

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Arts and Humanities

Academic Year: 2019 - 2020

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 UAM School of Arts and Humanities serves the complete spectrum of students—from those needing concurrent remediation in reading and writing linked to ENGL 1013 Composition I to those seeking high-quality graduate programs in Creative Writing 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 2020-2021:

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:

- restructured Composition I textbook to emphasize close-reading and note-taking strategies,
- restructured Composition II textbook to emphasize close-reading and doing research in a variety of disciplines,
- employed color coding strategies to be used in close-reading,
- incorporated into curriculum subject-specific vocabulary for English composition courses,
- implemented a policy of at least one one-on-one teacher-student conference per semester,

- employed explicit instructions and assignments,
- employed collaborative/group assignments,
- employed scaffolding of lessons and assignments,
- emphasized writing as process that focuses on students planning and evaluating their own and each other's writing.

KPI: Student success rate (grades of A, B, C) of 80% in Composition II.

2. **ENROLLMENT and RETENTION GAINS**

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

Action: Implement a Bachelor of Arts in Liberal Arts with Core Requirements assuring exemplary critical and creative thinking skills, communication skills, and knowledge of diversity and/or global issues.

KPI: 10 majors by the end of the first year of the program (May 2021), 15 the second, 20 the third.

Continuing Goal: Increase number of undergraduate students in Arts and Humanities.

Action: Implement an Associate of Music Industry to prepare students for jobs on the business side of the Music profession.

KPI: 8 students the first year, 12 the second, 16 the third.

Continuing: Increase number of undergraduate students in Arts and Humanities.

Action (revised): Implement a revised Bachelor of Arts in Art with Graphic Design components.

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

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

Action: Implement a Master of Arts in English with concentrations in Literature, Writing and Rhetoric, Adolescent Literature, and Creative Writing.

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

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

Action: Implement a Master of Fine Arts in Forensics.

KPI: 20 students the first year, 25 the second, 30 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

KPI	Assessment of Progress	Implications for Future Planning/Change
Composition program: 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%.	Fall 2019, we began using a new Composition II text that complements the Composition I text. Our hope was for greater course uniformity and standards across sections, as well as a higher student success rate, but determining the impact of the new text is challenging because it's difficult to judge the extent to which COVID-19 affected our success rate for Spring '20. The semester—with migration to 100% online instruction in March—was clearly out of the ordinary, and therefore we are wary of placing a great deal of value on the data for Spring '20.
BALA: 10 majors the first year of the program, 15 the second, 20 the third.	The Bachelor of Arts in Liberal Arts has received all approvals, and we will implement the program Fall 2020.	We are still in the first stage of informing current and prospective students of this new option.
Associate of Music Industry: 8 students the first year, 12 the second, 16 the third.	We have completed a needs assessment and received a Work Force Survey evaluation from ADHE. We continue to gather data showing the potential benefits of such a program.	We may commence the approval process by submitting a program proposal to C&S Fall 2020.
BA Art, Graphic Design: 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 implementing the curriculum changes Fall 2020. When the budget will allow, we will need to commence a search for a full-time Art faculty member with expertise in Graphic Design.
MA, English: 10 students the first year, 15 the second, 20 the third.	ADHE and Board approval has been acquired. We are awaiting HLC approval.	We plan to start recruiting in the coming academic year and to implement the program in Fall 2021.

Table 1: Assessment of Key Performance Indicators (continued)

KPI	Assessment of Progress	Implications for Future Planning/Change
MFA, Forensics: 20 students the first year, 25 the second, 30 the third.	ADHE and Board approval has been acquired. We are awaiting HLC approval.	We plan to start recruiting in the coming academic year and to implement the program in Fall 2021.
BA, BME, Music: 20 student increase first year, 30 second, 35 third.	With the hiring of Gary Meggs mid-year to head-up the recruitment effort, we expect to exceed our first 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

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
<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 a Master of Arts in English with concentrations in Literature, Writing and Rhetoric, Adolescent Literature, and Creative Writing.</p> <p>Implement a Master of Fine Arts in Forensics.</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>Strategic Plan Actions: Improve student success in General Education English Composition courses.</p> <p>Implement a Master of Arts in English with concentrations in Literature, Writing and Rhetoric, Adolescent Literature, and Creative Writing.</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>Implement a Master of Fine Arts in Forensics.</p> <p>Implement an Associate of Music Industry to prepare students for jobs on the business of the Music profession.</p> <p>Implement 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>Strategic Plan Action: 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</p>	<p>SAH graduates will demonstrate sophisticated communication and analytical skills and high</p>	<p>Serving the communities of Arkansas and beyond to improve the quality of life as</p>	<p>It is the goal and obligation of the School of Arts and Humanities to assure that UAM graduates possess</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
demonstrate the characteristics of productive citizens.	ethical standards making them both excellent citizens and employees in a range of careers.	well as generate, enrich, and sustain economic development.	<p>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><i>Strategic Plan Actions:</i> Implement a Master of Arts in English with concentrations in Literature, Writing and Rhetoric, Adolescent Literature, and Creative Writing.</p> <p>Implement an Associate of Music Industry to prepare students for jobs on the business of the Music profession.</p> <p>Implement 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 a report for the English major.

English Major Assessment

Pre and Post Tests in Literary Analysis and Literary History

Pre-tests and post-tests measure English majors' critical reading skills and knowledge of literary history. The pre-tests are administered each fall and spring semesters in ENGL 2323: Introduction to Literary Studies, which students should take early in their careers. Ideally, they should be freshmen or sophomores. Students sit for the post-tests each fall in ENGL 4763: Advanced Composition, the capstone course for all English majors. The instructor of Advanced Composition, Dr. Kate Stewart, scores and compiles the pre-tests and the post-tests, as well as composes a portion of the assessment report.

An analysis of the raw scores for both the pre-tests and the post-tests reveal that performance levels since the last report remain static in most areas covered on the tests.

Fall 2018: Seven Students

Students	Pre-Test: Literary History	Pre-Test: Analysis	Post-Test Literary History	Post-Test: Analysis
#1	4/5	16/19	5/5	17/19
#2	4/5	15/19	4/5	17/19
#3	4/5	16/19	4/5	17/19
#4	4/5	15/19	2/5	15/19
#5	NA	NA*	4/5	16/19
#6	NA	NA*	5/5	16/19
#7	2/5	15/19	5/5	17/19

Fall 2019: Six Students

Students	Pre-Test: Literary History	Pre-Test: Analysis	Post-Test: Literary History	Post-Test: Analysis
#1	3/5	19/19	3/5	15/19
#2	NA	NA*	0/5	13/19
#3	NA	NA*	2/5	7/19
#4	1/5	10/19	4/5	11/19
#5	1/5	16/19	5/5	15/19
#6	NA	NA	NA	NA*

In scores from each of the cohorts, several concerns appear. Students continue to demonstrate weaknesses in the same areas. Overall, English majors display significant gaps in their knowledge of literary history, especially among the 2019 cohorts. While we can note slight improvement in this area on the post-tests, the scores should give the faculty pause. The primary weaknesses continue to emerge in distinguishing among works from the 18th and 19th centuries and in failing to distinguish between modern and post-modern (contemporary) literature. Of particular concern is that consistently students cannot place Confucius, Shakespeare, and T. S. Eliot in the appropriate time frame. Even in the earlier stages of their careers, students should be able to answer correctly all of the literary history questions.

Likewise, the results on the literary analysis section simultaneously encourage and discourage. Seeing even slight improvement signals movement in the right direction with the curriculum for English majors. In the grand scheme, however, the advances are marginal at best. Often baffling, the incorrect answers suggest at times slipshod reading.

On both the pre-test and the post-test, students perform the best with regard to “The Tyger,” a widely familiar literary text at all levels of instruction. Students failed to correctly identify a four-line stanza as a *quatrain*, opting instead for *couplet*. Many also could not identify the poem as a *lyric*, selecting epic instead. Students also had problems with the quotation from *King Lear*. By and large, students still cannot define the work *physic* as medicine, only one student of those taking the tests answered correctly; some continue to label the tragedy as *classical drama*, instead of *Renaissance*.

Advanced Composition Capstone Presentations

As the culmination of the major project in ENGL 4763 Advanced Composition, each student gives a public presentation of his or her paper and is evaluated by each member of the audience, both faculty and students.

To insure optimum performance on the capstone essay and capstone presentations, the Advanced Composition classes spend time studying writing, using Sheridan Baker’s *The Practical Stylist* as the primary textbook. A war-house in rhetoric/composition pedagogy, Baker offers sound advice on producing university-level writing. The students read two short stories (“A Psychological Shipwreck” by Ambrose Bierce and “The Wall” by John-Paul Sartre) and write close-reading papers on a topic selected by the reader/writers. After turning in a first draft to the instructor, students present their essays to their peers by bringing flash drives to class and reading the paper aloud using smart-room technology. The class critiques the essays; students then submit final drafts. For the capstone essay, students select one of their papers and augment it with research.

Our English majors continue to excel in Advanced Composition. The 2018 cohort, especially, received “rave” reviews for their writing and research skills with all of them being rated as meeting the expectations or exceeding them. The combination of lectures and peer-reviews works well in this class. Smart-room technology enhances greatly the impact of peer-reviewing because of the interaction among the members of the class, including the instructor of record. The students in the 2019 cohort all meet the expectations for the capstone course.

The students who failed to take the pre-test fall into distinct categories: one received transfer credit for the course; one missed class and never made up the test; one took several “gap years” before completing the curriculum; one was a graduate student.

In 2018, Dr. Jessica Hylton began using the capstone essays from Advanced Composition in her Editing and Design class and producing a monograph. These materials render a more accurate assessment of students’ analytical and writing skills.

Writing as Part of English Curriculum over the Years

In the last thirty-two years, Advanced Composition has undergone significant modifications, both cosmetically and substantively. Listed at the 3000 level in 1988, the course served the entire population of English majors, whose primary career goal was to teach in the public schools. In 2007, the English faculty broadened the curriculum by offering two concentrations: creative writing and literature. Subsequently, the faculty added concentrations in film and professional writing. At that time, only the students in the literature concentration took Advanced Composition. The course expanded its mission by not only preparing students for teaching but also preparing them for graduate study. It, furthermore, served as the primary assessment tool for those in the literature concentration by administering the post-assessment exam and requiring a public presentation of students’ capstone essays. In 2018, the faculty once again revamped the program by designing a comprehensive major. This curriculum now requires that all majors, regardless of their concentrations, take Advanced Composition as their capstone course.

In retrospect, the curricular changes in 2007 marked a dramatic improvement in the skills for English majors. In the 2010, the cohort of students in Advanced Composition had followed entirely the revised curriculum; both the Arts and Humanities faculty and individuals from the entire academic community declared the capstone essays “the best ever.” In 2018, the class featured for the first time a blend of students in the literature and creative writing/professional writing concentration. Several faculty members designated this class “the best ever.” The 2019 cohort, likewise, demonstrates that UAM can boast a group of strong writers.

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**

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	8	8	11	27/9	95/9.5
Sophomore	7	2	2	11/3.6	71/7.1
Junior	6	3	0	9/3	42/4.2
Senior	8	5	3	16/5.3	53/5.3
Post Bach					
Total	29	18	16	63/21	261/26.1

UNDERGRADUATE PROGRAM MAJOR: COMMUNICATION

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	7	6	9	22/7.3	73/7.3
Sophomore	11	1	0	12/4	54/5.4
Junior	11	7	5	23/7.6	70/7
Senior	5	9	4	18/6	62/6.2
Post Bach					
Total	34	23	18	75/25	259/25.9

UNDERGRADUATE PROGRAM MAJOR: ENGLISH

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	5	9	5	19/6.3	90/9.0
Sophomore	9	7	9	25/8.3	116/11.6
Junior	8	8	6	22/7.3	114/11.4
Senior	7	6	4	17/5.6	100/10
Post Bach					
Total	29	30	24	83/27.6	420/42

UNDERGRADUATE PROGRAM MAJOR: MODERN LANGUAGES

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	2	1	1	4/1.3	17/1.7
Sophomore	0	2	1	3/1	20/2
Junior	0	0	0	0/0	22/2.2
Senior	5	1	0	6/2	31/3.1
Post Bach		1			
Total	7	5	2	14/4.6	90/9

UNDERGRADUATE PROGRAM MAJOR: MUSIC

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	17	15	15	47/15.6	322/32.2
Sophomore	18	11	10	39/13	151/15.1
Junior	16	17	15	48/16	115/11.5
Senior	21	26	11	58/19.3	187/18.7
Post Bach					
Total	72	69	51	192/64	775/77.5

GRADUATE PROGRAM MAJOR: MASTER OF FINE ARTS IN CREATIVE WRITING

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average
ENROLLMENT	14	12	13	39/13

GRADUATE PROGRAM MAJOR: MASTER OF MUSIC IN JAZZ STUDIES

	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average
ENROLLMENT	8	11	18	37/12.3

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

Strengths

- Despite a dip in Music majors the last couple of years, the program remains robust and it is important to note the 10-year average of 77.5 majors. In 2002, the total number of Music majors was 29.
- Although English has had a recent and significant drop in majors, we continue to see that the program picks up students after their freshman year. Once students declare the English major, they tend to stay with it. We remain hopeful that, with the addition of a concentration in Rhetoric and Composition and the shortage of public-school teachers, the English major will be making a comeback.
- The Master of Music in Jazz Studies has seen significant growth this past year, from 9 students to 18.
- The MFA in Creative Writing has seen growth in enrollments as well.

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 enrollment drops in SAH majors reflects the drop in enrollment across campus; however, we are already seeing signs of significant improvement for Fall 2020, especially in Music and Art.

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.
- Introduction of Graphic Design courses into the Art major.

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 2017	7	
Number and percentage graduated in that major during 18-19 academic year	4	57.1%
Number and percentage that graduated in that major during 19-20 academic year	1	14.2%

Major: Communication	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	12	
Number and percentage graduated in that major during 18-19 academic year	10	83.3%
Number and percentage that graduated in that major during 19-20 academic year	0	0%

Major: English	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	9	
Number and percentage graduated in that major during 18-19 academic year	6	66.6%
Number and percentage that graduated in that major during 19-20 academic year	0	0%

Major: Modern Languages	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	1	
Number and percentage graduated in that major during 18-19 academic year	0	0%
Number and percentage that graduated in that major during 19-20 academic year	0	0%

Major: Music	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	11	
Number and percentage graduated in that major during 18-19 academic year	8	72.7%
Number and percentage that graduated in that major during 19-20 academic year	1	9.0%

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

Strengths

- Generally high retention and timely graduation patterns after students reach Junior standing.

Weaknesses

- Low numbers in Modern Languages

Opportunities for Growth

- The addition of Graphic Design in Art and the addition of the Composition and Rhetoric concentration in English should help the numbers in those areas. The growing reputation of the Music program will increase the 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		2017-2018 Passed		2017-2018 Failed		2018-2019 Passed		2018-2019 Failed		2019-2020 Passed		2019-2020 Failed		3-Year Trend Passed		3-Year Trend Failed	
Course	Remediation	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGL 1013	Required Remediation	712	81%	166	19%	711	79%	184	21%	453	76%	144	24%	1,876	79%	494	21%
	No Remediation																
ENGL 1023	Required Remediation	628	76%	194	24%	609	77%	181	23%	392	76%	126	24%	1,629	76%	501	24%
	No Remediation																
ENGL 2283	Required Remediation	177	73%	66	27%	149	68%	69	32%	184	65%	97	35%	510	69%	232	31%
	No Remediation																
ENGL 2293	Required Remediation	230	76%	71	24%	200	80%	50	20%	210	80%	53	20%	640	79%	174	21%
	No Remediation																

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

Strengths

- On the 3-year trend, Gateway success rates are consistently relatively high--between 69% and 79% (for the latest year 65% to 80%).

Weaknesses

- We do not see rising success rates as students progress. If success rates are 79% in ENGL 1013, it seems success rates should be maybe 85% 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. Our success rates seem to have stagnated, but it's difficult to determine the impact of COVID-19 and the migration to all-online instruction on our Spring '20 data. See "Other Unit Data."

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. Over the past 3 years, the difference between the total number of students taking ENGL 1023 and taking World Literature ranges from a 26% to a 39% drop.

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	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Art	7	5	4	16	5.3
Communication	8	12	6	26	8.6
English	5	10	5	20	6.6
Modern Languages	3	0	4	7	2.3
Music	8	17	11	36	12

Number of Degrees Awarded:					
Graduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Master of Fine Arts	3	5	2	10	3.3
Master of Music	9	9	9	27	9

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 past three years, we have actually 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.

Communication: Historically, the 3-year average of 8.6 is robust. There was a time when our 3-year average was below 6. Last year's number of graduates (12) was the highest in at least 15 years.

English: The 3-year average is an historical low, but as enrollment for the entire campus climbs back up and the need and demand for public-school teachers become more critical, we anticipate the number of graduates in English bouncing back.

Music: Last year, we had a record number of graduates (17). This year 11. The 3-year average of 12 is healthy.

Modern Languages: We met state viable for critical-needs programs this year (4); however, our 3-year average is only 2.3. 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 had our highest number of graduates yet (5) last year, but we fell to 2 this year; however, enrollment numbers have held steady, and we're looking at good numbers for Fall Semester '20 with 16 students already enrolled in workshop classes.

Master of Music in Jazz Studies: We have a robust 3-year average of 9 and a retention rate of 97%. A record number of students (18) started the program July 2019. One student was non-degree-seeking. Seventeen are graduating this August.

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
Mark Spencer	12-month Prof	MFA	English	0	3	0	0	Dean
Robert Moore	9-month Prof	Ph.D.	English	0	12	12	0	
Gary Meggs	10-month Prof	MM	Music	0	0	12	3	Director of Bands
Tom Richard	9-month Prof	MFA	Art	6	15	15	0	Director of Galleries
Kate Stewart	9-month Prof	Ph.D.	English	0	12	12	0	
Kay Walter	9-month Prof	Ph.D.	English	0	12	12	0	
Paul Becker	9-month Prof	D.M.	Music	3	15	15	0	
Les Pack	9-month Prof	MM	Music	6	15	15	0	
Kent Skinner	9-month Prof	Ph.D.	Music	0	15	15	0	Director of Choral Activities
Isabel Bacon	9-month Assoc Prof	MA	Spanish	0	9	9	0	Director of Foreign Language Teaching Assistants
Sarah Bloom	9-month Assoc Prof	MFA	English	6	15	12	6	
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	15	12	6	
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	15	15	6	Director of the MFA Program in Creative Writing
Justin Anders	10-month Assist Prof	MM	Music	3	9	9	3	Chair, Division of Music
Terry Nugent	9-month Assist Prof	Ph.D.	English	0	15	12	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	6	
Christopher Brown	9-month Instruct	MA	Communication	0	15	15	0	Assistant Director of Forensics
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	0	
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 program in Jazz Studies
Katrina Meggs	10-month Visiting Instruct	MM	Music	0	15	15	0	Marching Band Coordinator
Brian Jones	9-month Visiting Instruct	MS	Communication	0	15	15	0	

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

- Isabel Bacon (Spanish) retired.
- Paul Becker (Music) retired.
- Robert Moore (English) retired.
- Christopher Brown (Communication) resigned.
- Paul Stivitts (Music) resigned.
- Gary Meggs was hired in Music.
- Katrina Meggs was hired in Music.
- Jacob Chisom was hired in 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

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. This year's numbers were profoundly affected by not just the campus-wide enrollment drop but also by 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.

Kelsey Englert

Fiction in Periodicals

“The Third Toothbrush.” *Stirring*, Winter Issue, vol. 22, no. 1, 2020.

Nonfiction in Periodicals

“Cold-Hardy.” *Gulf Coast: Online Exclusives*, Winter/Spring Issue, 2020.

Poetry in Periodicals

“A Prisoner Of.” *Crab Creek Review*, Spring Issue, vol. 2020, no. 1, 2020.

Mark Spencer

Book Publication:

An Untimely Frost (a novel).

Adam Key

Public Scholarship

Hacker, H. & **Key, A.** In this together. *Arkansas Democrat-Gazette*

Research awards

Top Paper in Rhetoric, Culture, & Advocacy – Western States Communication Association

Top Paper in Communication and Instruction – Western States Communication Association *Publications*

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

“The only thing that’s real is me”: CM Punk and the rhetorical framework of the American Dream. *Communication Studies*.

With Dimock, P. & Roberts, A. (2020). Assessing argumentation literacy. *Proceedings of the Alta Conference on Argumentation*, 23.

Conference Presentations

Invited to speak at United Nations Congress on Crime Prevention & Reduction: *The importance of prison education*. United Nations Congress of Crime Prevention and Reduction. Kyoto, Japan. (postponed due to COVID-19)

With Cockett, L., Dutta, M., Elers, S., Ganesh, S., Harris, T., Tracy, S., & Wright-Dixon, T. (2020). *Opening Closed Communication: A workshop and fishbowl dialogue about #CommunicationSoWhite, internationalization, and transformation in the communication discipline*. Accepted for presentation at the meeting of the International Communication Association, Gold Coast, Australia (canceled due to COVID-19).

Writing for the oppressed, not about them: A Call to Arms to change the language of Critical Rhetoric. Accepted for presentation at the meeting of Western States Communication Association, Denver, CO. (Top Paper award in Rhetoric, Culture, and Advocacy).

Sounds about White: Critiquing the NCA standards for the public speaking course. Accepted for presentation at the meeting of the Western States Communication Association, Denver, CO. (Top Paper award in Communication and Instruction).

“Baskin-Robbins always finds out”: *Challenging unjust media depictions of prisoners*. Presented at the meeting of the Western States Communication Association, Denver, CO.

Paying your perpetual debt to society: Neoliberal fantasies and their relationship to crime and recidivism. Presented at the meeting of the National Communication Association, Baltimore, MD.

Service:

Organized TEDxUAMonticello which featured 7 speakers including Dr. Hans Hacker, whose talk, “Why are people hoarding toilet paper?” has been featured twice by TED and has received over 184,000 views.

Gregory Borse

Publication

"'Beloved Inmates and Happy Ways;' Jane Austen's *Mansfield Park*, *The Philological Review*, forthcoming Fall 2020.

Editing

Editorial Board, *The Philological Review* (March 2020).

Associate Editor, *The Philological Review* (March 2020).

Terry Nugent

Publications

"Mark Twain w/Introductions" for OpenPASSAGEways Initiative, West Liberty University, Forthcoming.

"Restructuring Writing Assignments for Criminal Justice Courses for Underprepared Students". Written with Dr. Jennifer Miller. *College Teaching*, Volume 68 Issue 1, 2019.

Book Review: *Parchman Farm: Mississippi's State Penitentiary in the 1930s*, Bryan King and Kate Stewart. *Valley Voices: A Literary Review*. Ed. John Zheng. Accepted for publication Oct 2019.

Composition II: Academic Inquiry & Argument, Ed. Terry L Nugent, University of Arkansas at Monticello. Fountainhead Press, 2019.

Discovering Your Path to Success, Ed. Terry L Nugent, University of Arkansas at Monticello. Fountainhead Press, 2019.

Presentations

"Moving towards a Study of Religion in Children's and YA Literature: Historical Fiction as a vehicle for conveying Religious Values." Literature and Christianity, *South Central MLA 2019*, Little Rock, AR.

UAM Professional Development Week, New Faculty Orientation Luncheon, 2019.

UAM English College Readiness Seminar, Coord. Traci Jones, June 2019.

Professional Development

Focused Online Collaborative Interactions (FOCI), Series 4: Creating Effective Learning Experiences at a Distance, fostering a Community of Engaged Learners in a Virtual Environment. May -July 2020. DANA Center.

Strong Start to Finish Governor's Co-Requisite Initiative, April 2019.

Service Activities

Panel Secretary, South Central MLA, Freshman English and English Composition 2019, Little Rock, AR.

Panel Secretary, South Central MLA, Literature and Christianity 2019, Little Rock, AR.

Andrew Nelson

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

Kate Stewart

Panelist, "All about Mississippi," Mississippi Book Festival.

Completed judging duties for the novel division for the annual Faulkner celebration.

Presented a paper at SCMLA.

Brown Bag Luncheon, Dracula Talk.

Elected Executive Secretary/Treasurer, Arkansas Philological Association.

Selected for the Editorial Board for the *Philological Review*.

Read a paper at the Mississippi Philological Association.

Reviewed an essay for the *Philological Review*.

Submitted an essay to *Philological Review* and it has been accepted.

Gary Meggs

Inducted into the Arkansas Jazz Hall of Fame.

2 top 100 Smooth jazz saxophone recordings Smoothjazz.com Global.

1 top 10 Smooth Jazz saxophone recording Smoothjazz.com Global.

Selected to direct the Las Vegas Honor Jazz Band for high school jazz students in Nevada.

Scott Bearden

Performed in the musical *A Funny Thing Happened on the Way to the Forum* with the UAM Musical Theater Workshop in conjunction with Seark.

Performed as the narrator with the UAM Bands for their Christmas concert in “Twas the Night Before Christmas” and “Yes, Virginia, there is a Santa Claus.”

Performed the UAM Alma Mater for the December graduation.

Performed the Bass solos for a performance of Handel's *Messiah* with the Arkansas Choral Society and Arkansas Symphony in Little Rock.

Kay Walter

Nominated for the Arkansas Center for the Book State Literacy Award.

Editor of *The English Pub*, honored as one of the top 10 newsletters in the 2020 NCTE Affiliate Newsletter of Excellence Award contest.

Jessica Hylton

Two poetry collections, *Gag Order* and *Fracture*, forthcoming.

David Kane

Joined the Stan Kenton orchestra as pianist.

Released 6th CD.

Offer from Aebersold Publications to publish book on advanced techniques for Jazz musicians, *Playing Outside the Chord*.

Tom Richard

6 national exhibits.

2 solo shows.

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

The Master of Fine Arts in Forensics and the MA in English were approved by campus and state authorities. We are awaiting Higher Learning Commission approval and plan to implement the programs in Spring 2021 or Fall 2021.

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

- We added 3 Graphic Design courses to the catalogue, two of which are required courses in the Art major. This was done in an effort to attract students interested in the popular field of graphic design.
- We made the graduate-level offerings in Literary Theory and Magazine Edit and Design distinct catalogue courses to underscore their value as integral components of the Master of Fine Arts program in Creative Writing and as preparation for our students' careers in academia and/or publishing.

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

- We adopted digital, interactive textbooks for English composition classes and for the UST class Discovering Your Pathway to Success. This move enhances standardization of core course requirements and at the same time broadens assignment options for faculty and students.
- 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.

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

The following is data concerns students who took ENGL 1013 Composition I with Lab in Fall Semester 2019.

- Number of students tracked: 71
- DFWs for Comp I with Lab: 11
- Passed 1013 with Lab: 60 (84.5% passing rate)
- Students who went on to Pass Engl 1023 Composition II: 37 (61.6%)

Student	ENGL 1013 Grade	ENGL 1023 Grade		Special Comments
3.	B	C		
4.	Transfer	B		
5.	A	A	UST	
6.	A	B	UST	
7.	B	B	UST	
8.	B	C		
9.	C	A		
10.	A	A		
11.	A	C		
12.	C	B		
13.	B	B		
14.	C	C		
15.	C	B	UST	
16.	B	CR		
17.	C	A		
18.	C	B		
19.	B	C/CR		
20.	B	C		
21.	C	B		
22.	B	B		
23.	B	C	UST	
24.	A	A		
25.	B	B		
26.	C	B		
27.	B	B	UST	
28.	A	A		
29.	C	C		
30.	C	C		
31.	C	Summer I	UST	
32.	A	B		
33.	B	B		
34.	B	A		
35.	B	C	UST	
36.	B	C	UST	
37.	C	C	UST	
38.	B	C	UST	

39.	A	A		
40.	B	A		
41.	C	skipped	UST	
42.	C	skipped		
43.	B	skipped		
44.	B	skipped		
45.	B	Skipped		Enrolled in Engl 1023 for Fall 2020
46.	B	Skipped		Has not enrolled in Comp II
47.	B	Skipped		Enrolled in Engl 1023 for Fall 2020
48.	A	W/D	UST	Appears to have dropped out
49.	B	F		Hermitage, no internet & storms
50.	C	W/D		
51.	C	W/D		
52.	B	F		
53.	C	W/D?		
54.	B	W/D		
55.	C	W/D		Non-traditional student
56.	A	F		Has 99 credit hours total, lot of time between comp I and comp II; music major; has very few core courses
57.	C	W/D		
58.	B	W/D		
59.	B	D		
60.	B	D	UST	
61.	C	W/D		
62.	B	F		Rural – No internet or contact after migration to online

DFW Students:				
Student	ENGL 1013 Grade	ENGL 1023 Grade		Special Comments
1.	F	W/D?		
2.	W/D	----		Non-traditional student; Work choices
3.	F	W/D		
4.	F	W/D		Total Degree Hours = -3.00
5.	F	W/D		Total Degree Hours = -2.00
6.	F	W/D		Past due balance effective date 01/01/1900? LOL
7.	F	Skipped semester		Repeating Engl 1013 Fall 2020
8.	F	W/D		Past due balance

9.	F	W/D		Past due Balance
10.	F	-----		Repeated Comp I and Passed with a C
11.	W/D			

The following students took UST 198V Your Pathway to Success, as well as Composition I with Lab.

Passed Composition I with Lab: 100%

Passed both Composition I with Lab and Composition II: 64% (compared to 61.6% of all students who took Composition I with Lab)

14 enrolled in UST Classes

Student	ENGL 1013 Grade	ENGL 1023 Grade		Special Comments
1.	A	A	UST	
2.	A	B	UST	
3.	A	W/D	UST	Appears to have dropped out
4.	B	B	UST	
5.	C	skipped	UST	
6.	C	B	UST	
7.	B	C	UST	
8.	C	F	UST	
9.	B	B	UST	
10.	C	Summer I	UST	
11.	B	C	UST	
12.	B	C	UST	
13.	C	C	UST	
14.	B	D	UST	

Revised February 8, 2018

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).

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