

**University of Arkansas at Monticello
Academic Unit Annual Report 2018 - 2019**

Unit:

Academic Year:

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

Major Programs of Study

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

- **History**
- **Political Science**

Two culminate in a Bachelor of Science Degree:

- **Criminal Justice**
- **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.

An Associate of Arts in criminal justice will be offered beginning the fall of 2019.

Vision

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

Mission

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

School SLOs.

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

- (1) **Research:** The student will develop comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** The student will be able to use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) **Grounded Knowledge:** The student will develop an understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** The student will have the ability to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.
- (5) **Self-Awareness:** The student will develop a self and the world by examining the content and processes used in social and behavioral sciences.
- (6) **Sociocultural Awareness:** The student will develop an understanding of, and respect for sociocultural diversity, cultural institutions, processes, and structures.
- (7) **Preparedness for the Workforce:** The student will have the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.
- (8) **Career Planning:** The student will hold realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

University of Arkansas at Monticello
School of Social and Behavioral Sciences
Strategic Plan 2019

The School of Social and Behavioral Sciences (SSBS) Strategic Plan identifies areas critical to the School of Social and Behavioral Sciences' Student Learning Outcomes (SLOs), as well as the goals of the University of Arkansas at Monticello (UAM) Strategic Plan. These strategic areas are discussed below, along with 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 areas of emphasis:

1. Student Success
2. Enrollment and Retention Gains

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

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

Continuing Goal: Student success will be achieved 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 diverse pedagogical methods, are exposed to the latest scholarship based information, and are being adequately prepared for future career opportunities in their fields.

Action: The faculty from each SSBS major will undertake an evaluation of their curriculum to determine that it is meeting best practices in the field. Each major will provide a report to dean outlining problems, suggestions, or concerns shortly after spring break. The dean will meet with the majors to address the issues and determine corrective action. 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 fall semester and will be tracked by the dean using both EAB data the SSBS assessments developed by the faculty. In the fall of 2020 the dean will provide a detail report describing all changes since 2019 and a review of their effectiveness. The School will use that information to make changes the following year.

KPI: At least one major curricular change will be adopted by each discipline for the following academic year.

New Goal: Assessment of student performance will be improved and increased. There will be more assessments including both subjective and objective methods. Students will be more informed as to their standing in their classes.

KPI: All classes will have graded assignments by the third week of class and at least 40 % of all evaluation completed by midterm. Both written and objective test will be used in all classes.

Continuing Goal: There will continuous developing of new methods designed to help develop the students' critical thinking, writing, and research skills.

Action: Each discipline will 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.

-Writing across the curriculum will be practiced.

-Major research papers will be required by each discipline.

KPI: A research paper will be required in at least two upper level courses in each discipline. Each discipline will have a writing template or course(s) that explicitly teaches a writing template associated with that discipline.

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

Action: SSBS will continue to enhance the student's development through the use of experiential learning. An experiential component will be added to at least one class in each major.

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

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

Retention and Enrollment

Continuing Goal: 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 is the use of open educational resources (OERs).

Action: The faculty will increase the use of quality OER and other low cost materials to reduce the burden on students.

KPI: 40% of all of the sourced classroom materials will come from OER or low cost materials and increase by 5% each year.

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

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

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

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

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

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

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

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

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

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>KPI: Each SSBS major will conduct an 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.</p> <p>KPI: Each major will examine the prospects for 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? Yes, each major reviewed their programs and developed plans for changes and additions to their programs</p> <p>Several CSC proposals were submitted and approved. These include new courses in CJ, SWK, and HIST. Structural changes were made to PSY, including pre-requisites.</p> <p>The viability of a Public Administration major is being determined. HIST, PSCI, and CJ are currently exploring a minor in Southern History.</p>	<p>We need to develop more cooperation for cross disciplinary courses and programs. These seem to offer the most viable possibilities for additional programs.</p> <p>We must examine how well our current offerings reflect the needs of students for workforce development, including graduate training. PSY, for example has a traditional experimental theme. We must decide if that track is reasonable one for our program, or should we add a new track? Other majors face the same issue</p> <p>We need to formalize our assessment plan and protocols.</p>

<p>KPI. SSBS faculty member will hold meetings to discuss their innovative pedagogical techniques and facilitate a teaching discussion on how to best support student success. SSBS will commit itself to holding one pedagogical workshop per semester. These seminars may eventually grow to cover faculty research as well as pedagogy.</p> <p>KPI: SSBS programs will evaluate the feasibility and implementation of OERs for their courses; such evaluation will distinguish between lower and upper division and account for the specific pedagogical needs of specific courses while recognizing OERs may not be practical for every course.</p> <p>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</p>	<p>The workshops were not fully implemented due to a series of issues.</p> <p>There were two trainings during regular faculty meetings.</p> <p>The faculty dramatically increased the use of OER materials in class. Most classes now use some OER materials.</p> <p>A review of the effectiveness of OER was not completed.</p> <p>Writing assignments did increase. However, there was no formal assessment.</p>	<p>The training needs to be formalized and perhaps conducted both as a school and by discipline.</p> <p>Formal evaluation must be made a priority.</p> <p>We will need to have a systematic means of assessing change and a means of integrating the knowledge gained from the meetings to help develop our faculty.</p>

<p>curriculum with the goal of increasing the effective use of writing in all courses. The committee will also examine and create best practices in the use of these areas. The dean will use data from EAB and School based data to help this process.</p>		
<p>KPI: SSBS will quantify student research in terms of quantity and quality. This will include research courses taught, number of students supervised, papers produced, conferences attended, etc. This information will be shared with the entire faculty and added to the unit yearly report.</p> <p>KPI: Each SSBS program will develop a brief statement as to what defines research within the discipline. These statements should include not only what types of projects are acceptable, but how such projects are to be distinguished from traditional academic classwork like term papers (in terms of analytical components or how applied knowledge can be applied in</p>	<p>The number of students presenting and conducting research was reported (24). The information was not standardized or formalized.</p> <p>This was discussed among majors and individual faculty. It was not formalized nor did the various information/reports developed.</p>	<p>The formalizing of protocols and guidelines for student research continue to be at the individual faculty-student level. A school-wide set of rules and procedures needs to be developed.</p> <p>Research and Independent Study also needs to be more clearly defined. Independent study must be meaningful and viable. Independent study must offer new opportunities to the students.</p>

<p>the field).</p> <p>KPI: Each SSBS program should identify and report on potential avenues for joint faculty/student research projects. These reports will be updated each spring semester. 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: Each major will develop guidelines for independent study courses as a part of undergraduate research including: type of topics and projects suitable for undergraduate research, methods of evaluating student work, and best practices for independent work within the discipline.</p>	<p>Each major had students involved in research with a faculty member.</p> <p>Currently five faculty members engage in collaborative faculty-student research.</p> <p>No formal guidelines were developed.</p>	<p>Better tracking and standardization of student research needs to be developed</p> <p>Guidelines define what constitutes an independent study need to be developed. As well as guidelines for assessing the quality of student work.</p>
<p>We will track progress in 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</p>	<p>All faculty members use the campaign. However, about 20% of the students did not take advantage of the program or failed to appear for their appointment. Face to face</p>	<p>The EAB Campaign works best with face to face encounters. Faculty must continue to physically reach out to students.</p> <p>All full time students should be moving to</p>

<p>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>interaction was required to maximize enrollment.</p> <p>We were very successful in the 15 to finish program. We estimate 70-80% of the full time and eligible students met this goal. Work or family responsibilities where the primary reason for students not meeting this goal.</p>	<p>15 hours a semester. This will have to be monitored. We need to examine our scheduling to make it easier for working students to meet the 15 to finish goal.</p> <p>Data has to be formalized and maintained.</p>
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List, in Table 2, the Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

<p align="center">University Student Learning Outcome</p>	<p align="center">Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p align="center">Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p align="center">Alignment with Unit Vision, Mission, and Strategic Plan</p>
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<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>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 will enhance scholarly activity and provide opportunities for the development of communication skills. Moreover, these opportunities will provide experience critical to career development and becoming a strong consumer of information.</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</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>This relates to curriculum development as well as pedagogical innovation as faculty find new modalities of instruction.</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	<p>Sociocultural Awareness: The student will demonstrate an understanding of social-cultural diversity, as well as, respect for sociocultural diversity, cultural institutions, processes, and structures.</p>	<p>access information will be important to student success.</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 reality of our society and one needs to be able to understand and appreciate diversity.</p>	<p>Social sciences are about diversity (Global Learning). One cannot succeed in the field without an understanding and appreciation of diversity.</p>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Critical Thinking: The student will demonstrate critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.</p>	<p>This will allow the students to be productive members of the community by increasing their ability to be smart consumers of information. They will have 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</p>	<p>This SLO is critical to virtually all aspect of the School’s and University’s mission. The ability to 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>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	<p>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.</p>	<p>and provide an employment pool for the modern economy.</p> <p>Being well prepared for further training or employment is a key component of any institution's Goals and objectives.</p>	<p>This will allow the graduates to be productive citizens and have reasonable opportunities to advance.</p>
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.</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>Sociocultural Awareness: The student will demonstrate an understanding of social-cultural diversity, as well as, respect for sociocultural diversity, cultural institutions, processes, and structures.</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 reality of our</p>	<p>Social sciences are about diversity. One cannot succeed in the field without an understanding and appreciation of diversity.</p>

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

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

In the School of Social and Behavioral Sciences curricular evaluation has always been conducted at the classroom level. Outcomes are assessed against the criteria set forth by the instructor. The faculty evaluates students employing instructor made tests, standardized tests, research papers, short theme papers, projects, class presentations, research projects, and presentation. Additional evaluation is based upon student performance at regional, national, and international professional meetings 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. Faculty members are required to create comprehensive syllabi for each course to ensure that each professor is adhering to the standards set forth for the SSBS. Each syllabus is 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. The dean and the faculty then initiate the proper changes.

For example, this year our discussion indicated the need for the following changes were required:

1. The demand for World Civ. has continued to drop. At the same time the demand for online Arkansas History has grown. We reduced the number of Civ. Classes and added an online section of Arkansas History.
2. Several classes had very few graded assignments. Students had difficulty in knowing where they stood in the course. Additional assignments were added across the curriculum.
3. Students complained that two classes were almost completely based on subjective measures and lacking in "hard facts." This was corrected with the work of the dean and the instructors.
4. There were complaints that students were not receiving feedback in a timely or effective manner. This was also resolved by working with the faculty.

Efforts to develop a more structured assessment have generally been unsatisfactory. The primary problem has been 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 meaningful 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. Psychology developed a two semester research methods sequence. The second semester serves as the capstone course. This was the second year the two course requirement was in place. History and political science are currently looking at how they will proceed with capstone courses. This year 67% of the CJ capstone students succeeded in the class. Psychology students fared better with a 92% pass rate. Non-

attendance and failure to complete assignments were the dominant cause of students not to succeed in both classes. The CJ course was also very small which exaggerated the low score.

Additional procedures were added to ensure student have the best possible tools for success and a quality education. These included:

- 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 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’s review also determined that several existing prerequisites seemed to serve no real purpose and often hindered student progress. 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 removed and other useful ones added...

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 pre-requisite courses listed below have been found to be strong predictors of student success:

-History, majors are required to take HIST 3513 Historiography and Historical Methods at the junior level to prepare them for the writing assignments required in the upper-division seminars offered in the History department.

-Social Work students are likewise required to take SWK 3243 Methods of Social Work Research I and SWK 3343 Methods of Social Work Research II during their junior year. The former focuses on statistical analytical procedures and the latter on writing research papers underpinned by statistical evidence.

-Criminal Justice and Political Science majors take cross listed courses in Statistics and Research Methods for the Social Sciences at the sophomore level, since both majors are writing-intensive. The completion and presentation of research methods papers both in class and at conferences demonstrates student mastery of these skills.

-Psychology majors are required to take PSY 2203 Statistical Methods and a two semester sequence of research methods courses. The first course provides students with a foundation in the theoretical and computational elements of elementary statistics. The latter course provides the skills needed to conduct and analyze experiments grounded in the scientific method.

-All majors require Comp 1 as a pre or co-requisite.

Theses 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. Fifteen 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 a based upon a Likert scale ranging from 1-5. There are four (4) total evaluation times. Students must receive an average score of four (4) across the measures. The use of four 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. Unfortunately we only had one student in the program this year. He passed the course with a strong "A."

Psychology offers a two semester practicum during the student's senior year as part of the Human Services Minor. This is the primary minor for psychology majors and is often taken by other psychology students as an elective. Approximately 80% 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. Four students graduating this year received fulltime employment as a direct result of their practicum.

Social work has a second CSWE required assessment employing an integrated paper. This 20-30 page paper must follow an extensive twenty page standardize rubric (see School Home Page). The paper requires the students to integrate their Social Work knowledge, values, and skills and apply it to Social Work practice in their agency context. The paper must demonstrate knowledge in a variety of areas as well as the student's personal reflections about their learning experience. The 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 careful 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 address 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 tow 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

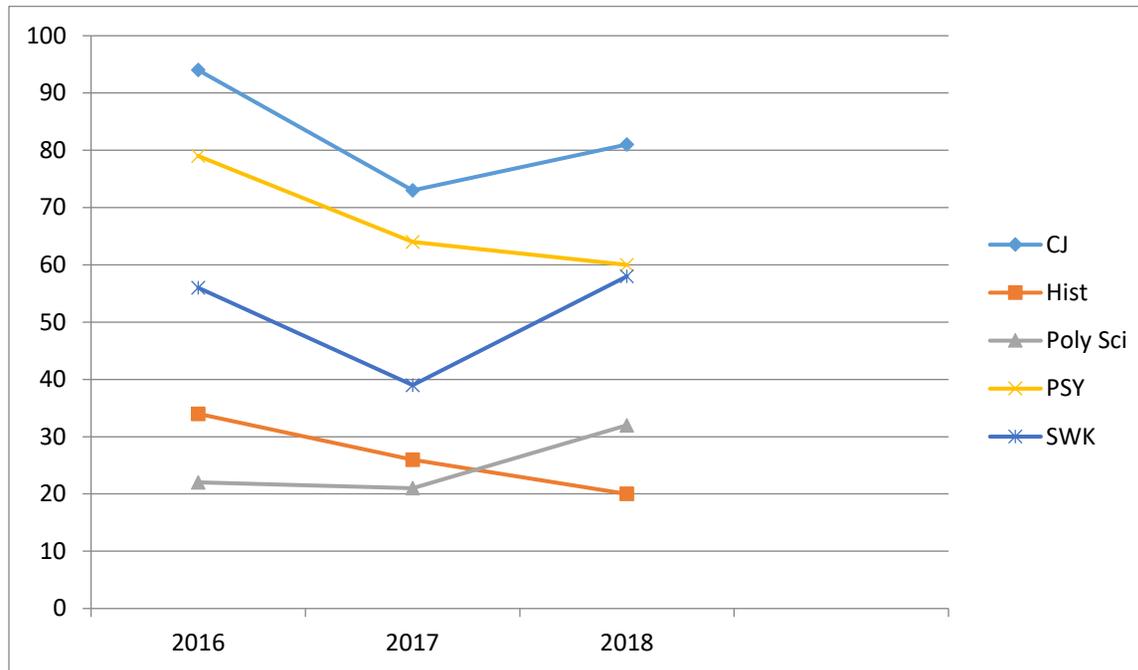
UNDERGRADUATE PROGRAM MAJOR:					
Classification CJ	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Average
Freshman	36	24	24	84 - 28	42.4
Sophomore	19	12	21	52 – 17.3	17.9
Junior	17	18	14	49 – 16.3	14.2
Senior	22	19	22	57 – 19.0	20.5
Post Bach					
Total	94	73	81	284 – 82.6	95.0
HISTORY					

UNDERGRADUATE PROGRAM MAJOR:					
Classification CJ	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Average
Freshman	8	8	4	20 – 6.7	8.6
Sophomore	6	6	5	17 – 2.7	6.2
Junior	15	15	4	25 – 8.3	6.4
Senior	5	5	7	23 – 7.9	6.8
Post Bach					
Total	34	26	20	80 – 26.7	27.6
Classification Political SCI	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Total & Average
Freshman	10	5	8	23 – 7.7	6.6
Sophomore	5	9	9	23 – 7.7	5.7
Junior	1	4	10	15 – 5.0	4.0
Senior	6	3	5	14 – 4.3	3.0
Post Bach					
Total	22	21	32	75 - 25	18.9

Classification PSY	Fall 2016	Fall 2017	Fall 2018	3	
Freshman	21	18	14	53 - 17.7	27.9
Sophomore	18	16	12	46 - 15.1	14.4
Junior	16	16	19	51 - 17.0	16.6
Senior	24	14	15	53 - 17.7	16.4
Post Bach					
Total	79	64	60	203 - 67.7	75.3

Classification SWK	Fall 2015	Fall 2016	Fall 2017	3 Year Total and Average	10 Year Avg
Freshman	22	18	21	61 - 20.3	21.3
Sophomore	14	11	15	40 - 11.3	12.4
Junior	11	4	17	32 - 13.7	14.1
Senior	9	6	5	15 - 5.0	
Total	56	39	58	153 - 51	62.8

Figure 1. Number of Majors 2016 - 2018.



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

Strengths

- Criminal Justice, Political Science, and Social Work saw strong increases in majors this year, especially in the freshman and junior years. Social Work has had the greatest increase over the last three enrollments. This is attributed to the strong efforts of the faculty. The faculty has been very visible on campus and the community. The faculty and students have held several “meet and greet” and educational events. Political Science has been helped by an influx of pre-law majors and an active honors society. Criminal justice has been greatly helped by the anticipation of the Associates of Arts in CJ.
- Energetic and young faculty. Faculty members have won several awards and have served in leadership positions on campus committees. The faculty members also hold key position in several state, national, and international programs.

They have also greatly added to UAMs reputation through recognition of their work by national organizations and awards (see faculty achievement).

- Successful and active student organizations. These include Honor Societies who have received National awards.
- Faculty is committed to student success.
- Strong teaching faculty.
- Strong student research and service components for all majors.
- Good student faculty interactions.
- The faculty is open to making changes 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 the quality of online courses. We are reviewing when such courses are educationally viable, making certain they are of good quality, and a means of evaluating these courses.
- While most faculty are using innovated methods of instruction, others are somewhat lacking in this area. We are working with these individuals to strengthen their efforts.
- History is struggling due to lack of enrollment associated with the declining economic market for the degree.

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 with the Associates of Arts degree. Social work should also continue to see big increases in numbers. 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 limited due to low enrollment. All of this becomes a *de facto* cut pay cut. In fact, faculty with families will see an actual decrease in their take home pay for the second

consecutive year. This is especially disheartening when some on campus see others getting substantial increases and there is a great deal of new spending. 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 deduction.

- 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.
- A part of the problem also lies in the difficulties in the workings of the University. Financial aid issues, problems with registration, and frustration with reaching University offices are common complaints. The most critical offices on the campus require attention.

Table 4b: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Name of Major: History

Academic Year: 2018 2018 - 2019 2016 – 2017 2017-

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered as a Sophomore</i>	11	-	9	-	5	-
<i>Graduated in major</i>	5	32.0	2	34.6	0	25.0
<i>Graduated in different UAM major <u>within</u> the unit</i>	0	0	0	0	0	0
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	3	23.7	2	28.3	0	0
<i>Left University</i>	2	18.2	3	33.3	0	0
<i>Entered as a Junior</i>	16	-	8	-	3	-
<i>Graduated in major</i>	8	50.0	5	19.2	1	5
<i>Graduated in different UAM major <u>within</u> the unit</i>	2	5.9	2	7.7	0	0
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	5	31.3	0	0	0	0
<i>Left University</i>	1	6.3	1	3.9	1	5

Progression/Retention Data

Table 4c: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Name of Major: Political Science

Academic Year:
2018

2018 - 2019

2016 – 2017

2017-

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered as a Sophomore</i>	14	-	10	-	2	-
<i>Graduated in major</i>	5	63.6	2	47.6	0	6.3
<i>Graduated in different UAM major <u>within</u> the unit</i>	0	22.7	0	20.0	0	0
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	5	0	0	0	0	0
<i>Left University</i>	2	0	0	0	0	0
<i>Entered as a Junior</i>	2	-	6	-	7	-
<i>Graduated in major</i>	1	4.5	5	23.8	1	3.1
<i>Graduated in different UAM major <u>within</u> the unit</i>	0	0	0	0	1	3.1
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	5	22.7	2	9.5	0	0
<i>Left University</i>	1	4.5	1	4.8	1	3.1

Progression/Retention Data

Table 4d: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Name of Major: Psychology

Academic Year:
2018

2018 - 2019

2016 – 2017

2017-

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered as a Sophomore</i>	21	-	17	-	10	-
<i>Graduated in major</i>	9	48.9	2	12.0	0	0
<i>Graduated in different UAM major <u>within</u> the unit</i>	7	33.3	6	35.3	3	30.0
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	7	33.3	2	12.0	1	10.1
<i>Left University</i>	5	23.8	4	24.0	0	0
<i>Entered as a Junior</i>	14	-	18	-	15	-
<i>Graduated in major</i>	9	17.7	14	77.8	1	6.7
<i>Graduated in different UAM major <u>within</u> the unit</i>	3	21.4	0	0	2	13.4
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	5	23.8	3	16.3	0	0
<i>Left University</i>	2	14.33	1	5.5	1	6.7

Progression/Retention Data

Table 4c: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

Name of Major: Social Work

Academic Year:
2018

2018 - 2019

2016 – 2017

2017-

Number and percentage of majors who:	#	%	#	%	#	%
<i>Entered as a Sophomore</i>	8	-	7	-	12	-
<i>Graduated in major</i>	1	14.4	2	17.9	0	0
<i>Graduated in different UAM major <u>within</u> the unit</i>	0	0	0	0	0	0
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	4	50.0	3	37.5	6	10.0
<i>Left University</i>	3	37.5	0	0	0	0
<i>Entered as a Junior</i>	7	-	3	-	8	-
<i>Graduated in major</i>	3	42.9	1	33.3	1	12.5
<i>Graduated in different UAM major <u>within</u> the unit</i>	3	42.9	0	0	4	50.0
<i>Graduated in different UAM major <u>outside</u> of the unit</i>	5	8.9	2	66.7	0	0
<i>Left University</i>	0	0	0	0	1	12.5

The retention data is suspect and still subject to a great deal of error. I have serious doubts about its accuracy. It is clear; however, that all majors have a strong retention rate **after** the freshman year. Additional data; however, shows we have a dramatic decrease from the freshman to sophomore year. CJ also has a drop during the Jr year as many students leave for employment opportunities. The Associates degree in CJ will help to at least provide those students with a degree. The lowest retention rate after the sophomore year is for History with a 48% rate. All others are >60%. For the junior year the rate is >80%. It is clear that the bulk of our loss comes the freshman year and the transition to the sophomore year.

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

Strengths:

- Good retention rates after the freshman year.
- Strong graduate school and work success.
- Dedicate faculty.

Weakness:

- Large number drop- out at freshman year.
- Declining enrollment.
- Lack if new programs.
- Large CJ drop off Jr year.

Opportunity:

- Lots of opportunity to grow.
- New AA in CJ will provide degrees for many CJ students.

Threats:

- Declining enrollment, University cost, and competition from other institutions.
- Problems with UAM student engagement areas (Financial aid, admission/recruiting)

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

Table 5: Gateway Course Success*

Course	2016-17	2016-17	2017-18	2017-19	2018-19	2018-19
	Passed	Failed	Passed	Failed	Passed	Passed
Course HIST 2213 US I	241 (74)	85 (26)	196 (75)	65 (25)	223 (76.5)	68 (23.5)
Course HIST 2223 US II	249 (81)	60 (19)	193 (82.5)	41 (17.5)	219 (80)	53 (20)
Course PSY 1013 Intro PSY	319 (66.5)	161 (33.5)	343 (70)	147 (30)	331 (66)	171 (34)

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

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

Strengths

- The pass rate for the US history courses has been consistent and relatively high. Psychology’s pass rate has 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

- The pass rate is still lower than one would like to see. These are introductory courses and should have approximately an 80% or higher pass rate.
- Writing and reading skills continue to be a problem. Any additional increase in pre or co-requisites is not reasonable as the number of students would greatly decline.
- Study habits and college skills continue to be issues **(extreme need for a first year experience course).**

Opportunities for Growth

- We have the opportunity to try new strategies as our pool of students should change with the “pathways” program.
- Reallocation of resources becomes possible.
-

Threats:

- Low enrollment reduces the number of prepared students.
- The first year experience once in place should help prepare students in their writing skills and study habits.

Completion (Graduation/Program Viability)

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

Undergraduate Program/Major	Number of Degrees Awarded				
	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
CJ	21	17	20	58	19.3
HIST	6	11	7	24	8.0
PSCI	8	5	5	18	6.0
PSY	18	21	17	56	18.7
SWK	7	3	1	11	3.7
TOTAL	60	57	49	166	55.3

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 steadily dropping. Social work, history, and political science continue to be low. Fortunately, the number of majors in social work and political science has greatly increased. This holds great promise as we also experienced strong retention rates in these areas.

History has become a concern. The number of majors and graduates are low. This has resulted from several factors including:

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

Despite these issues we do anticipate more majors with our push to recruit concurrent enrollment history students.

We are working to better market the major by making it more visible on campus and the state. In addition, we are going to engage in a recruiting effort in the concurrent enrollment history courses. These are very visible and have students interested in history attending. The overall trend reflects a general loss of enrollment seen by the University.

Faculty

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

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
				Fall	Spring	Summer	
Bransford S.	Assist	PhD	CJ/Sociology	12	12	6	
Day K.	Full	PhD	History	12	12	3	
Davis J	Assist	PhD	Poly Sic	12	12	6	
Everett W.	Instruct	MA	Geography	15	15	3	

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load			Other Assignments
Henris John	Assist	PhD	History	12	12	3	
Jenkins M.	Assoc.	MSW	SWK	9	9	3	Social Work Director
Kim M.	Full	PhD	PSY	12	12	6	
Lee S.	Assist	PhD	PSY	12	12	-	
McKee A.	Full	PhD	CJ	12	12	6	
Miller J.	Assist	PhD	CJ	12	12	6	
Prichard E.	Assist	PhD	PSY	12	12	6	
Strong C	Assoc.	PhD	Poly Sic	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	-	SWK Field Supervisor
Grissom, L,	Visiting	MSW	SWK	12	12	3	

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

- Marie Jenkins became Social Work Director.
- Dana Williams is in the dissertation phase of her PhD. in Social Work.
- Dr. Kim retired. Dr. Amber Turner was hired as a Visiting Professor to replace him.
- Dr. Lee was tenured and promoted.
- Mr. Everett began a graduate program in Geography.

Table 8. SSCH

Academic Year	Total SSCH Production	Percentage Change	Comment
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%	
2018-19	9343	-3.8%	

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 especial history and to a less extent psychology. This is primarily due to lower enrollment for UAM in general, although not as large as many Schools have experienced. There are also problems with strong competition from other schools, as well as some structural issue with institutional performance.

This past year we did introduce a strong outreach campaign to attract students. The dean and faculty visited several high schools. The Social Work faculty held several programs on campus and within the community. We intend to expand our efforts.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed

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, McGee 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

Dr. Jodi Barnes

-Thematic issues, *Intimate Archaeologies of World War II*, edited by Jodi Barnes, *Historical Archaeologies*, edited by Jodi Barnes. 52(3): 568 - 571; 539 - 543; 169 - 189.

Grant from Archaeological Research Fund, Arkansas Archaeological Fund.

Dr. Kyle Day

-Signed book contract for *Arkansas History*, Kendall Hunt Publishing.

- Editor of the *Drew County Historical Journal*.

Dr. S. Lee

-Lee et al. The relationship between nomophobia and classroom learning. How fear of being without cellphones affect youth in the digital age. *Media Education Research J*, 9(1), 74-80.

-PSI/SWPA Travel Grant Award; Psi Chi International (Allows student travel to SWPA conference In San Antonio).

Dr. Sharon Silzell

-Suffrage in Sixty Seconds. UALR Public Radio production in in association with the Aransas Women's Suffrage Centennial Committee and KUAR (89.1 FM), Little Rock.

Dr. Jeanette Walters

-Walters, J. M. et al. Predictors of Sibling Victimization and Association with Self-Perception and Relationship Attachment in Adolescents. *J. of Early Adolescence*. <https://doi.org/10.1177/0272331619837382>.

Dr. Clint Young

-Winner of the prestigious American Musicological Society's Robert M. Stevenson Award in Iberian music for his book *Music Theater and Popular Nationalism in Spain*.

-Can Music Reclaim Nationalism for Democratic Societies? *TED Talk*: <https://youtube.be/bFzxlGdwg>.

Faculty accomplishments/Awards:

Dr. S. Lee

-Faculty Advisor Regional Research award and Grant.
-Promoted to Associate Professor and tenured.

Dr. Strong:

-Accompanied students to presentations in Germany.

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
- 2019 Social Work Appreciation Month Meet and Greet
- Pinwheels for Prevention Display (to bring awareness to child abuse)
- The Child Abuse Prevention Dinner
- Comfort Kits for C.A.S.A. collection/donation drive

- Psi Chi Under the direction of Dr. Lee was recognized as a model chapter for the fourth consecutive year. He 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 Faculty Research Grant
 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

-

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

- Criminal Justice created an AA degree.
- Psychology modified requirements for several classes.
- Dr. Kim Retired.
- Ms. Williams is in the dissertation stage of the Graduate work.

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 Day has been re-established.

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 is 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 was named 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.

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

- We are aware of 4 of our graduates who received the Master Degree this summer.

-More than two dozen students presented papers at national and regional conferences.

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

-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 made-up all of the Assembly leadership.