

ART ASSESSMENT REPORT 2009

GUIDING QUESTIONS

1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.

A student who graduates with a Bachelor of Arts degree in Art should be able to:

1. Understand and be proficient with different art media
2. Use effective research skills in the discipline of art
3. Have a basic knowledge of the history, practice, and use of art in history.
4. Recognize and demonstrate knowledge of major periods, artists, and artworks of importance
5. Produce artworks from a variety of conceptual, theoretical, or inspirational points of view
6. Plan, promote, and hold an exhibition of their work
7. Present a concise portfolio of their work that would allow them to apply for further study or secure employment in the arts.

2. Demonstrate how your unit's specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

	UAM MISSION STATEMENT	Unit Learning Outcomes
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<p>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.</p> <p>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p> <p>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</p>	<p>Goals 1 & 2</p> <p>Goals 3, 4, & 5</p> <p>Goals 6, 7</p>
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3. Provide specific evidence of the ways that your unit communicates student-learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures).

Course Syllabi: Student learning outcomes are stated on all Art course syllabi.

Catalogue: Student learning outcomes are listed in the university catalogue with the Art curriculum.

Website: They are on the School of Arts and Humanities website:
http://www.uamont.edu/arts_and_humanities/assessments/Art%20Assessment%2008_revised.pdf

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

Syllabi Review: Syllabi review was conducted by the two full-time Art faculty in 2008-2009. It was decided that all Art Faculty should have the same standards applied to student behavior expectations in their online course. Although syllabi review was not conducted in 2007-2008, it was conducted in 2006-2007, resulting in the implementation

of several changes to syllabi. For example, the Art Appreciation syllabus now contains the learning outcomes required by the Arkansas Transfer System. **See appendix A.**

Capstone Course: Senior Art majors are all required to present a capstone thesis exhibition, which also includes a written thesis statement defending and contextualizing the work presented. This exhibition and thesis statement should show a demonstrated understanding of the learning outcomes. In 2008-2009 three students had a capstone thesis exhibition, which included a written thesis statement defending and contextualizing the work presented. In the opinion of the Art faculty, these students were able to demonstrate the appropriate student learning outcomes.

Pre-test, Post-test: During faculty development week of 2008, Art faculty approved a pre-test that assesses knowledge of incoming freshmen Art majors in the Design class and a post-test to be given to graduating seniors in the senior thesis capstone. In addition, as part of general-education assessment, faculty will develop a pre-test and post-test for Art Appreciation. See Appendix B

Studio Course Pre and Post Evaluation: In studio art courses Art faculty currently give a pre and capstone evaluation assessment assignment, relative to the media covered in the particular course. At the beginning of the course, each student is given an assignment that can be completed within a class period; the object the student creates in response to this assignment indicates to the Art faculty the student's level of knowledge and innate abilities. At the end of the course, a similar assignment is given in class to determine the ability of the student to demonstrate student learning outcomes related to the course. All students who receive a passing grade in a studio course have demonstrated the expected student learning outcomes. Students who receive an A have exceeded expected outcomes. These tests show that the amount of knowledge the students are arriving in class with is increasing. As a result faculty can instantly increase the expectations of the level of work.

PRAXIS: The committee feels that the students would benefit greatly from taking the Art Praxis but found the cost prohibitive. The committee did consider the rubric questions from the Art Making Praxis when writing the questions for the Program Pre and Post tests given in Design and Senior Thesis.

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.

Enrollment/Retention Data:

A chief goal of the Art faculty is to increase the number of Art majors and minors.

Majors by class, 2005-2006 2006-2007 2007-2008 2008-2009

Pre-Freshman	1	3	2	1
Freshman	11	13	10	4
Sophomore	6	2	10	5
Junior	2	4	4	5
Senior	3	4	5	3
Post-Bachelors			1	1
Total	23	26	32	19

The Art Faculty reviewed the Advisor lists from 2007-2008. Of those 32 students, 4 graduated; 4 withdrew from higher education; 3 transferred to programs with substantially more faculty and facilities and more traditional students; 2 withdrew from school for medical reasons; 1 was sent to prison for a parole violation; 1 changed major from Art to Early Childhood Education; 1 changed major to technical programs; and 1 was a retired person who chose the major so she could get access to courses during pre registration because we would not allow her to audit full sections. Of the 4 students who completely withdrew from college, 2 were Associate Vice Chancellor Eubanks' advisees and, although listed as Art Majors, never enrolled in any ART courses. The Art Faculty had no contact with them at any time.

Minors by class, 2005-2006 2006-2007 2007-2008 2008-2009

Pre-Freshman	---	---	---	----
Freshman	---	1	2	1
Sophomore	1	---	---	2
Junior	---	1	1	1
Senior	---	1	4	5
	<hr/> 1	<hr/> 3	<hr/> 7	<hr/> 9

Although the number of majors has dropped recently, the number of minors has increased significantly, perhaps suggesting that, while students are wary of making Art a primary focus, they nonetheless are attracted to the discipline.

Grade Distributions:

In Spring 2006, 28.8% of Art students earned an A, 21.5% a B, 11.3% a C, 6.8% a D, 13.0% an F, and 18.6% a W.

In Spring 2007, 42.1% of Art students earned an A, 15.8% a B, 16.8% a C, 3.7% a D, 6.3% an F, and 15.3% a W.

In Spring 2008, 32.8% of Art students earned an A, 23.4% a B, 11.9% a C, 7.5% a D, 6.0% an F, and 17.4% a W.

In Spring 2009, 48.4% of Art students earned an A, 14.0% a B, 9.0% a C, 7.2% a D, 4.1% an F, and 16.7% a W.

The improvement in the grades earned by Art students continued in 2008-2009 and, as stated in the past two years, may be contributed primarily to the revision of Art Appreciation in 2006-07, a course frequently attempted by freshmen, particularly students taking developmental courses and therefore identified as “at-risk.” It was the aim of the Art faculty in revising Art Appreciation to maintain academic standards while enhancing students’ opportunities for success. Indeed, data show that the percentage of Art Appreciation students receiving an F or a W in the course has dropped from 38% in Spring 2006 to 24% in Spring 2009:

Art Appreciation

Grades:	Spring 2006	Spring 2007	Spring 2008	Spring 2009
A’s.....	28(25%).....	39(31%).....	25(29%).....	60(39%)
B’s.....	20(18%).....	22(18%).....	17(20%).....	23(15%)
C’s.....	12(11%).....	26(21%).....	11(13%).....	19(12%)
D’s.....	8(7%).....	7(6%).....	11(13%).....	16(10%)
F’s.....	17(15%).....	9(7%).....	4(5%).....	9(6%)
W’s.....	25(23%).....	21(17%).....	18(21%).....	27(18%)
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	110	124	86	154

Essay Assignments, Projects, Presentations, Advisement: In Art Appreciation, the Art faculty assess students’ critical knowledge of art through essay writing and analysis, artwork-characteristic identification, visual identification, projects, and presentations. In Art History classes--through student presentations, essay writing, and exams--the Art faculty assess students’ critical interpretation and knowledge of art forms from a historical perspective. Through advisor checks of transcripts and conferences with students, the Art faculty monitor each major's successful completion of the required major courses. Since 2006, pedagogical approaches in individual classes have been revised in response to student performance. Curriculum changes have been made to accommodate student needs and to enhance probability of student success and preparedness for art-related employment.

In 2006, the implementation of "assignment sheets" with detailed desired outcomes and timelines was initially added to foundations courses. Mediocre students showed a dramatic improvement in the understanding of desired assignment outcomes. As a result assignment sheets were subsequently implemented into intermediate and advanced courses.

Specific curriculum changes were requested in Fall 2008 and were implemented in Spring 2009. Specifically, students now have three options in both the major and the minor: a generalist concentration, a painting and drawing concentration, or a ceramics concentration. Complete information about required courses and electives for each option is available in the university catalogue for 2009-2011.

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.)

Senior Interviews: Interviewing graduating seniors led to faculty discussion and curriculum modification in 2006-07 and in 2007-2008 and in 2008-2009; for example, Art faculty offered additional sections of ceramics and painting, as well as some gallery-based, special-topics courses. In 2008-2009 Art Faculty sent proposals to Curriculum and Standards that made previously successful special topics courses a permanent part of the course catalog.

Faculty Meetings: As a result of discussion among the Art faculty, Art Appreciation has been moved to the Art Complex to help further expose the general education student to the Art program and to allow those students to do art projects, thereby deepening their appreciation and understanding of art.

Alumni Meetings: The Art faculty meet informally with alumni who attend the numerous UAM art events. Most alumni working in art galleries and museums have said they felt ill-prepared for their jobs. In response, the faculty offered a special-topics course Fall Semester 2007: Gallery Management. In Fall and Spring the faculty offered Ceramics V and Ceramics VI respectively because students have discovered that they are unable to enroll in graduate programs unless they have 18 hours in a specific media. In 2008-2009 Proposals for formal changes to the catalog were made to curriculum and standards. These changes were approved and students can now choose to focus on Ceramics or Drawing/Painting to get their needed 18 hours of studio concentration if they desire the flexibility to consider graduate school after obtaining their BA. Previously they would have needed to return to school to earn additional undergraduate credits before qualifying for admission to a graduate program. Students who are considering a non-traditional teaching license are encouraged to elect the generalist track, which provides a broad range of skills with more media.

Public School Networking: The Art faculty periodically meet with southeast Arkansas Art educators to discuss plans for addressing the needs of incoming students. The Art program is now offering as many entry-level studio classes as possible. Area high-school students and faculty saw the historic lack of entry-level studio courses as reason to avoid UAM.

Course Evaluations: The Art faculty continue to use written feedback from students in course evaluations to modify course content and pedagogy. Partly in response to course evaluations, the Art faculty updated curriculum and requested funding to update and repair much of the equipment. Students had cited the poor condition of equipment, the building, and the tools as contributing to their lack of success and interest in courses.

Professional Meetings: In 2008-2009, one of the two full-time Art faculty attended two professional conferences where assessment was a topic of formal and informal discussions. Professor Richard felt that he needed to cancel his plans to attend The College Art Association's Annual Conference to limit the impact of Art Faculty travel on the M & O budget of the School of Arts and Humanities. Art faculty consistently meet with regional faculty at art events, including art exhibitions in Little Rock, Hot Springs, Alexandria, Baton Rouge, New Orleans, and Mississippi.

Strategic Plan: Creating, implementing, and reviewing the 2008-2009 Strategic Plan for the School of Arts and Humanities involved much discussion, observation, and analysis on the part of the Art faculty in regard to how SAH might better serve students. The Art faculty also contributed to the SAH 2009-10 strategic plan. **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.

New Emphasis on Depth: Students have cited that the issue with our BA degree has been that they learn a little bit about everything and become an expert at nothing. As a result we are increasing the number of upper-level courses in the areas of expertise of each faculty member.

MAT Preparedness: In 2006 the Art Education Degree was absolved. Art Faculty train students to make art. As a result, students who plan on teaching must get a BA in Studio, which does not prepare them for teaching. The Faculty will research the possibility of working with local public school Art teachers to allow for mentoring of Art majors who are planning on a career in Art Education. The offering of ART 1103 Art for Elementary Teachers would be helpful, but it was determined that it could only be taught by an adjunct because of the already burdensome teaching loads of the full-time faculty. As a result it will not be offered unless there are 12 or more Art majors who are planning on a teaching career. Catalog changes were made to allow for students to formally choose to major in specific media, but the generalist option was left in the catalog for students who wish to be more prepared for a career in teaching rather than a career as a professional artist.

Curriculum Changes: In addition to establishing three distinct areas of concentration within the Art major, Ceramics V and VI, formerly offered as ART 468V slot, were proposed and approved by Curriculum and Standards as permanent additions to the curriculum so students considering attending can see in the catalog that we offer the minimum number of courses required to attend a graduate institution.

Implementation of Curriculum Changes: A top priority for 2009-10 is to observe the benefits of major curriculum changes approved by the Curriculum and Standards Committee in 2008-2009.

Determination of Need for Additional Curriculum Changes: In determining the need for additional curriculum changes, Tom Richard and Scott Lykens will, throughout the academic year, look at assessment data, consult students, and consult faculty at other institutions.

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.

Smart Room: The faculty have created an independent smart room in the Visual and Performing Arts Complex to show images in studio courses and for student presentations.

Exhibitions: In addition to serving the cultural needs of Southeast Arkansas, the exhibitions in the UAM art galleries also allow for students to interact with art first hand.

Online Courses: Online Art Appreciation was offered for the first time Summer I 2006, and at least two sections have been offered every semester since. In 2009, the Art History courses are being offered online as well. The online sections are popular, and the instructors see no loss of academic integrity in these sections or increased possibility of cheating.

Early College High School: Art Appreciation is taught CIV by the educational co-op as part of the Early College program.

Alternative Methods of Instruction				
ART				
	CIV	WEBCT & ONLINE	Southeast Arkansas Community Based Education Center	EARLY COLLEGE HS
05-06		Art Appreciation (ART 1053)		
06-07		Art Appreciation (ART 1053)		
07-08		Art Appreciation (ART 1053)		

08-09		Art Appreciation (ART 1053) Art History II (ART 3413)		Art Appreciation (ART 1053)
09-10		Art Appreciation (ART 1053) Art History I (ART 3403) Art History II (ART 3413)		Art Appreciation (ART 1053)

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

Course Evaluations: Students' written comments are reviewed by the dean before being forwarded to individual instructors. Courses are some times revised in response to student comments. Student's written comments on the lack of an ability to obtain 18 credits in one media concentration prompted the offerings of Ceramics V and VI as Special Topics courses. In 2008-2009 these courses were formally assigned course numbers and added to the catalog. Art History is now offered online as a response to course evaluations.

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

- ◆ Students keep asking to hold classes on Tuesday/Thursday from 12:30pm-3:30pm. We will continue to ask permission to offer the students what they have asked for.
- ◆ We increased the number of online sections of Art Appreciation.
- ◆ We offered practical hands-on courses that lead to employment option. For example, Gallery Management, Public Art Internship.
- ◆ Art Majors noted that their inclination to drop out of college increased when they had to wait for a needed or desired studio course to be offered. As a result we have increased the number of studios offered. In 2004-05 a total of 15 seats were offered in Ceramics I-III combined. In 2007-08 60+ seats were made available in Ceramics I-VI.

- ♦ We also now offer 60 seats a year in Drawing I. These additional seats are filled with both Art majors/minors and students filling elective needs. Students have noted a desire to take classes they “enjoy,” these recreational classes allowing them to decompress from concentrating on courses they are “required” to take. As their knowledge of creating Art increases, their ability to think innovatively and creatively increases, thereby reducing their total frustration level and increasing the likelihood they will stay in school.

APPENDIX A

Art Appreciation syllabus abstract

Art Appreciation – Art 1053 –all sections online_____

Professor: Scott Lykens / [web](#) ct course mail

You will never meet in person for this class. You will not need to ever see my face for anything. Do not freak out if it takes a little time to reply to your emails

Office Hours are virtual and held via Web CT private mail, or a designated chat room announced via Web CT private mail

Additional electronic Hours are available by email appointment, confirmed at least one day in advance. I am not available for private tutoring of Web CT or any other computer software, please contact the IT dept or the Tutoring program.

Turn off your pop up blocker, or better yet, de-install it.

Description

Introduction to Art is a course designed to acquaint the student with concepts, functions and purposes involving visual arts. It should stimulate the student toward a greater visual awareness of and responsiveness to visual social and environmental conditions of the world's cultures by examining the intricate relationships that exist between art and the visual human experience. It should provide a basis for students to understand, enjoy and evaluate the art they see around them, especially that of their time. It is a course that explores visual art in its many manifestations, both as fine art and the applied arts, through the use of art history, art criticism, concepts and aesthetics. By no means do we turn our backs on the past. It is a clear and simple approach to the visual arts world of architecture, sculpture, painting, graphics, and crafts. By no means do we turn our backs on the past.

In fact, art from all parts of the world and all periods has taken on new significance as a living expression of the ideas of cultures that are remote from us in time and space. As you progress through the course, you will see that many historic master works are included because of their lasting significance. The Visual Arts Department believes that visual familiarity with historic art not only gives great aesthetic pleasure, but also increases our understanding of contemporary trends. Also note: This is an introductory survey of the visual arts. Exploration of purposes and processes in the visual arts including evaluation of selected works, the role of visual art in various cultures, and the history of visual art.

Required Text:

"The textbook for this course is Sayre, World of Art, Revised 5th edition. Along with your classroom experience, this text is a crucial resource for test preparation, homework and reading assignments. The book and its resources will help you achieve a better grade.

Book Companion Website: www.prenhall.com/sayre (not a substitute for WebCT quizzes and sometimes incorrect)

Course Objectives: upon completion of this course, successful students will be able to:

1. Critically evaluate the application of art principles in everyday life.
2. Use existing and emerging computer technologies to enhance the learning environment.
3. Demonstrate an understanding of basic concepts of computer hardware, software, and peripherals
4. Analyze the nature and function of the visual arts.
5. Identify and analyze visual elements and principles of design.
6. Identify varied media associated with visual art processes.
7. Identify visual characteristics of a given period of art.
8. Identify selected works of various artists.
9. Identify and analyze the role of art in various cultures.

***Modes of instruction/ learning outcomes:** Upon completion of the course the successful student will be able to complete the course objectives numbered 1-9. These items specifically adhere to the ADHE course transferability program as listed on the ADHE website. All instruction will take place via your appropriate Web CT course. Some assignments make take place outside the course shell; however you will get your directions inside Web CT before leaving the course site, and submit them only through the site

APPENDIX B

Sample Assignment Sheets and Design pre and post test

ART 1023 Design

Name:

Date Due:

Date Turned in:

Assignment:

CRITIQUE: (Honesty Required and Fill Out Completely)

List the visual elements and principles of design that were utilized in this project. Define these terms in your own words.

**Describe how each was used.
Begin with the most important.**

Design Pre Test

HOMEWORK #1: BIOGRAPHICAL STATEMENT

Due: Wednesday, August 30

The purpose of this assignment is to provide me with some background on your work and to give you practice writing about your ideas. Write anything you want, one to three typed pages, double-spaced, 11 or 12 point. Please proofread, and use spell-check!

Consider: How long and for what reason have you made art? What are the sources of your ideas? Under what conditions do you learn the most?

Sample:

"Every child is an artist. The problem is how to remain an artist once he/she grows up." –Picasso

“When I was about six years old, I drew a Christmas card with a stable, the star, sheep, Mary and the baby Jesus. I was very proud of this card, and when I showed it to my mother, she photocopied it and sent it to relatives.

“In fact, if my parents hadn't been so supportive of my creativity, I doubt that I would have pursued art beyond making cutouts and mud pies. I have worked hard to get to this point in my life. I've had to teach myself many things and have used instinct on the rest. All along the way, the gentle critiquing and positive reinforcement my parents offered helped me gain confidence.

“I do not know why I have always drawn. As a child, I knew that it was something that set me apart from my friends. Even though being able to draw gave me a certain prestige, it also scared away some of the kids, who were interested in sports or music. I kept drawing, though, constantly trying to make things look more realistic.

“As I entered middle school, I was labeled as the weird artist type. I hated middle school. High school was a big improvement. I found so many ways to express myself and got involved in everything from drama to soccer. Unfortunately, my happiness was short lived when I realized that my school's art department was extremely weak.

“Instead of giving up, I looked elsewhere for guidance and experience. I took painting lessons with a local artist, learning a lot about color in the process. I was also able to take a series of workshops at a junior college, studying ceramics and watercolor. I even took a clown class!

“As a result, I have many sources of inspiration. That, however, doesn't make it easy for me to create things. On the contrary, I'm the kind of artist that has to get things just right or not at all. I always see the flaws in my work and want to start over. As a result, it is hard for me to finish things. I hope that this class will help me get past this perfectionism so that I can enjoy all aspects of the creative process.”

Design Post Test

Design Assessment

Write an essay that is a critique of your final project.

Aspects to include are:

- ◆ How the theme of the work was selected and how that theme is expressed.
- ◆ What knowledge was gained as part of the process of creating the work.
- ◆ How the work was generated from inception to final work.
- ◆ What were the art-related and other influences on the art making process (and how does it show up in your work)
- ◆ How you assessed, critiqued, and evaluated the work at different stages of completion.
- ◆ Which tools, material, and techniques were used in making the work.
- ◆ What place the work holds in your personal artistic development.
- ◆ How the art elements and principles of composition were incorporated in the work.

PART A

Identify specifically any influences.

PART B

How did this knowledge and experience affect the choice of medium or your style and technique?

PART C

Describe the expressive or thematic ideas you explored as you planned and carried out this work. Why did you include them?

PART D

Why is this work significant to you? What does this work say about your personal artistic development, or about current social issues?

PART E

Briefly discuss any new directions in expression that this work could lead you to explore in future works. What would you like to do next that builds on what you learned in creating this work?

Email to me as a .doc attachment, also copy essay into the body of the email.

richardt@uamont.edu

APPENDIX C

Strategic Planning:

**REVIEW OF
THE 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

1. To continue to generate funds for Speech scholarships from a custom-published Public Speaking text. **Accomplished. New funds are now available for the awarding of one or more scholarships in Speech.**
2. To continue to generate funds from custom-published Composition and World Literature texts. **Accomplished. This year royalties for UAM have totaled \$14,626, half of which has come to Arts and Humanities allowing for the purchase of classroom furniture and Smart Room equipment.**

3. To employ two Spanish Fulbright International Teaching Assistants and one French Fulbright International Teaching Assistant. **Accomplished in part. The two Spanish Fulbrights have been hosted but not the French.**
4. To continue to host events that attract high-school students to campus, such as debate tournaments, foreign-language festivals, and art exhibitions. **Accomplished. Events have included the annual Foreign Language Festival, art exhibitions, and the Shakespeare Festival.**
5. 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. **Accomplished. Activities have included university faculty visiting public schools and the UAM English faculty hosting a professional development workshop for area high-school English teachers.**
6. To continue to expand the size of the debate team. **Accomplished. The team had 11 members who did not return after spring 2008 but recruited 12 new members for 2008-2009 for a net gain of 1 member.**
7. To have “SMART” classrooms in Sorrells Hall and Wells. **Accomplished. The number of Smart Rooms has increased by four.**
8. To expand the size of the summer debate institute. **Accomplished. Camp grew from 18 in 2007 to 49 in 2008.**
9. To convert MCB 115 and 121 into Smart Rooms. **Accomplished in part. MCB 115 has been enhanced with Smart Room technology, but 121 has not because of electrical limitations of the building.**
10. To hire a Speech faculty member. **Not accomplished.**

Intermediate-Range Objectives

1. To employ four Fulbright International Teaching Assistants--two Spanish, one French, and one Italian. **Accomplished in part. Two FLTAs are currently employed.**
2. To make all classrooms on the first floor of MCB Smart Rooms. **In progress.**

Long-Range Objectives

1. To convert MCB 114 into a seminar room. **Accomplished.**
2. To publish a once-a-semester, hard-copy campus news magazine. **No progress.**

3. To identify donors for an endowed scholarship in creative writing. **No progress.**
4. To add a kiln yard with kilns adjoining the Art Complex. **No progress.**

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. **Accomplished. This year's changes have focused on the Art program and the implementation of three distinct concentrations.**
2. To continue to develop articulation agreements with off-campus sites for placement of Speech and Journalism interns. **Accomplished. Speech interns have been placed with local television stations (KATV 7 and KARK 4) and at the local AM radio station (1220 AM KVSA). Journalism students have interned at the *Pine Bluff Commercial*.**
3. To continue to offer classes in Japanese language and culture. **Accomplished.**
4. To continue to offer Latin classes and to make part of the permanent curriculum. **Accomplished.**
5. To continue to increase the number of French classes offered. **Accomplished.**
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. **Discussion of goal has continued. Advanced Composition students did give presentations in Fall Semester.**
7. To continue to revitalize the English program by placing greater emphasis on close readings, theory, grammar, and writing. **Accomplished. A critical and on-going goal.**

8. To offer Speech theatre courses in order to provide students with greater opportunities in the area of performance. **No progress.**
9. To enhance uniformity in all SAH general-education courses. **We are making progress.**
10. To offer several sections of eight-week Fundamentals of English and Composition I to better serve the needs of developmental students. **Accomplished.**
11. To offer Special Topics Art courses related to regional internship opportunities. **Accomplished.**

Intermediate-Range Objectives

1. To implement a major in Romance Languages (Spanish, French, Italian, Latin). **In progress. A “Modern Languages” major should be available to students Fall 2009.**
2. To create a film-studies concentration within the English major. **In progress. A curriculum is being designed, as well as a History of Film course. We will probably seek Curriculum and Standards approval in fall 2009.**

Long-Range Objectives

1. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics. **No progress.**
2. To implement a minor in German. **In progress. German courses will be offered in 2009-2010.**
3. 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—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. **Accomplished. On-line Technical Writing and Art History have been added as regular offerings.**

2. To continue to offer night sections of all general-education required courses. **Accomplished in part. All General Education courses with the exception of Public Speaking and Art Appreciation have been available at night the past year.**
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. **Accomplished.**

Intermediate-Range Objectives

1. To explore the feasibility of offering upper-level courses online. **In progress. Technical Writing and Art History have been added to the online offerings.**

Long-Range Objectives

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

STRATEGIC PLAN FOR THE SCHOOL OF ARTS AND HUMANITIES UNIVERSITY OF ARKANSAS AT MONTICELLO July 2009 – June 2010

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

7. To implement Modern Languages major.
8. To have 20 Modern Languages majors by May 2010.
9. To graduate 6 Speech majors, 4 Art majors, and 10 English majors in 2009-10.
10. To increase the number of Speech majors to 30, the number of Art majors to 25, the number of English majors to 75.
11. To revise and update the custom-published Public Speaking text.
12. To revise the custom-published Fundamentals of English text to give it a college-life, study-skills theme.
13. To continue to generate funds from custom-published Composition and World Literature texts with the purpose of using funds in ways that will benefit significant numbers of students and faculty.
14. To employ two Fulbright International Teaching Assistants.
15. To host events that attract high-school students to campus, such as debate tournaments, foreign-language festivals, Shakespeare Festival, the documentary film festival, and art exhibitions.
16. To further enhance 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.
11. To add one more "SMART" classroom in Wells Hall.
17. To expand the size of the summer debate institute.
18. To employ two Arts and Humanities Graduate Assistants.
19. To begin implementation of a coherent rotation of Philosophy courses.

20. To expand the size of the debate team.

Intermediate-Range Objectives

1. To have 30 Modern Languages majors, 40 Speech majors, 30 Art majors, and 80 English majors by Fall 2011.
2. To have 8 Speech graduates, 6 Art graduates, and 12 English graduates in 2011-12.
3. To enhance MCB 114 and MCB 121 with Smart Room Technology.
4. To custom publish Spanish texts for Elementary Spanish I and Elementary Spanish II, thereby saving students approximately \$100 on texts. Royalties will go toward foreign-language scholarships.

Long-Range Objectives

5. To publish a once-a-semester, hard-copy campus news magazine.
6. To add a kiln yard with kilns adjoining the Art Complex.
7. To graduate 5 Modern Languages majors.
8. To employ four Fulbright International Teaching Assistants.

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

12. To revise curriculum in response to valid assessment data.
13. To develop additional articulation agreements with off-campus sites for placement of Speech and Journalism interns.

14. To maintain offerings in Japanese language and culture.
15. To maintain offerings in Latin classes.
16. To increase the number of French classes offered.
17. To support faculty professional growth through support of faculty travel and through recognition (publicity, annual evaluations, merit pay) of scholarly and creative achievements.
18. 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.
19. To further revitalize the English program by placing emphasis on close readings, theory, grammar, and writing.
20. To enhance uniformity in all SAH general-education courses.
21. To maintain offerings of multiple sections of eight-week Fundamentals of English and Composition I to serve the needs of developmental students.
22. To offer German classes.
11. To offer Special Topics Art courses related to regional internship opportunities.

Intermediate-Range Objectives

3. To create and implement an interdisciplinary film-studies concentration within the English major.

Long-Range Objectives

4. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics.
5. 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

4. To maintain—and, where appropriate, to expand offerings of—online classes.
5. To maintain offerings of night sections of general-education required courses.
6. 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.
7. To support The Creative Society in its sponsorship of Mocha Madness, an evening of music, poetry, fiction, and humor held once each semester.

Intermediate-Range Objectives

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

Long-Range Objectives

1. To establish an online resource center providing career information for English, Speech, Art, and Modern Languages majors.