University of Arkansas at Monticello
School of Social and Behavioral Sciences
Academic Year: 2020- 2021

What are the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? (Insert strategic plan, goals and KPIs below)

Major Programs of Study

There are five major programs of study within the School of Social and Behavioral Sciences. Two culminate in a Bachelor of Arts degree:
•   History
•   Political Science

Two culminate in a Bachelor of Science Degree:
•   Criminal Justice/Associate of Arts
•   Psychology

One culminates in a Bachelor of Social Work Degree:
•   Social Work (Accredited Professional Degree)

The School of Social and Behavioral Sciences offers minors in each of these disciplines, as well as in human services and sociology. The School further provides coursework in anthropology and geography.

Vision

The SSBS will be recognized as a model regional School providing students with excellent instruction and opportunity both in and out of the classroom. The quality of our programs will match any in the region with retention and graduation rates that meet or exceed its peer institutions.

Mission

The mission of the School of Social and Behavioral Sciences is to develop competent professionals, leaders, and socially responsible graduates who can effectively interact with diverse populations, function in multi-disciplinary and technologically advanced work environments in their chosen occupations and professions, and serve the citizens of the state, the nation, and the global community.

School SLOs.

A student who graduates with a Bachelor of Science in Criminal Justice or Psychology, a Bachelor of Arts in History or Political Science, or a Bachelor of Social Work from the School of Social and Behavioral Sciences (SSBS) will develop the following skills:

(1) **Research**: The student will develop comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.

(2) **Critical Thinking**: The student will be able to use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.

(3) **Grounded Knowledge**: The student will develop an understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

(4) **Presentation Skills**: The student will gain the ability to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.

(5) **Self-Awareness**: The student will develop a self and the world by examining the content and processes used in social and behavioral sciences.

(6) **Sociocultural Awareness**: The student will develop an understanding of, and respect for sociocultural diversity, cultural institutions, processes, and structures.

(7) **Preparedness for the Workforce**: The student will have the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

(8) **Career Planning**: The student will hold realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

University of Arkansas at Monticello
School of Social and Behavioral Sciences
Strategic Plan 2020

The School of Social and Behavioral Sciences (SSBS) Strategic Plan identifies areas critical to the School of Social and Behavioral Sciences' Student Learning Outcomes (SLOs), as well as the goals of the University of Arkansas at Monticello (UAM) Strategic Plan. Strategic areas of emphasis, along with Key Performance Indicators (KPIs). Alignments for the UAM Strategic Plan identify the subcategory in each of the following areas of emphasis:

1. Student Success
2. Enrollment and Retention Gains

The SSBS Strategic Plan continues to focus on teaching, advising, retention, graduation, and other student-centered issues crucial to student success. In future iterations, the SSBS Strategic Plan should develop additional emphasis on other aspects of the SSBS mission, including faculty research and service.

Student Success: Meeting the academic and training needs of our students.

Continuing Goal: Ensuring that all programs are currently meeting best practices in their field as defined by relevant professional organizations and societies. This includes the use of diverse pedagogical methods, incorporating the latest scholarship based information, and adequately preparing students for future career opportunities in their fields.

Action: The faculty from each SSBS major will undertake an evaluation of their curriculum to determine that it is meeting best practices in the field. Each major will provide a report to dean outlining problems, suggestions, or concerns shortly after spring break. The dean will meet with the majors to address the issues and determine corrective action. The effectiveness of the evaluation process and responses will be tracked by SSBS assessments developed by the faculty. Each year the dean will provide a detailed report describing all changes since 2019 and a review of their effectiveness. The School will use that information to make changes the following year.

KPI 1: Each major will provide the dean with an evaluation report.

Continuing Goal: Assessment of student performance.

Action: More diverse and frequent assessment of student performance, including both subjective and objective methods.

KPI: All classes will have graded assignments by the third week of class and at least 40 % of all evaluation completed by midterm.

Continuing Goal: Experiential Learning: Internships, Service Learning, and Field Studies.

Action: SSBS will continue to enhance student development and success through experiential and service learning.

KPI: 50% of all majors in research-oriented classes will present their research papers at an off campus conference. Each major will have at least one course that entails a significant community service or field trip component.

New Goal: SSBS will ensure that all classroom materials are of the highest quality and meet the educational needs of our students.

Action: Each major will exam all classroom materials to determine their quality of information and presentation.

KPI: Faculty by major will verify that all material, especially OER materials, are of sound educational quality and provide reliable and meaningful information.

Alignments: SSBS—1 (Research), 2 (Critical Thinking), 3 (Grounded Knowledge), 4 (Presentation Skills), 6 (Preparedness for Workforce); UAM—1 (Communication), 2 (Critical Thinking),3 (Teamwork)

Retention and Enrollment

Continuing Goal: Improve retention by offering field study opportunities that allow students to experience the world outside of southeastern Arkansas—both in the United States as well as abroad.

Action: Develop local, regional, as well as national and international trips.

KPI: Each major will have at least one local/regional trip every two years. The School will have at least one national/international trip every two years.

Continuing Goal: Advising is a crucial component of student success as it assures that students are making appropriate progress through their degree plans towards graduation.

Action: Students will enroll in 15 hours a semester and progress appropriately.

KPI: We will see a 5% increase in semester-semester retention resulting in an eventual graduate rate of 40% within six years.

Action: The dean will be responsible for tracking each advisor's adherence to our procedures. This will include, students registered in appropriate level courses, 15 semester hour enrollment, and are progressing appropriately.

New Goal: Increase enrollment and the number of students in each major.

Action: The faculty will actively recruit from regional schools. This will include the participation of the School's clubs and honor societies. We will develop a social media presence for all majors.

KPI: Each major will see a 10% increase in SSCHs and in majors.

Alignments: SSBS—2 (Critical Thinking) and 7 (Career Planning); UAM—1 (Global Learning).

Table 1. Assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Action/KPI	Assessment of Progress	Implications for Future Planning/Change
KPI: SSBS faculty member will hold meetings to discuss their innovative pedagogical techniques and facilitate a teaching discussion on how to best support student success. SSBS will commit itself to holding one pedagogical workshop per semester. These seminars may eventually grow to cover faculty research as well as pedagogy.	The faculty for each major met several times to discuss issues and each major agreed to certain changes. Issues surrounding related to COVID hindered our efforts. Meetings did not take place during regularly scheduled faculty meetings.	This effort must be among our top priority once the issues related to COVID are resolved.
KPI: SSBS programs will evaluate the feasibility and implementation of OERs for their courses; such evaluation will distinguish between lower and upper division and account for the specific pedagogical needs of specific courses while	The faculty dramatically increased the use of OER materials in class. Most classes now use some OER materials.	Formal evaluation needs to be a priority.

recognizing OERs may not be practical for every course.

KPI: Over the course of the next three years, SSBS will develop and institute a method to track the number, nature, and significance of writing assignments in the curriculum with the goal of increasing the effective use of writing in all courses. The committee will also examine and create best practices in the use of these areas. | A review of the effectiveness of OER was not completed.

Writing assignments did increase dramatically. However, there was no formal assessment. | We will need to have a systematic assessment plan across all the disciplines. |
| KPI: Each SSBS program will develop a brief statement as to what defines research within the discipline. These statements should include not only what types of projects are acceptable, but how such projects are to be distinguished from traditional academic classwork like term papers (in terms of analytical components or how applied knowledge can be applied in the field).

KPI: Each SSBS program should identify and report on potential avenues for joint faculty/student research projects. There will be some collaboration in all majors within the next two years. | This process was limited due to COVID.

Each major had students involved in research with faculty members. Unfortunately, few students were able to present at a conference due to COVID.

Currently five faculty members engage in collaborative faculty-student research. | The formalizing of protocols and guidelines for student research continues to be at the individual faculty-student level. A school-wide set of rules and procedures needs to be developed. |

KPI: Each major will develop guidelines for independent study courses as a part of undergraduate research including types of topics and projects suitable for undergraduate research, methods of evaluating student work, and best practices for independent work within the discipline.	No formal guidelines were developed.	Research and independent study policies must be defined. Independent studies must be meaningful and viable. Independent study must offer new opportunities to the students. Guidelines defining what constitutes an independent study need to be developed. As well as guidelines for assessing the quality of student work.

Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	*Research:* The student will demonstrate comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.	This will enhance scholarly activity and provide opportunities for the development of communication skills. Moreover, these opportunities will provide experience critical to career development and becoming a strong consumer of information.	This SLO provides training in Research, Critical Thinking, Grounded Knowledge, Presentation Skills, and Preparedness for Work, and in the development and viability of academic programs.
	Presentation Skills: The student will be able to evaluate and manage information for	This SLO is related to the preparing of students to succeed in the technological	This relates to curriculum development as well as pedagogical innovation as

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers. *Sociocultural Awareness:* The student will demonstrate an understanding of social-cultural diversity, as well as, respect for sociocultural diversity, cultural institutions, processes, and structures.	world. Moreover, this represents a dramatic change in the curriculum and in the presentation of information. The use of technology will help student success in that students are more accustomed to receiving information via technology. Moreover, reliable access information will be important to student success. This reflects the need to be able to work in a diverse environment and to be an educated and productive member of society. It also represents the realization that diversity is the reality of our society, and one needs to be able to understand and appreciate diversity.	faculty find new modalities of instruction. Social sciences are about diversity (Global Learning). One cannot succeed in the field without an understanding and appreciation of diversity.
Critical Thinking: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative	*Critical Thinking:* The student will demonstrate critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments,	This will allow the students to be productive members of the community by increasing their ability to be smart consumers of information. They will have	This SLO is critical to virtually all aspects of the School and University's mission. The ability to critically consume

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
strategies, and in solving problems.	assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge. *Career Planning:* The student will demonstrate realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.	the tools needed to understand information and to incorporate that information into their daily lives, community activities, and plans. This will improve the quality of life in their communities. They will also be better equipped to develop integrated social interactions and provide an employment pool for the modern economy. Being well prepared for further training or employment is a key component of any institution's Goals and objectives.	information is a key component of one's ability to be an entrepreneur, to be creative, to understand social issues, and to be a productive member of society. This will allow the graduates to be productive citizens and have reasonable opportunities to advance.
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	*Grounded Knowledge:* The student will demonstrate a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences. *Sociocultural Awareness:* The student will demonstrate an understanding of social-cultural diversity, as well as respect for	This reflects the need to be able to work in a diverse environment and to be an educated and productive member of society. It also represents the realization that diversity is the reality of our society, and one needs to be able to understand and appreciate diversity.	Social sciences are about diversity. One cannot succeed in the field without an understanding and appreciation of diversity.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	sociocultural diversity, cultural institutions, processes, and structures.		
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	*Preparedness for the Workforce:* The student will demonstrate a preparedness to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies. .	The goal of any program is to prepare its graduates for the workplace. Virtually all our goals require the ability to work with others.	Having competent graduates is the cornerstone of accomplishments,

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements.

 In the School of Social and Behavioral Sciences, curricular evaluation has been at the classroom level. The faculty evaluates students by employing instructor made tests, standardized tests, research papers, short theme papers, projects, class presentations, and projects. Additional evaluation examines student performance at regional, national, and international professional meetings. SLO assessment is based upon criteria set forth on a course-by-course basis by the instructor. Faculty members from each major meet annually to discuss standards and appropriate academic rigor.

 This does not mean, however, that consistency is not important throughout the School. Faculty members are required to create comprehensive syllabi for each course to ensure that each professor is adhering to the standards set forth for the SSBS. Each syllabus

is reviewed by the SSBS dean to ensure that they include the information needed by students to complete the course, including specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines. Faculty members meet by discipline each spring to plan the next years' courses and to review the curriculum and suggest changes. The dean is responsible for reviewing all student questions and concerns. The dean further evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments. The dean and the faculty then initiate the proper changes.

This year our discussion indicated:

1. The demand for face-to-face world history has continued to drop, whereas demand for online world history continues to grow. We have added a section of both world history courses to the spring schedule. At the same time, the demand for online Arkansas history has continued to grow. We therefore added a second online section of Arkansas history. There is a growing concern that students do not fare well in the online history courses. Therefore, we are hesitant to increase the number of online sections. We are examining how we can make the face-to-face sections more appealing to students.

2. This year we stressed the importance of multiple student assessments for each class. We also required that classes evenly distribute assessments across the semester. We were relatively successful, although some courses remained weighted more heavily toward the end of the semester, especially in online courses. We are working to remedy that issue.

3. There continued to be complaints that students were not receiving feedback in a timely or effective manner for some courses. This is isolated to a very few faculty members.

4. Efforts to develop a more structured assessment have generally been unsatisfactory. As a result, all majors have moved to a capstone course model. Social Work was the lone exception as they have specific accreditation measures. Criminal justice developed a capstone senior level course. Psychology developed a two- semester research methods sequence. The second semester serves as the capstone course. This was the third year the two-course requirement was in place. History and political science are currently looking at how they will proceed with capstone courses. This year 72% of the CJ capstone students succeeded in the class, a slight improvement over last year. Psychology students fared better with a 90% pass rate. Non-attendance and failure to complete assignments were the dominant cause of students not to succeed in both classes. The criminal justice course was also very small which exaggerated the low score.

Additional procedures help to ensure students have the best possible tools for success and a quality education. These include:

- Criminal justice, history, and social work are required to take PSCI 2213, American National Government and complete their general education history prior to advancing toward major courses.
- Political science majors are required to take HIST 2213 American History I or HIST 2223 American History II.
- Criminal justice and social work majors are required to take PSY 1013 Introduction to Psychology.

- Social work majors are further required to have taken SOC 2213 introduction to Sociology, CIS 2223 Micro Computer Applications, and have completed their general education English requirements prior to admission into the program.

Each of the above courses appear to provide a strong foundation in areas important to the respective majors as supported by earlier data. For example, criminal justice and social work majors who fail to receive at least a "C" in introduction to psychology have a single digit graduation rate. We are examining ways in which to remediate students who do poorly in the key prerequisite courses. In most cases we find poor reading and writing skills to be the dominate problems. We have initiated writing across the curriculum initiative. All classes are to have some writing exercises.

A student's research, writing, and critical thinking capabilities come with experience. The successful completion of writing assignments, learning how to use references, and report analytical research is critical to success. As stated earlier, each major requires its students to complete a research methods class. In these classes' students develop the ability to write coherently and concisely, as well as develop their ability to interpret statistical reports encounter in the workplace, are critical. Each of the pre-requisite courses listed below tend to be strong predictors of student success:

- History majors are required to take HIST 3513 Historiography and Historical Methods at the junior level to prepare them for the writing assignments required in the upper-division seminars offered in the history department.
- Social work students are likewise required to take SWK 3243 Methods of Social Work Research I and SWK 3343 Methods of Social Work Research II during their junior year. The former focuses on statistical analytical procedures and the latter on writing research papers underpinned by statistical evidence.
- Criminal justice, social work, and political science majors take cross-listed courses in statistics and research methods for the social sciences at the sophomore level since both majors are writing-intensive. The completion and presentation of research methods papers both in class and at conferences demonstrates student mastery of these skills.
- Psychology majors are required to take PSY 2203 Statistical Methods and a two-semester sequence of research methods courses. The first course provides students with a foundation in the theoretical and computational elements of elementary statistics. The latter course provides the skills needed to conduct and analyze experiments grounded in the scientific method.
- All majors require ENGL 1013 Composition I as a pre or co-requisite.

The changes appear to be successful based upon comments from our graduates who attended graduate school and our discussions with faculty from other universities. These discussions indicated that our graduates believe that they prepared for empirical courses in graduate school. Eleven UAM graduates who were currently in graduate school or recently received a post-graduate degree unanimously agreed that they were better prepared for the quantitative courses than most of their peers.

Both Social work and psychology conduct additional assessments through the activities of their students in the practicum courses. Social work is far more formal as the Field Practicum Student Evaluation is one of the required competency assessment measures by the Council on Social Work Education (CSWE). Each student and his/her field instructor in consultation with and approval by the Field Director develop specific activities or observable behaviors the student will perform or exhibit. The evaluation determines how well the student fulfills his/her learning contract. The actual measure is a based upon a Likert scale ranging from 1-5. There are four (4) total evaluation times. Students must receive an average score of four (4) across the measures. The use of four measures allows the Director to track the student's performance and take steps to intervene should the benchmark not be met, or the student is weak in a particular area. This year all seven students received grades of "A."

Psychology offers a two-semester practicum during the student's senior year as part of the Human Services Minor. This is the primary minor for psychology majors. Most psychology students take courses related to the minor as electives. Approximately 40% of all psychology majors take at least one practicum. Psychology employs a modified version of the social work evaluation form. This is down substantially from past years. Dr. Turner is looking to rework the practicum course.

Both the social work and psychology practicums have been valuable in preparing our students for employment in the fields or for graduate school. Students often comment about how much the work experience benefits them. Moreover, the State of Arkansas counts the psychology practicum as one year's work experience if conducted at a State operated facility or by a State approved agency. Graduate programs also place value on field experience when looking at graduate school candidates. Four students graduating this year received fulltime employment as a direct result of their practicum.

Social work has a second CSWE required assessment employing an integrated paper. This 20–30-page paper must follow an extensive twenty page standardize rubric (see School Home Page). The paper requires the students to integrate their Social Work knowledge, values, and skills and apply it to Social Work practice in their agency context. The paper must demonstrate knowledge in a variety of areas as well as the student's personal reflections about their learning experience. The standardized rubric serves to guide the assessment of student's learning experience. Scores can range from 0 – 100. The student must score an 85 or above. This year all students received a score of 85 or higher. This result, along with the results from the psychology practicum clearly indicates that the students were well prepared for professional activities and performed well.

Albeit subjective, the students' report their learning experiences provide additional information. The dean carefully examines the responses to look for patterns that might indicate at least a perception that the students feel they are not being served by that class. Where warranted, additional peer classroom visitations are scheduled. The primary problem is the ***extremely*** low response rate. No class had more than 25% of the students respond.

The public and stakeholders are informed of the SSBS SLOs via the following sources:

- The School of Social and Behavioral Sciences website.
- Informational handouts available to students from the SSBS office including:
- A listing of student SLOs is on the handout outlining the majors and minors found in the SSBS.
- Department informational 'fact sheets' outlining the requirements for and expected SLOs from the various departments found in the SSBS.
- The SLOs are listed on the School's webpage under Tips for Success.
- Upon entering the SSBS, students are advised of the expected learning outcomes by their faculty advisors and/or by the dean during their initial registration and during subsequent preregistration cycles.
- The SLOs are presented to the Social Work Advisory Board and IV-E Stakeholders Advisory Board during their first meetings each year.
- Each syllabus includes course objectives based upon the SLOs - Social Work Field Practicum Handbook. This handbook is required reading for all social work field practicum students and explains the social work field practicum portion of the B.S.W. degree program

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors

UNDERGRADUATE PROGRAM MAJOR:					
Classification CJ	**Fall 2018**	**Fall 2019**	**Fall 2020**	**3-Year Total & Average**	**10-Year Average**
Freshman	24	20	19	63 – 21.0	36.6
Sophomore	21	11	9	41 - 13.7	16.3
Junior	14	14	8	36 - 12.0	13.4
Senior	22	12	15	49 - 16.3	19.6
Post Bach					
Total	81	57	51	189 – 63.0	92.5

UNDERGRADUATE PROGRAM MAJOR:					
Classification HIST	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Average
Freshman	4	5	3	12 – 4.0	7.0
Sophomore	5	1	3	9 – 3.0	5.7
Junior	4	6	3	13 – 4.3	5.3
Senior	7	2	5	14 – 4.7	5.4
Post Bach					
Total	20	14	14	48- 16.0	23.6
Classification PSCI	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	5	8	4	17 – 5.7	6.1
Sophomore	9	9	6	24 - 8.0	5.9
Junior	4	10	8	22 - 7.3	5.6
Senior	3	5	6	14 – 4.7	3.3
Post Bach					
Total	21	32	24	87 – 29.0	18.7
Classification PSY	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	18	14	16	48 – 16.0	27.7
Sophomore	16	12	9	37 - 12.3	13.5
Junior	16	19	18	53 - 17.7	16.8
Senior	14	15	15	44 - 13.7	15.2
Post Bach					
Total	64	60	58	182 - 60.6	73.2

Classification SWK	Fall 2017	Fall 2018	Fall 2019	3 Year Total and Average	10 Year Average
Freshman	18	21	16	55 - 18.3	20.7
Sophomore	11	15	17	43 – 14.3	12.7
Junior	4	17	17	38 - 12.7	14.7
Senior	6	5	9	20 - 6.7	14.4
Total	39	58	59	156 – 52.0	62.5

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

Strengths
- Social work continues to grow and all indications are that its numbers will increase in the fall of 2020.
- Psychology remained stable and should experience a substantial increase in majors in the fall 2020 semester.
- Energetic and young faculty. Faculty members have won several awards and have served in leadership positions on campus committees. SSBS faculty members hold key position in several state, national, and international programs. They have also added to UAMs reputation through recognition of their work by national organizations and awards (see faculty achievement).
- Successful and active student organizations. These include Honor Societies who have received national awards.
- Faculty is committed to student success.
- Strong teaching faculty.
- Strong student research and service components for all majors.
- Good student faculty interactions.
- The faculty is open to making changes. The faculty is also continuously reviewing information to help in making the needed changes. A very data driven group.

Weaknesses
- Criminal justice and history have seen substantial declines in majors. History is more problematic as traditional career options have declined. We will need to change our message on the career opportunities now available.
- We have had some issues with the quality of online courses. We are reviewing when such courses are educationally viable, making certain they are of good quality, and a means of evaluating these courses.
- While most faculty are using innovated methods of instruction, others are somewhat lacking in this area. We are working with these individuals to strengthen their efforts.

Opportunities for Growth
- We have made several changes to our offerings based upon the available data and the observations of the faculty. Improved advising will help students reach their educational markers and increase retention.
- Criminal justice is our biggest growth potential with the Associates of Arts degree. Social work and psychology should also continue to see big increases in numbers. This will provide strongly needed resources for the area.
- We are examining the causes of our enrollment declines. This affords us the opportunity to rebuild and grow our School. This includes setting up rotations of classes in all majors that would allow students to complete their degrees online.

Threats to Effectiveness
- The University's financial problems are major threats. This along with COVID issues will be a major challenge. The lack of salary increases, increases in health insurance, and mandatory contributions to retirement have reduced take-home pay. Moreover, summer salaries are limited due to low enrollment. All of this becomes a *de facto* pay cut.
- Possible threats to faculty development are due to COVID and financial considerations. Many of our successes have come from the ability of faculty and students to travel and attend conferences.
- Declining enrollment. Aggressive recruitment by other institutions and expansion of their offerings are hurting our enrollment. We are working to communicate the value of our degrees and student successes in our majors.

Progression/Retention Data

Table 4a: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)
NOTE: (*Graduated outside of major refers to AA degree*)

Major: CJ	**Number**	**Percentage**
Number of majors classified as juniors (60-89 hours) in fall 2017	**17**	
Number and percentage graduated in that major during 18-19 academic year	13	76.5

Major: CJ	Number	Percentage
Number and percentage that graduated in that major during 19-20 academic year	3	17.6

Major: HIST	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	**8**	
Number and percentage graduated in that major during 18-19 academic year	5	62.5
Number and percentage that graduated in that major during 19-20 academic year	2	25.0

Major: PSCI	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	**7**	
Number and percentage graduated in that major during 18-19 academic year	4	57.2
Number and percentage that graduated in that major during 19-20 academic year	2	28.6

Major: PSY	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	**13**	
Number and percentage graduated in that major during 18-19 academic year	10	77.9
Number and percentage that graduated in that major during 19-20 academic year	2	23.77

Major: SWK	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	**4**	
Number and percentage graduated in that major during 18-19 academic year	1	25
Number and percentage that graduated in that major during 19-20 academic year	3	75

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

Strengths:
- 93% of the students who obtained junior status graduated, most on time.
- We are improving our on-time graduation.
- Total credit hours at time of graduation are approaching 120 hours.

Weakness:
- Social Work and Political Science still have too many students pass the 120-hour mark at the time of graduation.

Opportunity:
- Lots of opportunity to grow.

Threats:
- Declining enrollment.

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

Table 5: Gateway Course Success (*C or higher), Fall semester

Course	2018-2019		2019-2020		2020-2021	
	Passed	Failed	Passed	Failed	Passed	Failed
Course HIST 2213 US I	223 (76.5%)	68 (23.5%)	259 (66%)	136 (34%)	140 (78%)	40 (22%)
Course HIST 2223 US II	219 (80%)	53 (20%)	176 (75.5%)	57 (24.5%)	99 (84%)	19 (16%)
Course PSY 1013 INTRO PSY	331 (66%)	171 (34%)	451 (63.6%)	260 (36.5%)	257 (78%)	23 (22%)

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

Strengths
- The passing rates for each class was surprisingly strong. Further examination indicates that students who completed

the class tended to do well. Unfortunately, the low failure rate may be attributable to the liberal "W" policy.

Weaknesses
- Writing and reading skills continue to be a problem. Any additional increase in pre or co-requisites is not reasonable and would be cumbersome.
- The requirement of freshman English did not increase the overall pass rate. However, there is evidence that many students were better prepared as seen by an increase in overall grades.
- There was a very high drop rate across courses.

Opportunities for Growth
- We have the opportunity to try new strategies, as our pool of students should change with the "pathways" program.
- The UST classes may help better prepare students.

Threats:
- Low enrollment reduces the number of prepared students.
- The failure of the English requirement is disturbing. We will have to consider how to better prepare the students.

Completion (Graduation/Program Viability)

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

Undergraduate Program/Major	2018-19	2019--20	2020-21	Three-Year Total/Average
CJ	20	17	15	52 (17.3)
HIST	7	3	5	15 (5)
PSCI	5	7	10	22 (7.3)
PSY	17	20	14	51 (17)
SWK	1	7	8	16 (5.3)
TOTAL	50	54	52	156 (52)

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

The overall graduate numbers have remained constant. Psychology had a slight decrease. This decrease may continue until our large sophomore class graduates. We are concerned with the drop of incoming freshmen this past fall. We experienced strong retention last year and our fall 2020 registration has been very strong, especially for psychology and social work.

History and criminal justice have seen substantial declines in graduation and enrollment. The number of history majors is especially bothersome. This has resulted from several factors including:

- Changes in education that limits the need for history instruction
- Decrease work force for history majors
- Lower overall enrollment

Criminal Justice is also seeing a large decline in majors, even though their overall numbers are still good. It appears that lower numbers partly arise from changes in the type of degrees sought by transfer students, especially athletes. In addition, competitions from other institutions and a strong employment market have all reduced our pool of students.

Faculty

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
				Fall	Spring	Summer	
Bransford S.	Assist	PhD	CJ/SOC	12	12	6	
Day K.	Full	PhD	HIST	12	12	3	
Davis J	Assoc.	PhD	PSCI	12	12	6	
Everett W.	Instruct.	MA	GEOG	15	15	3	

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
Grissom L.	Assist.	MSW	SWK	12	12	-	Interim Field Director
Jenkins M.	Assoc.	MSW	SWK	6	6	3	Social Work Director
Lee S.	Assoc.	PhD	PSY	12	12	-	
McKee A.	Full	PhD	CJ	12	12	6	
Miller J.	Assist.	PhD	CJ	12	12	6	
Prichard E.	Assist	PhD	PSY	12	12	6	
Strong C.	Full.	PhD	PSCI	12	12	6	
Silzell S.	Assoc.	PhD	HIST	12	12	-	
Turner A.	Assist.	PhD	PSY	12	12	-	
Braswell (Walters) J.	Assoc.	PhD	PSY	12	12	3	
Young C.	Full	PhD	HIST	12	12	-	

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

- Dr. Amber Turner is now a licensed Psychologist
- Dr. Pritchard, Dr. Braswell, and Dr Silzell were tenured and promoted.   Dr. Young and Dr. Strong were promoted to Professor.
- Mr. Everett continues his graduate program in Geography.

Table 8. SSCH

Academic Year	Total SSCH Production	Percentage Change	Comment
2011-12	13,688	-.5%	
2012-13	12,646	-8.2%	
2013-14	12,165	-3.3%	
2014-15	12,151	-3.4%	
2015-16	10,903	-11.5%	
2016-17	10,557	-3.1%	
2017-18	9852	-7.3%	
2018-19	9343	-3.8%	
2019-20	8866	-5.1%	
2020-21	9169	+3.3%	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

We experienced our first net increase in SSCHs in more than 10 years. We attribute this increase to the strong effort of our faculty to encourage the 15 to finish campaign. This past year we did introduce a strong outreach campaign to attract students. There are strong indications that are efforts are succeeding in psychology and social work. Political science is stable, but not growing.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
SWK	Advantages	Children/Adults with Intellectual Disabilities (School Based)		No End Date	Active
SWK	ABC Homes, Baptist Group Home	Children's Home	3/10/2015	No End Date	Inactive

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
SWK	Area Agency on Aging, Monticello	Senior Care	5/13/2013	No End Date	Inactive
SWK	Area Agency on Aging, McGehee	Senior Care	5/13/2013	No End Date	Inactive
SWK	AR DHS Children & Families (Drew Co.)	Child Protection/Family Preservation	8//13/2012	No End Date	Active
SWK	CASA of the 10th Judicial District	Child Advocacy	5/10/2016	No End Date	Active
SWK	Delta Memorial Hospital	Medical Social Work	12/5/2011	No End Date	Active
SWK	Dermott Juvenile Correctional Facility	Adolescent Corrections	7/18/2016	No End Date	Active
SWK	Drew Memorial Hospital	Medical Social Work	12/15/2011	No End Date	Active
SWK	Hospice Home Care of Arkansas	Medical Social Work	11/29/2011	No End Date	Active
SWK	Options, Inc.	Domestic Violence Advocacy and Homeless Services	12/6/2011	No End Date	Active
SWK	Prosecuting Attorney's Office, 11th West District	Victim Advocacy	7/1/2015	No End Date	Active
SWK	Southeast Arkansas Human Development Center	Adults with Mental Health & Intellectual Disabilities	11/22/2011	No End Date	Active
SWK	UAM Counseling and Testing Center	You Adult Educational/Referral Services	12/1/2011	No End Date	Active
SWK	University of Arkansas for Medical Sciences, KIDS First	Childhood Early Intervention	11/29/2011	No End Date	Active
SWK	Very Lloyd Presbyterian Family Services	Children's Home	6/10/2016	No End Date	Active
SWK	Exodus Project	Rehabilitation for Incarcerated Addicts (AR Community Corrections System)	Pending	No End Date	Pending
SWK	Mainline Behavioral Health Systems, Inc.	Mental Health Social Work	7/16/2018	No End Date	Active

Faculty Achievements past academic year.

<u>Bransford, Scott</u>

2020 Court Appointed Special Advocate (CASA) of the 10th District of Arkansas, volunteer advocate of the year award.

<u>Davis, John</u>

Davis, John C., Andrew J. Dowdle, and Joseph D. Giammo. "Arkansas: Should We Color the State Red with a Permanent Marker?" in *The New Politics in the Old South: An Introduction to Southern Politics,* ed. Charles S. Bullock III and Mark J. Rozell. Lanham, MD: Rowman and Littlefield. (Awaiting proofs, publication date TBD)

Entered into a publication agreement with The University of Arkansas Press for book-length manuscript project titled, *From Blue to Red: The Rise of the Arkansas Republican Party*.

Serve as project leader for an archival project supported by the University of Arkansas Pryor Center for Arkansas Oral and Visual History.

Published several editorials in the *Advance-Montecellonian*.

Appointed Member, Professional Conduct Committee, 2020-2021, Arkansas Political Science Association

Appointed by the Mayor of the City of Monticello to the Monticello Planning Commission

<u>Day, John Kyle</u>

Day, J.K. *Arkansas: A Land and People in Search of Identity* (Dubuque: Kendall Hunt, 2020). [preliminary edition].

Day, J.K. "From Centre to Circumference, From Base to Cope: Founding the Most Worshipful Prince Hall Grand Lodge of Arkansas, 1863-1890," *Freemasonry on the Frontier.* Quatuor Coronati Lodge No. 2076, Correspondence Circle (QCCC), United Grand Lodge of England (UGLE). UK: Lewis Masonic, 2021.

Day, J.K. "United States Senator Thomas Hennings, Jr. of Missouri: Political Champion of the Black Freedom Struggle," *Missouri Historical Review* 114, No. 3 (April 2020), 186-202.

<u>McKee, Adam</u>

Elumalai, A. & McKee, A. J. (2021). *Biological Agents*. In G. A. Crews, M. A. Markey, & S. E. M. Kerr (Eds.), Mitigating Mass Violence and Managing Threats in Contemporary Society. I.G.I. Global. DOI: 10.4018/978-1-7998-4957-5

Lee, Seungyeon

Gray, M. A., Kim, M., & Lee, S.* (2021). Simplifying the measurement of college student career planning: The development of career student planning scale (CSPS) during the COVID-19 pandemic. *Experimental Results*, 1-9. https://doi.org/10.1017/exp.2020.69

Gray, M. A., Kim, M., & Lee, S.* (in press). Career self-efficacy as a mediator between emotional intelligence and employment planning among US college students. *Canadian Journal of Career Development.*

Became the director of Faculty Support Advisory Committee for Psi Chi in January 2021.

Elected to serve as a member of Committee on Associate and Baccalaureate Education (CABE) at American Psychological Association.

Miller, Jennifer

Lee, S., Kim, M., Hatcher, K. M., Brewster, B. R., Pennington, A. L., & Miller, J. M. (2020). Personality, gender, self-efficacy, procrastination, and goal setting: Their effect on college students' memory assessment. In S. Lee (Ed.), *Exploring the Opportunities and Challenges of College Students* (pp. 187-204). Hauppauge, NY: Nova Science Publishers, Inc.

Served on the Planning Committee for the Texas Association of Criminal Justice Educators Conference that was held virtually in October 2020.

Awarded the Justice for All Award by University of Arkansas - Partners for Inclusive Communities.

Prichard, Eric

Prichard, E. C. (2021). Is the Use of Personality Based Psychometrics by Cambridge Analytical Psychological Science's "Nuclear Bomb" Moment?. *Frontiers in Psychology*, *12*.

Prichard, E. C., & Christman, S. D. (2020). Authoritarianism, Conspiracy Beliefs, Gender and COVID-19: Links Between Individual Differences and Concern About COVID-19, Mask Wearing Behaviors, and the Tendency to Blame China for the Virus. *Frontiers in Psychology*, *11*, 3130

Was selected president-elect/vice president of the Arkansas Psychological Association and will take over as president in January.

Silzell, Shari

Elected Vice President of the Arkansas Association of College History Teachers.

Young, Clinton

Young, Clinton D. "Concerto for Classroom: Teaching with Classical Music and Opera as Historical Sources." Forthcoming in *The History Teacher* 55:1 (November 2021).

Goldmon, Suzzette Shaw and Clinton D. Young. "Heritage Tourism: The Enslaved Descendants' Role in Storytelling." *The Consortium Journal of Hospitality and Tourism* 23 (Spring 2021).

Served as President of the SEARK Concert Association.

Served as Newsletter editor and *ex oficio* member of the Board of Directors for the Association for Spanish and Portuguese Historical Studies.

Ended term as President of the Arkansas Association of College History Teachers, including organizing the first-ever virtual Annual Meeting.

Other Unit Data

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

- Nine students were accepted into graduate programs.

- We are aware of four of our graduates who received Master degrees this summer.

- Dr. Young received the Hornaday Outstanding Faculty Award for 2020-2021.

- Dr. Clubb, Dr. Lee, and Magnus Grey received Awards for outstanding researchers by the Arkansas Psychological Association.

- Psi Chi psychology honors society was named as a national outstanding Chapter for the fourth consecutive year. Two members received grants to travel to the PSI CHI Convention.

- SSBS faculty made up most of the Assembly leadership.