

**University of Arkansas at Monticello
Academic Unit Annual Report**

Unit: School of Arts and Humanities

Academic Year: 2017-18

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? (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 remediation in reading and writing to those seeking high-quality graduate programs whose standards 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.

SAH Strategic Plan:

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

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

Goal: Improve student success in General Education English courses.

Action: Implement coherent progression of content, requirements, and expected student learning outcomes in English Composition I, English Composition II, World Literature I, and World Literature II. Toward this aim, we have recently implemented the following high-impact strategies:

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

High Impact Strategies already in place include explicit instructions and assignments, collaborative/group assignments, scaffolding of lessons and assignments, and emphasis on the writing process which focuses on students planning and evaluating their own and each other's writing.

KPI: Improved student success rates (grades of A, B, C) in Composition II and World Literature, specifically 80% success rates in both courses.

2. **ENROLLMENT and RETENTION GAINS**

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

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.

KPI: 10 majors the first year of the program, 15 the second, 20 the third.

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, and Creative Writing.

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

(See Addendum 1)

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 |
|-----|--|---|
| | <p>Regarding the General Education English sequence, in the 2018-19 academic year, we will be assessing the composition and world literature courses and employing a new Composition I text, as well as developing a new Composition II text.</p> <p>In regard to the development of the Bachelor of Liberal Arts and the Bachelor of Arts in English, we have nearly completed our needs assessments and feasibility studies and are writing the proposals for submission to campus and state approval authorities.</p> | |

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 (See Addendum 2)

| Unit Student Learning Outcome | Alignment with UAM Vision, Mission, and Strategic Plan | Alignment with Unit Vision, Mission, and Strategic Plan |
|---|---|---|
| SAH graduates will have knowledge of and be sensitive to global and diversity issues. | Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment. | <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><i>Strategic Plan Action:</i> Implement a Bachelor of Liberal Arts with Core Requirements assuring exemplary critical</p> |

| Unit Student Learning Outcome | Alignment with UAM Vision, Mission, and Strategic Plan | Alignment with Unit Vision, Mission, and Strategic Plan |
|--|---|---|
| | | and creative thinking skills, communication skills, and knowledge of diversity and/or global issues. |
| 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 Action:</i> Implement a Master of Arts in English with concentrations in Literature, Writing and Rhetoric, and Creative Writing. |
| SAH graduates will demonstrate skills enabling them to do practical, productive, original research that requires both critical thinking and creativity. | Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities. | 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. <i>Strategic Plan Action:</i> Implement a Master of Arts in English with concentrations in Literature, Writing and Rhetoric, and Creative Writing. |

| Unit Student Learning Outcome | Alignment with UAM Vision, Mission, and Strategic Plan | Alignment with Unit Vision, Mission, and Strategic Plan |
|--|---|--|
| 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. | Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners. | <p>The UAM School of Arts and Humanities serves the complete spectrum of students. 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><i>Strategic Plan Action:</i> 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> |

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 consists of five undergraduate programs—Art, Communication, 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.

In most cases, designated faculty in each program collect data on student learning each academic year. The assessment tools employed include 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. Historically, each program has reported on its assessment every three years. **This year the Modern Language program is reporting.**

Program Student Learning Outcomes

Students completing a major in Modern Languages should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

All faculty for all Modern Language catalogue classes assess course effectiveness by administering verbal and written pre-tests at the start of the semester and post-tests at the end to determine the extent to which students demonstrate student learning outcomes.

| MODERN LANGUAGE -PRE-POSTTEST RESULTS IN TERMS OF STUDENT LEARNING OUTCOMES - FRENCH-LATIN -SPRING-FALL 2015-2017 | | | | |
|---|----------------|--|--|--|
| EXPECTED LEARNING OUTCOMES FOR | SEMESTER /YEAR | OUTCOMES | | |
| FREN 1003 ELEMENTARY I | FALL | Does not demonstrate expected learning outcome set from 60-89% | Demonstrates expected learning outcome set from 60-89% | Exceeds learning outcome set from 60-89% |
| Listening: Student understands basic questions on spoken statements and is able to answer these questions. | 2015 | 0/11 | 3/11 | 8/11 |
| | 2016 | 1/4 | 0/4 | 3/4 |
| | 2017 | 0/10 | 7/10 | 3/10 |
| Speaking: | 2015 | 0/11 | 5/11 | 6/11 |
| | 2016 | 1/4 | 0/4 | 3/4 |

| | | | | |
|--|------|------|------|------|
| Student is able to produce orally basic stories and is able to ask and answer questions about these stories. | 2017 | 1/10 | 4/10 | 5/10 |
| Reading: Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2015 | 0/11 | 5/11 | 6/11 |
| | 2016 | 1/4 | 1/4 | 2/4 |
| | 2017 | 0/10 | 2/10 | 8/10 |
| Writing: Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2015 | 0/11 | 4/11 | 7/11 |
| | 2016 | 1/4 | 0/4 | 3/4 |
| | 2017 | 0/10 | 5/10 | 5/10 |
| Critical thinking: Student demonstrates knowledge of important aspects of contemporary culture via short statements in the target language. | 2015 | 0/11 | 7/11 | 4/11 |
| | 2016 | 1/4 | 0/4 | 3/4 |
| | 2017 | 0/10 | 7/10 | 3/10 |
| | | | | |
| FREN 1013 ELEMENTARY II | | | | |
| Listening: Student understands basic questions on spoken statements and is able to answer these questions. | 2015 | 2/8 | 1/8 | 5/8 |
| | 2016 | 1/1 | 0/1 | 0/1 |
| | 2017 | 0/7 | 3/7 | 4/7 |

| | | | | |
|--|------|-----|-----|-----|
| Speaking: Student is able to produce orally basic stories and is able to ask and answer questions about these stories. | 2015 | 2/8 | 2/8 | 4/8 |
| | 2016 | 1/1 | 0/1 | 0/1 |
| | 2017 | 0/7 | 2/7 | 5/7 |
| Reading: Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2015 | 2/8 | 2/8 | 4/8 |
| | 2016 | 1/1 | 0/1 | 0/1 |
| | 2017 | 0/7 | 2/7 | 5/7 |
| Writing: Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2015 | 2/8 | 1/8 | 5/8 |
| | 2016 | 1/1 | 0/1 | 0/1 |
| | 2017 | 0/7 | 2/7 | 5/7 |
| Critical thinking: Student demonstrates knowledge of important aspects of contemporary culture via short statements in the target language. | 2015 | 2/8 | 3/8 | 3/8 |
| | 2016 | 1/1 | 0/1 | 0/1 |
| | 2017 | 0/7 | 1/7 | 6/7 |
| | | | | |

| | | | | |
|---|------|-----|-----|-----|
| FREN 2203 INTERMEDIATE I | | | | |
| Listening: Student understands basic questions on spoken statements and is able to answer these questions. | 2015 | 0/4 | 2/4 | 2/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |
| Speaking: Student is able to produce orally basic stories and is able to ask and answer questions about these stories. | 2015 | 0/4 | 1/4 | 3/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |
| Reading: Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2015 | 0/4 | 2/4 | 2/4 |
| | 2016 | 0/1 | 1/1 | 0/1 |
| Writing: Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2015 | 0/4 | 1/4 | 3/4 |
| | 2016 | 0/2 | 1/2 | 1/2 |

| | | | | |
|--|------|-----|-----|-----|
| Critical thinking: Student demonstrates knowledge of important aspects of contemporary culture via short statements in the target language. | 2015 | 0/4 | 2/4 | 2/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |
| | | | | |
| FREN 2213 INTERMEDIATE II | | | | |
| Listening: Student understands basic questions on spoken statements and is able to answer these questions. | 2015 | 0/4 | 1/4 | 3/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |
| Speaking: Student is able to produce orally basic stories and is able to ask and answer questions about these stories. | 2015 | 0/4 | 1/4 | 3/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |
| Reading: Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2015 | 0/4 | 2/4 | 2/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |

| | | | | |
|--|------|-----|-----|-----|
| Writing: Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2015 | 0/4 | 3/4 | 1/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |
| Critical thinking: Student demonstrates knowledge of important aspects of contemporary culture via short statements in the French language. | 2015 | 0/4 | 4/4 | 0/4 |
| | 2016 | 0/1 | 0/1 | 1/1 |
| | | | | |
| FREN 3433 SURVEY LITERATUR I | 2015 | | | |
| Speaking: Student is able to explicate orally through PowerPoint presentations the origins and development of French literature through the enlightenment period. | | 1/8 | 6/8 | 1/8 |
| Reading Comprehension: Student is able to identify relevant theories and practices in French literature from its beginnings to the end of the 18th century. | | 1/8 | 1/8 | 6/8 |

| | | | | |
|---|------|-----|-----|-----|
| Critical Thinking & Writing: Student is able to critically interpret in writing techniques used in literary texts and socio-historical readings, in relation to: – The cultural and social context in which these texts were written and Historical patterns of change in French literature as a whole. | | 1/8 | 1/8 | 6/8 |
| | | | | |
| FREN 4653 THE FRENCH NOVEL | | | | |
| Student is able to explain the major works of authors of the French Novel from 17 th -19 th century. | 2016 | 0/1 | 0/1 | 1/1 |
| Student is able to analyze major works of authors from 17 th to 19 th century. | 2017 | 0/6 | 5/6 | 1/6 |
| Student is able to identify the various techniques used in the French novel from 17 th -19 century. | 2016 | 0/1 | 0/1 | 1/1 |
| | 2017 | 0/6 | 5/6 | 1/6 |
| | 2016 | 0/1 | 0/1 | 1/1 |

| | | | | |
|---|------|-----|-----|-----|
| Student is able to describe the contributions of 17 th -20 th century French Literature to contemporary novel. | 2017 | 0/6 | 5/6 | 1/6 |
| Student is able to demonstrate the understanding of novel history orally and in writing | 2016 | 0/1 | 0/1 | 1/1 |
| | 2017 | 0/6 | 5/6 | 1/6 |
| | | | | |
| MODL 2303 SEMINAR - LATIN I | | | | |
| Culture/Literature: Student is able to identify the key figures* in selected events of Romans history and culture. *The major social, cultural, political, and economic transformations unique to the roman history and literature. | 2015 | 0/8 | 0/8 | 8/8 |
| | 2016 | 1/6 | 2/5 | 3/6 |
| | 2017 | 0/4 | 2/4 | 2/4 |
| Writing: Student is able to demonstrate awareness of the Latin grammar at Beginner Performance Level. | 2015 | 0/8 | 3/8 | 5/8 |
| | 2016 | 1/6 | 2/5 | 3/6 |
| | 2017 | 0/4 | 3/4 | 1/4 |
| Reading: | 2015 | 0/8 | 4/8 | 4/8 |

| | | | | |
|--|------|-----|-----|-----|
| Student is able to read simple Latin texts. | 2016 | 1/6 | 1/5 | 4/6 |
| | 2017 | 0/4 | 1/4 | 3/4 |
| Critical Thinking & Writing: Student is able to translate Latin texts. | 2015 | 0/8 | 1/8 | 7/8 |
| | 2016 | 1/6 | 1/5 | 4/6 |
| | 2017 | 0/4 | 3/4 | 1/4 |
| | | | | |
| FREN 4653 FRENCH CINEMA | 2017 | | | |
| Speaking: Student is able to explicate orally the shaping of French film history and the impact of diverse groups, concepts and theories on the said history. | | 1/2 | 0/2 | 1/2 |
| Writing: Student is able to expound in writing both national and world events influencing the French film history. | | 1/2 | 1/2 | 0/2 |
| Reading: Student is able to identify historical patterns of changes in French film history and social contexts in which these changes occur. | | 1/2 | 0/2 | 1/2 |

| | | | | |
|--|--|-----|-----|-----|
| Critical thinking: Student is able to critically, creatively, and independently infer the cultural role France and other nations have played in shaping cinema history. | | 1/2 | 0/2 | 1/2 |
|--|--|-----|-----|-----|

MODERN LANGUAGE -PRE-POSTTEST RESULTS IN TERMS OF STUDENT LEARNING
OUTCOMES - FRENCH-LATIN -SPRING-FALL 2015-2017

| EXPECTED LEARNING OUTCOMES FOR | SEMESTER /YEAR | OUTCOMES | | |
|--|-------------------|---|--|--|
| FREN 1003 ELEMENTARY I | SPRING | Does not demonstrate expected learning outcome set from 60-89% | Demonstrates expected learning outcome set from 60-89% | Exceeds learning outcome set from 60-89% |
| Listening: Student understands basic questions on spoken statements and is able to answer these questions. | 2015 | 1/25 | 8/25 | 16/25 |
| | 2016 | 2/8 | 2/8 | 4/8 |
| | 2017 | 0/8 | 2/8 | 6/8 |
| Speaking: Student is able to produce orally basic stories and is able to ask and answer questions about these stories. | 2015 | 1/25 | 12/25 | 12/25 |
| | 2016 | 1/8 | 3/8 | 4/8 |
| | 2017 | 0/8 | 4/8 | 4/8 |
| Reading: | 2015 | 1/25 | 6/25 | 18/25 |
| | 2016 | 0/8 | 4/8 | 4/8 |

| | | | | |
|--|------|------|-------|-------|
| Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2017 | 1/8 | 1/8 | 6/8 |
| Writing: | 2015 | 1/25 | 10/25 | 14/25 |
| Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2016 | 1/8 | 3/8 | 4/8 |
| | 2017 | 0/8 | 2/8 | 6/8 |
| Critical thinking: | 2015 | 1/25 | 7/25 | 17/25 |
| Student demonstrates knowledge of important aspects of contemporary culture via short statements in the target language. | 2016 | 1/8 | 5/8 | 2/8 |
| | 2017 | 0/8 | 2/8 | 6/8 |
| | | | | |
| FREN 1013 ELEMENTARY II | | | | |
| Listening: | 2015 | 0/10 | 5/10 | 5/10 |
| Student understands basic questions on spoken statements and is able to answer these questions. | 2016 | 0/7 | 1/7 | 6/7 |
| | 2017 | 0/6 | 0/6 | 6/6 |
| Speaking: | 2015 | 0/10 | 6/10 | 4/10 |
| Student is able to produce orally basic stories and is able to ask and | 2016 | 0/7 | 0/7 | 7/7 |

| | | | | |
|--|------|------|------|------|
| answer questions about these stories. | 2017 | 0/6 | 0/6 | 6/6 |
| Reading: Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2015 | 0/10 | 3/10 | 7/10 |
| | 2016 | 0/7 | 1/7 | 6/7 |
| | 2017 | 0/6 | 0/6 | 6/6 |
| Writing: Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2015 | 0/10 | 6/10 | 4/10 |
| | 2016 | 0/7 | 1/7 | 6/7 |
| | 2017 | 0/6 | 0/6 | 6/6 |
| Critical thinking: Student demonstrates knowledge of important aspects of contemporary culture via short statements in the target language. | 2015 | 0/10 | 1/10 | 9/10 |
| | 2016 | 0/7 | 1/7 | 6/7 |
| | 2017 | 0/6 | 0/6 | 6/6 |
| | | | | |
| FREN 2203 INTERMEDIATE I | | | | |
| Listening: Student understands basic questions on spoken statements and is able to answer these questions and retell these statements. | 2015 | 0/2 | 1/2 | 1/2 |
| | 2016 | 0/2 | 0/2 | 2/2 |

| | | | | |
|--|------|-----|-----|-----|
| Speaking: Student is able to produce orally basic stories and is able to ask and answer questions about these stories. | 2015 | 0/2 | 0/2 | 2/2 |
| | 2016 | 0/2 | 0/2 | 2/2 |
| Reading: Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2015 | 0/2 | 0/2 | 2/2 |
| | 2016 | 0/2 | 0/2 | 2/2 |
| Writing: Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2015 | 0/2 | 2/2 | 0/2 |
| | 2016 | 0/2 | 0/2 | 2/2 |
| Critical thinking: Student demonstrates knowledge of important aspects of contemporary culture via short statements in the target language. | 2015 | 0/2 | 0/2 | 2/2 |
| | 2016 | 0/2 | 0/2 | 2/2 |
| | | | | |
| FREN 2213 INTERMEDIATE II | | | | |

| | | | | |
|--|------|-----|-----|-----|
| Listening: Student understands basic questions on spoken statements and is able to answer these questions. | 2015 | 0/3 | 3/3 | 0/3 |
| | 2016 | 0/4 | 2/4 | 4/4 |
| Speaking: Student is able to produce orally basic stories and is able to ask and answer questions about these stories. | 2015 | 0/3 | 2/3 | 1/3 |
| | 2016 | 0/4 | 1/4 | 3/4 |
| Reading: Student is able to read simple stories and is able to retell these stories in orally. (Reading and Speaking) | 2015 | 0/3 | 2/3 | 1/3 |
| | 2016 | 0/4 | 4/4 | 0/4 |
| Writing: Student is able to write the target language as it is used in practical daily life, involving basic learned vocabulary. | 2015 | 0/3 | 2/3 | 1/3 |
| | 2016 | 0/4 | 0/4 | 4/4 |
| Critical thinking: Student demonstrates knowledge of important aspects of contemporary cultural facts via short statements framed in the target language. | 2015 | 0/3 | 2/3 | 1/3 |
| | 2016 | 0/4 | 0/4 | 4/4 |
| | | | | |

| | | | | |
|---|------|------|------|------|
| FREN 3443 SURV LITERATURE II | | | | |
| Speaking: Student is able to explicate orally through PowerPoint presentations the origins and development of French literature through the enlightenment period. | 2015 | 0/3 | 0/3 | 3/3 |
| | 2016 | 3/11 | 1/11 | 7/11 |
| Reading Comprehension: Student is able to identify relevant theories and practices in French literature from its beginnings to the end of the 18th century. | 2015 | 0/3 | 1/3 | 2/3 |
| | 2016 | 2/11 | 4/11 | 5/11 |
| Writing / Critical Thinking: Student is able to critically interpret in writing techniques used in literary texts and socio-historical readings, in connection to: – The cultural and social context in which these texts were written and historical patterns of change in French literature as a whole. | 2015 | 0/3 | 0/3 | 3/3 |
| | 2016 | 2/11 | 4/11 | 5/11 |
| MODL 443V (1279) LATIN II 3/6 | | | | |

| | | | | |
|--|------|-----|-----|-----|
| <p>Culture/Literature:</p> <p>Student is able to identify key figures* in selected events of Romans history and culture.</p> <p>*The major social, cultural, political, and economic transformations unique to the roman history and literature.</p> | 2015 | 0/6 | 3/6 | 3/6 |
| | 2016 | 0/6 | 2/5 | 3/5 |
| <p>Writing:</p> <p>Student is able to demonstrate awareness of the Latin grammar and vocabulary at moderate performance level.</p> | 2015 | 0/6 | 3/6 | 3/6 |
| | 2016 | 0/6 | 1/5 | 4/5 |
| <p>Reading:</p> <p>Student is able to read simple Latin texts at moderate performance level.</p> | 2015 | 0/6 | 2/6 | 4/6 |
| | 2016 | 0/6 | 4/5 | 1/5 |
| <p>Critical Thinking & Writing:</p> <p>Student is able to translate Latin texts into English and English texts into Latin at moderate performance level.</p> | 2015 | 0/6 | 3/6 | 3/6 |
| | 2016 | 0/6 | 2/5 | 3/5 |
| | 2017 | 0/3 | 1/3 | 2/3 |

MODERN LANGUAGE PRE-POST TEST RESULTS IN TERMS OF STUDENT LEARNING OUTCOMES – SPANISH – SPRING-FALL 2015-2017

| EXPECTED LEARNING OUTCOMES FOR | SEMESTER/YEAR | OUTCOMES |
|--------------------------------|---------------|----------|
|--------------------------------|---------------|----------|

| SPAN 1013 ELEMENTARY II | | Does not demonstrate expected learning outcome set from 60-89% | Demonstrates expected learning outcome set from 60-89% | Exceeds learning outcome set from 60-89% |
|---|-------------|---|--|--|
| Listening & Speaking: The student understands and responds the spoken language at basic level. | Fall 2015 | 1/24 | 19/24 | 4/24 |
| | Spring 2016 | 2/18 | 12/18 | 4/18 |
| | Fall 2016 | 0/20 | 12/20 | 8/20 |
| | Spring 2017 | 0/22 | 18/22 | 4/22 |
| | Fall 2017 | 0/18 | 15/18 | 3/18 |
| | Spring 2018 | 1/16 | 12/16 | 3/16 |
| | | | | |
| Reading & Writing: The student understands the written language and writes appropriately using learned vocabulary. | Fall 2015 | 1/24 | 19/24 | 4/24 |
| | Spring 2016 | 2/18 | 12/18 | 4/18 |
| | Fall 2016 | 0/20 | 12/20 | 8/20 |
| | Spring 2017 | 0/22 | 18/22 | 4/22 |
| | Fall 2017 | 0/18 | 15/18 | 3/18 |
| | Spring 2018 | 1/16 | 12/16 | 3/16 |
| | | | | |
| Cultural Knowledge: The student demonstrates knowledge of important aspects of Spanish speaking cultures. | Fall 2015 | 1/24 | 19/24 | 4/24 |
| | Spring 2016 | 2/18 | 12/18 | 4/18 |
| | Fall 2016 | 0/20 | 12/20 | 8/20 |
| | Spring 2017 | 0/22 | 18/22 | 4/22 |
| | Fall 2017 | 0/18 | 15/18 | 3/18 |

| | | | | |
|--|-------------|------|-------|------|
| | Spring 2018 | 1/16 | 12/16 | 3/16 |
|--|-------------|------|-------|------|

MODERN LANGUAGE PRE-POSTTEST RESULTS IN TERMS OF STUDENT LEARNING OUTCOMES – SPANISH – SPRING-FALL 2015-2017

| EXPECTED LEARNING OUTCOMES FOR | SEMESTER/YEAR | OUTCOMES | | |
|---|---------------|--|--|--|
| SPAN 2003 INTERMEDIATE SPANISH I | | Does not demonstrate expected learning outcome set from 60-89% | Demonstrates expected learning outcome set from 60-89% | Exceeds learning outcome set from 60-89% |
| Listening & Speaking: The student understands and responds the spoken language at basic level. | Fall 2015 | 0/7 | 3/7 | 4/7 |
| | Spring 2016 | 0/7 | 4/7 | 3/7 |
| | Fall 2016 | 0/4 | 1/4 | 3/4 |
| | Spring 2017 | 0/2 | 2/2 | 0/2 |
| | Fall 2017 | 0/6 | 3/6 | 3/6 |
| | Spring 2018 | 0/4 | 0/4 | 4/4 |
| Reading & Writing: The student understands the written language and writes appropriately using learned vocabulary. | Fall 2015 | 0/7 | 3/7 | 4/7 |
| | Spring 2016 | 0/7 | 4/7 | 3/7 |
| | Fall 2016 | 0/4 | 1/4 | 3/4 |
| | Spring 2017 | 0/2 | 2/2 | 0/2 |
| | Fall 2017 | 0/6 | 3/6 | 3/6 |

| | | | | |
|--|-------------|-----|-----|-----|
| | Spring 2018 | 0/4 | 0/4 | 4/4 |
| | | | | |
| Cultural Knowledge: The student demonstrates knowledge of important aspects of Spanish speaking cultures. | Fall 2015 | 0/7 | 3/7 | 4/7 |
| | Spring 2016 | 0/7 | 4/7 | 3/7 |
| | Fall 2016 | 0/4 | 1/4 | 3/4 |
| | Spring 2017 | 0/2 | 2/2 | 0/2 |
| | Fall 2017 | 0/6 | 3/6 | 3/6 |
| | Spring 2018 | 0/4 | 0/4 | 4/4 |

MODERN LANGUAGE PRE-POSTTEST RESULTS IN TERMS OF STUDENT LEARNING OUTCOMES – SPANISH – SPRING-FALL 2015-2017

| EXPECTED LEARNING OUTCOMES FOR | SEMESTER/YEAR | OUTCOMES | | |
|--|----------------------|--|--|--|
| SPAN 2013 INTERMEDIATE SPANISH II | | Does not demonstrate expected learning outcome set from 60-89% | Demonstrates expected learning outcome set from 60-89% | Exceeds learning outcome set from 60-89% |
| Listening & Speaking: The student understands and responds the spoken language at basic level. | Fall 2015 | 1/7 | 2/7 | 4/7 |
| | Spring 2016 | 0/7 | 2/7 | 5/7 |
| | Fall 2016 | 0/6 | 5/6 | 1/6 |
| | Spring 2017 | 0/3 | 0/3 | 3/3 |
| | Fall 2017 | 0/4 | ¼ | 3/4 |
| | Spring 2018 | 0/3 | 0/3 | 3/3 |

| | | | | |
|---|-------------|-----|-----|-----|
| | | | | |
| Reading & Writing: The student understands the written language and writes appropriately using learned vocabulary. | Fall 2015 | 1/7 | 2/7 | 4/7 |
| | Spring 2016 | 0/7 | 2/7 | 5/7 |
| | Fall 2016 | 0/6 | 5/6 | 1/6 |
| | Spring 2017 | 0/3 | 0/3 | 3/3 |
| | Fall 2017 | 0/4 | ¼ | 3/4 |
| | Spring 2018 | 0/3 | 0/3 | 3/3 |
| Cultural Knowledge: The student demonstrates knowledge of important aspects of Spanish speaking cultures. | Fall 2015 | 1/7 | 2/7 | 4/7 |
| | Spring 2016 | 0/7 | 2/7 | 5/7 |
| | Fall 2016 | 0/6 | 5/6 | 1/6 |
| | Spring 2017 | 0/3 | 0/3 | 3/3 |
| | Fall 2017 | 0/4 | ¼ | 3/4 |
| | Spring 2018 | 0/3 | 0/3 | 3/3 |

MODERN LANGUAGES ASSESSMENT - Fall 2015- Spring 2018 ANALYSIS OF DATA

What's working?

Results of the Modern Language Program assessment show that the goals of the program have been met. Students studying the language in intermediate and upper-level classes develop the desired proficiency level that makes them competitive in the job-market.

Students seeking careers in health-related professions, education, government, and business have the assurance that they are well prepared to communicate in the target language, as well as a secondary language. In other words, these students know they have acquired the skills to communicate in a second and third language.

In addition to regular foreign language classes, students are provided with study-abroad opportunities to practice the target language in a natural setting and learn firsthand about cultures and perspectives from different parts of the world. Even if students cannot take advantage of study-

abroad opportunities, they interact with our Fulbright Teaching Assistants, practicing their communication skills with native speakers and thereby gaining confidence in their ability to interact in the target language. Participation in the Fulbright Program is a vital component of our Modern Language Program. Fulbright Teaching Assistants not only promote active communication in a second language but also promote awareness among our student population of the many global opportunities available to anyone who masters a second language. As our students develop lasting friendships with our FLTAs, the learning experience continues.

What is not working?

Students taking online classes (Spanish Elem. I and II) are reluctant to continue with Intermediate Level courses and seldom participate in extra-curricular activities offered through the program. The material covered is the same for all classes, but online participants seem to lack the enthusiasm or confidence to continue studying the language. Perhaps the absence of face-to-face interaction is the necessary element missing in the online classes.

What changes might we make in response to the data?

- 1) We are scheduled to begin offering our Spanish Intermediate I and II courses in a hybrid format this fall (2018) in order to make a more natural transition to upper-level classes for online students.
- 2) We plan to offer incentives -- targeting online students -- for participation in the various activities offered throughout the semester such as “Tertulias (Chats)” where students come to interact with the Fulbright Teaching Assistants. We will engage members of our Modern Language Honor Society (Delta Zeta Epsilon) in the planning of such activities.

STRENGTHS OF THE PROGRAM

- 1) Foreign Language faculty are able to offer a variety of courses (including seminars) needed to fulfill all requirements of a Modern Languages Major.
- 2) Students of Modern Languages have the opportunity to participate in the Study Abroad Program for a total immersion experience, and earn college credits during the summer.
- 3) Modern Languages tutors are available to students on daily basis. The Language Lab is open every day for students to practice the target language. In addition, the UAM Library has various foreign languages programs to assist students with language acquisition of their choice.
- 4) Students in the Modern Languages program are encouraged to participate in the many extra-curricular activities of various foreign languages clubs that aim to enrich and enhance the cultural and learning experience of the study of a second and third language.
- 5) The Modern Language Program has a recognized Honor Society, the purpose of which is to promote academic excellence and to acknowledge outstanding students of foreign languages.

WEAKNESSES OF THE PROGRAM

Students' approach to foreign languages is of a "sampling" nature in the last semesters, perhaps due to the change in requirements or availability of a larger selection of courses offered. The number of students taking foreign languages classes has dropped considerably since 2015. Consequently, offerings at the upper level have to be limited in response to low enrollment numbers. Thus, students do not get to experience the richness found in studies of upper-level courses such as Hispanic Literature, History, Cultures, and others.

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 Student Learning Outcomes for each program are available as follows:

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

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors

| Classification | Fall 2015 | Fall 2016 | Fall 2017 | 3-Year Total & Average | 10-Year Total & Average |
|------------------------|------------------|------------------|------------------|-----------------------------------|------------------------------------|
| Art | | | | | |
| Freshman | 5 | 14 | 8 | 27/9 | 89/8.9 |
| Sophomore | 9 | 6 | 7 | 22/7.3 | 68/6.8 |
| Junior | 3 | 9 | 6 | 18/6 | 47/4.7 |
| Senior | 4 | 3 | 8 | 15/5 | 54/5.4 |
| Post Bach | | | | | |
| Total | 21 | 32 | 29 | 82/29 | 258/25.8 |
| Classification | Fall 2015 | Fall 2016 | Fall 2017 | 3-Year Total & Average | 10-Year Total & Average |
| Communication | | | | | |
| Freshman | 14 | 10 | 7 | 31/10.3 | 68/6.8 |
| Sophomore | 6 | 9 | 11 | 26/8.6 | 60/6.0 |
| Junior | 9 | 7 | 11 | 27/9 | 70/7.0 |
| Senior | 6 | 9 | 5 | 20/6.6 | 62/6.2 |
| Post Bach | | | | | |
| Total | 35 | 35 | 34 | 104/34.66 | 260/26.0 |
| Classification | Fall 2015 | Fall 2016 | Fall 2017 | 3-Year Total & Average | 10-Year Total & Average |
| Modern Language | | | | | |
| Freshman | 0 | 0 | 2 | 2/0.6 | 16/1.6 |
| Sophomore | 5 | 1 | 0 | 6/2 | 19/1.9 |
| Junior | 2 | 4 | 0 | 6/2 | 22/2.2 |
| Senior | 1 | 3 | 5 | 9/3 | 31/3.1 |
| Post Bach | | | | | |
| Total | 8 | 8 | 7 | 23/7.66 | 88/8.8 |

| Classification English | Fall 2015 | Fall 2016 | Fall 2017 | 3-Year Total & Average | 10-Year Total & Average |
|--------------------------------------|------------------|------------------|------------------|-----------------------------------|------------------------------------|
| Freshman | 9 | 12 | 5 | 26/8.6 | 109/10.9 |
| Sophomore | 10 | 9 | 9 | 28/9.3 | 107/10.7 |
| Junior | 5 | 12 | 8 | 25/8.3 | 117/11.7 |
| Senior | 10 | 8 | 7 | 25/8.3 | 117/11.7 |
| Post Bach | | | | | |
| Total | 34 | 41 | 29 | 104/34.6 | 450/45.0 |
| Classification Music (BA+BME) | Fall 2015 | Fall 2016 | Fall 2017 | 3-Year Total & Average | 10-Year Total & Average |
| Freshman | 41 | 37 | 17 | 95/31.6 | 336/33.6 |
| Sophomore | 17 | 20 | 18 | 55/18.3 | 151/15.1 |
| Junior | 6 | 14 | 16 | 36/12 | 108/10.8 |
| Senior | 17 | 17 | 21 | 55/18.3 | 194/19.4 |
| Post Bach | | | | | |
| Total | 81 | 88 | 72 | 241/80.3 | 789/78.9 |
| Master of Fine Arts | Fall 2015 | Fall 2016 | Fall 2017 | 3-Year Total & Average | |
| Enrollment | 12 | 14 | 14 | 40/13.3 | |
| Master Of Music | Fall 2015 | Fall 2016 | Fall 2017 | 3-Year Total & Average | |
| Enrollment | 11 | 12 | 8 | 31/10.3 | |

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

Strengths

- Music has had robust growth over most of the past decade with a 10-year average of 78.9 majors. In 2002, the total number of Music majors was 29.
- Although English has had a recent and significant drop in majors, it has been a popular major with a ten-year average of 44.9.
- Communication has shown strong improvement over the past three years with an average number of majors at 34.6 compared to the ten-year average of 26.0.

Weaknesses

- Sustaining the Modern Language major. As suggested by the Modern Language faculty, the program probably needs to become a concentration area within the proposed Bachelor of Liberal Arts.
- The recent drop in English can be attributed in part to the overall drop in enrollment campus wide but more significantly to the addition of the Professional Writing Emphasis in Communication, a program that attracts students who would have probably elected English in the past.

- A dramatic drop in the number of freshmen Music majors from 37 in Fall 2016 to 17 in Fall 2017 reflects daunting new challenges to recruitment. Increased costs of attending UAM, diminished scholarship opportunities, personnel transitions, and competition from other institutions are all factors in this drop.

Opportunities for Growth

- Revised curriculum and expanded local, regional, and national advertising for the Master of Fine Arts should improve enrollment numbers.
- Expanded national advertising should improve the numbers for the Master of Music in Jazz Studies.
- New faculty and updated curriculum should result in continued growth for Communication.

Threats to Effectiveness

- Drops in numbers of incoming freshmen.
- Increased cost of attending UAM.
- Diminished scholarships.
- Shrinking population in traditional service area.
- Daunting competition from institutions like Southern Arkansas State University.

Progression/Retention Data

(See Addendum 3)

Table 4: Retention/Progression and Completion Rates by Major

DATA UNAVAILABLE

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

Strengths

Weaknesses

-

Opportunities for Growth

-

Threats to Effectiveness

-

Gateway Course Success (Applies only to units teaching Gateway Courses)

Table 5: Gateway Course Success*

| Course/Remediation | 2015-2016 *Passed | 2015-2016 Failed | 2016-2017 *Passed | 2016-2017 Failed | 2017-2018 *Passed | 2017-2018 Failed | 3-Year Trend *Passed | 3-Year Trend Failed |
|----------------------------------|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|-------------------------|------------------------|
| | # (%) | # (%) | # (%) | # (%) | # (%) | # (%) | # (%) | # (%) |
| ENGL 1013 Composition I | 762 (75) | 254 (25) | 752 (80) | 191 (20) | 712 (81) | 166 (19) | 2226 (76) | 686 (24) |
| ENGL 1023 Composition II | 608 (76) | 194 (24) | 630 (78) | 181 (22) | 628 (76) | 194 (24) | 1866 (77) | 569 (23) |
| ENGL 2283 World Literature I | 188 (78) | 53 (22) | 163 (73) | 61 (27) | 177 (73) | 66 (27) | 528 (75) | 180 (25) |
| ENGL 2293 World Literature II | 263 (82) | 58 (18) | 198 (83) | 41 (17) | 230 (76) | 71 (24) | 691 (80) | |

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

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

Strengths

- Gateway success rates are consistently relatively high--between 75% and 83%.

Weaknesses

- We do not see rising success rates as students progress. If success rates are 75% in ENGL 1013, it seems success rates should be maybe 80 to 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.

Opportunities for Growth

- We can better prepare ENGL 1013 students for ENGL 1023 and ENGL 1023 students for World Literature and thereby improve success rates and retention.

Threats to Effectiveness

- Apparently, about a third of students who successfully complete ENGL 1023 Composition II never take ENGL 2283 or ENGL 2293 World Literature. Why are these students dropping out?

•

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major

| Undergraduate Program/Major | 2015-2016 | 2016-2017 | 2017-2018 | Three-Year Total | Three-Year Average |
|-----------------------------|-----------|-----------|-----------|------------------|--------------------|
| Art | 4 | 7 | 7 | 18 | 6 |
| Communication | 3 | 9 | 8 | 20 | 6.6 |

| | | | | | |
|-----------------|----|----|---|----|------|
| English | 8 | 13 | 5 | 26 | 8.6 |
| Modern Language | 0 | 4 | 3 | 7 | 2.3 |
| Music BA + BME | 14 | 9 | 8 | 31 | 10.3 |

| Graduate Program/Major | 2015-2016 | 2016-2017 | 2017-2018 | Three-Year Total | Three-Year Average |
|------------------------|-----------|-----------|-----------|------------------|--------------------|
| Master of Fine Arts | 4 | 3 | 3 | 10 | 3.3 |
| Master of Music | N/A | 9 | 9 | N/A | N/A |

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

Art: For the first time in the history of the program, Art has averaged 6 graduates over a three-year period, thereby meeting state viability standards and making rejoinders requesting maintenance of the program unnecessary.

Communication: In line with an increase in Communication majors, the number of Communication graduates has increased over the past three years.

English and Music: Although the number of English graduates and Music graduates dipped this past year, the three-year averages are well above the standard of 6, and we anticipate an increase in English majors in the coming academic year. The Music program is more problematic because of rising tuition-and-fee costs and decreased scholarship opportunities making recruitment challenging. In addition, aggressive recruitment efforts and lucrative scholarship offers by Southern Arkansas State University to area high-school musicians have diminished our ability to attract Music students. We are more optimistic that we can build the graduate Music program.

Modern Languages: 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 need to consider revising the language program from a major to an emphasis area in the proposed Bachelor of Arts in Liberal Arts.

MFA: With newly implemented recruiting strategies and curriculum revisions, we anticipate marked increases in the number of MFA students and graduates.

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments

| Faculty | Status/Rank | Highest Degree | Area(s) of Responsibility | Teaching Load Fall | Teaching Load Spring | Teaching Load Summer | Other Assignments |
|--------------|---------------|----------------|---------------------------|--------------------|----------------------|----------------------|-------------------|
| Mark Spencer | 12-monthsProf | MFA | English | 3 | 3 | 3/0 | Dean |
| Scott Lykens | 9-month Prof | MFA | Art | 15 | 15 | 6/6 | |
| Robert Moore | 9-month | Ph.D. | English | 12 | 12 | 0/0 | |

| | | | | | | | |
|----------------------|----------------------|-------|------------------|----|----|-----|--|
| | Prof | | | | | | |
| Diane Payne | 9-month Prof | MFA | English | 12 | 12 | 9/0 | |
| Tom Richard | 9-month Prof | MFA | Art | 15 | 15 | 6/3 | Director of Galleries |
| Kate Stewart | 9-month Prof | Ph.D. | English | 12 | 12 | 0/0 | |
| Kay Walter | 9-month Prof | Ph.D. | English | 12 | 15 | 3/0 | |
| Paul Becker | 9-month Prof | D.M. | Music | 15 | 15 | 3/3 | |
| Les Pack | 9-months Prof | MM | Music | 15 | 15 | 0/6 | |
| Kent Skinner | 9-month Prof | Ph.D. | Music | 15 | 15 | 0/0 | Director of Choral Activities |
| Isabel Bacon | 9-month Assoc Prof | MA | Spanish | 9 | 9 | 3/3 | Director of Foreign Language Teaching Assistants |
| Sarah Bloom | 9-month Assoc Prof | MFA | English | 15 | 12 | 6/3 | |
| Gregory Borse | 9-month Assoc Prof | Ph.D. | English | 15 | 12 | 6/3 | |
| Lesley Jean-Francois | 9-month Assoc Prof | Ph.D. | French and Latin | 12 | 12 | 6/3 | |
| Justin Bergh | 9-month Assist Prof | Ph.D. | Comm | 15 | 12 | 6/6 | |
| Craig Olsen | 9-month Assist Prof | Ph.D. | English | 6 | 6 | 6/3 | Director of the Center for Writing and Communication |
| Jessica Hylton | 9-months Assist Prof | Ph.D. | English | 15 | 15 | 6/0 | Director of the MFA Program |
| Justin Anders | 9-month Assist Prof | MM | Music | 12 | 12 | 6/0 | Chair, Division of Music |
| Beverly Lobitz | 9-month Assist Prof | MM | Music | 12 | 12 | 0/0 | |
| John Webb | 9-month Assist Prof | MM | Music | 12 | 12 | 0/0 | |
| Terry Nugent | 9-month Assist Prof | Ph.D. | English | 12 | 12 | 6/3 | Director of Composition |
| Christopher Brown | 9-month Instruct | MA | Comm | 15 | 15 | 0/0 | Assistant Director of Forensics |
| Jim Evans | 9-month Instruct | MA | Comm | 12 | 12 | 6/3 | Director of Forensics |
| Claudia Hartness | 9-month Instruct | MA | English | 18 | 18 | 6/3 | |
| Caroline Johnson | 9-months | MA | Comm | 15 | 18 | 0/0 | |

| | | | | | | | |
|----------------|-------------------------|-----|------------------|----|-----|-----|---|
| | Instruct | | | | | | |
| Andrew Nelson | 9-month Instruct | MA | English | 21 | 18 | 0/0 | |
| Kelsey Englert | 9-month Instruct | MFA | English | 15 | 15 | 3/3 | |
| Brian Jones | 1-sem Visiting Instruct | MS | Comm and English | 18 | N/A | 3/3 | |
| C.E. Askew | 9-month Instruct | MM | Music | 15 | 15 | 0/6 | Director, Master of Music in Jazz Studies |
| Don Marchand | 9-month Instruct | MM | Music | 15 | 15 | 6/0 | Director of Bands |

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

Beverly Lobitz and John Webb retired.

Justin Bergh, C.E. Askew, and Caroline Johnson resigned.

New faculty have been hired to replace these individuals.

Table 8: Total Unit SSCH Production by Academic Year (ten year)

| Academic Year | Total SSCH Production | Percentage Change | Comment |
|---------------|-----------------------|-------------------|---------|
| 2007-08 | 15,299 | | |
| 2008-09 | 15,586 | +287 (+1.87%) | |
| 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%) | |

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 (Basic English, Critical Reading Skills, Fundamentals of English, 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.

Unit Agreements, MOUs, MOAs, Partnerships

N/A

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

| Unit | Partner/Type | Purpose | Date | Length of Agreement | Date Renewed |
|------|--------------|---------|------|---------------------|--------------|
| | | | | | |
| | | | | | |

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

Faculty Scholarly Activity

- C.E. Askew performed with the Stan Kenton Orchestra.
- Gregory Borse had a novel, *The Incorruptibles*, accepted for publication.
- Sarah Bloom published poems. Was a Finalist for the Hornaday Outstanding Faculty Award.
- Kelsey Englert published several short stories.
- Jessica Hylton published poems.
- Scott Lykens had several exhibits of his work.
- Robert Moore published poems in *The Secret Keeper*, *Comstock Review*, *Deronda Review*, *Moon Anthology*, and *Works & Conversations*. His book *How You Learn What Love Is* was a finalist for the *Comstock Review*'s chapbook competition and was a semi-finalist for the Concrete Wolf Chapbook Award. He was featured in the Style Section of *Arkansas Democrat-Gazette*, Sunday, September 10, 2017.
- Andrew Nelson presented and chaired a session at the Eighth Annual European Scientific Conference. He also presented at Arkansas Philological Association Conference and Mississippi Philological Association Conference. He edited two issues of *Philological Review* and was named "Editorial Officer" on *The International Journal of Linguistics, Literature, and Culture*. His most recent publication is in *The International Journal of Linguistics, Literature, and Culture*--a peer reviewed, academic journal.
- Terry Nugent presented at the Mississippi Philological Association Conference and at the South Central Modern Language Association Conference. He published a book review of *The Bible in American Life* in *Reading Religion: A Publication of the American Academy of Religion*.
- Craig Olsen presented at a national conference in Indianapolis, IN.
- Les Pack received commissions to compose original music: *Four Emily Dickinson Poems for Horn, Tuba, and Piano* for Millikin University; *Crusader's Triumph* for the Mountain Home Jr. High School Band; *Crenshaw Springs Overture* for the White Hall High School Band; *quintet No. 1 for Tuba and String Quartet* for Dr. James Shearer's latest CD.
- Just a couple of silly little things, probably shouldn't have bother you with *Four Emily Dickinson Poems for Horn, Tuba, and Piano* for Millikin University; *Crusader's Triumph* for the city of White Hall, Arkansas; *quintet No. 1 for Tuba and String Quartet* for Dr. James Shearer's latest CD.
- Diane Payne published poetry, fiction, and creative nonfiction.

- Mark Spencer presented at the International Conference on the Arts and Humanities, served as guest editor for an international journal, *Vice Versa*.
- Kate Stewart completed her book *Parchman Farm: Mississippi's State Penitentiary in the 1930s* (Arcadia Publishing) and published essays on Ambrose Bierce (and notes on several short stories) and Charles Brockden Brown in *Horror Literature through History: An Encyclopedia of the Stories That Speak to Our Deepest Fears*.
- Kate Stewart gave the following presentations: "Parchman: Destination Doom," Opening Exhibition: Union County Historical Museum; "A Celebrated Preacher" and "A Christian Reformer: Herman Melville and Rebecca Harding Davis Respond to 19th-Century Christianity," American Literature Association Annual Meeting (San Francisco); "Edgar Allan Poe and Arthur Sherburne Hardy: The Collision of Algebra and Detection," Mississippi Philological Association; "Edgar Allan Poe and Arthur Sherburne Hardy: The Collision of Algebra and Detection," Arkansas Philological Association; "Review of William Faulkner's *The Big Woods*" Friends of the Library, New Albany, MS.
- Kate Stewart's awards and honors for 2017-18 include Educator of the Year, University of Arkansas at Monticello (2017), Monticello Economic Commission and Monticello-Drew County Chamber of Commerce, January 2018; Feature Article by Jim Brewer, *Alumni Review*, Winter, 2017.
- Kay Walter published numerous reviews and articles in journals such as *Arkansas Libraries*, *CEA-MAG Journal*, *The English Pub*, *The Companion*, and *Friends of Ruskin's Brantwood Newsletter*. She also gave several presentations at conferences locally, regionally, and internationally and was a Finalist for the Hornaday Outstanding Faculty Award for a second year in a row.
- Rebekah Whitaker, part-time faculty, presented papers at the National Communication Association Annual Conference in Dallas, Texas, and at the International Communication Association's Annual Conference in Prague, Czech Republic.
- Tom Richard had 5 solo exhibitions, 4 invitational exhibitions, and 3 juried exhibitions. He gave presentations (by invitation) at Southern Arkansas University and Arkansas State University. am
- Kent Skinner conducted 2 performances with the Arkansas Choral Society: *Messiah* by G.F. Handel and *Requiem* by W.A. Mozart. He sang in 2 performances with the Amadeus Chamber Ensemble: *Paukenmesse* by F. J. Haydn and *Canticle II* by Benjamin Britten.

Notable Faculty or Faculty/Service Projects

- Terry Nugent served on Arkansas Course Transfer System (ACTS) committee.
- Kate Stewart, Gregory Borse, Kelsey Englert, Terry Nugent, Sarah Bloom, and Jessica Hylton taught an ERZ-sponsored workshop for public-school English teachers.
- Robert Moore taught workshops (by invitation) in Prescott, Arizona; Montclair, New Jersey; and Jasper, Arkansas.
- Tom Richard served as a juror or judge for the University of Louisiana at Monroe Student Art Exhibition, The Arkansas Young Artist Association, and the Southeast Arkansas Regional K – 12 Art Exhibition.
- Mark Spencer taught a writing workshop at the Delta Literary Festival in Greenville, MS.
- Kate Stewart took her American Novel class on a study trip to Oxford, MS, April 2018, and served as Judge, Faulkner Novel-Writing Contest, July/August 2017.

Faculty Grant Awards

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

Comprehensive BA programs were implemented in Art, Communication, English, and Modern Language. Formerly, these programs required 36 or 39 hours plus a minor. They now require 48 to 54 hours and do not require a minor.

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

- MFA curriculum revised to bring more structure to the program.

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

This was our first full year offering Film Appreciation as an alternative to the traditional General Education Fine Arts choices of Art Appreciation and Music Appreciation. We felt that students would be more engaged by film studies, in part because they would find greater relevance in the course. As we anticipated, the popularity of Film Appreciation is rapidly growing, reducing the demand for Art Appreciation and Music Appreciation.

Dr. Terry Nugent became Director of Composition and held frequent meetings with Composition faculty to discuss content of each course, connections among courses, and the need for uniformity in requirements and grading standards.

Other Unit Data

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

In the context of our remedial and General Education offerings in English, we continue to look for patterns in data over time. The data continues to indicate that students are more likely to succeed in 8-week classes than they are in 16-week classes. This is probably the result of students going to class 5 days a week (a scenario they are familiar with from high school), and they stay focused and on task, in part because they are taking fewer classes at any one time.

We note that success rates in *online* Composition I and II are significantly lower than for face-to-face and hybrid sections. As a result, we are limiting our online offerings and discouraging students who began in remedial courses from taking online classes.

The lower success rates in the Spring Semester seem reflective of a lack of “academic endurance” on the part of students. We need to maintain a high level of guidance and nurturing throughout students’ second semester.

| | | |
|-------------------------------|-----------|-----------------------|
| ENGL 113 Basic English | Fall 2016 | Fall 2017 & Spring 18 |
| Overall | 70.7% | 79.7% 48% |

| | | |
|-------------------------|-------|-----------|
| 16-week sections | 47.7% | 58.8% N/A |
| 1 st 8-weeks | 82.4% | 86.7% 61% |
| 2 nd 8-weeks | 41.6% | 50% 14% |
| Online | N/A | N/A N/A |

| | | |
|-------------------------------------|-----------|-----------------------|
| ENGL 123 Crit Reading Skills | Fall 2016 | Fall 2017 & Spring 18 |
| Overall | 72.1% | 70.3% 59% |
| 16-week sections | 58.1% | 59.3% N/A |
| 1 st 8-weeks | 84% | 78.8% 60% |
| 2 nd 8-weeks | 41.6% | 50% 50% |
| Online | N/A | N/A N/A |

| | | |
|----------------------------------|-----------|-----------------------|
| ENGL 133 Funds of English | Fall 2016 | Fall 2017 & Spring 18 |
| Overall | 81.5% | 81.9% 63% |
| 16-week sections | 68.6% | 52.6% N/A |
| 1 st 8-weeks | 90% | 100% 70% |
| 2 nd 8-weeks | 78.6% | 80% 33% |
| Online | N/A | N/A N/A |

| | | |
|-------------------------|-----------|-----------------------|
| ENGL 1013 Comp I | Fall 2016 | Fall 2017 & Spring 18 |
| Overall | 76.3% | 78.1% 56.0% |
| 16-week sections | 73.6% | 73.4% 47.7% |
| 1 st 8-weeks | 81.3% | 98.2% 81.8% |
| 2 nd 8-weeks | 85.2% | 81.8% 73.3% |
| Online | 56.6% | 66.6% 52.0% |

| | | |
|--------------------------|--|-----------|
| ENGL 1023 Comp II | | Spring 18 |
| Overall | | 64.2% |
| 16-week sections | | 62.0% |
| 1 st 8-weeks | | N/A |
| 2 nd 8-weeks | | 71.8% |
| Online | | 55% |

| | | |
|--------------------------|--|-----------|
| ENGL 2283/2293 WL | | Spring 18 |
| Overall | | 72.9% |
| 16-week sections | | 72.9% |
| 1 st 8-weeks | | N/A |
| 2 nd 8-weeks | | N/A |
| Online | | 78.3% |

Success = A, B, or C grade.

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.

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

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders?
How explicitly do major institutional statements (mission, vision, goals) address student learning?
 - How well do the student learning outcomes of programs and majors align with the institutional mission?
 - How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
 - How well do course-based student learning outcomes align with institutional mission and program outcomes?
 - How well integrated are assessment practices in courses, services, and co-curricular activities?
 - How are the measures of the achievement of student learning outcomes established? How well are they understood?
2. What evidence do you have that students achieve your stated learning outcomes?
 - Who actually measures the achievement of student learning outcomes?
 - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
 - How is evidence of student learning collected?
 - How extensive is the collection of evidence?
3. In what ways do you analyze and use evidence of student learning?
 - Who analyzes the evidence?

- What is your evidence telling you about student learning?
 - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
 - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
4. How do you ensure shared responsibility for student learning and assessment of student learning?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
 - Who is responsible for the collection of evidence?
 - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
 - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
 - How do you know how well your assessment plan is working?
6. In what ways do you inform the public about what students learn—and how well they learn it?
- To what internal stakeholders do you provide information about student learning?
 - What is the nature of that information?
 - To what external stakeholders do you provide information about student learning?
 - What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

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

| • Effectiveness | Affordability | Adjustment | Efficiency |
|------------------------|-----------------------|------------------------|---------------------------------|
| Credentials | Time to degree | Research (4-year only) | Core expense ratio |
| Progression | Credits at completion | | Faculty to administrator salary |
| Transfer success | | | |
| Gateway course success | | | |