

University of Arkansas at Monticello

Academic Unit Annual Report 2017 – 2018

Unit:

Academic Year:

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

(See Addendum 1)

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**
- **Psychology**

One culminates in a Bachelor of Social Work Degree:

- **Social Work (Accredited Professional Degree: see attached)**

Minors are offered in all of these disciplines, as well as in human services and sociology. Course work only is offered in anthropology and geography.

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.

**University of Arkansas at Monticello
School of Social and Behavioral Sciences
Strategic Plan 2018**

The School of Social and Behavioral Sciences (SSBS) Strategic Planning Committee identified five areas which define the work of the School of Social and Behavioral Sciences and which contribute to the Student Learning Outcomes (SLOs) of the School as well as the goals of the University of Arkansas at Monticello (UAM) Strategic Plan. These strategic areas are discussed below, along with suggested Key Performance Indicators (KPIs) for improving student success in these areas, along with their alignment with the SSBS SLOs and the goals of the UAM Strategic Plan. Alignments for the UAM Strategic Plan identify the subcategory in each of the three areas of emphasis:

1. Student Success
2. Enrollment and Retention Gains
3. Infrastructure Revitalization and Collaboration

This first version of the SSBS Strategic Plan focuses primarily on teaching, advising, and other student-centered issues crucial to student success. In future iterations, the SSBS Strategic Plan should develop a further emphasis on other aspects of the SSBS mission, including faculty research and service.

1. Curriculum Development

The School of Social and Behavioral Sciences will work towards the goal of student success by ensuring that all programs are currently meeting best practices in their field, as defined by relevant professional organizations and societies. This will ensure that students are being taught with up-to-date pedagogical methods, are learning the latest scholarship in the field, and are being adequately prepared for future career opportunities in their field.

Several programs within SSBS are already undertaking curriculum development and changes: Criminal Justice, History, and Psychology are all in the process of revising the program of study for their majors by adding newly relevant courses, deleting courses no longer taught from the catalogue, developing new pathways through the major, and otherwise expanding accessibility to academic programs. Social Work is in the process of creating a new entry level social work course designed for non-majors which

will introduce the discipline to students without the additional requirements currently expected of social work majors (and which will help to revitalize the General Education Program).

Alignments: SSBS—3 (Grounded Knowledge), 6 (Preparedness for the Workforce), 7 (Career Planning); UAM—1 (Develop, deliver, and maintain quality academic programs).

KPI: During the 2019 spring semester the faculty from each SSBS major will undertake an evaluation of their curriculum to determine that it is meeting best practices in the field as defined by relevant professional organizations and society. 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. All actions will be implemented or phased in the following semester. The review will occur in the spring rather than the fall to allow the faculty to see how changes made last year progress. This process will continue each spring semester and tracked by the dean using both EAB data the SSBS assessments developed by the faculty. In the fall of 2021 the dean will provide a detail report detailing all changes since 2019 and a review of their effectiveness. The School will use that information to make changes the following year. and

KPI: The majors will also examine in the spring of 2019 the development of new programs and curricular changes. Over the summer of 2019 Curriculum & Standards Committee proposals will be developed and ready to submit by September 15th of the following fall semester. During alternating summers the dean will review all available data to determine the impact of these changes, as well as the status of each major. This will include the use of EAB data and assessments developed by the SSBS. This report will be shared with the faculty the following fall to serve as a guide or the major reviews described above. It is expected that the School will have created and begun to offer three more programs by the Fall of 2022.

2. Pedagogical Innovation

The central mission of both UAM and SSBS is teaching; pedagogical innovation is critical to our success. The classroom, not administrative offices or fast food outlets, is where student success truly occurs. SSBS is therefore committed to developing and sharing best teaching practices, to developing new methods that will develop students' critical thinking skills, and to improve the writing and research skills that are an integral part of behavioral and social science curriculum. The History program recently created guidelines for the basic types of writing assignments to be used in various courses; this could serve as a template for an evaluation of writing and assignments going forward.

One major roadblock to student success is the rising costs of textbooks for introductory and general education courses; one potential way to alleviate these financial burdens of and to increase student access to education is the use of open educational resources (OERs); these may be resources already in existence and available through the internet or resources developed by instructors for their own courses.

Alignments: SSBS—1 (Research), 2 (Critical Thinking), 3 (Grounded Knowledge), 4 (Presentation Skills), 6 (Preparedness for Workforce); UAM—1 (Develop, deliver, and maintain quality academic programs; Encourage and support engagement in academics, student life, and athletics for well-rounded experience; Expand accessibility to academic programs); 2 (Develop systematic structures for first year and at-risk students)

KPI: Over the course of the next year, SSBS will develop and refine a teaching workshop or “brown bag” seminar to be held once a semester. This will begin starting in the fall of 2018. SSBS faculty member will 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. By the spring of 2020 separate lunches will be held each semester to address faculty research as well as pedagogy.

KPI: In the fall of 2018 each SSBS program 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 recognizing OERs may not be practical for every course. Five faculty members currently use some OER or other online materials. We are looking to increase that number by three faculty each year until all faculty are using OER materials in a least one class. It is our goal that 60% of all classes will be taught using predominately OER material by spring 2021.

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. To this end, in the fall of 2018 each program will report on the use of portfolios, seminars, and/or capstone courses in their majors. In the spring of 2019 a School committee will use this information to create a protocol for assessing these writing assignments. The committee will also examine and create best practices in the use of these areas. The procedures and full assessments will be in place by the fall 2019. It is expected that all majors will have procedures in place to ensure substantial writing assignments and means of evaluating these assignments by the fall of 2019. The dean will be responsible of

continuously monitoring the program by using both EAB data and assessments developed by the SSBS. It is expected that all classes will have a strong writing component by the fall of 2020.

3. Experiential Learning: Internships, Service Learning, Field Study

In a world that values credentialing over education, SSBS must prove its value in preparing students for careers; a strong method for doing this is through experiential learning. The Social Work program, which requires an internship as part of its degree program, may prove useful as a model for thinking about how to increase the availability and importance of experiential learning to SSBS, as it already creates and maintains partnerships with an ever increasing number of agencies and community stakeholders to provide relevant, educational field practicum placements for students.

The challenge facing SSBS is how to build, strengthen, and enhance the access and experiences of partnerships between the university and employers that leads to internships and service learning opportunities. There may be opportunities for multidisciplinary collaborations that will benefit students in multiple SSBS programs. Tracking the outcome of experiential learning will be necessary to evaluate its effectiveness.

Finally, SSBS has a rich tradition of field study opportunities that allow students to experience the world outside of southeastern Arkansas—both in the United States as well as abroad. The Horizons Program has become somewhat moribund in recent years, due to the financial challenges facing our students as well as the unique challenges of promoting, organizing, and supervising such trips. However, field study provides a further opportunity to expand the sociocultural awareness of our students.

Alignments: SSBS—5 (Sociocultural Awareness); 6 (Preparedness for Workforce); 7 (Career Planning); UAM—1 (Develop, deliver, and maintain quality academic programs; Encourage and support engagement in academics, student life, and athletics for well-rounded experience; Expand accessibility to academic programs); 2 (Provide assistance and appropriate outreach initiatives with students for successful transition)

KPI: During the 2018-19 academic year SSBS faculty will develop assessment techniques to collect data and evaluate the progression and success of students participating in internships and practicums. This should especially focus on whether such experiential learning is a pipeline towards career placement and is correlated to better progression and retention. The full assessments and protocols will be in place by the fall 2019 semester and will be carried out each semester. Changes to

the internships and practicums will be based upon EAB data for progression and retention as well as responses for employers and graduate schools performance. It is expected that the number of students in internships and practicums will increase to a point that within five years (2023) we will have 67% of the psychology majors, 50% of the CJ majors, 100% of the social work majors, and 20% of all other majors in one of these two experiential programs. KPI: During the fall 2019 semester, SSBS programs will develop a plan to identify experiential learning opportunities for students, as well as to increase the number and availability of community partnerships for such opportunities. The actual development of the data bases will begin in the spring of 2019. The dean will be responsible for locating additional opportunities via web searches and networking. The databases will continue to be updated yearly. We wish to proceed at a rate in which we increase opportunities by 5% each year. We expect a comprehensive and viable data base will be in place by 2021.

KPI: In the spring of 2019 the Horizon's Program will be restarted with an international trip. During the fall of 2018 all faculty members who have led a Horizon's program will form a group to revitalize the Horizons field study program. Key will be to re-evaluate the financial burden of the program for students and working on ways to expand access to field study experiences. The group will review the spring 2019 trip to better understand problems and how expenses could be addressed or funding provided. The group will then create new protocols and financial procedures for the next year. These will be continuously monitored by the dean. The protocols will be in place by the spring of 2020. It is our goal that one domestic trip will occur each year with an international trip every two years.

4. Undergraduate Research

Research—whether defined as traditional academic scholarship or as practical experience in an applied field—is central to the pedagogical mission of the social and behavioral sciences. SSBS students who engage in scholarly research (with guidance from SSBS faculty) gain valuable experience and hone critical skills that will better prepare them for graduate studies and/or careers in their field of choice. The definitions of what “research” may actually mean can differ greatly from program to program within SSBS. However, the overall goal is to encourage students to analyze and evaluate knowledge in both a theoretical and an applied framework.

SSBS has two venues for undergraduate research. The first is done in the classroom as part of methods courses that train students in the art of research or as capstone projects for degree requirements. The second is done independently under the supervision of

professors and can consist of Independent Study courses; research those results in papers, publications, or conference presentations; or applied knowledge and practice as determined by the field. One of the challenges facing SSBS is how to encourage more students to move from the classroom to independent work.

While SSBS has traditionally been quite strong in supporting student research, we lack the data that would allow us to quantify the type of research that has been done and would allow us to best analyze how to encourage more students to engage in research. Such data will help us to advocate for and develop independent funding resources to support undergraduate research.

Alignments: SSBS—1 (Research), 2 (Critical Thinking), 3 (Grounded Knowledge), 4 (Presentation Skills), 6 (Preparedness for Workforce); UAM—1 (Develop, deliver, and maintain quality academic programs; Expand accessibility to academic programs), 2 (Identify and enhance pipeline for recruiting), 3 (Increase external funding opportunities)

KPI: Beginning in the spring of 2019, the Dean of SSBS will circulate to the faculty a survey quantifying the student research that the instructor has supervised. This will include research courses taught, number of students supervised, papers produced, conferences attended, etc. This information will be shared with all entire faculty and added to the unit yearly report.

KPI: During the fall 2018 semester, each SSBS program will develop a brief statement as to what defines research within the discipline based upon the above information. 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). This information will be used to guide future assessment of projects and how they relate to students success and development beginning in the fall 2019 semester. The assessment model will be review every two years.

KPI: By the spring 2019 semester, each SSBS program should identify and report on potential avenues for joint faculty/student research projects. These reports will be updated each spring semester. Currently four faculty members engage in collaborative faculty-student research. It is expected that number will double within two years and eventually there will be some collaboration in all majors by the fall of 2021. Disciplines that do not traditionally engage in collaborative research will not be penalized for not developing such projects.

KPI: By the spring on 2019 each program should develop guidelines on the role of Independent Study courses as a part of undergraduate research. These guidelines will include the type of topics and projects suitable for undergraduate research, methods of evaluating student work, and best practices for independent work within the discipline. It will be the dean's responsibility to insure the quality of the individual projects.

5. Advising Innovation

Advising is a crucial component of student success, as it assures that students are making appropriate progress through their degree plans towards graduation. While we have some holistic data from the EAB determining how many credit hours SSBS students have at the time of degree completion, more granular data would help to determine if our students are receiving quality advisement from semester to semester. This should also help SSBS to reduce the number of student credit hours devoted to unneeded coursework, and thus improve our statistics vis-à-vis state performance funding models.

The Social Work program already collects some of this information from a survey they administer to students each semester that helps to track time spent with advisor and what issues they may have had with advising. It also requires the students to acknowledge that deviating from the program's Eight Semester Plan can delay graduation. This could be a potential model for collecting more data about SSBS advising.

A crucial component of student advising is student preparedness. After their first semester, students should be familiar enough with degree plans and university requirements to plan out tentative schedules for their advisors. Greater student preparation not only streamlines the time spent with advisors, but encourages student engagement in planning their coursework and their future.

Alignments: SSBS—2 (Critical Thinking) and 7 (Career Planning); UAM—1 (Develop, deliver, and maintain quality academic programs; Expand accessibility to academic programs) and 2 (Develop systematic structures for first year and at-risk students).

KPI: In the fall 2018, each program will develop ideas to encourage and assist students to take greater responsibility in preparing for advisement appointments. These will include how to motivate students to "buy in" to the 15 to finish, respond to the EAB Campaign alerts, and general motivate students to keep track of their progression and schedules. A protocol and set of materials to give to advisees will be developed during the fall 2018 semester for use in the spring 2019 preregistration. All of the above topics will be addressed including the new pathways material. There will also be a faculty training session two weeks prior to preregistration to make certain faculty are aware of all registration issues and policies. It is our goal that these efforts will increase year to year progression by 5% yearly and increase on time graduation by the same amount. It is our goal to have a 40% graduation by 2023.

KPI: The Dean of SSBS will work with data from the EAB system and presents the results at the before mentioned training session. This will include information on retention, progress, and graduation. It is expected that all faculty members will use the EAB campaign in the fall 2018 semester preregistration.

KPI: A School committee will develop and pilot an advising survey that can be administered to students during their preregistration appointments in the spring of 2019 (possibly using the Social Work questionnaire as a model) that can track what problems students are having with SSBS advising. This should include data on program, how far the student has progressed towards the degree, and what steps the student has taken to prepare for the advising meeting. The system should be fully utilized by fall of 2021.

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>1. During the 2019 spring semester the faculty from each SSBS major will undertake an internal evaluation of their curriculum to determine that it is meeting best practices in the field as defined by relevant professional organizations and societies. 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. All actions will be implemented or phased in the following semester. The review will occur in the spring rather than the fall to allow the faculty to see how changes made last year progress.</p> <p>The majors will also examine in the spring of 2019 the development of new programs and curricular changes at this time. Over the summer Curriculum & Standards Committee proposals will be developed and ready to submit by September 15th of the following fall semester. During alternating summers the dean will review all available data to determine the impact of these changes, as well as the status of each major. This report will be shared with the faculty the following fall to serve as a guide or the major reviews described above.</p>	<p>Is the report generated on time and meaningful?</p> <p>The development of CSC proposals.</p> <p>Proposals shared with faculty</p>	<p>A committee will be created in the fall of 2018 for continuous monitoring and evolution of programs.</p> <p>The committee will report their findings to the dean by January 15th each year. The dean will be responsible for implementing recommendations.</p> <p>Faculty will have to be aware of available materials and best practices.</p> <p>There will be a need for uniformed faculty development.</p> <p>The dean will have to coordinate the collection of data and make certain it is presented in a clear and actionable manner.</p>
<p>2. Over the course of next year, SSBS will develop and refine a teaching</p>	<p>Holding of meetings</p>	<p>We will need to have a systematic means of assessing change and a means of</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>workshop or “brown bag” seminar where, once a semester. Starting in the fall of 2018, an SSBS faculty member will 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.</p> <p>KPI: In the fall of 2018 each SSBS program 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 recognizing OERs may not be practical for every course. Five faculty members currently use some OER or other online materials. We are looking to increase that number by three faculty each year until all faculty are using OER materials in a least one class.</p> <p>KPI: Over the course of the next three years, SSBS will develop and institute a</p>	<p>Percentage of classes using OER materials.</p> <p>Procedures are in place and operational.</p>	<p>integrating the knowledge gained from the meetings to help develop our faculty.</p> <p>We will have to keep the sessions new and enlightening. They cannot be seen as busy work or with no real impact.</p> <p>There must be a systematic means of storing all data.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>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. To this end, in the fall of 2018 each program will report on the use of portfolios, seminars, and/or capstone courses in their majors. In the spring of 2019 a School committee will use this information to create a protocol for assessing these writing assignments. The committee will also examine and create best practices in the use of these areas. The dean will use data from EAB and School based data to help this process. The procedures and full assessments will be in place by the fall 2019. It is expected that all majors will have procedures in place to ensure substantial writing assignments and means of evaluating these assignments by the fall of 2019.</p>		

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>3. The advancement of student research opportunities.</p> <p>Beginning in the spring of 2019, the Dean of SSBS will circulate to the faculty a survey quantifying the student research that the instructor has supervised. This will include research courses taught, number of students supervised, papers produced, conferences attended, etc. This information will be shared with all entire faculty and added to the unit yearly report.</p> <p>KPI: During the fall 1028 semester, each SSBS program should 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).</p> <p>KPI: By the spring semester, each SSBS program should identify and report on potential avenues for joint</p>	<p>Information is recorded and a report generated and distributed to faculty.</p> <p>Listing of opportunities and number of actual joint efforts occurring.</p> <p>Guidelines are written , distributed, and being actively followed.</p>	<p>Each major will monitor its progress and there will be a school-wide committee to work with the dean to coordinate findings and efforts.</p> <p>The information must be in a measurable and meaningful form.</p> <p>Faculty must “buy into” the faculty-student research model and create projects that are meaningful.</p> <p>Some special type of recognition of both the student’s and faculty’s efforts must be developed.</p> <p>Independent study must be meaningful and viable.</p> <p>Independent study must offer new opportunities to the students.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>faculty/student research projects. These reports will be updated each spring semester. Currently five faculty members engage in collaborative faculty-student research. It is expected that number will double within two years and eventually there will be some collaboration in all majors. Disciplines that do not traditionally engage in collaborative research will not be penalized for not developing such projects.</p> <p>KPI: By the spring on 2019 each program should develop guidelines on the role of Independent Study courses as a part of undergraduate research. These guidelines will include the type of topics and projects suitable for undergraduate research, methods of evaluating student work, and best practices for independent work within the discipline. It will be the dean's responsibility to insure the quality of the individual projects.</p>		
<p>In the fall 2018, each program will develop ideas to encourage and assist</p>	<p>Percentage of students taken 15 hours per semester.</p>	<p>The EAB Campaign will be use by all advisors. A standardized protocol will be</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>students to take greater responsibility in preparing for advisement appointments. These will include how to motivate students to “buy in” to the 15 to finish, respond to the EAB Campaign alerts, and general motivate students to keep track of their progression and schedules. A protocol and set of materials to give to advisees will be developed during the fall 2018 semester for use in the spring 2019 preregistration. All of the above topics will be addressed including the new pathways material. There will also be a faculty training session two weeks prior to preregistration to make certain faculty are aware of all registration issues and policies. It is our goal that these efforts will increase year to year progression by 5% yearly and increase on time graduation by the same amount.</p> <p>KPI: The Dean of SSBS will work with data from the EAB system and presents the results at the before mentioned training session. This will include information on retention, progress, and graduation. It is expected that all faculty members will use the EAB campaign in the fall 2018 semester preregistration.</p> <p>KPI: A School committee will develop</p>	<p>Percentage of students registering in response to the EAB campaign.</p> <p>Retention rate.</p> <p>Survey is complete and in use.</p>	<p>established for tracking student progress as well as success.</p> <p>All full time students should be moving to 15 hours a semester. This will have to be monitored.</p> <p>Data has to be maintained and keep updated.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>and pilot an advising survey that can be administered to students during their preregistration appointments in the spring of 2019 (possibly using the Social Work questionnaire as a model) that can track what problems students are having with SSBS advising. This should include data on program, how far the student has progressed towards the degree, and what steps the student has taken to prepare for the advising meeting.</p>		

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

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p>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.</p>	<p>This will enhance scholarly activity and provide opportunities for the development of communication skills. Moreover, these opportunities will provide experience critical towards career development and becoming a strong consumer of information.</p>	<p>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.</p>
<p>Critical Thinking: The student will demonstrate critical thinking skills to analyze, evaluate, and synthesize</p>	<p>This will allow the students to be productive members of the community by increasing their ability to be smart consumers of</p>	<p>This SLO is critical to virtually all aspect of the School's and University's mission. The ability to</p>

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p>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.</p>	<p>information. They will have 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.</p>	<p>critically consume 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.</p>
<p>Grounded Knowledge: The student will demonstrate a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.</p>	<p>One cannot develop critical thinking or succeed in their career if they do not have a good knowledge base. By having a strong base in information one can evaluate options and be more creative in their thinking and efforts. This will provide for economic growth and social awareness.</p>	<p>Knowledge with good critically thinking skills are the basic tenants of any educational endeavor.</p>
<p>Presentation Skills: The student will be able 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.</p>	<p>This SLO is related to the preparing of students to succeed in the technological 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, the ability to readily access information will be important to student success.</p>	<p>This relates to curriculum development as well as pedagogical innovation as faculty find new modalities of instruction.</p>
<p>Sociocultural Awareness: The student will demonstrate an understanding of social-cultural diversity, as well as, respect for sociocultural diversity, cultural</p>	<p>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</p>	<p>Social sciences are about diversity. One cannot succeed in the field without an understanding and appreciation of diversity.</p>

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
institutions, processes, and structures.	reality of our society and one needs to be able to understand and appreciate diversity.	
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 most tangible goals of education are the desire to find suitable employment, service, or research. Achieving this is the ultimate measure of student success.	This goal represents all aspects of our mission statement. The development of an educated, competent, and engaged member of society.
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.	This is tied to student success and retention. These skills are critical if the student is to succeed once they leave the University.	This is required to meet all of the above goals.

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, student learning is first and foremost measured according to assessment processes created by individual professors for individual courses. Hence, most curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. The faculty evaluates students employing instructor made tests, standardized tests, research papers, short theme papers, projects, class presentations, research projects, and presentations at various state and regional professional meetings. The SLOs are assessed against the 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. To ensure that each professor within the SSBS is adhering to the standards set forth for the SSBS as a whole, faculty members are required to create

comprehensive syllabi for each course. Each syllabus is then reviewed by the SSBS Dean to ensure that they include the information needed by students to complete the course (i.e., specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines, etc.). Faculty members meet by discipline each year to plan the next years' courses and to review the curriculum and suggest changes. All suggestions or concerns are then presented to the dean. The dean further evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments. EAB and data from other sources are also reviewed including pass rates, enrollment numbers, and ability to serve a predictor course.

Student performance, especially at the lower levels, is measured using teacher constructed tests, quizzes, opinion papers, and outside class activities. Students are expected to write at a more advanced level, in the upper level courses. The assessments for these courses include tests designed to measure critical thinking skills, writing ability, and concept comprehension. In addition comprehensive research papers/projects are required. Both peer and Dean's evaluations are used to measure class effectiveness. This includes classroom visitations, student evaluations, and Dean's evaluation.

In an attempt at a more structured assessment, the School had adopted a pretest-posttest designed for each major. The fall of 2016 was the first administration of the tests. The intention was to track majors and a non-major cohort to their senior year. At that time a posttest would be administered. Unfortunately, we quickly determined this process was inefficient and probably would not be valuable. The primary problem was the difficulty in tracking non-majors or any other comparable control group. This caused the design to become one dimensional with no viable control or comparison group. Such a design fails to provide quantifiable data. In addition, the transferring of students in and out of the major greatly diluted the results as did the difficulty in maintaining contact with the major pre-test groups.

The problems associated with the pre-tests/posttest design resulted in all majors deciding to move 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. This fall was the first time it has been offered. Psychology developed a two semester research methods sequence. The second semester serves as the capstone course. This was the first year the two course requirement was in place. History and political science are currently looking at how they will proceed with capstone courses. In all cases the capstone course is designed to measure all of our stated SLOs. The students participating in the capstone course will be tract to determine academic success including marker progression and graduation. This year 87% of the CJ capstone students succeeded in the class. Eighty eight percent of the psychology students succeeded in the second research course. Non-attendance and failure to complete assignments were the dominant cause of students not to succeed in both classes.

Additional procedures to ensure student success and a quality education have long been implemented. General education prerequisites exist for the majors within the SSBS. For example, students majoring in Criminal Justice, History, and Social Work are required to take PSCI 2213, American National Government and complete their General Education History prior to advancing to major courses. Political Science majors are conversely 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 being admitted into the program.

Each of the above courses has been found to provide a strong foundation in areas important to the respective majors as supported by the EAB data. This is evident from EAB data that indicates these prerequisites significantly predict success in the respective areas. 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 all most all 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. These will be scored diagnostically and written feedback will be given to the students.

This year we carefully reviewed the requirements for each of our courses and found that several existing prerequisites seemed to serve no real purpose. In fact, faculty waived certain prerequisites so often that the dean requested a review of all requirements. After careful review of the EAB data it was determined that many also had no predictive value on student success. In addition, the faculty concurred that they were not sure why many prerequisite where in place. As a result many prerequisites were added or removed as needed. The EAB data did indicate that the COMP I class was clearly the most predictive gatekeeper for most of our classes. Students with a “C” or better had a much higher progression and graduation rate. As a result most majors are moving to require COMP I as a co-requisite to most courses. The changing of the co-requisites should remove several of the scheduling problems that have hampered progression and help streamline advising. We still need to determine if the co-requisite designation is sufficient or will we need to make Comp I a prerequisite. This will be carefully monitored in the upcoming academic year. This issue will be discussed later in this paper.

Once in the respective majors, SSBS students develop SLOs through a range of activities, both inside and outside of the classroom. For example, all courses involve strategies to enhance critical thinking skills. At the foundational level, students are provided the essential vocabulary and basic concepts needed to progress easily into upper-division seminars. This requires the students to do more than just memorize facts and theoretical concepts, instead they are expected to use their acquired knowledge to evaluate, assess, and contextualize the material presented in upper-division courses using the scientific method. Exams that progress from mainly multiple choice-based objective exams at the lower-divisional level to open-ended questions requiring advanced critical thinking skills are then used to test a student’s mastery of the information gained in the classroom and research papers. This is the critical benchmark for determining whether or not a student has achieved the skills set out for them throughout the academic career at UAM.

Skills related to the development of the student’s research, writing, and critical thinking capabilities come with experience. The successful completion of writing assignments, learning to how to use references, and how to 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 courses listed below have been found to be strong predictors of student success.

In 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 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.

Similarly, 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. This change resulted from our evaluation of comments from our graduates who attended graduate school and our discussions with faculty from other universities. These discussions indicated that our graduates were well prepared for the empirical courses in graduate school. Twelve 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). While there are some generic across agencies, it is specific student learning contracts within the agencies that provide the best learning environment. The contract is developed as follows: 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 is based upon how well the student fulfills his/her learning contract. The actual measure is 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 time 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.

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 and is often taken by other psychology students as an elective. Approximately 95% of all psychology majors take at least one practicum. Psychology employs a modified version of the social work evaluation form. In addition, each student provides a structured report of their activities and completion of competency requirements. A

supervisor assigned grade of “B” is considered to have reached an acceptable benchmark. This year all students received a grade of “A.”

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. Five 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 paper is graded using the rubric guide. Scores can range from 0 – 100. The student must score an 85 or above. This year’s student received a grade of 90. This result, along with the results from the psychology practicum clearly indicates that the students were well prepared for professional activities and performed well.

Additional evidence of learning is derived from the student evaluation. Albeit subjective, the students are asked about their own beliefs concerning their learning experience. The dean carefully examines the responses to look for patterns that might indicate at least a perception that the students are not being served in that class. Indications of problems are addressed in a meeting between the dean and the faculty member. Where warranted, additional peer classroom visitations are scheduled. This year’s comments resulted in the dean working with two faculty members to improve their communications with students.

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 included 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 for each major 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 also 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.

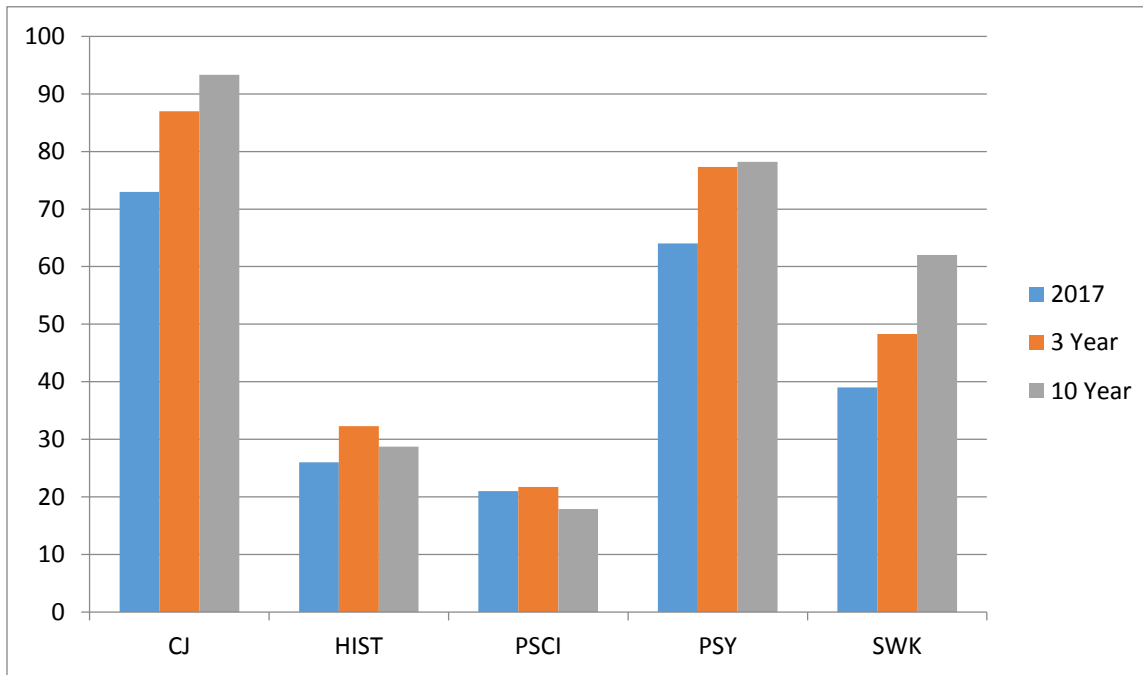
Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors

Classification CJ	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average
Freshman	36	36	24	96 -- 32	436 – 43.6
Sophomore	16	19	12	47 - 15.7	174 – 17.4
Junior	19	17	18	54 - 18	147 – 14.7
Senior	23	22	19	64 - 21.3	206 - 20.6
Post Bach					
Total	94	94	73	261 - 87	963 - 96.3
Classification HIST	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average
Freshman	9	8	5	22 - 7.3	90 – 9.0
Sophomore	16	6	4	26 - 8.7	63 - 6.3
Junior	8	15	6	29 - 9.7	68 - 6.8
Senior	4	5	11	20 - 6.7	66 - 6.6
Post Bach					
Total	37	34	26	97 - 32.3	287 - 28.7
Classification Political PSCI	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average
Freshman	8	10	5	23 - 7.7	66 - 6.6
Sophomore	3	5	9	17 - 5.7	51 - 5.1
Junior	6	1	4	11 - 3.7	31 – 3.1
Senior	5	6	3	14 - 4.7	31 - 3.1
Post Bach					
Total	22	22	21	65 - 21.7	179 - 17.9
Classification PSY	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average
Freshman	34	21	18	73 - 24.3	299 - 29.9
Sophomore	21	18	16	55 - 18.3	153 – 15.3
Junior	19	16	16	51 - 17	166 - 16.6
Senior	15	24	14	53 - 17.7	164 - 16.4
Post Bach					
Total	89	79	64	232 – 77.3	782 – 78.2

Classification SWK	Fall 2015	Fall 2016	Fall 2017	3-Year Total and Average	10-Year Total & Average
Freshman	16	22	18	56 - 18.7	208 - 20.8
Sophomore	13	14	11	38 - 12.7	136 - 13.6
Junior	11	11	4	26 - 8.7	130 - 13.0
Senior	10	9	6	25 - 8.37	146 - 14.6
Total	50	56	39	145 - 48.3	620 - 62.0

Figure 1. Number of Majors: 2017, 3-Year average, and 10 Year Average.



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

The data provides some interesting information. The three year and ten year averages are relatively stable for all majors with the exception of Social Work and to a lesser degree Criminal Justice. The three largest majors did see substantial drops for the fall of 2017. The difference in the 3 and 10 year averages for SWK arises from several events. First, CSWE (accrediting body for SWK)

imposed dramatic changes to the requirement including official admission procedures. In addition, new requirements for field experience were added. The result was a far more rigorous program which many students found too challenging. In addition, the program was deeply troubled by instability and poor leadership. Most recently the General Studies degree has attracted many of the potential SWK majors. Just this year we saw two upper level students leave the program to pursue the GS degree. We are currently working on a plan to stabilize and increase our enrollment. This includes an orientation for prospective students so as to prepare them for the expectations of the program. In addition, the program is working on more student support programs to help struggling students. In an upbeat note our freshman and sophomore classes have stabilized.

CJ has always been our largest major. They have also experienced a slight drop between the 3 and 10 year averages. It must be noted, however, that this drop is completely the result of the fall 2017 enrollment. The freshman and sophomore classes are also smaller than expected. There appears to be three causes for this: there is currently a good labor market for law enforcement positions that do not require a degree, the number of transfer students enrolling in CJ has greatly dropped, and many students have opted for general studies. The drop in transfers is puzzling. We know that in the past athletes who transfer to UAM regularly selected CJ as their majors. This trend has greatly dropped over the past three years. We are actively investigating its causes.

Psychology has a pattern similar to CJ. The 3 and 10 year averages are stable. It is the drop in freshman students in the fall of 17 that is a problem. We believe this is due to completion from other schools. SAU has strongly recruited in our area as has UCA. We believe that students have been partially confused by the new Licensed Practical Counselor (LPC) degree in Arkansas. Many students believe they must attend schools that offer this degree in order to get into the program. Our success rate to the LPC is very high. We will be highlighting this fact in our recruiting out reach.

Strengths

- Energetic and young faculty. Faculty members have won several awards and have served in leadership positions on campus committees.
- 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 that better serve students. The faculty is also continuously reviewing information to help in making the needed changes. A very data driven group.
- Several faculty members are using innovative methods to integrate technology and alternative modes of instructional delivery.*

Weaknesses

- We have had some issues with 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.
- Enrollment declines.

Opportunities for Growth

- We have made several changes to our offerings based upon the available data and the observations of the faculty. Advising is improving and should continue to improve retention and help students reach their educational markers.
- CJ is our biggest growth potential. We are preparing to propose an Associates of Arts degree in CJ. This should provide strongly needed resource for the area. The changes in the history and psychology programs should also increase enrollment and progression success.
- We are examining the causes of our enrollment declines. This affords us the opportunity to rebuild and grow our School.

Threats to Effectiveness

- Faculty pay is always an issue. However, the real problem has become faculty raises and deductions. Raises have been well below inflation for some time. The faculty is paying more for health insurance and now has mandatory contributions to retirement. Moreover, summer salaries are under threat. All of this becomes a de facto cut pay cut. It is discouraging to faculty and makes it difficult to hire new faculty. We pride ourselves on “excellent benefits” and yet a faculty member making \$40K may have \$10K in medical deductions (we have one in our department).
- Declining enrollment. Aggressive recruitment by other institutions and expansion of their offerings are hurting our enrollment. In addition, the cost to attend to UAM has risen. According to the branding consultants UAM is not seen as a good value. We are working to communicate the value of our degrees and student successes in our majors.

Progression/Retention Data *****SEE FIGURE 2 Below.**

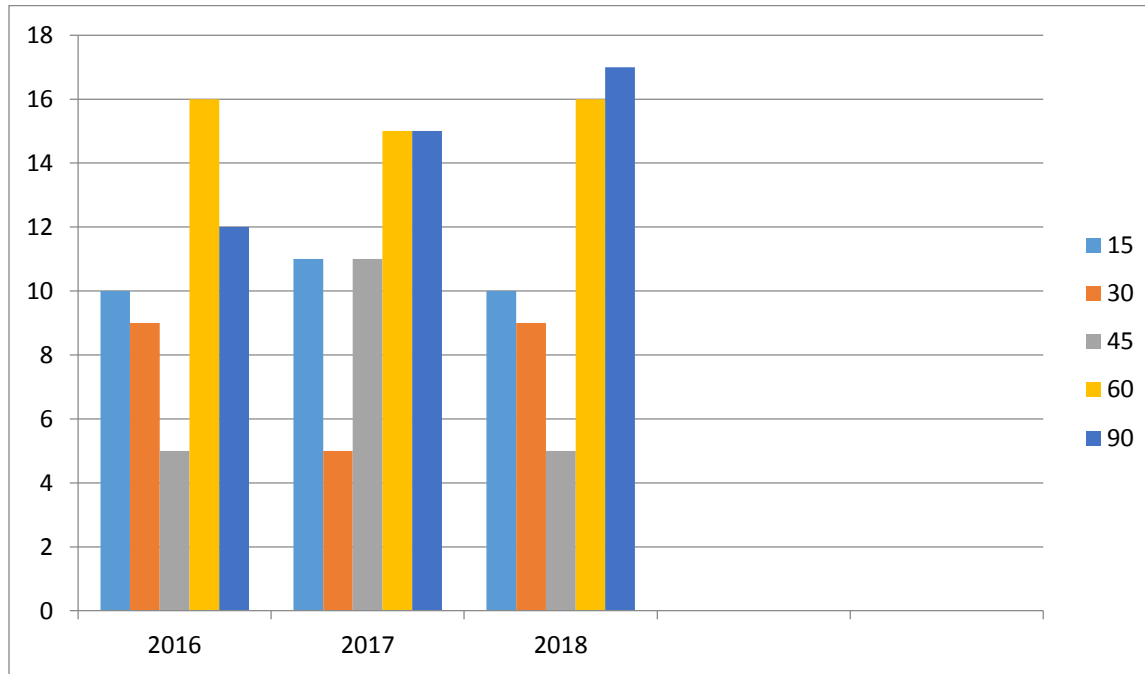
(See Addendum 3)

Table 4: Retention/Progression and Completion Rates by Major

Academic Year	2015-16	2016-17	2017-18
Year-Total Number of Majors (Full Time 1 st Time Freshmen)	2012 - 63	2013-50	2014-48
Number and percentage of majors who:	Year-#/% Of Original	Year-#/%	Year-#/%
Returned in major from previous year	2013-9/14.2% 2014-6/9.5% 2015-4/ 6.3% 2016-2/ 3.1%	2014-20/35.7% 2015-13/23.2% 2016-11/19.6% 2017-9/16.1%	2015-20/41.7% 2016-13/27.8% 2017-9/18.7% 2018-8/16.7%
Graduated in major	5/7.9%	5/10%	7/14.5%
Changed to a different major in the unit	N/A	N/A	N/A

Academic Year	2015-16	2016-17	2017-18
Graduated UAM	16/25.4%	19/38.0%	14/29.1%
Left University	47/74.6%	37/75%	37/77.1%
*Passed 30+ credit hours in two semesters: (fall and spring; no summers)	N/A	N/A	N/A
*Passed 30+ credit hours (fall, spring and summer)	N/A	N/A	N/A

Figure 2. Criminal Justice On Time Progression For credit Hour Markers.



Strengths, weaknesses, opportunities for growth and threats to effectiveness using data.

The data for progression was not available in a meaningful format. Questions arise as to what the data points represent. Still some interesting information can be gleaned when including other data. I have included data for Criminal Justice (see Figure 2). Although the data itself is somewhat undefined, we do see a substantial drop in hitting our markers at the 45 hour mark. This profile is consistent across all SSBS majors. It appears that we have our biggest problem centers on the transition from freshman to sophomore status. This is consistent with our observations and additional data. Indications are that our primary problems center around:

1. Many students go on probation due to poor grades.

2. Students lose financial support due to poor grades or poor progression.
3. Many students leave for various reasons.
4. Many students have completed remedial courses but fail in the non-remedial courses.
5. Many students lack academic endurance (suggestion the need for more Associates oh Arts Degrees.

All of these problems suggest that some type of bridge support needs to occur beyond remedial course and even the freshman year. I harken back to my work with the Federal Evaluation of Early Intervention Head Start. At risk children in the program progressed equally when compared to non-at risk children. However, there was a dramatic loss of progress once the children left the program. In this case we focus on freshman, especially, those requiring mediation, with little support afterwards. Clearly this freshman to sophomore transition is important. On the positive side, the data suggest that SSBS obtains a large number of its majors from other department at about the 60 hour mark. More importantly, students seem to be making strong progression once they reach this level.

The SSBS is working on ways to improve early retention. Many are outline in the attached strategic plan. In addition, we have made changes to our co-requisite for most of our introductory courses. The hope is that students who have successfully completed preparatory course will be better equipped to succeed in the survey courses. This will help reduce failures, which in turn will reduce the number of students placed on probation. In addition, students will be less frustrated in the work as they will be better prepared. We also believe the new pathways initiative will help in those two areas. We are further looking to increase the use of our honor society students as mentors to help guide the survey students.

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

****NOTE REMEDIATION/ NON-REMEDICATION NOT AVAILABLE**

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
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
Course HIST 2213 US I	233 (81)	56 (19)	241 (74)	85 (26)	196 (75)	65 (25)	223 (76.5)	68 (23.5)
Course HIST 2223 US II	216 (78.5)	59 (21.5)	249 (81)	60 (19)	193 (82.5)	41 (17.5)	219 (80)	53 (20)
Course PSY 1013 Intro PSY	332 (62)	205 (38)	319 (66.5)	161 (33.5)	343 (70)	147 (30)	331 (66)	171 (34)

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

Strengths, weaknesses, opportunities for growth and threats to effectiveness using the data.

Strengths

- The pass rate for the US history courses has been consistent and relatively high. Psychology success has actually risen each of the last three years. We attribute this to our efforts to limit enrollment by students requiring remediation. Our data indicates that remedial students do poorly in the intro to psychology class. This class is heavy in reading and writing skills.*

Weaknesses

- *Interestingly we believe that the limiting of students who have not completed remediation is only a partial solution. We have some evidence that students who enroll in psychology after completion of the remedial courses also do poorly. It appears they may require Comp I in order to prepare them for other courses. We need more data to determine why this is happening*.

Opportunities for Growth/Threats to Effectiveness

- I have combined these two as our opportunities also represent a major threat. As stated above, psychology may require students to have reading and writing skill at the Comp I level. This would greatly help our pass rates and benefit students. *However, this would also greatly diminish our enrollment. In addition, this may occur naturally with the pathways. Again, our pass rate will increase ours but reduce our enrollment numbers. We need to examine how we can help students without lowering standards.

Completion (Graduation/Program Viability)

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

Undergraduate Program	2015-2016	2016-2017	2017-2018	Three-Year Total	Three-Year Average
CJ	22	21	17	60	20
HIST	7	6	11	24	8
PSCI	6	8	5	19	6.3
PSY	18	18	21	57	19
SWK	7	7	3	17	5.7
TOTAL	60	60	57	177	59.3

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 been fairly consistent. Still we have several areas that need to be enhanced. As discussed above, several structural changes have been made to try and help retention. We have also developed courses specifically designed to guide students in the selection of majors. Criminal Justice has a freshmen course that specifically explains the CJ field and possible careers. This helps guide students as to whether or not this is an appropriate major are for them. Social work developed a non-major introductory course that accomplished many of the same goals. As such students uncertain about the field can become more informed. I addition, social work will hold a seminar at the beginning of each semester to make certain their majors are aware of the requirements of the degree. Surprisingly many prospective majors are stunned to find that field placement is a large part of the requirement. We lose several students at that point.

History developed a two career pathways model. There remains the traditional model with a major and a minor. The second pathway removes the minor and offers more support courses that allow for a broader major and should attract additional students. Political science has revived the pre-law program to great success and is examining a public administration AA. Finally CJ is exploring an AA in CJ. There seems to be a strong market in law enforcement for this degree.

Faculty

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load Fall/ Spring/ Summer	Other Assignments
Bransford S.	Assist	PhD	CJ/Sociology	12/12/6	
Day K.	Full	PhD	History	12/12/3	
Davis J	Assist	PhD	Poly Sci	12/12/6	
Everett W.	Instruct	MA	Geography	15/15/3	
Henris John	Assist	PhD	History	12/12/3	
Jenkins M.	Assoc.	MSW	SWK	9/9/3	
Kim M.	Full	PhD	PSY	12/12/6	SWK Field Supervisor
Lee S.	Assist	PhD	PSY	12/12/-	
Lewis A.	Assist	MSW	SWK	6/6/-	Director of SWK (Left June 2018)
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	Assoc.	PhD	Poly Sci	12/12/-	
Silzell S.	Assist	PhD	History	12/12/-	
Walters J.	Assist	PhD	PSY	12/12/3	
Young C.	Assoc.	PhD	History	12/12/-	
Williams D.	Instruct	MSW	SWK	12/12/-	

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

- Andre Lewis left his position as Director of Social Work for a position with the Arkansas Supreme Court.
- Marie Jenkins became interim Director.
- Dana Williams reached the midway point in the PhD. Work.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2008-09	12731		
2009-10	13175	3.3%	
2010-11	13760	4.2%	
2011-12	13688	-5%	
2012-13	12646	-8.2%	
2013-14	12165	-3.3%	
2014-15	12151	-3.4%	
2015-16	10903	-11.5%	
2016-17	10,557	-3.1%	
2017-18	9852	-7.3%	

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

We have seen a steady decline in SSCH for many years. The declines are primarily in the survey courses. The early declines partially resulted from changes in the general studies requirements. Prior to 2012 World Civ was a general studies requirement. We offered several sections with typical enrollment of +40. Now the sections struggle to reach double digits. As a result we shifted resources to Geography. We also had a dramatic drop in Intro to Sociology as we reduced the sections from three to just one. These sections had +60 enrollments. Most recently we saw drops in Intro to Psychology with the emphasis on remedial students taking 8 week remedial course. This limited their ability to enroll in other courses. We believe this is actually helpful as we have seen decreases in failure rates for our survey classes. We anticipate that the new pathways model will temporarily reduce our SSCH's further. We expect somewhat of a rebound thanks to higher rates of retention. We also plan to actively recruit students from the remaining concurrent enrollment classes and other classes.

Unit Agreements, MOUs, MOAs, Partnerships, Etc.

University of Arkansas at Monticello

Partnerships

2017-2018

School of Social & Behavioral Sciences MOU Social Work field practicum

- Advantages Children and Adults with Intellectual Disabilities/School Based No end date Active
- ABC Homes, Baptist Group Home Children's home 3/10/2015 No end date Inactive
- Area Agency on Aging, Monticello Senior Care 5/13/2013 No end date Inactive
- Area Agency on Aging, McGehee Senior Care 5/13/2013 No end date Inactive
- AR DHS Children & Families/Drew Co. Child Protection/Family Preservation 8/13/2012 No end date Active
- CASA of the 10th Judicial District Child Advocacy 5/10/2016 No end date Active
- Delta Memorial Hospital Medical Social Work 12/5/2011 No end date Inactive
- Dermott Juvenile Correctional Facility Adolescent Corrections 7/18/2016 No end date Active
- Drew Memorial Hospital Medical Social Work 12/15/2011 No end date Active
- Hospice Home Care of Arkansas Medical Social Work 11/29/2011 No end date Active
- Options, Inc. Domestic Violence Advocacy & Homeless Services 12/6/2011 No end date Active
- Prosecuting Attorney's Office, 11th West District Victim Advocacy 7/1/2015 No end date Active
- Southeast Arkansas Human Development Center Adults with Mental Health & Intellectual Disabilities 11/22/2011 No end date Active
- UAM Counseling and Testing Center Young Adults Educational/Referral Services 12/1/2011 No end date Active
- University of Arkansas for Medical Sciences, KIDS First Children Early Intervention 11/29/2011 No end date Active
- Vera Lloyd Presbyterian Family Services Children's home 6/10/2016 No end date Active
- Exodus Project Rehabilitation for Incarcerated addicts in AR Community Corrections system Pending No end date Pending
- Mainline Behavioral Health Systems, Inc. Mental Health Social Work 7/16/2018 No end date Active

Faculty Achievements past academic year.

Faculty Scholarly Activity

Sharon Silzell: International Congress of Medieval Studies in Kalamazoo, Michigan.

Marie Walker: Mississippi Child Welfare Institute Conference in Jackson, MS in February.

Davis, John C. and Drew Kurlowski. 2017. "Campaign Inc.: Data From a Field Survey of State Party Organizations" *Midsouth Political Science Review*. 18 (1): 1-26.

Davis, John C., Andrew J. Dowdle, and Joseph D. Giammo. 2017. "The 2016 Elections in Arkansas: Did Playing on Hillary's "Home Court" Make a Difference?" in *The New Politics in the Old South: An Introduction to Southern Politics*, ed. Charles S. Bullock III and Mark J.

Rozell. Hanham, MD: Rowman and Littlefield.

- "The Southern Slope of Monsalvat: How Spanish Wagnerism became Catalan." *Nineteenth Century Music*, 41.1 (July 2017), pages 31-47.
- "Spain and Portugal on Record: An Introduction and Listener's Guide." *Newsletter of the Association for Spanish and Portuguese Historical Studies* 8 (2017), pages 17-26.
-
- Arkansas Association of College History Teachers, Little Rock, AR, 5-6 October 2017. (Organizer and Panel Commentator)
- American Historical Association, Washington, DC, 4-6 January 2018. (Session Chair/Commentator)
- Mendoza, J. S., Pody, B. C., Lee, S.*, Kim, M., & McDonough, I. M. (2018). The effect of cell phones on attention and learning: The influences of time and nomophobia. *Computers in Human Behavior*, 86, 52-60. doi: 10.1016/j.chb.2018.04.027 (Impact factor: 3.435)
- Association for Spanish and Portuguese Historical Studies, Portland, OR, 5-7 April 2018. (Paper and Panel Chair/Commentator)
- "Kyle Day: Democratic United States Senator Thomas Hennings, Jr. of Missouri: Champion of the Black Freedom Struggle," 2nd Annual Conference on Political History, Center for American Political History, Lebanon Valley College, June 9, 2018.
- "Democratic United States Senator Thomas Hennings, Jr. of Missouri: Champion of the Black Freedom Struggle," Phi Alpha Theta Conference, plenary speaker, University of Arkansas at Monticello, April 7, 2018.
- Mendoza, J. S., Pody, B. C., Lee, S.*, Kim, M., & McDonough, I. M. (2018). The effect of cell phones on attention and learning: The influences of time and nomophobia. *Computers in Human Behavior*, 86, 52-60. doi: 10.1016/j.chb.2018.04.027 (Impact factor: 3.435)
- Silzell: International Congress of Medieval Studies in Kalamazoo, Michigan.
- Young; "The Southern Slope of Monsalvat: How Spanish Wagnerism became Catalan." *Nineteenth Century Music*, 41.1 (July 2017), pages 31-47.
- "Spain and Portugal on Record: An Introduction and Listener's Guide." *Newsletter of the Association for Spanish and Portuguese Historical Studies* 8 (2017), pages 17-26.

Notable Faculty or Faculty/Service Projects

- The Student Social Work Association under the guidance of Marie Jenkins organized, sponsored, and hosted the following special events:
 - National Clothes Line Display (brought to UAM Campus) in awareness and prevention of domestic violence
 - Annual Bullying Awareness Walk
 - Annual Denim Day (calls awareness to sexual assault)
 - Self-care Game Nigh for UAM students

- 2017 Social Work Appreciation Month Meet and Greet
- Pinwheels for Prevention Display (to bring awareness to child abuse)
- The inaugural Child Abuse Prevention Dinner
- Comfort Kits for C.A.S.A. collection/donation drive

- Psi Chi Under the direction of Dr. Lee had a Bullying Awareness Program for a week. They also participated in a Hurricane relief effort in collection of food and supply donations.

The CJ club finish third in the UAN food drive and continued their paws for Prisoners Program.

The History Honor Society lead by Dr. Henris took responsibility for cleaning up neglected cemeteries in SE Arkansas and helped the Monticello Tree Board.

Faculty Grant Awards

John Henris: Mining History Research Grant: \$700.00 Mining History Association
S. Lee and J. Walters \$1,500.00 Faculty Research Grant on learning Strategies

Clint Young \$1,500.00 Faculty Research Grant on his new book

Kyle Day \$1,500.00 Faculty Research Grant on Arkansas History

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

- As stated earlier, History developed a two pathway degree plan.
- Psychology modified requirements for several classes.
- Mr. Lewis left.
- Ms. Williams is completing her dissertation.

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

- -Psychology modified requirements for several classes. It had been determined that some pre-requisites served little purpose. At the same time others were added in order for the students to be better prepared.

- -History developed a two pathway degree plan in order to offer a more diversified major. The traditional major is designed for the student who plans to teach. The new pathway provides an offering for someone outside of an academic career.
- Capstone courses were offered in psychology and criminal justice. All majors now have a capstone course.

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

-We developed a policy whereby student progression in completing general studies requirements are monitored. Action plans are created if a student fails to obtain all Associates Degree requirements in the first 70 hours.

-Policies were in place to monitor online classes to make certain they are viable and the instructors are engaged and responsive to students.

-Additional graded assignment opportunities were added to most classes. Greater emphasis was given to multiple assessments throughout the semester.

-Honors societies and students organization within the School engaged in several service oriented activities.

-Student research was expanded for all majors.

-Student internships were increased.

-Blackboard was more widely employed.

Other Unit Data

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

-We loss Mr. Lewis as Social Work Director. MS. Jenkins will serve as Interim Director. Fortunately Mr. Lewis and MS. Jenkins had been working together on ways to increase enrollment and student success. This includes seminars and orientations for entering majors designed to make them aware of the requirements and career opportunities in SWK. The hope is that the student will be better prepared for this demanding field.

-CJ offered its “career pathways” course for the first time this year. This course performs the same function as the SWK course described above.

-Twelve students were accepted to graduate school for fall 18.

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

-21 students presented papers at national and regional conferences.

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

-Student Honor Societies and clubs worked on several service projects including; Paws for Paroles, canned food drive for the poor, bully awareness week activities, domestic violence awareness week activities, child abuse prevention workshops, and a self -help night for students who just needed so ideas on self-help. Social work also held a domestic violence awareness dinner for the community. Over all more than fifty students participated in these activities.

-Dr. Lee and Dr. Young were elected to national officers in their professional organizations.

-SSBS faculty make-up all of the Assembly leadership.

Revised February 8, 2018

Addendums