

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Arts and Humanities

Academic Year: 2023 - 2024

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 2023-2024 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 2022 to 10 in Fall 2023)

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 2023

Goal 3: Increase undergraduate Music majors by 28% from 39 in Fall 2022 to 50 in Fall 2023

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 2023

Goal 4: Increase enrollment in Marching Band from 65 to 80 (increase of 23 from Fall 2022 to Fall 2023).

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 2023

Goal 5: Increase enrollment in Concert Choir from 36 in Fall 2022 to 45 in Spring 2024 (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: 45 students enrolled in Spring 2024.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Composition program: 80% success rate in Composition II (continuing goal).</p>	<p>Recent success rates: Spring 2020: 70.9%, Spring 2021: 65.7%, Spring 2022: 63.0% Spring 2023: 73.0% Spring 2024: 75.2%</p>	<p>Spring 2024 represented a slight increase, but still below our goal. The improvement is likely the result of greater coordination between Composition faculty members, particularly in Composition I.</p>
<p>MA English: Increase enrollment from 5 in Fall 2022 to 10 in Fall 2023 (continuing goal)</p>	<p>Fall enrollment was 7 (the program had anticipated 9). The program anticipates 8 for Fall 2024.</p>	<p>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.</p>
<p>BA, BME Music: Increase enrollment of Music majors from 39 in Fall 2022 to 50 in Fall 2023. (continuing goal)</p>	<p>Fall enrollment was 46 (up 17.9%).</p>	<p>Recruiting efforts in 2022-2023 paid off in Fall 2023. Dr. Zelenak, in particular, deserves praise. 2022-2023 was her first year as director of the Marching Band.</p>
<p>Marching Band:</p>	<p>Fall enrollment was 65 again. The ratio of</p>	<p>UAM has designed and produced new band uniforms, which</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
Increase Band enrollment from 65 in Fall 2022 to 80 in Fall 2023. The goal for Fall 2024 is 100. (new goal)	Music majors/non-Music majors is rising, as fewer non-majors are choosing to participate. Our goal is to consistently have 100+ students in the band.	will debut in Fall 2024. Stronger internal recruiting efforts are needed to entice students who were in their high school marching band to continue. GIA funds are being awarded more consistently to help improve morale in the group.
Concert Choir: Increase enrollment from 36 in Fall 2022 to 45 in Spring 2024 (increase of 25%) (new goal)	Spring 2024 enrollment in Concert Choir was 40; it was 46 in Fall 2023.	Fall 2022 was chosen as the baseline because it was Dr. Ihm's first semester. Spring enrollment is chosen for comparison because we want to start comparing Spring-to-Spring (to see more lasting improvement).

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

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
<i>Communication:</i> Students will communicate effectively in social, academic, and	SAH graduates will demonstrate sophisticated communication and analytical skills making them both excellent citizens and employees in a range of careers.	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.	The SAH Mission specifically mentions communication skills and preparing students "to be adaptable to rapidly changing technologies and ever-evolving cultural change."

University Student Learning Outcome (Institutional Learning Outcome)	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.			
<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.	SAH graduates will demonstrate skills enabling them to do practical, productive, original research that requires both critical thinking and creativity	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.	“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.
<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.	SAH graduates will have knowledge of and be sensitive to global and diversity issues. SAH graduates will demonstrate a broadmindedness and a sense of community and belonging regardless of their particular talents, beliefs, values, race, ethnicity, religion, or sexual orientation.	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.	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.
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	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.	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.”	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,

University Student Learning Outcome (Institutional Learning Outcome)	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
		Communication, analytic ability, and strong ethics are the essence of teamwork.	through developing an “appreciation for literature, the arts, and human intellectual history.”

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.

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
Context and Purpose for Writing	5	4	9	8	2	2.07	28
Content Development	3	6	9	15	2	1.80	35
Genre and Disciplinary Conventions	0	6	5	15	3	1.48	29
Sources and Evidence	0	11	10	11	2	1.88	34
Control of Syntax and Mechanics	0	9	11	9	6	1.66	35

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 are the strongest points. The rubric language for context is such that it encourages surprisingly high scores for this dimension

Weaknesses: Genre and Disciplinary Conventions is the weakest spot, but 1.48 is a fine average. Control of Syntax and Mechanics has the highest number of 0s, reinforcing the anecdotal evidence of students' weakness with grammar, etc.

Opportunities for Growth: If students have more contact with academic writing from a variety of disciplines, Genre and Disciplinary Conventions could be a stronger point of understanding. A greater focus on grammar and reading comprehension in the Composition lab may help. This is the focus of Fall 2024 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 2024, the composition faculty are trying several things in Composition Lab. First, there is a common curriculum. Second, the courses are 8W1 courses to try to move remediation toward the beginning of the semester, where it may have the greatest effect. There is a greater focus on grammar and reading comprehension, again with the idea that extra work in these areas could yield the biggest benefits.

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 first semester in which Blackboard was used for the assessment. As you can see, there are different numbers of students assessed on the various dimensions. That seems odd.

Global Learning

BA ART

This outcome is assessed in the context of 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	2					4.0	2
Perspective Taking	2					4.0	2
Cultural Diversity	2					4.0	2
Personal and Social Responsibility	2					4.0	2
Understanding Global Systems	2					4.0	2
Applying Knowledge to Contemporary Global Contexts	2					4.0	2

BA MUSIC/BME MUSIC EDUCATION

This assessment is done through an essay in the context of History of Music 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		2	2	3	1	1.63	8
Perspective Taking		2	2	4	0	1.75	8
Cultural Diversity		2	2	4	0	1.75	8

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
Personal and Social Responsibility		2	2	4	0	1.75	8
Understanding Global Systems		2	2	3	1	1.63	8
Applying Knowledge to Contemporary Global Contexts		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: Only one student did not reach benchmarks.

Weaknesses: For a junior-level course, it would be better to see fewer 1s.

Opportunities for Growth: Supplementary materials and a heavier emphasis on classroom discussion could improve global understanding.

Threats to Effectiveness: The sheer amount of material covered may be making it more difficult for students to appreciate what they are learning. Going into greater depth (in general) may help students contextualize what they are learning.

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

The instructor intends to adjust the pacing of the class and develop new supplementary materials.

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

BA ART

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

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	2					4.0	2
Facilitates the Contributions of Team Members	2					4.0	2
Fosters Constructive Team Climate	2					4.0	2

BA COMMUNICATION

Context/course in which assessment was done: Debate Team _____

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	4					4.0	4

Facilitates the Contributions of Team Members	4					4.0	4
Fosters Constructive Team Climate	4					4.0	4
Responds to Conflict	4					4.0	4

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.

Other Assessment

BA ENGLISH

The primary tool for assessing the BA English is a pre-test/post-test combination. The pre-test is given in Introduction to Literary Studies (a sophomore-level course). The post-test is given in Advanced Composition (a senior-level course).

Four students were assessed in Fall 2023. Their results are presented below:

Students	Pre-Test: Literary History	Pre-Test: Analysis	Post-Test: Literary History	Post-Test: Analysis
#1	5/5	18/19	5/5	19/19
#2	4/5	15/19	5/5	16/19
#3	4/5	13/19	4/5	16/19
#4	2/5	12/19	3/5	15/19

Students 1-3 came in with good literary history knowledge. Student 4 did not, but also did not progress. Students 3 and 4 had weaker analysis skills coming into the program. Each scored three (3) points higher on the post-test (a 16% increase). However, only one of the four students produced A-level work on the post-test, and that student produced A-level work on the pre-test. The results are somewhat disappointing.

Online Class Assessment Based on Simplified OSCQR: Unit Summary

17 courses assessed by the Dean.

Fill in unit totals in each box below; summarize action plans (if any are needed) for each Standard; do SWOT analysis based on this data.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
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1. Welcome, overview and information						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.	21	2	1			Any revisions needed should be reflected in the syllabus.
2. Course Organization						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	18	4	2			Encourage the use of units in structuring the user interface.
3. Accessibility						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	7	5	1		11	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	6	5	2	1	10	The data are nonsensical; there is no reason for a response of "N/A." Faculty should use documents with headings to improve accessibility. The

identify and remediate course content for improved accessibility.						use of .pdfs should probably be discouraged.
4.Course Activities						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	13	7			4	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.	19	4	1			Arts and Humanities courses are very good at this dimension.
5.Interaction						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	19	4	1			Any adjustments should be easy to make.
5.2. Expectations for interaction are clearly stated.	17	5	2			Any adjustments should be easy to make.

5.3. Learners have the opportunity to get to know the instructor.	18	5	0	1		The presence of a Welcome module will fix the “major revision.”
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	13	6			5	There is an acknowledgement that collaboration between students is among the trickiest parts of online teaching. Some courses are delivered one-on-one, hence the “N/A” responses.
6. Technology Requirements						
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.	18	6				This information is provided on the syllabus.
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	5	4	2		13	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 needs to 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 is 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 is conducted within the Blackboard shell. This should improve faculty responsiveness by making communication directed to a single location.

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

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	9	3	5	17/5.67	
Sophomore	2	4	3	9/3	
Junior	4	1	3	8/2.67	
Senior	3	4	3	10/3.33	
Post Bach					
Total	18	12	14	44/14.67	197/19.7

UNDERGRADUATE PROGRAM MAJOR: BA COMMUNICATION

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	4	2	3	9/3	
Sophomore	6	1	2	9/3	
Junior	4	3	3	10/3.33	
Senior	1	2	0	3/1	
Post Bach					
Total	15	8	8	31/10.33	216/21.6

UNDERGRADUATE PROGRAM MAJOR: BA ENGLISH

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	4	2	6	12/4	
Sophomore	3	7	1	11/3.67	
Junior	3	3	3	9/3	
Senior	3	3	3	9/3	
Post Bach					
Total	13	15	13	31/10.33	261/26.1

UNDERGRADUATE PROGRAM MAJOR: BA LIBERAL ARTS

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	1	1/0.33	
Sophomore	0	0	0	0/0	
Junior	1	1	0	2/0.67	
Senior	0	0	0	0/0	
Post Bach					
Total	1	1	1	3/1	N/A

UNDERGRADUATE PROGRAM MAJOR: BA MODERN LANGUAGES

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	1	2	0	3	
Sophomore	0	0	0	0	
Junior	0	0	0	0	
Senior	1	0	0	1	
Post Bach	1	0		1	
Total	3	2	0	5/2.67	46/4.6

UNDERGRADUATE PROGRAM MAJOR: BA MUSIC/BME MUSIC EDUCATION

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	25	16	16	57/19	
Sophomore	5	14	12	31/10.33	
Junior	6	5	7	18/6	
Senior	10	4	12	26/8.67	
Post Bach					
Total	46	39	47	132/44	624/62.4

GRADUATE PROGRAM MAJOR: GRADUATE CERTIFICATE IN CREATIVE WRITING

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	-	4	0	4/-

GRADUATE PROGRAM MAJOR: GRADUATE CERTIFICATE IN ENGLISH LITERATURE

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	-	0	1	1/-

GRADUATE PROGRAM MAJOR: MA ENGLISH

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	4	5	7	16/5.33

GRADUATE PROGRAM MAJOR: MM MUSIC (JAZZ STUDIES)

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	6	14	8	28/9.33

GRADUATE PROGRAM MAJOR: MFA CREATIVE WRITING

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	12	10	14	36/12

GRADUATE PROGRAM MAJOR: MFA DEBATE AND COMMUNICATION

	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average
ENROLLMENT	3	6	4	13/4.33

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

Strengths:

The Music degrees had an uptick in Fall 2023 (eight students, or 20.5%). The Master of Music and the Master of Fine Arts in Creative Writing remain attractive and dynamic programs.

Weaknesses:

The BA in Modern Languages has already been deleted. The BA in Art will be 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. Fall 2024 looks likely to see a smaller freshman class in Music. The MFA in Debate and Communication is no longer admitting new students, and the four active students are on-track to finish in 2024-25. 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 emphases 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.

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. The programs are now down the following percentages: Art – down 56.3%; Communication – down 70.4%; English – down 68.3%; Modern Languages – down 100%; Music – down 46.6%.

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 2021	4	
Number and percentage graduated in that major during 21-22 academic year	2	50%
Number and percentage graduated in that major during 22-23 academic year	2	50%
Number and percentage that graduated in that major during 23-24 academic year	0	0%

Major: BA COMMUNICATION	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	5	
Number and percentage graduated in that major during 21-22 academic year	2	40%
Number and percentage graduated in that major during 22-23 academic year	2	40%
Number and percentage that graduated in that major during 23-24 academic year	1	20%

Major: BA ENGLISH	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	2	
Number and percentage graduated in that major during 21-22 academic year		0%
Number and percentage graduated in that major during 22-23 academic year	2	100%
Number and percentage that graduated in that major during 23-24 academic year		0%

Major: BA LIBERAL ARTS	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	1	
Number and percentage graduated in that major during 21-22 academic year	0	0%
Number and percentage graduated in that major during 22-23 academic year	0	0%
Number and percentage that graduated in that major during 23-24 academic year	0	0%

Major: BA MODERN LANGUAGES	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	0	
Number and percentage graduated in that major during 21-22 academic year	N/A	N/A
Number and percentage graduated in that major during 22-23 academic year	N/A	N/A
Number and percentage that graduated in that major during 23-24 academic year		

Major: BA MUSIC/BME MUSIC EDUCATION	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	6	
Number and percentage graduated in that major during 21-22 academic year	2	33.3%
Number and percentage graduated in that major during 22-23 academic year	3	50%
Number and percentage that graduated in that major during 23-24 academic year	0	0%

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.

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*

2021-2022 2021-2022 2022-2023 2022-2023 2023-2024 2023-2024 3-Year 3-Year
***Passed Failed *Passed Failed Passed Failed Trend Trend**
***Passed Failed**

Course	Remediation	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Composition 1		347	64%	191	36%	385	65%	206	35%	444	65%	235	35%	1176	65%	632	35%
Composition 2		309	67%	155	33%	331	65%	179	35%	369	69%	163	31%	1009	67%	497	33%

*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: N/A

Weaknesses: We are stagnant in the mid-60% range; our goal is to reach 75% pass rate.

Opportunities for Growth: Better support for students may help us raise these rates. The unit is trying to intervene with students more aggressively in 2024-25.

Threats to Effectiveness: Attendance seems to be a major determinant of student performance. Students who do not come to class tend not to 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	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average
BA ART	2	3	2	7	2.33
BA COMMUNICATION	5	5	2	12	4.0
BA ENGLISH	4	4	3	11	3.67
BA MODERN LANGAUGES	1	0	0	1	0.3

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average
BA MUSIC	8	4	0	12	4.0
BME MUSIC EDUCATION	3	1	2	6	2.0
MA ENGLISH	-	-	3	3	-
MFA CREATIVE WRITING	3	5	4	12	4.0
MM MUSIC	14	7	12	33	11.0

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 2024-2025. A Graduate Certificate in Debate Pedagogy has been added to attract more interest. The four MFA students have fulfilled the requirements for the certificate, and these will be awarded in 2024-2025, as well.

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 years	CP: N/A TC: N/A Assoc: N/A Bach: 49 GC: N/A Master: 48			
	Related to major	Unrelated to major	Unknown	Pursuing higher credential
Graduates past three years entering workforce	CP: TC: Assoc: Bach: 6 GC: Master: 9	CP: TC: Assoc: Bach: 1 GC: Master: 1	CP: TC: Assoc: Bach: 36 GC: Master: 38	CP: TC: Assoc: Bach: 5 GC: Master: 0
Salary range	CP: TC: Assoc: Bach: Unknown GC: Master: Unknown	CP: TC: Assoc: Bach: Unknown GC: Master: Unknown		

Faculty

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer II	Fall	Spring	Summer I	
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 Prof	Ph.D.	English	0	12	12	3	
Stephen Busath	9-month Asst Prof	D.M.A.	Music	0	15	15	0	
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	6	
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	0	
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	
Tom Richard	9-month Prof	M.F.A.	Art	0	12	12	0	Director of Galleries
Jason Smith	10-month	M.M.	Music	6	9	9	0	Director of MM in Jazz

	Assist Prof							Studies
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	12	0	
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	
Kristen Zelenak	9-month Asst Prof	D.M.A.	Music	0	12	12	0	

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

Dr. Kristen Zelenak was promoted to Assistant Professor and took over the Director of Bands position.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2014-15	15,213	-3,233	
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%)	

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

There was no significant change in SSCH.

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

Tom Richard had two solo exhibitions and five national juried exhibitions.

Scott Bearden performed as bass soloist for Franz Schubert’s Mass in G major with the Arkansas Symphony and Arkansas Choral Society.

Craig Olsen has a chapter forthcoming in *Video Games and Environmental Humanities*.

Anders, J. *Parental perspectives of homeschooling music education curricula*. Doctoral dissertation, Boston University, 2023.

Nugent, Terry. “Literacy in Southeast Arkansas: Using Place-based Reading and Writing in the FYW Program.” Southern Regional Composition Conference, North Little Rock, Pulaski Technical College, April 2023

Spencer, Mark and Rebecca Spencer. *Monticello: Past and Present*. Arcadia Publishing, 2023.

Stewart, Kate. Review, *How Languages Work: An Introduction to Language and Linguistics*, by Carol Genetti, Cambridge University Press, 2023.

Stewart, Kate. “What We Learn About Ourselves in Southern Literature,” Arkansas Philological Association, November, 2023

Walter, Kay. “Claiming the Prize with Ruskin.” The Friends of Ruskin’s Brantwood Newsletter. Autumn 2023. p. 20.

Parish, Elizabeth, and Kay J. Walter. "Optimizing Connections: Professor/Librarian Connections." Arkansas Libraries, vol. 80, no. 1-2, Spring/Summer 2023, pp. 14-44.

Walter, Kay. "What Reading Reveals" conference paper presented at 2023 Arkansas Philological Association, 10 November 2023

Walter, Kay. "Responding to the Needs of World Literature Students: A Case Study" Conference Paper presented at OE-AR+ Symposium, 27 October 2023

Walter, Kay. "Considering Veterans in the Composition Classroom: Assigning to Connect" panel presentation for 8th Annual Southern Regional Composition Conference, 14 April 2023

Notable Faculty or Faculty/Service Projects

Sarah Bloom was President, General Assembly

Terry Nugent was Vice President General Assembly, 2023-2024

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 Bachelor of Liberal Arts degree began accepting students in January 2024. The BA in Modern Languages was deleted. Dr. Adam Key resigned in August 2023, leaving us with only one full-time faculty member in Communication.

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

The Master of Music in Jazz Studies was revised to better align with National Association of Schools of Music guidelines.

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.

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"> • Core Expense Ratio • Faculty to Administrator Salary