

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Arts and Humanities

Academic Year: 2021 - 2022

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)?

SAH Vision:

The School of Arts and Humanities serves the complete spectrum of UAM students—from those needing concurrent remediation (ENGL 100 Composition Lab) linked to ENGL 1013 Composition I to those seeking high-quality graduate programs in Creative Writing, English, Debate and Communication, and Jazz Studies, the standards of which align with the best universities in America.

SAH Mission:

It is the goal and obligation of the School of Arts and Humanities to assure that UAM graduates possess communication skills, problem-solving skills, and critical thinking skills expected of college-educated persons, as well as knowledge of and appreciation for literature, the arts, and human intellectual history. In addition, we aim to prepare graduates to be adaptable to rapidly changing technologies and ever-evolving cultural change and globalization.

SAH Strategic Plan 2022-2023:

Actions will result in measurable outcomes (key performance indicators--KPIs).

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Composition program: 80% success rate in Composition II</p>	<p>In Fall 2019, we implemented concurrent remediation for Composition I. We saw a significant improvement in Composition II success rate from Spring '18 (64.0%) to Spring '19 (73.4%). The success rate for Spring '20 was 70.89%. The success rate for Spring '21 was 65.7%. The success rate for Spring '22 was 63.0%</p>	<p>The declines in success rates in Spring 2020 and Spring 2021 were thought to have possibly been related to the impact of COVID-19. But the downward trend has continued. In Fall 2022, the Composition I syllabi for different instructors are much more similar and coordinated.</p>
<p>BA Art, Graphic Design: The KPI from the 2020-21 Annual Report was 10 students enrolled in Year 1 of the program. The program really has not started.</p>	<p>Our curriculum changes have reportedly received all on-campus and off-campus approvals, but there is not a specific Graphic Design major in the Catalog. There is a Graphic Design Minor program listed. WeevilNet reports 0 Art minors enrolled for Fall 2022 as of Aug. 11 (six days before classes start).</p> <p>Enrollment in Graphic Design I classes has not been encouraging.</p> <p>Graphic Design I: Fall 2020 - 13 Spring 2021 - 12 Fall 2021 - 7 Spring 2022 - 5</p> <p>Graphic Design II: Spring 2021 - 3 Spring 2022 - 2</p> <p>Graphic Design I is required for all Art majors, but Graphic Design II is not.</p>	<p>The 2020-21 report suggested that a full-time instructor in Graphic Design (funded by the Windgate Foundation) would be a boon to the program. While enrollment numbers cannot justify that case, it is true that having Graphic Design taught online leaves students without sufficient in-lab support. A student worker who has successfully taken Graphic Design would be a worthwhile investment.</p>
<p>MA, English: Fall 2021 was first cohort. Goal: 10 students the first year, 15 the second, 20 the third.</p>	<p>In Fall '20, we received HLC approval.-In Fall 21 we had two majors; in Fall 22 we have four (preliminary figures).</p>	<p>The program has not had good coordination or promotion. There may be MFA students who are eligible (or nearly eligible) for having the MA awarded (which could raise credential numbers).</p>

Table 1: Assessment of Key Performance Indicators (continued)

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>MFA, Debate and Communication: Goal: 20 students the first year, 25 the second, 30 the third.</p>	<p>Fall 21 was the first year; three students enrolled. The preliminary number for Fall 22 is five.</p>	<p>Progress has been disappointing to date. The program needs consistent promotion to be successful.</p>
<p>BA, BME, Music: Using 2019 as a baseline, there were 51 majors and the goal was an increase to 70 in Fall 21.</p>	<p>The numbers seem to be misleading. In Fall 20, there were 23 freshmen Music majors, but only 16 taking Theory I (a decent proxy for an entering class). In Fall 21 there were only 8 sophomores (which would suggest a steep dropoff). But there were 12 students in Theory III (a decent proxy for sophomore enrollment). However, only two of these students were classified as sophomores; the rest were freshmen. The Fall 20 enrollment numbers for Theory I and III were 19 and 7, respectively. In Fall 21, those were 16 and 12, respectively.</p>	<p>Musical groups are beginning to travel again and will recruit extensively, including in Texas.</p>

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<p>SAH graduates will demonstrate sophisticated communication and analytical skills and high ethical standards making them both excellent citizens and employees in a range of careers.</p>	<p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</p>	<p>It is the goal and obligation of the School of Arts and Humanities to assure that UAM graduates possess communication skills, problem-solving skills, and critical thinking skills expected of college-educated persons, as well as knowledge of and appreciation for literature, the arts, and human intellectual history.</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			<p>Strategic Plan Actions: Improve student success in General Education English Composition courses.</p> <p>Promote undergraduate and graduate programs in English and Communication.</p>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>SAH graduates will demonstrate sophisticated communication and analytical skills and high ethical standards making them both excellent citizens and employees in a range of careers.</p> <p>SAH graduates will demonstrate skills enabling them to do practical, productive, original research that requires both critical thinking and creativity.</p>	<p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.</p>	<p>It is the goal and obligation of the School of Arts and Humanities to assure that UAM graduates possess communication skills, problem-solving skills, and critical thinking skills expected of college-educated persons, as well as knowledge of and appreciation for literature, the arts, and human intellectual history.</p> <p>Strategic Plan Actions: Improve student success in General Education English Composition courses.</p> <p>Promote the Master of Arts and Graduate Certificates in English with concentrations in Literature, Writing and Rhetoric, Adolescent Literature, and Creative Writing.</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			Encourage more Art students to take Graphic Design II and beyond.
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.</p>	<p>SAH graduates will have knowledge of and be sensitive to global and diversity issues.</p> <p>SAH graduates will demonstrate a broadmindedness and a sense of community and belonging regardless of their particular talents, beliefs, values, race, ethnicity, religion, or sexual orientation.</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment.</p> <p>Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.</p>	<p>It is the goal and obligation of the School of Arts and Humanities to assure that UAM graduates possess knowledge of and appreciation for literature, the arts, and human intellectual history.</p> <p>Strategic Plan Action: Continue to implement a Bachelor of Liberal Arts with Core Requirements assuring exemplary critical and creative thinking skills, communication skills, and knowledge of diversity and/or global issues. Reconsider the structure of the existing program to more clearly embody a cross-disciplinary conception of the degree. The current structure seems inchoate.</p>
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>SAH graduates will demonstrate sophisticated communication and analytical skills and high ethical standards making them both excellent citizens and</p>	<p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</p>	<p>It is the goal and obligation of the School of Arts and Humanities to assure that UAM graduates possess communication skills, problem-solving skills, and critical thinking skills expected of college-educated persons, as well as knowledge of and</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	employees in a range of careers.		<p>appreciation for literature, the arts, and human intellectual history.</p> <p><i>Strategic Plan Actions:</i> Promote the Master of Arts in English with concentrations in Literature, Writing and Rhetoric, Adolescent Literature, and Creative Writing.</p> <p>Expand Graphic Design curriculum in the Bachelor of Arts in Art.</p>

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

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA
Oral Communication

Dimension is not assessed.

Written Communication

English Major Assessment

Pre and Post Tests in Literary Analysis and Literary History

Pre-tests and post-tests measure English majors' critical reading skills and knowledge of literary history. The pre-tests are administered each fall and spring semesters in ENGL 2323: Introduction to Literary Studies, which students should take early in their careers. Ideally, they should be freshmen or sophomores. Students sit for the post-tests each fall in ENGL 4763: Advanced Composition, the capstone course for ALL English majors. At present, the instructor of record of Advanced Composition scores, compiles the pre-tests and the post-tests, and composes a portion of the assessment report. (See Appendix C for copies of the tests.)

An analysis of the raw scores for both the pre-tests and the post-tests reveal that performance levels since the last report remain static in most areas covered on the tests. Although the scores for students taking both the pre-and-post tests reveal no shocking declines in the comparisons of right and wrong answers, they do reveal some disturbing trends since the last report.

Fall 2022: Three Students

Students	Pre-Test: Literary History	Pre-Test: Analysis	Post-Test: Literary History	Post-Test: Analysis
#1	2/5	15/19	5/5	19/19
#2	0/5	8/19	1/5	4/19
#3	NA	NA*	2/5	11/19

In this assessment report and in the current one, students continue to demonstrate weaknesses in the same areas.

As with the literary history portion of the tests, the results on the literary analysis section simultaneously encourage and discourage. Seeing even slight improvement signals movement in the right direction with the curriculum for English majors. In the grand scheme, however, the advances are marginal at best. Often baffling, the incorrect answers suggest at times slipshod reading.

On both the pre-test and the post-test, students perform the best with regard to "The Tyger," a widely familiar literary text at all levels of instruction. Students failed to correctly identify a four-line stanza as a *quatrain*, opting instead for *couplet*. Some of the students also could not identify the poem as a *lyric*, selecting epic instead. Students also had problems with the quotation from *King Lear*. By and large, students still cannot define the word *physic* as medicine, only one student of those taking the tests answered correctly; some continue to label the tragedy as *classical drama*, instead of *Renaissance*.

Advanced Composition Capstone Presentations

As the culmination of the major project in ENGL 4763 Advanced Composition, each student gives a public presentation of his or her paper and is evaluated by each member of the audience, both faculty and students.

To ensure optimum performance on the capstone essay and capstone presentations, the Advanced Composition classes spend time studying writing, using Sheridan Baker's *The Practical Stylist* as the primary textbook. A war-house in rhetoric/composition pedagogy, Baker offers sound advice on

producing university-level writing. The students read two short stories (“A Psychological Shipwreck” by Ambrose Bierce and “The Wall” by John-Paul Sartre) and write close-reading papers on a topic selected by the reader/writers. After turning in a first draft to the instructor, students present their essays to their peers by bringing flash drives to class and reading the paper aloud using smart-room technology. The class critiques the essays; students then submit final drafts. For the capstone essay, students select one of their papers and augment it with research.

Our English majors continue to perform at acceptable levels in Advanced Composition. The 2022 cohort’s writing skills are not as sterling as many in the past. The combination of lectures and peer-reviews works well in this class. Although smart-room technology can enhance greatly the impact of peer-reviewing because of the interaction among the members of the class, including the instructor of record., the class adopted the rather conventional approach to peer review: distributing hard copies of the essays to the students. Despite some decline, the students in the 2022 cohort do, nonetheless, meet the expectations for the capstone course.

In 2018, Dr. Hylton began using the capstone essays from Advanced Composition in her Editing and Design class and producing a monograph. These materials render a more accurate assessment of students’ analytical and writing skills.

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

Strengths

On both the pre-test and the post-test, students perform the best with regard to “The Tyger,” a widely familiar literary text at all levels of instruction.

Weaknesses

Overall, English majors display significant gaps in their knowledge of literary history. While we can note slight improvement in this area on the post-tests, the scores should give the faculty pause. The primary weaknesses continue emerge in distinguishing among works from the 18th and 19th centuries and in failing to distinguish between modern and post-modern (contemporary) literature. Of particular concern is that consistently students cannot place Confucius, Shakespeare, and T. S. Eliot in the appropriate period. Even in the earlier stages of their careers, students should be able to correctly answer all of the literary history questions.

Opportunities for Growth

Reading comprehension can be improved in Composition I and II.

Threats to Effectiveness

The greatest threat to effectiveness is general student pre-college preparation. This will require a shift in our approach to literature.

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

A greater emphasis on peer-to-peer critique may better prepare students for the capstone experience.

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

No recommendations at this point.

Written Communication

Music History I - Fall 2021

Written Communication

Dimension	4	3	2	1	0	Average	Total # of students
Context and Purpose for Writing	2	2	1	0	0	3.2	5
Content Development	2	3	0	0	0	3.4	5
Genre and Disciplinary Conventions	1	0	4	0	0	2.4	5
Sources and Evidence	0	0	0	0	0	0.0	0
Control of Syntax and Mechanics	1	1	0	3	0	2.0	5

Strengths

- Improved use of Blackboard and delivery of writing materials specific to music

Weaknessness

- Overall growth of writing strength
- Lack of involvement from other professionals in musicology

Opportunities for Growth

- Incorporation of experts in writing in musicology and music education
- Improvement in PRAXIS scores

Threats to Effectiveness

- Retention of skills obtained from composition classes
- Lack of understanding of the importance of academic writing specific to the discipline
- Student apathy towards academic musical classes
- Misunderstanding of success in not just performance based classes

Music History II - Spring 2022
Written Communication

Dimension	4	3	2	1	0	Average	Total # of students
Context and Purpose for Writing	2	2	0	0	0	3.5	4
Content Development	2	2	0	0	0	3.5	4
Genre and Disciplinary Conventions	2	2	0	0	0	3.5	4
Sources and Evidence	0	0	0	0	0	0.0	0
Control of Syntax and Mechanics	1	0	0	3	0	1.8	4

Strengths

- Improvement from previous semester
- Greater interest in history after 1600

Weaknessness

- Continuing lack of retention
- Continued use of colloquial language in an academic setting

Opportunities for Growth

- Addition of writing skills to RCP
- Increased rates on PRAXIS exams

Threats to Effectiveness

- Continued apathy towards academic writing within the discipline

Critical Thinking

Dimension not assessed.

Global Learning

Dimension not assessed.

Teamwork

Marching Band - Fall 2021^L_{SEP} Team Work

Dimension	4	3	2	1	0	Average	Total # of students
Contributes to Team Meetings	9	26	25	23	0	2.3	83
Facilitates the Contributions of Team Members	0	0	0	0	0	0	0

Individual Contributions Outside of Team Meetings	6	10	60	4	3	2.1	83
Fosters Constructive Team Climate	6	10	60	4	3	2.1	83
Responds to Conflict	0	0	0	0	0	0	0

Strengths

- Student leadership maintained high quality. They consistently helped section members move forward.
- There was more focus on underclassmen.
- More attentiveness to students struggling with academics.

Weaknessness

- Inconsistency of expectations for student leaders and section members.
- Ineffective use of opportunities to leadership training.

Opportunities for Growth

- Incorporation of more rigorous leadership training.
- Better communication from the Chair regarding ensemble expectations.
- Better communication with students regarding expectations for rigor and discipline.

Threats to Effectiveness

- High turn-over for the Director of Band position.
- Recruitment expectations interfering with rehearsal time.
- Hesitant alumni due to ensemble performance and expectations.

Wind Symphony - Spring 2022
Team Work

Dimension	4	3	2	1	0	Average	Total # of students
Contributes to Team Meetings	7	26	6	0	0	3.0	39
Facilitates the Contributions of Team Members	7	26	6	0	0	3.0	39
Individual Contributions Outside of Team Meetings	7	32	0	0	0	3.2	39
Fosters Constructive Team Climate	36	0	0	0	3	3.8	39
Responds to Conflict	35	0	0	2	2	3.6	39

Strengths

- Improved morale
- Self motivation from individual students and student leaders

Weaknessness

- Inadequacies in instrumentation
- Lost time with full ensemble due to COVID quarantines
- Late change of repertoire by director^[1]_{SEP}

Opportunities for Growth

- Additional recruitment for needed instrumentation

- More targeted repertoire selection regarding strengths of ensemble
- Greater presence in schools through tours
- More participation in regional and national awards and competitions

Threats to Effectiveness

- Declining enrollment
- Competition with other institutions
- Time for recruitment

Public/Stakeholder/Student Notification of SLOs

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

- SAH website
- All course syllabi
- UAM catalogue
- All accreditation reports

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: ART

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	11	8	9	28/9.3	
Sophomore	2	6	2	10.3.3	
Junior	0	1	4	5/2.7	
Senior	3	0	3	6/2	
Post Bach					
Total	16	15	18	49/16.3	

UNDERGRADUATE PROGRAM MAJOR: COMMUNICATION

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	9	5	4	18/6	
Sophomore	0	2	6	8/2.7	
Junior	5	3	4	12/4	
Senior	4	3	1	8/2.7	
Post Bach					
Total	18	13	15	46/15.3	

UNDERGRADUATE PROGRAM MAJOR: ENGLISH

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	5	3	4	12/4	
Sophomore	9	1	3	13/4.3	
Junior	6	8	3	17/5.7	
Senior	4	5	3	12/4	
Post Bach					
Total	24	17	13	54/18	

UNDERGRADUATE PROGRAM MAJOR: LIBERAL ARTS

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	-	-	0	N/A	
Sophomore	-	-	0	N/A	
Junior	-	-	1	N/A	
Senior	-	-	0	N/A	
Post Bach					
Total	-	-	1	N/A	

UNDERGRADUATE PROGRAM MAJOR: MODERN LANGUAGES

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	1	2	1	4/1.3	
Sophomore	1	0	0	1/0.3	

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Junior	0	1	0	1/0.3	
Senior	0	0	1	1/0.3	
Post Bach					
Total	2	3	3	8/2.7	

UNDERGRADUATE PROGRAM MAJOR: MUSIC

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	15	23	25	63/21	
Sophomore	10	8	5	23/7.7	
Junior	15	10	6	31/10.3	
Senior	11	14	10	35/11.7	
Post Bach					
Total	51	55	46	152/50.7	

GRADUATE PROGRAM MAJOR: MASTER OF ARTS IN ENGLISH

	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average
ENROLLMENT	-	-	4	4/-

GRADUATE PROGRAM MAJOR: MASTER OF FINE ARTS IN CREATIVE WRITING

	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average
ENROLLMENT	13	20	12	45/15

GRADUATE PROGRAM MAJOR: MASTER OF FINE ARTS IN DEBATE AND COMMUNICATION

	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average
ENROLLMENT	-	-	3	3/-

GRADUATE PROGRAM MAJOR: MASTER OF MUSIC IN JAZZ STUDIES

	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average
ENROLLMENT	18	13	6	37/12.3

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

Strengths

The quality of the programs, particularly the Music programs, continues to be a strength. Fall 21 was extremely disappointing, but that is likely still the result of COVID.

Weaknesses

Numbers for the Modern Language major continue to be anemic, and therefore sustaining the major remains a subject of serious discussion among the unit's administration and faculty. Modern Languages are a vital part of a liberal arts education; the Bachelor of Arts in Liberal Arts may be a vehicle for increasing enrollment in Modern Language courses. We do not seem to have the numbers to maintain a major.

The Bachelor's in Liberal Arts has yet to attract students; therefore, we need to make a concerted recruitment effort.

Opportunities for Growth

Master of Fine Arts in Creative Writing: revised curriculum, expanded advertising, and a growing national reputation for excellence should improve enrollment numbers. Preliminary Fall 22 numbers are encouraging.

Master of Music in Jazz Studies: expanded advertising and a growing national reputation for excellence are improving enrollment numbers.

Bachelor of Arts in Liberal Arts, Composition and Rhetoric concentration in English, MA in English, MFA in Debate and Communication.

AA programs in Music Industry and Graphic Design still seem like opportunities to explore.

Threats to Effectiveness

Slow declines in enrollment can eventually lead to a lack of critical mass and collapse.

In English and Communication, there being multiple options may interfere with the program developing an identity in the minds of prospective students

Progression/Retention Data

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

Major: BA in Art	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	0	
Number and percentage graduated in that major during 20-21 academic year	N/A	N/A
Number and percentage that graduated in that major during 21-22 academic year	N/A	N/A

Major: BA in Communication	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	2	
Number and percentage graduated in that major during 20-21 academic year	1	50%
Number and percentage that graduated in that major during 21-22 academic year	0	0%

Major: BA in English	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	7	
Number and percentage graduated in that major during 20-21 academic year	6	85.7%
Number and percentage that graduated in that major during 21-22 academic year	1	14.3%

Major: BA in Modern Languages	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	0	

Major: BA in Modern Languages	Number	Percentage
Number and percentage graduated in that major during 20-21 academic year	N/A	N/A
Number and percentage that graduated in that major during 21-22 academic year	N/A	N/A

Major: BA in Music/BME in Music Education	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	16	
Number and percentage graduated in that major during 20-21 academic year	6	37.5%
Number and percentage that graduated in that major during 21-22 academic year	4	25%

Major: BA in Liberal Arts	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	N/A	
Number and percentage graduated in that major during 20-21 academic year	N/A	N/A
Number and percentage that graduated in that major during 21-22 academic year	N/A	N/A

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

Strengths

100% graduation in English
Solid graduation rate in Music

Weaknesses

Overall numbers of graduates

Opportunities for Growth

All programs need to grow. Music has both effectiveness and capacity. English and Communication reflect effectiveness, with growth possible

*Passed = A, B, or C; Failed = D, F, or W		2019-2020 Passed		2019-2020 Failed		2020-2021 Passed		2020-2021 Failed		2021-2022 Passed		2021-2022 Failed		3-Year Trend Passed		3-Year Trend Failed	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL 1013	Composition I	403	73.4%	146	26.6%	342	58.8%	240	41.2%	339	63.0%	199	37.0%	1084	64.5%	585	35.5%
ENGL 1023	Composition II	369	71.2%	149	28.8%	325	64.3%	180	35.7%	308	66.4%	156	33.6%	1002	67.4%	485	32.6%

Threats to Effectiveness

There are no specific barriers to graduation that can be identified.

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

Table 5: Gateway Course Success*

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

Strengths

Stable rates of success, with slight improvement in Composition II over Composition I. Concurrent pass rates are very high.

Weaknesses

Changes in approach have not yielded significant improvements.

Opportunities for Growth

Improving lecture coordination and lecture/lab coordination.

Threats to Effectiveness

Student preparation is perhaps not what it could be.

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded:

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average
BA Art	4	0	2	6	2
BA Communication	6	3	5	14	4.67
BA English	5	10	4	19	6.33
BA Modern Languages	4	0	1	5	1.67
BA Music/BME Music Ed	11	7	11	29	9.67

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

The Music degrees are the healthiest; the others are approaching or have reached thresholds of viability. The future for the Arts and Humanities (and Social and Behavioral Sciences) is in cross-disciplinary degrees like our BA in Liberal Arts. The structure of that degree should be reconsidered to be more future-oriented.

Number of Degrees Awarded:

Graduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average
MFA Creative Writing	2	4	3	9	3
MM Jazz Studies	9	17	14	40	13.33

The MM degree is solid; the MFA is steady.

Faculty

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

Teaching Load								
Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Justin Anders	10-month Assoc Prof	MM	Music	6	12	3		Chair, Division of Music; Interim Dean (Spring, Summer I)
Scott Bearden	9-month Assoc Prof	MM	Music		12	9		Interim Chair, Division of Music
Sarah Bloom	9-month Assoc Prof	MFA	English	0	12	12	6	
Gregory Borse	9-month Assoc Prof	Ph.D.	English	3	12	12	3	
Stephen Busath	9-month Instruct	DMA	Music	0	15	15	0	
Kelsey Englert	9-month Instruct	MFA	English	0	15	15	0	
Jim Evans	9-month Instruct	MA	Communication	6	15	15	3	Director of Forensics
Claudia Hartness	9-month Instruct	MA	English	3	15	15	6	
Jessica Hylton	9-month Asst Prof	Ph.D.	English	3	12	12	6	Director of the MFA in Creative Writing
Lesly Jean-François	9-month Assoc Prof	Ph.D.	French and Latin	6	12	12	6	Director of Foreign Language Teaching Assistants
Brian Jones	9-month Instruct	MA	Communication	0	15	15	0	
Adam Key	9-month Assist Prof	Ph.D.	Communication	6	12	12	6	Director of the MFA in Debate and Communication
Katrina Meggs	10-month Instruct	MM	Music	0	15	0	0	Marching Band Director
Rachel Nicholson	9-month Instruct	M.A.	English	3	15	15		
Terry Nugent	9-month Assist Prof	Ph.D.	English	3	12	12	3	Director of Composition
Craig Olsen	9-month Assoc Prof	Ph.D.	English	3	12	12	3	Director of the Center for Writing and Communication
Les Pack	9-month Prof	MM	Music	6	15	15		
Tom Richard	9-month Prof	MFA	Art	0	15	15	0	Director of Galleries
Kent Skinner	9-month Prof	DMA	Music	0	12	12	0	Director of Choral Activities
Jason Smith	10-month Instruct	MM	Music	6	15	15		Director of MM in Jazz Studies
Mark Spencer	12-month Prof	MFA	English	0	3	3	0	Dean; Assoc. VC for Program Development
Dipendra Sunam	9-month Assist Prof	DMA	Music			12		
Kate Stewart	9-month Prof	Ph.D.	English	0	12	12	0	Director of the Master of Arts in English
Kay Walter	9-month Prof	Ph.D.	English	0	12	15	0	

What significant change, if any, has occurred in faculty during the past academic year?

Hired Dr. Sunam in Spring 2022.
 Dr. Busath promoted to Asst. Prof. in Spring
 Dr. Olsen tenured and promoted to Assoc. Prof., effective 8/2021
 Dr. Skinner retired
 Ms. Meggs retired

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	19,851	-1,302 (-6.15%)	
2013-14	18,446	-1,405 (-7.07%)	
2014-15	15,213	-3,233 (-17.52%)	
2015-16	15,695	+482 (+3.16%)	
2016-17	13,797	-1898 (-12.09%)	
2017-18	13,636	-161 (-1.16%)	
2018-19	12,307	-1,329 (-9.74%)	
2019-20	9,402	-2,905 (-23.6%)	Implementation of concurrent remediation; elimination of traditional remedial classes
2020-21	9,448	+46 (+0.48%)	
2021-22	10,469	+1021(+10.8%)	

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

There may be a discrepancy in the calculations. By my calculations, the 2020-21 total should be 11,498, which would fit with the general downward trajectory.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Art	ASU-Beebe	2+2 in Art	Begins in		

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
			2022-2023		

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

Faculty Scholarly Activity

Scott Bearden

Performed role of the Sergeant in UAM Music Theater production of Pirates of Penzance, Fall ‘21

Performed as Baritone soloist with Knoxville Opera orchestra concert which consisted of a musical selection from each of Puccini’s twelve operas in March ‘22

Adam Key

Book: Key, A. (2021) *The rhetoric of resistance to prison education: How the “War on Crime” became the “War on Criminals.* Routledge.

Adam Key

Publication: Key, A. (in press) Sounds about White: Critiquing the NCA standards for Public Speaking Competency. *Journal of Communication Pedagogy.*

Publication: Key, A. (in press). It’s halftime in the International Public Debate Association: A critical examination of the present cultural practices in IPDA. *Journal of the International Public Debate Association.*

Publication: Key, A. & Pearson, B. (2021) Non-love letters: Asexualizing queer love and generosity. *QED: A Journal of GLBTQ Worldmaking* 8(3), 43-64.

Publication: Key, A. (2021). The Silent A: A critical soundtrack of asexuality. *Journal of Autoethnography*, 2(4), 446-465.

Publication: Key, A. & Fortin, D. (2021). Education in peril. *Arkansas Democrat-Gazette.*

Presentation: Key, A. (2021). *Red Fish, Blue Fish: Neoliberal weaponization of “cancel culture” as containment rhetoric.* Presented at the meeting of the National Communication Association, Seattle, WA.

Presentation: Key, A. (2021). *Transforming bars into bridges: An ethnographic exploration of the teaching environments in prison classrooms*. Presented at the meeting of the National Communication Association, Seattle, WA.

Presentation: Key, A., Smith, L., Fendley, S., & Hendricks, J. (2021). *Townhall Debate: Synchronous online collegiate education is preferable to in-person education*. Presented at the virtual meeting of the Southern States Communication Association.

Andrew Nelson

Publication: The Breakfast Club, and Eco-Cosmopolitanism *POMPA: Publications of the Mississippi Philological Association*. Volume 38. 2021

Publication: “Teaching Meditation and Mindfulness in Freshman Seminar” (journal?)

Presentation: The Breakfast Club and Eco-cosmopolitanism.” The Mississippi Philological Association Conference, Blue Mountain Mississippi. spring 2022

Presentation: The Breakfast Club and Eco-cosmopolitanism.” The Midwest Popular Cultural Association Conference. Minneapolis, Minn. fall 2021

Presentation: “Teaching Meditation and Mindfulness in Freshman Seminar” Arkansas Philological Association Conference, Monticello, AR. Fall 2021

Terry Nugent

Publication: “Gunpowder, Masculinity, and “Pore Pickin’s” in Southeast Arkansas: A Local Dime Novel,” *Philological Review*, Vol. 46.2, Fall 2020. [back issue published 2021]

Presentation: “Gunpowder, Historicity, and Masculinity in a Local Western Novel.” Mississippi Philological Association, March 2022

Presentation: “Gunpowder, Masculinity, and “Pore Pickin’s” in Southeast Arkansas: A Local Dime Novel,” Arkansas Philological Association, Jonesboro, Arkansas, November 2021.

Presentation: SEARK Reading Council, “Promoting Literacy in Southeast Arkansas,” Monticello Public Library, September 27, 2021.

Tom Richard

Solo Exhibition, Baton Rouge Gallery, Baton Rouge, LA, "The Last Three Years."

Six Juried Exhibitions

- Fort Smith Regional Art Museum, Fort Smith, AR, "Metamorphosis – RAM Annual Invitational"
- South Arkansas Arts Center, El Dorado, AR "SAAC Annual Juried Competition" 2022
- Batesville Area Arts Council, Batesville, AR "BAAC National Juried Exhibition"
- Alexandria, LA "54th Annual Tom Peyton Arts Festival"
- Acadiana Center for the Arts, Lafayette, LA "Slammed!! Sensationalism & Culture in the Squared Circle"
 - The University of Texas at Tyler, Tyler, TX "36th Annual International Exhibition"

Three Invitational Exhibitions

- Hilliard Art Museum, Lafayette, LA "Twenty Years of Marias Press"
- The ARTspace on Main, Windgate Community Gallery, Pine Bluff, AR

Baton Rouge Gallery, Baton Rouge, LA "Kinetics"

Jason Smith

UAM Jazz One played for over 2,500 music educators, professional musicians and industry leaders at The Midwest Clinic International Band and Orchestra Conference (the world's largest instrumental music education conference, annually drawing approximately 17,000 attendees to Chicago from all 50 states and as many as forty countries).

Kate Stewart

Publication: "The Community in Tumult: Lessons from Faulkner's *Knight's Gambit*, *Philological Review*, (forthcoming Summer, 2022)

Publication: Review, Faulkner's *Knight's Gambit*, Museum Moments, Union County (MS) Historical Museum, August, 2021

Presentation: "The Community in Tumult: Lessons from Faulkner's *Knight's Gambit*," Mississippi Philological Association, March, 2022; Arkansas Philological Association, November, 2022

Presentation: "What Hawthorne Did to American History," SCMLA, October, 2021

Kay Walter

Presentation: "Why I Am from Arkansas" at Arkansas Philological Association 2021 Conference.

Presentation: "Assigning to Empower" at 2021 Conference on College Composition and Communication.

Presentation: "The Cost of Friendship Measured in a Cat" at the Domestic Cats in Literature Conference.

Presentation: "Aberrations, Deviations, and Mutations in Nineteenth Century British Literature" at the 2022 GSE Conference.

Published Comment about James S. Dearden, 1931 - 2021 in *Friends of Brantwood Newsletter* Spring 2022.

Notable Faculty or Faculty/Service Projects

Justin Anders

Interim Dean, School of Arts and Humanities

Scott Bearden

Interim Chair, Division of Music

Andrew Nelson

Managing Editor *International Journal of Linguistics, Literature, and Culture*.

Kate Stewart

Alpha Chi National Council

Executive Secretary/Treasurer, Arkansas Philological Association

Dean Search Committee

Judge, Faulkner Novel Contest

Kay Walter

Elected Program Chair for the Arkansas Philological Association 2022 Conference.

Faculty Grant Awards

Adam Key

Grants: Two of his advisees were awarded Student Undergraduate Research Fellowship grants by the Arkansas Department of Higher Education totaling \$6,750 for independent research projects he supervised.

Kay Walter

AEHC grant to cover speaker fees for the keynote address by Dr Gabriel Meyer at the APA 2022 conference, which will be held on

campus in October.

Faculty Other Awards

Les Pack

B's Guitars debuted the **Les Pack Signature Series** Guitar just for me, with the UAM logo on the neck! It also has green tuners and a green inlay of his initials.



Describe any significant changes in the unit, in programs/degrees, during the past academic year.

The unit and degree programs were largely stable.

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

The BA English degree was modified slightly to show more clearly a core set of classes and the courses that differentiate the various tracks.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.

The Music program began to tour again, after COVID.

Other Unit Student Success Data

Multiple students in Communication accepted into Tier 1 graduate programs.

Multiple graduates in English published in peer-review journals and presented at peer-reviewed conferences.

Revised 02/09/2022

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

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

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

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

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

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

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

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

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

2. ENROLLMENT and RETENTION GAINS

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

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- Prepare and update University Master Plan.
- Partner with system and state legislators to maximize funding.
- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
 - Increased efforts to earn research and grant funds.
 - Creation of philanthropic culture among incoming students, graduates and community.
 - Collaborating with Athletics Fundraising to maximize synergies.
 - Create a Growing our Alumni Base Campaign.
 - Encourage entrepreneurial opportunities where appropriate.
 - Participation in articulation agreements to capitalize on academic and economic resources.
 - Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
 - How well do course-based student learning outcomes align with institutional mission and program outcomes?
 - How well integrated are assessment practices in courses, services, and co-curricular activities?
 - How are the measures of the achievement of student learning outcomes established? How well are they understood?
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- Who actually measures the achievement of student learning outcomes?
 - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
 - How is evidence of student learning collected?
 - How extensive is the collection of evidence?
- 3. In what ways do you analyze and use evidence of student learning?**
- Who analyzes the evidence?
 - What is your evidence telling you about student learning?
 - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
 - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
- 4. How do you ensure shared responsibility for student learning and assessment of student learning?**
- How well integrated are assessment practices in courses, services, and co-curricular activities?
 - Who is responsible for the collection of evidence?
 - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
 - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
 - How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
 - What is the nature of that information?
 - To what external stakeholders do you provide information about student learning?
 - What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

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

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none">• Credentials• Progression• Transfer Success• Gateway Course Success	<ul style="list-style-type: none">• Time to Degree• Credits at Completion	<ul style="list-style-type: none">• Research (4-year only)	<ul style="list-style-type: none">• Core Expense Ratio• Faculty to Administrator Salary