

College of Arts & Humanities

College Mission and Goals

Mission

The College of Arts & Humanities offers comprehensive programs encompassing the visual and performing arts, language, literature, and communications. The programs of the college are designed to help students gain a thorough understanding of their cultural and aesthetic heritage and to prepare them for employment opportunities that will take advantage of the special skills developed through rigorous study of the humanities. The educational and cultural programs of the departments are valuable to both major and non-major students.

The curriculum of the College of Arts & Humanities is enriched by special lectures, exhibitions, and dramatic and musical productions. Many nationally known artists perform each year before audiences drawn from the campus and the community.

Goals

- Meet course needs of students as enrollments increase with a static budget for wages and operations.
- Increase upper division course enrollments and attracting majors and minors.
- Develop external financing for departments and programs from grants, donors, and foundations.
- Examine general education in arts and humanities: A look at how we can emphasize and cross courses better with key strands.
- Complete the self-study for the college-wide program review in 2004/05
- Work to understand and meet the National Council for Accreditation of Teacher Education and Interstate New Teachers Assessment and Support Consortium standards for our disciplines while continuing to work with our colleagues in the College of Education so that they understand better the expertise that is housed in our college and its appropriate role in the preparation of teachers.

University Program/ Accreditation Review

The following table indicates the schedule of University Program/ Accreditation Review for each program:

Standard 2: Table XXIV. College of Arts & Humanities University Program/Accreditation Review.

Department/Program	University Program/Accreditation Review	
	Last	Next
Foreign Languages and Literatures	1994-95	2004-05
English Language and Literature	1994-95	2004-05
Communication	1994-95	2004-05
English as a Second Language	1994-95	2004-05
Performing Arts: Dance	1994-95	2004-05
Performing Arts: Music	2001-01	2004-05
Performing Arts: Theatre	1994-95	2004-05
Visual Arts	1994-95	2004-05

College-Wide Student Learning Outcomes

Graduates from the College of Arts & Humanities:

- Gain an understanding of humanity's cultural and aesthetic heritage

- Develop critical-thinking abilities
- Become informed world citizens
- Acquire knowledge of the history, theories, foundations, and principles of specific disciplines

Student Statistics

The following table shows enrollment and degrees for 2002-03:

Standard 2: Table XXV. College of Arts & Humanities Student Statistics.

	Fall 2002	2002-03	2002-03 Degrees
	Enrollment	Annual FTE	Bachelor
Communication	348	505	82
Composite Teaching	14	0	2
English Language and Literature	402	1,223	71
Foreign Languages and Literatures	107	383	36
Performing Arts: Music	164	244	13
Performing Arts: Theatre Arts/Dance	133	217	9
Visual Arts	252	315	28
Total	1,420	2,143	241

Faculty/Staff Statistics

The following table shows the number of full- and part-time faculty and staff:

Standard 2: Table XXVI. College of Arts & Humanities Faculty/Staff.

Department/Programs	Full-Time Faculty	Part-Time Faculty	Full-Time Staff	Part-Time Staff
Foreign Languages and Literatures	14	15	1	
English Language and Literature	40	52	2	1
Communication	18	11	1	3
English as a Second Language	4	2	1	1
Performing Arts: Dance, Music, Theatre	20	67	6	
Visual Arts	12	18	3	1

- Demonstrate the ability to communicate effectively orally, in writing, and visually
- Interpret texts and performances from cultures other than their own across time and place

Departments/Programs

- Communication
- English Language and Literature
- English as a Second Language (ESL)
- Foreign Languages and Literatures

Faculty Evaluation

The following table shows frequency, source of evidence and decision review of faculty by program. See Standard 4 for more specific information on faculty evaluation.

Standard 2: Table XXVII. College of Arts & Humanities Faculty Evaluation by Department

Faculty Status	How Often	Source of Evidence				Decision		
		Dean/ Chair	Peer	Student	Self	Improvement/ Development	Retain/ Release	Promotion /Tenure
Tenure								
Foreign Languages	Annual		X	X	X	X		X
English Language	Annual			X				
	2nd year	X				X		
	3rd year	X	X					X
	6th year	X	X			X	X	X
	Triennial	X			X			
Communication	Annual	X	X	X		X		
	Annual		X	X	X	X		
Performing Arts	Triennial	X						
Visual Arts	3rd & 6th years	X	X	X				X
Term								
English Language	End of Term				X			
Communication	End of Term	X						X
English as a Second Language	End of Term	X		X				
Visual Arts	End of Term	X		X				
Part-Time								
Foreign Languages	Each Semester	X		X		X		
English Language	Each Semester			X				
Communication	Each Semester	X		X				X
English as a Second Language	Each Semester	X		X				
Performing Arts	Annual	X		X	X	X		
Visual Arts	Annual	X		X				X

- Performing Arts (Dance, Music, Theater)
- Visual Arts

Centers

- Office of Cultural Affairs
- Utah Musical Theatre
- Weber Studies

Degrees Offered

- Bachelor of Arts or Bachelor of Science
 - Communication
 - English
 - Foreign Languages
 - Musical Theatre
 - Theatre Arts
 - Visual Arts
- Bachelor of Arts
 - Music
 - Dance

- Bachelor of Fine Arts
 - Visual Arts

- Bachelor of Music
 - Music Education
 - Music Performance
 - Music Pedagogy

- Teaching Majors
 - Communication
 - Dance
 - English
 - Foreign Languages (French, Spanish and German)
 - Music
 - Theatre Arts
 - Visual Arts

Interdisciplinary Studies

This college sponsors interdisciplinary minors in Latin American Studies and European

Advising

The College of Arts & Humanities has no full- or part-time advisors. Advising responsibilities are assigned to the faculty and staff. We provide multiple advising resources for students and advisors. The advising resources are described in the table below. Advising content is described in table XXIX on page 75. For more specific information on advising in each department, see the individual department self studies.

Standard 2: Table XXVIII. College of Arts and Humanities Advising Resources.

Department/Programs	FL	E	C	ESL	PA	VA
Student Support						
Department/Program Orientations	X			X	X	
Course Embedded Advising			X	X	X	X
Individual Advising (Faculty, Staff, Students)	X	X	X	X	X	X
Electronic Advising (Interactive Advising Web Page)				X	X	X
Advising Forms (Contracts, Worksheets, Handbooks)	X	X	X	X	X	X
Feedback solicited from students on advising effectiveness	X	X	X		X	X
Advisor Support						
Advisor Training Sessions	X	X	X		X	
Reassigned Time		X				
Access to Student Records through the Student Information System	X	X	X	X	X	X
Defined Advisor Responsibilities (Policies and Procedures)			X	X	X	

Studies. It also hosts *Weber Studies: Voices and Viewpoints of the Contemporary West*, published three times yearly (January, May, September) which boasts a nationally reputed editorial board. *Utah Musical Theatre*, a semi-professional company, stages performances in the summer months.

Budget

In addition to legislative appropriations, we are supported by endowments, externally funded grants and gifts, and course fees.

Standard 2: Table XXIX. College of Arts and Humanities Advising Content by Department.

	Chair/ Program Director	Faculty	Staff Advisor	Secretary	When
Major Declaration in (SIS) Student Information System	E, PA	E, PA	N/A	FL, E, C, PA VA	FL, C -Every semester E – when student declares PA – Anytime VA – As soon as possible
Program Planning					
A. Admissions Criteria to Restricted Enrollment Programs	ESL, PA, VA	FL, ESL, PA VA	N/A	FL, ESL	FL, PA -Every semester ESL – As needed VA – Upon completion of 30 hours
B. General Education and Other Degree Requirements	E, C, ESL, PA, VA	FL, E, C ESL, PA	N/A	FL, E ESL, VA	FL, C, PA - Every semester E, ESL, VA– Anytime through-out course of study
C. Major/Minor Program (Monitoring Progress, Degree Requirements, Transfer Credits, Course Selection, Electives, Internships, Practicums and Clinicals)	E, C, ESL, PA, VA	FL, E, C ESL, PA VA	N/A	FL, E ESL	FL, C - Every semester E, ESL, PA, VA – Continuously
Scholarships (Department and Programs)	E, C, PA	FL, E, C PA, VA		FL, E PA	FL, E – Yearly PA – Anytime VA – Spring semester
Referrals to University Resources and Services	E, C, ESL, PA, VA	FL, E, C ESL, PA	N/A	FL, E, C,PA,ESL, VA	FL, C - Every semester E, ESL, PA, VA – When appropriate
Employment Advising (Interviewing, Credentialing, Licensure, Graduate and Professional Schools, Career Paths)	C,ESL PA	FL, C, ESL, PA VA	N/A	ESL	FL, C, ESL, PA, VA – As appropriate
Graduation Clearance in the Student Information System (SIS)	E, C PA, VA	C	N/A	FL,C VA	FL - Every semester E, C, PA,VA – Term of graduation

Key:

FL – Foreign Languages and Literatures
E – English Language and Literature
C – Communication

ESL – English as a Second Language
PA – Performing Arts
VA – Visual Arts

N/A – Not Applicable

The information that follows describes the departments and programs within the College of Arts & Humanities.

Communication

I. Purpose/Description

Mission

Our mission is to provide students with a strong liberal arts education and the knowledge and communication skills necessary for successful careers, graduate study, and lifelong learning.

We sponsor the student newspaper, student radio station, student television news, and the debate team.

Goals/Objectives

We set goals each year. For example, in 2002, our goals included:

- **Communication competency** – ability to read, write, speak, listen, and use these processes to acquire, develop, and convey ideas, information, and feelings.
- **Research and critical thinking** – ability to effectively gather information, research, and analyze issues from a variety of perspectives.
- **Relational competency** – ability to facilitate interpersonal and group interactions successfully.
- **Adaptive competency** – ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers and to do so in rhetorically sensitive ways.

Student Learning Outcomes Assessment and Planning

- **Outcomes Results:** We assess both cognitive (including knowledge of history, theories and principles, and ethical systems) and behavioral (including research and critical thinking skills and communication, relational, and adaptive competence) objectives. During the academic years 2000-02, we focused our efforts on communication competence, the ability to read, write, speak, listen, and use processes to acquire, develop, and convey ideas.
- **Changes Based on Outcomes Results** included articulating a department mission statement and student learning objectives, changes in department curriculum, and continuing discussions of effective teaching strategies and program and course content.

Specialized Facilities/Equipment

We oversee the student radio station, newspaper, and television news program and all the supporting facilities and equipment.

II. Significant Changes Since 1994

Significant changes include:

- Provided more stringent oversight to extra-curricular activities
- Hired a number of new faculty
- Completed mission statement and objectives

III. Strengths and Challenges

Strengths include:

- Faculty with a commitment to teaching excellence
- Strong emphasis on students

Challenges include:

- Advising a large number of students
- Continuing to operate with a limited budget

IV. Next Steps/ Action Items

- Increase department presence at WSU Davis
- Continue assessment processes
- Assess and implement significant curriculum changes

English Language and Literature

I. Purpose/Description

Mission

Our mission is to prepare students to become skilled readers, writers, and critical thinkers through the study of diverse and traditional literature and language. Additionally, we serve the WSU community by providing all students with writing experiences, techniques and skills which will serve as a foundation for subsequent academic and career endeavors. We also provide intensive English language courses for students in the process of acquiring English as a second or additional language.

Goals/Objectives

We set goals each year. For example, in 2002, our goals included creating students who:

- Have acquaintance with various facets of both the traditional and the emerging literary canons
- Understand the basic nature of the language

- Write competently
- Have command of effective research skills
- Have command of effective oral skills
- Know methods and theories for teaching literature and writing

Student Learning Outcomes Assessment and Planning

- **Outcomes Results:** We assess all English majors and minors for a range of student learning outcomes including understanding of basic nature of language, its structure and uses; familiarity with a range of critical approaches and their applications to literary study; ability to write competently and confidently in a range of rhetorical and expressive genres; command of effective research skills, in both print and non-print sources; command of effective oral and presentation skills; historical knowledge of selected literary periods. We further assess English majors and those with a Technical Writing Emphasis. We used exit interviews and focus groups to conduct these assessments.
- **Changes Based on Outcomes Results** included adding a requirement for a World Literature course; developing a new English major with Creative Writing Emphasis; initiating an annual social to provide an opportunity for prospective and current students and faculty to meet casually together; and revising the forms for student course evaluations.

II. Significant Changes Since 1994

Significant changes include:

- Developed a monthly department newsletter
- Expanded English Department Writing Contest

- Initiated Faculty-Student Creative Writing Reading Series
- Developed an English Club

III. Strengths and Challenges

Strengths include:

- Faculty who serve as leaders in state and regional professional organizations
- Strong commitment to ongoing assessment process
- Wide visibility of specialized programs

Challenges include:

- Involving all faculty in assessment
- Developing a formal advisement program for summer
- Bringing more quality to part-time faculty evaluations

IV. Next Steps/ Action Items

- Address part-time faculty issues including securing funding for training
- Persuade prospective and declared majors and minors to seek early advisement
- Conduct a second series of focus groups to examine teaching preparation programs

English as a Second Language

I. Purpose/Description

Mission

Our mission is to provide intensive English language courses for students in the process of acquiring English as a second or additional language. The program consists of five levels of instruction (two levels per semester), using an integrated-skills, content-based approach.

The ESL program is housed within the English Department.

Goals/Objectives

We set goals each year. For example, in 2002, our goals included:

- Prepare non-native English speaking students to read, write, and communicate effectively and efficiently for mainstream academic courses where English is the language of instruction
- Familiarize international students with the American culture, the cross-cultural dynamics of the American classroom, and the academic atmosphere of studying at an American university.

Student Learning Outcomes Assessment and Planning

- **Outcomes Results:** We developed a plan to assess how well ESL students are prepared for successfully integrating into the academic mainstream of general education courses. The following six student outcomes were addressed in the program assessment process: 1) general education classroom-lecture listening skills, 2) reading and comprehending college textbooks, 3) college-level writing, 4) ability to ask and answer questions in an academic setting, 5) classroom participation skills, and 6) developed an understanding of college-level study habit and ethics. We used four approaches to collect data: two writing assessment instruments, an ESL Program Survey, and a statistical review.
- **Changes Based on Outcomes Results** included focusing on integrated skills and content-based coursework, developing a scheduling system so students could complete two language-ability levels each semester, and adding transitional coursework and experiences for beginning students.

II. Significant Changes Since 1994

Significant changes include:

- Increased contacts with other countries and institutions
- Increased communication about our program to US-based ESL students
- Develop new ESL/Bilingual Endorsement Program for teachers

III. Strengths and Challenges

Strengths include:

- Comprehensive assessment system
- Committed professionals
- ESL Merit Award scholarship, created by one of our faculty members.

Challenges include:

- Funding a Language Learning Center
- Financing for ongoing recruitment
- Providing opportunities for upward mobility in terms of salary, rank, and other university roles

IV. Next Steps/ Action Items

- Choose next student learning outcomes to assess
 - Continue implementing and assessing transitional courses
 - Promote ESL Merit Award
 - Consider substantive and creative ways to increase morale and upward mobility of faculty and staff
-

Foreign Languages and Literatures

I. Purpose/Description

Mission

Our mission is to offer courses in language, literature, and culture that enable students to complete diverse institutional requirements and to function effectively in a foreign language. We develop their understanding and appreciation of humanistic ideals and values, and they become knowledgeable about their own language and culture and are able to make informed cultural comparisons. We create paths to careers in a global economy by enabling connections with a variety of professions and employment opportunities in teaching, education, business, performing arts, communication, and other fields.

Goals/Objectives

We set goals each year. For example, in 2002, our goals included:

- Prepare students to function effectively in a foreign language
- Prepare students to make informed cultural comparisons
- Enable students to attain high levels of foreign language ability and cultural knowledge
- Create paths to careers

Student Learning Outcomes Assessment and Planning:

- **Outcomes Results:** We developed student learning outcomes including speaking and listening proficiency, demonstrating command of grammar, and understanding popular and literary texts. We assessed these outcomes using a senior assessment course, oral exams, and a portfolio of written work.

- **Changes Based on Outcomes Results** included dividing the core sequence of required courses.

II. Significant Changes Since 1994

Significant changes include:

- Hired new faculty who help us align with our new goals
- Added minors or courses in Japanese, Latin and Classics, and European and Latin American Studies
- Formed alliances with local school districts

III. Strengths and Challenges

Strengths include:

- Strong assessment tool (ForLang 4990)
- Collaborative, cooperative faculty members
- Foreign language clubs and honor societies, Study Abroad, and interdisciplinary courses.



"The soul takes nothing with her to the other world but her education and culture."

— Plato

Challenges include:

- Deriving reliable ratings from portfolios
- Instituting reliable, comprehensive advising
- Mentoring and evaluating part-time faculty

IV. Next Steps/ Action Items

- Enhance foreign language classroom technology

- Expand existing classroom space
- Create more scholarships for foreign language majors
- Increase funding and professional development opportunities for faculty
- Meet National Council for Accreditation for Teacher Education standards
- Develop foreign language presence at WSU Davis
- Develop foreign language resource center

Performing Arts (Dance, Music, Theater)

I. Purpose/Description

Mission

The mission of the department is a dual role within the university and college providing both academic instruction and high-level cultural performances. This department provides an education in a variety of vocations and professions. The department provides an opportunity for students across all disciplines to participate in the various performing mediums which present cultural performances.

Goals/Objectives

We set goals each year. For example, in 2002, our goals included:

- To develop aesthetically aware and artistically discriminating citizens
- To provide opportunities for all students to participate in creative, artistic experiences and to encourage community members to participate in the performing arts

- To develop artistic competence and sensitivity
- To provide for career development in the arts through the preparation of teachers, performing artists, scholars, and technical specialists
- To expose students and community to classic and contemporary works in all genres of the performing arts and to provide the finest possible performances in the arts

Student Learning Outcomes Assessment and Planning

- **Outcomes Results:** We developed a wide variety of student learning outcomes based on the student's area of performance, including specialized outcomes for dance, music, music education, pedagogy, performance, theatre, theatre education, and musical theatre.
- **Changes Based on Outcomes Results** included moving dance programs into a regular performance rotation, changing proficiency exam processes, implementing a dance major, and restructuring the music major program.

Specialized Facilities/Equipment

We maintain three dance studios, a black box theater, two proscenium arch theaters, two small recital venues, electronic keyboard lab, specialized computer stations and software programs, scene shop, costume studio, and various other facilities and equipment specialized to the performing arts.

II. Significant Changes Since 1994

Significant changes include:

- Implemented dedicated computer lab for all areas of the department

- Hired full-time costume shop manager
- Strengthened academic advising
- Instituted audition process for music students
- Completed \$21 million renovation of the Browning Center adding several new facilities'
- Added Dance for Camera course

III. Strengths and Challenges

Strengths include:

- Strong assessment program
- Highly qualified and hard-working full-time faculty and staff
- All performing arts areas offer performances on a regular basis, often taking performances into the local community and schools.

Challenges include:

- Finding qualified part-time instructors
- Stabilizing base funding for curricular programming of performance series
- Funding curricular programming with soft money, affecting a stable funding base from year to year.

IV. Next Steps/ Action Items

- Revise all programs based on student learning outcomes
- Change faculty evaluation procedures
- Replace and upgrade critical equipment and facilities

Visual Arts

I. Purpose/Description

Mission

Art is the universal language through which we express our common aspirations and experiences. As such, it has always provided a means to understand and appreciate human diversity. In contemporary society the use of visual media has expanded rapidly. Studies indicate that children who experience the visual arts are more successful in their other studies. Attendance at art museums is at an all-time high. The Department of Visual Arts is committed to preparing students to experience, understand, and contribute to our visual world by providing both a solid foundation in visual studies and professional preparation in visual arts disciplines.

Goals/Objectives

We set goals each year. For example, in 2002, our goals included:

- To orient students to the visual environment through studies in visual perception, media/technique, and creative process
- To prepare students for a challenging and rapidly changing world through studio and art history courses with a global perspective
- To address the diverse academic and professionalization needs of visual arts majors and minors by offering a curriculum that reflects our contemporary disciplines and is supported by state-of-the-art studio facilities.
- To provide learning opportunities for non-art majors by offering art courses that satisfy general education requirements.

Student Learning Outcomes Assessment and Planning:

- **Outcomes Results:** In 1999, we began tracking data for use in measuring the abilities of student applicants for the Bachelor of Fine Arts Degree over several years. Applications are taken only after students complete the 30-credit-hour foundation studies requirement. Faculty evaluations of applicants address four performance categories: form, concept, technical, and writing. Average scores plotted over several semesters will reveal a historical line of strengths and weaknesses and point to areas that need attention. The data will eventually allow comparisons between transfer students and those who are prepared in our own foundation curriculum which may, in turn, affect our course transfer policies.
- **Changes Based on Outcomes Results.** Assessment samples are just now becoming large enough to yield reliable results. The first compilation and interpretation of data will occur during the late spring of 2004.

Specialized Facilities/Equipment

We maintain a wide variety of specialized facilities and equipment that facilitate our work in photography, digital media, sculpture, printmaking, and weaving. We also use the Mary Elizabeth Dee Shaw Gallery to host exhibitions.

II. Significant Changes Since 1994

Significant changes include:

- Built the new Ethel Wattis Kimball Visual Arts Center, a \$15 million renovation that enabled us to locate all visual arts programs in one facility
- Implemented a portfolio review
- Created an advisement website
- Reduced BS/BA requirements to further distinguish from BFA

III. Strengths and Challenges

Strengths include:

- Highly qualified faculty and staff
- Continuous program refinement
- Visual arts outreach program for fourth-grade students
- Strong Student Art Guild

- Increase full-time faculty positions
- Improve wages and better integrate part-time faculty to departmental operations
- Investigate possibilities of a graduate program and an art history major

Challenges include:

- Acquiring consistent funding for exhibitions and visiting artists programs
- Developing effective assessment process
- Hiring sufficient faculty to handle growth in all programs

IV. Next Steps/ Action Items

- Increase support for operating expenses and capital equipment
- Increase support for exhibitions and visiting artists programs
- Plan for high school recruitment

Centers

The following table shows the centers associated with this college and their missions:

Standard 2: Table XXX. College of Arts and Humanities Centers.

Center	Mission
Office of Cultural Affairs	Our mission is to establish and maintain the role of WSU as a regional cultural center to enrich the cultural life and performing arts education of the Northern Wasatch front through public performances and educational residencies of artistic excellence in a diverse range of disciplines.
Utah Musical Theatre	Our mission is that of a professionally based, educationally founded and community supported stock theatre serving the artistic and cultural needs of Northern Utah.
Weber Studies	Our mission is to provide a tri-quarterly interdisciplinary journal targeting an educated audience with broad interests, particularly those interested in the culture and environment of the contemporary WEST.