

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures).

Student learning outcomes are stated in the university catalogue along with the Journalism curriculum. They are also included in the 8-semester plan literature, on the SAH website (http://www.uamont.edu/Arts_and_Humanities/journ_outcomes.html), and on all Journalism course syllabi. They will be included in future brochures.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes.

Pre-tests and post-tests: Pre-tests and post-tests measure Journalism majors' knowledge of mass media and ethics. **See appendix A.**

The pre-tests are administered in the required course Introduction to Mass Communication; the post-tests are administered in the required course Seminar in Journalism. The 2007-2008 academic year was the first year of testing.

In 2007-2008, post-test scores were significantly higher than pre-test scores. On the 60-point test, the two graduating seniors (one journalism major, one journalism minor) made a 50.5 (84%) and a 44.5 (74%). Of the 22 students taking the pre-test in Mass Comm, the mean score equaled 28 (47%), the median score totaled 28.5, and four students made the modal score of 30. Though there aren't enough examples to note statistical differences, the trends indicate graduating seniors possess more knowledge of mass media and ethics than entering students.

Portfolio evaluation: Graduating seniors submit portfolios representing their journalistic work throughout their college careers. These portfolios are evaluated by Journalism faculty to determine the extent to which Journalism majors can demonstrate writing ability and knowledge of technology. **See appendix B.**

Looking at the portfolio of the graduating senior majoring in Journalism provided evidence of continued learning over his journalistic career in college. His ability in writing news articles increased over time as his work became more fluent, concise and clear. Through the topics he chose he demonstrates an understanding of the practices and importance of mass media, especially as his commentaries generally focused on media problems.

The rubric in **appendix B** suggests we should be able to see his understanding of journalism ethics and his knowledge of technologies commonly used in newspaper and magazine production. While he observed and identified ethical breaches during his college experience, it's harder to see (though not impossible) in his writing. One place where it was evident was in his commentary about differences in news articles versus editorials and opinion pieces. Considering that we don't have a print publication, his knowledge of technologies was primarily judged on editing and publishing the online newspaper. A portfolio from the design course suggests he learned production skills; in the future, students should submit materials from their design portfolio with their writing portfolio.

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

Journalism majors by class:

Number of majors, retention rates, grade distributions, and graduation rates are difficult to draw conclusions from, in part because the Journalism program is relatively new.

	Fall 2006	Fall 2007
Freshman.....	7.....	6.....
Sophomore.....	3.....	2.....
Junior.....	1.....	3.....
Senior.....	1.....	1.....
Pre-freshman.....	4.....	0.....
	-----	-----
	16	12

Journalism minors by class:

	Fall 2006	Fall 2007
Freshman.....	0.....	2.....
Sophomore.....	2.....	0.....
Junior.....	1.....	3.....
Senior.....	3.....	2.....
Post-Bachelors.....	0.....	1.....
	-----	-----
	6	8

Grade distributions:

It was noted in the 2006 report that the percentage of students successfully completing Journalism classes Spring 2006 (72.7%) compared favorably with older, larger programs like Art (68.4%) and English (76.0%). NOTE: Successful completion of a course indicates the students made at least a “D” as in the majority of college courses. In the Spring 2007 Semester, the success rate of Journalism students was at 81.1%, and in Spring 2008, 81.4%, perhaps indicating that the program is becoming even more effective in helping students succeed. Worth noting is that in Spring 2008 not a single student received a D or F. All students who failed to receive course credit withdrew prior to the university deadline for dropping classes.

Evaluations, reports from intern sponsors, classroom assignments, job placement:

Class evaluations, reports from sponsors of interns, student performance on class assignments, and information regarding student placement in the job market have led faculty to conclude that an emphasis on teaching software would be consistent with

student interests, practices at other universities, and the demands of the job market. In addition, requirements and guidelines for off-campus internships have been revised to assure that interns are prepared for their duties and serve as positive representatives of UAM.

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

Program Meetings: The Journalism program consists of only one full-time faculty member, Dr. Ron Sitton. Dr. Sitton does, however, consult and work with English faculty member Diane Payne, and with the dean, Mark Spencer. In the 2007-08 academic year, in meetings involving Ron Sitton and Mark Spencer, it was decided to provide a course in design after Sitton met with editors from the Pine Bluff Commercial and the Ashley County News Observer, both of whom had run internships over summer 2007. Students received valuable instruction in layout and design and in the use of computer software, and the designer from the *Arkansas Catholic* regularly met with Sitton to tweak the course.

Professional Meetings: Dr. Sitton regularly attends professional meetings for the Arkansas State Communication Association, the American Democracy Project-Southern Consortium, the College Media Advisers/Associated Collegiate Press annual convention, the Society of Professional Journalists statewide meetings and the Arkansas College Media Association's annual awards banquet. In Spring 2008, Sitton also took students to the Midwest Press Institute's NewsTrain program in Little Rock.

Strategic plan: Developing and reviewing strategic plans each year for the School of Arts and Humanities represent a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. **See appendix C.**

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

Newspaper production. Online publication of *The Voice* will continue to be a priority. The bulk of the work is done by student editors and writers under the supervision of Dr. Sitton.

Yearbook Production. Dr. Sitton will encourage Journalism majors and minors to gain internship experience by working on the yearbook staff. In expectation of the 2009 Centennial Celebration, Sitton will work with other campus faculty and students to prepare a *Pictorial History of UAM* in place of the traditional yearbook. Following the '09 yearbook, Dean Spencer and Dr. Sitton recommend replacing the yearbook with a news magazine that would publish the best material from the online newspaper plus other feature articles at the end of each semester.

Focus on Technology: With upgrades to the Journalism Computer Lab and new intern opportunities in connection with a new publisher of the Yearbook, Dr. Sitton is placing greater emphasis on software used in the production of newspapers and magazines.

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

WebCT is used extensively in all Journalism classes, making them hybrids of traditional and online instruction. Sitton uses WebCT to:

- 1) allow students to track grades and attendance over the course of the semester
- 2) allow the professor to track student's usage of the system
- 3) post quizzes and midterm student evaluations of the professor.
- 4) allow students to send the professor materials without worry about receiving viruses
- 5) upload additional learning materials for class
- 6) conduct asynchronous conversations about the course or media in general through class discussion board
- 7) provide storage for articles and photographs used in producing *The Voice*

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

Student Evaluations: Students' written comments are reviewed by the dean before being forwarded to individual instructors. The potential exists for curriculum revision in response to student comments.

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

Mid-term Grades:

Around midterm of every semester, Journalism faculty meet with students to provide feedback on the students' grades and chances of successfully completing each class. During this time, students are encouraged to provide feedback on what's helping or hindering their learning experience. In addition to direct feedback, students use WebCT to provide faculty with anonymous feedback through a course survey that allows students to evaluate the professor and the course. Usually this provides students an opportunity to withdraw from the course if they are not doing well.

Addition of Design Course:

Journalism faculty met with the publication editors who run the internships following the students' completion of the course. This led to the offering of a design course in the spring after consultation with a newspaper designer from the Arkansas Catholic. In addition, the *Pine Bluff Commercial* and the *Arkansas Democrat-Gazette* provided copies of their design stylebooks to provide examples as students prepared their own. After the success of the design course, faculty plan to continue meeting with industry insiders to improve students' educational experiences.

APPENDIX A:

Pre/post test over mass media and ethics

1. The U.S. Constitution mentions only this industry as deserving special protection.
 - a. agriculture
 - b. business
 - c. media
 - d. railroads
 - e. shipping

2. The First Amendment protects all of the following BUT:
 - a. a cartoon claiming Jerry Falwell's first time was with his mother in an outhouse
 - b. protesters picketing the President's political speeches
 - c. bloggers criticizing Trent Lott for waxing nostalgic about segregation
 - d. pranksters yelling "fire" in a crowded theater

3. Which type of government uses media to maintain power?
 - a. democracy
 - b. authoritarian
 - c. developing nation
 - d. nation in revolt
 - e. all of the above
 - f. none of the above

4. To be socially responsible, media institutions built self-regulatory mechanisms including each of the following EXCEPT:
 - a. codes of conduct
 - b. libel and slander laws
 - c. media ombudsman
 - d. news councils

5. When media rush to judgment in covering a sensational story, it's known as:
 - a. feeding frenzy
 - b. docudrama
 - c. cybernetics
 - d. journalistic privilege
 - e. cultivation analysis

6. A federal shield law protects reporters' rights to promise confidentiality to sources.
 - a. true
 - b. false

7. When surfing the Internet, you can trust information from this type of Web site:
 - a. .gov
 - b. .edu
 - c. .org
 - d. All of the above
 - e. A and B

8. Search engines include _____.
 - a. Google, Dogpile and Alta Vista
 - b. Ask Jeeves, Google and TRUSTe
 - c. Netscape Navigator, Internet Explorer and Mozilla Firefox
 - d. none of the above

9. Journalists and Public Relations practitioners should:
 - a. avoid personal conflicts likely to undermine professional obligations
 - b. make every effort to resolve unanticipated conflicts of interest
 - c. acknowledge unavoidable conflicts of interest to the public

- d. all of the above
- e. none of the above

10. When a source tells a journalist information is “on background,” this means:
- a. the information is OK to publish, but identify the source generally, e.g. “White House aide” or “Pentagon spokesman”
 - b. the source and the information is not available for public release
 - c. the information is not available for public release
 - d. the information is OK to publish without identifying the source

11. When dealing with children as sources, reporters should take into account:
- a. age of the child
 - b. nature of the news event
 - c. extent to which information is vital to the story
 - d. all of the above
 - e. B&C

12. The privacy violation of “false light” indicates:
- a. an unwanted violation on physical solitude
 - b. embarrassing facts highly offensive to reasonable person and not of legitimate public concern
 - c. falsehoods or distractions that leave an erroneous impression
 - d. using name, picture or likeness without permission, often for commercial exploitation

13. Confidentiality may be based on the value of:
- a. relationships
 - b. information
 - c. money
 - d. all of the above
 - e. A&B

14. The first step in conducting research is to:
- A) determine the topic relevance
 - B) define the problem
 - C) present the results
 - D) review the literature

15. Secondary research resources include all of the following EXCEPT:
- A) periodicals/databases
 - B) government records
 - C) reference works
 - D) interviews
 - E) none of the above

16. This news value describes the affect of news to the general populace.
- a. timeliness
 - b. impact
 - c. conflict
 - d. currency
 - e. unusualness
 - f. prominence
 - g. proximity

17. This news values describes the distance from the place where news happens to the receiver’s location.
- a. timeliness
 - b. impact
 - c. conflict
 - d. currency
 - e. unusualness

- f. prominence
 - g. proximity
18. This news value explains why Britney Spears and Hillary Clinton garner a lot of media coverage.
- a. timeliness
 - b. impact
 - c. conflict
 - d. currency
 - e. unusualness
 - f. prominence
 - g. proximity
19. When a company has a crisis, public relations professionals should ...
- a. provide a “no comment” answer
 - b. provide all of the relevant, attributable information to the media
 - c. use one spokesperson for the company
 - d. none of the above
 - e. B & C
20. They secretly inform media about employer’s irresponsible conduct.
- a. wire services
 - b. whistleblowers
 - c. propagandists
 - d. unnamed sources
21. Examples of “noise” in communication include:
- a. mowers running outside a classroom lecture
 - b. pictures facing toward the edge of a paper
 - c. lack of attribution in quotes
 - d. running headlines together
 - e. all of the above
22. The process of transferring a message into an understandable sign and symbol system is called _____.
- a. noise
 - b. interpretation
 - c. decoding
 - d. encoding
23. Which example(s) use active voice?
- A) The Iraqis were condemned by the American administration.
 - B) When we hit the tractor-trailer, a seat belt saved my life.
 - C) Our company, the No. 1 manufacturer of moccasins, covered more feet over the winter than any other shoe.
 - D) B & C above.
 - E) All of the above.
 - F) None of the above.
24. The unauthorized use of someone else's literary or artistic expression:
- a. fabrication
 - b. docudrama
 - c. misappropriation
 - d. plagiarism
25. According to the standard of journalistic truth, articles must:
- a. be accurate
 - b. promote understanding
 - c. be fair and balanced
 - d. all of the above

e. A & B

26. Choose the correct sentence in form and structure.

- A) "Its not their politics that worry me", he said.
- B) "Its not they're politics that worry me", he said.
- C) "It's not there politics that worry me," he said.
- D) "It's not their politics that worry me," he said.

27 Hard news articles are written in what form?

- a. essay
- b. circular
- c. inverted pyramid
- d. builds to climax
- e. none of the above

28 Attributes of a lede include:

- a. First paragraph of a news article
- b. Identifies who, what, when, where and sometimes why and how
- c. No more than 35 words in length
- d. Only prominent individuals named
- e. All of the above
- f. A, B & C

29 Diversity in news coverage includes:

- a. gathering information from different individuals affected by a news article
- b. mentioning sexual orientation and race only when relevant to the article
- c. avoiding biased terminology, e.g. "The shapely broad walked next to a gray-haired, surprisingly mobile paraplegic Injun."
- d. all of the above
- e. none of the above

30 The preferred word phrase for attribution in a news article:

- a. according to
- b. stated
- c. said
- d. declare
- e. assert

31 What writing problem occurs in the sentence, "We'll go to the movie at 9 p.m. on Wednesday night."

- a. passive voice
- b. journalese
- c. doublespeak
- d. euphony
- e. redundancy

32 Slander refers to spoken communication, while libel refers to printed communication.

- a. true
- b. false

33 Journalists use what device(s) to move a reader through an article.

- a. transitions
- b. subheads
- c. active voice
- d. inverted pyramid
- e. all of the above
- f. none of the above

34. When writing on an issue, you choose to emphasize some facts over others. This would be an example of:

- a. third person effect
- b. framing
- c. agenda-setting
- d. two-step flow
- e. unique selling proposition

35. Editors tell readers what to think about through:

- a. headline size
- b. use of pictures
- c. placement of article, e.g. above or below the fold, in section A or C, top of the newscast, etc.
- d. use of upstyle headlines
- e. all of the above
- f. A, B & C

36. Feature syndicates provide newspapers content including _____.

- a. cartoons
- b. horoscopes
- c. opinion columns
- d. all of the above
- e. none of the above

37. Page designers must be careful when placing photos to determine bad juxtapositions, i.e.

- a. if a photo sits at the intersection of two stories in a way to confuse or mislead the reader
- b. if two articles - or their headlines - seem inappropriate together on the same page
- c. if an advertisement seems to comment on a neighboring article
- d. all of the above
- e. none of the above

38. When using a photograph of a person, be sure:

- a. to leave air above the head
- b. the face is at least the size of a dime
- c. the face looks into the body of the article
- d. there's a clean, clear center of interest
- e. to write a cutline AFTER looking at the picture
- f. all of the above

39. A good crop on a photo:

- a. Changes the meaning of a photo by removing information
- b. Eliminates unnecessary distractions
- c. Amputates body parts
- d. Forces the image into an awkward shape

40. When jumping stories, be sure to:

- a. avoid jumping orphans
- b. label jumps clearly
- c. give jumps design attention
- d. all of the above
- e. none of the above

41. When designing text for the actual article, make sure the font is:

- a. display type
- b. body type
- c. serif font
- d. sans serif font
- e. A & D
- f. B & C

42. The top of a "T" is an example of:

- a. x-height

- b. ascender
- c. descender
- d. font
- e. none of the above

43. When writing headlines, editors should avoid:

- a. active voice
- b. present tense
- c. conversational language
- d. bad splits
- e. none of the above

44. This newspaper element tells the reader the page number and date of publication.

- a. ears
- b. art
- c. byline
- d. folio
- e. jump

45. Type set in a different width than the standard column measure is known as:

- a. morgue
- b. tombstone
- c. gutter
- d. bastard measure
- e. wide measure

46. The newspaper's name printed in special font on the front page is known as:

- a. byline
- b. cutline
- c. folio
- d. flag
- e. masthead

47. This newspaper element distills the content of a story into 20-30 words but doesn't repeat the lede.

- a. nut graf
- b. headline
- c. ears
- d. masthead
- e. sidebar

48. This holds back issues of old newspapers.

- a. flag
- b. morgue
- c. masthead
- d. advertorial
- e. tombstone

49. This looks like editorial content, but actually sells a product.

- a. folio
- b. flag
- c. advertorial
- d. nut graph
- e. controlled circulation

50. In the local paper, the Page 1 stories include the economy, the possibility of war and emergencies caused by the snow. An article about the state's triple execution last night appears on Page B3. This provides an example of:

- a. agenda setting
- b. framing

- c. cultivation analysis
- d. mass society theory
- e. cybernetics

51. Convergence in media includes:

- a. newspapers adding audio and video to articles on Web sites
- b. book covers promoting movies
- c. pop-up ads on computers
- d. films turned into DVDs
- e. all of the above

52. When societies invade indigenous cultures via mass media, this is known as:

- a. cybernetics
- b. public access
- c. framing
- d. cultural imperialism
- e. none of the above

53. Carried over from the radio networks, television genres included:

- a. variety shows
- b. situation comedies
- c. dramas, e.g. cop shows, westerns
- d. soap operas
- e. quiz shows
- f. all of the above

54. Vertical integration, i.e. holding a monopoly over a product from the beginning of production through the end of distribution, has been found in:

- a. the film industry
- b. the video game industry
- c. the radio industry
- d. all of the above
- e. none of the above
- f. A and B

55. Copyright infringement includes:

- a. making copies of CDs
- b. making copies of DVDs
- c. singing "Happy Birthday to You"
- d. all of the above
- e. A and B

56. _____ argues that TV violence may cause others to become aggressive.

- a. Mass Society theory
- b. Third-person effect
- c. Framing
- d. Cultivation analysis

57. Which genre of television programming is used in many nations throughout the world for educational and social purposes?

- a. game shows
- b. cartoons
- c. soap operas
- d. documentaries

58. The philosophy that people cannot govern themselves in a democracy unless they have access to the information they need for that governance is:

- a. the self-righting principle
- b. communism
- c. libertarianism
- d. the marketplace of ideas

59. Which of the following is NOT a classification based on psychographics?

- A) lifestyles
- B) occupation
- C) behavior
- D) attitudes
- E) values

60. When media include brand-name items in movies and video games, this is known as:

- a. theory
- b. culture
- c. capitalism
- d. intrusive advertising
- e. product placement

APPENDIX B

Portfolio evaluation rubric

Learning Outcome	Does not demonstrate outcome	Demonstrates outcome	Exceeds expected outcome
Demonstrates the ability to write news stories and feature articles fluently, concisely, and clearly.			
Demonstrates an understanding of the practices and importance of mass media.			
Demonstrates an understanding of journalistic ethics.			
Demonstrates skill in using the technologies commonly used in newspaper and magazine production.			

APPENDIX C:

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

Mission, Role, and Scope

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

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

Support goals from Enhancement of Resources focus:

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

Short-Range Objectives

1. To continue to generate funds for Speech scholarships from a custom-published Public Speaking text. **We continue to meet this objective with complete success.**
2. To generate funds for English scholarships and a visiting scholar/writer series from custom-published Composition and World Literature texts. **We are using the custom-published texts and await receipt of our portion of book-store profits.**
3. To employ two Spanish Fulbright International Teaching Assistants. **We met this objective with complete success.**
4. To increase the number of Graduate Assistants from one to two. **We succeeded in acquiring the second position and it will be filled in the coming academic year.**
5. To continue to host events that attract high-school students to campus, such as debate tournaments, foreign-language festivals, and art exhibitions. **We accomplished this objective with great success. Both the debate tournaments and**

the foreign-language festival were larger than in previous years.

6. To continue to improve communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of high-school students for college. **We achieved this ongoing objective.**
7. To sponsor writing contests for area high-school students. **We are still in the planning stages of this activity.**
8. To expand the size of the debate team. **This objective was met with great success.**

Intermediate-Range Objectives

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

Long-Range Objectives

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

Support goals from Enhancement of Academics focus:

Improve academic quality standards.

Share academic opportunities across units.

Increase opportunities for faculty/student research and creative activities

and increase experimental and service learning opportunities.
Improve internal and external communications.
Provide the latest technology to our students and faculty.
Accommodate the diverse needs of students.
Enhance UAM's image.

Short-Range Objectives

1. To continue to implement and execute academic-program and general-education assessment in all disciplines and revise curriculum in response to valid data. **We have made significant progress in the area of assessment and have revised curriculum appropriately.**
2. To continue to develop articulation agreements with off-campus sites for placement of Speech and Journalism interns. **We are achieving this ongoing objective.**
3. To offer classes in Japanese language and culture. **We achieved this objective. We offered Japanese I in the fall and Japanese II in the spring.**
4. To offer Latin classes. **We achieved this objective. We offered Latin I in the fall and Latin I and Latin II both in the spring.**
5. To increase the number of French classes offered. **We achieved this goal with great success. In fact, we doubled in one year the number of students taking French.**
6. To create a "reading" series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving presentations at regional or national conferences. **Although we did not achieve this objective, we will continue to pursue it.**
7. To implement new courses (Introduction to Literature, Nonfiction Prose, and Senior Capstone) to support the three options for the English major. **We achieved this objective with complete success. In fact, enrollment in Introduction to Literature has exceeded our expectations, and we will need to add a second section in fall '08.**
8. To implement new courses (Introduction to Communication Studies and Senior Capstone) to enhance Speech Communication major. **This objective was accomplished.**
9. To enhance uniformity in general-education courses in English. **We have achieved this objective and will continue to work toward uniformity to the extent it is desirable.**
10. To better remediate at-risk students by adding a developmental English class for students with an English ACT below 15. **No progress. However, we are now offering eight-week sections of Fundamentals of English and Composition I in**

conjunction with eight-week sections of Introduction to Algebra and Intermediate Algebra so that students can focus on nothing but English and math during their first semester.

Intermediate-Range Objectives

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

Long-Range Objectives

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

Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students.

Develop and implement a comprehensive student retention plan.

Promote healthy lifestyles for students, employees, and communities.

Short-Range Objectives

1. To continue to offer online Art Appreciation, Fundamentals of English, Composition I, Composition II, World Literature I, World Literature II, and Public Speaking. **We have accomplished this objective and will continue to add on-line classes.**
2. To offer night sections of all general-education required courses. **We have achieved this objective.**
3. To offer one or two Drawing I classes each semester and two or three Ceramics I classes each semester in addition to offering as many Drawing II/III and Ceramics II/III as Stage I can generate. **We have made significant progress and continue to pursue this goal.**

4. To offer Saturday classes in Conversational Spanish and Public Speaking. **We achieved this objective only in part. The Saturday Public Speaking class did not attract students.**
5. To explore the feasibility of offering some upper-level courses online. **We have begun to offer some upper-level Speech classes online.**

Intermediate-Range Objectives

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

Long-Range Objectives

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

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

Mission, Role, and Scope

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

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

Support goals from Enhancement of Resources focus:

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

Short-Range Objectives

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

Intermediate-Range Objectives

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

Long-Range Objectives

8. To convert MCB 114 into a seminar room.
9. To publish a once-a-semester, hard-copy campus news magazine.
10. To identify donors for an endowed scholarship in creative writing.
11. To add a kiln yard with kilns adjoining the Art Complex.

Support goals from Enhancement of Academics focus:

Improve academic quality standards.

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

Short-Range Objectives

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

Intermediate-Range Objectives

3. To implement a major in Romance Languages (Spanish, French, Italian, Latin).
4. To create a film-studies concentration within the English major.

Long-Range Objectives

6. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics.

7. To implement a minor in German.
8. To implement a photography class for the enhancement of the Journalism and Art programs.

Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students.

Develop and implement a comprehensive student retention plan.

Promote healthy lifestyles for students, employees, and communities.

Short-Range Objectives

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

Intermediate-Range Objectives

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

Long-Range Objectives

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