

UNIVERSITY OF ARKANSAS AT MONTICELLO

Academic Unit Annual Report

A decorative graphic consisting of several parallel green lines that start from the bottom left and extend diagonally upwards towards the top right, crossing behind the school name.

School of Social and Behavioral Sciences

Academic Year 2021-2022

I. UNIT VISION, MISSION, AND STRATEGIC PLAN

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals. (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.

- Criminal Justice (AS and BS degrees)
- History (BA degree)
- Political Science (BA degree)
- Psychology (BS degree)
- Social Work (BSW accredited professional degree)

The School of Social and Behavioral Sciences offers minors in each of these disciplines, as well as in Human Services and Sociology. The School further provides coursework in Anthropology (in conjunction with the Arkansas Archeological Survey) and Geography.

Vision

The School of Social and Behavioral Sciences 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.

**University of Arkansas at Monticello
School of Social and Behavioral Sciences
Strategic Plan 2021**

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. Strategic areas of emphasis, along with Key Performance Indicators (KPIs). Alignments for the UAM Strategic Plan identify the subcategory in each of the following 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

Continuing Goal: Ensuring that all programs are currently meeting best practices in their field as defined by relevant professional organizations and societies. This includes the use of diverse pedagogical methods, incorporating the latest scholarship based information, and adequately preparing students 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. The effectiveness of the evaluation process and responses will be tracked by SSBS assessments developed by the faculty. Each year the dean will provide a detailed 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: Each major will provide the dean with an evaluation report.

Continuing Goal: Assessment of student performance.

Action: More diverse and frequent assessment of student performance, including both subjective and objective methods.

KPI: All classes will have graded assignments by the third week of class and at least 40 % of all evaluation completed by midterm.

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

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

KPI: 50% of all majors in research-oriented classes will present their research papers at an off-campus conference.

KPI: 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), 2 (Critical Thinking), 3 (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.

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.

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

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).

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
<i>Student Success</i>		
Each major will provide the dean with an evaluation report.	Faculty regularly update the dean on course progress. Faculty have started reporting Institutional Learning Outcomes (ILOs).	SSBS needs to develop a comprehensive plan for how to use ILOs to improve course design and outcomes. Reporting of data needs to be formalized, standardized, and streamlined.
All classes will have graded assignments by the third week of class and at least 40% of all evaluations completed by midterm.	Moving midterm grades to Week 5 has influenced most faculty to have some form of early assessment. However, courses with significant research or project components tend to have assessment weighted towards the end of the semester.	Faculty are concerned that early assignments and midterm grades may not be accurate reflections of overall student performance. Faculty may require more guidance and training on effective early assessment techniques and scaffolded grading.
50% of all majors in research-oriented classes will present their research papers at an off-campus conference.	All student travel has been curtailed since Spring 2020 due to the Covid-19 pandemic.	Faculty are examining ways to involve students in virtual conferences; the resumption of honor society activities should also lead to the resumption of in-person conferences.

KPI	Assessment of Progress	Implications for Future Planning/Change
Each major will have at least one course that entails a significant community service or field trip component.	All student travel has been curtailed since Spring 2020 due to the Covid-19 pandemic. Social distancing requirements enforced prior to March 2022 have made requiring public-facing community service impracticable.	Social Work is already providing a model for Psychology and Criminal Justice to formalize their service learning courses. Field study courses need to be a priority as these could be used as recruitment and retention tools as well as educational experiences.
Faculty by major will verify that all material, especially OER materials, are of sound educational quality and provide reliable and meaningful information.	Faculty continually review course materials for accuracy	Finding a method of formal materials evaluation that does not impinge upon academic freedom would aid in formalizing review procedures.
<i>Retention and Enrollment</i>		
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.	All student travel has been curtailed since Spring 2020 due to the Covid-19 pandemic.	Inflation and rising transportation costs may hinder future group travel. Faculty will be asked to consider more local/regional and short term trips, in order to make travel accessible to students and to reintroduce the practice of field studies.
We will see a 5% increase in semester-to-semester retention resulting in an eventual graduate rate of 40% within six years.	Thank you, Covid-19.	Graduation rates remain relatively good; once students enter their junior year, they are increasingly likely to graduate. We need to examine how to increase retention of the freshman to sophomore cohort, which is where we lose most students.
Each major will see a 10% increase in SSCHs and in majors.	Thank you, Covid-19.	In the short term, we will have to look at defensive planning—how to stabilize program enrollments before we can begin to grow them again.

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

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (<i>may have more than one unit SLO related to each University SLO; list each one</i>)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<p>(1) Research</p>	<p>Enhances scholarly activity and provide opportunities for the development of communication skills. Moreover, these opportunities provide experience critical to career development and becoming a critical evaluator and consumer of information.</p>	<p>Learning how to research, even at the most elementary levels in general education, is at the core of humanistic learning and the social sciences. Research skills are essential to the development and viability of academic programs.</p>
	<p>(4) Presentation Skills</p>	<p>Prepares students to succeed in the technological world; reliable access to information is critical to student success, and students are more accustomed to receiving information in non-print formats.</p>	<p>It is not enough to do quality research; facts and data must be interpreted and publicly presented. Most careers requiring social science degrees will require some form of presentation of data or analysis.</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLO 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
	(6) Sociocultural Awareness	Reflects the need to be an educated and productive member of society with the ability to work in a diverse environment. Diversity is the reality of our society.	Current social issues are increasingly grounded in evolving understandings of racial and socio-economic injustice and inequity. Students developing a nuanced awareness of the world around them will be more easily able to navigate that world.
<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.	(2) Critical Thinking	This will allow the students to be productive members of the community by increasing their ability to be cognizant consumers of information and to incorporate that information into their daily lives, community activities, and plans. This will improve the quality of life in their communities. They will also be better equipped to develop integrated social interactions and provide an employment pool for the modern economy.	Critical thinking is central and vital to virtually all aspects of the School and University's mission. The ability to critically consume information is a key component of one's ability to be an entrepreneur, to be creative, to understand social issues, and to be a productive member of modern society.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLO 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
	(8) Career Planning	Being well prepared for further training or employment is a key component of a regional university's goal to support the economic development of the region in which it is based.	Graduates need to be able to land jobs and have reasonable opportunities to advance.
<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.	(3) Grounded Knowledge	Nuanced thinking based on fact and critically informed interpretation is central to the development of good citizens.	Effective and socially responsible leadership is based on grounded knowledge, both for students and the citizens they will become.
	(6) Sociocultural Awareness	Reflects the need to be an educated and productive member of society with the ability to work in a diverse environment. Diversity is the reality of our society.	At their core, the social sciences are about diversity. One cannot succeed in any field without an understanding of how actions and institutions affect diverse populations.
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	(7) Preparedness for the Workforce	The goal of any program is to prepare its graduates for the workplace. Virtually all our goals require the ability to work with others.	Social science graduates tend to work in fields that rely on "big picture" thinking and engagement with issues; thus, teamwork will be central to any such careers, as large problems can never be solved by individuals alone.

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 been at the classroom level. The faculty evaluates students by employing instructor-made exams, standardized tests, research papers, short themed papers or reading journals, class presentations, and projects. Additional evaluation examines student performance at regional, national, and international professional meetings. SLO assessment is based upon 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 reviewed by the SSBS dean to ensure that they include the information needed by students to complete the course, including specific grading components, student learning outcomes specific to the course, assignments, daily schedule, and disciplinary guidelines. Faculty members meet by discipline each spring to plan the next years' courses, to review the curriculum, and to suggest changes. The dean is responsible for reviewing all student questions and concerns that elevated above the instructor level. The dean further evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments. The dean and the faculty then initiate any necessary changes.

This year's discussions generated the following items to take under review:

1. The most significant threat to student success this year has been that students are simply not doing readings, finishing assignments, and attending classes. While this has always been something of a problem in general education courses, it is also becoming increasingly problematic in upper-division courses (for example, CJ 2135/PSCI 2283 Research Methods, had an unprecedented Spring semester DFW rate of 78%). Faculty have been remarkably flexible with deadlines and diligent about using Academic Alerts, neither of which are helping greatly. The problem seems to be with intrinsic student motivation, which is a very difficult thing to manage and restore.
2. Scheduling of general education classes is becoming increasingly difficult. Demand for online classes is undercutting face-to-face sections, where students have traditionally had better educational outcomes. Offering fewer face-to-face sections has created scheduling problems as we do not have the combination of faculty and number of sections to offer a mix of MWF/TTh classes or peak time and off-peak classes. Add to this the fact that for Fall 2022 all sections of Composition I and Quantitative Literacy are scheduled for MWF between 9AM-12PM—the peak period for classes—scheduling freshmen so that they complete general education requirements on time is going to become increasingly challenging.
3. SSBS continues to stress the importance of multiple student assessments and the continual assessment model for each class. Some instructors are still working to offer enough assessment in the first five weeks of class to provide a reliable and useful midterm grade; there is a feeling that such fifth week grades are likely to generate a “false positive” because they are based on

smaller assessments like quizzes rather than more substantive assessments like exams or papers. Some online and research methods courses weight assessments more heavily towards the end of the semester, but faculty continue to work on this issue.

4. World History courses remain a continual concern, although the numbers in face-to-face versus online sections are stabilizing somewhat. This may shift back in favor of face-to-face sections, as Dr. Young's decreased teaching load as dean will mean removing at least one section per year of HIST 1023. A now looming issue is that both online and face-to-face sections tend to have an average DFW rate of 50-60%, which is higher than any other general education course in the unit. We feel the root of this might be the introduction of the co-requisite model for Composition I. World History introduced a Composition I co-requisite when data analysis determined that remedial English students enrolled in World History had a 2% pass rate; however, students who formerly were categorized as remedial are now enrolled directly in Composition I with a reading lab. Students now enrolling in World History may not have the reading skills to succeed, which reinforces the intrinsic motivation problem alluded to above. Faculty are looking at potential remedies to this issue.
5. As more students are take an increased number of online courses, coordination between programs is necessary to determine when classes, especially those that serve as supportive requirements for other disciplines, are scheduled. Faculty are looking at ways to create a fixed rotation of courses, send the department notifications of schedules, and the like.

To ensure that students have solid foundational knowledge in areas adjacent but significant to their respective majors, each program has supportive requirements that direct students to take specific general education courses that ensure students have the best possible tools for success and quality education.

General Education Course	Program(s) Supported	Rationale
BIOL 1063 Intro Biological Science <i>and</i> BIOL 1071 Biological Science Lab	Social Work	Knowledge of human biological functioning, brain chemistry, and genetics is central to working with clients. <i>SLO (3) Grounded Knowledge</i>
COMM 1023 Public Speaking <i>and</i> COMM 2203 Interpersonal Communications	Criminal Justice	Communicating to diverse audiences is central to law enforcement jobs and public safety. <i>SLOs (4) Presentation Skills; (6) Sociocultural Awareness; (7) Preparedness for the Workforce</i>
CIS 2223 Microcomputer Apps	Criminal Justice Social Work	Ensures students will have basic computing skills for the workplace. <i>SLO (7) Preparedness for the Workforce</i>
ECON 1193 Personal Finance	Social Work	Provides background for social workers who may have to counsel clients on financial matters. <i>SLOs (5) Self-Awareness; (7) Preparedness for the Workforce</i>

General Education Course	Program(s) Supported	Rationale
ENGL 3253 Technical Writing <i>(Note: Non gen-ed requirement)</i>	Criminal Justice	Police reports and legal briefs require precise formatting, terminology, and technical standards. <i>SLOs (4) Presentation Skills; (7) Preparedness for the Workforce</i>
Foreign Language Courses (6.0 hours)	History Political Science	Provides students with a broader global learning framework for studying foreign societies and cultures. <i>SLO (6) Sociocultural Awareness</i>
GEOG 2213 General Geography I	History	Knowledge of physical geography and basic cultural interaction is inherent to the study of history. <i>SLOs (3) Grounded Knowledge; (6) Sociocultural Awareness</i>
HIST 2213 American History I <i>or</i> HIST 2223 American History II	Political Science	Knowledge of U.S. history is inherent in understanding how government is structured. <i>SLO (3) Grounded Knowledge</i>
PSCI 2213 American National Government	Criminal Justice History Social Work	Knowledge of basic governmental institutions is assumed in the subject matter of each discipline. <i>SLO (3) Grounded Knowledge</i>
PSY 1013 Introduction to Psychology	Criminal Justice Social Work	Knowledge of how individuals behave is central to these fields. <i>SLOs (3) Grounded Knowledge; (5) Self-Awareness</i>
SOC 2213 Introduction to Sociology	Criminal Justice (option) Social Work	Knowledge of how society operates is central to these fields. <i>SLOs (3) Grounded Knowledge; (6) Sociocultural Awareness</i>
SWK 1003 Survey of Social Work	Criminal Justice (option)	Law enforcement and social work professionals frequently work together, and some knowledge of the field is useful. <i>SLOs (3) Grounded Knowledge; (7) Preparedness for the Workforce</i>

NOTE: Social Work students must complete all general education and supportive requirements, including general education English, prior to formal admission to the Social Work program.

Supportive requirements often supply early insights into how students will perform in their upper-division major courses: 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. All SSBS classes are now required to have some sort of basic writing exercises, even at the introductory level.

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. Research is not merely an academic exercise; each of these skills developed in our research methods courses is critical to students’ future success in the workplace. Each of the research methods courses listed in the following chart are strong predictors of student success.

Major	Methods Courses	Purpose of Course and Skills Developed
Criminal Justice Political Science	CJ 2135/PSCI 2283 Research Methods	Teaches basic research design and writing skills for writing intensive disciplines. Mastery of skills is demonstrated by research presentations.
	CJ 3313/PSCI 3313 Statistics for Social Sciences	Focuses on statistical analytical procedures.
History	HIST 3513 Historiography and Historical Methods	Develops primary-source based research (including archival research) and analysis. Prerequisite for writing-intensive 4000-level seminars.
Psychology	PSY 2013 Research Methods I	Teaches the basics of interpreting research and the scientific method.
	PSY 2203 Statistical Methods	Mastery of the theoretical and computational elements of foundational statistics.
	PSY 3013 Research Methods II	Focuses on experimental research design; students develop and execute their own experimental project.
Social Work	SWK 3243 Methods of Social Work Research I	Focuses on statistical analytical procedures.
	SWK 3343 Methods of Social Work Research II	Teaches students how to write research papers underpinned by statistical evidence.

NOTE: All SSBS research methods courses require ENGL 1013 Composition I as a prerequisite or co-requisite.

Based on comments from our graduates who have continued on to graduate school and discussion with faculty from other universities, this model appears to be working well. UAM students have continually reiterated that they were better prepared for quantitative courses and for empirical courses than the majority 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 with the Field Practicum Student Evaluation as one of the required competency assessment measures

by the Council on Social Work Education (CSWE). 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 determines 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 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 thirteen students received grades of "A," and three students received grades of "B."

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. Most psychology students take courses related to the minor as electives. Psychology employs a modified version of the social work evaluation form. While the continuation of the Covid-19 pandemic made enrolling students in practicum impractical, Dr. Turner is reworking the course; there are currently six students enrolled for Fall 2022, which is our highest enrollment in the last five years.

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 equivalent to 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. Six 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 standardized 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 standardized rubric serves to guide the assessment of student's learning experience. Scores can range from 0 – 100. The student must score an 85 or above. This year all students received a score of 85 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.

II. UNIVERSITY ASSESSMENT: AACU RUBRIC DATA

Oral Communication

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	3	4	5	1	1	2.5	14
Language							
Delivery							
Supporting Material							
Central Message							

NOTE: Data collected from PSY 3013 (Fall 2021).

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- The activity used for assessment tested the ability of students to make structured arguments and communicate them effectively. Most students were easily able to follow the logical structure of a peer reviewer's argument, with the occasional deviation and asides. Stronger students could explain why hypotheses were justified, whether the methods and results supported the hypotheses, and whether or not the results implied a paper's conclusions.

Weaknesses

- Psychological research has a very structured rhetorical language, which can lead students into errors as research that is not guided by the traditional hypothesis method is frequently presented as such. The article that students were evaluating was a controversial study that overstated its findings, so students had to parse these issues *en route* to discussing the argument. Even in their second semester of research methods, students are not as strong at verbally evaluating research as they are at evaluating in writing.

Opportunities for Growth

- This particular research class has few opportunities for speaking, and developing more oral exercises into the curriculum would improve outcomes.

Threats to Effectiveness

- Explaining academic arguments is a core skill in the social sciences; if students are not able to do this effectively, it potentially indicates that they are not understanding such arguments. This will be detrimental to their performance in other upper-division classes, and will be a significant hindrance for students who plan on applying to graduate school.

What actions, if any, do you recommend to improve student performance in this learning outcome?

As explained in Opportunities for Growth, providing more opportunities within the course to practice verbal communication would be key for improving this outcome. Given that the particular assessment developed to evaluate this outcome relied upon students interpreting academic arguments, more practice in analyzing such arguments would also be useful.

What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?

The small sample size from one class limits the meaningfulness of the collected data. Either more classes in the unit should be collecting Oral Communications data, or this class should be moved into another category to allow for a greater aggregation of data. Classes selected to evaluate Oral Communications should have more than a limited oral presentation component.

Written Communication

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Context and Purpose for Writing							
Content Development							
Genre and Disciplinary Conventions							
Sources and Evidence	3	4	3	0	0	3	10
Control of Syntax and Mechanics	7	3	0	0	0	3.7	10

NOTE: Data collected from CJ 4903 (Fall 2021).

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- Assessment was based on a senior-level class writing two short essays about their anticipated career fields, and revising those essays in light of instructor feedback. Students appreciated the ability to use their writing to help prepare for their future goals. Students also used Grammarly.com to help with syntax and mechanics, especially after the instructor explained that they and other professors used it to improve their own writing, which is a life-long goal.

Weaknesses

- Students seemed resistant to instructions and feedback, particularly with regard to citing source in text and in a bibliography.

Opportunities for Growth

- It would behoove students to take advantage of workshops and meetings scheduled with the professor for individualized help with assignments when they do not understand instructions or feedback. Multiple opportunities for in-class workshops and individual meetings were presented. Few students took advantage of the offering. Even mandatory meetings were unattended by a few students.

Threats to Effectiveness

- As part of the purpose of this class is to professionalize students in preparation for their future careers, students uninterested in building a job search portfolio are unlikely to learn the necessary skills. Without investment from the students, they cannot be effectively coached in building resumes, letters, and writing samples.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

Given the nature of the CJ Capstone course, tying the skill-building process to real-world applications might help with some students: the success of getting students to use online writing tools worked when the instructor explained how professionals used writing tools, and the same might be true for some of the other assignments in the course.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

The small sample size from one class limits the meaningfulness of the collected data. Either more classes in the unit should be collecting Written Communications data, or this class should be moved into another category to allow for a greater aggregation of data.

Critical Thinking

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues							
Evidence	15	8	9	4	7	2.5	43
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/ Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences)	17	12	17	14	16	2.0	76

NOTE: Data Collected from CJ 2153/PSCI 2283/SWK 3243, HIST 3513 (Fall 2021), and PSY 2203.

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- The data for this section is comparable and coherent as the Evidence dimension was collected from research methods courses in the social sciences, while the Conclusions dimension was collected from statistics courses. Faculty collecting data had similar experiences within the dimensions selected.
- Outcomes from several of the sections measuring evidence demonstrated growth in student deployment of evidence across the course of the semester, as part of the measurement included the development and revision of written work. When instructor feedback is provided and incorporated, student outcomes improve.
- Much of the data is being collected from statistics courses, and School of Social and Behavioral Science students generally have mastered the mathematical aspects of statistics (which is not often a strong point with our students).

Weaknesses

- Students can get the correct answer for an assessment (whether a statistic is significant or not), but they don't truly understand the concept of significance. The vast majority of students believed that the data presented allowed them to "prove" something. Instructors emphasized repeatedly that statistics never prove anything and are only measuring error.

- In written work, the quality of evidence being used was also problematic. Students tended to use the first sources they found (often via Internet searches) and did not always pursue whether there was better or more appropriate evidence to be found.

Opportunities for Growth

- Based on at least one of the exercises, interpretation of statistics in media sources should continue to be an emphasis in statistical methods courses.
- While students made insufficient efforts at interpretation of the statistical results, improvements could be made by shifting the question (expanding and clarifying) toward interpretation of outcomes rather than the mathematical derivation of the statistics. This should result in students writing responses that underscore the context-sensitive nature of effect sizes rather than merely ranking them as “small,” “medium,” or “large.”
- When students were given the chance to revise assignments based on instructor feedback, they did well in using evidence in a more sophisticated fashion. Students would clearly benefit from more uniform implementation of feedback they receive from their instructor.

Threats to Effectiveness

- Several of the statistics sections indicate that students are having trouble with thinking logically. This is a much bigger problem than simply with the dimension of Conclusions and Related Outcomes.
- Students with poor attendance and participation also tended to perform inadequately in this metric, which was reflected in their grades for the course. More stringently enforced attendance policies may need to come into play to improve student performance.
- Quite simply, the most significant threat to effectiveness was the student’s desire to complete the assignment and/or implement the suggested changes between the first and final draft of the paper to effectively utilize evidence. A significant number of students did not improve, and virtually all instructors documented an increase in unmotivated student performance this academic year.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

More assignments and assessments that focus on the logic of statistics should be developed, as students are too focused in on calculating the correct number and reproducing a formulaic “conclusion” statement. Further exercises should be implemented to guide students towards critically evaluating evidence and emphasizing that not all evidence is created equal.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

It would be good to coordinate the dimension being evaluated in Statistics sections across campus (assuming this is not being done already), as it would be useful to know if the trends we have found regarding Conclusions and Outcomes are unique to SSBS or are part of a broader trend.

Global Learning

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness							
Perspective Taking							
Cultural Diversity	47	16	9	6	9	3.1	87
Personal and Social Responsibility							
Understanding Global Systems							
Applying Knowledge to Contemporary Global Contexts							

NOTE: Data collected from HIST 1013, HIST 1023, PSCI 2233 (Spring 2022), PSY 3443 (Fall 2021), and SWK 3123 (Spring 2022).

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- Several of the classes reported vigorous classroom discussion for key topics relating to Cultural Diversity; students then included points learned in these discussions as supporting evidence in their written assignments.
- Social Work students in particular demonstrated the ability to effectively adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interactions with other cultures to begin addressing significant global problems.

Weaknesses

- In almost all cases, the students scoring 0 or 1 on the assessment had attendance issues; student attendance and engagement is critical for this assessment, since most of the instructors scoring Cultural Diversity had a class discussion component in their evaluation.
- Especially in the World History courses, instructors are expected to move through material at an extremely rapid pace. While this certainly provides encounters with a breadth of material, it does not usually allow students a deep dive into any particular culture or aspect of the course that might otherwise engage them fully.

Opportunities for Growth

- Given the emphasis on discussion in several courses, working with students on developing focused listening skills would be appropriate; this particular dimension relies upon students being able to assimilate unfamiliar material, often very rapidly.
- Students performed particularly poorly where the assessment of the dimension featured cumulative work that built across the course of the semester. Reiterating how concepts build on each other and building in reviews of previously learned course material would help to reinforce the skills learned in this dimension.

Threats to Effectiveness

- UAM is located in a part of Arkansas and the United States that has not traditionally valued Cultural Diversity or engagement with global contexts for learning. While the data currently skews quite positively in regards to students understanding Cultural Diversity, this should be an ongoing concern given the developing political climate.
- Changes to the general education curriculum in the past decade have decreased the opportunities for many students to take classes that explicitly engage with other cultures. This will only accelerate if the proposal for a new Data Science option to the state general education requirements is allowed to supplant a Social Science course.
- Bluntly, the faculty teaching the courses measuring Cultural Diversity are all white and upper-middle class. (There is one exception, a psychology faculty member who is a person of color.) Notably, with one exception, all these faculty in question are also women. While UAM teaches about Cultural Diversity, it does not obviously model it—except to potentially (if inadvertently) reinforce stereotypes that Cultural Diversity is only a concern for people who are non-male or from a narrow socio-economic bracket.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

Given the unfamiliar and sometimes sensitive nature of the material presented under Cultural Diversity, instructors could be checking in with students more frequently to assess their understanding of the material, and to see that they are applying their learning appropriately.

More support from above the unit level to initiatives that support global learning increase student experiences. These might include a variety of funding opportunities for travel study trips abroad, encouraging more majors to include foreign languages and classes that emphasize global learning as a supportive requirement, coordinating class visits and experiences with international students and/or faculty from outside of the United States, and making cultural diversity courses a separate category of general education coursework.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

Breaking down outcomes by discipline and by class level would help. The high number students scoring 4 came mostly from the data

for PSY 3443 and SWK 3123, which are upper-division courses. In addition, the disciplines of Psychology and Social Work have different frameworks for thinking about Cultural Diversity than do classes in History. Thus, the generated data is conflated several different skill levels and views as to what Cultural Diversity consists of.

Teamwork

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Contributes to Team Meetings	7	0	0	0	0	4.0	7
Facilitates the Contributions of Team Members							
Individual Contributions Outside of Team Meetings	5	2	8	0	3	2.3	18
Fosters Constructive Team Climate							
Responds to Conflict	15	20	12	4	7	2.6	58

NOTE: Data collected from HIST 2213, HIST 2223, PSY 2013 (Spring 2022), and SWK 3213 (Spring 2022).

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths

- The Contributes to Team Meetings dimension was evaluated in SWK 3213, which specifically focuses on how to work in a group or team and were able to demonstrate skill acquisition through a role-play activity where each student was able to lead a mock team/group as part of Social Work general practice. As a result, the assessment score demonstrates students’ ability to help the team (group) move forward by articulating the merits of alternative ideas or proposals.
- In other courses, students who may have had difficulty with the readings benefited from listening to their peers explaining the concepts. The only students who did not were those who either failed to complete the assigned readings or were not paying attention during the activity. Students who participated in the activity achieved better course grades than those who did not.

Weaknesses

- In the Individual Contributions dimension, most students had at least one team member who did not fully pull their weight and, as such, affected the quality of the others' projects. In other instances, students had to work around other team members—adding to their workload as a result.
- It is notable that in Responds to Conflict, there is a U-shaped curve to the data. Students tend to do very well or not well at all with this dimension. This would suggest that unlike many skills, this may be one that cannot be built upon; it is an all or nothing proposition, which does not bode well for students who chose not to acquire the dimension.

Opportunities for Growth

- In some courses, students did significantly better on the group exercise than they did on exams which incorporated the same material. More of our students actually have the skillsets to succeed when they arrive in the classroom—especially when they can see an immediate result—however, many may not be disciplined enough to gradually gather material over a series of weeks to prepare for a class exam. Focusing on longer-term learning strategies could remediate this.
- For group exercises, a system that would allow students to assess the contributions of group members without fear of retribution could help with individual accountability. One instructor is considering making clear task allocation part of the grade and allowing the students to fill out qualitative feedback in this regard.

Threats to Effectiveness

- The ability for students to work in groups has been greatly hampered by the social distancing and distance learning resulting from the Covid-19 pandemic. As with most of the other social and intellectual skills lost since the Spring of 2020, it will most likely take several years of work to return students to pre-pandemic standards.
- Whereas most of the other Institutional Learning Outcomes can be evaluated using objective assessments and measurements, Teamwork by its nature relies on the instructors observing students at work; as a result, the statistical results may be far more objective than would be indicated by the data to hand.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

Although there is an assumption that students can simply be thrown into groups, preparation is necessary for group projects to actually succeed. Faculty need clearly defined goals and objectives for why they are requiring teamwork, and must make sure those are communicated to students.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

This is another learning outcome where course level and discipline may have a tendency to skew outcomes. Social Work by its nature is a collaborative discipline, and Psychology tends to lean more heavily to group projects than History does; however, History tends towards more free-flowing classroom discussion and crosstalk than either Social Work or Psychology. Students in upper-division classes will already have established a cohort of students that have laid the groundwork for clearer communication and collaboration with each other than students in a general education classroom with divergent learning goals and backgrounds. These are factors that must be weighted when evaluating the data.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLOs. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- Each syllabus includes course objectives based upon the SLOs.
- The School of Social and Behavioral Sciences page on the UAM 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 presented to the Social Work Advisory Board and IV-E Stakeholders Advisory Board during their first meetings each year.
- 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.

III. ENROLLMENT, PROGRESSION, AND RETENTION

Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR: CRIMINAL JUSTICE							
Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	20	19	21	60	20	399	36.3
Sophomore	11	9	11	31	10.3	195	17.7
Junior	14	8	7*	29	9.7	176	16
Senior	12	15	7	34	11.3	198	18
<i>Total</i>	<i>57</i>	<i>51</i>	<i>46</i>	<i>154</i>	<i>51.3</i>	<i>968</i>	<i>88</i>

**NOTE: Includes 6 BS students and 1 AS student.*

UNDERGRADUATE PROGRAM MAJOR: HISTORY							
Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	5	3	4	12	4	85	7.7
Sophomore	1	3	3	7	2.3	70	6.4
Junior	6	3	1	10	3.3	74	6.7
Senior	2	4	4	10	3.3	66	6
<i>Total</i>	<i>14</i>	<i>14</i>	<i>13</i>	<i>39</i>	<i>13</i>	<i>295</i>	<i>26.8</i>

UNDERGRADUATE PROGRAM MAJOR: POLITICAL SCIENCE

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	8	4	3	15	5	70	6.4
Sophomore	9	6	3	18	6	61	5.6
Junior	10	8	5	23	7.7	54	4.9
Senior	5	6	1	12	4	43	3.9
<i>Total</i>	<i>32</i>	<i>24</i>	<i>12</i>	<i>68</i>	<i>22.7</i>	<i>228</i>	<i>20.7</i>

UNDERGRADUATE PROGRAM MAJOR: PSYCHOLOGY

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	14	16	25	55	18.3	298	27.1
Sophomore	12	9	15	36	12	170	15.5
Junior	19	18	14	51	17	180	16.3
Senior	15	15	12	42	14	188	17.1
<i>Total</i>	<i>60</i>	<i>58</i>	<i>66</i>	<i>184</i>	<i>61.3</i>	<i>836</i>	<i>76</i>

UNDERGRADUATE PROGRAM MAJOR: SOCIAL WORK

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	21	16	14	51	17	233	21.2
Sophomore	15	17	12	44	14.7	142	12.9
Junior	17	17	9	43	14.3	129	11.7
Senior	5	9	13	27	9	113	10.3
<i>Total</i>	<i>58</i>	<i>59</i>	<i>48</i>	<i>165</i>	<i>55</i>	<i>617</i>	<i>56.1</i>

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

Strengths

- Psychology has seen significant growth in enrollment, largely driven by pandemic concerns over mental health and social services. Social Work enrollment has stabilized for the same reason, and the 2022 Social Work graduating class was the largest in the program's history.

Weaknesses

- History and Political Science both having declining enrollments; in 2021-22, the History program dropped below ADHE viability standards for the first time.
- Criminal Justice enrollment is soft, and we lose a significant number of majors after the sophomore year; many jobs only require an associates degree for credentialing rather than the full bachelors. However, that is also an opportunity—see below.

Opportunities for Growth

- More students are being encouraged to enroll in the Criminal Justice AS degree, and those numbers should rise over the course of the coming year. The Pathways program is also experimenting with letting certain students enroll in an associates degree rather than a certificate program, which may also slightly expand the number of majors.
- A proposed online Human Services track in the Psychology major could expand enrollment and make transferring from other institutions easier to accomplish. This will also be a way to retain some Social Work students who are unable to complete their requirements face-to-face.
- Social Work will be in a position to offer part-time degree plans, as the Field Director is now a 12-month position and can supervise the field practicum during the summer. This will allow us to retain more students in the program.

Threats to Effectiveness

- Declining overall enrollment. Aggressive recruitment by other institutions, especially those that can offer more online courses and better online learning infrastructure, are hurting enrollment. This is especially problematic for majors like History and Political Science that often attract students who initially enroll in other majors but become interested through general education courses. Fewer enrolled students means a smaller recruitment pool for struggling majors.
- Much of our recruitment success in the past has come from the faculty's ability to take students to conferences or on field study trips. Covid-19 travel restrictions and the wider university budget shortfalls have seriously hampered our ability to make use of major recruitment tools.
- Stagnant salaries make it increasingly difficult for faculty to take on the extra work of recruiting students, developing new courses and changing modes of instruction, and supervising student activities that motivate our majors. In fact, faculty have had a *de facto* pay cut due to rising health insurance premiums and limited enrollment during summer sessions, making offering a full rota of

classes impractical. Faculty can only be asked to operate in emergency mode and without remunerative recognition of their efforts for only so long before they burn out.

Progression/Retention Data

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

Major: Criminal Justice	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	23	
Number and percentage graduated in that major during 20-21 academic year	12	52%
Number and percentage that graduated in that major during 21-22 academic year	2	9%

Major: History	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	7	
Number and percentage graduated in that major during 20-21 academic year	3	43%
Number and percentage that graduated in that major during 21-22 academic year	2	29%

Major: Political Science	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	10	
Number and percentage graduated in that major during 20-21 academic year	6	60%
Number and percentage that graduated in that major during 21-22 academic year	0	N/A

Major: Psychology	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	17	
Number and percentage graduated in that major during 20-21 academic year	6	35%
Number and percentage that graduated in that major during 21-22 academic year	1	6%

Major: Social Work	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	13	
Number and percentage graduated in that major during 20-21 academic year	6	46%
Number and percentage that graduated in that major during 21-22 academic year	4	31%

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

Strengths

- All majors graduate at least 60% of students who have attained junior rank. This would indicate that upper-division classes are generally composed of the correct combination of student engagement and rigor to promote both learning and retention.
- A greater percentage of students are graduating with exactly 120.0 total credit hours.

Weaknesses

- The soft graduation rates for 2020-21 (as compared to previous years) may have to do with resultant stresses of the Covid-19 pandemic, as this junior class is the first to graduate with a full year of pandemic schooling behind them. An increased number of students dropped out or shifted to part-time status, and a record high number were unable to make a successful shift to hybrid or online coursework.

Opportunities for Growth

- Finding ways to accommodate increased demand for online coursework, especially in Criminal Justice and Psychology, may increase enrollment and retention.

Threats to Effectiveness

- Given that last year’s annual report had an overall graduation rate of 93% for SSBS students, the sharp drop would seem to indicate that the data for one of these two reports is unreliable. Anecdotally, there has not been a sharp drop of SSBS attendance at commencement ceremonies.
- The Psychology data is particularly unreliable. Comparing the number of graduating seniors in 2020-21 from Table 6 below with the retention data indicates that Institutional Research is missing around half of our junior enrollment from the data sets. Some of this may stem from the fact that students from other majors (specifically Nursing and Social Work) are more likely to change their major to Psychology after they have achieved junior standing.
- It is unclear how many of these students took advantage of the Grade Modification Policy in effect from March 2020 through July 2021, and whether this impacted retention rates positively or negatively.

Gateway Course Success

Table 5: Gateway Course Success (Data Source: Institutional Research)*

NOTE: No SSBS courses have required remediation components.

Course	2019-2020				2020-2021				2021-2022				3-Year Trend			
	Passed		Failed		Passed		Failed		Passed		Failed		Passed		Failed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST 2213	259	66%	136	34%	140	78%	40	22%	118	79%	31	21%	517	71%	207	29%
HIST 2223	176	76%	57	25%	99	84%	19	16%	89	71%	36	29%	364	76%	112	24%
PSY 1013	451	64%	260	36%	257	78%	23	22%	248	72%	96	28%	956	72%	379	28%

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

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

Strengths

- The pass/fail rates are consistent in each of the gateway courses, which indicates that courses are assigning appropriate materials and using appropriate modes of assessment. Instructors are in alignment as to the level of rigor and outcomes for their courses.
- Pass/fail rates are also relatively consistent between face-to-face and online sections.

Weaknesses

- The sharp rise in passing rates between 2019-2020 and 2020-2021 may be linked to the flexibility given to students due to the pandemic. Given this trend has remained stable during 2021-2022, faculty will need to make sure that flexibility is not impacting

academic standards; anecdotally, faculty have reported increased class absenteeism, increased difficulty in student reading comprehension, and other benchmarks traditionally associated with poor student outcomes.

- Gateway courses must often cover a significant amount of material across the course of a semester to be an introduction to the discipline. Much of this material is often cumulative. This can be a challenge for students who struggle with reading comprehension and study skills. Not infrequently faculty find themselves reteaching basic concepts in advanced courses.

Opportunities for Growth

- The new UST “Discovering Your Pathway” course has the opportunity to better prepare students for gateway classes, and has the potential to reduce failure rates still further.
- Instructors, especially in the Psychology classes, are experimenting with new modes of micro-assessment in the classroom (using phones as “clickers” for quizzes, etc.) that can foster both student engagement and retention of knowledge.

Threats to Effectiveness

- The adoption of the co-requisite model for Composition I means that the co-requisite placed on gateway courses to ensure student success has been short-circuited. This seems especially acute given that many students find reading comprehension problematic, especially in History courses, which are more text-oriented.
- Low enrollment numbers across campus means that the number of students prepared for college coursework is exponentially reduced, as prepared students are more likely to be admitted to other universities.
- Gateway courses also lose students who are able to waive them due to Advanced Placement (AP) tests scores or concurrent credit from other institutions. This is especially prevalent in History, although the 3 AP score that gives college credit may not equal the rigor of assessment within a college-level course itself.

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average
Criminal Justice	17	15	11*	43	14.3
History	3	5	3	11	3.7
Political Science	7	10	2	19	6.3
Psychology	20	14	15	49	16.3
Social Work	7	8	16	31	10.3
<i>Unit Total</i>	<i>54</i>	<i>52</i>	<i>44</i>	<i>150</i>	<i>50</i>

*NOTE: The 2021-22 statistics for Criminal Justice include 1 AS degree and 1 Certificate of Proficiency.

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

- Psychology and Social Work both experienced growth in graduates this year (this was a record year for the number of graduates for Social Work). Both majors can expect to experience stable or growing enrollment based on current numbers and the interest in mental health and human services jobs due to the Covid-19 pandemic.
- We hope to expand the viability of the Psychology major through the development of a Human Services track that can be completed online. Many of the students we have lost from the major have been requesting an online option; this might also help to retain students who cannot complete face-to-face requirements in Social Work and Criminal Justice as well.
- While Criminal Justice graduates have dropped, current numbers indicate that enrollment is stabilizing. In the coming years, we should be seeing more students graduating with AS degrees, which will increase the number of credentials awarded. The current employment market also tends to reduce our pool of students, as many students can now find jobs in the field without a bachelor's degree.
- History and Political Science continue to see declines in enrollment and graduation. There are decreased workforce opportunities for both majors, and lower overall university enrollment tends to depress the number of students who might consider the traditional liberal arts as a degree path.
- The History faculty continue to sponsor the History Day Arkansas regional competition as a way of promoting interest among high school students. The opening of the Taylor House at Hollywood Plantation in October 2022 should also be a recruiting and retention tool for the major. Political Science has been experimenting with hybrid-flex options to keep more students enrolled in what is traditionally a face-to-face major. If enrollment numbers for both majors remain depressed, combining the majors into a single degree-granting program may also allow both to regain viability.

IV. FACULTY AND UNIT OPERATIONS

Table 7: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Sum II	Fall	Spring	Sum I	
<i>Full-Time Faculty</i>								
Bransford, S.	Assistant	Ph.D.	CJ/SOC	3.0	12.0	12.0	3.0	
Braswell, J.	Associate	Ph.D.	PSY		12.0	12.0		
Davis, J.	Associate	Ph.D.	PSCI		12.0	9.0	3.0	Director of Government Relations
Day, J.K.	Professor	Ph.D.	HIST		12.0	12.0		
Everett, W.	Instructor	M.A.	GEOG/HIST	3.0	15.0	15.0	3.0	
Grissom, L.	Assistant	M.S.W.	SWK		12.0	12.0		
Henris, J.	Associate	Ph.D.	HIST		12.0			Off Campus Duty Assignment, Spring 2022
Isaac, T.	Assistant	M.S.W.	SWK		9.0	9.0		Director of Social Work Field Education
Jenkins, M.	Associate	M.S.W.	SWK		6.0	6.0		Director of Social Work
Lee, S.	Associate	Ph.D.	PSY	3.0	12.0			Off Campus Duty Assignment, Spring 2022
McKee, A.	Professor	Ph.D.	CJ		12.0	12.0	3.0	
Miller, J.	Associate	Ph.D.	CJ	3.0	12.0	12.0	3.0	
Prichard, E.	Associate	Ph.D.	PSY	3.0	12.0	12.0	3.0	
Silzell, S.	Associate	Ph.D.	HIST		9.0	12.0		Regional Director, History Day Arkansas

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Sum II	Fall	Spring	Sum I	
Strong, C.	Professor	Ph.D.	PSCI		12.0	12.0		Taught 3.0 hour overloads Fall & Spring for Arts & Humanities
Turner, A.	Assistant	Ph.D.	PSY	6.0	12.0	12.0		
Young, C.	Professor	Ph.D.	HIST		6.0	6.0		Interim Dean
<i>Part-Time Faculty</i>								
Adams, N.	Adjunct & Concurrent	M.A.	HIST		3.0	6.0		Crossett Campus
Lee, T.	Adjunct	M.S.	PSY		3.0			McGehee Campus
Rooney, M.	Assistant	Ph.D.	ANTH			6.0		Station Archeologist, Arkansas Archeological Survey

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

- Dr. Braswell, Dr. Prichard, and Dr. Silzell were awarded tenure and promotion to the rank of Associate Professor in July 2021.
- Dr. Strong and Dr. Young were promoted to the rank of Professor in July 2021.
- Ms. Isaac was hired as the Social Work Field Director.
- Ms. Grissom resigned at the end of the Spring 2022 semester.
- Dr. Lee resigned in July 2022 to assume a faculty position at the University of Central Arkansas.
- Mr. Everett continues his graduate program in Geography.
- Dr. Clubb retired in July 2021; Dr. Young was selected to serve as Interim Dean.
- Dr. Young was hired as Dean and formally assumed the role on 1 May 2022.

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	12,646		
2013-14	12,165	- 3.3%	
2014-15	12,151	- 3.4%	
2015-16	10,903	- 11.5%	Significant declines in Criminal Justice and Psychology enrollments.
2016-17	10,557	- 3.1%	
2017-18	9,852	- 7.3%	Significant decline in PSY 1013 enrollments; reasons unclear.
2018-19	9,343	- 3.8%	
2019-20	8,866	- 5.1%	
2020-21	9,169	+ 3.3%	Pandemic-driven intrusive advising and greater online class availability may have played a role in first growth of SSCH in over a decade.
2021-22	8,373	- 8.9%	

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

Given that a significant proportion of SSBS SSCH production comes from general education courses, any significant decline in UAM enrollment is always going to be reflected by a similar decline in SSCHs. Growth in the Psychology program has slightly offset the decline in other majors; this may increase in the future, as planned programs to develop an online option to the Psychology major should be especially appealing to transfer and re-admitted students. Social Work also had a record number of seniors, which helped to offset declines in other areas. Criminal Justice is increasingly getting students looking for online coursework, and ability to work with that population may help to offset future losses.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
SWK	Advantages	Children/Adults with Intellectual Disabilities (School Based)	11/21/2011	No End Date	Active
SWK	ABC Homes, Baptist Group Home	Children's Home	3/10/2015	No End Date	Inactive
SWK	Area Agency on Aging, Monticello	Senior Care	5/8/2013	No End Date	Active
SWK	Area Agency on Aging, McGehee	Senior Care	5/8/2013	No End Date	Active
SWK	AR DHS Children & Families (Drew Co.)	Child Protection/Family Preservation	8//13/2012	No End Date	Active
SWK	CASA of the 10 th Judicial District	Child Advocacy	5/10/2016	No End Date	Active
SWK	Children's Advocacy Center CAC Pine Bluff & Monticello	Child Advocacy	5/2/2019	No End Date	Active
SWK	Children's Protection Center CPC Little Rock	Child Advocacy	4/17/2020	No End Date	Active
SWK	Delta Counseling Associates	Community Mental Health	12/1/2011	No End Date	Active
SWK	Delta Memorial Hospital	Medical Social Work	12/15/2011	No End Date	Active
SWK	Dermott Juvenile Correctional Facility	Adolescent Corrections	7/18/2016	No End Date	Inactive
SWK	Hospice Home Care of Arkansas	Medical Social Work	11/29/2011	No End Date	Active
SWK	Life Touch Hospice El Dorado	Medical Social Work	3/10/2020	No End Date	Active
SWK	Mainline Behavioral Health Systems, Inc.	Mental Health Social Work	7/16/2018	No End Date	Active
SWK	Options, Inc.	Domestic Violence Advocacy and Homeless Services	12/6/2011	No End Date	Active
SWK	Phoenix Youth and Family Services	Community Outreach	11/30/2011	No End Date	Active
SWK	Prosecuting Attorney's Office, 11 th West District	Victim Advocacy	7/1/2015	No End Date	Inactive
SWK	Reform Pine Bluff	Outreach and Mental Health	3/2/2020	No End Date	Active

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
SWK	St. Frances Ministries	Intensive In-Home Services	4/29/2021	No End Date	Active
SWK	Southeast Arkansas Human Development Center	Adults with Mental Health & Intellectual Disabilities	11/22/2011	No End Date	Active
SWK	Southeast Rehab Hospital Lake Village	Medical Social Work	4/27/2015	No End Date	Inactive
SWK	Sunrise Outreach Solutions	Mental Health	1/6/2021	No End Date	Active
SWK	UAM Counseling and Testing Center	You Adult Educational/Referral Services	12/1/2011	No End Date	Active
SWK	UAM Student Services	Disability Services	8/21/2020	No End Date	Active
SWK	University of Arkansas for Medical Sciences, KIDS First	Childhood Early Intervention	11/29/2011	No End Date	Inactive
SWK	Vera Lloyd Presbyterian Family Services	Children's Home	6/10/2016	No End Date	Active

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Scholarly Activity—Peer Reviewed Publications

Bransford, Scott and Seth Feldman. “SEC vs Kick: The Classification of a Cryptocurrency as a Security Under the Howey Test.” *The Forensic Social Scientist*, 2 (Spring 2022).

Davis, John C., Andrew J. Dowdle, and Joseph D. Giammo. “Arkansas: Should We Color the State Red with a Permanent Marker?” in *The New Politics of the Old South: An Introductory to Southern Politics*, edited by Charles S. Bullock III and Mark J. Rozell. Lanham, MD: Rowman and Littlefield, 2021.

Davis, John C. “A Unique Arkansas Tradition: The Southeast Arkansas Political Animals Club” *Drew County Historical Journal* (Forthcoming).

Davis, John C. “Turning the Natural State Red: The Rise of the GOP in Arkansas” in *The State of the Parties*, eds. John C. Green and Daniel J. Coffey. Lanham, MD: Rowman and Littlefield, (Forthcoming).

Lee, S., Gray, M. A., & Kim, M. “A pathway model of emotionally-associated predictors of US college students’ career indecision.” *Canadian Journal of Career Development*, 21:1 (2022), 93-99.

Norman, K. B., Grahe, J. E., & Lee, S.* “Reconstructing emerging adulthood: Revising the markers of adulthood (MoA) scale for increased ecological validity.” *Psychological Reports*, 125:6 (2022), 1-20. <https://doi.org/10.1177/00332941211061700>

Kraybill, J., Lee, S.*, Jia, F., & Bernsten, L.. “2021 Awards and recognition recipients.” *Teaching of Psychology*, 48:4 (2021), 279-286. <https://doi.org/10.1177/00986283211020797>

Gray, M. A., Kim, M., & Lee, S.* (2021). “Career self-efficacy as a mediator between emotional intelligence and employment planning among US college students.” *Canadian Journal of Career Development*, 20:2 (2021), 70-76.

Lee, S.*, Kim, M., Mendoza, J. S., & Miller, J. M.* “Invariant effects of nomophobia on mindfulness, obsessiveness, and low stakes test performance: The use of a structural equational modeling framework.” *College Student Journal* (2021).

Miller, J.M. & Lee, S. “*United States v. Williams*: A Discussion in Child Pornography laws.” *UALR Law Review* (under review).

Rooney, Matthew. “Archaeological Investigations at the Charity Hall Mission Site (22MO733).” *Southeastern Archaeology* 41:1 (2022): 16-31.

Young, Clinton D. “Concerto for Classroom: Teaching with Classical Music and Opera as Historical Sources.” *The History Teacher*, (Forthcoming in 2022).

Scholarly Activity—Selected Other Publications and Presentations

Dr. Davis continued to lead a project for the University of Arkansas David and Barbara Pryor Center for Arkansas Oral and Visual History titled “From Red to Blue: The Rise of the GOP in Arkansas.” This included conducting numerous on-camera interviews with subjects for the study (including: Governor Asa Hutchinson, Lt. Gov. Tim Griffin, retired General Wesley Clark, former Governor Mike Huckabee, among many others during the academic year).

Dr. Day gave a presentation titled “Brother Noble FDR: Shrine Mason with Disabilities and President of the United States,” to the Barak Shrine of Monroe, LA and the Pine Bluff York Rite Bodies. He also gave presentations to the Monticello Rotary Club, the Pine Bluff Country Club, and the Lunch and Learn series at SEARK College.

Ms. Grissom, Ms. Isaac, and Ms. Jenkins (along with a subject matter expert on cybersecurity) conducted an educational seminar for social work and adjacent professionals on the ethical and secure use of technology in November 2021.

Ms. Jenkins presented at the annual Mississippi Valley State University Conference in April 2022.

Dr. Lee authored six short pieces for *Eyes on Psi Chi*, the journal of the psychology honor society; she also was a guest on two educational podcasts through the organization.

Dr. Prichard is at work on a book a book about critical thinking and psychology research methods called *Under the Paranormal Curve* for Nova Scientific Publishers. The manuscript is to be delivered in August 2022.

Dr. Rooney authored “Were There Lakeport Slave Cabins at 3CH200?” for *Field Notes*, Newsletter of the Arkansas Archeological Society 424 (2022): 6-9. Dr. Rooney also presented a paper titled “Chickasaws and Missionaries: What Was the Habitus of Civilization?” at the Southeastern Archaeological Conference (Durham, NC, October 2021).

Dr. Strong’s chapter for the *Cambridge Handbook for Undergraduate Research* is in press for release in June 2022.

Notable Achievements and Service Projects

Dr. Davis continues his service as a gubernatorial appointee to the Arkansas Rural Development Commission.

Dr. Miller was a finalist for the Hornaday Outstanding Faculty Award.

Dr. Miller served as chair of the UAM Institutional Review Board, and was responsible for a thorough update and overhaul of IRB policies and procedures to reflect need for training and specify timeframes for responses.

Dr. Prichard concluded his term as Chair of the UAM Faculty Assembly.

Dr. Silzell continues as the regional coordinator for History Day Arkansas. She also led two professional development workshops (one in conjunction with Dr. Henris and Dr. Young) for area middle- and high-school teachers.

Dr. Strong and Dr. Miller served on the UST 1001 Pathway to Success Planning Committee, which oversaw the implementation of a new freshman college success course. Dr. Miller also oversaw the updating the of course textbook.

Dr. Strong and members of Pi Sigma Alpha organized the Monticello Townhall Debate for the Drew County Judge Primary Election; Dr. Strong also moderated the debate.

Finally, most SSBS faculty serve on UAM Faculty Assembly committees, campus-wide tenure and promotion committees, and other committees for the Office of Academic Affairs. All SSBS faculty have served on at least one internal School committee this year.

Grant Awards

UAM Faculty Research Grants were awarded to Dr. Braswell and Dr. Prichard (jointly), Dr. Day, Dr. Henris, and Dr. Turner (jointly with Dr. Elena Rubino from CFNR).

Dr. Day was awarded a grant to fund the presentation of his paper “Freemasonry’s Interracial Moment: The 1723 Constitutions, the African American Intelligentsia, and the Long Reconstruction, c. 1860-1900,” at Queen’s College, Cambridge (England) in September 2023.

Dr. Lee received a Small Research Grant from the Society for Personality and Social Psychology, and an Early Career Conference Grant from the American Psychological Association. She was also awarded an Online Electronic Resource Research Fellowship from the William and Flora Hewlett Foundation.

Professional Leadership

Dr. Day serves as the editor of the *Drew County Historical Journal*.

Ms. Jenkins was invited to serve on the Board of Directors for the Children’s Advocacy Center (Pine Bluff). She continues to work as part of the Cultural Awareness Initiative for Ashley County, which trains law enforcement officers to avoid negative interactions with the public and reduce the chance for potentially dangerous interactions.

Dr. Lee was elected President of the Southwestern Psychological Association, and will serve through 2025. In this role, she gave keynote presentations to the annual meetings of the Southwestern Psychological Association (Baton Rouge, April 2022) and the Western Psychological Association (Portland, OR, April 2022).

Dr. Prichard is President of the Arkansas Psychological Association.

Dr. Rooney was selected to serve on the Board of Directors for Preserve Arkansas and the Drew County Historical Society.

Dr. Silzell currently serves as the Vice President of the Arkansas Association of College History Teachers.

Dr. Strong serves as a Councilor for the Social Sciences in the Council for Undergraduate Research (CUR), and was co-chair for the organization's Posters on the Hill sessions. In addition, the United States Institute for Peace requested her participation in three Virtual Roundtables for Universities.

Dr. Young continued to serve as the Editor of the Newsletter of the Association for Spanish and Portuguese Historical Studies; in this role he is also an *ex officio* member of the Board of Directors.

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

SSBS did not have any significant changes the to unit or to its programs and degrees during the 2021-2022 academic year.

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

SSBS did not engage in any significant program or curricular changes (to the extent that those are different from the changes in the unit's programs/degrees above); faculty were still attempting to understand and assess what changes might be necessary in the wake of the still-ongoing Covid-19 pandemic. However, plans are being made for curriculum changes to be made during the 2022-2023 academic year, including:

- The development of a Human Services option to the Psychology major. The option would be a completely online pathway through the major, one that has been increasingly requested by students. To make the best use of existing resources, the new option would have significant supportive requirements in Criminal Justice and Social Work.
- The development of an Associate degree in Public Administration and Services. This would help to create a certification track for students who are interested in public service and government work, but are unsure of the exact career path they are going to take. There are also an increasing number of paraprofessional positions in the social services and mental health fields for which such a degree could provide certification and professional advancement.
- Social Work will look into creating a part-time degree path through the major, as students will be able to do the field practicum during the summer months. This will be of benefit to student athletes and others who do not have the time to work a full 20 hour/week practicum during the academic year. We will be able to offer Social Work on a part time basis now that the position of Director of Field Education has been made a 12-month appointment.

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

SSBS began the year with a faculty retreat at the Taylor House at Hollywood Plantation. The event began with a presentation by Dr. Kyle Day and Dr. John Henris to introduce faculty to the facility and encourage them to find ways to work the property into their curriculum as a way of enhancing student engagement. This was then followed by a unit-wide discussion of teaching—specifically what faculty had learned about teaching during the 2020-2021 pandemic academic year, and what changes faculty planned to keep or make in their teaching going forward. The retreat concluded with a more general discussion of the new ideas faculty had learned from their colleagues to use in their courses.

One of the newly created standing committees in SSBS this year was the Promotion and Recruitment Committee, chaired by Dr. Carol Strong. While the primary goal of the committee was to develop new promotional literature for unit recruitment purposes, the committee also discussed retention and student engagement methods as part of their portfolio. Recommendations included:

- SSBS honor societies should work together on more joint projects and activities. This will allow the societies to do more varied activities than the small number of students in each currently allows for.
- As post-pandemic travel begins to open up, focus on limited field study experiences (regional trips, trips that can be accomplished in 3-4 days, etc.) to get students reaccustomed to travelling and to provide affordable experiences to a broader range of students.
- Place a greater emphasis in recruiting materials on job skills that students will learn in social science classes.

The committee will continue its work in the coming academic year.

SSBS has an honor society for each program in the school to acknowledge and reward superior student engagement.

Honor Society	Discipline	Advisor(s)
Alpha Phi Sigma	Criminal Justice	Dr. Jennifer Miller
Phi Alpha	Social Work	Ms. Lindsay Grissom and Ms. Trinia Isaac
Phi Alpha Theta	History	Dr. Kyle Day and Dr. Shari Silzell
Pi Sigma Alpha	Political Science	Dr. Carol Strong
Psi Chi	Psychology	Dr. Seungyeon Lee

NOTE: Phi Alpha and Psi Chi also have auxiliary groups that allow non-society members to participate in selected activities.

The various SSBS honor societies are in a process of re-building, as the social distancing requirements put into place during the Covid-19 pandemic caused most societies to suspend operations. However, Alpha Phi Sigma participated in the Battle of the Buildings to generate goods for the campus Food Hubs; Phi Alpha Theta and Pi Sigma Alpha held in-person induction ceremonies for the first time in two years; and Pi Sigma Alpha members participated virtually in the annual meeting of the Arkansas Political Science Association.

As the demand for online education keeps growing, several SSBS faculty members have been training to maintain best practices and experimenting with new models of synchronous and asynchronous delivery. Approximately one-third of SSBS faculty report

taking formal training to prepare for the transition to Blackboard Ultra, and faculty teaching Summer sessions courses reported few issues with the transition. Dr. Strong has had significant success experimenting with “hy-flex” models in her courses, which allows students enrolled in face-to-face courses to participate via Zoom and use other methods of remote learning; she also has experimented with using Zoom to proctor exams in online courses to reduce plagiarism and cheating. Both Dr. Strong and Dr. Young participated in the online WCET Elements of Quality Digital Learning Summit on 6 April 2022, and are in the process of developing some of the ideas learned into a brown-bag forum for SSBS faculty during the Fall semester. Finally, the Psychology faculty are planning to experiment with upper-division 8 Week online classes in the Fall 2022 to see if the accelerated courses will increase student engagement in those courses.

The SSBS Policies and Procedures Committee, chaired by Dr. Kyle Day, has been drawing up documentation for a new SSBS Faculty Handbook. Several of the policies will directly impact teaching and student engagement, including:

- New definitions and guidelines for what defines good teaching and what peer evaluators should look for when doing classroom observations.
- Updated and clarified policies regarding student travel, including when student travel may be potentially eligible for course credit.
- Defining the parameters of what projects faculty will be eligible to pursue during off-campus duty assignments, including pedagogically-based projects.

We believe that these measures will help improving teaching in the unit by setting common baselines for what constitutes quality work.

In terms of long-term planning, SSBS established an Honors Committee, chaired by Dr. Eric Prichard, to determine the feasibility of creating a departmental honors program that would recognize and reward students who choose to do advanced research or work in their discipline. (This system would remain in place until such time as the University established a formal honors college or program.) The committee examined the idea of specific honors courses, honors contracts (which seem to be the most feasible option at the moment), and ways to encourage students to engage in research and conferences. The committee will continue to meet through the 2022-23 academic year to draw up more formal plans and potential curricula.

Other Unit Student Success Data

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

- Six Social Work seniors were offered and accepted employment at the facilities where they did their Field Practicum. Four of these agencies have never employed a licensed social worker before.
- Two Social Work seniors have been accepted into advanced standing MSW programs at Louisiana State University and the University of Arkansas.
- Two SSBS students were invited to join the Alpha Chi national honor society.

- Four Political Science students presented papers at the Arkansas Political Science Association annual meeting in March 2022.
- Two History graduates were accepted into the UAM MAT Program.
- Dr. Day took two students to a colloquium “The Road to Freedom and Prosperity,” co-sponsored by John Brown University and the Arkansas Center for Research in Economics. The colloquium was meant to commemorate the 100th anniversary of the 1919 Tulsa Race Riots.
- Briyik Hernandez, a Criminal Justice major, was awarded a Wiley Stay the Course! grant.

4 August 2022

ADDENDA

Revised February 8, 2018

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: 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.
- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning*: 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.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

- Develop, deliver, and maintain quality academic programs.
 - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
 - Revitalize general education curriculum.
 - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.
- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - Develop an emerging student leadership program under direction of Chancellor's Office.
 - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
 - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.
- Retain and recruit high achieving faculty and staff.
 - Invest in quality technology and library resources and services.
 - Provide opportunities for faculty and staff professional development.
 - Invest in quality classroom and research space.
 - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or

Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.

- Create an Institute for Teaching and Learning Effectiveness.
- Expand accessibility to academic programs.
 - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
 - Create a summer academic enrichment plan to ensure growth and sustainability.
 - Develop a model program for college readiness.
 - Revitalize general education.
 - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting.

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- Prepare and update University Master Plan.
- Partner with system and state legislators to maximize funding.
- Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
 - Increased efforts to earn research and grant funds.
 - Creation of philanthropic culture among incoming students, graduates and community.
 - Collaborating with Athletics Fundraising to maximize synergies.
 - Create a Growing our Alumni Base Campaign.
 - Encourage entrepreneurial opportunities where appropriate.
 - Participation in articulation agreements to capitalize on academic and economic resources.

- Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?

- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?

- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?

- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?

- How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
 - What is the nature of that information?
 - To what external stakeholders do you provide information about student learning?
 - What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Research (4-year only) 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary