

# University of Arkansas at Monticello

## Academic Unit Annual Report

### Unit: School of Arts and Humanities

Academic Year: 2024 - 2025

State your unit's Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPIs).

#### 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 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 Strategic Plan 2024-2025: Unit Strategic Plan including KPIs.**

#### Goal 1: Improve student success rate in Composition II.

**Alignment:** Supports UAM's Strategic Plan Goal 1: Promote Opportunity and Success for All Students

**Rationale:** Composition II involves the completion of a research paper, thus reflecting students' preparation for research in the major.

**Measure of success:** 80% of students earn a passing grade.

#### Goal 2: Increase enrollment (headcount) in the MA English program by 100% (from 5 in Fall 2023 to 10 in Fall 2025)

**Alignment:** Supports UAM's Strategic Plan Goal 1: Promote Opportunity and Success for All Students

**Rationale:** This program is preparing for a viability report.

**Measure of success:** 10 students enrolled in Fall 2025; progress toward goal in Fall 2024.

#### Goal 3: Increase undergraduate Music majors from 39 in Fall 2023 to 50 in Fall 2025

**Alignment:** Supports UAM’s Strategic Plan Goal 1: Promote Opportunity and Success for All Students

**Rationale:** This program is a highly visible and historically important program for UAM.

**Measure of success:** 50 students enrolled in Fall 2025; progress toward goal in Fall 2024.

**Goal 4: Increase enrollment in Marching Band from 65 to 80 Fall 2023 to 80 Fall 2024 to 100 Fall 2025.**

**Alignment:** Supports UAM’s Strategic Plan Goal 1: Promote Opportunity and Success for All Students

**Rationale:** This ensemble is the most visible ensemble in the music program.

**Measure of success:** 80 students enrolled in Fall 2024

**Goal 5: Increase enrollment in Concert Choir from 28 in Spring 2023 to 35 in Spring 2025 (increase of 25%).**

**Alignment:** Supports UAM’s Strategic Plan Goal 1: Promote Opportunity and Success for All Students

**Rationale:** This ensemble is the most important vocal ensemble in the music program.

**Measure of success:** 35 students enrolled in Spring 2025.

**Table 1: Assessment of Key Performance Indicators**

<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
<b>Composition program:</b> 80% success rate in Composition II (continuing goal).	Recent success rates: Spring 2021: 65.7%, Spring 2022: 63.0% Spring 2023: 73.0% Spring 2024: 75.2% Spring 2025: 70.0%	Spring 2025 represented a decrease in our success rate. There was no specific change in the approach to Composition II that would account for the change.
<b>MA English:</b> Increase enrollment from 5 in Fall 2023 to 10 in Fall 2025 (continuing goal)	Fall 2024 enrollment was 7. The program anticipates 5 for Fall 2025.	The program had its first graduates in 2023-24 (three of them), and their theses were excellent. There is a need to improve recruiting, including exploring new advertising venues, reaching out to high school faculty more aggressively, etc. We also need to revise the MA English Creative Writing concentration to work more seamlessly with the MFA Creative Writing. It should be possible to construct the program in such a way that students earn an MA on their way to the MFA.
<b>BA, BME Music:</b> Increase enrollment of Music majors from 39	Fall enrollment was 39 in Fall 2024, so no progress was made.	Recruiting efforts in 2023-2024 were extensive but produced no increase in enrollment. Recruitment efforts were even more extensive in 2024-2025 (particularly from the new band director, Dr. Erik

KPI	Assessment of Progress	Implications for Future Planning/Change
in Fall 2023 to 50 in Fall 2025. (continuing goal)		Richards and new Director of Jazz Studies, Dr. Kevin Bryson). Dr. Bryson's first Master of Music cohort (it is a one-year program) matched the outgoing cohort. We do not anticipate growth at the undergraduate level, either. We are hiring a new choir director for Fall 2025. As these three directors become better known in the state, we should see progress in enrollment. However, the Division also needs to revise its offerings. Dr. Justin Anders, Director of Music Education, will spearhead a revision of the Bachelor of Music Education curriculum. We are also looking at developing programs in digital media production and commercial music.
<b>Marching Band:</b> Increase Band enrollment from 65 in Fall 2023 to 80 in Fall 2024. The goal for Fall 2025 is 100. (new goal)	Fall enrollment was 65 again in Fall 2024. The ratio of Music majors/non-Music majors is rising, as fewer non-majors are choosing to participate. Fall 2025 is likely to remain flat. Our goal is to consistently have 100+ students in the band.	UAM has designed and produced new band uniforms, which debuted in Fall 2024. Stronger internal recruiting efforts are needed to entice students who were in their high school marching band to continue. Performance Scholarship funds are being awarded more consistently to help improve morale in the group. A much more robust social media presence is needed.
<b>Concert Choir:</b> Increase enrollment from 28 in Spring 2023 to 35 in Spring 2025 (increase of 25%) (new goal)	Spring 2023 enrollment in Concert Choir was 28; it was 40 in Spring 2024, and 34 in Spring 2025	Spring 2023 was Dr. Dana Ihm's first Spring choir; Spring 2024 was her second and there was a 50% increase from Spring 2023. However, Spring 2024 sank to 34, just under our goal of 35. Dr. Ihm retired in Spring 2025; we will see what effect a new choir director will have on enrollment.

**In Table 2, show the alignment of your academic unit's Student Learning Outcomes (SLOs) with UAM's Institutional Learning Outcomes (ILOs) and UAM's and your Unit's Vision, Mission, and Strategic Plans**

**Table 2: Unit Student Learning Outcomes**

<b>University Institutional Learning Outcomes</b>	<b>Unit Student Learning Outcomes related to each University ILO</b>	<b>Alignment with UAM Vision, Mission, and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<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 making them both excellent citizens and employees in a range of careers.</p>	<p>As an open-access institution, UAM’s approach to teaching essential skills for a fulfilling and economically rewarding life must be multi-faceted and comprehensive. Because communication is foundational to success in life and the workplace, being able to adapt to different environments is a focal point for the School.</p>	<p>The SAH Mission specifically mentions communication skills and preparing students “to be adaptable to rapidly changing technologies and ever-evolving cultural change.”</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 skills enabling them to do practical, productive, original research that requires both critical thinking and creativity</p>	<p>UAM’s Mission includes “Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service-learning opportunities.” Practical, productive, and original research aids in solving real-world problems.</p>	<p>“Problem-solving and critical thinking skills” are specifically mentioned in the SAH’s Mission, and standards of original research “which align with the best universities in America” support our unit Vision.</p>
<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 broadmindedness and a sense of community and belonging regardless of their particular talents, beliefs, values, race, ethnicity, religion, or sexual orientation.</p>	<p>UAM’s Mission specifically mentions “Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment” and “Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners “as institutional commitments.</p>	<p>The SAH Vision emphasizes the “complete spectrum” of UAM students served, and the Mission specifically mentions preparing graduates for a globalized economy and society. Being broadminded and accepting is fundamental to achieving these goals.</p>

University Institutional Learning Outcomes	Unit Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<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 employees in a range of careers.</p>	<p>Teamwork is essential to UAM’s Mission of “Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.” Communication, analytic ability, and strong ethics are the essence of teamwork.</p>	<p>More than anything else, the School of Arts and Humanities stands for the value of individual people (the “complete spectrum of UAM students”) and of Humanity writ large, through developing an “appreciation for literature, the arts, and human intellectual history.”</p>

**UNIVERSITY AND PROGRAM ASSESSMENT**

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

**AACU RUBRIC DATA  
Written Communication**

**Context/course in which assessment was done:** ENGL 1023 Composition II.

Students produce a research paper for this class, and the artifacts are assessed by a committee of the Composition faculty.

**Written Communication – English 1023 Composition II**

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Context and Purpose for Writing	0	5	7	8	2	1.68	22
Content Development	0	3	7	10	2	1.50	22
Genre and Disciplinary Conventions	0	5	7	9	1	1.72	22
Sources and Evidence	0	3	6	9	4	1.36	22
Control of Syntax and Mechanics	0	3	7	9	3	1.45	22

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

- *Strengths:* The evaluations suggest that Context and Purpose and Genre and Disciplinary Conventions are the strongest points.
- *Weaknesses:* Sources and Evidence and Control of Syntax and Mechanics have the lowest averages.
- *Opportunities for Growth:* A greater focus on grammar and reading comprehension in the Composition labs may help with Syntax. That and Reading Comprehension are the focus of Fall 2025 sections.
- *Threats to Effectiveness:* Generative A.I. could be considered a threat. A.I. would make the artifacts better, but would obscure actual student learning.

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

In Fall 2025, SAH will return to a model of tying each Composition Lab section to a specific lecture section, so that the lab and lecture pair are taught by the same instructor. The labs will focus on grammar and reading comprehension but will also allow more direct feedback on the Comp I writing assignments. The unit will also try to use a modified embedded tutor model with the Writing Center staff.

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

This was the second semester in which Blackboard was used for the assessment. The technological part did not work as intended, and many faculty were unable to open the artifacts assigned to them.

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## Global Learning

**Context/course in which assessment was done:** Bachelor of Arts – Art

This outcome is assessed in the context of Senior Thesis.

**Global Learning – BA Art Senior Thesis**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Global Self-Awareness	3	0	0	0	0	4.0	3
Perspective Taking	3	0	0	0	0	4.0	3
Cultural Diversity	3	0	0	0	0	4.0	3
Personal and Social Responsibility	3	0	0	0	0	4.0	3
Understanding Global Systems	3	0	0	0	0	4.0	3
Applying Knowledge to Contemporary Global Contexts	3	0	0	0	0	4.0	3

**Context/course in which assessment was done:** Bachelor of Art – Music & Bachelor of Music Education

This assessment is done through an essay in the context of History of Music II.

**Global Learning – Music History II**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Global Self-Awareness	0	2	2	3	1	1.63	8
Perspective Taking	0	2	2	4	0	1.75	8
Cultural Diversity	0	2	2	4	0	1.75	8
Personal and Social Responsibility	0	2	2	4	0	1.75	8
Understanding Global Systems	0	2	2	3	1	1.63	8
Applying Knowledge to Contemporary Global Contexts	0	2	2	3	1	1.63	8

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

- *Strengths:* Art students continue to achieve at a high level in all areas.
- *Weaknesses:* N/A
- *Opportunities for Growth:* The unit is satisfied with the students’ achievement. Each student’s show is different, so it is hard to generalize about what additional steps could be taken.
- *Threats to Effectiveness:* As the program’s enrollment continues to drop, the degree to which students learn from one another may suffer.

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

None to suggest.

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

None to suggest.

### Teamwork

**Context/course in which assessment was done:** Bachelor of Art – Art

Context/course in which assessment was done: Senior Thesis, which involves a public presentation and feedback from students.

**Teamwork – BA Art Senior Thesis**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	3	0	0	0	0	4.0	3
Facilitates the Contributions of Team Members	3	0	0	0	0	4.0	3

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Fosters Constructive Team Climate	3	0	0	0	0	4.0	3

**Context/course in which assessment was done:** Bachelor of Art Communication - Debate Team

**Teamwork – Debate Team**

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Contributes to Team Meetings	6	0	0	0	0	4.0	6
Facilitates the Contributions of Team Members	6	0	0	0	0	4.0	6
Fosters Constructive Team Climate	6	0	0	0	0	4.0	6
Responds to Conflict	6	0	0	0	0	4.0	6

**Context/course in which assessment was done:** UAM Marching Band

**Teamwork – Marching Band**

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for class/activity</b>	<b>Total # of students assessed in unit</b>
Contributes to Team Meetings	27	25	12	1	1	3.15	66
Facilitates the Contributions of Team Members	27	25	12	1	1	3.15	66
Fosters Constructive Team Climate	27	25	12	1	1	3.15	66
Responds to Conflict	27	25	12	1	1	3.15	66

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

- *Strengths:* Arts and Humanities students are accustomed to working in group settings and are mutually supportive.
- *Weaknesses:* N/A
- *Opportunities for Growth:* N/A
- *Threats to Effectiveness:* N/A

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

Teamwork is always a function of the structured setting and outside engagement. Although the numbers don't suggest any particular issues, team cohesion is a point of emphasis this year.

**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 suggestions.

### **Online Class Assessment Based on Simplified OSCQR: Unit Summary**

Seven (7) courses were assessed using the Simplified OSCQR.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
<b>1. Welcome, overview and information</b>						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.	7					
<b>2. Course Organization</b>						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	6	1				

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
<b>3.Accessibility</b>						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	3				4	Encourage faculty to create their own personal YouTube channels so that captions can be auto generated.
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.	5				2	
<b>4.Course Activities</b>						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	4			1	2	There is an acknowledgement that collaboration between students is among the trickiest parts of online teaching.
4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such as critical reflection or analysis.	7					Arts and Humanities courses are very good at this dimension.
<b>5.Interaction</b>						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	7					
5.2. Expectations for interaction are clearly stated.	6	1				Any adjustments should be easy to make.
5.3. Learners have the opportunity to get to know the instructor.	6				1	N/A is an odd response.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	6				1	N/A is an odd response.
<b>6. Technology Requirements</b>						
6.1. Students are provided with detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.	6				1	This information is provided on the syllabus. The one “N/A” response is from an applied music course.
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	6				1	Faculty should be encouraged to provide a practice assignment at the beginning of the term.

**Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in your academic unit?**

- *Strengths:* Courses are substantive and engaging.
- *Weaknesses:* Student-to-student interaction can still be improved.
- *Opportunities:* There are easy fixes to most of the issues identified (including the two “major revision needed” issues).
- *Threats:* Online teaching always demands a greater intentional effort to interaction, especially student-to-student interaction.

**To what extent do you believe your unit’s online classes meet the federal government’s requirements for “regular and substantive”?** The following link provides definitions and guidance regarding the requirements: <https://oscqr.suny.edu/rsi/>. Online courses in the School of Arts and Humanities consistently provide regular and substantive interaction between faculty and students. There are ample direct instruction and feedback, as well as providing information and answering questions about course content. Group discussions could be more robust.

### **Data-based Unit Changes**

Summarize all of your unit changes predicated on assessment data.

- Faculty have been encouraged to use a Welcome discussion board to introduce themselves, as well as to document student participation in the first days of a course.
- Faculty have been encouraged to use Blackboard Messenger instead of email, so that all elements of the online course are conducted within the Blackboard shell. This should improve faculty responsiveness by making communication directed to a single location.
- The response rate was terrible for this question; the dean needs to emphasize this activity more and/or do more assessments himself.

**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 SLOs. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- School of Arts and Humanities website
- All course syllabi
- UAM catalog
- All accreditation reports

**Enrollment**

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

**UNDERGRADUATE PROGRAM MAJOR: BA ART**

<b>Classification</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
<b>Freshman</b>	3	5	4	12/4	
<b>Sophomore</b>	4	3	1	8/2.67	
<b>Junior</b>	1	3	1	5/1.67	
<b>Senior</b>	4	3	4	11/3.67	
<b>Post Bachelor</b>					
<b>Total</b>	12	14	10	36/12	185/18.5

**UNDERGRADUATE PROGRAM MAJOR: BA COMMUNICATION**

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	2	5	1	8/2.67	
Sophomore	1	3	0	4/1.33	
Junior	3	3	5	11/3.67	
Senior	2	3	2	7/2.33	
Post Bachelor					
<b>Total</b>	8	14	8	30/10	189/18.9

**UNDERGRADUATE PROGRAM MAJOR: BA ENGLISH**

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	2	5	1	8/2.67	
Sophomore	7	3	2	12/4	
Junior	3	3	0	6/2	
Senior	3	3	4	10/3.33	
Post Bachelor					
<b>Total</b>	15	14	7	36/12	223/22.3

**UNDERGRADUATE PROGRAM MAJOR: BA LIBERAL ARTS/BACHELOR OF LIBERAL ARTS**

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	0	1	12	13/4.33	
Sophomore	0	0	0	0/0	
Junior	1	0	1	2/0.67	
Senior	0	0	0	0/0	
Post Bachelor					
<b>Total</b>	1	1	13	15/5	N/A (program less than 10 years old)

**UNDERGRADUATE PROGRAM MAJOR: BA MODERN LANGUAGES (program discontinued)**

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	2	0	0	2/0.67	
Sophomore	0	0	0	0/0	
Junior	0	0	0	0/0	
Senior	0	0	0	0/0	
Post Bachelor	0				
<b>Total</b>	2	0	0	2/0.67	38/3.8

**UNDERGRADUATE PROGRAM MAJOR: BA MUSIC/BME MUSIC EDUCATION**

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	16	16	6	38/12.67	
Sophomore	14	12	5	31/10.33	
Junior	5	7	8	20/6.67	
Senior	4	12	14	30/10	
Post Bachelor					
<b>Total</b>	39	47	33	119/39.67	581/58.1

**GRADUATE PROGRAM MAJOR: GRADUATE CERTIFICATE IN CREATIVE WRITING**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>Enrollment</b>	4	0	2	6/2

**GRADUATE PROGRAM MAJOR: GRADUATE CERTIFICATE IN ENGLISH LITERATURE**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>Enrollment</b>	0	1	0	1/0.33

**GRADUATE PROGRAM MAJOR: MA ENGLISH**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>Enrollment</b>	5	7	5	17/5.67

**GRADUATE PROGRAM MAJOR: MM MUSIC (JAZZ STUDIES)**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>Enrollment</b>	14	8	8	30/10

**GRADUATE PROGRAM MAJOR: MFA CREATIVE WRITING**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>Enrollment</b>	10	14	10	34/11.33

**GRADUATE PROGRAM MAJOR: MFA DEBATE AND COMMUNICATION (no longer accepting students)**

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
<b>Enrollment</b>	6	4	4	14/4.67

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

- *Strengths:*
  - The Bachelor of Liberal Arts (BLA) program has encouraging enrollment. The institutional data may be undercounting this degree, though many students have the BLA as a second program. [The WeevilNet report gives 40 students in this program for Fall 2024, not just 13.]
  - The Master of Music and Master of Fine Arts in Creative Writing remain attractive and dynamic programs, though there is plenty of room for growth.
- *Weaknesses:*
  - The BA in Modern Languages and Art have been moved to the teach-out phase.
  - The BA in Communication and BA in English will be moved to the teach-out phase, as well, as all are being replaced by the new BLA.
  - Music continues to struggle.
  - The MFA in Debate and Communication is no longer admitting new students, and the four students in Fall 2024 were all in thesis phase by Spring 2025. When they have completed the program, it will be discontinued.
- *Opportunities for Growth:*
  - Growth in the humanities areas will be dependent, first and foremost, on the success of the BLA program. There is a focus on marketing the program to conventional humanities students (as UAM's vehicle toward a degree in art or English, etc.), as well as to students looking for a cross-disciplinary program that emphasizes translatable skills in an uncertain job market. The program also includes emphasis in social media production and business and professional communication that should be attractive.

- Certificate proposals in social media content production, graphic design, and audio engineering may also provide enrollment boosts in the arts and humanities.
- Music education and jazz performance are the most attractive majors in Music; a reconstruction of the music education program and an expansion of the jazz program into commercial music should help these programs grow. A greater emphasis on ensemble touring should also improve recruitment efforts. In 2024-2025, the jazz ensemble and choirs had runout performances instead of a genuine tour.
- *Threats to Effectiveness:* The continuing threats to programs in the arts and humanities are concerns about employability. 2016 was the highwater mark for our arts and humanities undergraduate programs.

**Progression/Retention Data**

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

Major: BA ART	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	2	
Number and percentage graduated in that major during 22-23 academic year	1	50%
Number and percentage graduated in that major during 23-24 academic year		
Number and percentage that graduated in that major during 24-25 academic year	1	50%

Major: BA COMMUNICATION	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	3	
Number and percentage graduated in that major during 22-23 academic year	3	100%
Number and percentage graduated in that major during 23-24 academic year		
Number and percentage that graduated in that major during 24-25 academic year		

Major: BA ENGLISH	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	2	
Number and percentage graduated in that major during 22-23 academic year	1	50%
Number and percentage graduated in that major during 23-24 academic year	1	50%
Number and percentage that graduated in that major during 24-25 academic year		

Major: BA LIBERAL ARTS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	0	

Major: BA LIBERAL ARTS	Number	Percentage
Number and percentage graduated in that major during 22-23 academic year		
Number and percentage graduated in that major during 23-24 academic year		
Number and percentage that graduated in that major during 24-25 academic year		

Major: BA MODERN LANGUAGES	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	0	
Number and percentage graduated in that major during 22-23 academic year		
Number and percentage graduated in that major during 23-24 academic year		
Number and percentage that graduated in that major during 24-25 academic year		

Major: BA MUSIC/BME MUSIC EDUCATION	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	4	
Number and percentage graduated in that major during 22-23 academic year		
Number and percentage graduated in that major during 23-24 academic year	2	50%
Number and percentage that graduated in that major during 24-25 academic year	2	50%

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

- *Strengths:* Arts and Humanities juniors almost always complete their programs.
- *Weaknesses:* N/A
- *Opportunities for Growth:* N/A
- *Threats to Effectiveness:* There is always a danger of some unanticipated roadblock. Careful advising of students is crucial.

NOTE: The data provided are inconsistent. For example, Fall 2022 data for the Bachelor of Arts in Art degree indicate one student at the Junior level. However, data provided in a separate report for the junior class of Fall 2022 indicate two students at the junior level.

**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\***

Course	Remediation	Pass/ Fail	2022- 2023 #	2022- 2023 %	2023- 2024 #	2023- 2024 %	2024- 2025 #	2024- 2025 %	3-Year Trend #	3-Year Trend %
Composition I		Pass	385	65	444	65	445	66	1274	65
		Fail	206	35	235	35	234	34	675	32
Composition II		Pass	331	65	369	69	375	70	1075	68
		Fail	179	35	163	31	157	30	499	32

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

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

- *Strengths:* None
- *Weakness:* Rates are stagnant in the mid-60% range; our goal is to reach 75% pass rate.
- *Opportunities for Growth:* Better support for students may help raise these rates. The unit is trying to intervene with students more aggressively. Composition II is gradually moving upward.
- *Threats to Effectiveness:* Attendance seems to be a major determinant of student performance. Students who do not come to class tend to not perform well, and absenteeism seems pervasive.

**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	2022-2023	2023-2024	2024-2025	Three-Year Total	Three-Year Average
BA ART	3	2	4	9	3

Undergraduate Program/Major	2022-2023	2023-2024	2024-2025	Three-Year Total	Three-Year Average
BA COMMUNICATION	5	2	2	9	3
BA ENGLISH	4	3	4	11	3.67
B BA MODERN LANGAUGES	0	0	0	0	0
BA MUSIC	4	0	2	6	2
BME MUSIC EDUCATION	1	2	4	7	2.33
MA ENGLISH	-	3	1	4	N/A
MFA CREATIVE WRITING	5	4	2	11	3.67
MM MUSIC	7	12	8	27	9

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

The BA Art, BA Communication, BA English, and BA Modern Languages are being replaced by a Bachelor of Liberal Arts degree with concentrations. A program not listed above (since it has not issued any credentials to this point) is the MFA in Debate and Communication. The program has not admitted new students into the program in the last two years, and the four active students should graduate in 2025-2026. A Graduate Certificate in Debate Pedagogy has been added to attract more interest; two awards were made in 2024-2025.

The MA English program had its first graduates in 2023-2024. The MFA director is working to restore numbers to their peak, and the Division of Music is working to grow the MM program (which, as a one-year program, is more volatile than the MFA Creative Writing).

**Tracking graduates**

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

Informal methods of tracking students, especially through continued faculty interaction and our newsletter. In 2023-24, personal letters from the dean were sent to the complete list of alumni given to us. There were some responses of alumni telling us what they are doing, but mostly from long-ago alumni. This is an area in which the unit performs poorly.

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

**Graduates – Past three (3) years**

<b>Degree</b>	<b>Number of Graduates</b>
Certificate of proficiency	
Technical certificate	
Associate degree	
Bachelor degree	42
Graduate certificate	
Master degree	42

**Graduates – Past three (3) years entering the workforce**

<b>Degree</b>	<b>Related to major</b>	<b>Unrelated to major</b>	<b>Unknown</b>	<b>Pursuing higher credential</b>
Certificate of proficiency				
Technical certificate				
Associate degree				
Bachelor degree	6	1	3	5
Graduate certificate				
Master degree	9	1	32	0

**Salary Range**

<b>Degree</b>	<b>Related to major</b>	<b>Unrelated to major</b>	<b>Unknown</b>	<b>Pursuing higher credential</b>
Certificate of proficiency				
Technical certificate				
Associate degree				
Bachelor degree				
Graduate certificate				
Master degree				

**Faculty**

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

**Teaching Load**

<b>Faculty Name</b>	<b>Status/ Rank</b>	<b>Highest Degree</b>	<b>Area(s) of Responsibility</b>	<b>Summer II</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>	<b>Other Assignments</b>
Justin Anders	10-month Assoc Prof	D.M.A.	Music	3	9	9	3	Chair, Division of Music
Scott Bearden	9-month Assoc Prof	M.M.	Music		12	12		Director of Choral Activities
Sarah Bloom	9-month Assoc Prof	M.F.A.	English	6	9	9	6	Director, MFA in Creative Writing
Gregory Borse	9-month Assoc Prof	Ph.D.	English	0	12	12	3	
Kevin Bryson	9-month Asst Prof	D.M.A.	Music	0	9	9	0	Director Master of Music
Jim Evans	9-month Instruct	M.A.	Communication	6	15	15	3	Director of Forensics
Steven Harper	12-month Prof	Ph.D.	Arts and Humanities	0	3	3	0	Dean, School of Arts and Humanities
Claudia Hartness	9-month Instruct	M.A.	English	6	15	15	0	
Dana Ihm	9-month Assoc Prof	Ph.D.	Music	0	12	12	0	
Lesly Jean-François	9-month Assoc Prof	Ph.D.	French	3	12	12	6	
Rachel Nicholson	9-month Instr	M.A.	English	0	15	15	3	
Terry Nugent	9-month Assoc Prof	Ph.D.	English	3	12	12	5	Director of Composition
Craig Olsen	9-month Assoc Prof	Ph.D.	English	0	12	12	3	Director of the Center for Writing and Communication
Les Pack	9-month Prof	M.M.	Music	6	15	15	0	
Erik Richards	12-month	Ph.D.	Music	-	9	9	0	Director of Athletic Bands

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Tom Richard	9-month Prof	M.F.A.	Art	0	12	12	0	Director of Galleries
Mark Spencer	12-month Prof	MFA	English	0	3	3	0	Assoc. VC for Program Development
Dipendra Sunam	9-month Assist Prof	D.M.A.	Music	0	12	-	-	Resigned mid-year
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	12	0	

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

Dr. Kristen Zelenak, Dr. Jason Smith, Dr. Dipendra Sunam resigned.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
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%)	
2022-23	10,221	-248 (-2.4%)	
2023-24	10,271	+50 (+0.1%)	
2024-25	9,975	-296 (-2.8%)	

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

It is unclear what might have caused the decline. The decline was the equivalent of 20 students taking 15 credit hours.

**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	Began Fall 2022	Indefinite	
Creative Writing	NWACC	2+2 in English (Creative Writing)	Began Fall 2022	Indefinite	

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

Faculty Scholarly Activity

- Steve Heller. Sold a new novel to Regal House Publishing. Will be out early 2027.
- Rachel Nicholson. “Exploring AI Literacy Through Rhetorical Analysis” published in Course Hero’s: Lesson Plans that Build AI Literacy.
- Mark Spencer. Short story accepted into Main Street Rag, a literary journal based in Charlotte, NC.
- Mark Spencer. Short story came out in May 2025 from New Croton Review, a literary journal based in New York City.
- Kay Walter. “Relying on Ruskin: A Fullbright Scholar-in-Residence for UAM” published in Autumn 2024 Brantwood Journal.
- Kay Walter. Mentioned in author Stuart Eagles’ book.
- Kay Walter. “Applying Ruskin in Arkansas” published in Ruskin Art Club newsletter.

Notable Faculty or Faculty/Service Projects

- Terry Nugent is state representative for Writing Program Administrators with the Southern Regional Composition Conference.

- Kay Walter is vice president for ACTELA (Arkansas Council of Teachers of English and Language Arts)
- Tom Richard is Foundation Board Member, Arts & Science Center for Southeast Arkansas, Pine Bluff, AR
- Kate Stewart is Secretary-Treasurer, Alpha Chi (Region II)

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

The Division of Music hired new directors for the Marching Band (Dr. Erik Richards) and Jazz program (Dr. Kevin Bryson).

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

- The BLA curriculum was streamlined to make it easier to navigate.
- The processes for deleting the BA Communication and BA English were begun. The BLA will be the primary humanities degree.

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

There were continued efforts to coordinate composition and composition lab sections.

**Other Unit Student Success Data**

Arley-Beth Cravey and Kailley White participated in research in Iceland connected to the work of former Fulbright Scholar Sarah Woods.

**Revised March 2024**

## Addenda

### 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 dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the 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

### Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

**KPI:** *Year-to-year student enrollment*

**KPI:** *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

**KPI:** *Year-to-year number of students participating in curricular and co-curricular activities*

**KPI:** *Year-to-year number of students accessing support services*

**KPI:** *Student satisfaction rate for support services*

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

*KPI: Academic standing data*

*KPI: 15, 30, 45, 60, and 90-hour progression data*

*KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

*KPI: On-time graduation rate*

*KPI: Number of credentials conferred year-to-year*

*KPI: Employment rates of graduates in fields related to program of study*

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

*KPI: Academic standing data*

*KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

*KPI: Number of senior projects and capstone experiences*

*KPI: Number of student internships and practicums*

## **Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff**

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

*KPI: Percentage of faculty receiving "Excellent" or "Exceeds Expectations" on annual faculty evaluations*

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

*KPI: Maintenance of a 5-year rotation of technology*

*KPI: Number of training opportunities released via the Workday Learning Center and/or Blackboard*

*KPI: Number of faculty using Center for Teaching and Learning*

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

*KPI: Number of promotions among UAM faculty and staff*

*KPI: Average years of employment for faculty*

*KPI: Average years of employment for staff*

### **Goal 3: Strengthen Institutional Resources**

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM's presence in the region, state, and beyond through more customized, targeted social media and other marketing strategies.

Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

*KPI: Number of admission applications year-to-year*

*KPI: Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling of campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

*KPI: Maintenance or construction projects accomplished each year*

*KPI: Disposal and replacement of vehicles and large equipment each year according to set criteria: age, performance, anticipated maintenance cost*

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

*KPI: Number of concurrent enrollment partnerships year-to-year*

*KPI: Number of industry partners year-to-year*

*KPI: Number of students enrolled in noncredit workforce training*

*KPI: Number of academic programs offered with other institutions of higher education year-to-year*

*KPI: Number of articulation agreements year-to-year*

*KPI: Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.*

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

*KPI: Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment*

*KPI: Number of social media posts and hits on the alumni page*

*KPI: Outreach to prospective donors*

## **Addendum 2: Higher Learning Commission Sample Assessment Questions**

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

- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?

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

**Addendum 3: Arkansas Productivity Funding Metrics**

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

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

**Revised: March 2024**