Annual Assessment
School of Social and Behavioral Sciences

2005-2006

Introduction

The annual assessment report for the School of Social and Behavioral Sciences includes responses to the nine questions prepared by the Committee on Assessment of Student Academic Achievement (CASAA). The nine questions are embedded in the report as headings to ensure ease in reviewing the responses to the questions. CASSA is a campus committee and its membership is comprised of representatives from each school and division. The representative for Social and Behavioral Sciences is Dr. Craig Greathouse.

This report is organized into two parts. The first section includes the responses to the nine questions for the School. It contains information that pertains to the six major programs of study within the School. The second section contains detailed assessment program reports for two of the six academic programs. Both the School and program reports have appendices that contain documentation to support the responses.

The plan will be to examine assessment for the School and then focus on the assessment data for two degree programs in each assessment year. The first programs submitted for a detailed review are Political Science and Social Work. A time line for subsequent program assessments is outlined in question 7 of this report.

1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed. If your unit has specific accreditation standards please attach these standards; include the name of the accrediting body and the term of the accreditation.

The student learning outcomes (goals) of the School for students who enroll in courses as majors or minors or who enroll in courses that fulfill the general education and social science elective requirements are as follows:

(1)   develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences;

(2)   develop an understanding of the behavior interactions and environment of humans and the related social structures and forms;

(3)   develop an understanding of the interdependent nature of the individual family and society and its impact on human behavior;

(4)   develop a knowledge base of social and cultural institutions, processes, structures, and diversity;

(5)   use appropriate technologies and methodologies to gather, analyze, and communicate research data; evaluate and manage information for presentation in academic and professional settings;

(6)   develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments assumptions and evidence from the social and
          behavioral sciences.

Specific learning outcomes for each major program of study are identified in the eight semester plan (See Appendix 1).   Also in Appendix 1 are selected course syllabi that reflect the learning outcomes for transferable courses. The annual assessment plan will be posted at http://www.uamont.edu/Social_and_Behavioral/.

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

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

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website catalog syllabi and brochures).

The learning outcomes for the unit are communicated to prospective and current students in several ways. Prospective students and UAM students who are considering a major can access an eight semester plan for each major program of study offered by the unit. Each plan identifies the learning outcomes for each major program of study. The plans are posted at http://www.uamont.edu/Social_and_Behavioral/. The units SLO's are posted at the same website. Copies of the eight semester plans are in Appendix 1. The Unit's Annual Assessment report will be posted to the same website address.

Print materials such as a color coded fact sheet for each major program of study are currently available for distribution to students. A new brochure for the School will be updated to include the learning outcomes.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes. (Examples: pre/post tests post tests capstone courses surveys graduation rates etc.) Address historical patterns or trends.

Faculty use teacher made tests, research papers, short papers, projects, class presentations and other types of activities to determine whether students are learning what the Social and Behavioral Science faculty want them to learn. The expectation is that mastery is demonstrated based on student performance on any given topic related to the course content and course objectives.

The Social Work Program administers pre/post tests and the results are discussed in their report which is one of the programs offering detailed analysis this year. Political Science will administer a pre-post test for PSCI 2213 (American National Government). The Criminal Justice faculty is looking at a pre-post test that is being developed by a program at another university that has a program and total campus enrollment similar to UAM. The focus of the fall retreat for the Unit will be on assessment and what measures the other major programs of study will use to provide evidence of student learning.

Graduation rates serve as the Unit's evidence of whether students have achieved the School's student learning outcomes. Table 1 (see next page) reports the number of students who graduated with a baccalaureate degree with a major in the School of Social and Behavioral Sciences between the academic years of August 2002 through May 2006. **During assessment year 2005 through 2006, a total of 59 students with Social and Behavioral Sciences majors graduated with a baccalaureate degree. The School's graduates constitute 20 percent of the total student population graduating with baccalaureate degrees in 2005-2006**.

During the fall terms from 2001 to 2005, the School enrolled 10 to 11 percent of the total school population, while graduating 15 to 20 percent of the total student population.

Another indicator that student learning has occurred can be reflected in majors graduating with honors. **In 2005-2006, seven or ten percent of students graduating with honors were majors in the School of Social and Behavioral Sciences.**

Table 1
Baccalaureate Degrees Awarded by Major
August 2002 –May 2006

	2001-02	2002-03	2003-04	2004-05	2005-06
Criminal Justice	2	18	8	11	17
History	6	3	6	7	6
History & Social Studies	4	3	5	1	4
Political Science	3	3	7	5	3
Psychology	17	20	13	11	14
Social Work	9	5	3	12	15
Program Total	**41**	**52**	**42**	**47**	**59**
Percent	**12%**	**14%**	**15%**	**15%**	**20%**
UAM Total	**320**	**359**	**275**	**307**	**298**

Table 2 provides a three year profile of the number of students completing the requirements for an Associate degree and who subsequently earned a second degree with a major within the School. **During the 2005-2006 assessment year 25 students earned an Associate degree and subsequently completed a baccalaureate degree with Social and Behavioral Sciences between August 2005 and May 2006.** The number of students receiving an Associate degree in 2005-2006 was higher when compared to 2003-2004. More students are filing for the Associate degree as a benchmark of academic goal attainment.

Table 2
Associate Degree by Major
August 2004 – May 2006

	2003-2004	2004-2005	2005-2006
Criminal Justice	0	6	9
History	0	2	2
History & Social Studies	0	2	2
Political Science	3	1	1
Psychology	0	1	6
Social Work	2	15	5
Program Total	**5**	**27**	**25**
Percent	**4%**	**16%**	**11%**
UAM Total	**140**	**173**	**219**

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

A review of course syllabi from each major program indicates that faculty uses a variety of measures to analyze student performance. For example, student performance is measured using teacher constructed tests that consist of objective short answer and essay questions. Courses such as statistics include problem solving types of items. Faculty assign research papers of varying lengths, collect journals, and other types of written assignments. Still in other courses students make oral presentations and make presentations using technology such as projectors and computers for power point. Selected syllabi and teacher made tests are in Appendix 2.

Faculty frequently discussed student performance on measure such as teacher made tests, and other course assignments. **During the 2005-06,** assessment year, the Criminal Justice, Political Science and Psychology faculty made several recommendations for program improvement. The outcome of these recommendations was the submission of 18 curriculum proposals. For example, the political science and criminal justice faculty were concerned that students enrolled in an upper division courses within the major were not performing well on research and other written assignments nor did they seem to understand how to read, interpret and glean information from scholarly articles. Subsequently, the political science and criminal justice faculty determined that students should take research methods at the sophomore level instead of at the junior/senior level. The intent was to introduce these academic requirements earlier and therefore provide them with more opportunities to develop and use their research, critical thinking and writing skills. Further, a statistics class with an emphasis on the types of statistics used in criminal justice and political science research was developed, as another strategy for improving the performance of students on course assignments.

During the 2005-2006, the psychology faculty combined two separate courses PSY 2273 Experimental Methods in Psychology lecture and PSY Experimental Methods in Psychology lab into one course based on current practices at other colleges and to improve their program. The number of hours in three minors was revised and may encourage more students to seek enrollment in one of the six minors offered within the School. The move to reduce the minimum number of hours in a minor provided an opportunity to create a Sociology minor. This provides students who are interested in the field to study the discipline in a more concentrated fashion. (See Appendix 3 for C&S Approval sheets).

6. Provide specific evidence of how your unit utilizes information other than student performance to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys alumni surveys professional meetings minutes from faculty or committee meetings etc.)

Each year during professional development week the Unit leader sponsors an all day retreat during which faculty concentrate on improving the School's academic programs. In 2004, faculty examined their curriculum offerings and evaluated them to determine specific program improvements if any were necessary. Out of this review a total of 39 curriculum proposals from criminal justice, political science, social work, and sociology.

During assessment year 2005-06, the faculty looked at major and minor requirements and then outlined each program of study into an eight semester plan. The School revised three minors by reducing the required number of hours from 24 to 18. Also a new minor in Sociology was submitted and subsequent approved at the campus level and by the UA Board of Trustees and ADHE.   In 2005, the School submitted 18 curriculum proposals to Curriculum and Standards (C&S). Copies of C&S Approval sheets are in Appendix 3.

A Unit Senior Survey was developed by the Social and Behavioral Sciences faculty for use in all of the academic programs except for Social Work, which has its own exit survey. A copy of the survey is in Appendix 5 and will be implemented beginning with December 2006 graduates.

Two faculty members and the Unit head served on the campus wide strategic planning committee.   The two faculty members who served were helpful in facilitating the planning process of developing a Unit level strategic plan. The faculty of the School participated in a day long retreat and developed strategic plans for each academic program. The unit head then took each discipline's plan and subsequently used those to create the unit plan (see Appendix 4).

The broad focus of the School of Social and Behavioral Sciences is to provide undergraduate programs that prepare students for successful careers or graduate school programs in specific fields of study. As an indicator of student learning outcomes, the School collects and examines data pertaining to the post baccalaureate plans of graduates.

Table 3 on the next page, shows the number of graduates and whether they have attained employment or admission into graduate school.

During the 2005-06, forty-four percent of the graduates are employed in the field of their respective major. Seventeen percent of the students enrolled in graduate or professional school. Thirteen and half percent of the students are employed but not in field and the same percent (13.5%) are neither working nor employed. Information was not available for twelve percent of the graduates.

Table 3
Graduate Employment Survey

2003	Total Bachelor's Degree	Employed In Field	Employed Not In Field	Enrolled in Graduate or Professional School	Other	Information N/A
Criminal Justice	8	3	2	0	2	1
History	6	3	0	3	0	0
History & Social Studies	5	1	0	0	1	3
Political Science	10	1	2	4	0	3
Psychology	13	3	5	2	0	3
Social Work	4	3	1	0	0	0
Total	**46**	**14**	**10**	**9**	**3**	**10**
2004						
Criminal Justice	11	3	4	2	0	2
History	7	0	5	0	2	0
History & Social Studies	1	1	0	0	0	0
Political Science	5	1	4	0	0	0
Psychology	11	7	0	2	2	0
Social Work	12	8	0	2	0	2
Total	**47**	**20**	**13**	**6**	**4**	**4**
2005						
Criminal Justice	17	6	6	1	2	2
History	6	0	1	1	2	2
History & Social Studies	4	4	0	0	0	0
Political Science	3	2	1	0	0	0
Psychology	14	4	0	5	3	2
Social Work	15	10	0	3	1	1
Total	**59**	**26**	**8**	**10**	**8**	**7**

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes prioritize your unit's future course of action. Include plans for what will be done by whom to what extent and how often.

Assessment will be the focus of the School's Annual Faculty Retreat. Each discipline will develop a unit plan for assessing student learning outcomes.   Budget monies will be allocated for assessment to purchase tests, if required. Funds will be set aside for faculty development to attend workshops on assessment. Also, there will be consideration to allocate funding to commission a study on the comparison of traditional and alternative learning modes of instruction. (e.g. one course release time).

Table 4

Task	TimeLine/Deadline	Responsible Party	Project Frequency
Faculty retreat on Program Assessment	August 2006	Dean	Annual
Re-establish Unit Assessment committee	August 2006	Dean	Annual
Unit Committee submit plan to Unit head	September 2006	Faculty	Update annually
Select or administer pre-post tests	September 2006	Faculty	To be determined
Identify students who can serve on committee	September 2006	Faculty and Dean	Annually or as needed
Review, revise and administer senior exit surveys	October 2006	Unit assessment committee	December, May
Complete post baccalaureate survey	November 2006	Faculty	January and June
Complete discipline reports	May 2007	Faculty	Annual
Complete unit report	August 2007	Dean	Annual

8. Specifically describe how your unit is making student learning accessible including if applicable alternative modes of instruction (CIV WebCT weekend Early College High School etc.). Address historical patterns and trends.

The School of Social and Behavioral Sciences makes student learning accessible in several ways. Flexible scheduling in terms of location instructional modality and availability are all ways the Unit makes student leaning accessible. Students can take classes at night during the long semesters and each spring they can complete a course required for graduation on Saturdays. Students can take social and behavioral sciences courses that will lead to an Associate degree at either the McGehee or Crossett locations. In addition to courses being taught on site at either Crossett or McGehee the unit offers course sections via Compressed Interactive Video (CIV).

The unit supports the Early College High School program by offering core courses like American History, Survey of Civilization and Introduction to Psychology. The School has not tracked a difference between traditional and alternative academic quality. Students are enrolling in the classes and grade distribution seems to be equivalent. The examination of differences such as attrition/retention rates, grade distribution between traditional classes and alternative modes of instruction will be charged to the Unit Assessment Committee.

Table 5 provides a five-year profile of the unit's practices of making student learning accessible through alternative modes of instruction and flexible scheduling. Course schedules for the 2005-2006 are in Appendix 6.

Table 5

Alternative Modes of Instruction							
*Offered in Fall/Spring/ Summer	CIV	WEBCT & ONLINE	Weekend	NIGHT	EARLY COLLEGE HS	INTER-SESSION	FIELD STUDY
2001-2002	HIST 1013 PSCI 2213 PSY 1013	HIST 5033 HIST 349V		SWK 3113 SWK 3143 HIST 3659HIST 4623 HIST 5023 SWK 3663 HIST 4613 HIST 5603 SWK 3213 SWK 3223 SWK 3653			HIST 348V (2) HIST 5 81V 1. West Frontier 2. South Africa
2002-2003	HIST 1013 PSCI 2213 PSY 1013 HIST 1023			HIST 1013 HIST 3553 PSCI 2213 PSY 1013 SWK 4313 CJ 3243 HIST 1023 HIST 3513			CJ 3783 PSCI 462VHIST 388V
2003-2004	HIST 1013 HIST 2223 SWK 2213		PSCI 2213	HIST 1013 SOC 2213 SWK 3653 SWK 3663	HIST 2223		CJ 3283 PSCI 462V
2004-2005	HIST 1013 HIST 2223 PSCI 2213 HIST 1023 SWK 1013	CJ 1013 CJ 4403 CJ 2143	PSCI 2213	HIST 1013 HIST 2223 HIST 349V(EUROPE) HIST 349V(AFRICA) PSCI 2213 PSY 1013 * PSY 3473 PSY 4623 SWK 2213 * SOC 3453 SWK 3523 SWK 3543 CJ 2213 CJ 4403 HIST 2023 PSY 3483 SWK 1013			GEOG 354V GEOG 5113 HIST 348V HIST 581V CJ 3783 HIST 5603 PSCI 462V
2005-2006	HIST 2223 PSI 2213 HIST 1023 PSY 1013	CJ 2133 CJ 3553 CJ 4393 CJ 4413* HIST 3593 PSCI 2213 PSY 1013 PSY 2203 CJ 2143 SWK 3653	PSCI 2213	PSY 1013* PSCI 2213 PSY 2203 SOC 2213* SOC 3453* PSY 4643 SWK 1013 SWK 3653	PSY 1013* HIST 1023	PSCI 2213 PSY 2203	CJ 3783 GEOG 354V GEOG 5113 HIST348V (PACIFIC NW) PSCI 462V

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

Currently the School has not involved students directly in the development of the unit assessment program.   Since student participation is expected the Unit will take the following plan of action. The first way to get direct student will be to include student representation on the Unit assessment committee. There are three majors (criminal justice psychology and social work) that have established student clubs.   The student membership of the three discipline clubs will serve as a focus group for gleaning information regarding the successful attainment of student learning outcomes and as another way of involving students directly in the assessment process.

Department of Political Science, UAM
2005 Assessment Report

1. The learning outcomes (goals) that political science seeks from its students are varied but directly related to the field.   As stated in the brochure put out by the school the political science program at UAM "is the study of government, politics, and the law from both an American and global viewpoint. Students who choose this major will have career opportunities in law, public administration, or politics"   These general outcomes provide an overview of what political science strives to achieve at UAM.   Specific learning objectives for the BA in political science are listed on our 8 semester plan.   "The political science major provides students with the basic skills needed to pursue a career in the fields of government, law, public administration, or they can pursue a graduate degree.   The major offers students the ability to develop skills through active learning, critical analysis, analytical thinking, and research"   These learning objectives while listed in the 8 semester plan need to also be listed in the catalog, in brochures, and more prominently on the website.   (see question three answer for timeframe on expanded dissemination of learning objectives)   Breaking out the goals from the previous statements, the goals for political science include.

> 1. Students at UAM who graduate with a BA in political science will have a broad understanding of American government, law, public administration, comparative politics, and international relations.

> 2. Students will be able to think analytically and critically about political issues.

> 3. Students will be able to engage in informed research into complex political issues.

The definition that political science uses to define students thinking critically and analytically is:

> Critical and analytical thought is the ability to generate and organize ideas, interpret facts, defend opinions, draw inferences, evaluate arguments, and solve problems.   (This definition is based on a critical thinking definition by Chance, 1986 pg. 6)

2. In comparing the learning outcomes of political science to the mission statement of UAM, there is a great deal of concurrence between them. The first learning goal of political science is that students should gain "basic skills", this relates to UAM's mission of education as stated in the first three paragraphs of the mission statement. Moving beyond the general statement of goals, the specific learning elements of political science reflect the stated goals of the University. The first goal of active learning directly relates to UAM providing learning experiences, understanding through scholastic endeavor, sharing knowledge, and the promotion of intellectual content. Students in political science at UAM are exposed to new information in achieving the mission of active learning. The second goal(s) that political science promotes is that of critical analysis, analytical thinking, and research. These three elements are interdependent and cannot be taken separately; they reinforce each other and allow active learning to occur within the program. The program actively tries to teach students how to process information and knowledge through critical analysis, analytical thinking and research. These processes are directly germane to UAM's goals for its students. The mission statement asserts that UAM will "educate people for critical thought". This overlap between political science and UAM on these elements shows the importance of getting students engaged and thinking for themselves that everyone wants. In addition to the University's focus on critical thought, the department also supports the goals of synthesizing knowledge, communicating that knowledge effectively, and applying that knowledge. Finally, the Department of Political Science also actively teaches from a national/global point of view. The Department of Political Science directly supports and enhances the student learning objectives of UAM as stated in the mission statement.

3. The department of political science at the current time offers very general goals in the Social and Behavioral Science brochure and our more specific goals on the 8 semester plan, which exists in both paper and online formats. Currently, there is no listing of our specific learning objectives in the catalog, which is something that must be addressed this coming year during the catalog changes.

　　　To ensure that the learning objectives of the program are more fully disseminated there are several steps that will be taken in the next year.
　　　1. During the upcoming period for changes to the catalog, political science will include its learning objectives as a change.
　　　2. During the next year the division webmaster will be asked to include on the political science webpage the statement of learning objectives for the major.
　　　3. When brochures are ordered again the statement will be included within the description of political science.

In terms of course syllabi, there is no one syllabus that lists all of our learning goals.   In examining many of the syllabi in political science, it is evident that we are addressing our learning objectives.   Attached in Appendix 2 are syllabi to represent the department's focus on national political and global political learning.   The courses themselves are evidence that the department is teaching from a national / global perspective.   Courses such as International Relations, Comparative Politics, European Politics, Politics of Developing Nations, Congress, Public Policy, and the Presidency all address complex political issues. These courses by their very nature address the department's goal of broad learning about political issues.   In fulfilling our student learning goal of research and analytical thinking, political science in conjunction with criminal justice has created and requires Research Methods for Social Science and a new course Statistics for the Social Sciences. (See Appendix 3 for C&N changes)   Every upper division course in political science requires research papers to force the students to become active participants in their learning as well as to advance research and thinking skills.   An example of a course emphasizing critical and analytical thought is the syllabus for international relations. This course directly addresses critical thinking and analysis skills in the objectives of the course as well as the testing and paper component. (syllabus in appendix 2)

4. The political science department is in the process of developing better measures for assessing how well students have met the learning objectives of the program.   This process has been initiated but it is still very rough, which is the stage that most of the discipline is still at in regards to assessment.   The department does have a very basic and rough survey that has been given to all upper division political science classes over the last year. (appendix 1)   This survey was designed to provide some basic information for the department and provide a baseline for what type of information should be collected. The survey is not specific enough to provide the information needed therefore it will be revamped within the 2006/07 school year.   More specific questions about the analysis of political events and how to think about those issues will be included in the new survey. The development of this new survey instrument will be completed prior to the end of the fall 2006 semester.   To further test student learning objectives in the general education course, American National Government, the department has developed a new pretest/posttest that will be administered starting in fall 2006. (appendix 1)   This test will be used to determine if students in the introductory level course are gaining a general knowledge of American government.   To gain enough information from this pretest / posttest will require at least 4 semesters of data so that comparisons between the fall and spring semesters can be made.

Until more formalized data can be gathered, the department currently relies and will continue to rely on anecdotal evidence at the individual course level.   Tests in political science courses are designed to test general knowledge developed by the course as well as analytical thinking.   Upper division course tests tend to be essay in form and require students to not only provide basic information but also integrate that information into a coherent whole.   This testing form forces students to think critically and analytically to effectively answer the questions.   In addition, the assignment of significant research papers and projects forces students to focus improve their research

skills.   Research papers force students to engage in and improve their critical and analytical thought.

Given the lack of institutional memory for the members of the political science department, historical trends and patterns are currently not visible.   Over time as data is gathered and analyzed a pattern of student development will emerge.

5. The information that the political science department has relied on to make changes to the major, while largely anecdotal, we believe reflects the needs of the students.   The research papers that have been provided to the faculty over the last several years we believe are not the at an appropriate level.   To address the underdevelopment of student research skills a new research methods course was put into place at the 200 level for the 2005/2006 school year.   This course showed that the students were completely under-prepared for research assignments in higher-level courses; this deficiency was found in both political science and criminal justice majors.   Over time, we hope that this course will increase the preparation of student's research skills.   To further enhance the ability of students to understand and engage in research a new course was added to political science for the 2006/2007 school year, Statistics for the Social Sciences. (appendix 3) This course was created to specifically address the statistics used within the social sciences by teaching students how to understand how those forms of statistical analysis are used within the field.   The combination of these two courses will not only improve the research skills of the students but also improve their critical and analytical thinking as they are exposed to the formal methodology of political science research.

The department is concerned about the weakness in the student's understanding of research methodology that is at the core of analytical and critical thinking.   The changes indicated above are an attempt to increase the capacity of students within the program to develop acceptable research skills to support our goal of analytical and critical thinking.

6. Outside of what the faculty have seen from the students there have been other approaches that have been developed to address better ways to ensure student learning. Within the past year, the department developed a formal strategic plan in conjunction with the entire school.   This plan provides an overview of short, midterm, and long-range goals for the department.   This planning document sets out the goals that the department will try to achieve in order to increase student learning more effectively in the future. (appendix 1)   A second form of information which the department relies heavily on is the interaction of its members at meetings (i.e. lunch) which happens several times a week.   The members of the department along with other members of the school regularly discuss what the problems are consistent across classes and how to address them.   The constant theme over the past year was the lack of research skills and rampant plagiarism that is coming from students.   The development of the new research methods course and statistics for the social science emerged directly from those meetings. The last form of information which is helping to influence departmental decisions on how to change the major to address issues of concern is contact with other members of the discipline at professional conferences and activities.   In the past year members of the department have attended the American Political Science Association Annual Conference, Southern Political Science Association Annual Conference, and the Midwest Political Science Association Annual Conference and the grading of the American

National Government A.P. exam held by the College Board.   At all of the meetings, discussions were held with others about changes in programs and issues of assessment. Additionally in the past year, the Arkansas Department of Higher Education created a common syllabus for American National Government and State and Local Politics. The common syllabi that were created by a group of political scientists from schools across the state correlated well with what was already being taught at UAM.   Every major topic that was seen as being essential to teach in these two courses was already included within the courses at UAM. (appendix 4)

   To make decisions about changes to the program the members of the department have meetings (lunch) and after complete discussion come to a decision and then implement the decision.   For issues which affect other programs the Dean of Social and Behavioral Sciences is consulted and advised of the decision.

7.   Future action regarding assessment of student learning will first be directed towards acquiring more reliable and valid data.   The with the creation of the pretest/posttest for American National Government and its administration starting in Fall 2006 the department will start to create a base of knowledge about whether students in the general education course are gaining a broad knowledge of American government.   This process will take at least two years to gather enough data before comparisons can be made.   The second step will be expanding knowledge about the departments learning objectives. During the fall semester 2006, the learning objectives will be added to the departmental website and a proposal will be put in for a catalog change to add the learning objectives to the political science section.   The third goal that will be pursued during the 2006/2007 school year is the redevelopment of the upper division survey.   This will be redesigned to better measure whether students are gaining research skills and if they are being forced to think critically and analytically in their courses.   The impact of the new two course track in research skills will continue to be ascertained in conjunction with the members of the Criminal Justice department.   The second year of the revamped research methods course and the first year of Statistics for the Social Sciences should start to show an increase in the skills of students to do and understand research.

8. The political science department has moved to make access to the general education component widely available in many formats.   American National Government currently has four different forms.

1. Traditional 15 week format
2. 5 week Saturday format taught in the Spring Semester each year
3. Intersession 10 day course
4. Online format taught each semester

The department has decided that these four formats are the most effective for this particular course. These four formats give an opportunity to every type of student to take the course. We have chosen to remove this course from the CIV format in that both members of the department do not feel it works as effectively as the other formats. These four formats provide students multiple times and structures to get the general education course that the department offers.   While a formal statistical evaluation on

grade distribution has not occurred, a comparison of student grades shows that there is not a major difference between formats.   The members of the department are satisfied that one format does not give an advantage or disadvantage over the others.

In terms of alternative formats for other courses, the department has to this point decided that they are not practical. Given the size of the major and the other needs of the program, alternative formats will be addressed later.

9.   At the present time the department does not formally involve students in the assessment process.   We do take comments and complaints that students make about the program under advisement.   However, at the present time the department has determined that certain changes that have been made and will be made in the near future are for the good of the students whether they understand that or not.   An example is the inclusion of Western Political Thought as a required class for the major.   Students have complained that this course is not something that they want to take and that it is going to be hard. The department sees this course as a vital requirement for understanding political science.   Knowledge of Aristotle, Plato, Locke, Hobbs, Rousseau, Kant, Machiavelli etc is at the core of the discipline.   The inclusion of formal student involvement in the assessment process besides the upper division surveys is something that will be considered in the future.

Program Assessment for The Department of Social Work

1. List the student learning outcomes goals for your unit. Include the specific website address where the learning outcomes can be accessed. An example of a student learning outcome is: "A student who graduates from the School/Department of _____should be able to . . " If your unit has specific accreditation standards, please attach these standards; include the name of the accrediting body and term of the accreditation.

The Council on Social Work Education provides accreditation for schools of social work. The UAM Social Work Department received its initial accreditation in 2000, and the 2004 reaffirmation of the program continues with the program's submission of a restoration report on August 1. A copy of these standards is provided at the end of this report.

The following CSWE Accreditation Standard addresses the learning outcome objectives question for the University Educational Assessment Plan.

Accreditation Standard 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the program.

The program needs to describe how it implements its plan and show evidence that the analysis of its evaluation is used to affirm and/or improve program.

The program objectives, having been derived from the program and university goals and CSWE Foundation Program Objectives, have provided the parameters needed to help conceptualize how the program should conduct itself, and be evaluated. Students who graduate with a Bachelor of Social Work degree should be able to demonstrate their ability to perform beginning level social work practice skills as the table which follows this narrative defines. The assessment plan following the table provides examples of how these objectives are addressed by the curriculum content of the program. The CSWE Curriculum Standards follow the assessment plan. The curriculum committee suggests that, as a way to conceptualize the assessment process, for social work programs to identify the kind of social worker that The University of Arkansas at Monticello Social

Work Department exists to produce as a primary guide in creating program missions, goals, and objectives. This "kind of social worker" can be latently identified in the mission statements for the university and the social work department. And as these statements are fully scrutinized with the goal of seeing the "end product" in mind, the image of type of social worker we want to produce emerges. ***For the UAM social work student: The program will produce proficient generalist social workers working primarily in rural and small town settings serving at-risk   populations in an area dominated by poverty and low-resources, but who are generally strongly tied to their communities, who value their spirituality as an integral part of their lives and whom are generally open to culturally competent social work intervention at all levels.***

The social work program mission statement and goals, as stated, are derived from professional and university mission statements, as follows:

Social Work Program Goals

The following eight goals are derived from the program mission and are consistent with social work purposes, values, and ethics. These goals form the SLO's which the Social Work Program at UAM strives to achieve.

SLO 1: To prepare students for beginning professional social work practice, with special emphasis on rural and small town settings.
SLO 2: To offer a curriculum that integrates general, liberal arts, and professional knowledge and prepares students to empower human systems.
SLO 3: To graduate students who are committed to the values and ethical standards of the social work profession.
SLO 4: To graduate students who are committed to promote social and economic justice and to serve diverse, oppressed, and at-risk populations.
SLO 5: To enrich the School of Social and Behavioral Sciences and the University through active involvement in the academic community.
SLO 6: To promote social and economic justice through outreach and service by trainings, consultations, and continuing education to help address the needs of diverse, vulnerable people locally, nationally, and globally.
SLO 7: To graduate students who are committed to culturally competent, empirically based, multi-system beginning level generalist practice across the life-span.
SLO 8: To graduate students who are prepared for graduate and life-long education.

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

These goals and accompanying objectives are linked to the UAM mission in the following ways, as the table indicates:

UAM Mission Statement	Unit Learning Outcomes Objectives derived from Program Goals
The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.	Goals 1, 2; Objectives 6, 7
The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.	Goals 3, 7; Objectives 11, 13
The University provides learning experiences that enable students to synthesize knowledge communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.	Goals 4, 5, 7, 8; Objectives 4, 5, 6, 8, 9, 10, 11, 12
The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.	Goals 7, 8: Objectives 1, 2, 3, 13

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students. (Examples: website, catalog, syllabi, brochures).

Students are made aware of this linkage in a variety of ways.   The program goals and objectives are included with the application packet which also contains a listing of prerequisite courses and the general studies requirements. When requested, prospective students receive an application packet that includes the program goals and objectives, NASW Code of Ethics, the gate keeping policy outlining the behavioral expectations of social work students, degree plans and other pertinent information. Students may apply for program admission after all required coursework and the application forms with supporting documents are completed. The student acknowledges his/her understanding and commitment to program policy during the interview. Information on degree plans, accreditation, may also be accessed on the website and in the university catalog.

Students are provided the links to program objectives by their incorporation into the learning objectives for each course in the syllabi, as required by the accreditation standards. The Bachelor of Social Work the 8-semester plan for the university also provides the degree requirements. The admissions department and registrar have copies of the degree requirements and can access the learning objectives upon request.

4. Provide specific evidence of how your unit assess whether students have achieved your units learning outcomes. (Examples: pre/post tests, post tests, capstone courses, surveys, graduation rates, etc.) Address historical patterns or trends.

A copy of the assessment plan for student completion is provided as follows:

BSW PROGRAM ASSESSMENT PLAN

Program Objective	Measure(s)	Procedure for Implementation	Benchmark (Success)	Analysis Procedures (s)
Objective 1: Empowering Approach	1.Exit exam 2. Survey 3. Field In. 4. Class assignment	1,2 Last week in class/seniors-faculty administered. 3. Field Instructor completes-end term 4. Embedded-assignment	1, 2 80% Correct/satis. 3. Excellent or above average 4. 100%	1,2 Hand scored by faculty 3. Qualitative feedback 4. Grading
Objective 2: Soc. Welfare History	1.Exit exam 2. Class assignment	1. Last week in class/seniors-faculty administered. 2. Embedded-assignment	1. 80% Correct 2. 100%	1. Hand scored by faculty 2. Grading
Objective 3: Identify, analyze. . social policies	1.Exit exam 2. Class assignment	1. Last week in class/seniors-faculty administered. 2. Embedded-assignment (SWP)	1. 80% Correct 2. 100%	1. Hand scored faculty 2. Grading
Objective 4: Commitment to social work values. .	1.Exit exam 2.Exit survey 3.Field In. 4. Class assignment	1, 2. Last week in class/seniors-faculty administered. 3.Field Instructor completes end term 4. Embedded assignment (PIII final exam)	1,2. 80% Correct/satis. 3. Excellent or above average 4. 100%	1,2 Hand scored faculty/BPD 3. Qualitative feedback 4. Grading
Objective 5: Generalist practice w/o discrimination . . .	1.Exit exam 2.Exit survey 3.Field In. 4.Anecdotal.	1,2 Last week in class/faculty administers 3.Qualitative feedback 4. Student report	1, 2. 80% Correct/satis. 3. Excellent or above average 4.Qual. anal.	1,2 Hand scored faculty/BPD 3,4 Qualitative feedback
Objective 6: Bio-psycho-social ecosystems	1.Exit exam 2.Exit survey 3.Field In. 4. Class assignment	1, 2. Last week in class/seniors-faculty administered. 3.Field Instructor completes end term. 4. Embedded-assignment (HBSE)	1,2. 80% Correct/satis. 3. Excellent or above average 4. 100%	1,2 Hand scored faculty/BPD 3.Qualitative feedback 4. Grading
Objective 7: Identify, explain & apply research methods	1.Exit exam 2. Survey 3. Field In. 4.Class Assignment	1, 2. Last week in class/seniors-faculty administered. 3.Field Instructor completes end term. 4. Embedded-assignment (Research)	1,2. 80% Correct/satis. 3. Excellent or above average 4. 100%	1,2 Hand scored 3. Qualitative Feedback 4. Grading
Objective 8: Identify,explain Concept of spirituality. .South	1. HBSE I & II assignment 2. Policy I & II assignment	1. I: Chapter 2 (second week)II: Ch. 9 paper assignment 2. I: Ch. 3 paper assignment; II: Wk.4	1, 2. 70% Correct	Instructors evaluate

		paper assign.		
Objective 9: Use supervision	1.Exit exam 2. Survey 3. Field In.	1, 2. Last week in class/seniors-faculty administered. 3.Field Instructor completes end term.	1,2. 80% Correct/satis. 3. Excellent or above average	1,2 Hand scored faculty/BPD 3. Qualitative feedback
Objective 10: Explain & apply micro, mezzo, macro	1.Exit exam 2. Survey 3. Field In.	1, 2. Last week in class/seniors-faculty administered. 3.Field Instructor completes end term.	1,2. 80% Correct/satis. 3. Excellent or above average	1,2 Hand scored faculty/BPD 3. Instructor
Objective 11: Apply critical thinking skills. .	1. Exit Exam 2. SWVI 3. Field In. 4. Anecdotal	1, 2. Last week in class/seniors-faculty 3. Field Instructor completes end term. 4. Student report	1,2. 80% Correct 3. Excellent or above average 4.Qual. feed	1,2 Hand scored faculty/BPD 3. Instructor evaluates 4. prog. eval.
Objective 12: Advocate for systemic change . .	1.Exit exam 2. Survey 3. Field In.	1, 2. Last week in class/seniors-faculty 3. Field Instructor completes end term.	1,2. 80% Correct/satis. 3. Excellent or above av.	1,2 Hand scored fac/BPD 3. Instructor evaluates.
Objective 13: Commitment to professionalism. .	1. Field inst. 2. Exit survey 3. LSW exam	1. Field Instructor completes end term. 2. hand scored 3. student complete	1. Excellent or above ave. 2.satisfactory 3. pass. score	1. Field Inst./faculty evaluates

5. Provide specific evidence of the measures for student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences, etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

6. Provide specific evidence of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meetings, etc.)

Since the accreditation standards provide the parameters for how many faculty,

support service providers, core curriculum designations, and ensures the program

addresses such issues cultural and professional competencies, the areas requiring

compliance are continuously monitored and changes employed as needed.   The program

response to CSWE Accreditation Standard 8.1, referenced in Question #1, provides

coverage of Questions #5 and #6. A narrative discussion of the measures utilized to

provide continuous program improvement is provided in the appendix section of this

report.

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom to what extent, and how often.

This section will provide a plan for future evaluation of the program that will incorporate

the new measures utilized in this report, with projected additional measures. We are

submitting a new assessment plan since the measures utilized in the plan presented in the

self-study do not appear adequate for serious evaluation of various components of the

program. There have been changes in the leadership of the program in the last several

years that have created inconsistency in data collection activities. In some cases, the data

has simply not been available to assess.

Overview of Projected Assessment Administration Process

INSTRUMENTS	DISTRIBUTION TIMELINE/DESIGNATED ADMINISTRATOR	RECOMMENDED MAILING TIMEFRAME FOR DATA PROCESSING (BPD)
Entrance Survey (BPD)	Acceptance into Major (at time of acceptance into major, or at beginning of first SW course, whichever comes first. (Program Director/Field Coordinator/Instructor)	Mail immediately after collection from students. Include facesheet.
Social Work Values Inventory (SWVI)@ entrance (Pretest)	Acceptance into Major (at time of acceptance into major, or at beginning of first SW course, whichever comes first. (Program Director/Field Coordinator/Instructor)	Mail immediately after collection from students. Include facesheet.
Exit Survey	Late in the last academic term before graduation (Field Seminar)	Mail immediately after collection from students. Include completed facesheet.
Social Work Values Inventory (SWVI) @ exit (Posttest)	Late in the academic term before graduation (Field Seminar)	Mail immediately after collection from students. Included completed facesheet.
Alumni/ae Survey & Employer/Supervisor Survey	Two years post-graduation	Mail when the majority of responses have been returned. Any "straggler" forms can be sent in a second mailing. Include completed facesheet for each such mailing.
Embedded Measures (Tests, Final Grades, Papers) & Anecdotal Findings	Per syllabi; observations, discussions	End of each academic year

The Social Work Program receives Title IV-E funding that provides for program

assessment that is in addition to the operating department budget. Since CSWE requires

ongoing assessment of how programs meet their objectives, assessment is done on a

yearly basis for the purpose of data collection.

8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.)

The UAM Social Work Program provides online elective courses to make these

classes more readily available to students. Presently, three elective courses are available:

Child Abuse and Neglect, Learning Through Community Service, and Social Work

Gerontology. We also offer a one-week seminar class in Crisis Intervention for three

credit hours credit. These classes are listed as Special Topics in Social Work.

Developing further courses online is a priority for the program. We anticipate being able

to offer hybrid courses (half online, half classroom) for the core courses by the 2007-

2008 academic year. The program director attended the Teaching with Technology

Seminar at University of Arkansas Medical Science campus in Little Rock on July 21,

2006, and the workshops related to teaching online at the CSWE annual conference held

in Chicago in February of 2006 in order to gain information on the facilitation of

technology for the program. The online courses have been difficult to assess against the

classroom courses, and because of this consideration is being given to providing

assessment of online learning as an embedded instrument in each course.

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

The UAM Social Work Club is an active organization for students and

participates in projects, and on-going evaluation of various aspects of the program. The

officers of the club provide the director and field coordinator (one of whom is always in attendance at club meetings) with feedback, suggestions and concerns students have about current events, participation in projects, financial concerns, needs of members and many other issues.

The program also has a student advisory council that serves as a focus group and provides feedback on administrative and policy issues of the program. This mechanism is the primary mechanism for suggestions regarding policy changing, discussions about courses, instructors, recruitment, and other issues pertinent to these areas. Issues concerning learning outcome measures could be discussed in the advisory council, including discussions of analyzed data that is used to formulate program improvements.