13.131	Foreign Language			
BSE	13.131	Health Education	4	3	2
BSE	13.131	Family & Consumer Science	5	5	5
BSE	13.131	Industrial Technology	3	2	2
BSE	13.1310	Distributive Education	0	0	0
BSE	13.131	Math Education	4	7	6
<i>Music Education*</i>					

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BME	13.131	Instrumental Music	5	2	1
BME	13.131	Piano or Organ (Emphasis)	1	0	0
BME	13.131	Vocal Music	5	6	7
		<i>Physical Education*</i>			
BS	13.131	Physical Education	20	18	20
BSE	13.131	Physical Education	21	27	18
BSE	13.132	Physical Science Education	1	0	0
BSE	13.132	Social Science	18	10	12
BSE	13.133	Speech	0	1	1
BSE	13.14	Journalism	0	0	0
Area Total			276	241	219
Engineer Related					
BSE	15.06	Industrial Technology	5	2	4
Area Total			5	2	4
Foreign Language					
BSE	16.09	French	0	0	2
BA		<i>Spanish</i>	7	1	0
BS	16.091	Spanish	0	0	2
Area Total			7	1	4
Allied Health					
BS	51.091	Radiological Technology	28	26	17
BS	51.101	Medical Technology	7	7	8
BS	51.091	Nuclear Medical Technology	4	1	2
	51.24	Manual Arts Therapy			
BS	51.231	Occupational Therapy	46	46	46
BS	51.231	Physical Therapy	14	0	0
BS	51.091	Respiratory Therapy	11	9	3
BS	51.02	Speech Pathology	29	34	32
Area Total			139	123	108
Health Sciences					
BS	51.03	Community Health Liaison	34	39	39
BSN	51.16	Nursing	47	53	42
BS	52	Health Science	85	77	67
Area Total			166	169	148
Family and Consumer Sciences					
BS	19.01	Family & Consumer Sciences	55	62	46
Area Total			55	62	46
Letters					
BA	23.01	English	30	30	20
		<i>Speech*</i>			
BA	23.1	Speech Communication	12	10	7
BS	23.1	Speech	5	5	5

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Area Total			47	45	32
Life Sciences					
BS	26.01	Biology	56	43	49
Area Total			56	43	49
Mathematics					
<i>Mathematics*</i>					
BA	27.01	Mathematics	0	1	0
BS	27.01	Mathematics	16	6	10
Area Total			16	7	10
Multi-Sciences					
BS	30.01	General Science	5	7	5
Area Total			5	7	5
Philosophy					
<i>Philosophy*</i>					
BA	38.01	Philosophy	2	3	3
BS	38.01	Philosophy	2	0	0
Area Total			4	3	3
Physical Science					
BS	40.01	Physical Science	1	0	0
BS	40.05	Chemistry	8	9	6
BS	40.08	Physics	0	0	3
Area Total			9	9	9
Psychology					
<i>Psychology*</i>					
BA	42.01	Psychology	14	12	18
BS	42.01	Psychology	39	44	38
Area Total			53	56	56
Public Administration					
BS	44.04	Public Administration	5	5	10
Area Total			5	5	10
Social Science					
BS	45.06	Economics	1	1	1
BBA	45.06	Economics	0	0	0
<i>Geography*</i>					
BA	45.07	Geography	4	1	5
BS	45.07	Geography	11	3	12
<i>History*</i>					
BA	45.08	History	8	14	21
BS	45.08	History	12	8	6
BS	45.061	International Trade	2	1	0
<i>Political Science*</i>					

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**

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BA	45.1	Political Science	7	10	9
BS	45.1	Political Science	6	3	5
		<i>Sociology *</i>			
BA	45.11	Sociology	8	13	9
BS	45.11	Sociology	25	24	20
Area Total			84	78	88
Art & Music					
		<i>Art*</i>			
BA	50.07	Art	11	18	23
BA	50.07	Studio Art	3	3	3
BM	50.09	<i>Music Instrumental *</i>	2	1	6
BM	50.09	Music Voice	1	2	0
BM	50.09	Piano or Organ	4	2	2
Area Total			21	26	34
Grand Total			1242	1184	1097

**Graduate Degrees Awarded by Academic Classification
For the Years FY 1996-97 through FY 1998-99**

CIP				1996-97	1997-98	1998-99
Degree	Code	Major				
Business						
& Management	MBA	52.0201	Management	58	37	28
Area Total				58	37	28
Education						
	MSE	13.1303	Business Education	4	4	5
	MSE	13.1204	Early Childhood	5	3	8
	MSE	13.0401	Ele. Ed. Leadership	14	14	12
	MSE	13.1202	Elementary Education	11	17	7
	MSE	13.1305	English Education		0	0
	MSE	13.1309	Industrial Technology	1	2	0
	MSE	13.1311	Math Education	4	3	3
	MSE	13.1312	Music Education		1	0
	MSE	13.1314	Physical Education	8	6	8
	MSE	13.1315	Reading	18	14	12
	MS	13.1101	School Counsel	23	21	10
	MSE	13.1316	Science Education	1	0	0
	MSE	13.0405	Sec. Sch. Leadership	30	24	19
	Ed.S	13.0405	Sec. Sch. Leadership	9	3	3
	MSE	13.1328	Social Studies		0	0

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MSE	13.1330	Spanish Education	1	0	2
MSE	13.1001	Special Education	24	32	28
Area Total			153	144	117

Library and Archival Science

MS	25.9999	Library Science	26	29	36
Area Total			26	29	36

Health Science

MS	51.2306	Occupational Therapy	2	3	0
MS	51.0301	Community Health Liaison	9	10	7
MSN	51.1601	Nursing	14	16	13
MS	51.2308	Physical Therapy	71	78	96
MS	51.0204	Speech Pathology	36	41	53
Area Total			132	148	169

Family and Consumer Sciences

MS	19.0101	Family and Consumer Sciences	12	7	14
Area Total			12	7	14

Letters

MA	23.0101	English	7	5	7
Area Total			7	5	7

Life Sciences

MS	26.0101	Biology	4	8	5
Area Total			4	8	5

Psychology

MS	42.0601	Counseling/Psychology	9	13	15
MS	42.9999	School Psychology	6	7	6
Area Total			15	20	21

Social Science

MA	45.0801	History	8	7	2
MS	45.1101	Sociology	9	0	2
Area Total			17	7	4

Art & Music

MM	50.0903	Music	3	6	3
Area Total			3	6	3

Grand Total			427	201	223
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GENERAL INSTITUTIONAL REQUIREMENTS

An institution affiliated with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools meets the following General Institutional Requirements:

Mission

GIR 1: It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The current UCA Statement of Mission and Purposes (provided as Attachment A to this document) was adopted by the UCA Board of Trustees on September 26, 1997 (see Minutes of the Board of Trustees, 1997, pages 3642–43). It is published in the *Undergraduate Bulletin* (1998–2000 ed., pages 1–2) and the *Graduate Bulletin* (1999–2000 ed., page 8) and is posted on the university's web site: <http://www.uca.edu/assess/mission.htm>. The process of developing the current statement is outlined at <http://www.uca.edu/assess/missiondev.htm>. UCA's Statement of Role and Scope (provided as Attachment B to this document) has also been newly updated and was approved by the Arkansas Higher Education Coordinating Board at its meeting of October 21, 1999.

GIR 2: It is a degree-granting institution.

UCA has programs leading to associate, baccalaureate, master's, specialist, and doctoral degrees. In the AY 1998–1999, the university awarded 44 associate degrees, 1,097 baccalaureate degrees, and 404 master's and specialist degrees. The recently audited *AHECB Approved Degree Programs: University of Central Arkansas* (provided as Attachment C to this document) is the official list of degree programs at UCA.

Authorization

GIR 3: It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Arkansas Code Annotated, § 6-67-101 et seq. (provided as Attachment D to this document) establishes UCA's authority to grant degrees in the state of Arkansas. The university does not grant degrees in any other state or at any site outside the United States.

GIR 4: It has legal documents to confirm its status; not-for-profit, for-profit, or public.

Arkansas Code Annotated, § 6-67-101 et seq. establishes UCA as a public institution.

Governance

GIR 5: It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

UCA Board Policy #200 sets forth the duties, powers, and organization of the UCA Board of Trustees (authorized by the legislation noted above, Arkansas Code Annotated § 6-67-101 et seq.). The relevant policy (provided as Attachment E to this document) is published in the Board Policy Manual, available in the Office of the President and publicly available online at <http://161.31.210.2/board/index.asp?Series=200&Policy=200>.

GIR 6: Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The UCA Board of Trustees comprises seven members appointed by the governor of the state of Arkansas. All members are “public” members. (See Board Policy #200, noted above.)

GIR 7: It has an executive officer designated by the governing board to provide administrative leadership for the institution.

Board Policy #200, noted above, requires the UCA Board of Trustees to “select the President of the University and support him in the discharge of his duties.” It identifies the Board of Trustees as “the policy-making body of the University” and asserts that “the administration of these policies shall be the duty of the president.”

GIR 8: Its governing board authorizes the institution’s affiliation with the Commission.

UCA has been affiliated with the Commission since 1931 (see Minutes of the Board of Trustees, page 345, April 8, 1931). The Board of Trustees annually approves the university budget for institutional memberships, including the university’s membership in and affiliation with the North Central Association).

Faculty

GIR 9: It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

An audit of the faculty roster published in the *Undergraduate Bulletin 1998–2000* demonstrates that faculty members’ terminal degrees were consistently earned from accredited institutions. Of the full-time instructional faculty and staff, approximately 78% hold a doctoral degree; 28% hold a master’s degree as their terminal degree.

GIR 10: A sufficient number of the faculty are full-time employees of the institution.

Approximately 76% of UCA’s faculty members are full-time employees; approximately 24% are part-time employees.

GIR 11: Its faculty has a significant role in developing and evaluating all of the institution’s educational programs.

The *Curriculum Development Process Guide* (provided as Attachment F to this document) outlines a curriculum process beginning with faculty and involving faculty in its development and approval at department, college, and university levels. Evaluation—both of “student outcomes” and of programs as a whole—entails significant faculty involvement as well; faculty develop, review, approve, and implement assessment plans, with formal participation, again, by faculty committees at department, college, and university levels. See the *Assessment Process Guide* (provided as Attachment G to this document) for outcomes assessment processes and their place in the existing program review process.

Educational Program

GIR 12: It confers degrees.

UCA has the following programs (based on IPEDS reporting): 4 associate degree programs, 65 baccalaureate degree programs, 25 master’s programs, 1 specialist program, and 1 doctoral program (2 additional doctoral programs are currently in the approval process).

GIR 13: It has degree programs in operation, with students enrolled in them.

UCA has programs leading to associate, baccalaureate, master's, specialist, and doctoral degrees. In the AY 1998–1999, the university awarded 44 associate degrees, 1,097 baccalaureate degrees, and 404 master's and specialist degrees.

GIR 14: Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The UCA Statement of Mission and Purposes accurately describes the range of programs at the university: "The University offers a variety of undergraduate and graduate programs in the liberal and fine arts, in the basic sciences, and in technical and professional fields in addition to its historical emphasis in the field of education." As a survey of the *Undergraduate Bulletin* and *Graduate Bulletin* reveals, programs of study are all within recognized fields of study appropriate to the higher-education level; degree programs are approved by the Arkansas Department of Higher Education, which reviews them in light of US Department of Education classifications.

GIR 15: Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

A survey of a survey of the *Undergraduate Bulletin* and *Graduate Bulletin* reveals few surprises in the naming of programs: their names are appropriate to their content. The names of degree programs have recently undergone careful review during an audit of UCA degree programs approved by the Arkansas Higher Education Coordinating Board; the result of that audit is presented in the authoritative list of *AHECB Approved Degree Programs* (most recent audit ended in August 1999; see Attachment C). Similarly, with legislative and Board of Trustees directives to cap the length of degree programs, the university has moved aggressively, but carefully, to reconcile disciplinary best practices, the requirements of accreditation agencies, and the practical concerns raised by the legislature and the Board.

GIR 16: Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

UCA's long-standing commitment to quality general education is reflected in its recent review of the general education program and its appointment of a director of general education in 1999. See the *Undergraduate Bulletin* (1998–2000 ed., pages 23–25) and two online resources: <http://www.uca.edu/gened/> (current information about the program and the new General Education Council) and http://www.uca.edu/assess/geplan_draft.htm (draft assessment plan).

GIR 17: It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Board Policies 310, Admission Policy, and 311, Graduate Admission Policy, set forth the general criteria for undergraduate and graduate admission to the university (both conditional and regular admission). Board Policies 312–18 define admission criteria for, respectively, Speech-Language Pathology, the Teacher Education Program, Art, Music, Occupational Therapy, Physical Therapy, and Nursing. (Board Policies 310–18 are provided as Attachment H to this document.) Admission policies for specific programs are reviewed on an on-going basis by those programs. University admission policy is monitored by the University Admissions Committee, whose province is "to review and make recommendations relative to current University of Central Arkansas admissions guidelines criteria" (*Faculty Handbook*, 1996 ed., pages 67–68).

GIR 18: It provides its students access to those learning resources and support services requisite for its degree programs.

Various units of the university have developed support services for particular disciplines or for the general student population. Besides Torreyson Library—an excellent resource, fundamentally important to most students most of the time—resources and support services include the University Writing Center, the Center for Academic Success, the College of Education’s Learning Resource Center, fifteen networked computer labs with approximately 500 workstations, specialized computing resources in, for example, the Department of Computer Science, and a variety of tutorial labs (e.g., Mathematics).

Finances

GIR 19: It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The university receives annual audits by the Arkansas Division of Legislative Audit and the private accounting firm of Deloitte and Touche. The university has received every year without fail an unqualified opinion from Legislative Auditors, and there have been no significant concerns expressed by the auditors. (The two most recent legislative audit reports are submitted with the Basic Institutional Data forms.)

GIR 20: Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

An annual financial report is issued by the Division of Financial and Administrative Services. As indicated in the most recent financial services self-study, FY 1997–98 allocation of educational and general fund expenditures were as follows:

Instruction	51%
Scholarships	11%
Institutional Support	9%
Academic Support	9%
Physical Plant/Utilities	8%
Transfers	5%
Student Services	4%
Research and Public Service	3%

GIR 21: Its financial practices, records, and reports demonstrate fiscal viability.

The budgeting process (managed by the Budget Advisory Committee), on-going internal auditing processes, and annual external audits ensure that safeguards are in place to protect the university’s fiscal viability. (For the charge and structure of the Budget Advisory Committee, see the *Faculty Handbook*, 1996 ed., pages 60–61.) An examination of the university’s annual financial reports and its most recent audits indicates that these safeguards have accomplished their purposes: the university’s finances are in full compliance with all state rules and regulations as well as generally accepted accounting practices as defined by the Governmental Accounting Standards Board (GASB) and the National Association of College and University Business Officers (NACUBO).

Public Information

GIR 22: Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendar; its learning

resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

UCA's academic bulletins are revised every two years; the *Student Handbook* is revised annually. The information in these publications is also published on the university's web site to ensure ready accessibility. (Current online locations are the *Undergraduate Bulletin*: <http://www.uca.edu/ubulletin>; the *Graduate Bulletin*: <http://spo.uca.edu/graduate/general.htm>; and the *Student Handbook*: <http://www.uca.edu/student-service/handbook/index.htm>.) Both bulletins present the university mission statement; together, all three publications comprise an inclusive explanation of university policies and practices both academic and non-academic. The bulletins include as well a roster indicating the academic credentials of the university's administrators and faculty. The academic calendar is published each semester and is made available in newspaper form and online (<http://www.uca.edu/divisions/admin/registrar/calendar.htm>).

GIR 23: It accurately discloses its standing with accrediting bodies with which it is affiliated.

Both the *Undergraduate Bulletin* and the *Graduate Bulletin* include a list of accrediting bodies with which the university is affiliated. The statements of affiliation are audited and changed as necessary during each bulletin's revision cycle (every two years).

GIR 24: It makes available upon request information that accurately describes its financial condition.

These requests are, almost always, for an annual financial report—either the report prepared by the university or the audited report. The university routinely provides a copy of the requested report.

CRITERIA FOR ACCREDITATION

Although no institution is free of concerns, the current self-study process demonstrates that UCA meets all five criteria for accreditation. Evidence appears in summary form in the university's response to the General Institutional Requirements and in reports based on the self-study process in units across the campus. Further details are available in the documents provided by task force subcommittees in support of their self-study reports (see documentation for each chapter in volume 2). This section outlines in brief the main evidence for the university's meeting the five criteria.

CRITERION 1: The institution has clear and publicly stated purposes, consistent with its mission and appropriate to an institution of higher education.

See GIRs 1–4, 12, and 14. The report on “University Profile” (vol. 2, ch. 1) presents UCA's Statement of Mission and Purposes and its newly revised statement of Role and Scope. The process through which the Statement of Mission and Purposes was developed included open campus comment and, then, review by all appropriate representative and governing bodies. (For an overview of the development and approval process, see <http://www.uca.edu/assess/missiondev.htm>) The Statement of Mission and Purposes is published online (<http://www.uca.edu/assess/mission.htm>) and in the university's academic bulletins. Area 1 of UCA's Key Questions for a Self-Study emphasizes alignment of unit purposes and university purposes (page 2 in this vol.). UCA's purposes are, in general, not untypical of purposes claimed by other institutions of higher education. The university's particular focuses—the characteristics that distinguish it—are detailed in its statement of Role and Scope, approved by the Arkansas Higher Education Coordinating Board in October 1999.

CRITERION 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

See GIRs 5–7, 10, 11, and 17–21. UCA's organization of its resources has been detailed throughout the unit reports in the current self-study process. Strengths of (and some concerns about) the university's organization of human resources are detailed in the section on Policies and Process in the report on “University Governance (vol. 2, ch. 2) in its analysis of hiring, promotion, and tenure; employee evaluation; employee grievance processes; and salary and benefits. Financial and physical resources and their organization are treated most directly in chapters 4 and 5 of volume 2, but are also evaluated in other parts of the report (e.g., departmental reports in chapter 7, the self-studies on which these reports are based, and the documents offered in support of those self-studies).

CRITERION 3: The institution is accomplishing its educational and other purposes.

See GIRs 9, 11, 13–16, and 20. That UCA is accomplishing its purposes is demonstrated most dramatically by the steady academic strengthening of its student body (see, for example, the section on Admissions in vol. 2, ch. 3). A variety of evaluative initiatives (some short-term, some long-) allow the university to monitor the quality of its accomplishment of purposes, both educational and “other.” The self-study and its reports afford many examples of evaluation, and a number of units on campus, particularly among non-academic departments, have for the first time developed and implemented on-going evaluation as a result of the self-study process. Probably the largest new evaluation initiative since the last comprehensive visit is UCA's program for assessment of student academic achievement. The academic assessment program (treated in vol. 2, ch. 7, pages 122–24) is widely recognized on campus, though not always welcomed. The most comprehensive information about the program is online at <http://www.uca.edu/assess>, the university's Academic Planning and Assessment web. It is a maturing program and has undergone significant changes since it was first developed, particularly in its alignment with other initiatives such as curriculum development processes and existing program review. The newly appointed Director of General Education and the

new General Education Council will have as one of their first tasks the revival of efforts to assess more adequately the learning outcomes of the General Education Program.

CRITERION 4: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

See GIRs 1–24. UCA’s academic and fiscal health suggest that it can continue to accomplish its purposes and strengthen its effectiveness. Financial planning and the budgeting process, within the restraints of state funding processes, assures prudent allocation of resources (see vol. 2, ch. 4). In academic affairs, the provost’s Academic Positioning Initiative is allowing academic programs, departments, and colleges to rethink or reaffirm their roles in the university (see vol. 2, ch. 7, pages 127–28). Departments across the campus have, in the current self-study, considered not only their agility (often the aim of assessment movements), but also their stability. Some uncertainty is bound to exist in the current higher-education climate, but UCA has in place structures and processes to ensure its continued health.

CRITERION 5: The institution demonstrates integrity in its practices and relationships.

See GIRs 3, 6, 8, 17, and 22–24. As a university, UCA asserts its policies and values in a number of policy documents, including the *UCA Board Policy Manual*; the *Faculty Handbook*, the *Staff Handbook*, and the *Student Handbook*; the academic bulletins (*Undergraduate Bulletin*, *Graduate Bulletin*); and a variety of other documents; these documents are subject to periodic review by internal and, sometimes, external entities to ensure their consistency and compliance with law and good practice. Certain committees on campus—notably the Institutional Review Board for Human Subjects, the Animal Care and Use Committee, and the Radiation Safety Board—are specifically regulatory in nature, charged with ensuring the integrity of university practice in particular areas of concern. Some university policies and values, particularly where money is concerned, are routinely audited by external entities (the Arkansas Division of Legislative Audit as well as the private firm of Deloitte and Touche); these audits consistently earn UCA high marks. The current self-study afforded an opportunity for units within the university to assess the integrity of their practices and relationships in their response to the Key Questions for a Self-Study, Area 4 (see pages 2–3 in this volume.).

SUPPORTING DOCUMENTS/ATTACHMENTS

List of Documents

- A. UCA Statement of Mission and Purposes
- B. UCA Statement of Role and Scope
- C. AHECB-Approved Degree Programs: University of Central Arkansas
- D. Arkansas Code Annotated, §6-67-101 et seq.
- E. UCA Board Policy 200: Organization and Duties of the Board
- F. Curriculum Development Process Guide
- G. Assessment Process Guide
- H. UCA Board Policies 310–318: Admission Policies
 - 310: Admission to Undergraduate Study
 - 311: Graduate Admission Policy
 - 312: Admission to the BS Program in Speech-Language Pathology
 - 313: Admission to Teacher Education Program
 - 314: Admission to Art Program
 - 315: Admission to Music Program
 - 316: Admission to Occupational Therapy Program
 - 317: Admission to Physical Therapy Programs
 - 318: Admission to Nursing Program
- I. Computing Services Organizational Chart
- J. Audit Reports, June 30, 1997, and June 30, 1998

A: University of Central Arkansas: Statement of Mission and Purposes

The University of Central Arkansas (UCA), a state-wide comprehensive university, seeks to deliver the best undergraduate education in Arkansas as well as excellent graduate programs in selected disciplines. The University offers a variety of undergraduate and graduate programs in the liberal and fine arts, in the basic sciences, and in technical and professional fields in addition to its historical emphasis in the field of education. UCA strives to maintain the highest academic quality and to ensure that its curriculum remains current and responsive to the needs of those it serves. The University's mission is expressed in its commitment to the personal, social, and intellectual growth of its students; its support for the advancement of knowledge; and its service to the community as a public institution.

The University implements its mission through its emphasis on certain central purposes:

- To deliver excellent curricula in general education, in degree programs at the undergraduate and graduate levels, and in continuing education.
- To support its programs with personnel of the highest quality and with optimal resources and facilities.
- To create a campus community that supports students in their personal, social, and intellectual growth.
- To enhance interaction and understanding among diverse groups and to cultivate global perspectives.
- To foster learning and the advancement of knowledge through research and other scholarly and creative activities.
- To serve the public in ways appropriate to the mission and resources of the University.

—Adopted by the UCA Board of Trustees, 1997-09-26

B: University of Central Arkansas: Statement of Role and Scope

UCA is a comprehensive university offering degree programs in a wide variety of fields. The University offers undergraduate and graduate programs in the liberal and fine arts, in the basic sciences, and in technical and professional fields in addition to its historical emphasis in the field of education; doctoral programs are offered in Physical Therapy and School Psychology. UCA strives to maintain the highest academic quality by supporting the professional development of its teaching faculty and by ensuring that its curriculum remains current and responsive to the needs of those it serves.

UCA fosters learning and the advancement of knowledge both through research and other scholarly and creative activities and through its support for the personal, social, and intellectual growth of its students. Faculty scholarship—including faculty-student collaboration in a wide range of research and scholarly and creative activities—is an integral part of the teaching-and-learning mission of the University. These activities are encouraged at UCA in many ways, including active support for grant-development, a variety of University grant opportunities for both faculty and students, faculty summer research stipends, sabbatical leaves, reassigned time, and up-to-date technological support. As a substantially residential campus, UCA supports student learning and growth by providing comprehensive student services and rich on-campus extracurricular programming; by developing learning communities, such as the Honors College and the Residential Colleges, on campus; and by encouraging students to be learners in a wider community through cooperative and service learning opportunities and international experiences.

UCA serves its public constituencies with for-credit course offerings, both in off-campus class settings around the state and through guided-study/correspondence courses; a variety of non-credit leisure and community education activities; and seminars, conferences, workshops, in-service training activities, and consulting services designed to meet the needs of business and industry, public schools, and state and local government.

[The following attachments are not included in this collection of documents:]

Attachment A lists the degree programs recognized by the Board to be offered by UCA in carrying out its instructional role and scope. [See Attachment C.]

Attachment B lists the organizational units approved by the Board for UCA to carry out its instructional, research, and public service role and scope.

C: AHECB Approved Degree Programs University of Central Arkansas

8/31/99

INFORMATION AS IT APPEARS ON AHECB APPROVED DEGREE PROGRAMS LIST							ADDITIONAL UCA MAJOR CODES REPORTED TO ADHE UNDER THIS CIP		
Degree Code	Status	CIP	Detail	Level	Award	Program Name	CIP	Detail	Major Name
10	A	00	.0000	0	X	Undeclared			
2545	A	03	.0102	5	BS	Environmental Science/Studies	03	.0102	Envir Science: Geography
							03	.0103	Envir Science: Biology
							03	.0104	Envir Science: Chemistry
1590	A	09	.0401	5	BA	Mass Communication	09	.0410	MCOM: Journalism
							09	.0420	MCOM: Telecommunications
2865	A	09	.0401	5	BS	Mass Communication	09	.0410	MCOM: Journalism
							09	.0420	MCOM: Telecommunications
2410	A	11	.0101	5	BS	Computer Science			
6800	A	13	.0401	7	MSE	Elementary School Leadership			
6930	A	13	.0405	7	MSE	Secondary School Leadership			
5120	A	13	.0405	8	EdS	Educational Leadership			
3780	A	13	.1001	5	BSE	Elementary-Special Education	13	.1094	Elementary Ed/Special Ed Pre-admission to Teacher Education
4045	A	13	.1001	5	BSE	Special Education - Emphasis Mildly, Moderately, & Profoundly	13	.1093	Special Ed Pre-admission to Teacher Education
6955	A	13	.1001	7	MSE	Special Education - Emphasis Mildly, Moderately, & Profoundly	13	.1001	Special Ed: Mildly Handicapped
							13	.1005	Special Ed: Seriously Emotionally Disturbed
							13	.1006	Special Ed: Moderately/Profoundly Handicapped
6470	A	13	.1101	7	MS	School Counseling			
3770	A	13	.1202	5	BSE	Elementary Education	13	.1292	Elem Ed Pre-admission to Teacher Education
6780	A	13	.1202	7	MSE	Elementary Education			
3750	A	13	.1204	5	BSE	Early Childhood Education	13	.1291	Early Childhood Ed Pre-admission to Tcher Ed
6710	A	13	.1204	7	MSE	Early Childhood Education			
3715	A	13	.1303	5	BSE	Business & Marketing Technology	13	.1395	Bus/Mktg Ed Pre-admission to Tch Ed
6665	A	13	.1303	7	MSE	Business & Marketing Technology			
3800	A	13	.1305	5	BSE	English	13	.1399	English Pre-admission to Teacher Education
4130	A	13	.1308	5	BSE	Family & Consumer Sciences	13	.1397	FACS Pre-admission to Teacher Education
3840	A	13	.1307	5	BSE	Health Education	13	.1396	Health Ed Pre-admission to Teacher Education
							13	.1357	Health Occupations
3910	A	13	.1311	5	BSE	Mathematics	13	.1387	Math Pre-admission to Teacher Education
3000	A	13	.1314	5	BS	Kinesiology			
3940	A	13	.1314	5	BSE	Kinesiology & Physical Education	13	.1398	KPED Pre-admission to Teacher Education

INFORMATION AS IT APPEARS ON AHECB APPROVED DEGREE PROGRAMS LIST							ADDITIONAL UCA MAJOR CODES REPORTED TO ADHE UNDER THIS CIP		
Degree Code	Status	CIP	Detail	Level	Award	Program Name	CIP	Detail	Major Name
							13	.1334	KPED Elementary
							13	.1344	KPED Secondary
6410	A	13	.1314	7	MS	Kinesiology			
6910	A	13	.1315	7	MSE	Reading			
4010	A	13	.1318	5	BSE	Social Studies	13	.1389	History Pre-admission to Teacher Education
6950	A	13	.1330	7	MSE	Spanish			
1450	A	16	.0901	5	BA	French			
1800	A	16	.0905	5	BA	Spanish			
2565	A	19	.0101	5	BS	Family & Consumer Sciences	19	.0102	Family/Consumer Sciences
							19	.0104	FACS: Dietetics
							19	.0102	FACS: Interior Design
6220	A	19	.0101	7	MS	Family & Consumer Sciences			
310	A	20	.0201	3	AAS	Child Care Management			
5310	A	23	.0101	7	MA	English			
1420	A	23	.0101	5	BA	English			
1830	A	23	.1001	5	BA	Speech	23	.1001	Speech/Theatre Arts: Speech Communication
							23	.1081	Speech/Theatre Arts: Theatre
							23	.1051	Speech/Theatre Arts: Public Relations
3220	A	23	.1001	5	BS	Speech	23	.1001	Speech/Theatre Arts: Speech Communication
							23	.1081	Speech/Theatre Arts: Theatre
							23	.1051	Speech/Theatre Arts: Public Relations
60	A	24	.0102	3	AA	General Studies			
6310	A	25	.9999	7	MS	Library Media & Information Technologies			
2300	A	26	.0101	5	BS	Biology	26	.0191	Pre-Dentistry
							26	.0192	Pre-Medicine - Biology
							26	.0194	Pre-Veterinary
							26.	.0193	Pre-Optometry
6120	A	26	.0101	7	MS	Biology			
2870	A	27	.0101	5	BS	Mathematics			
1600	A	27	.0101	5	BA	Mathematics			
5385	A	27	.0101	7	MA	Mathematics Education			
2640	A	30	.0101	5	BS	General Science			
2205	A	31	.0503	5	BS	Athletic Training	31	.0591	Pre-Athletic Training
1650	A	38	.0101	5	BA	Philosophy			
2990	A	38	.0101	5	BS	Philosophy			
1735	A	38	.0201	5	BA	Religious Studies			
2350	A	40	.0501	5	BS	Chemistry	40	.0592	Pre-Medicine - Chemistry
							40	.0594	Pre-Pharmacy
3030	A	40	.0801	5	BS	Physics	40	.0830	Mathematical Physics

INFORMATION AS IT APPEARS ON AHECB APPROVED DEGREE PROGRAMS LIST							ADDITIONAL UCA MAJOR CODES REPORTED TO ADHE UNDER THIS CIP		
Degree Code	Status	CIP	Detail	Level	Award	Program Name	CIP	Detail	Major Name
							40	.0810	Biological Physics
							40	.0820	Chemical Physics
							40	.0840	Physical Science
							40	.0850	Physics Education
							40	.0891	Pre-Engineering
3070	A	42	.0101	5	BS	Psychology			
1710	A	42	.0101	5	BA	Psychology			
6190	A	42	.0601	7	MS	Counseling Psychology			
6480	A	42	.9999	7	MS	School Psychology			
3080	A	44	.0401	5	BS	Public Administration			
1400	A	45	.0601	5	BA	Economics	45	.0605	International Trade (Emphasis)
2450	A	45	.0601	5	BS	Economics			
1950	A	45	.0601	5	BBA	Economics	45	.0605	International Trade (Emphasis)
1460	A	45	.0701	5	BA	Geography			
2650	A	45	.0701	5	BS	Geography			
2740	A	45	.0801	5	BS	History			
1500	A	45	.0801	5	BA	History			
5360	A	45	.0801	7	MA	History			
1690	A	45	.1001	5	BA	Political Science	45	.1099	Pre-Law
3050	A	45	.1001	5	BS	Political Science	45	.1099	Pre-Law
3190	A	45	.1101	5	BS	Sociology	45	.1110	Sociology : Criminology
							45	.1120	Sociology : Medical
							45	.1130	Sociology : Ethnic Studies
1780	A	45	.1101	5	BA	Sociology	45	.1110	Sociology : Criminology
							45	.1120	Sociology : Medical
							45	.1130	Sociology : Ethnic Studies
2060	A	50	.0701	5	BFA	Studio Art	50	.0710	Studio Art: Painting
							50	.0720	Studio Art: Printmaking
							50	.0730	Studio Art: Sculpture
							50	.0704	Studio Art: Ceramics
							50	.0750	Studio Art: Graphic Design
1250	A	50	.0701	5	BA	Art	50	.0791	Pre-Architecture
							50	.0792	Pre-Landscape Architecture
							50	.0701	Art: Fine Art
							50	.0720	Art: Art Education
							50	.0795	Art Ed: Pre- Admission to Teacher Ed
							50	.0730	Art: Art History
							50	.0799	Art: General
2120	A	50	.0903	5	BM	Music-Instrumental (Emphasis)	50	.0994	Music Education: Instrumental
							50	.0993	Music: Instrumental
2130	A	50	.0903	5	BM	Music-Vocal (Emphasis)	50	.0904	Music Education: Vocal
2135	A	50	.0903	5	BM	Music-Keyboards (Emphasis)	50	.0974	Music Ed: Keyboard

INFORMATION AS IT APPEARS ON AHECB APPROVED DEGREE PROGRAMS LIST							ADDITIONAL UCA MAJOR CODES REPORTED TO ADHE UNDER THIS CIP		
Degree Code	Status	CIP	Detail	Level	Award	Program Name	CIP	Detail	Major Name
							50	.0973	Music - Keyboard - Piano
							50	.0995	Music Ed: Pre-Admission to Teacher Education
5990	A	50	.0903	7	MM	Music Performance	50	.0963	Choral Conducting
							50	.0964	Instrumental Conducting
							50	.0965	Theory
							50	.0966	Music Education
3230	A	51	.0204	5	BS	Speech-Language Pathology	51	.0294	Pre-Speech-Language Pathology
6520	A	51	.0204	7	MS	Speech-Language Pathology			
2690	A	51	.0301	5	BS	Health Education	51	.0302	Hlth Ed/HealthOccupations
							51	.0380	Health Science/Gerontology
							51	.0390	Hlth Sci/Hlth Service Adm
6260	A	51	.0301	7	MS	Health Science			
6275	A	51	.0701	7	MS	Health Systems			
750	A	51	.0806	3	AAS	Physical Therapist Assistant			
2930	A	51	.0905	5	BS	Nuclear Medicine Technology			
3100	A	51	.0907	5	BS	Radiologic Technology			
3160	A	51	.0908	5	BS	Respiratory Therapy			
2890	A	51	.1005	5	BS	Medical Technology			
4240	A	51	.1601	5	BSN	Nursing (also at NAC)	51	.1693	Pre-Nursing
7080	A	51	.1601	7	MSN	Nursing (also via telecommunications at Fort Smith)	51	.1605	Nurse Practitioner
							51	.1610	Clinical Nurse Specialist
6355	A	51	.2306	7	MS	Occupational Therapy			
6420	A	51	.2308	7	MS	Physical Therapy			
7440	A	51	.2308	9	DPT	Physical Therapy			
7430	A	51	.2308	9	PhD	Physical Therapy			
2715	A	51	.9999	5	BS	Health Sciences, Other	51	.9995	Pre-Dental Hygiene
							51	.9991	Pre-Occupational Therapy
							51	.9992	Pre-Physical Therapy
							51	.9999	Health Science Physical Therapy
							51	.9998	Health Science Occupational Therapy
1990	A	52	.0101	5	BBA	Management			
300	A	52	.0201	3	AAS	Business Administration			
1920	A	52	.0201	5	BBA	Business Administration (General)			
5580	A	52	.0201	7	MBA	Business Administration (General)			
1890	A	52	.0301	5	BBA	Accounting			
1960	A	52	.0801	5	BBA	Finance			
1940	A	52	.1201	5	BBA	Computer Information Science			
2000	A	52	.1401	5	BBA	Marketing			

**D: Arkansas Code Annotated,
§ 6-67-101 et. seq.**

§ 6-67-101. Establishment and purpose.

For the purposes of providing educational opportunities at the university level on a statewide basis and more adequately fulfilling its changing role as a multipurpose, comprehensive institution of higher learning, there is established and maintained an institution to be known as the “University of Central Arkansas”.

History. Acts 1907, No. 317, § 1, p. 762; C. & M. Dig., § 9586; Pope’s Dig., § 13083; A.S.A. 1947, § 80-2601; Acts 1992 (1st Ex. Sess.), No. 24, § 1; 1992 (1st Ex. Sess.), No. 25, § 1.

§ 6-67-102. Board of trustees.

(a) There is created an honorary board constituting the Board of Trustees of the University of Central Arkansas, which is made and constituted a body politic and corporate.

(b)(1) The board shall consist of seven (7) members.

(2) The Governor, by and with the advice and consent of the Senate, shall appoint the members of the board.

(3) The Secretary of State shall furnish a certificate to each board member within ten (10) days following appointment, whereupon the appointee shall notify the Governor and the Secretary of State in writing of his acceptance of such appointment within thirty (30) days, and if such appointee shall fail to give such notice of his acceptance within the time required, then the appointment shall be declared void and another appointment shall be made.

(c)(1) Members of the board appointed by the Governor under the provisions of this section, in addition to possessing the qualifications of an elector, shall reside in the State of Arkansas.

(2)(A) The Governor, Attorney General, Secretary of State, Auditor of State, Treasurer of State, Commissioner of State Lands, Justices of the Supreme Court, and the director or employees of any state department, state agency, or state institution shall be ineligible for membership on the board provided for in this section during the time for which he was elected or appointed.

(B) No individual may be a member of more than one (1) of the boards created under the provisions of § 25-17-201 at the same time.

(d)(1) The term of office for each member shall commence on January 15 and shall end on January 14 of the seventh year following the year in which the regular term commenced.

(2) The Governor shall submit to the Senate for approval, on or before the fourteenth day following the commencement of each regular session of the General Assembly, the names of all unconfirmed appointments made by him to fill expired terms and the names of appointments to fill the terms expiring during the regular session of the General Assembly. The members appointed by the Governor to fill vacancies caused by the expiration of the terms of members may qualify and hold office until the appointments are rejected by the Senate.

(e) Any vacancies arising in the membership of the board for any reason other than the expiration of the regular terms for which the members were appointed shall be filled by the appointment of the Governor, subject to the approval by a majority of the remaining members of the board, and shall be thereafter effective until the expiration of the regular terms.

(f)(1) Before entering upon his respective duties, each board member shall take and subscribe, and file in the office of the Secretary of State, an oath to support the Constitution of the United States and the Constitution of the State of Arkansas and to faithfully perform the duties of the office upon which he is about to enter, and that he will not be or become interested, directly or indirectly, in any contract made by the board.

(2)(A) Any violation of the oath shall be a misdemeanor and shall be punished by a fine of not less than five hundred dollars (\$500) or by imprisonment of not less than six (6) months, or by both fine and imprisonment.

(B) Any contract entered into in violation of the oath shall be null and void.

(g)(1)(A) There shall be one (1) regular meeting of the board each year, to be held within thirty (30) days after the close of commencement week.

(B) Called meetings may be held at the request of the president or of any two (2) members of the board if at least seven (7) days' written notice is given, in advance, to each member of the called meeting, except in cases of emergency, when three (3) days' notice is sufficient.

(2) The board shall elect from its members a chairman who shall preside at the meetings of the board, a vice chairman who shall preside at the meetings of the board in the absence of the regular chairman, and a secretary who shall keep the records of the meetings of the board. The secretary need not be a member of the board.

(3) A majority of the board shall constitute a quorum.

(4) Members of the board provided for in this section may receive expense reimbursement in accordance with § 25-16-901 et seq.

(h)(1) The Governor shall have the power to remove any member of the board before the expiration of his term for cause only, after notice and hearing.

(2) The removal shall become effective only when approved in writing by a majority of the total number of the board, but the member removed or his successor shall have no right to vote on the question of removal.

(3) The removal action shall be filed with the Secretary of State together with a complete record of the proceedings at the hearing.

(4)(A) An appeal may be taken to the Pulaski County Circuit Court by the Governor or the member ordered removed, and the appeal shall be tried de novo on the record of the hearing before the Governor.

(B) An appeal may be taken from the circuit court to the Supreme Court, which shall likewise be tried de novo.

History. Acts 1907, No. 317, § 5, 6, p. 762; 1909, No. 100, § 5; C. & M. Dig., § 9590, 9591; Pope's Dig., § 13094, 13095; Acts 1941, No. 128, § 3; 1943, No. 1, § 2, 4-7; A.S.A. 1947, § 7-201, 7-203, 7-204 - 7-206, 80-2606, 80-2607; Acts 1997, No. 250, § 38.

§ 6-67-103. Powers and duties of board.

(a) The board created in § 6-67-102 is charged with the management and control of the University of Central Arkansas.

(b) The board shall have the power, authority, and duties formerly conferred by law on the board which it succeeds, including those set forth in this section.

(c) The board shall be charged with the liabilities of the corporate body which it succeeds.

(d)(1) The board shall:

(A) Have perpetual succession of officers and members;

(B) Have the right to use and keep a common seal and to alter the seal at will;

(C) Have the right to contract and be contracted with; and

(D) Have the right to own, purchase, sell, and convey property, real, personal, and mixed, and be authorized and empowered to receive and hold donations, devises, bequests, and legacies for the use and benefit of the institution, provided that all property purchased under the authority of this chapter shall be free from liens and encumbrances and that the title of the property, as well as to any donation that the board may receive, shall be taken in the name of the members of the board and shall become the property of the State of Arkansas.

(2) The board shall have full power and authority from time to time to make, constitute, and establish such bylaws, rules, and orders not inconsistent with law as to them seem necessary for the regulation, government, and control of themselves as trustees and all officers, teachers, and other persons by them employed in and about the university, all persons in the institution, and regarding limitations as to number of pupils to be admitted.

(3) The Board of Trustees of the University of Central Arkansas shall have the authority to grant diplomas and degrees.

History. Acts 1907, No. 317, § 2, p. 762; C. & M. Dig., § 9587; Pope's Dig., § 13091; Acts 1941, No. 128, § 1; 1943, No. 1, § 3; 1975, No. 3, § 2; A.S.A. 1947, § 7-202, 80-2602.2, 80-2605.

§ 6-67-104. Participation in federal and state aid authorized.

In order to qualify for federal aid to education in its several phases and at different levels of training and activities, the University of Central Arkansas is designated and directed to provide for and to participate in the educational training activities which have been or may be designated, and in the funds appropriated therefor by the federal government, for the support of educational programs, for the improved preparation of teachers, both general and vocational, for transportation of children, for improved housing, for night schools, for noncredit educational service, for rural libraries, for vocational guidance, for experimentation and research, for educational planning and demonstrations, and such other federal and state funds as may be provided for the improvement of the administration and facilities of education in the schools of Arkansas at the elementary, secondary, and collegiate levels.

History. Acts 1943, No. 349, § 3.

§ 6-67-105. Course of study.

The board shall prescribe the course of study for the university.

History. Acts 1907, No. 317, § 9, p. 762; C. & M. Dig., § 9594; Pope's Dig., § 13098; A.S.A. 1947, § 80-2609.

§ 6-67-106. Model school.

The board shall provide for the establishment of a model school for practice in connection with the university and shall make the necessary regulations for the government and support of the model school.

History. Acts 1907, No. 317, § 8, p. 762; C. & M. Dig., § 9593; Pope's Dig., § 13097; A.S.A. 1947, § 80-2608.

§ 6-67-107. Selection of instructors and students.

The board shall elect instructors and fix their salaries and determine the conditions, subject to limitations specified in this chapter, on which pupils shall be admitted to the privileges of the school, but no election shall be valid unless at least four (4) members of the board shall vote in favor of the applicant whose name is being considered.

History. Acts 1907, No. 317, § 9, p. 762; C. & M. Dig., § 9594; Pope's Dig., § 13098; A.S.A. 1947, § 80-2609.

§ 6-67-108. Admissions requirements.

No pupil shall be admitted to the university who:

- (1) Is not at least sixteen (16) years of age, in good health, and of good moral character;
- (2) Has not completed a course of study equivalent to that prescribed for the public schools of the state; and
- (3) Does not give a written pledge to the president of the school to teach in the public schools of the State of Arkansas for a period of two (2) years after his graduation from the University of Central Arkansas.

History. Acts 1907, No. 317, § 11, p. 762; C. & M. Dig., § 9596; Pope's Dig., § 13100; A.S.A. 1947, § 80-2611.

§ 6-67-109. Tuition and fees.

(a)(1) The board shall fix the rate of tuition of the pupils in the model school and for pupils other than state beneficiaries that may apply for admission in either the university or the model school. The tuition is to be turned into the State Treasury and to become a part of the university fund.

(2) Tuition in the University of Central Arkansas shall be free for all bona fide residents of this state.

(b)(1) The board of trustees is authorized to fix and regulate matriculation, library, laboratory, and other incidental fees and to fix the rate of tuition for students at the training school and for students not residents of the state.

(2) Any amounts thus collected shall be placed to the credit of such funds and be extended under the authority of the board of trustees.

(c)(1) The board is authorized and empowered to impose an incidental fee of five dollars (\$5.00), and a library fee of three dollars (\$3.00), annually, on all persons enrolled as students of the institution.

(2) A diploma fee of five dollars (\$5.00) may also be charged all candidates for graduation.

History. Acts 1907, No. 317, § 8, 15, p. 762; C. & M. Dig., § 9593, 9600; Acts 1927, No. 26, § 4; Pope's Dig., § 13090, 13097, 13104; A.S.A. 1947, § 80-2604, 80-2608, 80-2615.

§ 6-67-110. [Repealed.]**§ 6-67-111. Custodian of funds - Payment of bills and accounts.**

(a) The Treasurer of State shall be the custodian of the funds of the Board of Trustees of the University of Central Arkansas, and he shall pay out the funds of the institution only upon warrant issued by the Auditor of State.

(b) The Auditor of State shall issue warrants upon vouchers issued by the president of the Board of Trustees of the University of Central Arkansas and attested by the secretary.

(c) All bills and accounts against the institution shall be made out and receipted in duplicate, and when forwarding the payroll and expense list each month, the president shall forward one (1) set of such bills and vouchers to be filed in the office of the Auditor of State and kept for public inspection.

History. Acts 1907, No. 317, § 12, 13, p. 762; C. & M. Dig., § 9597, 9598; Pope's Dig., § 13101, 13102; A.S.A. 1947, § 80-2612, 80-2613.

§ 6-67-112. *Limitation of expenditures.*

(a) It is made the duty of the Board of Trustees of the University of Central Arkansas to limit the number of teachers and their compensation and all the actual expenses thereof to the aggregate amount appropriated by the General Assembly for that purpose plus donations and bequests and the income that may be derived from the vested funds of the institution.

(b) All expenditures made by the board in excess of the funds mentioned in this section are declared unlawful and void.

History. Acts 1907, No. 317, § 14, p. 762; C. & M. Dig., § 9599; Pope's Dig., § 13103; A.S.A. 1947, § 80-2614.

§ 6-67-113. *University of Central Arkansas Foundation, Inc. - Payroll deductions.*

The Board of Trustees of the University of Central Arkansas may permit deductions from the payrolls of university employees for contributions to the University of Central Arkansas Foundation, Inc., when authorized by university employees.

History. Acts 1989 (1st Ex. Sess.), No. 45, § 7.

§ 6-67-114. *Biennial report to General Assembly.*

(a) The Board of Trustees of the University of Central Arkansas shall biennially make a report to the General Assembly at the beginning of its session.

(b) The report shall be incorporated in the report of the Director of General Education of the Department of Education and shall set forth the financial and scholastic condition of the school, furnish such suggestions as in the board's judgment are necessary for the improvement of the university and shall make any further recommendations that may seem wise and expedient to the board.

History. Acts 1907, No. 317, § 19, p. 762; C. & M. Dig., § 9602; Pope's Dig., § 13105; A.S.A. 1947, § 80-2616.

E: UCA Board Policy 200

(200) Organization and Duties of the Board

Adoption Date 6/69 Revisions 9/76, 11/93

Organization and Scope

The University of Central Arkansas forms a single-administrative unit. The Board of Trustees has seven members appointed by the Governor of the State and approved by the upper house of the General Assembly. Each member of the Board serves for seven years beginning on January 15 and ending January 14 of the final year. Within 10 days following an appointment, the Secretary of State must furnish a certificate to the Board member, who then has 30 days to notify the Governor and Secretary of State in writing of acceptance of the appointment. One member's term expires each year. The Board elects its Chair, Vice-chair, and Secretary.

There is no geographical limitation within Arkansas on the selection of Board members since the University was created to serve the entire state. A Board member must be an Arkansas resident.

Organizational Meeting

The Board of Trustees at its first regular meeting during the first quarter of the fiscal year shall organize by the election of a Chair, Vice-chair, and a Secretary from among its members, each of whom shall serve for a term of one year, or until a successor is elected.

It shall be necessary to have a quorum of the Board present at any meeting for the election of officers, or for any other action by the Board, unless otherwise specified by law or in these policies.

Duties of Board Officers

1. The Chair shall preside at all meetings, shall decide questions of order in accordance with Robert's Rules of Order Revised, and shall appoint all committees unless otherwise directed by the Board. The Chair shall have the right, as other members of the Board, to discuss and to vote on all questions.
2. The Chair shall call a special meeting of the Board whenever conditions set out for special meetings have been met.
3. In the absence or incapacity of the Chair, the Vice-chair shall perform the duties and have the obligations of the Chair.
4. The Secretary of the Board shall keep a record of the proceedings (this may be done through the secretary to the President of the University).
5. The Secretary of the Board shall furnish each member of the Board and the President of the University a copy of the minutes of each regular or special meeting prior to the following meeting of the Board.
6. No member of the Board of Trustees, by virtue of said office, may exercise administrative responsibility with respect to the University.

Powers and Duties of the Board of Trustees

The Board of Trustees is charged with the management and control of the University of Central Arkansas. The Board shall provide a university program and establish general policies in keeping with the best interests of the University and the requirements of the state law. Members of the Board shall have authority only when acting as a Board legally in session. The Board shall not be bound in any way by any statement or action on the part of any individual Board member except when such statement or action is in pursuance of specific instructions of the Board.

The responsibilities of the Board of Trustees shall be:

1. To select the President of the University and support him in the discharge of his duties;
2. To elect members of the faculty and staff and fix their salaries upon nomination and recommendation of the President;
3. To prescribe the course of study for the University.
4. To grant diplomas and degrees.
5. To consider and act on policies for the University program. Such policies may be initiated by the President, or that person or persons charged by the President with this responsibility. Any policy must be submitted for the President's consideration and recommendation;
6. To evaluate the reports of the President concerning the progress of the University program and finances;
7. To adopt or revise an annual operating University budget as recommended by the President;
8. To contract and be contracted with; to own, purchase, sell, and convey all types of property; to accept gifts;
9. To make lawful bylaws, rules and orders as they deem necessary for themselves, all officers and employees of the University, and all persons in the University, and regarding limitations as to the number of pupils to be admitted;
10. To make binding any business transacted by conference telephone calls when a majority of the Board is thereby contacted. Such business to be brought before the Board at its next meeting and said action confirmed by motion duly made and seconded.
11. To determine the conditions under which students shall be admitted to the University, subject to statutory limitations.
12. To fix the rate of tuition, and to fix and regulate matriculation, library, laboratory, and other incidental fees.
13. To exercise the power of eminent domain, subject to statutory limitations.
14. To issue negotiable interest-bearing notes or bonds, subject to statutory limitations.
15. To perform the specific duties imposed upon the Board by Statutes;

Committee of the Whole

Except as hereinafter noted, committee work shall be done by the members of the Board sitting as a Committee of the Whole.

Special Committees

Special committees may be created by the Board for special assignments. When so created, such committees shall terminate upon completing their assignments, or such committees may be terminated by a vote of the Board.

Meetings

All regular meetings of the Board of Trustees shall be held quarterly unless otherwise specified. There should be one regular meeting of the Board each year, held within thirty days after the close of commencement week. (A.C.A. 6-67-102(g)(1)(A)). All meetings shall be open to the public except when the Board has under consideration the employment, discharge, or investigation of an individual.

Special Meetings

Special meetings of the Board of Trustees shall be called by the Chairman of the Board at the request of the President or of any two members of the Board of Trustees. No business shall be transacted at any special meeting of the Board which does not come within the purpose or purposes set forth in the call for the meeting unless all members are present and agree to consideration of the additional items.

A notice in writing must be given seven days prior to the called meeting, or in case of an emergency, three days will suffice.

Quorum

A majority of the Board shall constitute a quorum for the transaction of business.

Order of Business

The order of business at a regular meeting of the Board of Trustees shall be:

1. Call to Order
2. Roll Call
3. Minutes
4. Reports
5. Correspondence
6. Business
 - a. Old
 - b. New
7. Adjournment

Minutes

The official Minutes of the Board of Trustees shall be kept in the Office of the President.

Amendment of Policies

The policies of the Board may be amended by a majority of the Board of Trustees at any meeting, provided each member shall have been furnished a copy of the proposed amendment at least one week in advance.

Board Legislation

1. The Board of Trustees is the policy-making body of the University, and it acts with the advice and assistance of the President of the University;
2. Any amendment of these policies shall require a quorum vote of all members of the Board at a regular meeting or at a special meeting, in the call for which the purpose of considering change has been announced;
3. The administration of these policies shall be the duty of the President. Any appeal to the Board of Trustees from such administration will be to the Board as a legislative body rather than as an executive body;
4. The President shall report to the Board as a legislative body from time to time on the operation of these policies and shall be expected to propose any necessary changes.

Board Agenda

An agenda for each regular meeting of the Board shall be prepared by the President and submitted to the Board of Trustees.

F: Curriculum Development Process Guide

Developed by Joint Graduate/Undergraduate Council Task Force on Curriculum Guidelines, March 1994: Kathleen Atkins, Kenneth Freiley, Mary Harlan, Charles Harvey, Loretta Koenigseder, Lillian Parrish. Revised and Printed August 1996; Revised December 1998.

Introduction

The purpose of this pamphlet is to place under one cover information concerning the processes for course and program formation and change at the University of Central Arkansas. It is intended to provide faculty members, department chairpersons, curriculum committee members, and university administrators with the overall guidelines for the design and approval of courses and programs.

Curriculum Process: Course Proposals/Information Items

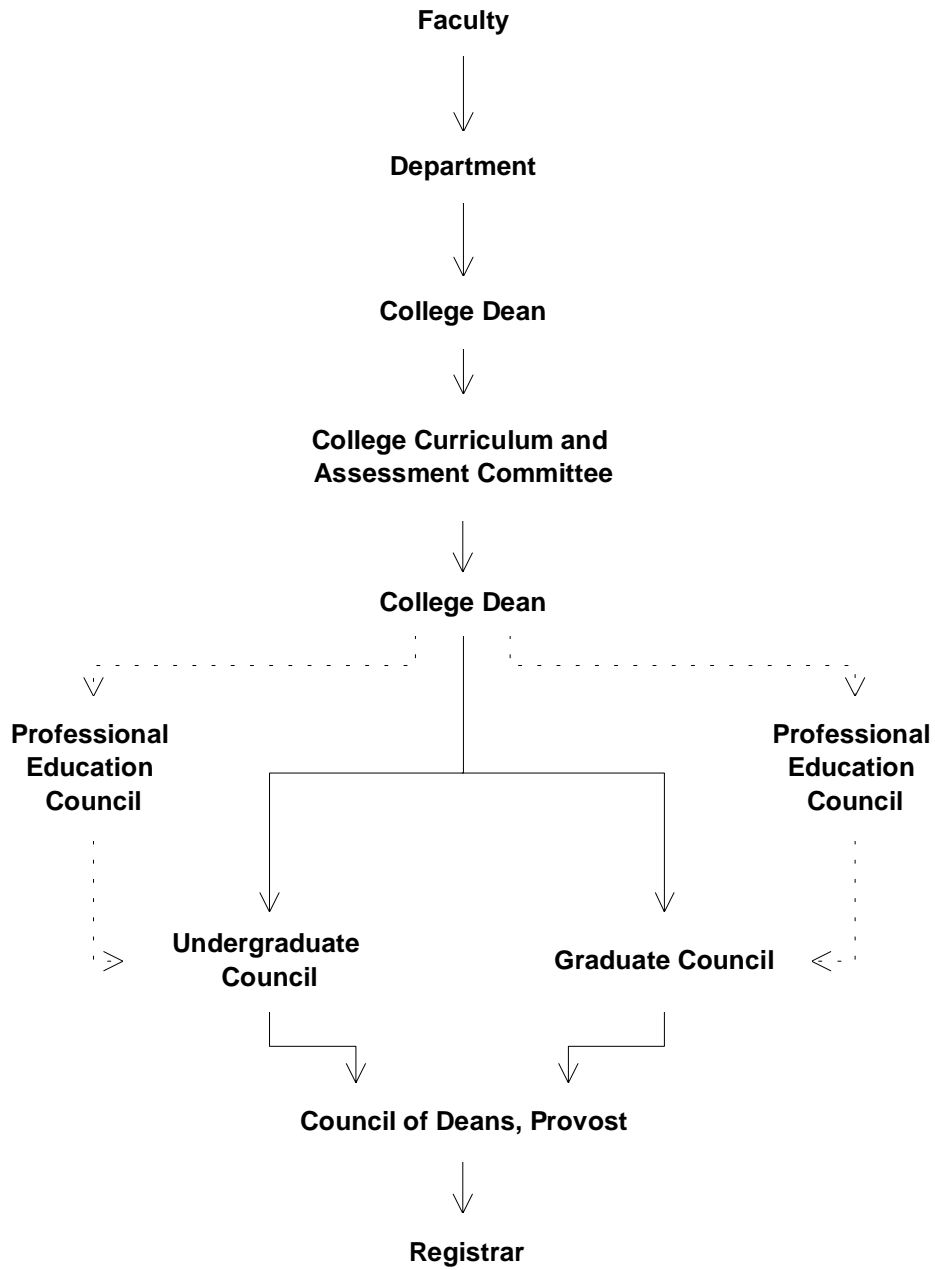
A delineation of curriculum changes which are considered action or information items may be seen in the table on page 62. For a flowchart of the curriculum process for course proposals or information items, see Chart 1, page 59. Contact the Undergraduate or Graduate Dean prior to initiating major curriculum revisions. All items listed should follow the process outlined below.

- Step 1. A course proposal is prepared, typically by one or more faculty member(s), and brought before the department.
- Step 2. The proposal is reviewed by the department. If recommended, it is forwarded to the dean who distributes it to the college curriculum and assessment committee.
- Step 3. The college curriculum and assessment committee reviews the proposal. If recommended, it is forwarded to the dean of the college. If rejected, it is returned to the proposer. Note: special topics and workshop courses must be approved through this level.
- Step 4. The college dean reviews the proposal. If recommended, it is forwarded to either the Undergraduate or Graduate Council, or both in the case of 4000–5000 level courses. If rejected, it is returned to the proposer. If the proposal affects the teacher education preparation program and the dean recommends it, the dean then forwards it to the Professional Education Council (PEC). If the PEC recommends the proposal, it is forwarded to either the Undergraduate or Graduate Council or both. If the PEC does not recommend it, it is returned to the proposer.

Note: During the academic year, a proposal must be submitted to the office of the Undergraduate and/or Graduate Dean by the first working day of the month in which action is desired. Summer submissions may not be considered until the beginning of the fall semester.

- Step 5. The Undergraduate or Graduate Council reviews the proposal. If recommended, it is forwarded to the Council of Deans. If rejected, it is returned to the proposer.
- Step 6. If the proposal is recommended by the Council of Deans and Provost, it is submitted to the Registrar's office and incorporated into the master course file.

Chart 1: Flowchart for Course Proposals/Information Items



Curriculum Process: Continuing Education/Correspondence Courses

Departments must approve credit courses that are to be offered through the Division of Continuing Education, as well as the course syllabus and the instructor. Departments determine whether courses can be taught as correspondence or Continuing Education offerings without jeopardizing or reducing academic standards.

Courses for degree credit taken by correspondence should undergo the same review process as courses taken on campus. Departmental curriculum committees are to evaluate a proposed correspondence course as it relates to content, lessons, exams, and textbook. Departments are to examine correspondence courses for currency and quality on an annual basis and recommend any courses to be discontinued or changed.

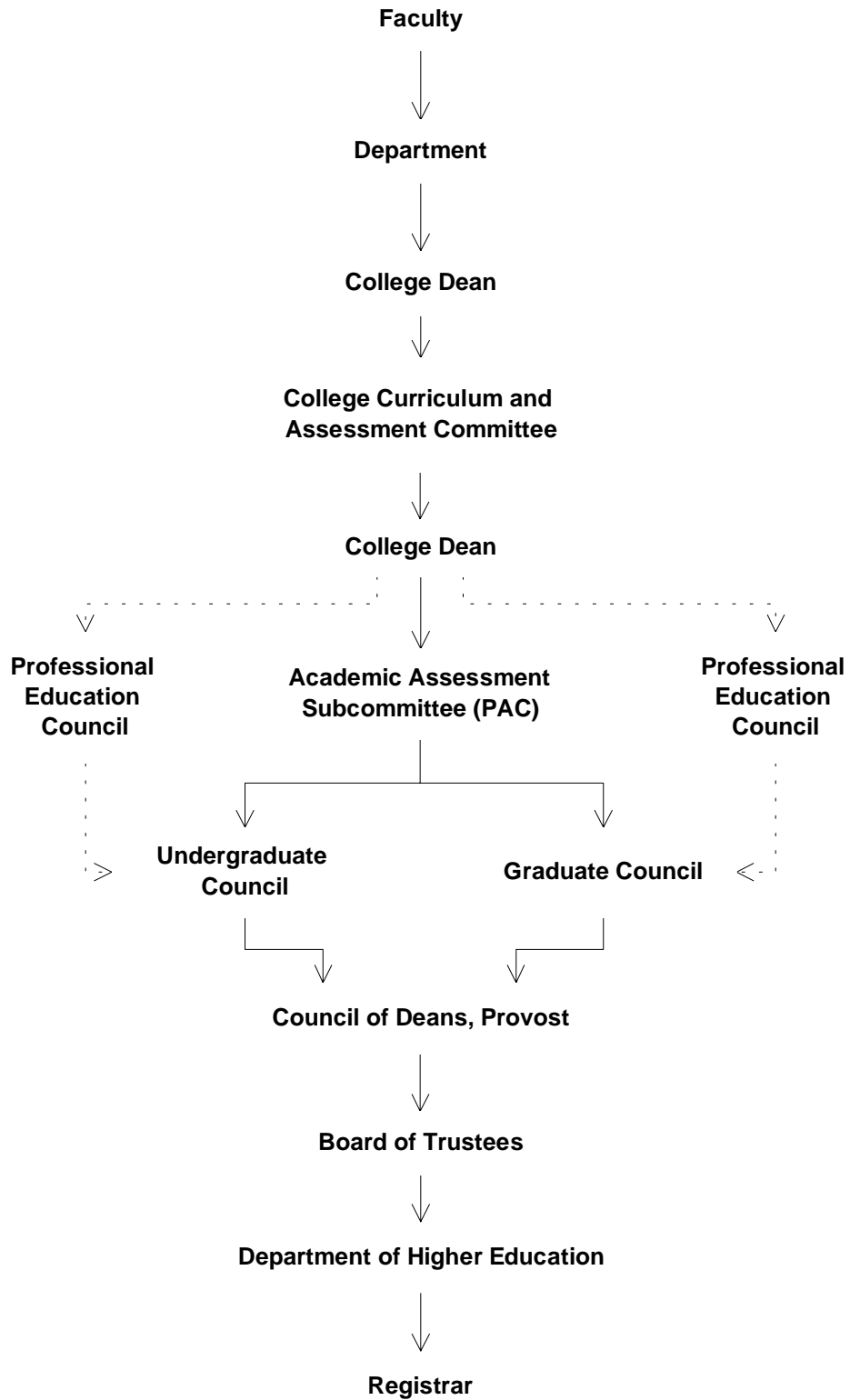
Curriculum Process: New Program Proposals

A delineation of curriculum changes which are considered action or information items may be seen in the table on page 62. For a flowchart of the curriculum process for new program proposals, see Chart 2, page 61. Contact the Undergraduate or Graduate Dean prior to initiating major curriculum revisions. All items listed should follow the process outlined below.

- Step 1. A program proposal is prepared typically by one or more faculty member(s), and brought before the department.
- Step 2. The proposal is reviewed by the department. If recommended, it is forwarded to the dean of the college who distributes it to the college curriculum and assessment committee.
- Step 3. The college curriculum and assessment committee reviews the proposal. If recommended by the committee, the proposal is forwarded to the dean of the college. If rejected by the committee, it is returned to the proposer.
- Step 4. The college dean reviews the proposal. If rejected, it is returned to the proposer. If recommended, it is forwarded to the Academic Assessment Subcommittee (AASC) of the University Planning and Assessment Committee. If the proposal affects the teacher education preparation program, the dean also forwards it to the Professional Education Council (PEC). If the AASC and the PEC (if relevant) both recommend the proposal, it is forwarded to either the Undergraduate or Graduate Council or both, if appropriate. If either the AASC or the PEC does not recommend the proposal, it is returned to the proposer.
- Step 5. The Undergraduate or Graduate Council reviews the proposal. If recommended, it is forwarded to the Council of Deans. If rejected, it is returned to the proposer.
- Step 6. If the proposal is recommended by the Council of Deans and Provost, it is forwarded to the President and the Board of Trustees. If approved, it is forwarded to the Arkansas Department of Higher Education. If rejected, it is returned to the proposer.
- Step 7. If the proposal is approved by the Board of Trustees, it is submitted to the Registrar's office and new courses are incorporated into the master course file.

Note: Use the Arkansas Higher Education Coordinating Board's current publication, *Criteria and Procedures for Preparing Proposals for New Programs*, to ensure that proposals employ a common format. Copies are available in the offices of Graduate Studies and Undergraduate Studies. For guidance in preparing the program's assessment plan, request "What Must the Assessment Plan Include? Assessment Plan Elements" from the Office of Academic Planning and Assessment or view it online (<http://www.uca.edu/assess/planpart.htm>).

Chart 2: Flowchart for New Program Proposals



Required Forms for Action/Information Items

ACTION ITEMS	REQUIRED FORM # OR MEMO
New Course Proposals	Form #1 (Appendix)
Double listed courses: graduate/undergraduate or interdepartmental	Form #1 (Appendix)
Change from an elective to a required course in major	Form #2 (Appendix)
Increase/decrease credit hour (s) for a course	Form #2 (Appendix)
Prerequisite changes affecting other departments	Form #2 (Appendix)
Program/Departmental title change	Form #2 (Appendix)
Semester credit hour requirements for degree	Form #2 (Appendix)
New program proposal (majors, minors, degrees, concentrations, and degree options)	Form #3 (Appendix)
General Education requirements	Memo
All regulations/guidelines: academic honors programs, rules concerning student admissions, academic probation, thesis, comprehensive examinations, etc.	Memo
INFORMATION ITEMS	REQUIRED FORM # OR MEMO
Course title change	Form #2 (Appendix)
Course prerequisite change affecting only the department and not increasing total number of hours for the major	Form #2 (Appendix)
Deletion of courses in major or degree	Form #2 (Appendix)
Nonsubstantive editorial changes of course description in <i>Bulletin</i>	Form #2 (Appendix)
Deletion from the master course list of courses that are no longer offered	Form #2 (Appendix)*

*Note: Decisions concerning deletion of a major or a degree program are made at other administrative levels. See *Faculty Handbook* for guidelines.

Course offerings will be reviewed annually by the Undergraduate and Graduate Deans. For courses which have not been offered during the previous three years, Department Chairs will be asked to provide justification for continuation or to request deletion.

Standards for New Course Proposals**I. COVER SHEET:**

New Course Proposal Form #1

II. COURSE SYLLABUS:

The syllabus should include course title, catalog description, course goals, course outline, a description of the method for the evaluation of student performance, and selected course references. The reference list should give complete citations using the style guide appropriate to the discipline. If the course is double listed as a graduate and undergraduate course, distinguish between requirements, learning experiences, and evaluation criteria for undergraduate and graduate students.

III. PLACE IN THE DEPARTMENTAL PROGRAM:

- A. Why is this course being proposed? How does it advance the department goals and objectives? If this course is being proposed in response to a national or regional accrediting agency, please attach verification.
- B. For which degree(s) is this course a requirement or an elective?
- C. Describe the adequacy of the library resources to support this course.
- D. Will this course normally be held on campus? If not, describe the off-campus facilities for the course, including classroom space, library access and the character of the library resources, laboratory resources and faculty office space. Also, outline plans for supervision and evaluation of this course.
- E. Is this course a part of a new program or of a projected new program?
- F. Will this course replace another course that will be deleted from the departmental schedule?

IV. RESOURCES IN SUPPORT OF THE PROPOSED COURSE:

- A. Identify the persons who may be assigned to teach this course. For graduate courses, indicate current graduate faculty status for proposed instructors.
- B. State the impact of this course upon other courses in the departmental program in terms of faculty time and teaching load.
- C. Describe any additional resources needed to implement this course.

Revised 6/96

Appendix: Forms

UNIVERSITY OF CENTRAL ARKANSAS
New Course Proposal

ALL INFORMATION MUST BE TYPED OR PRINTED

Department: _____ Date: _____

Department Prefix: _____ Semester Credit Hours: _____ Course No. (to be assigned): _____

This is a one-semester course. YES NO

This is the First Second part of a two-semester series.

Circle Course Level: FRESHMAN SOPHOMORE JUNIOR SENIOR GRADUATE DOUBLE LISTED

Catalog Title of Course (Brief): _____

Abbreviate Title for Computer (12 Characters): _____

Catalog Description of Course: _____

Frequency that Course is to be Offered: _____

Prerequisites(s): _____ Effective Date: _____

This Course Replaces: _____ (Attach course deletion form if applicable)

Course Recommended By:

	_____	Department Chairperson	_____	Date
	_____	College Dean	_____	Date
College Curriculum and Assessment Committee:	_____	Committee Chairperson	_____	Date
Professional Education Council:	_____	PEC Chairperson	_____	Date
Undergraduate Council:	_____	Council Chairperson	_____	Date
Graduate Council:	_____	Council Chairperson	_____	Date
Council of Deans:	_____	Provost	_____	Date

NOTE: During the academic year, course proposals must be received by the Undergraduate and/or Graduate Council by the first working day of the month in which action is desired. Summer submissions may not be considered until the first meeting of the fall semester.

UNIVERSITY OF CENTRAL ARKANSAS
Proposal for Curriculum Change

UNDERGRADUATE COUNCIL

GRADUATE COUNCIL

Department _____ Date _____

Course Number _____ Title _____

ACTION ITEM	INFORMATION ITEM
Check area of change: <input type="checkbox"/> Semester credit hour requirements <input type="checkbox"/> Elective to a required course in major <input type="checkbox"/> Change of level of course (e.g. 2000 to 4000 level course number) <input type="checkbox"/> Course prerequisites increasing total hours for major and/or affecting other departments <input type="checkbox"/> Other (Specify)	Check area of change: <input type="checkbox"/> Course title change <input type="checkbox"/> Deletion of courses in major or degree <input type="checkbox"/> Prerequisite change affecting only the department and not increasing total hours for major or degree <input type="checkbox"/> Nonsubstantive editorial changes of course description for <i>Bulletin</i>
Present <i>Bulletin</i> Description: 	Revised <i>Bulletin</i> Description:

Reason for proposed change: _____

Effective Date of Change: _____

Change Recommended By:

	_____	Department Chairperson	_____	Date
		College Dean	_____	Date
College Curriculum and Assessment Committee:		Committee Chairperson	_____	Date
Professional Education Council:		PEC Chairperson	_____	Date
Undergraduate Council:		Council Chairperson	_____	Date
Graduate Council:		Council Chairperson	_____	Date
Council of Deans:		Provost	_____	Date

NOTE: During the academic year, curriculum change proposals must be received by the Undergraduate and/or Graduate Council by the first working day of the month in which action is desired.

UNIVERSITY OF CENTRAL ARKANSAS
New Program Transmittal Form
Undergraduate/Graduate

Department _____ Date _____

The program is: Undergraduate Graduate

Bulletin title of program (brief) _____

Bulletin Description of program _____

Program Recommended By:

Department Chairperson _____ Date _____

College Dean _____ Date _____

College Curriculum and Assessment Committee:

Committee Chairperson _____ Date _____

Professional Education Council:

PEC Chairperson _____ Date _____

Academic Assessment Subcommittee:

AASC Chairperson _____ Date _____

Undergraduate Council:

Council Chairperson _____ Date _____

Graduate Council:

Council Chairperson _____ Date _____

Council of Deans

Provost _____ Date _____

Note: During the academic year, program proposals must be received by the Undergraduate or Graduate Council by the first working day of the month in which action is desired.

G: Assessment Process Guide (1999)

The Academic Assessment Program

The Academic Assessment Program brings together a number of existing evaluations at UCA, including review of existing academic programs and assessment of student learning outcomes; it also seeks to coordinate these initiatives in the Provost's division with similar initiatives in other units on campus. The draft assessment plan for the Academic Assessment Program summarizes its purposes well (for the full document, follow the online Assessment Plan Library link from <http://www.uca.edu/assess/asindex.htm>):

UCA's Academic Assessment Program exists to enhance the effectiveness of the university in accomplishing its educational and other purposes. The Academic Assessment Program does so by helping academic departments and other units systematically evaluate their own purposes within the context of the university, assess the extent to which they are accomplishing those purposes, and respond appropriately to any need for change. As the university's 1995 "Plan for Assessing Student Learning Outcomes" asserts, "The goal is continuous improvement." In general, a successful Academic Assessment Program will be *useful* at both program/unit and university levels, will be *cost-effective* and able to demonstrate that cost-effectiveness, and will *satisfy* not only the needs of the university but also those of its accreditors, relevant state agencies, and other interested parties.

This process guide, developed by the Office of Academic Planning and Assessment (OAPA), is intended to help academic departments and college faculty and administrators work with the Academic Assessment Program. The OAPA welcomes your further questions and your feedback about the usefulness of this document. Please do not hesitate to phone the director (x43254) or to e-mail him (jona@mail.uca.edu).

Academic Assessment Review Processes

Academic assessment information flow is essentially the same for action and information items. Whether information is being conveyed or approval sought, assessment information flows from the department and department chair to the college Curriculum and Assessment Committee and college dean, then to the Academic Assessment Subcommittee (AASC) of UCA's Planning and Assessment Committee (PAC).

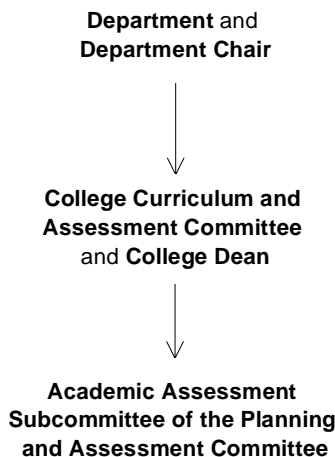


Figure 1: Assessment Review Information Flow

Action Items

Action items require approval at departmental, college, and university levels before implementation. At each level beyond the department, the item is forwarded if approved, returned to the department if not approved. Action items include the following:

- New assessment plans
New assessment plans are normally developed in the context of new program development (see *Curriculum Development Process Guide*). No separate form is necessary for assessment plans approved at the time of new program approval (see Form 3 in the *Curriculum Development Process Guide*); those developed and approved separately from new program approval must be accompanied by Form AP-C (page 82 in this document).
- Substantive assessment plan revisions
Substantive revisions include added, deleted, or significantly altered program purposes, intended outcomes/objectives, or assessment procedures and criteria.
- Proposals for alternative assessment plans and reporting methods
Accredited programs and their colleges have been invited to make proposals for coordinating university assessment responsibilities with the obligations associated with specialized accreditation. These proposals are developed jointly by a department/program and its college Curriculum and Assessment Committee and follow the normal process of approval.

Information Items

Information items require notification to but not approval from the college and university entities noted in the preceding section. Such items include mere changes of wording and minor changes in assessment criteria.

Reporting Guidelines and Schedule

Assessment Reports

Annual Assessment Summary

A brief summary of the year's assessment activities for programs in each department is included in the annual departmental report. This summary need not include results, analysis, and conclusions. It is forwarded to the Office of Academic Planning and Assessment from the Office of the Provost.

Assessment Report

A full report, including description of assessment activities, analysis of results, and discussion of conclusions and planned actions (see general reporting guidelines below) is due every three to five years in conjunction with existing program review.

Schedule

Every program, that is, reports on assessment twice in any ten-year period (see further information about existing program review below, page 74 ff.):

Accredited programs

- Assessment report in conjunction with program self-study and external review by accreditor
- Assessment report in conjunction with internal review by Undergraduate or Graduate Council

Non-accredited programs

- Assessment report in conjunction with program self-study and external review by consultants
- Assessment report in conjunction with internal review by Undergraduate or Graduate Council

A section on assessment is required in the self-studies undertaken by non-accredited programs for external review; accredited programs will either use an approved alternative reporting method coordinated with their accreditor's assessment requirements or will write a separate assessment report at the time of their accreditation review; and all programs, whether accredited or non-accredited, will report on assessment at the time of their internal follow-up review by the Undergraduate or Graduate Council.

The general reporting guidelines¹ that follow apply particularly to programs that have not had an alternative assessment plan and/or reporting method approved in their colleges and by the Academic Assessment Subcommittee of the PAC. Those programs with approved alternatives, however, will likely find these guidelines useful as well, particularly in preparing the assessment report that accompanies their internal review by the Undergraduate or Graduate Council.

General Reporting Guidelines

Purpose

The Assessment Report, whether it stands alone or is part of a larger self-study, has at least two purposes: (1) It provides a formal opportunity for a program to communicate the results of its self-assessments to certain interested constituencies, most notably the larger university community and the university's accrediting body (the North Central Association's Commission on Institutions of Higher Education). To best fulfill this purpose, an assessment report should be written as a public document, suitable for dissemination. (2) Of at least equal importance, it provides to every participating program a regular and on-going opportunity for reflection, decision-making, and, sometimes, change.

The usefulness of assessment reporting depends on many factors, probably the most important being the way a program or department has approached implementation of its assessment plans. If, as we hope, assessment plans have been implemented critically—that is, with serious attention paid to the plans and the programs they address, to what is working well, what might work better, and what seems not to work—then these critical implementations will quite naturally become the basis for effective and useful reports. Every assessment report, whether an annual summary or a more extensive five-year report, should give evidence of an active and functional assessment process.

Content of the Assessment Report

Five Essential Questions

Any assessment report should grapple seriously with the assessment process and its results and, *as a whole*, should answer five essential questions. Questions 1–3 ask for description; question 4 asks for evaluation; and question 5 asks about projected actions. These questions are listed as a guide to content, not to format; the latter will usually revolve around a program's intended outcomes/objectives (see Format/Presentation, page 71).

Question 1: What objectives have been assessed?

This question asks a program to identify which of its objectives, stipulated in the program's assessment plan, have been assessed in this cycle. Beginning with AY 1998–1999, all departments should be fully implementing assessment plans for all their programs, with all objectives assessed;

¹ The general reporting guidelines were originally developed as Assessment Reporting Guidelines in April 1997 by the Assessment Subcommittee (now Academic Assessment Subcommittee) of the Planning and Assessment Committee.

realistically, of course, some objectives will receive more emphasis than others, and programs may well find that some objectives need revision or deletion. The following items suggest appropriate considerations at this point: Have all objectives been assessed? If not, which objectives have been left out, and why? Have any additions, deletions, or modifications been made to the objectives during this assessment cycle? If changes have been made, what are they, and why have they been made?

Question 2: How have the objectives been assessed?

This question asks a program which of the assessment procedures, stipulated in the program's assessment plan, have been used in this cycle. The following items suggest appropriate considerations at this point: Have all the assessment procedures been used? If not, which procedures have not been used, and why? Have any additions, deletions, or modifications been made to the assessment procedures during this assessment cycle? If changes have been made, what are they, and why have they been made?

Question 3: What are the results of the assessment?

This question asks a program about the relationship between objectives and performance—how students in the program have fared in relation to the assessment procedures and criteria associated with the objectives stipulated in the assessment plan. Were criteria exceeded? met? not met? The question should be answered in detail, with appropriate explanation. (Note that “pass” and “fail” are not generally considered appropriate terms for assessments.) If the assessment cycle is being used to *establish* standards for success, the report should indicate what student performance has suggested about appropriate targets for the procedures employed.

Question 4: What conclusions can be drawn from this assessment cycle?

This question asks a program to evaluate the results of assessment during the assessment cycle. The following items suggest appropriate considerations at this point: Has the department/program learned anything about itself or about assessment during the process? Do changes need to be made in the program, its policies, or its processes? Do changes need to be made in assessment plans or processes (program purpose statement, objectives, procedures, criteria, implementation)?

Question 5: What actions will result from this assessment cycle?

If analysis and evaluation of assessment results suggest that changes (in program or plan) should be made, the report should indicate specific actions to be taken, a proposed sequence and timeframe for the actions, and the person(s) responsible. In this context the report could appropriately indicate as well what assistance the department/program would like to receive from the university Planning and Assessment Committee or the Office of Academic Planning and Assessment in implementing changes or considering the assessment results.

Departmental Honors Activity

Departments that participate in the departmental honors program will additionally report honors program activity during the assessment cycle.

Format/Presentation

What to Include

An assessment report should include the following parts:

1. A copy of the assessment plan(s) whose results are being reported,
2. An overall assessment summary, serving as introduction to the report, and
3. The report proper.

The Report and Its Format

The details of format may vary to accommodate, for example, a larger self-study. Regardless of format details, however, any assessment report should include complete information for each intended outcome/objective; collectively, this information will answer the “five essential questions” discussed above:

- Intended Outcome/Objective (Quote from assessment plan.)
- Assessment Criteria (Quote from assessment plan.)
- Results of Assessment (Report in appropriately explanatory detail.)
- Conclusions and Actions (Analyze, evaluate, discuss.)

Tables and figures may be useful in clarifying and summarizing information, but they should support—not take the place of—explanation and discussion.

The report for each program should end with a summary statement about the particular program’s assessment results.

Examples

—Adapted from a report on assessment of the BS program in Speech-Language Pathology

Example 1: Assessment information for an intended outcome/objective

NB: This example uses grade distribution. A brief discussion of the use of GPA in assessment appears in OAPA’s position paper, “The Use of GPA in Assessment”:

<http://www.uca.edu/assess/gpadoc.htm>.

OUTCOME 1: Undergraduate students will demonstrate understanding of basic science course work.

Assessment Criterion:

Ninety percent of students will successfully complete the University requirements in math, the social sciences, and the sciences with a 3.0 GPA or better.

Results:

Seventy-one (71) percent of students successfully completed the University requirements in math, the social sciences, and the sciences with a 3.0 GPA or better. (Natural science, 64%; math and the social sciences, 77%.)

Conclusions/Actions:

The Speech-Language Pathology department (specifically the undergraduate committee) considers the successful completion of basic science courses a necessary component and significant predictor of student achievement for students admitted to its program. After having actively collected data relative to student achievement for basic science courses, several revision and/or application options are being considered: (1) The 90% criterion may be lowered as performance in basic communication courses has not been adversely affected by the previous performance abilities in math, the social sciences, and the sciences. (2) Maintain the 90% criterion and average the performance levels so as to reflect a composite or overall 3.0 GPA of undergraduate students. (3) Continue the assessment process as written so that each basic science course is individually considered. Regardless of the revision/application of the assessment goal elected, the assessment goal will be highly considered for admission to the undergraduate program. Clarification of revisions will be submitted according to the outcome assessment timelines for August 1997.

Example 2: A summary table of assessment results

BS Program Outcomes Assessment Results: May 1997

Outcome 1: Basic Science Course Work 3.00+		
1. Math	-----	Criterion not met
2. Science	-----	Criterion not met
3. Social Science	-----	Criterion not met
Outcome 2: Basic Communication Processes 3.00+	-----	Criterion met
Outcome 3: Professionalism/Independent Learning		
3a. Association Membership	-----	Criterion met
3b. Professional Conferences	-----	Criterion met
Outcome 4: Admitted to Grad Programs	-----	Criterion met
Outcome 5: Prepared for Graduate Practicum I		
5a. Undergraduate practicum prep courses 3.00+	-----	Criterion met
5b. 6180 graduate practicum grade	-----	Criterion met
Outcome 6: Honors Program	-----	Criterion not met

Existing Program Review

This section of the guide provides detail for the more general policies outlined in UCA's Institutional Plan for Existing Program Review. See Appendix B, page 83, for the text of the institutional plan.

Existing Program Review Schedules for All Programs

An annually updated ten-year Existing Program Review schedule is maintained in the Office of Academic Planning and Assessment. This section outlines general scheduling expectations.

The year before review:

- February 15 No later than February 15, the Office of Academic Planning and Assessment notifies all programs—both accredited and non-accredited—that will be undergoing either external or internal review during the following academic year.
- March 15 Accredited programs communicate their accreditation review schedule to the Office of Academic Planning and Assessment by March 15.
- All programs scheduled for internal review determine their preferred schedule for submission of internal review documents and report their preference to the Office of Academic Planning and Assessment by March 15.
- April 15 Non-accredited programs, in consultation with their dean and the provost, select external consultants, negotiate with them as necessary, determine a reasonable review schedule, and communicate the review plan to the Office of Academic Planning and Assessment by April 15.

The year of review:

- March 31 Internal reviews must be completed by March 31 of the academic year in which they are scheduled. External review schedules are arranged on a case-by-case basis.

External Review Process and Information Flow for Accredited Programs

Accredited programs will be constrained by the usual review practices of and schedule imposed by their accreditors. With allowance for the particular practices of individual accreditors, the following list and Figure 2, below, detail the process.

1. The program completes a comprehensive self-study. Copies of the self-study are forwarded to the dean and to the Office of Academic Planning and Assessment.
2. The program sends the self-study to its accreditor and/or the visiting team of consultant/evaluators.
3. As arranged with the accreditor, a site visit takes place.
4. The site team's written evaluation is sent to the department. The department forwards copies to the dean and to the Office of Academic Planning and Assessment.
5. If required by the accreditor, the program prepares a written response to the site team's evaluation. Copies of the response, if any, are forwarded to the dean and to the Office of Academic Planning and Assessment.
6. The accreditor notifies the program (and others) of its action. The department forwards a copy of the notification to the dean, if necessary, and to the Office of Academic Planning and Assessment.

7. The Office of Academic Planning and Assessment forwards the original self-study, the consultants' evaluation, the program's response (if any), and notification of the accreditor's action to the provost, who notifies other parties as appropriate.

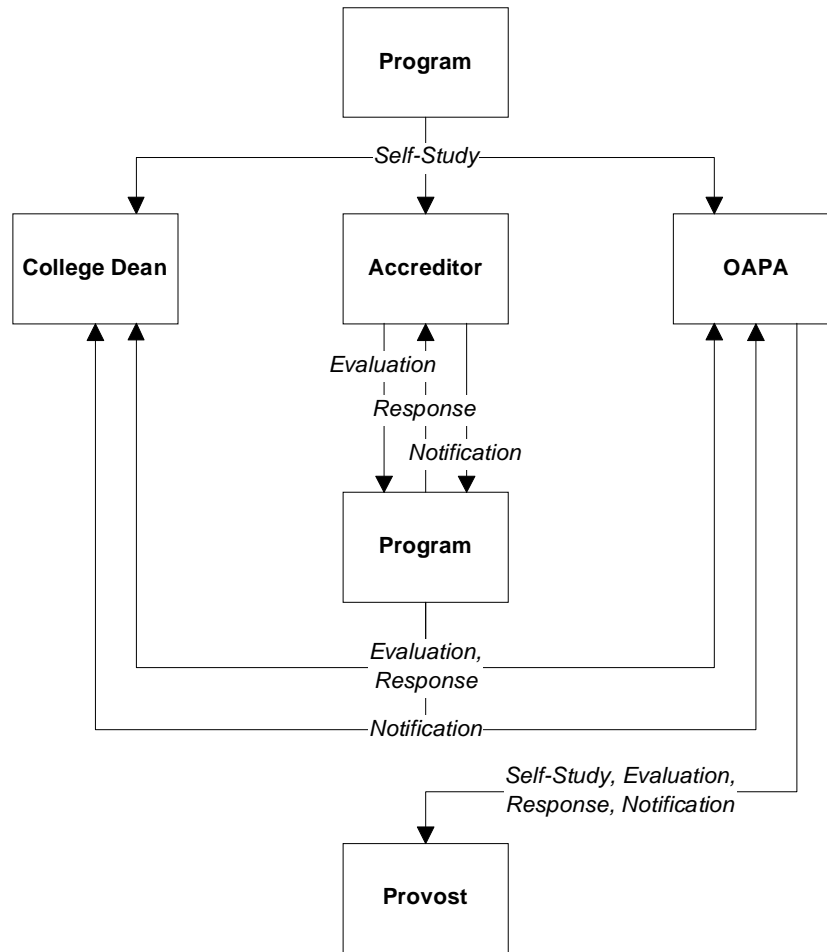


Figure 2: External Review Information Flow, Accredited Programs

External Review Process and Information Flow for Non-Accredited Programs

In establishing a review schedule, non-accredited programs should consider the several steps to be completed during the review. The following list and Figure 3, below, detail the process.

1. Program faculty, in consultation with their dean and the provost, select two external professionals (consultants) to review the program. The faculty in the program will determine which consultant will perform the on-site review and which will act as reader-consultant, subject to agreement by the dean and the provost.
2. The program completes a comprehensive self-study. Copies of the self-study are forwarded to the dean and to the Office of Academic Planning and Assessment.
3. The program sends the self-study to two external professionals (consultants).
4. As arranged with the on-site consultant, a site visit takes place.
5. The two consultants confer and prepare a written evaluation of the program(s) under review. The consultants send the evaluation to the program. Copies of the evaluation are forwarded to the dean and to the Office of Academic Planning and Assessment.

6. Within four weeks, the program prepares a written response to the consultants' evaluation. Copies of the response are forwarded to the dean and to the Office of Academic Planning and Assessment.
7. The Office of Academic Planning and Assessment forwards the original self-study, the consultants' evaluation, and the program's response to the provost, who notifies other parties as appropriate.

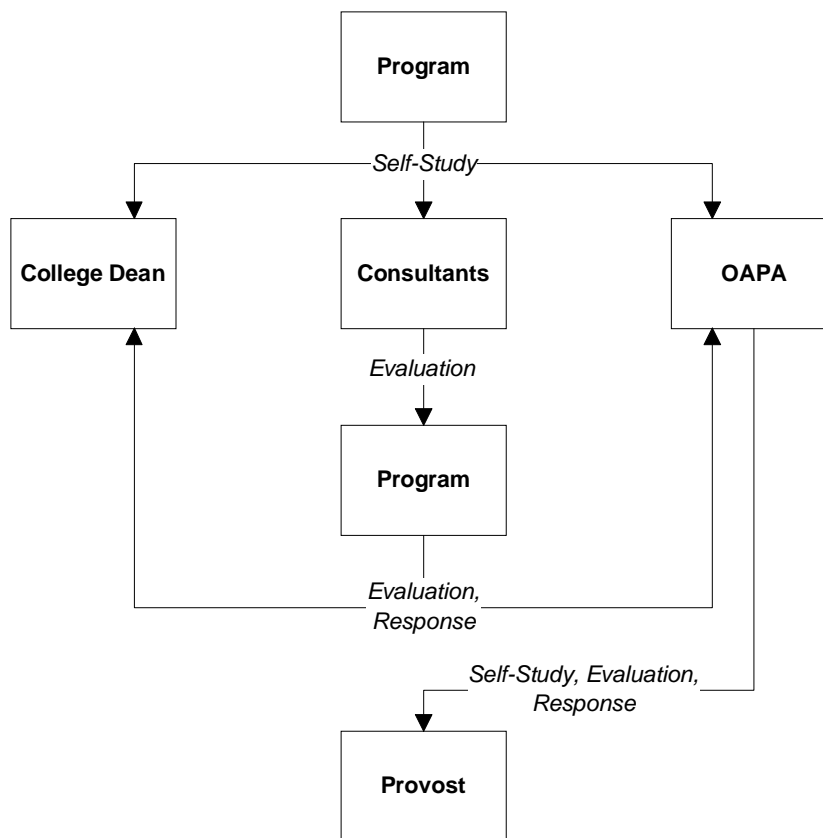


Figure 3: External Review Information Flow, Non-Accredited Programs

Budget for External Review of Non-Accredited Programs

The February notification for non-accredited programs undergoing external review during the following year includes information about current UCA expectations for Existing Program Review honoraria and other expenses. In general, the program being reviewed is expected to pay honoraria; the provost will underwrite travel expenses, hotel, and meals. The Existing Program Review budget assumes that the on-campus consultant will visit for one day only.

Self-Study Guidelines for Non-Accredited Programs

General Note

At the heart of a useful self-study for program review is a question: What is the program's performance in relation to its purposes/goals and its intended outcomes/objectives? To answer that question, a program offers evidence and analysis in support of conclusions reached on the basis of agreed-upon criteria. It stands to reason that the value of the conclusions reached will depend on the soundness and persuasiveness of the evidence offered and the analysis performed.

Self-Study Outline

NB: The order of elements in this outline is not set in stone; it has, however, been chosen to provide a reasonable progression of information, ideas, and evaluation. UCA's plan for Existing Program Review has specifically allowed for additional components or materials as a program sees fit. A program preparing for external review is encouraged to consult guidelines published by professional organizations in the discipline and to discuss the self-study with the consultants selected for the external review. Evidence for conclusions drawn should include the views of as many constituents/stakeholders as appropriate to the particular matter being considered.

I. Title Page**II. Introduction**

- A. Program purposes and description
- B. Brief history of the program
- C. Summary response to the last program review

III. Curriculum

- A. Description
- B. Evaluation
- C. Conclusions

IV. Faculty

- A. Description
- B. Evaluation
- C. Conclusions

V. Resources

- A. Description
- B. Evaluation
- C. Conclusions

VI. Assessment of Program Outcomes, Including Student Learning Outcomes

This is the evaluative heart of the self-study, focusing on the program's performance in relation to its intended outcomes or objectives. For five "essential questions" to be answered when reporting outcomes assessment activities and results, see General Reporting Guidelines, page 70.

- A. Description of assessment plan and processes
- B. Results of assessment
- C. Conclusions

V. Program Improvement

This section brings together in one place the evaluative material from all the other sections of the self-study, presenting in summary format the strengths and concerns identified in those evaluations and outlining the program's planned responses. The outline of planned responses should clearly set forth a plan for action for each area of concern, including specific information about steps to be taken, their sequence, a projected timetable for action, and person(s) responsible for action.

Internal Review Process and Information Flow for All Programs

See the general schedule above (page 74). The following list and Figure 4, below, detail the process.

1. The department completes the appropriate internal review form: “Departmental Response to External Review for an Undergraduate Program” (Form EPR-I-UC, page 80) or “Departmental Response to External Review for a Graduate Program” (Form EPR-I-GC, page 81).
2. The department forwards all internal review documents (the form, the departmental response, and the last external evaluation) to the Office of Academic Planning and Assessment.
3. The Office of Academic Planning and Assessment forwards the documents to the Undergraduate or Graduate Council.
4. The Undergraduate or Graduate Council reviews the documents and responds to the department, forwarding a copy of the response to the Office of Academic Planning and Assessment.

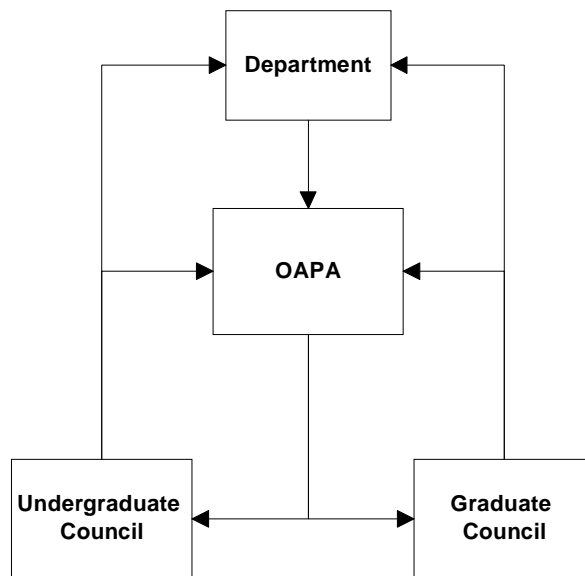


Figure 4: Internal Review Information Flow, All Programs

Appendix A: Forms

**Departmental Response to External Review of an
Undergraduate Program
UNIVERSITY OF CENTRAL ARKANSAS**

Program: _____ **Date:** _____

Reviews by External Agencies Within the Past Five Years	
Name of Accrediting Body, Professional Association, or External Consultants	Date of Review

Report Compiler: _____

Campus Phone: _____ E-Mail: _____

Attach copies of the most recent reviews of your undergraduate program by the accrediting body(ies), professional association(s), or consultants named above; submit all internal review documents to the Office of Academic Planning and Assessment. Please respond to the following items, limiting your response to no more than a total of six (6) pages (excluding this form and the external review).

1. Describe your progress toward addressing each specific standard (guideline, competency, criterion, outcome) found to be *unmet*, *not in compliance*, or *not addressed* during the most recent review. What is the time frame for bringing your program into compliance?
2. Describe your progress toward addressing each *weakness/concern/recommendation* noted during the last review. Provide a time line for continuing to address each area identified.
3. Describe any other changes in the program since the last review including changes in program goals and objectives or curriculum. Explain how those changes affect the compliance of the program with guidelines or standards of the professional agency(ies), association(s), or consultants identified.
4. Describe any institutional/programmatic circumstances or "special" considerations that were or were not included in your initial report which would help Undergraduate Council members better understand your program (e.g., your program's student outcomes assessment results).
5. Describe any changes in program resources such as faculty, technology, or a major project or grant, and explain the impact of these changes.
6. Describe plans (e.g., added faculty resources, new emphases or areas of study) for the continued development of this program between now and the next full external review.

Following a careful review of your program in accordance with the guidelines/standards of the accrediting body(ies), professional association(s), or consultants identified above, check one of the following:

It is my judgment that this program continues to be consistent with the guidelines or standards of the body(ies), association(s), or consultants identified above.

It is my judgment that this program is no longer consistent with the guidelines or standards of the body(ies), association(s), or consultants identified above.

**Departmental Response to External Review of a
Graduate Program
UNIVERSITY OF CENTRAL ARKANSAS**

Program: _____ **Date:** _____

Reviews by External Agencies Within the Past Five Years	
Name of Accrediting Body, Professional Association, or External Consultants	Date of Review

Report Compiler: _____

Campus Phone: _____ E-Mail: _____

Attach copies of the most recent reviews of your graduate program by the accrediting body(ies), professional association(s), or consultants named above; submit all internal review documents to the Office of Academic Planning and Assessment. Please respond to the following items, limiting your response to no more than a total of six (6) pages (excluding this form and the external review).

1. Describe your progress toward addressing each specific standard (guideline, competency, criterion, outcome) found to *be unmet, not in compliance, or not addressed* during the most recent review. What is the time frame for bringing your program into compliance?
2. Describe your progress toward addressing each *weakness/concern/recommendation* noted during the last review. Provide a time line for continuing to address each area identified.
3. Describe any other changes in the program since the last review including changes in program goals and objectives or curriculum. Explain how those changes affect the compliance of the program with guidelines or standards of the professional agency(ies), association(s), or consultants identified.
4. Describe any institutional/programmatic circumstances or "special" considerations that were or were not included in your initial report which would help Graduate Council members better understand your program (e.g., your program's student outcomes assessment results).
5. Describe any changes in program resources such as faculty, technology, or a major project or grant, and explain the impact of these changes.
6. Describe plans (e.g., added faculty resources, new emphases or areas of study) for the continued development of this program between now and the next full external review.

Following a careful review of your program in accordance with the guidelines/standards of the accrediting body(ies), professional association(s), or consultants identified above, check one of the following:

It is my judgment that this program continues to be consistent with the guidelines or standards of the body(ies), association(s), or consultants identified above.

It is my judgment that this program is no longer consistent with the guidelines or standards of the body(ies), association(s), or consultants identified above.

Proposal for Change in Assessment Plans/Processes

UNIVERSITY OF CENTRAL ARKANSAS

Department _____ Date _____

Program for which the change is proposed _____

Action Item	Information Item
<p>Check area of change:</p> <p><input type="checkbox"/> New assessment plan</p> <p><input type="checkbox"/> Assessment plan revision</p> <p><input type="checkbox"/> Alternative reporting method</p> <p><input type="checkbox"/> Other _____</p>	<p>Check area of change:</p> <p><input type="checkbox"/> Minor change of wording</p> <p><input type="checkbox"/> Minor change in assessment criteria</p> <p><input type="checkbox"/> Other _____</p>

Description of change:

Reason for change:

Effective date of change: _____

Change *recommended* by (for action items) or *noted* by (for information items)

College Curriculum and Assessment Committee

Academic Assessment Subcommittee of the
Planning and Assessment Committee

DEPARTMENT CHAIRPERSON	DATE
COLLEGE DEAN	DATE
COMMITTEE CHAIRPERSON	DATE
AASC CHAIRPERSON	DATE

NOTE: Changes in assessment plans/processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Subcommittee no later than the first working day of the month in which action is desired.

Appendix B: Institutional Plan for Existing Program Review

EXISTING PROGRAM REVIEW

INSTITUTIONAL PLAN

University of Central Arkansas

[This document was filed with the Arkansas Department of Higher Education in May 1998. Note that the attachments referred to in the document are not included here. All are on file and available for viewing in the Office of Academic Planning and Assessment.]

Person Responsible for Oversight of Institutional Academic Program Review

Director, Office of University [now “Academic”] Planning and Assessment

Ten-Year Institutional Academic Program Review Schedule, 1998/99–2007/08

(Attached)

Letters from accrediting, certifying, or licensing agencies or organizations verifying status of certificate and degree programs and effective dates

(Attached)

Institutional Program Review Process

Annual Assessment of Student Outcomes

Every certificate and degree program in the university will submit an annual assessment report on student outcomes to the [Academic] Assessment Subcommittee of the University Planning and Assessment Committee.

Accredited programs

A. Certificate and degree programs that are accredited, certified, or licensed by recognized external accrediting agencies or professional organizations will be reviewed by the appropriate external agency or organization, according to the attached schedule.

B. Three to five years after a program has been reviewed by an external accrediting agency or professional organization, the Graduate Council or Undergraduate Council will conduct an internal review of the program by requiring the program to complete a “Departmental Response to External Review of Graduate/Undergraduate Program.” [See Internal Review Process and Information Flow for All Programs, page 78, and Forms EPR-I-UC and EPR-I-GC, pages 80 and 81.] The attached schedule indicates when such internal reviews will be conducted.

Non-accredited programs

A. All certificate and degree programs that are not accredited, certified, or licensed by a recognized external accrediting agency or professional organization will undergo an external review once every ten years, according to the attached schedule.

B. The external review will consist of a self-study completed by the program. This self-study will include, but is not limited to, the following components:

- Program Faculty
- Program Curriculum
- Program Resources
- Student Outcomes
- Program Improvement

[See Self-Study Guidelines for Non-Accredited Programs, page 76.]

C. The program self study will be sent to two external professionals (consultants) in the discipline. These external consultants will be chosen in the following manner:

- If the national professional association of the discipline or program maintains a list of professionals in the field who are qualified and willing to serve as consultants, then the Provost, Dean, and faculty in the program shall attempt to agree on two consultants from this list.
- If no such list of qualified and willing consultants is available, then the faculty in the program to be reviewed will compile a list of at least five acceptable consultants, and the Provost and Dean will agree on one name from this list. The Provost and Dean will also compile a list of at least five acceptable consultants, and the faculty in the program to be reviewed will agree on one name from this list.

After reviewing the self study, one consultant will visit campus, at UCA expense, to conduct an on-site review of the program. After consulting with each other, the two consultants will then submit a written evaluation of the program's strengths and weaknesses, including any recommendations for program improvement. The program will write a response to the external consultants' evaluation. [See External Review Process and Information Flow for Non-Accredited Programs, page 75, and Budget for External Review of Non-Accredited Programs, page 76.]

D. Three to five years after external review, the Graduate Council or Undergraduate Council will conduct a brief internal review of the program by requiring the program to complete a "Departmental Response to External Review of Graduate/Undergraduate Program." [See Internal Review Process and Information Flow for All Programs, page 78, and Forms EPR-I-UC and EPR-I-GC, pages 80 and 81.]

H: UCA Board Policies 310–318 Admission Policies

(310) Admission Policy

Adoption Date 9/64

Revisions 12/77, 8/82, 4/84, 3/85, 6/86, 12/89, 4/92, 6/93, 3/94, 5/94, 5/95, 10/96, 3/99

ADMISSION TO UNDERGRADUATE STUDY

The University strives to meet the educational needs of all its students and works continually to improve the quality and reputation of its academic programs. The allocation of resources to meet those goals may limit the number and variety of services and courses of study offered. The University reserves the right to allocate resources to meet academic goals and to limit, when necessary, the number of remediation courses and services available.

University councils, committees, and academic administrators develop, implement, and evaluate policies and programs for the orientation, advisement, enrollment and retention of students. Those policies and programs are generally described in the current University of Central Arkansas Bulletins, and it is the responsibility of the student to be familiar and comply with program requirements.

Entering Freshmen

To enroll as an undergraduate student at the University of Central Arkansas, an entering freshman must submit an application for admission and supply requested supplemental information, including academic transcripts, standardized test results, proof of residence and other information requested by the Office of Admissions. An entering freshman is defined as any student who has not previously enrolled in college level work, or whose college work was completed during concurrent enrollment in high school, or who has completed fewer than 12 semester hours of college-level credit.

Effective Fall 2000, admission to UCA for entering freshman will be based upon the following criteria demonstrating student success: three components related to academic indicators and one to exceptional special abilities. The criteria is designated as follows:

1. high school grade point average;
2. standardized test score (ACT or SAT);
3. academic rigor of high school curriculum; and
4. evidence of exceptional special abilities, talents, achievements, leadership or Performance

The single best predictor of student success is high school grade point average, followed by standardized test scores. Although the academic rigor of high school curriculum is important, it is less of an indicator of success than the first two criteria. Exceptional special abilities should also be considered, but not given more weight than the high school grade point average, standardized test scores and academic rigor of high school curriculum. To accommodate the varying importance of this criteria for admission to UCA, a point system will be implemented. Points will be assigned for each component, with the number of points for each component reflecting its relative importance. Thus, admission to UCA will be based on the total points assigned from the following formula:

HS GPA + ACT score + HS curriculum + Exceptional special abilities = Total

A minimum point total will be established for admission to UCA; however, the cut-off may be adjusted to meet student demand, desired class size, and diversity issues.

Remediation

In addition to remediation requirements for the State of Arkansas, any student requiring remediation is subject to the university's assessment and placement policies and remediation guidelines.

Transfer

Anyone not meeting the above admission criteria may apply as a transfer student after satisfactorily completing all remedial requirements and twelve additional semester hours of transferable college level credit, with a cumulative grade average of 2.0 or higher.

Admission of International Students

All inquiries about international undergraduate admissions should be addressed to the Center for International Programs. This center receives and processes all international undergraduate applications and issues letters of admission and I-20 Forms (student visa forms) to all qualified candidates.

To be eligible for admission as an undergraduate, an international student must submit an Application Form, official transcripts of all secondary and university work (including English translation), a Confirmation of Financial Resources Form, and a non-refundable application fee of U.S. \$30.00 drawn from a U.S. bank or an international money order. In addition, any prospective international student whose first language is not English must present a minimum TOEFL (Test of English as a Foreign Language) score of 500. Each applicant is asked to contact TOEFL, Educational Testing Services, P. O. Box 6151, Princeton, New Jersey 08541-6151, U.S.A., requesting a Bulletin of Information and registration form.

Admission of International Students to the Intensive English Program

Any applicant to the Intensive English Program (IEP) must submit all of the preceding documents, with the exception of the TOEFL scores. A minimum TOEFL score is not required for students who will study ESL (English as Second Language) in the IEP before enrolling as an undergraduate student. All inquiries about admission to the Intensive English Program should be addressed to the Center for International Programs.

Admission from Secondary Schools

A prospective student should submit an application for admission at least thirty days before the time the student plans to enter. An application form may be obtained from the Office of Admissions. The completed form is to be returned to the Director of Admissions. The application is to be filled out entirely by the candidate. Falsification of any record, including the Application for Admission, is cause for immediate dismissal. Each candidate must be eligible for a diploma from an accredited secondary school. The school record is required at the end of the school year and must be sent directly to the Director of Admissions by the school at the request of the candidate. Officials of the high schools will send an official transcript of credits to the Director of Admissions on request.

Early Admission (Full Time)

To be eligible for early admission (before high school graduation) to the University, a student must have:

1. a minimum ACT composite score of 24 (or equivalent score on the SAT or ASSET exams);
2. completed six semesters of secondary school work;
3. a "B" or better average; and
4. the recommendation of the high school principal.

Early Admission (Part Time, Concurrent with High School Enrollment)

Act 57 of the 1983 Extraordinary Session of the Legislature provides that qualified students enrolled in high school may be admitted concurrently as part time students at the university. The criteria for admission under this program are:

I. Recommendation by the high school principal.

II. Satisfaction of the requirements under either A or B below:

A. Presentation of Standardized Test Scores and High School Grades.

1. A score on the portion of the ACT, PSAT, or SAT in the subject matter area of the course(s) at the 80th percentile on national norms. (If the subject matter area is not related to a portion of one of these tests, the composite score at the 80th percentile is to be used.)

and

2. High School Grades of Either:

- a. A grade point of 3.500 (on a 4 point system) in high school courses in the subject matter. For ninth grade students, courses in the previous two school years shall be included.
- b. An overall grade point of 3.500 (on a 4 point system). For ninth grade students, courses in the previous two school years shall be included.

B. Individual Evaluation Based on Other Performance Criteria.

A student who does not meet the above standards may be recommended by the high school principal for admission to selected courses based upon other performance criteria (e.g., music, art, etc.). Such criteria must be performance based, appropriate for the desired course, and demonstrable to the university. To be admitted under this category, a student must have the recommendation of the appropriate university department and the Dean of Undergraduate Studies and be approved by the Admissions Committee.

The university will review the admission and enrollment of each high school student each semester.

The university accepts transfer work from other institutions taken when the student was concurrently enrolled in high school, so long as the student met the criteria above at the time the work was taken.

Summer Study for High School Students

Students between their junior and senior years in high school are invited to attend summer school at the University of Central Arkansas.

This special program is an opportunity for all able students to find rewarding learning experiences and at the same time benefit from an early start in their college career.

Students are admitted to regular college courses, attend classes with other students in the University, and earn college credit applicable to a degree.

Upon the successful completion of the special summer program, students may elect to return to their high school for their senior year, or apply for the early admission plan that substitutes the freshman year in college for the fourth year in secondary school. It is understood that all of the requirements of the early admission program must be satisfied before the student is admitted under its provisions.

Admission to the summer program depends upon the satisfaction of the following requirements: completion of twelve (12) college preparatory units in high school, a grade average of "B," and recommendation of the high school principal or counselor.

Admission on an Adult-Special Basis

The Adult-Special classification is for a person twenty-one years of age or older who desires to take undergraduate courses for no credit and who gives satisfactory evidence of preparedness to take these subjects. The special classification must have the consent of the instructor before the student is admitted. Satisfactory completion of the course is recognized by the award of a certificate and a permanent record maintained by the University. The student pays full registration fees.

Admission from Other Colleges

An application for admission form may be obtained from the Office of the Director of Admissions and returned to that office with all required information completed. Falsification of any record, including Application for Admission, is cause for immediate dismissal.

An official transcript of record from each institution of college rank attended, must be sent directly to the Director of Admissions at the request of the candidate.

Students entering this University who have attended a college or university fully accredited by such agencies as the North Central Association of Colleges and Secondary Schools will receive credit on the basis of an official transcript of their records submitted. Work taken in such colleges not comparable to that offered in this institution will be evaluated for possible general elective credit. Credit earned by correspondence or extension from such schools will be accepted subject to the quantitative restrictions described in the Correspondence Study section of the catalog.

No transfer student will be admitted who is ineligible to return to the institution from which the student transfers, or who submits a record below minimum requirements of this University.

Entering transfer students must have at least a 2.0 cumulative GPA and a minimum of 12 semester hours of transferable college level credit. After enrollment at UCA, the GPA accumulated in residence at the university shall be the cumulative grade point average. Only credits with A, B, and C grades are transferable.

Credit for D grades will not transfer for the purpose of fulfilling degree requirements at the University of Central Arkansas.

If a student is readmitted to the University following a period of disqualification, the credit earned during the period of disqualification will be used as evidence that the student has made proper use of time during the period. The credit so earned will not count toward a degree at the University.

Upon acceptance for admission, the student will be sent an official notice of admission. Admission materials will not be released after receipt.

Anyone transferring to the University to pursue courses leading to graduation will be required to earn at least fifteen hours credit in the major and nine hours credit in the minor. In both instances the work must be taken in residence. This regulation is followed even though the student has sufficient hours of credit to meet the requirements of the major and minor. All standards with respect to transfer credit are binding and are not, therefore, subject to appeal.

Admission from a Two-year College

No more than sixty hours may be transferred to the University from a two-year college (exclusive of four activity hours in physical education) and be applicable toward a baccalaureate degree. No more than twelve hours of such work may be transferred after the student has 60 hours of college credit. The student will be required to complete the equivalent of two full years' work of sixty hours in an approved senior college after enrolling as a senior college student.

(311) Graduate Admission Policy

Adoption Date 6/78

Revisions 3/91, 3/94

Regular Admission shall require a baccalaureate degree from an accredited institution, adequate undergraduate preparation in the field of proposed academic emphasis at the graduate level, and a minimum 2.7 overall GPA or a 3.0 in the last 60 hours of undergraduate study. Departments will be allowed to specify more stringent standards only after approval by the President or the President's designee.

Conditional Admission replaces the former "Special" and "Non-degree" categories. The conditions are to be specified for each student.

Students admitted on a conditional basis with less than the specified minimum undergraduate GPAs, must obtain a 3.0 within the first nine semester hours on UCA course work approved by the Graduate Dean.

Concurrent Admission allows seniors during their last semester or summer term of undergraduate work registration before graduation to enroll as concurrent graduate students if they are otherwise fully qualified to enter graduate school under the regular admission category.

Non-degree Admission is for students possessing the minimum GPA for regular admission but not intending to pursue a degree at the time of admission.

(312) Admission to B.S. Program in Speech-Language Pathology; Selective, Competitive and Limited

Adoption Date 2/83

Revisions 5/94

All students declaring a speech pathology major are accepted as tentative candidates to the undergraduate program. Admission to SPTH 2300 (Introduction to Clinical Speech), SPTH 2322 (Applied Phonetics) SPTH 2302 (Basic Sign Language), and SPTH 4303 (Intermediate Sign Language) is open to all students. All other courses in speech-language pathology require formal admission to the program. The curriculum in Speech-Language Pathology has strict enrollment limitations and entry is by application and competitive admission only. Students apply for admission to the undergraduate program during the spring of their sophomore year.

Based on academic and personal qualifications of the applicant, admission to the B.S. Program in Speech-Language Pathology, is granted without regard to race, color, creed or national origin. Applicants must demonstrate proficiency in oral communication prior to admission to practicum courses. Admission to the program requires:

- A. Junior status with an overall undergraduate grade point average of 2.7 (with priority given to students demonstrating outstanding academic achievement)
- B. A major grade point average of 3.0.

- C. A formal interview with a designated member of the faculty.
- D. Three letters of reference.
- E. Passing scores on the Preprofessional Skills Test (PPST); (Math 169, Reading 170, Writing 171)

(313) Admission to Teacher Education Program, BSE and BME Students

Adoption Date 3/94

Revisions n/a

Bachelor of Science in Education and Bachelor of Music Education. Candidates for the BSE and BME degrees must complete a major in a certifiable teaching field. The following requirements must be met:

I. Requirements for Admission to the Teacher Education Program

Admission to the Teacher Education Program requires the submission of a formal application after the completion of 45 hours and the minimum requirements. Before admission to the Teacher Education Program is granted, the following minimum requirements must be satisfied:

1. Declaration of a major or equivalent in an accepted certifiable field of study. A student must meet the requirements of the major department.
2. A GPA of 2.5 or better on all course work attempted.
3. Completion of the general education courses in written communications, oral communications, and mathematics (ENGL 1310 and 1320, SPCH 1310, MATH 1390), with no grade less than "C."
4. Completion of the Pre-Professional Skills Test (PPST). Minimum scores: Reading--170; Math--169; and Writing--171. A student whose performance on any section of the test battery is unsatisfactory is urged to take further course work in the appropriate area. Admission to the Teacher Education Program will be delayed until the minimum scores on each section of the PPST as required by the State Board of Education are achieved.
5. Students must take the PPST before the second semester of the sophomore year.
6. Successful completion of EDUC 1210, EDUC 2310, and EDUC 2320 with no grade less than "C."

Conditional Admission

Post-Baccalaureate: Must have cumulative GPA of 2.5 and successfully completed the PPST.

Transfer Students: Must have cumulative GPA of 2.5 and successfully completed the PPST.

Change of Major: Must have cumulative GPA of 2.5 and successfully completed the PPST.

Applicants for conditional admission should submit a letter of request for such consideration to the Professional Education Preparation and Credentials Committee. The letter should include a plan and projected date for completion of admission requirements. The letter from the applicant **MUST** be accompanied by a statement of endorsement from the appropriate department chair.

II. Requirements for Admission to Directed Teaching

1. Formal acceptance into the Teacher Education Program as outlined above.
2. A favorable recommendation and signature of the departmental advisor and chairperson in both major and minor fields.
3. A GPA of 2.5 or better in all course work attempted, no grade less than a "C" in all required professional education courses and a cumulative grade point average of no less than 2.5 in the subject areas in which the student intends to student teach.
4. Satisfactory completion of at least one residence course at the University of Central Arkansas in the teaching field in which directed teaching is to be done. (Applicable to students who are not seeking a degree from UCA.)
5. Satisfactory completion of all courses in the student's major and/or area in which student teaching is sought.
6. Satisfactory completion of all professional education and methods courses.

(314) Admission to Art Program

Adoption Date 3/94

Revisions n/a

Admission to the art program at the University of Central Arkansas requires completion of the Sophomore Major Advancement Interview and recommendation of the art faculty.

(315) Admission to Music Program

Adoption Date 3/94

Revisions n/a

Admission to the music program at the University of Central Arkansas requires:

1. Application to the Department of Music
2. Audition
3. Completion of the Basic Musicianship Evaluation
4. Examinations in Theory and Music Literature/History for placement or verification of transfer credits in music courses

(316) Admission to Occupational Therapy Program; Selective and Limited

Adoption Date 3/94

Revisions n/a

To be eligible for admission to the Occupational Therapy Program at the University of Central Arkansas a student must:

1. Submit an application to the Department of Occupational Therapy
2. Meet the following academic and other requirements prior to the beginning of enrollment in the professional curriculum courses:

- a. 60 semester credit hours earned from a regionally accredited institution. No more than 2 physical education activity hours may be included in the 60 hours.
- b. A minimum 2.75 cumulative grade point average.
- c. Complete a minimum of 20 hours volunteer or direct work experience in an occupational therapy clinical setting and submit a performance rating sheet from this experience. The form and specific instructions are available from the Department of Occupational Therapy.
- d. Complete the following prerequisite course work with a minimum "C" grade. Students who have not completed all prerequisite courses will be considered for admission; however, substantive completion of prerequisites is expected, and will be viewed more favorably in the admissions process.
 1. *8 semester hours of Biology, in addition to general biology course, and must include anatomy and physiology
 2. *4 semester hours of Chemistry (1402 preferred)
 3. *4 semester hours of Physics (2410 or 1410)
 4. 12 semester hours of Psychology and Sociology, including Abnormal Psychology
*These courses must be included in the 60 semester hours required for admission.

Entry into the Occupational Therapy Program is by application and competitive admission only. Applications are due in the program office by February 15 for consideration for entry in the following fall semester. All applications are reviewed by the Occupational Therapy Admissions Committee. Admission criteria may include cumulative grade point average, volunteer/work experience reference, personal interview, Arkansas residency, and autobiographical or other written statement.

(317) Admission to Physical Therapy Programs; Selective and Limited

Adoption Date 3/94

Revisions 6/96, 8/96

A. Physical Therapist Assisting. The curriculum in Physical Therapist Assisting has strict enrollment limitations and entry is by application and competitive admission only.

1. Application to the Department of Physical Therapy
2. A minimum of 27 and up to a total of 29 semester hours of acceptable college credit
3. A minimum 2.5 cumulative grade point average
4. A minimum 2.75 grade point average on all required course work
5. A minimum "C" grade on required science course work

Prerequisite course work: English 1310 and 1320; *Biology 1400 and 2405; Psychology 1300; Mathematics 1360 or above; History 2301 or 2302 or Political Science 1330; *Physics 1400; 2 KPED activity courses or Health Education 2200.

*Minimum "C" grade required in these courses.

B. Physical Therapy. The curriculum in Physical Therapy has strict enrollment limitations and entry is by application and competitive admission only.

1. Application to the Department of Physical Therapy
2. A minimum 3.00 cumulative grade point average
3. An exception to requirement No. 2 is that the last 30 semester hours (or 45 quarter hours) completed may be considered in lieu of the cumulative grade point average provided the following conditions exist: the grade point average for the last 30 hours must be at least 10% higher than the cumulative grade point average, and must include at least 15 hours of prescribed science course work; students must have a minimum cumulative grade point average of 2.75, and a minimum science grade point average of 2.75; and, no more than 8 credits of science course work can be counted from courses that are repeated
4. A minimum 2.75 science grade point average
5. Completion of the Applied Health Professions Admission Test resulting in a score of 275 or above. If an applicant falls below 275 on the Applied Health Professions Admission Test, the applicant may still be considered for admission if the applicant's cumulative grade point average is 3.7 or above. In cases where a cumulative grade point average of 3.7 or above substitutes for the AHPAT score, the provision for using the last 30 hours of grade point average as a substitution for the cumulative grade point average mentioned in paragraph No. 3 above will not apply
6. Completion of the university's general education courses
7. Completion of department prerequisite courses
8. Completion of a minimum of 93 and up to a total of 95 semester hours
9. An exception to requirement No. 8 is that students who begin study at UCA and meet specified performance standards may also apply after completion of 28 semester credit hours and/or after completion of 60 semester credit hours
10. Two letters of recommendation
11. Interview by Physical Therapy Admissions Committee

Department prerequisite courses:

- a. 6 semester hours of psychology
- b. 12 semester hours of biology, including a course in anatomy and/or physiology
- c. 8 semester hours of chemistry, excluding general education and preparatory courses
- d. 8 semester hours of physics, excluding general education and including topics of mechanics, heat, light sound, electricity
- e. 3 hours of computer literacy
- f. 3 hours of statistics

Courses in general physical science are not acceptable.

(318) Admission to Nursing Program; Selective, Competitive and Limited

Adoption Date 3/94

Revisions n/a

1. Applications to the Department of Nursing are due by March 15 for the following fall sophomore class and include a health history, physical examination, and copy of immunization record.
2. A minimum grade of "C" in English 1310 and 1320; Math 1390; Chemistry 1402 and 1403; Psychology 1300; Sociology 1300; Home Economics 1300; Biology 1410 and 2405 (or Biology 2406 and 2407).
3. A minimum grade point average of 2.5, based upon nursing program requirements.

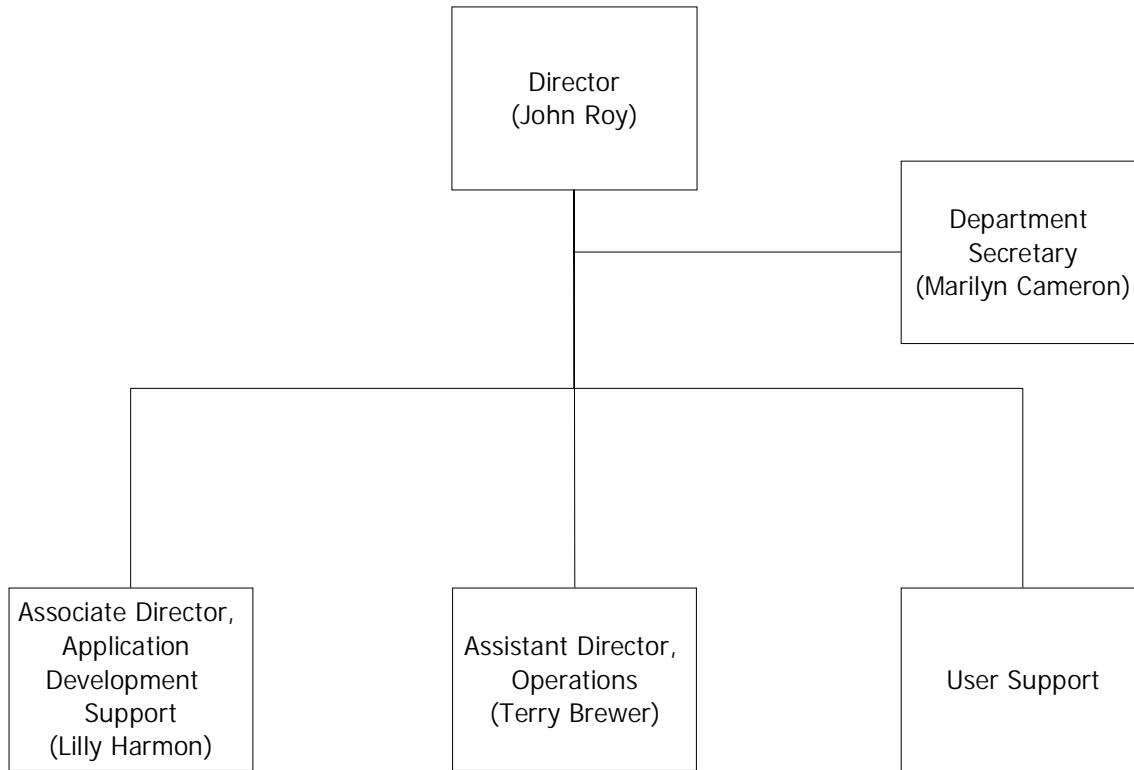
Applications are ranked according to GPA, deficits (prerequisite courses which are not complete by the end of the spring semester), and the number of times a prerequisite course is repeated (if necessary).

Preference is given to UCA prenursing students who meet admission criteria. Transfer students are also considered and ranked in the admission process.

If accepted into the nursing program, students are required to submit evidence of the following by August:

1. TB skin test results which are valid through the school year.
2. American Heart Association, Course C, CPR certification, which is valid through the school year.
3. Current health/hospitalization insurance.
4. The first and second of the series of three Hepatitis B vaccinations. The third may be completed after the start of school.

I: Computing Services Organizational Chart



**J: Audit Reports, Legislative Joint Auditing Committee
6/30/1998 and 6/30/1999**

The reports follow this page.