

University of Arkansas at Monticello
School of Social and Behavioral Sciences
Academic Year: 2019- 2020

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 2020.

Vision

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

Mission

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

School SLOs.

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

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

Please note: A committee was formed to review our SLOs, Vision, and Mission. The COVID disruption prevented the completion of the committee's work. We will restart the effort in the fall.

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

The School of Social and Behavioral Sciences (SSBS) Strategic Plan identifies areas critical to the School of Social and Behavioral Sciences' Student Learning Outcomes (SLOs), as well as the goals of the University of Arkansas at Monticello (UAM) Strategic Plan. 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, exposed to the latest scholarship based information, and 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 SSBS assessments developed by the faculty. Each 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 1: Each major will provide the dean with an evaluation report.

Continuing Goal: Assessment of student performance will be improved.

Action: 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 tests (will be used in all classes).

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

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

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

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

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

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

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

Retention and Enrollment

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

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

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

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

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

KPI: We will see a 5% increase in semester 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.

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

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

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

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

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

Action/KPI	Assessment of Progress	Implications for Future Planning/Change
<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</p>	<p>The faculty for each major met several times to discuss issues and each major agreed to certain changes. Unfortunately no final reports were generated due to the issues surrounding COVID Crisis.</p> <p>Meetings did not take place during regularly scheduled faculty meetings.</p>	<p>This effort must be among our top priority once all of the issues related to COVID are resolved.</p> <p>The training needs to be formalized and conducted both as a school and by discipline.</p>

Action/KPI	Assessment of Progress	Implications for Future Planning/Change
<p>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 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.</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 dramatically. However, there was no formal assessment.</p>	<p>Formal evaluation must be made a priority.</p> <p>We will need to have a systematic assessment plan across all of the disciplines.</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</p>	<p>This process was begun, but again issues related to COVID resulted in no final report being developed.</p> <p>Each major had students involved in research with faculty members. Unfortunately, few students were able to present at a conference due to COVID.</p>	<p>The formalizing of protocols and guidelines for student research continues to be at the individual faculty-student level. A school-wide set of rules and procedures needs to be developed.</p>

Action/KPI	Assessment of Progress	Implications for Future Planning/Change
<p>like term papers (in terms of analytical components or how applied knowledge can be applied in 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 the 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: types of topics and projects suitable for undergraduate research, methods of evaluating student work, and best</p>	<p>Currently five faculty members engage in collaborative faculty-student research.</p> <p>No formal guidelines were developed.</p>	<p>Research and independent study also needs to be more clearly defined. Independent studies must be meaningful and viable. Independent study must offer new opportunities to the students. Guidelines defining what constitutes an independent study need to be developed. As well as guidelines for assessing the quality of student work.</p>

Action/KPI	Assessment of Progress	Implications for Future Planning/Change
practices for independent work within the discipline.		
1		

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

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<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>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</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</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>the use of graphic and computer technology as well as the production of quality papers.</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>presentation of information. The use of technology will help student success in that students are more accustomed to receiving information via technology. Moreover, the ability to readily access information will be important to student success.</p> <p>This 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</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</p>	<p>This SLO is critical to virtually all aspects 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</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>includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.</p> <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>lives, community activities, and plans. This will improve the quality of life in their communities. They will also be better equipped to develop integrated social interactions and provide an employment pool for the modern economy.</p> <p>Being well prepared for further training or employment is a key component of any institution's Goals and objectives.</p>	<p>creative, to understand social issues, and to be a productive member of society.</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</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
	<p>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 society and one needs to be able to understand and appreciate diversity.</p>	
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>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.</p>	<p>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.</p>	<p>Having competent graduates is the cornerstone of accomplishments,</p>

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. 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 spring 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. Data from other sources are reviewed including pass rates, enrollment numbers, and ability to serve a predictor course. The dean and the faculty then initiate the proper changes.

This year our discussion indicated:

1. The demand for face to face world history has continued to drop. We did, however, find that the demand for online world history was high. We added a section of both world history courses to the spring schedule. At the same time the demand for online Arkansas history has continued to grow. We therefore added a second online section of Arkansas history.
2. This year we stressed the importance of multiple student assessments for each class. We also required that classes evenly distribute assessments across the semester. We were relatively successful, although some courses remained weighted more heavily toward the end of the semester, especially in online courses. We are working to remedy that issue.
3. There continued to be complaints that students were not receiving feedback in a timely or effective manner for some courses. This is fairly isolated to a very few faculty.

Efforts to develop a more structured assessment have generally been unsatisfactory. As a result all majors decided 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 third year the two course requirement was in place. History and political science are currently looking at how they will proceed with capstone courses. This year 72% of the CJ capstone students succeeded in the class, a slight improvement over

last year. Psychology students fared better with a 90% pass rate. Non-attendance and failure to complete assignments were the dominant cause of students not to succeed in both classes. The criminal justice course was also very small which exaggerated the low score.

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

- Criminal justice, history, and social work are required to take PSCI 2213, American national government and complete their general education history prior to advancing toward major courses.

- Political science majors are required to take HIST 2213 American History I or HIST 2223 American History II.

- Criminal justice and social work majors are required to take PSY 1013 Introduction to Psychology.

- Social work majors are further required to have taken SOC 2213 Introduction to Sociology, CIS 2223 Micro Computer Applications, and have completed their general education English requirements prior to 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 earlier data. For example, criminal justice and social work majors who fail to receive at least a “C” in introduction to psychology have a single digit graduation rate. We are examining ways in which to remediate students who do poorly in the key prerequisite courses. In most cases we find poor reading and writing skills to be the dominate problems. We have initiated writing across the curriculum initiative. All classes are to have some writing exercises. These will be scored diagnostically and written feedback will be given to the students.

A student’s research, writing, and critical thinking capabilities come with experience. The successful completion of writing assignments, learning how to use references, and report analytical research is critical to success. As stated earlier, each major requires its students to complete a research methods class. In these classes students develop the ability to write coherently and concisely, as well as develop their ability to interpret statistical reports encounter in the workplace, are critical. Each of the pre-requisite courses listed below 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, social work, and political science majors take cross listed courses in statistics and research methods for the social sciences at the sophomore level, since both majors are writing-intensive. The completion and presentation of research methods papers both in class and at conferences demonstrates student mastery of these skills.

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

-All majors require 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. Eleven UAM graduates who were currently in graduate school or recently received a post-graduate degree unanimously agreed that they were better prepared for the quantitative courses than most of their peers.

Both Social work and psychology conduct additional assessments through the activities of their students in the practicum courses. Social work is far more formal as the Field Practicum Student Evaluation is one of the required competency assessment measures by the Council on Social Work Education (CSWE). While there are some similarities 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. This year all seven students received grades of "A."

Psychology offers a two semester practicum during the student's senior year as part of the Human Services Minor. This is the primary minor for psychology majors 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 all students received a score of 80 or higher. This result, along with the results from the psychology practicum clearly indicates that the students were well prepared for professional activities and performed well.

Additional evidence of learning is derived from the student evaluation. Albeit subjective, the students are asked about their own beliefs concerning their learning experience. The dean carefully examines the responses to look for patterns that might indicate at least a perception that the students are not being served in that class. Indications of problems are addressed in a meeting between the dean and the faculty member. Where warranted, additional peer classroom visitations are scheduled. The primary problem is the *extremely* low response rate. No class had more than 25% of the students respond.

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

-The School of Social and Behavioral Sciences website.

- Informational handouts available to students from the SSBS office including:
- A listing of student SLOs is on the handout outlining the majors and minors found in the SSBS.
- Department informational ‘fact sheets’ outlining the requirements for and expected SLOs from the various departments found in the SSBS.
- The SLOs are listed 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 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Average
Freshman	24	24	20	68 - 22.7	38.5
Sophomore	12	21	11	44 - 17.7	17.1
Junior	18	14	14	46 - 15.3	13.9
Senior	19	22	12	53 - 17.7	19.5
Post Bach					
Total	73	81	57	211– 69.7	89.0

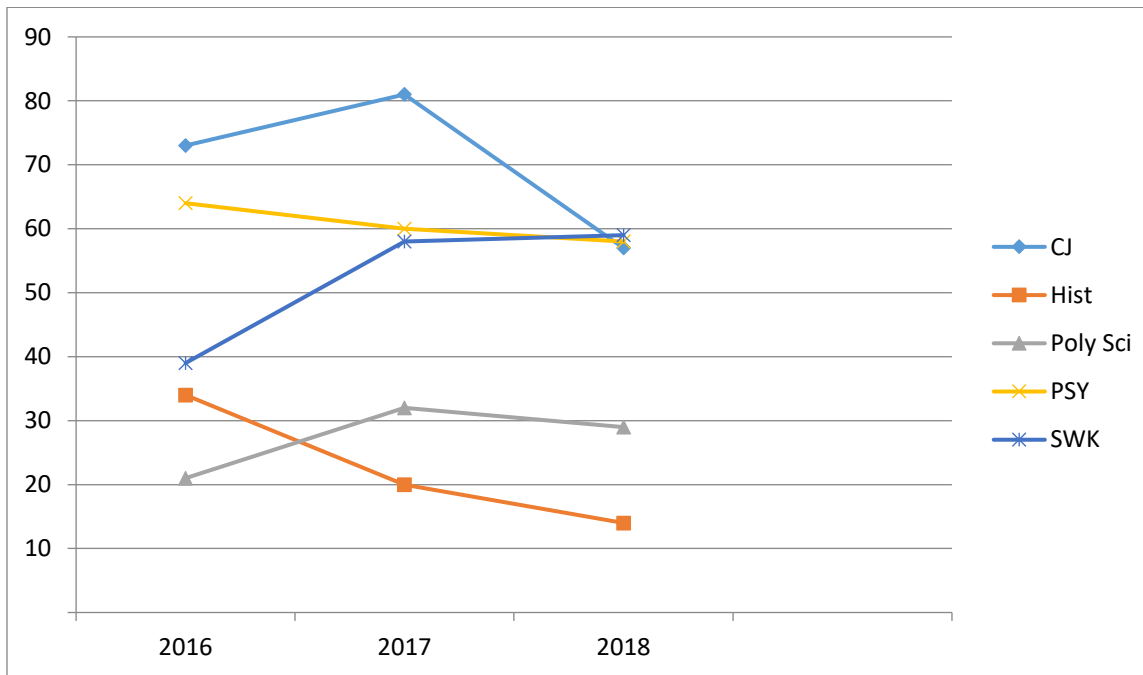
HISTORY	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Average
Freshman	8	4	5	17 - 5.7	7.4
Sophomore	6	5	1	12 - 4.0	6.0
Junior	15	4	6	25 - 8.3	5.5
Senior	5	7	2	14 - 4.7	6.5
Post Bach					
Total	34	20	14	68.0 - 22.7	25.6

Classification Political SCI	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	5	8	6	19 - 6.3	6.2
Sophomore	9	9	7	25 - 8.3	5.9
Junior	4	10	10	15 - 5.0	4.9
Senior	3	5	6	14 - 4.3	3.0
Post Bach					
Total	21	32	29	82 - 27.3	20.0

Classification PSY	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	18	14	16	48 - 16.0	27.7
Sophomore	16	12	9	37 - 12.3	13.5
Junior	16	19	18	53 - 17.7	16.8
Senior	14	15	15	44 - 13.7	15.2
Post Bach					
Total	64	60	58	182 - 60.6	73.2

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

Figure 1. Number of Fall Majors 2017 - 2019.



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

Strengths

- Social work continues to grow and all indications are that its numbers will increase in the fall of 2020.

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

Weaknesses

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

Opportunities for Growth

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

Threats to Effectiveness

- The University’s financial problems are major threats. This along with COVID issues will be a major challenge. The lack of salary increases, increases in health insurance, and mandatory contributions to retirement have greatly reduce faculty take home pay over the past three years. Moreover, summer salaries are limited due to low enrollment. All of this becomes a *de facto* pay cut.
- Possible threats to faculty development are due to COVID and financial considerations. Many of our successes have come from the ability of faculty and students to travel and attend conferences.
- Declining enrollment. Aggressive recruitment by other institutions and expansion of their offerings are hurting our enrollment. In addition, the cost to attend to UAM has risen. According to the branding consultants UAM is not seen as a good value. We are working to communicate the value of our degrees and student successes in our majors.

Progression/Retention Data

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

NOTE: (Graduated outside of major refers to AA degree)

Major: CJ	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	17	
Number and percentage graduated in that major during 18-19 academic year	13	76.5
Number and percentage that graduated in that major during 19-20 academic year	3	17.6

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

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

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

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

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

Strengths:

- 93% of the students who obtained junior status graduated, most on time.
- We are improving our on time graduation.
- Total credit hours at time of graduation have been greatly reduced.

Weakness:

- Social Work and political science still have too many students pass the 120 hour mark before graduating.

Opportunity:

- Lots of opportunity to grow.

Threats:

- Declining enrollment, University tuition and fees, and competition from other institutions.

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

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

Course	Passed 2017-18	Failed 2017-18	Passed 2018-19	Failed 2018-19	Passed 2019-20	Failed 2019-20
Course HIST 2213 US I	196 (75%)	65 (25%)	223 (76.5%)	68 (23.5%)	259 (66%)	136 (34%)
Course HIST 2223 US II	193 (82.5%)	41 (17.5%)	219 (80%)	53 (20%)	176(75.5%)	57(24.5)
Course PSY 1013 INTRO PSY	343 (70%)	147 (30%)	331 (66%)	331(171)(34%)	451 (63.5%)	260 (36.5%)

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, although it did dip slightly this year. Psychology's pass rate had risen each of the last two years but dropped slightly this year. While disappointing, it must be noted that Introduction to Psychology remains a key predictor of academic success. It appears the course is a true gatekeeper course. It must be noted that the overall GPA for introduction to psychology did increase with fewer "Fs."

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.
- The requirement of freshman English did not increase the overall pass rate. However, there is evidence that many students were better prepared as seen by an increase in overall grades.

Opportunities for Growth

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

Threats:

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

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded

Undergraduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
CJ	17	20	17	54	18.0
HIST	11	7	3	21	7.0
PSCI	5	5	7	17	5.7
PSY	21	17	20	58	19.3
SWK	3	1	7	11	3.7
TOTAL	57	50	54	161	53.7

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 increased slightly this year with psychology and social work seeing good increases. We are concerned with the drop of incoming freshmen this past fall. We experienced strong retention last year and our fall 2020 registration has been very strong, especially for psychology and social work. Both majors seem to be well positioned for strong growth. We are concerned with how the current health crisis will affect enrollment.

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

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

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

Faculty

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

Teaching Load

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Fall	Spring	Summer	Other Assignments
Bransford S.	Assist	PhD	CJ/Sociology	12	12	6	
Day K.	Full	PhD	History	12	12	3	
Davis J	Assist	PhD	Poly Sic	12	12	6	
Everett W.	Instruct	MA	Geography	15	15	3	
Grissom L.	Assist.	MSW	SWK	12	12	-	
Jenkins M.	Assoc.	MSW	SWK	6	6	3	Social Work Director
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.	Assist.	MSW	SWK	12	12	-	SWK Field Supervisor
Turner A.	Visiting	PhD	PSY	12	12	3	

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

- Dana Williams left for a position at UAMS
- Dr. Amber Turner was hired as an Assistant Professor to replace Dr. Kim.
- Dr. Davis, Dr. Henris, and Dr. Miller were tenured and promoted.
- Mr. Everett continues his graduate program in Geography.

Table 8. SSCH

Academic Year	Total SSCH Production	Percentage Change	Comment
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%	
2019-20	8866	-5.1%	

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

We continue to see a steady decline in SSCHs. The declines are in the survey courses especial, history and to a less extent CJ. This is primarily due to lower enrollment for UAM in general. 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. There are strong indications that are efforts are succeed in psychology and social work. Political science is stable, but not growing.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed

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, McGeehe 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. Kyle Day

Senator Thomas Henning's of Missouri: Political Champion of the Black Freedom Struggle," April 2020 issue of *The Missouri Historical Review*.

From Centre to Circumference, from Base to Cope: Founding the Most Worshipful Prince Hall Grand Lodge of Arkansas, 1862-1905," *Freemasonry on the Frontier* (UK: Lewis Masonic, 2020).

Arkansas History: A Story of a Land and a People in Search of Identity (Dubuque: Kendall Hunt, 2020), will be published this next academic year, available in both print and ebook form.

- Editor of the *Drew County Historical Journal*.

Dr. S. Lee

Jakobsen, K. V., Kraybill, J., Jia, F., & Lee, S.* (in press). 2020 Awards and Recognition Recipients. *Teaching of Psychology*. (Impact factor: 0.991)

Mendoza, J. S., Lee, S.* , & McDonough, I. M. (2020). The relationship between nomophobia and classroom learning: How fear of being without cellphones affects the youth population in a digital age. *Media Education Research Journal*, 9(1), 74-80. [Listed as the corresponding author]

Jakobsen, K. V., & Lee, S.* (2019). 2019 Excellence in Teaching Award Recipients. *Teaching of Psychology*, 46(4), 277-283. (Impact factor: 0.991)

Lee, S.* (2020). The Koran folktale as a literary genre: Traditional values, changing times, and its sociohistorical development. *Journal of Liberal Arts and Humanities*, 1(4), 18-23.

Lee, S.* (2019). Casting a spell of Snow White's coming of age: The film, Willa. *Interdisciplinary Humanities*, 35(2), 25-31.

Lee, S.* (in press). "Incorporating diversity in applied human service settings: What we do and how psychology promotes applied human services skills?" Incorporating diversity in classroom settings: Real and engaging examples for various psychology courses, *Society for the Teaching Psychology (STP) eBook*. Washington, DC.

Lee, S.* (in press). "Incorporating diversity in applied human service settings: What we do and how psychology promotes applied human services skills?" Incorporating diversity in classroom settings: Real and engaging examples for various psychology courses, *Society for the Teaching Psychology (STP) eBook*. Washington, DC.

-PSI CHI Faculty Advisor Regional Research Award and Grant recipient.

Dr. Eric Prichard and Dr. Jeannette Walters

Prichard, E., Christman, S.I., and Walters, J. (In Press). The pen is not always mightier..., *Perceptual and Spatial Skills*, SAGE Publication.

Collaborated to receive a \$16,000.00 Centennial Grant Award to create a state of the art learning center in the MCB.

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.

-Presented two Professional development workshops for middle and High School Teachers with Dr. Henris and Young.

Dr. Carol Strong:

-Served as the Chair for the Social Science Division of the Council on Undergraduate Research..

-President for Alpha Chi Region II

-Organized UAM 9-11 remembrance event.

-2020 Alpha Sponsor of the Year.

Dr. Clint Young

-Presented at the Association for Spanish and Portuguese Historic Society in Barcelona, Spain. He sits on their board and serves as the Newsletter Editor.

-President of the Arkansas History Association of College History Teachers.

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 Night for UAM students

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

Faculty Grant Awards

E. Prichard and J. Walters \$16,000.00 Centennial Grant to convert MCB 310 to a state of the art Learning Center.

Other Unit Data

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

-Twelve students were accepted into graduate programs.

-Ten students were accepted to graduate school for fall 20.

- 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 ideas on self-help. Social work also held a domestic violence awareness dinner for the community. Overall 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 most of the Assembly leadership.