University of Arkansas at Monticello
Academic Unit Annual Report

Unit: School of Arts and Humanities

Academic Year: 2022 - 2023

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

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

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

SAH Strategic Plan 2023-2024:
Actions will result in measurable outcomes (key performance indicators--KPIs).

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Composition program: 80% success rate in Composition II (continuing goal).	In Fall 2019, we implemented concurrent remediation for Composition I. We saw a significant improvement in Composition II success rate from Spring '18 (64.0%) to Spring '19 (73.4%). The success rate for Spring '20 was 70.89%, that for Spring '21 65.7%, that for Spring '22 63.0%, and that for Spring '23 was 73.0%	In Fall 2022, the Composition I syllabi for different instructors were much more similar and coordinated. The Spring 2023 Comp II success rate rising to 73.0% is an encouraging sign that coordination may be helping. [Overall Comp II success was lower, because of the lower success rates in Fall and Summer.]
MA, English: Fall 2021 was first cohort. Goal: 10 students the first year, 15 the second, 20 the third (continuing goal).	In Fall '20, we received HLC approval. In Fall '21 we had two majors; in Fall '22 we had six. In Fall 23, we have nine expected or enrolled.	The program had better coordination and promotion in 2022-23. However, we still had a limited number of applicants. There may be MFA students who are eligible (or nearly eligible) for having the MA awarded (which could raise credential numbers). Although the MA numbers are essentially the same as the MFA in Debate numbers, the coursework for the MA is also used for the MFA in Creative Writing, so deleting the program would not free faculty load-space. Part-time faculty are not used in the MA.
MFA, Debate and Communication: Goal: 20 students the first year, 25 the second, 30 the third (continuing goal).	Fall 21 was the first year; three students enrolled. In Fall 22, there were six students. There were four applicants for Fall 23 admission, but only one completed their application.	We elected to not admit a Fall 2023 cohort, in part because. of the last-minute departure of Dr. Key. We anticipate creating a certificate program through reconfiguration, followed by deactivation of the MFA.
BA, BME, Music: Using 2019 as a baseline, there were 51 majors and the goal was an increase to 70 in Fall 21 (continuing goal).	The numbers seem to be misleading. In Fall 20, there were 23 freshmen Music majors, but only 16 taking Theory I (a decent proxy for an entering class). In Fall 21 there were only 8 sophomores (which would suggest a steep dropoff). But there were 12 students in Theory III (a decent proxy for sophomore enrollment). However, only two of these students were classified as sophomores;	Musical groups are beginning to travel again and will recruit extensively, including in Texas. The entering class for Fall 23 is 17 Music majors (versus 10 for Fall 22). The large majority of new students are interested in the BME; a modification of the degree is necessary, though, as the 9-semester format is a barrier to completion. Most students interested in Music Education seem to choose to finish with a BA and then pursue alternative certification.

KPI	Assessment of Progress	Implications for Future Planning/Change
	the rest were freshmen. The Fall 20 enrollment numbers for Theory I and III were 19 and 7, respectively. In Fall 21, those were 16 and 12, respectively. In Fall 22, they were 11 and 9.	

List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: 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	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.			
Critical Thinking: 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.
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.	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.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Teamwork: 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." Communication, analytic ability, and strong ethics are the essence of teamwork.	More than anything else, the School of Arts and Humanities stands for the value of individual people (the "complete spectrum of UAM students") and of Humanity writ large, through developing an "appreciation for literature, the arts, and human intellectual history."

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

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA
Oral Communication

BA ART

Students are assessed as part of their Senior Thesis.

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	3					4.0	3
Language							
Delivery							
Supporting Material	3					4.0	3
Central Message	3					4.0	3

BA COMMUNICATION

Students are assessed as part of their Senior Capstone course.

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	1	3	1			3.0	5
Language		4	1			2.8	5
Delivery		5				3.0	5
Supporting Material	1	2	2			2.8	5
Central Message	1	4				3.2	5

BA ENGLISH

Students are normally assessed as part of Advanced Composition (the capstone course for the major), but the oral presentations had to be cancelled..

BA MUSIC/BME MUSIC EDUCATION

Dimension was not assessed.

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

Strengths
Graduating students in Arts and Humanities are generally effective at presenting and explaining their work. Faculty members are diligent and adept at providing opportunities for students to practice formal and informal presentation, as well as at providing examples through conference attendance and guest lecturers to see other professionals and use them as models.

<u>Weaknesses</u>
The data do not suggest communication weaknesses in program graduates.

<u>Opportunities for Growth</u>
Students could have greater opportunities for presenting their work to the public.

<u>Threats to Effectiveness</u>
Isolation is the biggest threat. Students should have more opportunities to present their work to audiences outside of their disciplines.

What actions, if any, do you recommend to improve student performance in this learning outcome?
Encourage public or invited presentations to get feedback and hone presentation skills.

What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?
No specific recommendations are made; the processes in the various fields seem adequate.

Written Communication

BA ART

Students are assessed as part of their Senior Thesis.

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Context/Purposes	3					4	3

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Content Development							
Genre and Disciplinary Conventions							
Sources and Evidence	3					4	3
Control of Syntax and Mechanics	3					4	3

BA COMMUNICATION

Students are in COMM 4653 Theories of Human Communication, which was not offered in 2022-23.

BA ENGLISH

Students are assessed as part of Advanced Composition (the capstone course for the major).

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Context/Purposes		3				3.0	3
Content Development		3				3.0	3

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Genre and Disciplinary Conventions		3				3.0	3
Sources and Evidence		3				3.0	3
Control of Syntax and Mechanics		3				3.0	3

BA MUSIC/BME MUSIC EDUCATION

Students are assessed in MUS 3573 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 unit	Total # of students assessed in unit
Context/Purposes	5	3		1		3.3	9
Content Development	4	3	1	1		3.1	9
Genre and Disciplinary Conventions		5	3	1		2.4	9
Sources and Evidence							9
Control of Syntax and Mechanics	2	5	1	1		2.9	9

If dimension is not assessed, leave blank.

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

Strengths
Arts and Humanities graduates in all majors are generally effective writers.

Weaknesses
There are some difficulties in History of Music (a junior-level course), particularly with disciplinary conventions. Music students do not get many opportunities to write papers as freshmen and sophomores in the major; the classes are skills-based and musical composition-oriented.

Opportunities for Growth
Undergraduate research efforts can be expanded to encourage more polished work.

Threats to Effectiveness
We are deeply concerned about artificial intelligence. There are opportunities for rampant academic dishonesty and the dilution of the educational experience if students (and faculty) value the end product more highly than the process of writing.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
Students in ENGL 1013 may require more feedback on grammar and mechanics.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?
There seems to be a variance in scoring conventions among the disciplines. This is likely a reflection of the fact that the assessments are made by one faculty member in each area. An outside perspective might be needed to get a more consistent view of student achievement.

Critical Thinking

BA ART

Students are assessed in ART 3403, which was not offered in 2022-23.

BA COMMUNICATION

Students are assessed as part of their Senior Capstone course.

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues		5				3	5
Evidence	2	1	2			3	5
Influence of Context and Assumptions		4	1			2.8	5
Student's Position		4	1			2.8	5
Conclusions and Related Outcomes		3	2			2.6	5

BA ENGLISH

Dimension was not assessed.

BA MUSIC/BME MUSIC EDUCATION

Students are assessed in MUS 3573 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 unit	Total # of students assessed in unit
Explanation of Issues	3	5		1		3.1	9
Evidence		5	2	2		2.3	9
Influence of Context and Assumptions		8		1		2.8	9
Student's Position (Perspective, Thesis/Hypothesis)		3	5		1	2.1	9
Conclusion and Related Outcomes (Implications and Consequences)	2	5	1	1		2.9	9

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

Strengths
Graduates of the School seem to have solid critical thinking skills in general.

Weaknesses
Evidence and Conclusions are the weakest critical thinking points for graduates. These are the most difficult aspects of critical thinking, as motivated reasoning reflects both the conclusions drawn and the evidence cited.

Opportunities for Growth
Evidence and Conclusions are the weakest critical thinking points for graduates; a greater focus on these could yield improvements.

Threats to Effectiveness
There is a danger of "playing it safe" for both faculty and students, as original positions may be discouraged. Critical thinking skills are best developed in defending unusual positions and ideas.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
No recommendations are offered at this time

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?
No recommendations are offered at this time.

Global Learning

Dimension was not assessed.

Teamwork

Dimension was not assessed.

Summarize all of your unit changes predicated on assessment data.

The quality of work presented by our graduating students is high. The changes being made in the unit are a proposed Bachelor of Liberal Arts degree, with a concentration and a four-credit capstone course. We hope that the multidisciplinary nature of the degree will enhance the overall quality of our graduates' work.

Public/Stakeholder/Student Notification of SLOs

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

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- SAH 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 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	8	9	3	20/6.7	
Sophomore	6	2	4	12/4	
Junior	1	4	1	6/2	
Senior	0	3	4	7/2.3	
Post Bach					
Total	**15**	**18**	**12**	**45/15**	**209/20.9**

UNDERGRADUATE PROGRAM MAJOR: BA COMMUNICATION

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	5	4	2	13/4.3	
Sophomore	2	6	1	9/3	
Junior	3	4	3	13/4.3	
Senior	3	1	2	6/2	
Post Bach					
Total	**13**	**15**	**8**	**36/12**	**231/23.1**

UNDERGRADUATE PROGRAM MAJOR: BA ENGLISH

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	3	4	2	9/3	
Sophomore	1	3	7	11/3.7	

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Junior	8	3	3	14/4.7	
Senior	5	3	3	11/3.7	
Post Bach					
Total	**17**	**13**	**15**	**45/15**	**291/29.1**

UNDERGRADUATE PROGRAM MAJOR: BA LIBERAL ARTS

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	0	0/0	
Sophomore	0	0	0	0/0	
Junior	0	1	1	2/0.7	
Senior	1	0	0	1/0.3	
Post Bach					
Total	**1**	**1**	**1**	**3/1**	

UNDERGRADUATE PROGRAM MAJOR: BA MODERN LANGUAGES

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	2	1	2	5/1.7	
Sophomore	0	0	0	0/0	
Junior	1	0	0	1/0.3	
Senior	0	1	0	1/0.3	
Post Bach	0	1	0	1/0.3	
Total	**3**	**3**	**2**	**8/2.7**	**60/6.0**

UNDERGRADUATE PROGRAM MAJOR: BA MUSIC/BME MUSIC EDUCATION

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average	10-Year Total & Average
Freshman	23	25	16	64/21.3	
Sophomore	8	5	14	27/9	
Junior	10	6	5	21/7	
Senior	14	10	4	28/9.3	
Post Bach					
Total	**55**	**46**	**39**	**140/46.7**	**657/65.7**

GRADUATE PROGRAM MAJOR: GRADUATE CERTIFICATE IN CREATIVE WRITING

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	-	-	4	4/-

GRADUATE PROGRAM MAJOR: MA ENGLISH

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	-	4	5	9/-

GRADUATE PROGRAM MAJOR: MM MUSIC (JAZZ STUDIES)

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	7	6	14	27/9

GRADUATE PROGRAM MAJOR: MFA CREATIVE WRITING

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	13	12	10	35/11.7

GRADUATE PROGRAM MAJOR: MFA DEBATE AND COMMUNICATION

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	-	3	6	9/-

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

Strengths

The MM in Jazz and the MFA in Creative Writing are our strongest graduate programs. The Music programs are the strongest undergraduate programs. The structure of the MM program is highly effective; the MFA is looking for residency opportunities (perhaps similar to those in the MM).

Weaknesses

Enrollment in all programs is not what we would like. The BA Art and BA Modern Languages are going to be on the next list of programs recommended for deactivation. The BLA proposal is the future for the Humanities fields.

Opportunities for Growth

A graduate certificate in debate coaching is likely to be more appealing to the target audience (high school forensics teachers) than the MFA has been. MA English marketing should also be more directly targeted to secondary teachers. To serve that market, more summer offerings could be appropriate. 8-week offerings should be considered, as well.

Threats to Effectiveness

Humanities programs are declining across the nation at a faster rate than college enrollments as a whole. We have to do a better job of sharply articulating career pathways that are directly related to the humanities.

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 2019	0	-
Number and percentage graduated in that major during 20-21 academic year	0	-
Number and percentage that graduated in that major during 21-22 academic year	0	-

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

*Student actually graduated in 2019-2020 academic year.

Major: BA ENGLISH	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	7	-
Number and percentage graduated in that major during 20-21 academic year	3*	42.9%
Number and percentage that graduated in that major during 21-22 academic year	4	57.1%

*2 students actually graduated during 2019-2020 academic year.

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

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

Major: BA MUSIC/BME MUSIC EDUCATION	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	17	-
Number and percentage graduated in that major during 20-21 academic year	5*	29.4%
Number and percentage that graduated in that major during 21-22 academic year	6	35.3%

*4

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

Strengths

While the Music programs remain our highest-enrollment offerings, English's graduation rate is excellent.

Weaknesses

We would like to see other programs have the same graduation success as English. Music should look at these juniors individually and see if there are unusual circumstances that prevented timely graduation.

Opportunities for Growth

The BLA proposal should lead to greater enrollments.

Threats to Effectiveness
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There do not seem to be unique threats to progress toward graduation. One would suspect that financial difficulties would be the most direct threat.

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

Table 5: Gateway Course Success*

Course	2020-21 *Passed #	2020-21 *Passed %	2020-2021 Failed #	2020-2021 Failed %	2021-2022 *Passed #	2021-2022 *Passed %	2021-2022 Failed #	2021-2022 Failed %	2022-2023 *Passed #	2022-2023 *Passed %	2022-2023 Failed #	2022-2023 Failed %	3-Year Trend *Passed #	3-Year Trend *Passed %	3-Year Trend Failed #	3-Year Trend Failed %
ENGL 1013 Combined	353	61%	229	39%	347	64%	191	36%	385	65%	206	35%	1085	63%	636	37%
ENGL 1023	332	66%	173	34%	309	67%	155	33%	331	65%	179	35%	972	66%	507	34%

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

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

Strengths
The quality of instruction is high. Although faculty have the freedom to construct their courses as they see fit, there is enough willingness to adopt a similar enough structure to maintain sufficient consistency.

Weaknesses
Changes and innovations seem to be having little effect.

Opportunities for Growth
The Writing Center and tutoring services could be used more often by students.

Threats to Effectiveness
Artificial intelligence has the potential to yield improved student products without a genuine improvement in understanding.

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	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average
BA ART	0	2	3	5	1.7
BA COMMUNICATION	3	5	5	13	4.3
BA ENGLISH	10	4	4	18	6.
BA MODERN LANGUAGES	0	1	0	1	0.3
BA MUSIC	5	8	4	17	5.7
BME MUSIC EDUCATION	2	3	1	6	2
MFA CREATIVE WRITING	4	3	5	12	4
MM JAZZ STUDIES	17	14	7	38	12.7

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

The undergraduate degrees in the non-Music fields will likely be discontinued in favor of the proposed BLA program. The central assertion is that the humanities fields will need to conceive of themselves as a single discipline ("Humanities") with specialties. The proposed program emphasizes the skills that humanities study helps develop: Effective Communication, Global Understanding, Digital Literacy, and Creative Expression.

Tracking graduates
Summarize how you track the career progression of your unit's graduates.
We track students through the senior survey and continued contact with mentor teachers.

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

	Related to major	Unrelated to major	Comments
Number of recent graduates entering workforce	32	3	Many School of Arts and Humanities have careers in education (P-12 or higher education).
Salary range	Unknown		
Number of recent graduates pursing a graduate degree	26	2	Communication, Music, and English graduates have enrolled in prestigious graduate programs across the country.
Number of recent graduates pursing a certificate, associate, or baccalaureate degree	1Unknown		

Faculty

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

Teaching Load

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Justin Anders	10-month Assoc Prof	D.M.A.	Music	6	12	12		Chair, Division of Music
Scott Bearden	9-month Assoc Prof	M.M.	Music		12	12		Director of Choral Activities
Sarah Bloom	9-month Assoc Prof	M.F.A.	English	6	9	9	6	Director, MFA in Creative Writing
Gregory Borse	9-month Assoc Prof	Ph.D.	English	3	12	12	3	
Stephen Busath	9-month Instruct	D.M.A.	Music	0	15	15	0	Director, Fine Arts Center
Jim Evans	9-month Instruct	M.A.	Communication	6	15	15	6	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	3	
Adam Key	9-month Assist Prof	Ph.D.	Communication	6	12	12	6	
Rachel Nicholson	9-month Instr	M.A.	English	0	15	15		
Terry Nugent	9-month Assoc Prof	Ph.D.	English	3	12	12	3	Director of Composition
Craig Olsen	9-month Assoc Prof	Ph.D.	English	0	12	12	3	Director of the Center for Writing and Communication

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
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 Assist Prof	M.M.	Music	6	9	9		Director of MM in Jazz Studies; Director of Bands
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 Instr	D.M.A.	Music	0	15	15	0	

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

Addition of Dr. Dana Ihm as new choir director
Addition of Steven Harper as new dean
Sarah Bloom became the new Director of the Master of Fine Arts in Creative Writing program
Jason Smith became Director of Bands
Jason Smith promoted to Assistant Professor
Terry Nugent promoted to Associate Professor
Scott Bearden became Director of Choral Activities

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2013-14	18,446	-1,405	
2014-15	15,213	-3,233 (-17.52%)	
2015-16	15,695	+482 (+3.16%)	
2016-17	13,797	-1898 (-12.09%)	

Academic Year	Total SSCH Production	Percentage Change	Comment
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%)	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?
SSCH were down slightly, but it is difficult to determine where based on the data provided.

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	

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

Faculty Scholarly Activity
ART
Tom Richard had two solo exhibitions, nine national juried exhibitions, and five exhibitions curated.

ENGLISH
Kay Walter gave presentations at the Arkansas Philological Association, Faulkner & Ward Conference, Victorians Institute, UVA-Wise Medieval-Renaissance Conference, and Southern Regional Composition Conference.

Kay Walter had two refereed publications (in *The Friends of Ruskin's Brantwood Newsletter* and *Lifewriting Annual*.

Kate Stewart gave presentations at the Arkansas Philological Association. Mississippi Philological Association, and Faulkner Literary Festival.

Terry Nugent gave presentations at the Arkansas Philological Association and Southern Regional Composition Conference.

MUSIC
Stephen Busath performed/presented at the North American Saxophone Alliance Annual Conference in Hattiesburg, Mississippi (with the Fiddle-Sax Fusion Band).

Kristen Zelenak performed and gave a lecture presentation at the North American Saxophone Alliance Conference in Hattiesburg, MS; gave a faculty recital in March, and performed at the Arkansas Saxophone Day in February.

Notable Faculty or Faculty/Service Projects
ART
Tom Richard: Served on the Foundation Board Member for the Arts and Science Center of Southeast Arkansas; judged two state youth exhibitions.

MUSIC
Kristen Zelenak: Gave eight clinics with area high school bands

Jason Smith: Was director/clinician for the Arkansas All-State Jazz Band

ENGLISH
Kay Walter: Elected Vice-president of Arkansas Council of Teachers of English and Language Arts; elected to the Board of Ruskin Society of North America; helped write the application that will result in Sarah Woods joining us as Fulbright Scholar-in-Residence this Fall.

Kate Stewart: Re-elected Executive Secretary/Treasurer of Arkansas Philological Association; member of Alpha Chi National Council; judged Faulkner Novel-Writing Contest

Terry Nugent: Elected President Arkansas Philological Association, 2022-2023; served as State Representative to Southern Regional Composition Conference board for state WPAs

Faculty Grant Awards
☐
Kristen Zelenak: Awarded $7500 from the UAM Centennial Grant for new musician chairs for the band hall

☐
☐

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
There were two resignations in English in August (Dr. Jessica Hylton and Mr. Andrew Nelson).

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
We proposed a Bachelor of Liberal Arts degree intended to replace the BA degrees in Art, Communication, English, and Modern Languages. If approved, we will begin admitting students into the program in Spring 2024. ☐
☐

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.
The faculty teaching Composition I devised a structure that made their various sections more closely coordinated, while still maintaining a high degree of faculty freedom to choose and materials.

Other Unit Student Success Data
Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

DEBATE
At the 2023 IPDA Nationals, Mikaela Brown, Senior CIS, tied for ninth place out of 93 competitors in the Novice Division, and Anna Ward, Senior COMM Major, tied for ninth place out of 73 competitors in the Jr. Varsity Division.

MUSIC
UAM Jazz One was named Most outstanding Big Band at the Texarkana Jazz Festival.
Four UAM students won the Scott Joplin award at the Texarkana Jazz Festival
UAM Jazz Combo was named Most Outstanding Jazz Group at the University of Louisiana-Monroe Jazz Festival
The UAM Chamber Choir was invited to participate in the performance of the Mozart Requiem in Fayetteville AR with the University of Arkansas choirs and orchestra.

Revised 02/09/2022

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;

- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;

- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;

- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.

- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.

- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.

- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

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

UAM STUDENT LEARNING OUTCOMES:

- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

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

- Develop, deliver, and maintain quality academic programs.

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

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.

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

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

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

2. ENROLLMENT and RETENTION GAINS
- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.

- Prepare and update University Master Plan.

- Partner with system and state legislators to maximize funding.

- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
o Increased efforts to earn research and grant funds.
o Creation of philanthropic culture among incoming students, graduates and community.
- Collaborating with Athletics Fundraising to maximize synergies.
- Create a Growing our Alumni Base Campaign.
o Encourage entrepreneurial opportunities where appropriate.
o Participation in articulation agreements to capitalize on academic and economic resources.
o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?

- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?

- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional
- Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?

- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

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

Effectiveness	Affordability	Adjustment	Efficiency
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	•Core Expense Ratio • Faculty to Administrator Salary