

# University of Arkansas at Monticello

## Academic Unit Annual Report

**Unit: School of Arts and Humanities**

**Academic Year: 2020 - 2021**

**What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals (insert strategic plan, goals and KPIs below)**

### **SAH Vision:**

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

### **SAH Mission:**

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

### **SAH Strategic Plan 2021-2022:**

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

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

***Continuing Goal:*** Improve student success in General Education English Composition courses.

***Action:*** Continue to implement strategies to assure coherent progression of content, requirements, and expected student learning outcomes in English Composition I and English Composition II. Toward this aim, we have implemented the following high-impact strategies:

- Fully transitioned to co-requisite gateway courses in Fall 2020
- Continued to improve faculty and student use of Blackboard for engaged online learning
- Revised readings, lectures, and course materials to meet accessibility and equity mandates

- Implemented more opportunities for professional development workshops and frequently met with faculty to meet the unique obstacles encountered from Fall 2020 through Spring 2021
- Continued emphasis on close-reading strategies, scaffolding, and one-on-one student/teacher conferences  
*KPI:* Student success rate (grades of A, B, C) of 80% in Composition II.

*New Goal:* Assure competency among English majors in terms of critical knowledge and skills.

*Action:* Develop competency tests for three check points in the program—start, mid-point, conclusion.

*KPI:* Average student score of 95% on “conclusion” test.

## 2. ENROLLMENT and RETENTION GAINS

*New Goal:* Increase the number of undergraduate majors in Arts and Humanities.

*Action:* Revitalized recruitment efforts in the public schools.

*KPI:* Increase number of SAH majors (English, Communication, Art, Modern Languages) by 18 by Fall Semester 2022, 24 by Fall Semester 2023, 32 by Fall Semester 2024.

*New Goal:* Increase the number of undergraduate majors in Arts and Humanities.

*Action:* Expand Graphic Design offering in the BA in Art program.

*KPI:* Increase number of Art majors to 25 by Fall Semester 2022, 30 by Fall Semester 2023, 35 by Fall Semester 2024.

*New Goal:* Increase number of graduate students in Arts and Humanities.

*Action:* Through local, regional, and national advertising, recruit students to the new online Master of Arts in English with concentrations in Literature, Writing and Rhetoric, Adolescent Literature, and Creative Writing, as well as the Graduate Certificates in English.

*KPI:* 10 students the first year, 15 the second, 20 the third.

*New Goal:* Increase number of graduate students in Arts and Humanities.

*Action:* Recruit students to the new Master of Fine Arts in Debate and Communication through national advertising.

*KPI:* 10 students the first year, 15 the second, 20 the third.

*New Goal:* Increase number of undergraduate Music majors.

*Action:* Revitalized recruitment efforts in the public schools.

*KPI:* Increase number of Music majors by 20 first year, 30 second, 35 third.

**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**

<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
<b>Composition program:</b> 80% success rate in Composition II	In Fall 2019, we implemented concurrent remediation. We saw a significant improvement from Spring '18 (64.0%) to Spring '19 (73.4%). The success rate for Spring '20 was 70.89%. The success rate for Spring '21 was 65.7%.	We believe that the declines in success rates the past two years are largely a result of the impact of COVID-19.
<b>BALA:</b> 10 majors the first year of the program, 15 the second, 20 the third.	We implemented the program Fall 2020.	We are still in the first stage of informing current and prospective students of this new option. We did not achieve our initial goal of 10 majors.
<b>Associate of Music Industry:</b> 8 students the first year, 12 the second, 16 the third.	We completed a needs assessment and received a Work Force Survey evaluation from ADHE.	Progress was stymied by the pandemic. Music faculty were distracted by the challenged of maintaining a music program while adhering to risk-mitigation protocols.
<b>BA Art, Graphic Design:</b> 10 students the first year, 15 the second, 20 the third.	Our curriculum changes have received all on-campus and off-campus approvals.	We are seeing good enrollments (10 or more) in the Graphic Design courses we're offering. As a result, we are discussing adding two advanced-level courses in the near future. We need to hire a full-time Graphic Design faculty member—a possibility if we can acquire a faculty endowment through the Windgate Foundation.
<b>MA, English:</b> 10 students the first year, 15 the second, 20 the third.	In Fall '20, we received HLC approval.	We are recruiting and enrolling students for Fall '21. We had 2 MA students enrolled in the context of a “soft” launch of the program Spring '21.

**Table 1: Assessment of Key Performance Indicators (continued)**

<b>KPI</b>	<b>Assessment of Progress</b>	<b>Implications for Future Planning/Change</b>
<b>MFA, Forensics:</b> 20 students the first year, 25 the second, 30 the third.	ADHE and Board approval has been acquired, as well as HLC approval.	We are recruiting for a Fall '21 launch.
<b>BA, BME, Music:</b> 20 student increase first year, 30 second, 35 third.	We exceeded our first year goal and expect to meet our second-year goal.	We may be able to increase our goals.

**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**

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
<i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	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.	Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.	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.  <i>Strategic Plan Actions:</i> Improve student success in General Education English Composition courses.

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

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

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

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

The School of Arts and Humanities assesses six undergraduate programs—Art, Communication, Composition, English, Modern Languages, Music—and two graduate programs: the Master of Fine Arts in Creative Writing and the Master of Music in Jazz Studies. Each program has specific and distinct Student Learning Outcomes that are consistent with the broad School of Arts and Humanities Student Learning Outcomes and the university’s Student Learning Outcomes.

Designated faculty in each program collect data on student learning each academic year. Historically, the assessment tools employed have included pre-tests and post-tests, portfolio evaluations, rubric evaluations of performances and presentations, and questionnaires, as well as analysis of grade distributions, enrollment, retention, and graduate rates. All SAH programs are in the process of transitioning to the use of the ACCU Rubrics for both assessment of program SLOs and university SLOs. The COVID-19 pandemic in the Spring of 2020 was a major disruption to our ability to collect program data. We do, however, have some updated data for the first-year composition major.

**Composition Data Spring 2021:**

Success rate for **all** Spring '21 ENGL 1023 Composition II classes: 65.7%

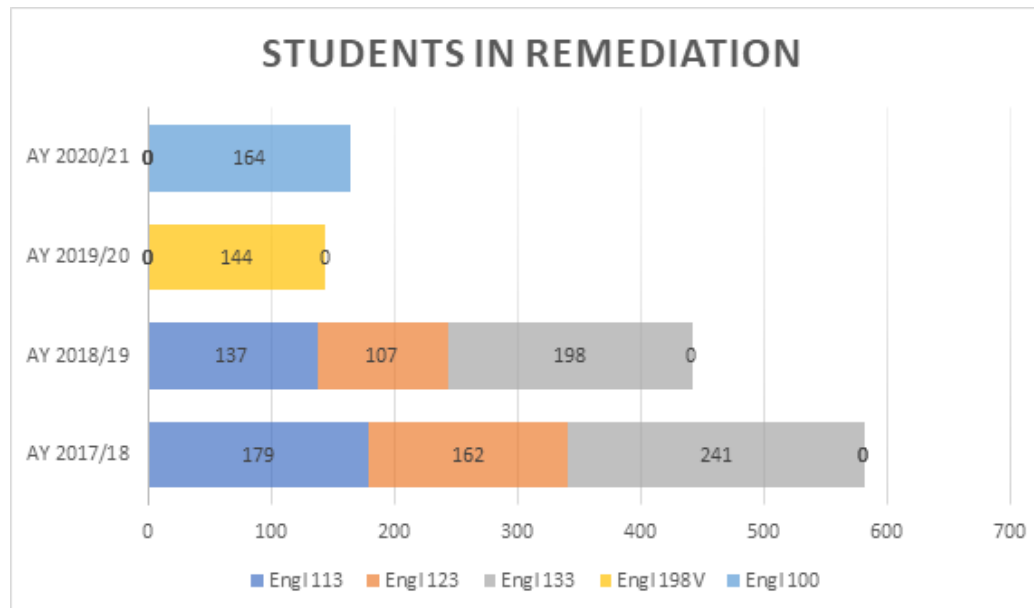
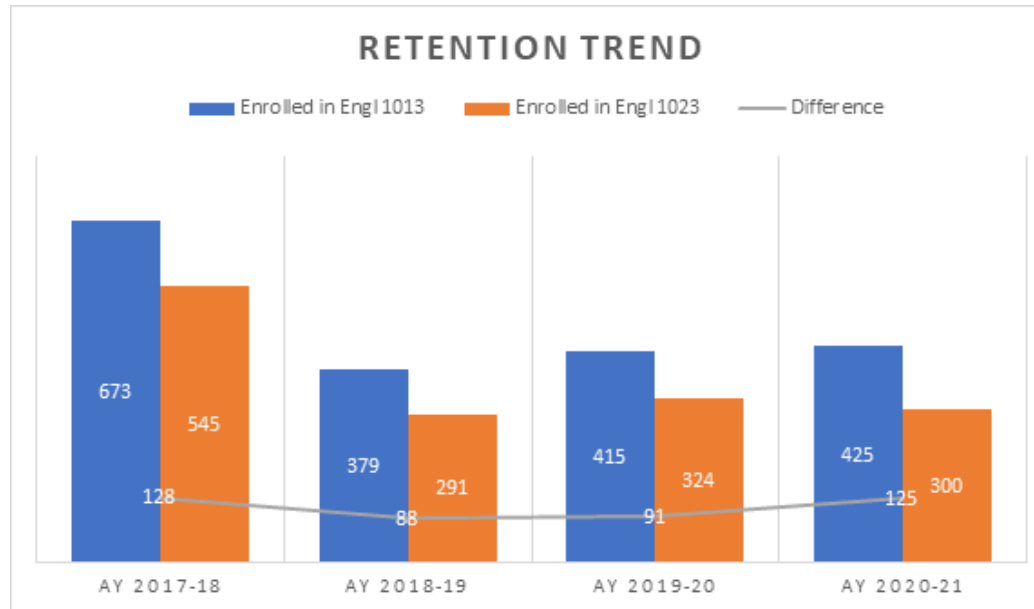
Success rate for Spring '21 **online** ENGL 1023 Composition II classes: 56.6%

Success rate for Spring '21 **Concurrent Credit/Early College** ENGL 1023 Composition II classes: 97.7%

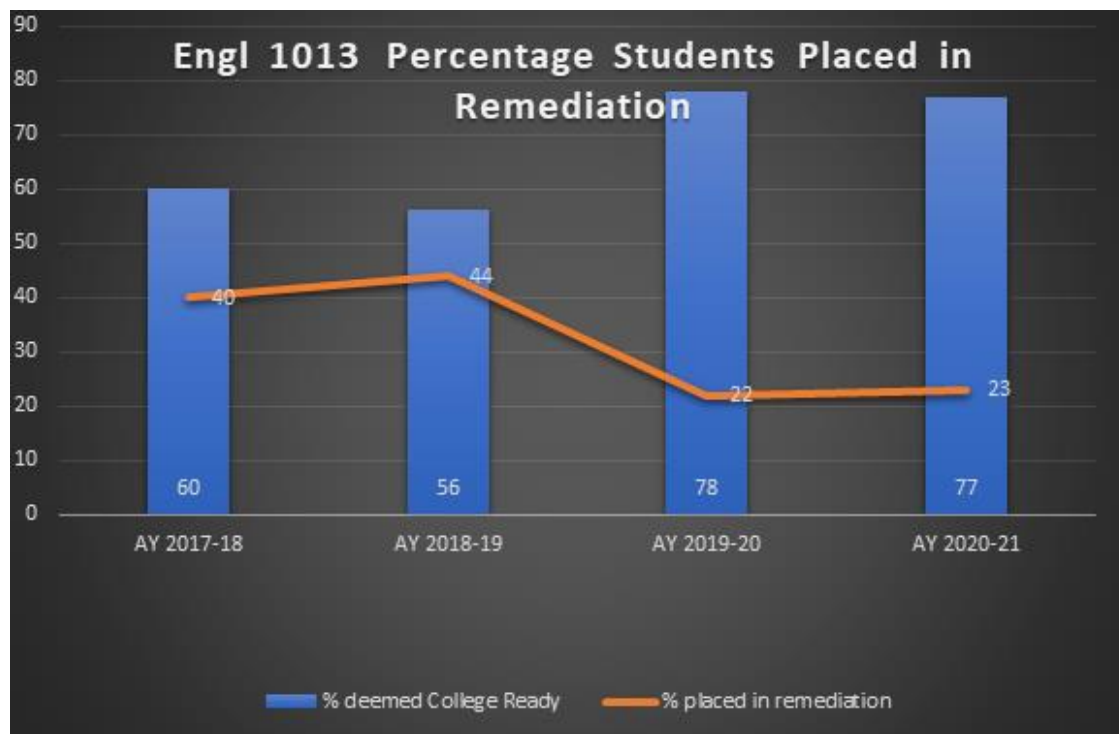
**Retention and Passing Rates for First Year Writing, 2017-2021:**

<b>STRM</b>	<b>Term/Yr</b>	<b>Enrolled in 1013 Census Counts</b>	<b>Passed 1013 and enrolled in 1023 Census Counts</b>	<b>Passed 1023</b>	<b>% passed 1023</b>
2176	Fall 2017	673	140	105	.75
2182	Spr 2018	184	545	464	.85
2184	Sum I 2018	22	16	13	.81
2185	Sum II 2018	14	18	13	.72
2186	Fall 2018	379	131	96	.73
2192	Spr 2019	190	291	252	.86
2194	Sum I 2019	5	23	18	.78
2194	Sum II 2019	13	10	9	.90
2196	Fall 2019	415	112	82	.73
2202	Spr 2020	109	324	261	.80
2204	Sum I 2020	19	16	10	.62
2205	Sum II 2020	8	21	17	.81
<b>STRM</b>	<b>Term/Yr</b>	<b>Enrolled in 1013 Census Counts</b>	<b>Passed 1013 and enrolled in 1023 Census Counts</b>	<b>Passed 1023</b>	<b>% passed 1023</b>
2206	Fall 2020	425	87	44	NA
2212	Spr 2021	122	300	NA	NA





This second chart shows the numbers as a percentage comparison of those deemed college ready vs needing remediation. Here we show a significant improvement in placement of students as college ready thus improving retention rates.



**Analysis:**

We believe COVID diminished success rates. The lower success rate among online students is consistent with what we’ve historically observed. The high success rate in Concurrent credit classes might be the result of a number of factors: the types of high-school students electing to take college-level courses, the motivation of the students, the five-day-a-week format.

**Public/Stakeholder/Student Notification of SLOs**

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

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

**Enrollment****Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)****UNDERGRADUATE PROGRAM MAJOR: ART**

<b>Classification</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	8	11	8	27/9	95/9.5
Sophomore	2	2	6	10/3.3	70/7.0
Junior	3	0	1	4/3	37/3.7
Senior	5	3	0	8/2.6	45/4.5
Post Bach					
<b>Total</b>	<b>18</b>	<b>16</b>	<b>15</b>	<b>49/16.3</b>	<b>247/24.7</b>

**UNDERGRADUATE PROGRAM MAJOR: COMMUNICATION**

<b>Classification</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	6	9	5	20/6.6	72/7.2
Sophomore	1	0	2	3/1	45/4.5
Junior	7	5	3	15/5	69/6.9
Senior	9	4	3	16/5.3	62/6.2
Post Bach					
<b>Total</b>	<b>23</b>	<b>18</b>	<b>13</b>	<b>54/18</b>	<b>248/24.8</b>

**UNDERGRADUATE PROGRAM MAJOR: ENGLISH**

<b>Classification</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	9	5	3	17/5.6	88/8.8
Sophomore	7	9	1	17/8.3	108/10.8
Junior	8	6	8	22/7.3	114/11.4
Senior	6	4	5	15/5.0	98/9.8
Post Bach					
<b>Total</b>	<b>30</b>	<b>24</b>	<b>17</b>	<b>71/23.6</b>	<b>408/40.8</b>

**UNDERGRADUATE PROGRAM MAJOR: MODERN LANGUAGES**

<b>Classification</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	1	1	2	4/1.3	17/1.7
Sophomore	2	1	0	3/1	20/2
Junior	0	0	1	1/0.3	23/2.3
Senior	1	0	0	1/0.3	26/2.6
Post Bach	1				
<b>Total</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>10/3.3</b>	<b>86/8.6</b>

**UNDERGRADUATE PROGRAM MAJOR: MUSIC**

<b>Classification</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	15	15	23	53/17.6	328/32.8
Sophomore	11	10	8	29/12.6	141/14.1
Junior	17	15	10	42/14	109/10.9
Senior	26	11	14	51/19.3	180/18
Post Bach					
<b>Total</b>	<b>69</b>	<b>51</b>	<b>55</b>	<b>175/58.3</b>	<b>758/75.8</b>

**GRADUATE PROGRAM MAJOR: MASTER OF FINE ARTS IN CREATIVE WRITING**

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>3-Year Total &amp; Average</b>
ENROLLMENT	12	13	20	45/15

**GRADUATE PROGRAM MAJOR: MASTER OF MUSIC IN JAZZ STUDIES**

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>3-Year Total &amp; Average</b>
ENROLLMENT	11	18	13	42/14

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

### Strengths

- The Music major increased its numbers from 51 to 55, primarily because of a fairly robust freshman class of 23. And this was after 17 seniors graduated. The program remains robust and it is important to note the 10-year average of 75.8 majors. In 2002, the total number of Music majors was 29.
- Although English has had a recent and significant drop in majors, we observe a jump in the Fall '21 enrollment in the major's Gateway course.
- The Master of Music in Jazz Studies remains a vibrant program despite the impact of COVID.
- The MFA in Creative Writing saw its highest enrollment at 20 after a range of 12 to 14 year after year.
- We're launching two new graduate programs Fall '21: Master of Arts in English and Master of Fine Arts in Debate and Communication.

### Weaknesses

- Numbers for the Modern Language major continue to be anemic, and therefore sustaining the major remains a subject of serious discussion among the unit's administration and faculty. The Modern Language faculty have suggested that the major might be re-made into a concentration area within the new Bachelor of Arts in Liberal Arts. We believe that it's important to maintain a variety of foreign-language offerings, but we do not seem to have the numbers to maintain a major. This is a challenge that foreign-language departments across the country are facing. According to a March 2018 article in *The Chronicle of Higher Education*, "Enrollment in language courses other than English fell 9.2 percent in colleges and universities in the United States between the fall of 2013 and the fall of 2016" (<https://www.chronicle.com/article/Enrollment-in-Most/242766>).
- The Bachelor's in Liberal Arts has yet to attract students; therefore, we need to make a concerted recruitment effort.

### Opportunities for Growth

- Master of Fine Arts in Creative Writing: revised curriculum, expanded advertising, and a growing national reputation for excellence should improve enrollment numbers.
- Master of Music in Jazz Studies: expanded advertising and a growing national reputation for excellence are improving enrollment numbers.
- We continue to believe that new faculty and updated curriculum will result in improved numbers for Communication.
- Implementation of new programs: Bachelor of Arts in Liberal Arts, Composition and Rhetoric concentration in English, MA in English, MFA in Debate and Communication.
- The introduction of Graphic Design courses into the Art major has been successful and we plan to expand Graphic Design offerings and thereby grow the Art program. We are also bringing back ceramics classes, which will attract Art majors.

### Threats to Effectiveness

- COVID-19
- Loss of faculty through retirements and resignations.
- Low faculty morale.
- Shrinking population in traditional service area.
- Daunting competition from other institutions in the region, like Southern Arkansas State University.

### Progression/Retention Data

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

Major: Art	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2018	3	
Number and percentage graduated in that major during 19-20 academic year	2	66.6%
Number and percentage that graduated in that major during 20-21 academic year	0	0

Major: Communication	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2018	12	
Number and percentage graduated in that major during 19-20 academic year	5	41.6%
Number and percentage that graduated in that major during 20-21 academic year	6	50%

Major: English	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2018	8	
Number and percentage graduated in that major during 19-20 academic year	4	50%
Number and percentage that graduated in that major during 20-21 academic year	4	50%

Major: Modern Languages	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2018	0	
Number and percentage graduated in that major during 19-20 academic year	0	0%
Number and percentage that graduated in that major during 20-21 academic year	0	0%

Major: Music	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2018	19	
Number and percentage graduated in that major during 19-20 academic year	0	0%
Number and percentage that graduated in that major during 20-21 academic year	12	63.1%

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

Strengths

- 100% graduation in English.
- 91.6% graduation in Communication.
- 66.6% graduation in Art.
- 63.1% graduation in Music.

Weaknesses

- No students in Modern Languages

Opportunities for Growth

- The addition of Graphic Design in Art and scholarships should help the retention and graduation numbers in that area.

Threats to Effectiveness

- Lack of academic endurance on part of students. Sometimes it's a problem at the senior level.

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

**Table 5: Gateway Course Success\***

*Passed = A, B, or C; Failed = D, F, or W		2018-2019 Passed		2018-2019 Failed		2019-2020 Passed		2019-2020 Failed		2020-2021 Passed		2020-2021 Failed		3-Year Trend Passed		3-Year Trend Failed	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL 1013	<b>Composition I</b>	711	79%	184	21%	453	76%	144	24%	339	59%	238	41%	1,503	73%	566	27%
ENGL 1023	<b>Composition II</b>	609	77%	181	23%	392	76%	126	24%	324	64%	180	36%	1,325	73%	487	27%
ENGL 2283	<b>World Literature I</b>	149	68%	69	32%	184	65%	97	35%	127	68%	61	32%	460	67%	227	33%
ENGL 2293	<b>World Literature II</b>	200	80%	50	20%	210	80%	53	20%	128	61%	81	39%	538	75%	184	25%

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

### Strengths

- Although this year's success rates dropped, Gateway success rates on the three-year trend are still relatively high--between 67% and 75%. We believe success rates will improve once we get past the pandemic.

### Weaknesses

- We do not see rising success rates as students progress. If success rates are 73% in ENGL 1013, it seems success rates should be maybe 80% in ENGL 1023 and then 90% in ENGL 2283 or 2293. That is, students' chances of success should increase as they progress rather than remain at similar levels or decrease. The lack of improved success rates suggests a lack of academic endurance. In other words, it appears that the enthusiasm and determination of some students diminish over the first three semesters.

### Opportunities for Growth

- We continue to work at better preparing ENGL 1013 students for ENGL 1023 and ENGL 1023 students for World Literature and thereby improve success rates and retention. Admittedly, COVID-19 negatively impacted those efforts.

### Threats to Effectiveness

- The lack of academic endurance mentioned above is our chief threat. Not only do the success rates not improve as students progress, but also the number of students enrolling in subsequent courses in the Gateway sequence drops significantly.

### 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	2018-2019	2019-2020	2020-2021	Three-Year Total	Three-Year Average
Art	5	4	0	9	3
Communication	12	6	3	21	7
English	10	5	10	25	8.3
Modern Languages	0	4	0	4	1.3
Music	17	11	7	35	11.6



**Number of Degrees Awarded:**

<b>Graduate Program/Major</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>Three-Year Total</b>	<b>Three-Year Average</b>
Master of Fine Arts	5	2	4	11	3.6
Master of Music	9	9	17	35	11.6

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

**Art:** Over the previous three-year period, we had our best graduation numbers in history. Although the trend has been downward since our peak of 7 graduates in 2017-18, we anticipate improved numbers as a result of the graphic design classes being added to the curriculum and return of ceramics classes.

**Communication:** The 3-year average of 7 is adequate and better than a few years ago when our 3-year average was below 6.

**English:** The 3-year average is historically low at 8.3, but we are working to bring the number of majors back up before the situation becomes critical.

**Music:** The 3-year average of 11.6 is healthy.

**Modern Languages:** Our 3-year average of 1.3 is inadequate. The Modern Language program offers a high-quality experience, and its graduates tend to be almost exclusively honors students, but given the persistence of low numbers, we must consider revising the language program from a major to an emphasis area in the new Bachelor of Arts in Liberal Arts.

**Master of Fine Arts in Creative Writing:** We have met the viability standard two of the past three years, and with a record number of MFA students this year, we are hopeful that graduation numbers will be increasing.

**Master of Music in Jazz Studies:** We have a robust 3-year average of 11.6 and a retention rate of 96%.

## 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	
Mark Spencer	12-month Prof	MFA	English	0	3	3	0	Dean
Gary Meggs	10-month Prof	MM	Music	0	12	9	0	Director of Bands
Tom Richard	9-month Prof	MFA	Art	0	15	15	0	Director of Galleries
Kate Stewart	9-month Prof	Ph.D.	English	0	12	12	0	Director of the Master of Arts in English
Kay Walter	9-month Prof	Ph.D.	English	0	12	15	0	
Les Pack	9-month Prof	MM	Music	6	15	15	0	
Kent Skinner	9-month Prof	DMA	Music	0	12	12	0	Director of Choral Activities
Sarah Bloom	9-month Assoc Prof	MFA	English	3	15	12	3	
Gregory Borse	9-month Assoc Prof	Ph.D.	English	3	15	12	6	
Lesley Jean-Francois	9-month Assoc Prof	Ph.D.	French and Latin	3	9	9	6	Director of Foreign Language Teaching Assistants
Craig Olsen	9-month Assist Prof	Ph.D.	English	3	6	6	3	Director of the Center for Writing and Communication
Jessica Hylton	9-month Assist Prof	Ph.D.	English	3	12	12	6	Director of the MFA in Creative Writing
Justin Anders	10-month Assist Prof	MM	Music	6	9	9	6	Chair, Division of Music
Terry Nugent	9-month Assist Prof	Ph.D.	English	6	15	15	3	Director of Composition
Scott Bearden	9-month Assist Prof	MM	Music	0	12	12	0	
Adam Key	9-month Assist Prof	Ph.D.	Communication	6	15	15	9	Director of the MFA in Debate and Communication
Jacob Chisom	9-month Visiting Instructor	MA	Communication	0	18	15	0	
Jim Evans	9-month Instruct	MA	Communication	3	12	12	3	Director of Forensics
Claudia Hartness	9-month Instruct	MA	English	0	18	18	6	
Andrew Nelson	9-month Instruct	MA	English	0	18	18	6	
Kelsey Englert	9-month Instruct	MFA	English	3	15	15	3	
Jason Smith	10-month Instruct	MM	Music	6	15	15	0	Director of MM in Jazz Studies
Katrina Meggs	10-month Instruct	MM	Music	0	15	15	0	Marching Band Coordinator

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

- Dr. Craig Olsen (English) received tenure and was promoted to Associate Professor.
- Jason Smith (Music) was moved from non-tenure-track Instructor to tenure-track Assistant Professor.
- Dr. Lesley Jean-Francois was named Director of Foreign Language Teaching Assistants
- Dr. Adam Key was named Director of the Master of Fine Arts in Debate and Communication
- Dr. Kate Stewart was named Director of the Master of Arts in English.
- Gary Meggs retired.
- Dr. Stephen Busath was hired as a Visiting Instructor of Music.
- Brian Jones was hired as a Visiting Instructor of Communication.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2009-10	16,751	+1,165 (+7.47%)	
2010-11	18,768	+2,017 (+12.04%)	
2011-12	21,153	+2,385 (+12.70%)	
2012-13	19,851	-1,302 (-6.15%)	
2013-14	18,446	-1,405 (-7.07%)	
2014-15	15,213	-3,233 (-17.52%)	
2015-16	15,695	+482 (+3.16%)	
2016-17	13,797	-1898 (-12.09%)	
2017-18	13,636	-161 (-1.16%)	
2018-19	12,307	-1,329 (9.74%)	
2019-20	9,402	-2,905 (23.6%)	Implementation of concurrent remediation; elimination of traditional remedial classes
2020-21	9,448	+46 (0.48%)	

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

Because of the large number of general-education service courses offered in SAH (Composition I, Composition II, World Literature I, World Literature II, Public Speaking, Interpersonal Communication, Business and Professional Speaking, Art Appreciation, Music Appreciation, Film Appreciation), our SSCH is largely reflective of enrollment trends campus wide, particularly in regard to the number of new freshmen. The slight increase in this year's numbers is likely the result of graduate enrollment. The drop in recent years reflects not just the campus-wide enrollment drop but also our adoption of concurrent remediation and the elimination of the traditional remedial

English classes: Critical Reading Skills, Basic English, and Fundamentals of English.

**Unit Agreements, MOUs, MOAs, Partnerships**

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed

N/A

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

**Gregory Borse**

*Publications*

"'Beloved Inmates and Happy Ways': Jane Austen's *Mansfield Park*," *The Philological Review* 45.1 (June 2020).

"*The Tale of the Armament of Igor: A Russian Folk Epic Bridging the Gap between Western and Non-Western Worlds*," *The Philological Review* 46.1 (forthcoming 2021).

"The Real Reason *The Exorcist* Remains Iconic...If Not a True Horror Film," *Hollywood in Toto*, June 2021.

"Why David Mamet's *The Edge* Trumps Other Action Adventure Films," *Hollywood in Toto*, July 2021.

"Joyellen" (short story) *West Trade Review* Summer 2021 (Web "Exclusive") 1 July 2021.

"Hitchcock's *Rear Window* is the Perfect Film for Our Paranoid Age," *Hollywood in Toto*, August 2021.

*Other Canons: A Selection of Non-Western Literary Masterpieces Revised Edition* compiled and edited by Gregory Borse, Kendall Hunt Publishers (forthcoming) Fall 2021.

## **Kelsey Englert**

### *Publications*

“Timber.” *CHEAP POP*, March 2021. Online.

“Compliment.” *Brilliant Flash Fiction*, vol. 28, January 2021. Online.

### *Awards*

Finalist for *The Southampton Review*'s 2020 Short Short Fiction Prize for the flash fiction “Timber.”

Semi-finalist for *New Delta Review*'s 2020 Ryan R. Gibbs Flash Fiction Contest for the flash fictions “Revolvers” and “Timber.”

### *Service*

UAM Centennial Opportunity Fund Committee Member

Graduate Council, Faculty Representative for the School of Arts and Humanities.

## **Jessica Hylton**

### *Publications*

*Gag Order*, Erasure Poetry Collection by akinoga press.

*Fracture; or, James Joyce Always Makes Me Think of Boobs*, Poetry and Art Collection with Susan David due out by Clare Songbirds Publishing House.

“Daddy’s Gun” and “Whale Spit,” *Southern Poetry Anthology Vol. IX: Virginia* an anthology by the Texas Review Press

### *Podcast/Interview*

So, Poetry?

### *Conferences:*

Artist Inc.

Andrea Gibson's Write your Heart In.

AWP.

## **David Kane**

### *Publication*

Instructional book *Playing Outside the Chord* is due to be published very soon by Aebersold Jazz.

## **Adam Key**

### *Publications*

With Craig, N. (2020). Audience analysis. In P. Richey (Ed.), *Public debate: A guidebook to IPDA*, 2nd ed.. Blue Ash, OH: Thomson.

(In press). The Silent A: A critical soundtrack of asexuality. *Journal of Autoethnography*.

(2021, January 28). Education in peril. *Arkansas Democrat-Gazette*.

(2020, June 28). Hero or martyr. *Arkansas Democrat-Gazette*.

### *Presentations:*

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

With Craig, N. (2020). Suffer the little children: A critical autoethnography of private Christian schooling. Presented at the virtual meeting of the Religious Communication Association. (2nd author presentation with advisee).

### *Expert testimony:*

Arkansas House Education Committee, invited expert witness in support of HB1895, April 14, 2021.

## **Gary Meggs**

### *Honor*

Inducted into the Arkansas Jazz Hall of Fame

## **Mary Meriam**

### *Publications*

ET ALIA PRESS - *Closet Cases: Queers on What We Wear* "Fruits."

SWWIM - "The Earth" (reprint)

MS MAGAZINE - "Sappho's Series of Lesbian Poets" (February - October).

ABLE MUSE PRINT EDITION - "In This Distance" (Number 27, Winter 2019/20).

SOUTH FLORIDA POETRY JOURNAL - "Mother Tree."

EKPHRASTIC REVIEW - "Black Bark."

JOURNAL OF AMERICAN MEDICAL ASSOCIATION (JAMA) - "The Nerve."

THE POETRY REVIEW - "Forms of Song" and "Elegy for Sally Jane."

WORKMAN PUBLISHING - *You Don't Have to Be Everything: Poems for Girls Becoming Themselves* "The Mockers."

PRELUDE - "Charm."

## **Andrew Nelson**

### *Professional Service*

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

UAM Program Review Committee: UAM/Crossett; UAM/McGehee; Criminal Justice

UAM Honors Committee

Connecting the Dots to Student Success Committee

UAM Leadership Team

Human Relations Committee Member

UAM Preliminary Assessment of the Film Appreciation section

UAM Program Review Committee: School of Business, and School of Computer Information Systems

UAM Honors Committee

UAM Human Relations Committee Member

## Terry Nugent

### *Publications*

“The Pandemic of 2020: A Collection of Student Essays,” editor, to be housed in Fred Taylor Library Special Collections and University Archives, April 2021.

“Mark Twain & Selections” for OpenPASSAGEways Initiative, West Liberty University, May 2020.

“Review of Parchman Farm: Mississippi’s State Penitentiary in the 1930s by Bryan King and Kate Stewart”. Valley Voices: A Literary Review. Mississippi Valley State University, 2020.

Transitioned all textbooks, Comp I/Comp II/UST to Top Hat digital platform, summer 2020

### *Presentations*

English Corequisite Support Data Presentation at the Strong Start to Finish Arkansas **Data Coaching Virtual Workshop**, Charles A. Dana Center University of Texas at Austin, April 22, 2021

English Faculty Panel, Strong Start to Finish Arkansas **Leadership Academy**, Charles A. Dana Center University of Texas at Austin, October 9<sup>th</sup> and October 16<sup>th</sup>, 2020

SCMLA Panel Chair, Conference on Christianity and Literature, Houston, Oct 2020. – Cancelled

SCMLA Panel Chair, Freshman English and English Composition, Houston, Oct 2020. – Cancelled

“What I Love about Adolescent Literature” Brown Bag Lunch presentation, UAM, Feb 2020.

### *Service Activities*

Strong Start to Finish Arkansas Committee

**Introduction to Culturally Responsive and Sustaining Practices webinar**, Charles A. Dana Center University of Texas at Austin, May 13, 2021

ADHE Webinar, Enhancing **the Campus Climate to Increase Achievement, Persistence, and Success for Black/African American Male College Students**, May 12, 2021

SSStF Arkansas **Data Coaching Workshop**, Charles A. Dana Center University of Texas at Austin, April 2021

Dana Center’s Focused Online Collaborative Interactions (FOCI) **series 5: Driving Equitable Student Outcomes-Implementing Equity-Minded Teaching and Learning**, Danielle Seabold and Tammi Marshall, Spring 2021

Dana Center’s Focused Online Collaborative Interactions (FOCI) series. **Series 4: Creating Effective Learning Experiences at a Distance: Fostering a community of engaged learners in a virtual environment.** Hosted by Connie Richardson & Jodie



Steeley. June-August 2020.

Strong Start to Finish Arkansas **Multiple Measures Webinar** with Jeremy Martin and Tammi Marshall. April 2020.

Strong Start to Finish Arkansas – UAM Corequisite Seminar with Jeremy Larance and Mike Leach.

Faculty Research Committee, 2020-2021

Hornaday Nominating Committee, 2021

Blackboard Ally Work Team, IT

English Scholarship Committee

Chair: Masters of English development committee, MA slated to start up Fall 2021

Collaboration with Kim Level – Literacy Project, Fall 2020

Coordinator of Composition, 2017 – Present

UST198 Pathway to Success Committee

Developed Reading list & coordinated with Dr. Clark at the library setting up book table at the Substance Abuse Awareness Panel, Fine Arts Center, March 2019

Lead Faculty Adviser Sigma Tau Delta English Honors Society

Sigma Tau Delta Scholarship Evaluator

Sigma Tau Delta Conference Evaluator

Faculty Advisor

President Friends of the Library Board, Monticello Branch Library Community Poetry Contest, Apr 2021

Board Member SEARK Concert Association, Publicity Committee, 2020-Present

TAMUC Alumni Profile Project

## **Tom Richard**

Three national juried exhibitions

Two Solo Exhibitions cancelled (because of covid)

Judged three state youth art exhibitions.

Judged regional K-12 Art Exhibition.

Curated/hosted three art exhibitions at UAM.

## **Jason Smith**

### *Recording*

UAM first jazz big band album: *The First Time Out*, Director, executive producer, artwork design.

### *Presentation*

Ark-La-Miss ITG Chapter, “Teaching Trumpet in the COVID-19 Era.”

## **Mark Spencer**

### *Conference Presentations*

“The Importance of Small Details,” International Conference on the Novel, London, October 2020.

“A Haunted Love Story,” Arkansas State University Annual Delta Symposium, April 2021.

## **Kate Stewart**

### *Publications*

“A Bleak Episode: Wilkie Collins and Spontaneous Human Combustion,” *Philological Review* 45:1 (Spring 2019), pages 39-50 [Published June, 2020; peer-reviewed]

### *Conference Presentation:*

Lecture, Faulkner’s *Go Down, Moses*, Union County Historical Museum, September, 2020 [Part of the annual Faulkner Festival; available on Facebook].

Selected to read a paper at SCMLA, October, 2020 [Meeting cancelled; selected to present in October, 2021.

*Related Professional Service*

Judge, Faulkner Novel-Writing Competition, Summer, 2020 [International Competition with an average of over 60 entries].

Selection Committee, Delta Kappa Gamma Scholarships for public school teachers.

Elected Secretary/Treasurer, Region II, Alpha Chi Honor Society [Four-year term]

Elected, National Council of Alpha Chi [Four-year term]; currently served on Centennial Committee and Pryor Graduate Fellowship Committee.

Re-Elected Executive Secretary/Treasurer, Arkansas Philological Association.

Named Director of MA in English Program.

**Kay Walter**

*Publications*

Editor of *The English Pub*.

Published works related to John Ruskin.

*Honors*

Finalist for the Hornaday Outstanding Faculty Award for a fourth year.

*Conference Presentations*

Presented at several professional conferences.

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

Graduate certificates in Creative Writing, Composition and Rhetoric, English Literature, and Children's and Adolescent Literature were approved by campus authorities. We are awaiting state and Higher Learning Commission approval and plan to implement the programs in Fall 2021 or Spring 2022.

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

- We made ENG 3543 Creative Writing a course that can be repeated for up to 12 hours. This provides much needed flexibility in the English major and reflects the deletion of Creative Nonfiction as a requirement.
- We made the Composition Lab (ENGL 100) a catalogue course after running it as a Special Topics class for a year. ENGL 100 is offered in conjunction with ENGL 1013 Composition I for students needing remediation and replaces the distinct remediation courses,

thus bringing us in compliance with mandates from ADHE.

- We made Discover Your Pathway to Success a catalogue course, UST 1003, after several successful pilot semesters.

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

- We are compiling a library of open-resource materials for use in composition classes so that students will not have to purchase textbooks.
- We synced Comp Lab with Comp I to assure that students would have the same instructor for both. This was a best-practice recommended by ADHE.
- We revived Honors Composition I and Honors Composition II with success—enrollment in each was 13.
- We gave distinct themes to the different sections of the Discovering Your Pathway to Success to accommodate the interests of students in the various disciplines associated with the humanities, the arts, science, medicine, technology, and social sciences.

## Addendums

### Addendum 1: UAM Vision, Mission, and Strategic Plan

#### **VISION**

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

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

#### **MISSION**

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

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

#### **CORE VALUES:**

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

#### **UAM STUDENT LEARNING OUTCOMES:**

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and

gender and will be capable of anticipating how their actions affect campus, local, and global communities.

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

## STRATEGIC PLAN

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

Develop, deliver, and maintain quality academic programs.

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

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

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

Retain and recruit high achieving faculty and staff.

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

Expand accessibility to academic programs.

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

## **2. ENROLLMENT and RETENTION GAINS**

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting

## **3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS**

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

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

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

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

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

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

outcomes assessed?

- How is evidence of student learning collected?
- How extensive is the collection of evidence?

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

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

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

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

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

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

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

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



**Addendum 3: Arkansas Productivity Funding Metrics**

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

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