

UAM OPERATING PROCEDURE 620.2
RE: Annual Review Policy Guidelines

June 5, 2017

Annual Report by Academic Units

By August 1 of each year, deans will submit to the vice chancellor for academic affairs a succinct and focused annual report of significant achievements and changes in their units for the previous academic year. These reports will constitute a major source of information regarding institutional achievement and effectiveness throughout departments, offices and units, colleges, and schools. The report must be submitted in both paper and electronic file formats.

Unit Data

- Faculty
 - Faculty (full-time, adjuncts and part-time) qualifications, area(s) of responsibility, teaching loads, other assignments including any release time and stipends (* new faculty designation)

Table 1
2017 Faculty Status

Full Name	Rank	Tenure Status	Hire Year	Years Emp	Highest Degree	Degree Granting Institution	Gender	Ethnicity
Bransford, Scott* Criminal Justice	Assistant Professor	Tenured track	2016	1	Ph.D.	Southern Mississippi	M	W
Clubb, Richard Psychology	Professor, Dean	Tenured	1990	27	Ph.D.	Texas Christian University	M	W
Day, John Kyle History	** Professor	Tenured	2007	10	Ph.D.	University of Arkansas	M	W
Davis, John Political Science	Assistant Professor	Tenure Track	2015	2	Ph.D.	University of Missouri	M	W
Everett, Walter History	Instructor	Non-Tenure Track	2018	9	MS	University of Louisiana at Monroe	M	W
Henris, John History	Assistant Professor	Tenure Track	2014	3	Ph.D.	University of Akron	M	W
Kim, Myeong Psychology	Associate Professor	Tenured	2003	14	Ph.D.	Texas Tech University	M	A

Lee, Seungyeon Psychology	Assistant Professor	Tenure Track	2014	3	Ph.D.	University of Kansas	F	A
Lewis, Andre Director SWK	Assistant Professor	Tenure Track	2014	3	MSW	Mississippi State	M	AA
McKee, Adam Criminal Justice	** Professor	Tenured	2002	15	Ph.D.	Southern Mississippi	M	W
Miller, Jennifer Criminal Justice	Assistant Professor	Tenure Track	2015	2	Ph.D.	University of Arkansas at Little Rock	F	W
Prichard, Eric* Psychology	Assistant Professor	Tenure Track	2016	1	Ph.D.	University of Toledo	M	W
Silzell, Sharon History	Assistant Professor	Tenure Track	2016	2	Ph.D.	University of Texas	F	W
Strong, Carol Political Science	Associate Professor	Tenured	2007	10	Ph.D.	University of Melbourne	F	W
Walker, Marie SWK	Associate Professor	Tenure Track	2009	7	MSW	Southern Mississippi	F	W
Walters, Jeanette Psychology	Assistant Professor	Tenure Track	2016	2	Ph.D.	Virginia Tech	F	W
Williams, Dana* SWK	Assistant Professor	Tenure Track	2016	1	MSW	University of Arkansas Little Rock	F	W
Young, Clinton History	Associate Professor	Tenured	2009	8	Ph.D.	University of California San Diego	M	W

* New Faculty

**As of July 1, 2017

-All faculty carry a 12/12 load with the exception of Mr. Everett who as an instructor has a 15/15 teaching load.

-Dr. Young and Dr. Day each receive a \$3,000.00 stipend for their work coordinating the renovation of the Hollywood Plantation and the Pindall Law Firm.

- Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.

-Dr. Lee was named Up and Coming Psychology Professor for Arkansas and was a finalist for the Sage Young Scholars Award presented by the Society for Personality and Social Psychology (the flagship organization for social psychology). She was also named Psi Chi Advisor of the year for the southeastern US. The UAM Psi Chi Chapter was named model chapter of the year.

- Dr. Young served as Program Chair for the International Conference for the Spanish and Portuguese Historical Society in New York. He is also a member of their Board.

-Dr. Young was elected Vice President of the Arkansas Association of History Teachers and assistant editor of the Conference on Spanish and Portuguese Historical Studies Journal.

-Dr. Strong hosted the Arkansas Political Science Annual Meeting on the UAM Campus. She also mentored student presentations at two international conferences, and was named Alpha Chi Teacher of the Year.

-Dr. Day served as the Chair of the Arkansas Humanities Council and the UAM Rockefeller Committee. He was responsible for bringing a nationally known speaker to the campus.

-Dr. Henris received the Historical Mining Association best paper award and received a \$750.00 research stipend.

-Dr. Davis founded a local chapter of the popular “political animals” which hosted meetings with very important state and national leaders, including former US Senator David Pryor. He was also appointed to the Congressional Delta Regional Authority.

-Several faculty members published papers in referred journals:

Dr. Lee

Dr. Pritchard

Dr. Miller

Dr. McKee

Dr. Young

Dr. Davis

Dr. Silzell

Dr. Kim

Mr. Lewis

Mrs. Jenkins

-Dr. Miller and the UAM Chapter of the Alpha Pi Sigma honor society started a *paws for parolees* chapter.

-Drs. Young and Day are the administrators for the million dollar renovation of the Hollywood Plantation.

-Dr. McKee has been an integral part of the development of the *e-versity* program.

-Dr. Silzell has reestablished History Day on campus. The spring of 2018 will be the first time UAM has hosted History Day in ten years. This had been a very successful recruitment and outreach event in past years.

- Faculty and/or student service learning projects
 - Psi Chi participated in several community service programs including bullying awareness programs, *Feed the Kids*, mental health awareness programs, and a variety of smaller scale projects.
 - As stated earlier, Alpha Pi Sigma started a *Paws for Parolees* program. They also won the UAM community food drive competition.
 - Faculty from CJ, social work, and psychology met with members of the Arkansas Supreme Court to begin work on service projects involving their students working with individuals referred to the juvenile justice system.
 - Phi Alpha (SWK) conducted a week long sexual assault awareness program. They also sponsored a week long domestic violence awareness program.

- Append a listing of college or school awards to faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Include faculty/student research.
 - Dr. Clubb: Alpha Chi Administrator of the year
 - Dr. Strong: Alpha Chi Teacher of the year
 - Dr. Henris SSBS Faculty of the year
 - Dr. Lee, Dr. Strong, Dr. Pritchard, Dr. Walters, Dr. Day, Dr. Young, Dr. Henris, and Mr. Lewis mentored student research and conference presentation. Twenty three students presented papers at regional, national, and international conferences.
 - Dr. Strong mentored four students at the Model UN program (Houston, TX). Students in this program serve in a mock UN and must address some major international problem.
 - Dr. Davis guided six students in the Arkansas Student Congress conference this year (Arkansas Tech). This program involves students serving in a mock Congress. Each delegation had to draft and submit a bill and see it through passage.
 - See Appendix 1 for list of student awards.

- List of grants, source, purpose and total dollars for the academic year
 - Dr. Young and Dr. Day secured a \$750,000.00 grant from the Arkansas Natural and Resource Council to restore the Hollywood Plantation.
 - The SSBS is home to the IV-E Program: 280,000.00 for the purpose of providing training for DHS workers and other related programs.
 - Dr. Lee received \$500.00 from Psi Chi to travel to present research. Two of her students won the equivalent travel award for undergraduates.

-Dr. Henris received \$750.00 from the Mining History Association to study environmental impacts of mining in the Spearfishing area of the Dakotas.

- List partnerships, MOUs or other special agreements with brief description
 - We have no MOUs only agreements with practicum and internship supervisors. These are always changing. The contracts are simple list of requirements for the student to successfully complete their hours.
- Significant changes of college/school/programs/departments both positive and negative
- Achievements of students and alumni or former students, especially those of national, regional, or statewide significance. Append a listing of student honors and awards as announced at the college or school honors ceremony and of other students receiving campus recognition.
 - Nine students graduated with honors.

-Reagan Dodds received a full fellowship to the Ph.D. program in political science to the University of California at Mercer. She was also the National Forensic Champion.

- Cody Bijou was the nation's top rank forensic person at the time of the national championship. He also was the only undergraduate to speak at the Berlin International Cultural Diplomacy Conference.

-Psi Chi has received national recognition and awards.

-Eight additional graduates were accepted to graduate programs.

-Two recent graduates pass the licensure boards for their Licensed Practical Counselor credentials (LPC). Two passed their boards for their MSW credentials. Three others completed their work from the Master Degree.

See Appendix 1 for student honors.

Major Changes (Note: explanations as to why we initiated the below changes are included under the HLC section.)

-The pre-law program was reestablished. It has received a great deal of attention and has drawn new students to campus (we are currently aware of at least four students who originally were going to enroll elsewhere).

-CJ revamped the major to include a capstone course and a freshman course describing the field. Prerequisites were changed. The faculty is currently in the process of proposing an AA degree in CJ.

-Psychology now offers a two semester of research course sequence to strengthen student preparedness.

-SWK has recovered from the errors of past directors/deans and has begun to increase enrollment and graduation rates.

-The SSBS is fully staffed for the first time in five years.

- Attach a listing, where applicable, of chairs, professorships, distinguished professorships, and lectureships and faculty awards given by the college/school.

-Dr. Strong was named Alpha Chi Teacher of the Year

-Dr. Clubb was named Alpha Chi Administrator of the Year

-Dr. John Henris was named outstanding SSBS faculty as voted on by the faculty.

HLC Program/Unit Assessment

Significant achievements and changes of college or school and programs/departments, both positive and negative, including progress related to strategic plans and university priorities particularly student success initiatives/successes.

- **Teaching and Learning**

Progress related to strategic plans and university priorities for the academic year

- Initiatives/action steps to support effective teaching (new strategies, partnerships, use of technology, etc.) (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)

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 demonstrate proficiencies in the following areas:

(1) **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.

(2) **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.

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

(4) **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.

(5) **Sociocultural Awareness:** The student will demonstrate an understanding of social-cultural diversity, as well as, respect for sociocultural diversity, cultural institutions, processes, and structures.

(6) **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.

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

- The student learning outcomes are measured in a variety of ways. Research, critical thinking, and presentation skills (SLOs 1, 2, and 4) are largely measured by the student's performance in the appropriate research methods course. Each major has a designated research methodology course. This year psychology created a two course methodology sequence to allow for more extensive production of research papers. The primary evaluation component of these courses is the student's production and oral presentation of a major research paper. The paper is designed to require the student to formulate a research question, conduct literature reviews of the topic, and synthesize the information into a paper that is presented to one of the School's research forums.

- Social-cultural awareness (SLO 5) is measured by the student's performance in specific courses and in the student's interactions outside the classroom in service learning settings. Each major has courses designated to address social-cultural issues or require students to take courses focusing on non-domestic topics. Cultural Diversity (SWK 3123) or Race and Ethnic Relations (SOC 3453) are required by Social Work and Criminal Justice majors. Most Psychology majors enroll in one of these courses as part of the Human Services minor. Political Science and History require students to enroll in nine hours of non-American major courses. In addition, Horizons field trip courses have given students the opportunity to experience other cultures. Each has a component to measure the students' understanding of the culture and interaction with the peoples they meet. This includes journals describing the students' cultural experiences and their impressions of cultural differences.

Preparedness for work force and career planning (SLOs 6 and 7) has largely been measured by the student's performance in internships, independent studies, community involvement programs, conference participation, and graduate school admission rates.

ASSESSMENT:

In the School of Social and Behavioral Sciences, student learning is first and foremost measured according to assessment processes created by individual professors for individual courses. Hence, most curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. The faculty evaluates students employing instructor made tests, standardized tests, research papers, short theme papers, projects, class presentations, research projects, and presentations at various state and regional professional meetings. The SLOs are assessed against the criteria

set forth on a course by course basis by the instructor. Faculty members from each major meet annually to discuss standards and appropriate academic rigor

This does not mean, however, that consistency is not important throughout the School. To ensure that each professor within the SSBS is adhering to the standards set forth for the SSBS as a whole, faculty members are required to create comprehensive syllabi for each course. Each syllabus is then reviewed by the SSBS Dean to ensure that they include the information needed by students to complete the course (i.e., specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines, etc.). Faculty members meet by discipline each year to plan the next years' courses and to review the curriculum and suggest changes. All suggestions or concerns are then presented to the dean. The dean further evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments.

Student performance, especially at the lower levels, is measured using teacher constructed tests, quizzes, opinion papers, and outside class activities. Students are expected to write at a more advanced level, meaning that most of the assessment is based on assignments that require the student to employ critical thinking skills to express their responses in written form. In addition comprehensive research papers/projects are required. Both peer and Dean's evaluations are used to measure class effectiveness. This includes classroom visitations, student evaluations, and Dean's evaluation.

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

The problems associated with the pre-tests/posttest design resulted in all majors deciding to move to a capstone course model. Social Work was the lone exception as they have specific accreditation measures. Criminal Justice developed a capstone senior level course. This fall will be the first time it has been offered. Psychology developed a two semester research methods sequence. The second semester serves as the capstone course. This fall will be the first time the course has been offered. History and political science are currently looking at how they will proceed with capstone courses. In all cases the capstone course is designed to measure all of our stated SLOs.

Additional procedures to ensure student success and a quality education have long been implemented. General education prerequisites exist for the majors within the SSBS. For example, students majoring in Criminal Justice, History, and Social Work are required to take PSCI 2213, American National Government and complete their General Education History prior to advancing to major courses. Political Science majors are conversely required to take HIST 2213 American History I or HIST 2223 American History II. Criminal Justice and Social Work majors are required to take

PSY 1013 Introduction to Psychology. Social Work majors are further required to have taken SOC 2213 Introduction to Sociology, CIS 2223 Micro Computer Applications, and have completed their General Education English Requirements prior to being admitted into the program.

Each of the above courses has been found to provide a strong foundation in areas important to the respective majors as supported by the EAB data. This is evident from EAB data that indicates these prerequisites significantly predict success in the respective areas. For example, criminal justice and social work majors who fail to receive at least a “C” in introduction to psychology have a single digit graduation rate. We are examining ways in which to remediate students who do poorly in the key prerequisite courses. In all most all cases we find poor reading and writing skills to be the dominate problems.

After further review it was found that several existing prerequisites seemed to serve no real purpose. In fact, faculty waived certain prerequisites so often that the dean requested a review of all requirements. After careful review of the EAB data it was determined that many 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, or will be, removed. The EAB data did indicate that the COMP I class was clearly the most predictive gatekeeper for most of our classes. Students with a “C” or better had a much higher progression and graduation rate. As a result most majors are moving to require COMP I as a prerequisite to most courses. The changing of the prerequisites should remove several of the scheduling problems that have hampered progression and help streamline advising.

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

Skills related to the development of the student’s research, writing, and critical thinking capabilities come with experience and the completion of writing assignments adhering to strict referencing policies and analytical research encompassing the most recent findings. As stated earlier, each major requires its students to complete a research methods class, since the ability to write coherently and concisely, as well as the ability to interpret statistical reports encounter in the workplace, are critical. These courses have serve as “de facto” capstone courses as they measure analytical, empirical, and writing skills.

In History, majors are required to take HIST 3513 Historiography and Historical Methods at the junior level to prepare them for the writing assignments required in the upper-division seminars offered in the History department. Social Work students are likewise required to take SWK 3243 Methods of Social Work Research I and SWK 3343 Methods of Social Work Research II during their junior year. The former focuses on statistical analytical procedures and the latter on writing research papers underpinned by statistical evidence. Criminal Justice and Political Science majors take cross listed courses in Statistics and Research Methods for the Social Sciences at the sophomore level, since both majors are writing-intensive. The completion and presentation of research methods papers both in class and at conferences demonstrates student mastery of these skills.

Similarly, Psychology majors are required to take PSY 2203 Statistical Methods and a two semester sequence of research methods courses. The first course provides students with a foundation in the theoretical and computational elements of elementary statistics. The latter course provides the skills needed to conduct and analyze experiments grounded in the scientific method. This change resulted from our evaluation of comments from our graduates who attended graduate school and our discussions with faculty from other universities. These discussions indicated the greater need for more training in technical writing and the ability to interpret empirical results. This change will greatly strengthen our students' skills in both areas.

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 generic across agencies, it is specific to the individual student learning contract in terms of that individual's attainment of competencies within the agency. The contract is developed as follows: Each student and his/her field instructor in consultation with and approval by the Field Director develop specific activities or observable behaviors the student will perform or exhibit. The evaluation is based upon how well the student fulfills his/her learning contract. The actual measure is based upon a Likert scale ranging from 1-5. There are four (4) total evaluation times. Students must receive an average score of four (4) across the measures. The use of four time measures allows the Director to track the student's performance and take steps to intervene should the benchmark not be met or the student is weak in a particular area.

Psychology offers a two semester practicum during the student's senior year as part of the Human Services Minor. This is the primary minor for psychology majors and is often taken by other psychology students as an elective. Approximately 95% of all psychology majors take at least one practicum. Psychology employs a modified version of the social work evaluation form. In addition, each student provides a structured report of their activities and completion of competency requirements. A supervisor assigned grade of "B" is considered to have reached an acceptable benchmark. This year all but one of the 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 agency. Graduate programs also place value on field experience when looking at graduate school candidates.

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 an average grade of 92. 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.

Additional Activities/Changes

- Criminal Justice added a capstone course to measure overall learning. They also created a required one hour freshman course that explores careers in CJ and the qualities that are required for these careers. This was based upon our findings that many freshman CJ majors are unaware of the true nature of the field. Most have wildly exaggerated view, especially with the forensics and profiling fields. These have been created by TV shows such as *CSI*. Student expectations often result in their being let down and dissatisfied with their career options. The addition of this course will help guide the students and better direct their paths.
- Setting/modifying prerequisites for courses. As stated earlier, review of all available data clearly demonstrates that the passing of Comp I is the defining gate keeper course. We will be moving to make Comp I a co-requisite/prerequisite for most of our courses.
- More intrusive advising with respect to completion of general education requirements, especially sciences. A review by the dean has found that many students are not progressing as they should because they are taking too many upper division and major course during their freshman and sophomore years, at the expense of their general studies. Advisors have been trained to make certain students are progressing according to the eight semester plan and timely completing the Associate Degree. The dean will randomly review student schedules this year during preregistration to make certain faculty are follow good advising practices.
- Additional class time devoted to discussing study habits, note taking, and behaviors that lead to success in college.

-More information on student organizations within the school and encouraging participation. Our data clearly demonstrates that students who participate in the clubs for the various majors are more involved generally and progress at a better rate.

-Adding community involvement component to classes. This helps students to develop a sense of community and demonstrates work outside the classroom to graduate programs and employers.

-Incorporating Honors Societies as mentors and helping establish study sessions. Research evidence clearly states that students learn best from mentor peers.

-Increasing the number of tests/graded assignments to help students to better gauge their performance.

-Arranging to meet with Early College Experience students to recruit for the University.

-Focus on domestic trips as part of the Horizons Program. This will allow more students to be involved at a lower cost. Our international trips have always energized students. Students return excited about their fields. Unfortunately, our recent trips have not been successful in attracting students. After interviews with students, it was found that cost was the primary problem. International travel has become too expensive. We believe this can be resolved by offering attracting domestic trips.

-Incorporation of the Honors Societies in the development of students. All Honor Societies have auxiliary membership for those persons who are not eligible for membership in the Honors group. They participate in most organizational activities. Participation in these organizations has been shown to enhance retention and classroom participations. Psi Chi (psychology) was named model chapter of the year. The chapter also received a small grant to partially cover the travel cost to present at a conference.

- Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects, demonstrations, seminar-style class configurations, etc.

A strong civic engagement component has been added to several classes. This type of approach is meant to engage students in experiential learning that exceeds mere service learning projects. With this approach, students are encouraged to participate in projects. These may range from small research projects about problems within their local community to larger, multi-disciplinary projects that engage students directly in projects to address problem. These projects involve the students in more than just book learning; rather it is about becoming truly active citizens. Elements of this approach were part of several Criminal Justice, History, and Political Sciences classes and Honor's Societies. All Honors Societies are anticipated to have civic related programs this academic year.

The Retention and Recruitment Committee has explored ways to formalize student interaction and feedback tools/mechanisms including public meetings and official letters sent from the SSBS. More specifically, discussions have been pursued to create a group of SSBS mentors using members of the Honor Societies. The intention is two-fold. First, these volunteers (who will each earn a certificate of service at the end of the academic year to put in their resumes) will help orient new students into the program. Secondly, it will help with student recruitment and retention, since each incoming group of students will become aware of the opportunities in the school. This hopefully will encourage them to become involved and serve as the mentors.

All but one classroom on the 2nd and 3rd floors of the MCB are equipped with projection screens and have internet access. This summer (2017) the School used Title IV-E funds to update smart room on the second floor. These helped to improve instruction, teacher interaction, and hopefully make the classes more interesting for this visual, technologically sophisticated generation of students. The School has further added digital cameras to allow the streaming of materials. The demand for smart rooms is very high as the entire faculty employs smart room technology as a primary educational tool. There have been difficulties in the past with scheduling faculty with smart room availability.

New modes of presentation have been incorporated to provide students with a wide range of opportunities and experiences. Online courses are offered by every major. Our goal is to make it possible for students to complete all of their major requirements online. The criminal justice major is structured so that students may complete all major requirements online or face to face. The faculty recognizes the importance of face to face experiences. We have begun to offer hybrid courses involving online, in class, and streaming technology. Our analysis has found that student evaluations are lower for online courses than for face to face, even for the same instructor. Moreover, most of our majors are actually cultivated from the survey courses. This decline had not been seen with the hybrid courses.

It was hoped that hybrid courses would add some face to face contact and allow the faculty to recruit and mentor individuals. Unfortunately our experiences with this year's hybrid courses presented problems. The survey classes did not like the format and we saw lower grades in those courses. Our initial review of student comments led us to believe that a large part of the problem rest with student expectations. Many disliked the computer component. They did not understand the level of effort that would be required on Blackboard. Most had expected a traditional face to face course with some notes and assignment posted online. The faculty is currently working to make certain that students are aware of the strong online component on the first day of class. They are also examining ways to relieve some of the students' fears and apprehension towards the online component.

The faculty has also engaged in several interactive class projects designed to engage the students. Each is directed by the students with the instructor serving as a resource. For example, Dr. Henris had his class participate in a semester long civil war reenactment board game. The students served as the commanders and executed the war

outside of the classroom time. In class they discussed strategy, the political and economic aspects of their decisions, and the problems they faced in decision making. The fact that the south won also led to interesting class discussions.

Dr. Strong's class was charged with creating a constitution for the now independent Key West (Conch Republic). They had to consider the economic, political, and social aspects of their work. They also had to defend their constitution to a panel of faculty. Dr. Davis' class did something similar, except they dealt with drafting a bill and seeing it passed in Congress.

- Initiatives/action steps to promote student success and persistence

- The SSBS is engaged in several programs/methods to help retain students, including:
- •SSBS Student Research Forum: Several students attended and presented at state-wide conferences and are scheduled to attend national conferences in the 2016-17 academic year. The School also sponsors the Honor Societies and discipline related clubs.
- •Academic honor societies have been established and reorganized this year to help build a social cohesion to our student body and to help retain our high achieving students. All five majors has a UAM chapter, including Alpha Phi Sigma – the National Criminal Justice Honor Society; Phi Alpha Theta – The National History Honor Society; Pi Sigma Alpha – the National Political Science Honor Society; Psi Chi – the National Psychology Honor Society; and Phi Alpha – the National Social Work Honor Society. It should be noted that UAM chapter of the Phi Alpha Theta History Honor Society has been nominated for outstanding chapter for the tenth consecutive years. This year Psi Chi (psychology) was named as one of 27 Model Chapters nationally.
- •The Annual Awards Banquet, where outstanding seniors (and a limited number of other students that have gone above and beyond what is expected of them) are brought together and honored for their academic achievements and/or their service to the school
- •The SSBS Horizons Program offer students more travel/study opportunities than previously, which helps personally engage them in their studies and expands their knowledge of the world. The confidence and knowledge that they gain on these trips has been found to help retain students toward graduation, but also to prepare them for their careers after graduation.
- •Display Cases on the 2nd and 3rd floor hallway showcases the achievements of students and faculty in the department. The student achievements that have been highlighted in this case range from various political science, psychology and social work students going to and presenting at conferences to a number of students that have won prestigious scholarships based on their academic performance.
- •Bulletin Boards have been erected in the 2nd and 3rd floor hallways that highlight: “News”, “Phi Alpha Theta”, “Law School Opportunities”, “Graduate School Opportunities”, “Psychology History”, “Criminal Justice Career Opportunities”, and “Horizons Program”. The SSBS brochure is also displayed. This year, each honor society will be responsible for maintain student interests boards on each floor of the

MCB. We hope that these boards will help students know about important information, and to know that we care about their success at UAM and beyond.

- In addition, the School of Social and Behavioral Sciences offers the following:
 - Flexible scheduling is a hallmark of the School. The faculty for each major is instructed to design schedules that meet student demands. This includes offering early morning and mid-afternoon class that meet on Mondays and Wednesdays, as well as online and hybrid course. The faculty is further encouraged to make certain that students are able to take any course either online or face to face. Only Criminal Justice has fully reached that goal. All of the other majors are making progress in their efforts.
 - •The unit supports the Early College High School program by offering core courses like American History and Survey of Civilization.
 - •Independent Studies are frequently offered each year to either accommodate the needs of a graduating senior or to allow students to engage in independent undergraduate research projects.
 - •Additional class time devoted to discussing study habits, note taking, and behaviors that lead to success in college.
 - More information on student organizations within the school and encouraging participation.
 - Adding community involvement component to classes.
 - Incorporating Honors Societies as mentors and helping establish study sessions.
 - Increasing the number of tests/assignments to help students to better gauge their performance.
 - Focus on domestic trips as part of the Horizons Program. This will allow more students to be involved at a lower cost.
 - Student faculty mixers hosted by Honors societies.
 - Incorporation of the Honors Societies in the development of students.
 - Honor Society Recognition Awards Reception.
- Curricular Changes (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data
 - List any addition/deletion/modification of degrees
 - We added several sections of geography and reduced the number of sections of world Civ based upon data analysis of enrollment levels and needs by majors outside of the School.
 - CJ removed the minor requirement. Most majors will remove this requirement as it has tended to hinder progression and persistence. Instead, majors will be strengthening. The minor has been found to be a hindrance to progression as students often lack interests in the area. They therefore often delay taking the courses. In addition, SSBS students tend to have minors in other SSBS areas. These often share courses with the required majors resulting in cumbersome substitutions that often weaken the minor.

-CJ added a “Pathways” course for freshmen CJ majors (discussed earlier). This course helps students to understand career paths and requirements for working in the law related areas. They also added a “Multicultural Justice” course to help address diversity. This is critical in modern law enforcement. In fact, agencies have requested we such training be part of our program.

-Political Science reestablished the prelaw program. This once popular tract had been dormant for some time due to personnel. Ten students are now in the track and we have had several inquiries about the tract.

-We have begun a review of prerequisites. Some are outdated and hinder progression (see earlier discussion). Comp I will be added as a prerequisite for Psychology and History next year. EAB data indicates this is a critical gateway course for those majors.

-Social Work created an introduction to social work for non-majors course. Many found the course designed for majors too time demanding. This will be a great course for psychology, education, nursing, and CJ majors.

- List any addition/deletion of courses (If new/deleted courses were general education, was a request for changes in ACTS listing made?)

See above

- List and briefly describe specific curricular changes that impact student success/retention including variety of course delivery options

We saw an increase in hybrid courses. This provided students with more flexibility as well as maintains the critical face to face component. As stated earlier we have discovered some issues. We are working to address these problems.

-Several advance eight week courses were offered. The response by students has been wonderful. Students find they can take more hours while not increasing the amount of work they have throughout semester. This has been especially helpful for those working in the law enforcement and service fields. These students find they can take a full load each semester while only participating in two or three classes at any one time.

-Most courses had a strong *Blackboard* component.

-We removed several prerequisites that were unnecessary and hindered progression

- List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success.
 - All faculty members (including the dean) were provided funds to participate in conferences/workshops of their choice that dealt primarily with teaching, teaching

technology, or continuing ed. Topics ranged from technology in the classroom to cultural diversity, and new findings on preparing students for the future workforce.

-Dr. Davis received additional training as part of his appointment to the Delta Regional Authority.

-Dr. Day was President of the Arkansas Humanities Council and helped to bring a nationally known speaker to campus.

-The SWK faculty attended one week of training provided by the Council on Social Work Education (CSWE).

-Dr. Young chaired an important international conference and was named Vice-President of the Arkansas Teachers Association. Both will provide a great many opportunities.

-Dr. McKee provided Blackboard seminars.

-In service training was provided for new faculty addressing registration and advising.

Program Productivity and Program Viability

- **Effectiveness:** The number of progression goals met by undergraduate students. Extra consideration given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Report in number and percentage of students by academic year.

- Credentials: Certificate of Proficiency, Technical Certificate, Associate, Baccalaureate, Master

Table 2

Baccalaureate Degree by Major May 2013 - May 2017

Major	2013	2014	2015	2016	2017
Criminal Justice	7	20	22	22	21
History	7	11	7	7	6
Political Science	4	7	5	6	8
Psychology	19	15	20	18	18
Social Work	8	13	1	7	7
Program Total	45	66	55	60	60

Our graduation rates have been steady. Data suggest that we will see a slight rise in rates for Social Work and Political Science majors as a result of changes to each major. Psychology, Criminal Justice, and History has stabilized in their number of majors. We believe that changes in requirements will help to increase the number of graduates. In addition, all three are looking at new tracks to attract majors or associate level students.

-Criminal Justice has begun work on an AA degree. Our data indicates this could be a very popular degree and will not take students from the baccalaureate degree.

-Psychology is examining a pre-counseling track. The LPC (Licensed Practical Counselor) graduate degree is now the most popular graduate degree among our majors.

-History is exploring adding teaching and public administration tracts. These will help guide students to employment after graduation.

- Progression: 15, 30, 45, 60, 90 credit hours

Data not provided in a meaningful manner.

- Gateway Course Success Rates (A, B or C)

_COMP I is our only viable gateway course. The pass rate with at least a “C” is: CJ = 70%; HIST= 69%; POLY SCI= 80%; PSY = 77%; and, SWK= 60%

- Completion Success: Data on graduation rates (number and percentage) for each major in unit

*Table 3. Graduation Rates

Major	>D grade	All Students
CJ	31%	23%
Hist	44%	39%
Poly Sci	34%	32%
Psy	38%	26%
SWK	20%	14%
Total	31%	24%

*The above table defines graduation rates by majors. Column two is the graduation rate for students who receive a “C” or better in COMP I. The second column is the graduation rate for all majors

- Students changing majors in unit

Major	Transfer to Major	Transfers out of Major
CJ	16%	15%
HIST	43%	13%

POLY SCI	25%	17%
PSY	23%	8%
SWK	8%	17%

NOTE: Transfer students to SSBS from other institutions had a 35.5 % graduation rate.

- **Affordability:** An average of the number of students who graduated within the recommended timeframe for the Certificate of Proficiency, Technical Certificate, Associate and Bachelor's degrees over the most recent three years.

Report in number and percentages for most recent three years and the average.

➤ Credits at Completion:

Completed on Schedule: (60 associate or 120 credit hours undergraduate)

CJ = 13%; HIST = 10%; PSCI= 11%; PSY= 33%; SWK= 9%

Completed on Schedule + 10%: (61-66 or 121-132)

CJ = 53%; HIST = 57%; PSCI = 35%; PSY = 40%; SWK = 24%

Completed on Schedule + 25%: (67-75 or 133-150)

CJ = 26%; HIST 28%; PSCI 45%; PSY = 20%; SWK = 10%

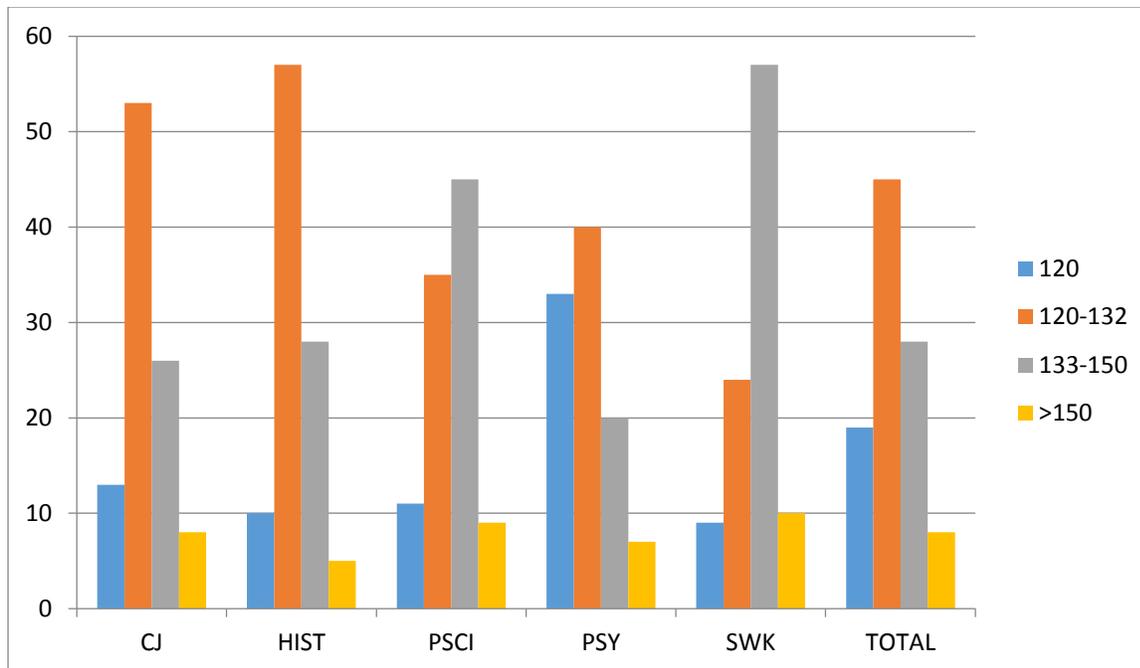
Completed >150

CJ = 8%; HIST = 5%; PSCI 9%; PSY = 7 %; SWK = 10%

Percentage of students graduating in 132 hours or less:

CJ = 66%; HIST = 67%; PSCI = 46%; PSY = 73%; SWK 33%

Figure 1. Graduates by academic hours.



The lower rate for social work is tied to the before mentioned problems with the prior administrations. In the past the program requirements greatly expanded the time required to complete all requirements. We anticipate that the new design will greatly improve progression. Political science delays appear to be somewhat related to the large number of dual majors and lack of coordination between major advisors. A new advising plan has been developed by the dean to make certain students' progress appropriately even if they are dual majors. Their registrations will be carefully monitored.

- Time to Degree: IPEDS definition of First Time/Full Time Degree Seeking
On Time: (24 or 48 months)

This data was not accurately provided. Provided data stated that SSBS averaged <20 graduates a year when actual data is 58 graduates a year.

On Time + 25%: (25-30 or 49 – 60 months)

NA

On Time + 50%: (31 – 36 or 61 – 72 months)

NA

- **Graduates**

- Special honors/recognitions of graduates/alumni

Reagan Dobbs received a full Ph.D. fellowship to the University of California at Mercer.

-Nine students graduated with honors.

See Appendix 1

➤ Available data on employability

Twenty eight graduates reported finding employment after graduation. Ten report the employment in fields outside of their majors. Eight graduates reported they were unemployed. Twenty six could not be located.

➤ Available data on enrollment in graduate programs

Ten students were accepted in to post graduate programs. Two received funding. All but one was at the Master level.

Enrollment/Program Viability

➤ Student semester credit hour (SSCH) by terms/by faculty including adjuncts and part-time

Faculty	Fall	Spring	Summer	Total
FACULTY	FALL	SPRING	SUMMER	TOTAL
HISTORY	1401	1217	222	2840/ (568)*
K. Day	243	309	63	552
W. Everett**	444	287	54	885
J. Henris	330	252	84	666
S. Silzell	213	207	21	441
C. Young	171	162	n.a.	333
CJ	1083	1004	201	2288/ (762)*
A. McKee	381	404	63	848
J. Miller	402	324	138	864
S. Bransford	300	276	n.a.	576
Political Sci.	549	435	70	1054/ (527)*
J. Davis	336	186	66	588
C. Strong	213	249	4	466
Psychology	1459	1305	168	2932/(733)*
M. Kim	328	262	60	650
S. Lee	342	274	72	688
E. Pritchard	414	405	n.a.	818
j. Walters	375	364	36	765
Social Work	344	341		685/ (228)*

FACULTY	FALL	SPRING	SUMMER	TOTAL
A. Lewis**	81	30	n.a.	111
M. Jenkins	125	122	n.a.	247
D. Williams	138	189	n.a.	327

*Per capita SSCH

**W. Everett teaches 15 hours per semester. A. Lewis is the Social work Director and only teaches 6 hours per semester.

***B. Hamilton is an adjunct and teaches only in the spring (6 hours). His SSCHs were not included in the per capita total average.

- Identify potential program growth areas and plans for implementation

CJ is preparing a proposal for an Associate of Art degree. Our data indicates that this degree should be very popular. Many law enforcement positions only require an AA.

-History is considering adding different tracts designed to meet the needs of diverse employment opportunities. One would include a teaching track.

-The pre-law program is set for dramatic growth.

-We are considering a public administration degree. This is a growing area of interest nationwide.

-SWK is very much on the verge of growth. Fifteen years ago we were graduating 15-20 students a year. A series of unfortunate decisions by past directors and deans made the program cumbersome and we loss enrollment. These problems have been resolved.

- Number of majors/minors by discipline and classification individually for past 3 years and as a rolling average

- **Table 4. Enrollment by Major: Three Year Average in ().**

Major	2012	2013	2014	2015	2016
Criminal Justice	120	123	113	95	94 (100.7)
History	28	33	38	37	34(36.3)
Political Science/Pre-Law	20	16	21	22	22(21.7)
	88	81	108	89	79 (92)

Psychology					
Social Work	79	52	48	50	56(51.3)
SSBS TOTAL	334	305	328	293	285(302)

- Explanation of any significant program enrollment changes (growth/decline) from the previous year

Over all enrollments has decreased slightly. This is partially due to changes in demographics. Others come from the need to revitalize the majors. We anticipate an increase in the political science major due to the renewed pre-law program. Social work faces strong competition as every university within 100 miles of UAM is competing for students. We are working to better recruit the ARKA-LA-MISS Region. This area appears to be an underserved demographic.

Criminal justice is preparing a proposal to offer an associate's degree. Our data indicates that many active law enforcement employees would like this degree. They do not require the Bachelor degree for their work or do not have the time. The Associate degree will provide a valuable degree for them and should be very popular. We anticipate as many as 20-25 graduates a year once fully implemented.

We anticipate an increase in history majors as a result of the return of History Day to UAM. All of the schools in southeast Arkansas will be on campus presenting their projects. This has been a strong recruiting event in the past

Psychology, like social work is in strong competition for students from several nearby universities. An additional problem has resulted from recent State changes concerning the Psychology Master Degree. In the past persons with a Master degree could serve as a psych examiner and Master level counselor. The State changed the requirement to be limited to persons holding counselor or clinical degrees. As a result the Master of Psychology degree became far less relevant. This, in turn, made the psychology degree a little less appealing.

In response to this several regional schools created Licensed Practical Counselor Master Programs. This is a very popular degree. We have anecdotal evidence that students attend these schools from their undergraduate work under the impression they will have a better chance of getting in to the graduate programs. The psychology faculty is working to develop materials to give to perspective students highlighting our incredible graduate school admission rate.

As a note, most of these new programs are very poor in quality and are struggling to meet requirements. We have examined these programs and determined that it would not be reasonable for UAM to start such a program. The costs would be very high with low enrollment and require at least three new counseling faculty.

These positions would on average start at about \$55,000.00. Our best opportunity is to better promote our strong experimental psychology program (nationally the largest group of psychology) and strong graduate school admissions record.

Table 5. Majors by Classification.

Major	Classification	Enrollment		
		2014	2015	2016
Criminal Justice	Freshman	41	36	36
	Sophomore	22	16	19
	Junior	20	19	17
	Senior	30	24	22
History	Freshman	11	9	8
	Sophomore	10	16	6
	Junior	9	8	15
	Senior	8	4	5
Political Science	Freshman	6	8	10
	Sophomore	5	3	5
	Junior	5	6	1
	Senior	5	5	6
Psychology	Freshman	44	34	21
	Sophomore	26	21	18
	Junior	16	19	16
	Senior	22	15	24
Social Work	Freshman	23	16	22
	Sophomore	9	13	14

Junior	11	11	11
Senior	5	10	9

- Plans/strategies for addressing low enrollment programs including barriers that prevent enrollment growth. *ADHE Policy: When an academic program is identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.*

All Programs are viable.

- List of programs approved as cognates and dates of approval
None

Appendix 1

Student Awards

Dr. Claude Babin Scholarship: Gauge Adkins

K. Michael Baker Memorial Scholarship: Janna Alvarez

G. William and V. Cahoon Scholarship: Amanda Roberts

Benjamin and Jerri Hobson Scholarship; Althea Barnett

W.G. Mears Scholarship: Cheri Miller

Raymond and Loretta Roiger Scholarship: Efrain Garcia

James and Mabel Ross Scholarship: Rachel Langely

Outstanding Graduates

History: Tim Silvils and Natalie white

CJ: Jessica Stewart and Casey Smith

PSY: Jayme Burrisand Whitney Jenkins

SWK: Melissa Wheeldon and Alexander Black

Service above self award: Cheri Miller

Revised:

June 5, 2017