

# FOREIGN LANGUAGES ASSESSMENT REPORT 2008

**1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.**

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

**2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.**

	UAM MISSION STATEMENT	Unit Learning Outcomes
1	The mission the University of Arkansas at	
2	Monticello shares with all universities is the commitment	
3	to search for truth, understanding through scholastic	
4	endeavor.	
5	The University seeks to enhance and share	Program Goals 5
6	knowledge, to preserve and promote the intellectual	
7	content of society, and to educate people for critical	
8	thought.	
9	The University provides learning experiences that	Program Goals 1,2,3,4
10	enable students to synthesize knowledge, communicate	
11	effectively, use knowledge and technology with	
12	intelligence and responsibility, and act creatively within	
13	their own and other cultures.	Program Goal 5
14	The University strives for excellence in all its	
15	endeavors. Educational opportunities encompass the	
16	liberal arts, basic and applied sciences, selected	
17	professions, and vocational/ technical preparation. These	
18	opportunities are founded in a strong program of general	Program Goals 1-5
19	education and are fulfilled through contemporary	
20	disciplinary curricula, certification programs, and	
21	vocational/technical education or workforce training. The	
22	University assures opportunities in higher education for	
23	both traditional and non-traditional students and strives to	
24	provide an environment that fosters individual	
	achievement and personal development.	

**3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures). Student learning outcomes are stated in the university catalogue along with**

the French and Spanish curricula, on the SAH website, and on all foreign-language course syllabi. They will be included in future brochures.

**4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes. (Examples: pre/post tests, post tests, capstone courses, surveys, graduation rates, etc.) Address historical patterns or trends.**

Portfolios: Students keep portfolios in all classes starting with Intermediate I. The portfolios consist of papers, tests, and audio recordings that provide data regarding all 5 student learning outcomes.

### Spanish Portfolio Assessment

Data for 2006-07 and 2007-08, the latter in bold:

<u>Spanish Intermediate I SPAN 2003.</u>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome
Student develops communicative skills.	2006-07: 0% <b>2007-08: 0.43% (1 of 23)</b>	62.5% <b>47.8% (11 of 23)</b>	37.5% <b>47.8% (11 of 23)</b>
Student is able to read and listen to short stories and is able to retell these stories.	2006-07: 12.5% <b>2007-08: 0.43% (1 of 23)</b>	50% <b>13% (3 of 23)</b>	37.5% <b>83% (19 of 23)</b>
Student uses perfect and imperfect indicative, as well as subjunctive moods to communicate.	2006-07: 0% <b>2007-08: 8% (2 of 23)</b>	25% <b>52% (12 of 23)</b>	75% <b>39% (9 of 23)</b>
Student associates known lexicon to correctly interpret short stories.	2006-07: 0% <b>2007-08: 0%</b>	12.5% <b>0.86% (2 of 23)</b>	87.5% <b>91% (21 of 23)</b>
Student begins to write critical essays on topics of Hispanic culture.	2006-07: 0% <b>2007-08: 0.86% (2 of 23)</b>	62.5% <b>26% (6 of 23)</b>	37.5% <b>65% (15 of 23)</b>



<b><u>Spanish Intermediate</u></b> <b><u>II SPAN 2013.</u></b>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome
Student develops fluidity in reading and writing and increases ability in oral communication.	2006-07: 14.2%  2007-08: 13% (2 of 15)	28.5%  20% (3 of 15)	57.3%  66.6% (10 of 15)
Student is able to read and analyze complex texts.	2006-07: 0%  2007-08: 6.6% (1 of 15)	28.5%  26.6% (4 of 15)	71.5%  66.6 (10 of 15)
Student uses Indicative, Subjunctive, and Imperative moods to communicate orally and in writing.	2006-07: 14.2%  2007-08: 13% (2 of 15)	57.1%  26.6% (4 of 15)	28.5%  60% (9 of 15)
Student recognizes stylistic nuances in literary readings that enhance, convey, or reinforce meaning.	2006-07: 0%  2007-08: 6.6% (1 of 15)	57.1%  33.3% (5 of 15)	42.9%  60% (9 of 15)
Student is able to write critical essays on cultural readings.	2006-07: 0%  2007-08: 20% (3 of 15)	28.6%  26.6% (4 of 15)	71.4%  53% (8 of 15)

**Only 2006-2007 data available for the following class:**

<b><u>Conversational Spanish I 3503</u></b>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome
Student begins to exert fluidity in oral communication.	2006-07: 12.5%	62.5%	25%
Student is able to interact with others in a natural setting.	2006-07: 0%	12.5%	87.5%
Student uses idiomatic expressions, as well as vocabulary related to topics of discussion and appropriate verb tenses.	2006-07: 12.5%	12.5%	75%
Student responds orally to questions and is able to follow up with relevant questions or comments.	2006-07: 0%	12.5%	87.5%
Student begins to analyze situations and topics as he/she listens.	2006-07: 12.5%	25%	87.5%

**Only 2006-2007 data available for the following class:**

<u>Conversational Spanish II 3513</u>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome
Student continues to develop fluidity in oral communication.	2006-07: 25%	0%	75%
Student is able to engage in situational dialog.	2006-07: 0%	25%	75%
Student continues to increase vocabulary and uses correct grammar in a natural conversation.	2006-07: 0%	25%	75%
Student responds orally to questions and is able to follow up with impromptu conversations.	2006-07: 25%	0%	75%
Student continues to gain confidence in his/her ability to interact in the target language.	2006-07: 0%	25%	75%

**Only 2007-2008 data available for the following course:**

<b><u>Cultures and Civilizations of Spain and Spanish America 3613</u></b>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome
Student develops understanding of the origin and heritage of the cultures that speak the target language.	0% (0 of 5)	20% (1 of 5)	80% (4 of 5)
Student is familiar with major historical events that shaped the cultures of the Spanish speaking world.	0% (0 of 5)	20% (1 of 5)	80% (4 of 5)
Student understands historical events and geography reflected in literary readings and the arts.	0% (0 of 5)	20% (1 of 5)	80% (4 of 5)
Student is able to critically examine major cultural aspects of the Hispanic world and write thematic essays on the subject.	0% (0 of 5)	20% (1 of 5)	80% (4 of 5)
Student explores commonality and differences that exist among major Hispanic groups.	0% (0 of 5)	20% (1 of 5)	80% (4 of 5)

**No data for the following course:**

<b><u>Survey of Major Hispanic Literature 3623</u></b>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome

Student becomes familiar with major literary movements and authors.			
Student is able to understand and analyze classical readings.			
Student recognizes vocabularies related to themes, as well as colloquialisms indigenous to the setting of the piece.			
Student recognizes styles of writing and geography and historical content that produce such style.			
Student is able to write critiques on read material.			

**Only 2007-2008 data available for the following course:**

<b><u>Advanced Modern Grammar 3603</u></b>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome
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Student analyzes components and verb structure of sentences.	0% (0 of 6)	16.6% (1 of 6)	83% (5 of 6)
Student reads and analyzes grammatical points of outside material (magazines, newspapers) for clarification of usage.	16.6% (1 of 6)	0% (0 of 6)	83% (5 of 6)
Student is able to self-diagnose his/her written language for grammatical and lexical points.	0% (0 of 6)	16.6% (1 of 6)	83% (5 of 6)
Student recognizes and analyzes transformation and translation of English and Spanish grammatical structures.	0% (0 of 6)	16.6% (1 of 6)	83% (5 of 6)
Student applies grammatical concepts in oral and written communication.	16.6% (1 of 6)	0% (0 of 6)	83% (5 of 6)

**French Portfolio Assessment  
Fall 2007**

<b>FREN 2203 (ELEMENTARY I TH)</b>	Does not demonstrate Expected Outcome	Demonstrates Expected Outcome	Exceeds Expected Outcome
<b>FREN 1003 (ELEMENTARY I MWF)</b>	Does not demonstrate Expected Outcome of 80-89%	Demonstrates Expected Outcome of 80-89%	Exceeds Expected Outcome of 80-89%
Student understands simple questions and spoken statements and is able to answer these questions and retell these statements. (Listening)	0/18 or 0%	3/18 or 17%	15/18 or 83%
Student is able to write the language as used in practical daily life involving basic learned vocabulary. (Writing)	1/18 or 5%	5/18 or 28%	12/18 67%
Student is able to read very simple stories and is able to retell these stories (Reading and Speaking)	3/18 or 17%	4/18 or 22%	11/18 or 61%
Student demonstrates knowledge of important aspects of contemporary culture via short statements. (Critical thinking)	0/18 or 0%	5/18 or 28%	13/18 or 72%

Student understands simple questions and spoken statements and	2/17 or 12%	3/17 or 18%	12/17 or 70%
<del>PREN 1013</del> <b>INTERMEDIATE I</b> <del>and retell these statements.</del> (Listening)	Does not demonstrate Expected Outcome	Demonstrates Expected Outcome	Exceeds Expected Outcome
Student is able to write the language as used in practical daily life	1/17 or 12%	3/17 or 18%	14/17 or 82%
<del>involving basic learned vocabulary.</del> <del>and</del> <del>statements spoken at moderate speed and is able to answer these</del> <del>questions and retell these statements.</del> (Writing)	1/4 or 25%	1/4 or 25%	2/4 or 50%
<del>Student is able to read very simple stories and is able to retell these stories</del> (Listening)	1/17 or 12%	6/17 or 35%	9/17 or 53%
<del>(Reading and Speaking)</del>			
Student demonstrates knowledge of important aspects of contemporary culture via short statements. (Critical thinking)	2/17 or 12%	1/17 or 6%	14/17 or 82%

Student is able to write the language as used in practical daily life	1/4 or 25%	1/4 or 25%	2/4 or 50%
<b>FREN 1003</b> <b>(ELEMENTARY I)</b> (Writing)	Does not demonstrate Expected Outcome of 80-89%	Demonstrates Expected Outcome of 80-89%	Exceeds Expected Outcome of 80-89%
Student is able to read short stories and is able to retell these	2/4 or 50%	0/4 or 0%	2/4 or 50%
Student understands simple questions and spoken statements and is able to answer these	2/14 or 14%	1/14 or 7%	11/14 or 79%
Student demonstrates knowledge of important aspects of contemporary culture via short critical essays. (Critical thinking)	0/4 or 0%	1/4 or 25%	3/4 or 75%

Spring 2008

<p><b>FREN 1013</b>  <b>(ELEMENTARY II)</b>  Student is able to write the language as used in practical daily life involving basic learned vocabulary.  (Writing)</p>	<p>Does not demonstrate Expected Outcome  3/14 or 21%</p>	<p>Demonstrates Expected Outcome  5/14 or 21%</p>	<p>Exceeds Expected Outcome  8/14 or 57%</p>
<p>Student understands simple questions and very simple stories and spoken statements and is able to retell these stories  (Reading and Speaking)  (Listening)</p>	<p>3/16 or 19%  3/14 or 21%</p>	<p>5/16 or 31%  5/14 or 21%</p>	<p>8/16 or 50%  8/14 or 57%</p>
<p>Student demonstrates knowledge of important aspects of daily life and contemporary culture learned vocabulary.  (Critical thinking)</p>	<p>5/16 or 31%  5/14 or 21%</p>	<p>4/16 or 19%  4/14 or 21%</p>	<p>8/16 or 50%  8/14 or 57%</p>

Student is able to read very simple stories and is able to retell these stories. <b>FREN 2203</b> <b>(INTERMEDIATE</b> <b>D</b> (Reading and Speaking)	3/16 or 19%	3/16 or 19%	10/16 or 63%
	Does not demonstrate Expected Outcome	Demonstrates Expected Outcome	Exceeds Expected Outcome
Student demonstrates knowledge of important aspects of contemporary culture.	0/16 or 0%	6/16 or 38%	10/16 or 63%
Student understands questions and statements. (Critical thinking)	0/6 or 0%	2/6 or 33%	4/6 or 67%
Student is able to answer these questions and retell these statements. (Listening)			

Student is able to write the language as used in practical daily life involving learned vocabulary. (Writing)	1/6 or 17%	0/6 or 0%	5/6 or 83%
Student is able to read short stories and is able to retell these stories (Reading & Speaking)	0/6 or 0%	1/6 or 17%	5/6 or 83%
Student demonstrates knowledge of important aspects of contemporary culture via short critical essays. (Critical thinking)	0/6 or 0%	1/6 or 17%	5/6 or 83%

**Data for 2006-07**

<b><u>French Intermediate I 2203</u></b>	<b>Does not Demonstrate Expected Outcome</b>	<b>Demonstrates Expected Outcome</b>	<b>Exceeds Expected Outcome</b>
Student develops communicative skills.	2006-07: 0%	40%	60%
Student is able to read and listen to short prose selections and is able to summarize these readings.	2006-07: 0%	50%	50%

Student recognizes appropriate verb qualities such as tense and mood in context.	2006-07: 0%	50%	50%
Student associates known lexicon to correctly interpret short readings.	2006-07: 0%	40%	60%
Student begins to write critical responses on topics of French culture.	2006-07: 0%	40%	60%



<b><u>French Intermediate II FREN 2213.</u></b>	Does not Demonstrate Expected Outcome	Demonstrate Expected Outcome	Exceeds Expected Outcome
Student develops fluidity in reading and writing and increases ability in oral communication.	20%	20%	60%
Student is able to read and analyze texts increasing in complexity.	0%	20%	80%
Student makes appropriate selections among tenses and moods for using verb forms to communicate orally and in writing.	20%	20%	60%
Student recognizes idiomatic expressions in literary readings that enhance, convey, or reinforce meaning.	20%	40%	20%
Student is able to write critical responses to cultural readings.	0%	40%	60%

**Early College Assessment Tests–Spanish 1013, Spring Semester 2008**

School	student score	student score	student score	student score	student score	student score	student score	Success rate
Star City High School	61/100	70/100	66/100	57/100	71/100	82/100	51/100	71.4%
Dermott High School	70/100	71/100	86/100					100%
Drew Central High School	70/100							100%

Early College classes are taught by CIV from the Educational Co-op. The same instructor teaches all of these classes. The purpose of the end-of-semester assessment test is to determine whether students can demonstrate the expected student learning outcomes. A student scoring 60 out of 100 or better has met the expected student learning outcomes.

**5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences, etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.**

Number of Minors (no major exists for either Spanish or French):

Fall 06 B Minors by discipline by class B

	FRENCH	SPANISH
Pre-Freshman	--	--
Freshman	--	1
Sophomore	--	1
Junior	1	3
Senior	2	8
Graduate	--	--

Fall 07 B Minors by discipline by class B

	FRENCH	SPANISH
Pre-Freshman	--	--
Freshman	--	1
Sophomore	--	4
Junior	--	5
Senior	1	7
Graduate	--	--

Grade Distributions and Enrollments: In Spring 2008, 37.9% of Spanish students earned an A, 22.9% a B, 15.0% a C, 4.3% a D, 7.9% an F, 11.4% a W. Distributions for Spring

2007 show that 39% of Spanish students earned a grade of A, 19.2% a B, 14.7% a C, 9.0% a D, 5.1% an F, and 13.0% a W. In Spring of 2006, the percentages were as followed: 40.4% of Spanish students received a grade of A, 28.1% a B, 9.0% a C, 11.2% a D, 3.4% percent an F, and 6.7% a W. Spanish students continue to have a high success rate. In Spring of 2006, 89 students were enrolled in Spanish; in Spring 2007, 177 were enrolled; in Spring 2008, 140 were enrolled.

In Spring 2008, 49.2% of French students earned an A, 22% a B, 3.4% a C, 6.8% a D, 3.4% an F, and 15.3% a W. In Spring 2007, 32.3% of French students earned an A, 35.5% a B, 12.9 a C, 0% a D, 3.2% an F, 16.1% a W. In Spring 2006, the distributions were 20.0% A's, 50.0% B's, and 30% C's.

These grade distributions indicate a high level of success among French students. Probably more important than any patterns in grade distribution is the increase in the number of French students. In Spring 2006, only 10 students were enrolled in French classes. In Spring 2007, 31 were enrolled. In Spring 2008, enrolled reached 59.

Students taking Latin and Japanese classes in Spring 2008 also had a high level of success with 60.7% earning an A.

The total number of students taking foreign language courses in Spring 2008 reached 227 compared to 208 in 2007 and 99 in 2006.

**6. Provide specific evidence of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meetings, etc.)**

Faculty Meetings: Foreign-language faculty meet each semester with each other and with the dean to determine strategies for expanding the foreign language offerings and possibly developing a major. In the context of these meetings, several decisions have been made, including the offering of Spanish courses designed for professionals working with the Spanish-speaking public, the selection of Fulbright Teaching Assistants, and the offering of Latin and Japanese courses.

Strategic Planning: Creating, implementing, and reviewing a Strategic Plan for the School of Arts and Humanities represent a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. The foreign-language faculty have submitted several goals to the SAH strategic plan as part of UAM's strategic plan. See **Appendix A**.

Professional Meetings: Faculty and Fulbright FLTAs attend professional meetings that enhance their knowledge of pedagogy and practices regarding translating. Upon returning from these meetings, these faculty share their new insights with other faculty, the result of which is often change in teaching methods.

Public School Outreach: Faculty visit classes in area public schools to encourage study at the university and to interact as resource personnel linking and supporting the secondary

and post-secondary missions for foreign language study. These interactions provide guidance for determining the strengths and weaknesses of incoming language students and help shape teaching methodology in first-year language classes.

Mentoring of FLTAs: Isabel Bacon serves as Director of Foreign Language Teaching Assistants. She meets with TAs almost daily and works closely with them to assure that their classroom methods and grading standards are appropriate and effective.

**7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom, to what extent, and how often.**

Continued participation in the Fulbright FLTA program: Ana Pazos del Olmo of Spain and Leticia Ordaz Sanchez of Mexico will each teach a total of four Spanish classes during the 2008-2009 academic year.

Expansion of French program: Dr. Lesly Jean Francois and Dr. Kay Walter will continue to expand the French program by offering a greater number of French classes 2008-2009.

Continuation of Latin and Japanese: After a successful trial run in 2007-2008, Dr. Francois and Yukiko Shepard, an adjunct instructor, will again offer courses in Latin and Japanese in 2008-2009.

**8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). Address historical patterns and trends.**

Early College High School: Elementary Spanish I and II are taught CIV from the co-op.

Night classes and Saturday classes: The past two years, intensive Conversational Spanish has been offered each semester at night or on Saturdays to accommodate the needs of a number of students, including professionals in the community who work with the Spanish-speaking public. The numbers in these classes have been very good and justify their continuation.

**9. Specifically describe how your unit involves students directly in the assessment process.**

Course Evaluations: Students fill out course evaluations near the end of each semester. These are reviewed by the dean before being turned over to the instructors for perusal. The potential for course revision in response to student comments exists.

**10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the university.**

- ◆ Offering a greater number of sections and courses in Spanish.
- ◆ Offering a greater number of sections and courses in French.
- ◆ Adding Latin I and Latin II to the curriculum.
- ◆ Adding Japanese I and Japanese II to the curriculum.

- ♦ Offering summer classes in French and Latin.

## APPENDIX A: STRATEGIC PLANNING

### REVIEW OF THE STRATEGIC PLAN FOR THE SCHOOL OF ARTS AND HUMANITIES UNIVERSITY OF ARKANSAS AT MONTICELLO July 2007 – June 2008

#### Mission, Role, and Scope

The mission of the School of Arts and Humanities is to offer significant exposure to language, literature, communication, and artistic expression, providing students with the knowledge, appreciation, and experience necessary to develop personal and professional skills in these areas. The School's dual function is to provide courses for its own baccalaureate programs and for the general education program in the fields of writing, speaking, and art.

The School of Arts and Humanities offers Bachelor of Arts degree programs in Art, English, Journalism, and Speech Communication, as well as minors in Art, English, French, Journalism, Spanish, and Speech Communication. The School of Arts and Humanities program offerings are available to all campus disciplines through service courses.

#### Support goals from Enhancement of Resources focus:

Recruit, develop, and retain a quality faculty and staff.  
Build partnerships through networking and collaboration.  
Enhance the University's image, visibility, and influence.  
Enhance the research environment for faculty and students.  
Improve internal and external communication.  
Improve employment opportunities.  
Develop internal and external resources.  
Recruit, retain, and graduate students.

#### Short-Range Objectives

1. To continue to generate funds for Speech scholarships from a custom-published Public Speaking text. **We continue to meet this objective with complete success.**
2. To generate funds for English scholarships and a visiting scholar/writer series from custom-published Composition and World Literature texts. **We are using the custom-published texts and await receipt of our portion of book-store profits.**
3. To employ two Spanish Fulbright International Teaching Assistants. **We met this objective with complete success.**

4. To increase the number of Graduate Assistants from one to two. **We succeeded in acquiring the second position and it will be filled in the coming academic year.**
5. To continue to host events that attract high-school students to campus, such as debate tournaments, foreign-language festivals, and art exhibitions. **We accomplished this objective with great success. Both the debate tournaments and the foreign-language festival were larger than in previous years.**
6. To continue to improve communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of high-school students for college. **We achieved this ongoing objective.**
7. To sponsor writing contests for area high-school students. **We are still in the planning stages of this activity.**
8. To expand the size of the debate team. **This objective was met with great success.**

#### Intermediate-Range Objectives

1. To employ three Fulbright International Teaching Assistants--two Spanish and one French. **We continue to pursue this goal.**
2. To have "SMART" classrooms in Sorrells Hall and Wells. **Those buildings are undergoing renovation, and we expect the classrooms to have Smart Room capabilities when work is completed in late 2008.**
3. To conduct a summer debate institute. **This goal has been achieved.**

#### Long-Range Objectives

1. To make all classrooms on the first floor of MCB "SMART" classrooms. **We are making progress toward this goal.**
2. To explore the feasibility of converting MCB 114 into a seminar room. **We will continue to explore this as a possibility.**
3. To identify donors for an endowed scholarship in creative writing. **No progress.**
4. To hire Computer Design faculty to teach 4-D, PhotoShop, DreamWeaver, Adobe Illustrator, and other software. **We have decided that this is an unrealistic goal for the foreseeable future.**
5. To hire one additional faculty in Journalism. **No progress.**
6. To add a kiln yard with kilns adjoining the Art Complex. **No progress.**
7. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants. **We will probably delete this as a goal we want to pursue in the foreseeable future.**

### Support goals from Enhancement of Academics focus:

Improve academic quality standards.

Share academic opportunities across units.

Increase opportunities for faculty/student research and creative activities  
and increase experimental and service learning opportunities.

Improve internal and external communications.

Provide the latest technology to our students and faculty.

Accommodate the diverse needs of students.

Enhance UAM's image.

### Short-Range Objectives

1. To continue to implement and execute academic-program and general-education assessment in all disciplines and revise curriculum in response to valid data. **We have made significant progress in the area of assessment and have revised curriculum appropriately.**
2. To continue to develop articulation agreements with off-campus sites for placement of Speech and Journalism interns. **We are achieving this ongoing objective.**
3. To offer classes in Japanese language and culture. **We achieved this objective. We offered Japanese I in the fall and Japanese II in the spring.**
4. To offer Latin classes. **We achieved this objective. We offered Latin I in the fall and Latin I and Latin II both in the spring.**
5. To increase the number of French classes offered. **We achieved this goal with great success. In fact, we doubled in one year the number of students taking French.**
6. To create a "reading" series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving presentations at regional or national conferences. **Although we did not achieve this objective, we will continue to pursue it.**
7. To implement new courses (Introduction to Literature, Nonfiction Prose, and Senior Capstone) to support the three options for the English major. **We achieved this objective with complete success. In fact, enrollment in Introduction to Literature has exceeded our expectations, and we will need to add a second section in fall '08.**
8. To implement new courses (Introduction to Communication Studies and Senior Capstone) to enhance Speech Communication major. **This objective was accomplished.**
9. To enhance uniformity in general-education courses in English. **We have**

achieved this objective and will continue to work toward uniformity to the extent it is desirable.

10. To better remediate at-risk students by adding a developmental English class for students with an English ACT below 15. **No progress. However, we are now offering eight-week sections of Fundamentals of English and Composition I in conjunction with eight-week sections of Introduction to Algebra and Intermediate Algebra so that students can focus on nothing but English and math during their first semester.**

#### Intermediate-Range Objectives

1. To implement a major in Romance Languages (Spanish, French, Italian, Latin). **We are successfully laying a foundation for such a program and continue to work toward the goal.**
2. To create a film-studies concentration within the English major. **No progress but we will continue to pursue the idea.**

#### Long-Range Objectives

1. To implement a B.F.A. program in Painting, Drawing, and Ceramics. **No progress.**
2. To implement an M.A. program in Painting, Drawing, and Ceramics. **No progress.**
3. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics. **No progress.**
4. To implement a minor in German. **No progress.**
5. To implement a photography class for the enhancement of the Journalism and Art programs. **No progress.**

#### Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students.

Develop and implement a comprehensive student retention plan.

Promote healthy lifestyles for students, employees, and communities.

#### Short-Range Objectives

1. To continue to offer online Art Appreciation, Fundamentals of English, Composition I, Composition II, World Literature I, World Literature II, and Public Speaking. **We have accomplished this objective and will continue to add on-line classes.**
2. To offer night sections of all general-education required courses. **We have**



**achieved this objective.**

3. To offer one or two Drawing I classes each semester and two or three Ceramics I classes each semester in addition to offering as many Drawing II/III and Ceramics II/III as Stage I can generate. **We have made significant progress and continue to pursue this goal.**
4. To offer Saturday classes in Conversational Spanish and Public Speaking. **We achieved this objective only in part. The Saturday Public Speaking class did not attract students.**
5. To explore the feasibility of offering some upper-level courses online. **We have begun to offer some upper-level Speech classes online.**

#### Intermediate-Range Objectives

1. To establish a resource center providing career information for English, Speech, Art, Journalism, and Romance Language majors. **No progress.**

#### Long-Range Objectives

1. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants. **No progress.**

## **STRATEGIC PLAN FOR THE SCHOOL OF ARTS AND HUMANITIES UNIVERSITY OF ARKANSAS AT MONTICELLO July 2008 – June 2009**

### Mission, Role, and Scope

The mission of the School of Arts and Humanities is to offer significant exposure to language, literature, communication, and artistic expression, providing students with the knowledge, appreciation, and experience necessary to develop personal and professional skills in these areas. The School's dual function is to provide courses for its own baccalaureate programs and for the general education program in the fields of writing, speaking, and art.

The School of Arts and Humanities offers Bachelor of Arts degree programs in Art, English, Journalism, and Speech Communication, as well as minors in Art, English, French, Journalism, Spanish, and Speech Communication. The School of Arts and Humanities program offerings are available to all campus disciplines through service courses.

### Support goals from Enhancement of Resources focus:

Recruit, develop, and retain a quality faculty and staff.

Build partnerships through networking and collaboration.  
Enhance the University's image, visibility, and influence.  
Enhance the research environment for faculty and students.  
Improve internal and external communication.  
Improve employment opportunities.  
Develop internal and external resources.  
Recruit, retain, and graduate students.

#### Short-Range Objectives

9. To continue to generate funds for Speech scholarships from a custom-published Public Speaking text.
10. To continue to generate funds from custom-published Composition and World Literature texts.
11. To employ two Spanish Fulbright International Teaching Assistants and one French Fulbright International Teaching Assistant.
12. To continue to host events that attract high-school students to campus, such as debate tournaments, foreign-language festivals, and art exhibitions.
13. To continue to improve communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of high-school students for college.
14. To continue to expand the size of the debate team.
7. To have "SMART" classrooms in Sorrells Hall and Wells.
8. To expand the size of the summer debate institute.
9. To convert MCB 115 and 121 into Smart Rooms.
10. To hire a Speech faculty member.

#### Intermediate-Range Objectives

1. To employ four Fulbright International Teaching Assistants--two Spanish, one French, and one Italian.
2. To make all classrooms on the first floor of MCB Smart Rooms.

#### Long-Range Objectives

8. To convert MCB 114 into a seminar room.
9. To publish a once-a-semester, hard-copy campus news magazine.

10. To identify donors for an endowed scholarship in creative writing.
11. To add a kiln yard with kilns adjoining the Art Complex.

**Support goals from Enhancement of Academics focus:**

Improve academic quality standards.  
Share academic opportunities across units.  
Increase opportunities for faculty/student research and creative activities  
and increase experimental and service learning opportunities.  
Improve internal and external communications.  
Provide the latest technology to our students and faculty.  
Accommodate the diverse needs of students.  
Enhance UAM's image.

**Short-Range Objectives**

11. To continue to implement and execute academic-program and general-education assessment in all disciplines and revise curriculum in response to valid data.
12. To continue to develop articulation agreements with off-campus sites for placement of Speech and Journalism interns.
13. To continue to offer classes in Japanese language and culture.
14. To continue to offer Latin classes and to make part of the permanent curriculum.
15. To continue to increase the number of French classes offered.
16. To create a "reading" series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving presentations at regional or national conferences.
17. To continue to revitalize the English program by placing greater emphasis on close readings, theory, grammar, and writing.
18. To offer Speech theatre courses in order to provide students with greater opportunities in the area of performance.
19. To enhance uniformity in all SAH general-education courses.
20. To offer several sections of eight-week Fundamentals of English and Composition I to better serve the needs of developmental students.
11. To offer Special Topics Art courses related to regional internship opportunities.

**Intermediate-Range Objectives**

3. To implement a major in Romance Languages (Spanish, French, Italian, Latin).

4. To create a film-studies concentration within the English major.

#### Long-Range Objectives

6. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics.
7. To implement a minor in German.
8. To implement a photography class for the enhancement of the Journalism and Art programs.

#### Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students.

Develop and implement a comprehensive student retention plan.

Promote healthy lifestyles for students, employees, and communities.

#### Short-Range Objectives

6. To continue to offer—and, where appropriate, to expand offerings of—online Art Appreciation, Fundamentals of English, Composition I, Composition II, World Literature I, World Literature II, and Public Speaking.
7. To continue to offer night sections of all general-education required courses.
8. To offer one or two Drawing I classes each semester and two or three Ceramics I classes each semester in addition to offering as many Drawing II/III and Ceramics II/III as Stage I can generate.

#### Intermediate-Range Objectives

2. To explore the feasibility of offering upper-level courses online.

#### Long-Range Objectives

1. To establish a resource center providing career information for English, Speech, Art, Journalism, and Romance Language majors.