Assurance Argument

University of Arkansas at Pine Bluff - AR

8/22/2016

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission statement is developed through a process suited to the nature and culture of

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

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

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

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

Sources

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

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

Assurance Statement: The mission of the University of Arkansas at Pine Bluff is current and the University clearly articulates and displays the mission on its website, through various publications, and other official University documents. The mission stresses the

cation programs to

its intended constituents.

University's obligation to clinical experiences for its students and to support the economic development needs of the state and region. It directs the University to provide learning experiences for its students that are responsive to the needs of a racially, culturally and economically diverse student population and its constituents. The breadth of the Mission

1.C - Core Component 1.C

1.D - Core Component 1.D

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

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

The University's primary goal is to respond to the educational needs of students. UAPB's

Sources

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

1.S - Criterion 1 - Summary

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

Summary

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

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Academic
The University of Arkansas at Pine Bluff follows the guidelines, policies and procedures of the Arkansas Department of Higher Education (ADHE). In 2009, ADHE requirre92.-9([(akg9(re)the)4vid)-11(a)bi

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

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

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

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

governance process assures fairness among employees.

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

Sources

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

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

2.C - Core Component 2.C

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

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

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other extern,n-

2.D - Core Component 2.D

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

Argument

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

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

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

Sources

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

2.E - Core Component 2.E

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

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

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

2.S - Criterion 2 - Summary

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

Summary

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

Sources

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

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

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

3.A - Core Component 3.A

viability/graduation standards and directed ADHE to remove programs that do not meet the new viab

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

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

Sources

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

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

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

The General Education Program is guided by the State

From the natural sciences, students gain an understanding of scientific reasoning –

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

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

The University Museum and Cultural Center documents the history of the University, and offers educational programs and rotating exhibits designed to increase awareness of the accomplishments and contributions of the Universit

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

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

Sources

- ‹ 11 06 15 - International Student Count by Country of Origin by Fall Semester Enrollment 2006 - 2015
- ‹ 2015 2016 AY Preliminary Assessment Report with Appendices
- ‹ 2015 2016 AY Preliminary Assessment Report with Appendices (page number 7)
- ‹ 2015-16 Undergraduate Catalog
- ‹ 2015-16 Undergraduate Catalog (page number 46)
- ‹ ADHE Board Policies Manual 10-

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

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

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

The Center for Teaching, Learning and Advising (CTLA) offers assistance and support for faculty working on teaching techniques and/or looking for ways to integrate technology in the classroom with innovative teaching tools. CTLA is designed as an extended program for new and returning UAPB faculty to provide professional development, including workshops, seminars, training sessions, and technical assistance to develop and enhance instructional skills. Additionally, CTLA offers a university campus

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

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

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

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

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

Sources

- ‹ 2015-16 Undergraduate Catalog
- ‹ 2015-16 Undergraduate Catalog (page number 76)
- ‹ 2016 Faculty & Staff Handbook
- ‹ 405.1
- ‹ Artifact--3D4--

- ‹ Faculty Staff Seminar 2011-2015 (page number 66)
- ‹ Policy Faculty Qualifications
- ‹ Syllabus
- ‹ Title3_Travel Application_3C4
- ‹ Title3_Travel Letter_3C4
- ‹ Title3_Travel Letter_3C4

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

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

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

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

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

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

Other examples of student support services include:

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

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

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

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

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

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

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

First-Year Students. All students are required to meet with an academic advisor prior to registration. The Office of Basic Academic Serv nTt62q0.00000912 0 612 792 reW⅝nBT/F1 11.04 Tf1 0 0 1 540

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

Laboratories

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

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

- Research Lab – Room 213 – Walker Research – provides resources for the bachelor's and master's in Computer Science and the bachelor's in Mathematics with some assistance provided by selected graduate students and staff within the department.
- SRT Lab – Hathaway Howard Fine Arts Complex – Music Department - provides equipment, hardware and software applications to support students seeking a bachelor's in Music/Sound Recording Technology.
- Piano Lab – Room 206 -Hathaway Howard Fine Arts Complex – equipped with 12 Roland electronic pianos for students seeking a bachelor's in General Music, Sound Recording Technology or Music/Teaching.
- Mini Lab – Room 202 – Hathaway Howard Fine Arts Complex – equipped with computers and keyboards for music production and multi-media presentations by students in the General Music, Sound Recording Technology, and Music/Teaching programs.
- Social and Behavioral Sciences Computer Lab – Room 357 – Dawson Hicks Building - has computer stations and is used for teaching to support the undergraduate degrees in criminal justice, gerontology, history, political science, psychology, social studies, social work, and sociology.

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

3.E.2.
educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Graduate and undergraduate research is presented in symposia on and off campus and documented through theses and dissertations as well as peer reviewed publications. Student organizations document community engagement and service learning through reporting to the Office of Student Involvement and Leadership. Students at the University also engage with the community through art exhibits and performances by the bands, choirs, and theater groups. Students provide the latest best practices in agricultureeW*ħBT/F1 11.04 Tf1 0 0 1 278.81 745.68 Tm0.

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

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

Assurance Statement: UAPB demonstrates responsibility for the quality of its educational programs through the practice

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

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

- ‹ AHECB_Policy_5.11-Approval_of_New_Degree_Programs_and_Units (1)
- ‹ AHECB_Policy_5.12-Academic_Program_Review_and_Program_Viability-January_2015 (2)
- ‹ Career Services Annual Reports 2003-2013
- ‹ Evidence of Program Accreditations
- ‹ Evidence of Program Accreditations
- ‹ Examples of Alumni Surveys
- ‹ Examples of Annual Assessment Reports(3)
- ‹ Examples of External Consultant Reviews of Program Self Studies
- ‹ Examples of External Consultant Reviews of Program Self Studies
- ‹ School of Business and Management_Employer Survey _2006 to 2016
- ‹ Timetable for Program Self Study and External Review
- ‹ Timetable for Program Self Study and External Review
- ‹ Timetable of Re-Accreditation Activities
- ‹ Timetable of Re-Accreditation Activities
- ‹ Transfer of Credit Policy Updated 9-2014
- ‹ UAPB concurrent enrollmt 7-17-14 minutes
- ‹ Whole_Board_Policy_10-01-15
- ‹ Whole_Board_Policy_10-01-15
- ‹ Whole_Board_Policy_10-01-15 (page number 222)
- ‹ Whole_Board_Policy_10-01-15 (page number 222)

4.B - Core Component 4.B

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

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

Argument

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

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

A critical part of the mission of the University of Arkansas at Pine Bluff is to, "produce graduates who are equipped to excel through their contributions and leadership in a 21st century national and global community." To achieve its Mission, the University of Arkansas at Pine Bluff has identified six University-wide student learning outcomes that are aligned with the University's Mission statement (see

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

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

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

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

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

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

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

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

The 2015-2016 academic year preliminary assessment report lists specific steps, identified by instructors and co-curricular program staff, to improve student learning outcomes
(see appendices 1 and 2 of the preliminary asseBT/F5 12 Tf48612 79273e*

2. [Act 1014 of the 2005](#) Arkansas State Legislature requires that Arkansas universities "offer and make available courses in a time, sequence, and manner that will enable students to complete requirements for a degree" within an 8-semester period. There are stipulations on the part of the student and the University to make this agreement binding. The University of Arkansas at Pine Bluff complied with Act 1014 and explicitly lists the Bachelor's Degree Programs that are included under the Act (see [Guaranteed 8 Semester Bachelor's Degree Programs](#))eW*ňQ EMC /Span ÅMCID 0ƷBDC q0.00000912 0-ms

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

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

Sources

- ‹ 2015 2016 AY Preliminary Assessment Report with Appendices
- ‹ 2015 2016 AY Preliminary Assessment Report with Appendices (page number 7)
- ‹ ACT1014
- ‹ Act747 Minimum College Core-Transferability
- ‹ AHECB_Policy_5.12-Academic_Program_Review_and_Program_Viability-January_2015 (2)
- ‹ Comparison of UAPB_2007-2009_UG Catalog to UAPB_2015_Transitional_UG Catalog
- ‹ Draft Executive Summary of UAPB Campus Master Plan
- ‹ Draft Executive Summary of UAPB Campus Master Plan (page number 9)
- ‹ Draft Executive Summary of UAPB Campus Master Plan (page nu (pagp0.00mpusa

- ‹ Whole_Board_Policy_10-01-15
- ‹ Whole_Board_Policy_10-01-15 (page number 183)
- ‹ Whole_Board_Policy_10-01-15 (page number 184)

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing

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

The restructuring of the LIONS Program was a decision based on data identified by the University. Data indicated that students who were part of the LIONS Program more frequently persisted at UAPB, perhaps due to the cohort structure and the introduction to campus resources

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

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

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

Sources

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

5 -

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

The non-teaching staff currently includes:

- 20 full-time executive-administrative staff,
- 8 library faculty,
- 15 extension faculty (3 Agriculture, 7 Fisheries, and 5 Cooperative Extension),
- 4 academic advisors,
- 1 academic counselor,
- 62 full-time mid-level administrative staff,
- 171 full-time mid-level support staff,
- 17 full

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

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

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

not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The operating budget of the University of Arkansas at Pine Bluff prioritizes the educational ti1 0 0 1 728e

The University's needs and priorities;

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

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

4.

5.B - Core Component 5.B

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

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

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

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

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

Authority

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

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

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

Senate Membership

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

Sources

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

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

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

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

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

Annual budgeting and allocation of Education and General (E & G) funds are a campus effort. Over the last two years, the University has begun to implement a more inclusive budgeting process. Departmental chairpersons are encouraged to communicate their needs and specific initiatives to the Vice Chancellor for Academic Affairs through their Deans. The Vice Chancellor compiles the documentation provided from the Deans and presents it to the Chancellor. A similar process is followed by subordinate units in the Divisions of Student Affairs; F92 re10 1 34Q ⁂nStu03oAae 612 73J612 7bwess igInnovss it

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

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

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

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

UAPB's systematic assessment of student learning, evaluation of operations, planning and budgeting are linked. The budget planning utilizes the institution's vision and mission to establish definitive goals and related objectives, policies, and operational procedures. The

The University's strategic planning process encompasses faculty, staff, students, administrators, alumni, and a diverse group of external stakeholders. In 2014, UAPB issued a Request For Proposals to identify and select a consultant to assist with the strategic planning process. Following the completion of a meticulous consultant selection process, UAPB awarded a contract to MGT of America, Inc. (MGT), a national management consulting and research firm, to facilitate the development of the University's 2015-2020 Strategic Plan. To provide strategic direction and guidance, the Chancellor appointed a Strategic Planning Committee to work in partnership and collaboration with MGT. Another key factor in the planning process was the University of Arkansas System's "Transformation 2025 Strategic Plan

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

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

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

Assurance Statement: UAPB systematically assesses and evaluates its operational performance and effects change to enhance its institutiona

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

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

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

5.D.2.The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.
In 2015, the University of Arkansas at Pine Bluff evaluated its progress and performance in regards to its mission during the strategic planning process. During the strategic planning process, University students, local residents, businesses, and other constituencies were surveyed to collect external data on how the University can better serve its various publics through the University's operations. Feedback from these surveys was used to make changes in University operations regarding enrollment, retention, the student experience, campus safety and employee development. Performance goals were established from the strategic plan and the University will provide the necessary financial and human resources to accomplish the set forward goals. Committees and units across campus prepare annual reports and goals for improvement. On an individual level, faculty undergo regular evaluations and every staff member and administrator is evaluated based upon performance standards set by the individual's immediate supervisor.