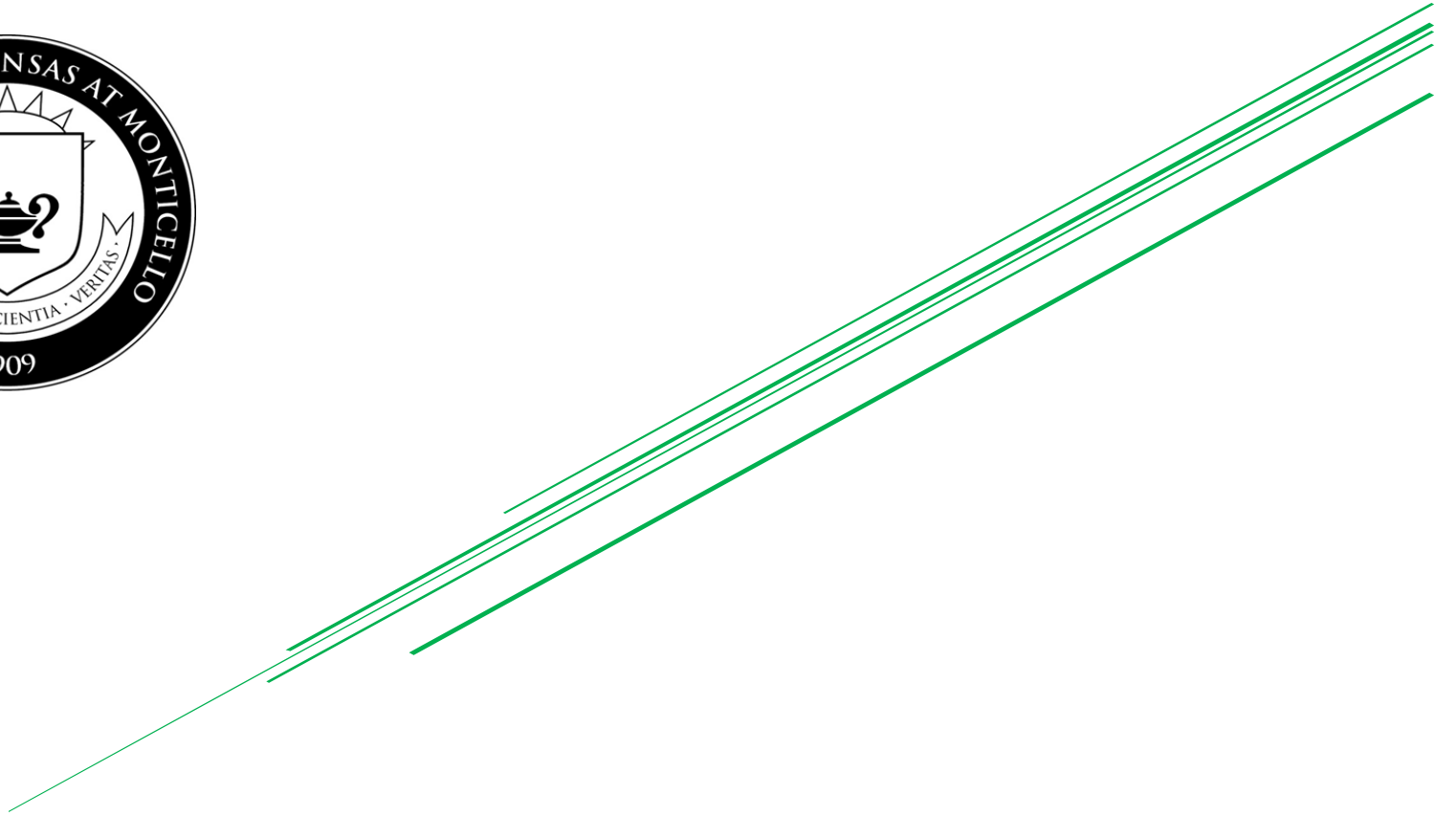


UNIVERSITY OF ARKANSAS AT MONTICELLO

Academic Unit Annual Report



School of Social and Behavioral Sciences

Academic Year 2022-2023

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.

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 a Human Services minor. The School further provides coursework in Anthropology (in conjunction with the Arkansas Archeological Survey), Geography, and Sociology.

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 and Sociocultural Awareness:** The student will develop a sense of self and their role in the world by examining the content and processes used in social and behavioral sciences, with respect for sociocultural diversity, cultural institutions, processes, and structures.
- (6) **Workforce Preparedness and Planning:** The student will have the communication and leadership skills needed for success in a career grounded in the social sciences, as well as preparation for graduate and professional studies.

**University of Arkansas at Monticello
School of Social and Behavioral Sciences
Strategic Plan 2022**

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 the 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 Week 8 of the full-term semester.

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 outside the classroom, in venues such as departmental or campus research symposia, off-campus conferences, or to the general public.

KPI: Each major will have at least one course that entails a significant community service or field trip component, or will have one honor society/club that will engage in community service and/or educational travel.

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 examine all classroom materials to determine their quality of information and presentation.

KPI: Faculty by major will verify that all materials, 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 (Workforce Preparedness); UAM—1 (Communication), 2 (Critical Thinking), 3 (Teamwork)

Retention and Enrollment

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: Improve retention by revitalizing and developing 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: The School will develop at least one local/regional trip every two years.

New Goal: Maintain enrollment and the number of students in each major until such time as campus/nationwide college enrollment begins increasing overall.

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 maintain the number of majors in their respective discipline.

KPI: Each major will participate in one unique recruitment event per year.

KPI: Each major will conduct an annual evaluation of its courses and requirements, and will report to the Dean each year suggestions for improvements that will retain current students and attract new students.

Alignments: SSBS—2 (Critical Thinking); 5 (Self & Sociocultural Awareness); 6 (Workforce Preparedness and Planning); UAM—4 (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 and 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 evaluation completed by Week 8 of the full-term semester.	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 outside the classroom, in venues such as departmental or campus research symposia, off-campus conferences, or to the general public.	The Social Work program sponsored the Student Research Symposium, and had participation from Social Work, Psychology, and non-SSBS students. History and Political Science students presented work at regional conferences.	Many of the venues for presenting student work are run through honor societies, which limits participation to members. SSBS/UAM may want to look at developing more “in house” opportunities for student presentation. It is also difficult to have students develop a project and present it in a single semester; there is a need to maintain student interest and continuity once a research course is complete.

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, or will have one honor society/club that will engage in community service and/or educational travel.	Each major has an honor society, all of which are rebuilding their programming post-Covid. History sponsored one day trip this year; Criminal Justice conducted a service project to benefit a local agency.	All of the honor societies are rebuilding their membership after two years of forced inactivity due to Covid. Service learning coursework still lags, but Criminal Justice, Psychology, and Political Science are seeing renewed interest in Internship/Practicum programs.
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>	
We will see a 5% increase in semester-semester retention resulting in an eventual graduate rate of 40% within six years.	More data is needed about freshman and sophomore level retention to determine if this KPI is being met. Given that students in their junior year graduate at a rate of 70-80% (depending on major), it seems likely that this goal is either being met or is within reach.	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.
The School will develop at least one local/regional trip every two years.	Phi Alpha Theta did one day trip this year. The SSBS unit policy on student travel was recently updated.	Faculty need to be considering interdisciplinary trips, in order to get a minimum number of students to make trips viable. Collaboration with other academic units might be a possibility.

KPI	Assessment of Progress	Implications for Future Planning/Change
Each major will maintain the number of majors in their respective discipline.	The overall number of majors in Criminal Justice is up slightly; all other majors are down slightly. (See Table 3.)	The number of juniors in each discipline for Fall 2022 is remarkably consistent with the number of freshmen in Fall 2020. Overall numbers may be down slightly because we lost students who had issues with learning and attendance during the height of the Covid pandemic. This in turn would bode well for students who have adapted to post-pandemic learning.
Each major will participate in one unique recruitment event per year.	Faculty have assisted at university-wide recruitment events, such as the SEARK College Fair and Weevil Welcome. Plans are being made for unique events in AY 2023-2024	Faculty will be encouraged to develop contacts in local schools and the community in order to create more opportunities for recruitment visits.
Each major will conduct an annual evaluation of its courses and requirements, and will report to the Dean each year suggestions for improvements that will retain current students and attract new students.	Criminal Justice and Psychology made modifications to their programs this year; History and Political Science are examining how to merge those programs in order to maintain ADHE viability requirements.	The process and length of time it takes to develop new programs can make responding to current employment and market trends cumbersome. The current political atmosphere makes recruiting and developing a more traditional liberal arts program problematic.

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 provides 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>
	<p>(5) Self & Sociocultural Awareness</p>	<p>Reflects the need to be an educated and productive member of society with the ability to work in a diverse environment. Diversity is the</p>	<p>Current social issues are increasingly grounded in evolving understandings of racial and socio-economic injustice and inequity. Students developing a</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
		reality of our society.	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.
	(6) Workforce Preparedness & 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.

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
<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.
	(5) Self & 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.	(4) Presentation Skills	Academic research or information is only valuable if it is presented to a wider audience, and contextualized to explain how it will benefit society.	Collaborative work is the norm in social science fields; presentations are usual and are normally put together by teams.

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
	(6) Workforce Preparedness & Planning	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 dispersed model of assessment does not mean 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 may also evaluate Blackboard course shells, especially for online courses. The dean and the faculty then initiate any necessary changes.

This year’s discussions generated the following concerns and innovations:

1. Scheduling of general education classes continues to be 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. The continued scheduling of all sections of Composition I and Quantitative Literacy MWF between 9AM-12PM—the peak period for classes—is especially frustrating in the Fall semester. While we were able to reschedule some general education courses for Fall 2023 to offset this, scheduling freshmen so that they complete general education requirements on time continues to be challenging.
2. 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 minor assessments like quizzes rather than more substantive assessments like exams or papers that constitute a larger portion of the overall course grade. Some online and research methods courses weight assessments more heavily towards the end of the semester, but faculty continue to work on this issue.
3. Faculty are experimenting with new forms of classes and hybrid delivery in order to meet student needs for coursework:
 - a. Dr. Strong continues to allow selected students to attend face-to-face classes via Zoom, and has had success in her upper-division classes. She also holds extensive virtual office hours for her online sections of American National Government, which has boosted retention rates for that course.
 - b. Dr. Miller offered an upper-division elective in Spring 2023 that had a face-to-face section and a fully online section. Both required students to cover the same material and complete similar assessments; the online section had extra discussion boards to make up for not meeting in class. This is also a potential model for other upper-division coursework.
 - c. Having lost our adjunct for Introduction to Psychology on the McGehee campus (in part because the class has not met enrollment minimums in the past year and a half), we will be experimenting with a new delivery format for Fall 2023. Dr. Prichard will teach an online section with mandatory synchronous Zoom meetings once a week. Our belief is that this will give students extra “hand-on” help in working with the material and increase success rates.
 - d. The History program is offering a split-level course for Fall 2023. This course will have two sections: a lower-division section catering to general interest in a topic and for students who need elective hours, and an upper-division section for History majors. The content for each section will be the same, but assignments and assessments will differ depending upon the level. Dr. Silzell will be doing the trial run with a course on the History of Piracy. There are currently 29 students enrolled—our largest enrollment for a history course in many years. We hope to recruit new majors from the new format as well.
4. Faculty continue to be frustrated by trends that have developed among our students:

- a. Faculty report that students will frequently miss deadlines and are then dismayed to learn they cannot turn in late work (or cannot turn it in without penalty). The flexibility offered to students during the Covid pandemic seems to have created the expectation that *all* deadlines are negotiable. While faculty are happy to offer flexibility under traditionally recognized circumstances (student illness, family emergencies, etc.), faculty cannot continue unlimited flexibility without significantly increasing workloads and undermining basic classroom management.
 - b. There is a continued problem with students not reading assigned course materials. While some faculty have reported success in using non-traditional course materials (such as videos and podcasts) to prepare students for the assigned readings, we cannot expect students to be successful in their courses or jobs without reading some materials, as the transition towards being a post-literate society is not yet complete.
5. While usage does not seem to be widespread among UAM students yet, faculty believe that some students are beginning to make use of artificial intelligence tools to complete their assignments. Virtually all faculty are concerned about this trend, but as yet there is little consensus as to how to combat it and/or utilize it in their courses. Given the prevalence of media coverage of AI, faculty suspect that we will see a significant uptick in student assignments generated by programs like ChatGPT. This will be an ongoing concern as we adapt to the latest force disrupting education.

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; (5) Self & Sociocultural Awareness; (6) Workforce Preparedness & Planning</i>
CIS 2223 Microcomputer Apps	Criminal Justice Social Work	Ensures students will have basic computing skills for the workplace. <i>SLO (6) Workforce Preparedness & Planning</i>

General Education Course	Program(s) Supported	Rationale
ECON 1193 Personal Finance	Social Work	Provides background for social workers who may have to counsel clients on financial matters. <i>SLOs (5) Self & Sociocultural Awareness; (6) Workforce Preparedness & Planning</i>
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; (6) Workforce Preparedness & Planning</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 (5) Self & 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; (5) Self & 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 & Sociocultural 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; (5) Self & Sociocultural Awareness</i>
SWK 1003 Survey of Social Work	Criminal Justice (option)	Law enforcement and social work professionals frequently work together, and knowledge of the field is useful. <i>SLOs (3) Grounded Knowledge; (6) Workforce Preparedness & Planning</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 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, develop their ability to interpret statistical reports, and develop the skill of independently planning and implementing long-term projects. 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 chart on the next page 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.
Criminal Justice Political Science	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.
Psychology	PSY 2203 Statistical Methods	Develops mastery of the theoretical and computational elements of foundational statistics.
Psychology	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.
Social Work	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 three students received grades of "A," and one student received the grade 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; five students enrolled for Fall 2022 and we have six students enrolled for Fall 2023, 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 Social Work practicum, a record number for that program.

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. 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 competency 80% benchmark represents the minimum percentage of students the program expects to have achieved the outcome measure benchmarks in both measures for each of the nine competencies. Unfortunately, with only four (4) students and one not meeting the three (3) or above on two (2) competencies in the Integrated Paper, the overall 80% benchmark was not reached. This result is typical of a small cohort where there is little room for error.

Finally, in November 2022, the Social Work program received notification from CSWE that they have been re-accredited for another eight years. Since much of the accreditation process relies on demonstrating that students are meeting learning outcomes mandated

(for licensure purposes) by CSWE, re-accreditation is the ultimate designation that the Social Work program is accurately assessing its student learning outcomes and educating students appropriately.

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	6	10	0	6	2.0	25
Language							
Delivery							
Supporting Material							
Central Message							

Courses Assessed: HIST 4543 and PSY 3013 (both Fall 2023)

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

Strengths

- Students were reasonably comfortable speaking to a larger group and fielded questions based on their presentations well.
- Students from HIST 4543 were able to discuss how their presentation topic represented larger themes and issues central to the course and the assigned readings.

Weaknesses

- The six students scoring 0 were from PSY 3013 who did not attend class to give the required oral presentation. It is indeed difficult to evaluate the oral communication skills of absent students. Without those students, the average score for the unit would have been 2.6.
- While students were reasonably organized overall, lower scoring students tended to use asides and tangents; others skipped logical steps in their presentations.

Opportunities for Growth

- As oral communication is a skill that is mastered through having more opportunities to speak, students need more opportunities to present their research. This can be done through on-campus symposia or off-campus conferences. More opportunities to present means more opportunities for coaching in the skill.
- Building in multiple opportunities to present in class over the course of a semester would also be a way to develop needed skills.

Threats to Effectiveness

- Students did not always follow the assigned rubric in constructing their presentations, especially when developing supplemental audio/visual materials to aid presentations.
- Students do not seem as interested in presenting research as they have in past (i.e., pre-Covid) years. Students have turned down extra credit to present at conferences, and even students contemplating graduate school are declining to present. Given this is a matter of intrinsic motivation, it may be difficult to persuade students that developing this skill is a critical one.

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

Providing students extra opportunities to present at on-campus symposia or off-campus conferences to replace other grades in a course might motivate more students to undertake and present research. This is why presentation has been placed in the unit strategic plan. (Since the Social Work program will be offering an annual Research Symposium each Fall semester, this would be equitably available to all students.) Revising presentation rubrics for clarity and to provide more technical information might also improve student performance.

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

Given the amount of research and writing students will do in a research methods course like PSY 3013, it might be more useful to use that course to evaluate written communication and find other courses that have more presentation opportunities built in to assess this particular outcome. In addition, given that students were willing to skip a class rather than engage in an oral presentation, it might also behoove the UST Pathways course to emphasize the significance of doing all assignments and assessments in a course or otherwise finding non-voluntary methods of getting students to hone their skills. Finally, although student presentations are the most obvious tool for assessing student performance, faculty may wish to consider more informal presentations or other alternate methods of assessment; this worked well in HIST 4543.

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							
Control of Syntax and Mechanics	4	1	0	0	0	3.8	5

Course Assessed: CJ 4903 (Fall 2023)

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

Strengths

- Students were assessed partially based on their revisions to papers after receiving feedback from the instructor. Most students demonstrated improvement overall.
- Students who started with stronger written work were able to take feedback and turn their papers into effective poster presentations; one student won first place in an on-campus interdisciplinary poster presentation competition.

Weaknesses

- Students frequently chose to disregard initial instructions for assignments, resulting in original drafts being poor and unsatisfactory. In nearly every class meeting, the instructor felt they had to address these issues. Given the small class size, this problem may have been amplified to a degree that would have been less noticeable in larger class.

Opportunities for Growth

- Having noted that student work improved significantly with instructor-provided feedback, faculty use of rubrics and other guides to maximize high-quality feedback would assist with student learning.
- The instructor is also looking at ways of using “real-world” examples of writing to assess this dimension by having students

create profiles for career networking applications (such as LinkedIn).

Threats to Effectiveness

- Student inability to follow the instructor’s directions may harm their ability to succeed in other classes, graduate school, their chosen careers, or life in general.

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

Control of Syntax and Mechanics requires attention to detail, which is a problem if students are failing to follow basic instructions. It is possible that lack of attention to detail is yet another unanticipated outcome of pandemic-era instruction. Faculty rigor in grading writing assignments is probably the best way to focus student attention, along with providing faculty feedback so that students will have a guide in improving their writing.

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

Courses with more diverse writing assignments might be a better yardstick to measure Control of Syntax and Mechanics over a longer period of time.

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	3	2	1	3	4	1.8	13
Influence of Context and Assumptions	2	3	1	0	2	2.4	8
Student’s Position (Perspective, Thesis/ Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences)	10	16	17	8	4	2.4	55

Courses Assessed: CJ 2153/PSCI 2283, HIST 3513 (Fall 2022—Evidence); CJ 3313/PSCI 3313/SWK 3243 (Fall 2022—Influence of Context and Assumptions); PSY 2203 (Fall 2022 and Spring 2023—Conclusion and Related Outcomes)

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

Strengths

- Overall, students are meeting benchmark status with this assessment; this continues the trend established in AY 21-22.
- Students in the PSY classes were able to distinguish how deceptive language and statistical manipulation could be used to mislead its intended audience. As a result, students were able to develop more accurate interpretations of articles and statistical data.

Weaknesses

- Students in the CJ/PSCI/HIST courses were evaluated while learning how to develop, research, and write research papers. Many students were so focused on the basics of constructing a paper (citation, conducting research, developing the argument) that they may have underperformed on the segments of the course used in evaluating the Learning Objective.
- While students have a relatively solid footing in developing their research narrative—the presentation of the information they have uncovered—they have much more difficulty in analyzing that research and explaining its significance, which is core to the Critical Thinking outcome.
- Students in Statistics courses (CJ/PSCI/SWK/PSY) have particular trouble dealing with the concept that very little can be “proved” statistically, and that it is correct to discuss the probability of particular outcomes—in spite of the fact this is a core concept covered repeatedly in statistics courses.

Opportunities for Growth

- Statistics courses traditionally focus on computations; developing assignments and assessments that focus on the practice of critical thinking would seem to be fairly low-hanging fruit.
- In CJ 3313/PSCI 3313/SWK 3243, some students skipped written work and only completed objective tests, which explains the scores of 0. Revising course requirements to place more graded emphasis on written work could fix this and help to convey more conceptual information.
- Spending some time in classes each week going over specific examples of how data is presented in current media would be a good way to convey concepts and further reinforce the notion of proof versus probability.

Threats to Effectiveness

- Current media culture tends towards drawing sweeping scientific conclusions based on headlines and soundbites, with a tendency to draw casual conclusions based on limited correlational information. This means it will be an uphill battle to educate students on subtleties like proof versus probability.
- This is compounded by the tendency that many students do all of their research on the Internet, without using print sources

from the library and consulting reference librarians. As a result they are not using peer-reviewed sources for their evidence as frequently as they should be, often assuming that if material is available on the Internet, it is valid and useful.

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

Perhaps because so much of our lives were visual during the years of the Covid-19 pandemic, students seem to be focused on data and interpretations that come from the Internet. Faculty have identified several ways to ground critical thinking in a more “real world” and less digital realm. Students may be assigned different types of academic writing (such as book reviews, abstracts, proposals, etc.) to show the many ways in which they will need to use quality evidence for their work. More emphasis can be placed on how data and statistics are used and abused in modern media culture, using examples from the latest news cycle. Overall, it seems there needs to be more emphasis on conceptual learning along with the process learning and computational learning that is at the core of research methods and statistics classes. Finally, more emphasis on information literacy spread across the curriculum would help to develop core skills in recognizing and utilizing credible resources for classwork.

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

Overall, faculty would rather not revise the assessment process at this time; they would prefer to use the accumulated data and introduce revisions into their courses to see if student performance in the Learning Outcome can be improved before tinkering with the methods of assessment.

Global Learning

This criterion was not assessed during the 2022-2023 academic year. It will be assessed in the 2023-2024 academic year.

Teamwork

This criterion was not assessed during the 2022-2023 academic year. It will be assessed in the 2023-2024 academic year.

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 2020	Fall 2021	Fall 2022	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman (BS) Freshman (AS)	19	21	14 2	56	18.7	287	28.7
Sophomore (BS) Sophomore (AS)	9	11	11 1	32	10.7	157	15.7
Junior (BS) Junior (AS)	8	6 1	12	27	9	159	15.9
Senior (BS) Senior (AS)	15	7	8 1	31	10.3	178	17.8
<i>Total</i>	<i>51</i>	<i>46</i>	<i>49</i>	<i>146</i>	<i>48.7</i>	<i>781</i>	<i>78.1</i>

UNDERGRADUATE PROGRAM MAJOR: HISTORY

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	3	4	3	10	3.3	59	5.9
Sophomore	3	3	3	9	3	60	6
Junior	3	1	3	7	2.3	63	6.3
Senior	4	4	1	9	3	55	5.5
<i>Total</i>	<i>14</i>	<i>13</i>	<i>10</i>	<i>35</i>	<i>11.7</i>	<i>237</i>	<i>23.7</i>

UNDERGRADUATE PROGRAM MAJOR: POLITICAL SCIENCE

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	4	3	1	8	2.7	54	5.4
Sophomore	6	3	1	10	3.3	53	5.3
Junior	8	5	7	20	6.7	53	5.3
Senior	6	1	2	9	3	42	4.2
<i>Total</i>	<i>24</i>	<i>12</i>	<i>11</i>	<i>47</i>	<i>15.7</i>	<i>202</i>	<i>20.2</i>

UNDERGRADUATE PROGRAM MAJOR: PSYCHOLOGY

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	16	25	16	57	19	239	23.9
Sophomore	9	15	16	40	13.3	166	16.6
Junior	18	14	15	47	15.7	166	16.6
Senior	15	12	9	36	12	153	15.3
<i>Total</i>	<i>58</i>	<i>66</i>	<i>56</i>	<i>180</i>	<i>60</i>	<i>724</i>	<i>72.4</i>

UNDERGRADUATE PROGRAM MAJOR: SOCIAL WORK

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	16	14	7	37	12.3	174	17.4
Sophomore	17	12	8	37	12.3	120	12
Junior	17	9	14	40	13.3	111	11.1
Senior	9	13	5	27	9	78	7.8
<i>Total</i>	<i>59</i>	<i>48</i>	<i>34</i>	<i>141</i>	<i>47</i>	<i>483</i>	<i>48.3</i>

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

Strengths

- There has been a slight uptick in Criminal Justice enrollment. Some of this is due to the AS degree, which is retaining a few students who might otherwise have dropped from the program.
- While overall enrollment in Psychology has dipped a little, the number of students has remained relatively stable over the last few years.
- Most interestingly, the number of freshmen in each discipline (except Criminal Justice) in Fall 2020 shows remarkable consistency with the number of juniors in Fall 2022. It would seem that many students who enrolled at the height of the pandemic have adapted to the vagaries and irregularities of Covid and post-Covid learning—or that students who dropped out due to the pandemic have been replaced by returning students looking for job re-training or the potential for economic advancement.

Weaknesses

- Enrollment in History and Political Science remains worryingly low. These programs are particularly dependent on recruiting from general education classes, and enrollment there has been dropping in the last several years. The current political climate (as discussed in “Threats to Effectiveness” below) has hit these majors particularly hard.
- Social Work maintains a viable number of students, but enrollment at the Freshman and Sophomore levels is softer than it has traditionally been. Given that the past few years have seen greater reporting of the working conditions and low salaries in the field, this may be a less attractive professional degree for incoming students.

Opportunities for Growth

- Given the significant career opportunities in health care and mental health fields, there is abundant recruiting potential for Psychology and Social Work. As will be outlined later, SSBS is considering developing both a Human Services track for Psychology and a potential AS degree in Human and Social Services that could boost enrollment and funnel students towards bachelor’s degrees in Psychology and Social Work.
- History and Political Science have been emphasizing (in promotional literature and course syllabi) how those disciplines teach critical job skills. Further assistance from the university in this endeavor could help virtually all social science and humanities disciplines.
- Criminal Justice, Political Science, and Psychology have all identified professional internships as potential methods of attracting and retaining students; faculty in those disciplines are developing policies and procedures to be able to offer internships more broadly.
- All majors are exploring alternate methods of offering courses and engaging students, as discussed in Part I of this report.

Threats to Effectiveness

- SSBS enrollment and majors are highly dependent on overall university enrollment: many students will switch to SSBS majors after taking general education courses and becoming interested in a subject. Thus, weaknesses in university-wide enrollment numbers will have an outsized impact on the number of students completing SSBS majors.
- Because SSBS majors feed heavily into the fields of government, education, non-profit organizations, law enforcement, and social services, our disciplines are particularly at the mercy of current socio-political forces—and many of these fields are being devalued or undervalued in the current climate, making them less attractive to students.

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 2020	7	
Number and percentage graduated in that major during 20-21 academic year	3	43%
Number and percentage graduated in that major during 21-22 academic year	3	43%
Number and percentage graduated in that major during 22-23 academic year	1	14%

Major: History	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2020	3	
Number and percentage graduated in that major during 20-21 academic year	1	33%
Number and percentage graduated in that major during 21-22 academic year	1	33%
Number and percentage graduated in that major during 22-23 academic year		

Major: Political Science	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2020	5	
Number and percentage graduated in that major during 20-21 academic year	4	80%
Number and percentage graduated in that major during 21-22 academic year		
Number and percentage graduated in that major during 22-23 academic year		

Major: Psychology	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2020	10	
Number and percentage graduated in that major during 20-21 academic year	3	30%

Major: Psychology	Number	Percentage
Number and percentage graduated in that major during 21-22 academic year	3	30%
Number and percentage graduated in that major during 22-23 academic year	1	10%

Major: Social Work	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2020	16	
Number and percentage graduated in that major during 20-21 academic year	2	13%
Number and percentage graduated in that major during 21-22 academic year	10	62%
Number and percentage graduated in that major during 22-23 academic year	1	6%

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

Strengths

- The majority of students reaching junior standing in SSBS majors do graduate, and most within two academic years. Students are completing degrees and completing them on time.
- Social Work majors do particularly well in on-time degree completion, possibly due to the well-defined curriculum and the comprehensive eight-semester plan that outlines very clearly for students when courses are offered and must be taken.
- Criminal Justice now has a 100% completion rate within three years, which reflects that the AS degree provides a reliable off-ramp for students who might otherwise have failed to complete a credential.

Weaknesses

- Psychology has the largest percentage of juniors who have yet to graduate (30%). This may stem from the fact that Psychology has become something of a “default” major for those students uncertain of what else to study, especially since the discipline is seen as providing a secure avenue towards post-graduation employment. Thus, students may not have as much engagement with their coursework as students in other disciplines.

Opportunities for Growth

- As always, finding ways to accommodate increased demand for online or hy-flex coursework, especially in Psychology, may increase enrollment and retention—but only if that can be done without harming our current course delivery model, which is working based on the data presented above.
- More students being made aware of the AA degree offered through General Studies might provide an off-ramp for non-Criminal Justice students, as might the proposed Human and Social Services AA degree that SSBS will be considering for development in the 2023-2024 academic year.

Threats to Effectiveness

- While the overall retention trends are probably reflected accurately in the above charts, the granular data itself cannot be trusted for any degree of accuracy. The numbers of juniors do not reflect the numbers in Table 3 above, and the high percentage of juniors graduating during the 2020-2021 academic year suggests that different classifications and metrics are being used to determine class standing for Table 3 and Table 4.
- It may also be worth noting that in majors with smaller numbers, the percentage column may be misleading due to the small sample size presented in the data.
- Numbers for Psychology may be particularly inaccurate, as many majors come to the program after leaving the Nursing or Social Work programs; if this happens after a student reaches junior standing, it will not be reflected in the data.

Gateway Course Success

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

NOTE: No SSBS courses have required remediation components.

Course	2020-2021		2021-2022		2022-2023		3-Year Trend									
	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed						
	#	%	#	%	#	%	#	%	#	%	#	%				
HIST 2213	140	78%	40	22%	118	79%	31	21%	176	76%	57	24%	434	77%	128	23%
HIST 2223	99	84%	19	16%	89	71%	36	29%	109	64%	60	36%	297	72%	115	28%
PSY 1013	257	78%	23	22%	248	72%	96	28%	451	64%	259	36%	956	72%	378	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 overall three-year trend is remarkably consistent among all SSBS gateway courses, which would indicate that instruction is consistent and effective across instructors and disciplines.
- The higher passing rate in HIST 2213 may be attributed to the fact that the material in American History I may be more familiar to students from high school history courses, which tend to focus heavily on the period from the Revolution to the Civil War. These topics are often of greater interest to students than those covered in American History II.
- Enrollment in these particular gateway courses has increased overall from 2020 through 2023, bucking overall general education enrollment trends.

Weaknesses

- The significant uptick in the DFW rate for PSY 1013 is of particular concern, given the popularity of the major—and the fact the major is one of the few growth areas in SSBS.
- The percentage gap between pass rates in HIST 2213 and in HIST 2223 is worrying; one would assume courses in the same discipline should have more or less equivalent rates.

Opportunities for Growth

- Campus tutoring has always been rather weak for SSBS courses, which do not have formulas or material that can be “drilled” like the mathematics and science courses that traditionally have been the core of UAM’s Tutoring Center. Finding more undergraduate tutors for SSBS gateway courses—whether such tutors worked through the Tutoring Center or through discipline-specific outreaches like honor societies—might help to offset falling pass rates, especially if those tutors were trained in helping students with critical-thinking skills, study habits, time management tips, etc.
- Assistance in helping faculty to find more ways of embedding critical thinking skills, note-taking skills, and study skills within the parameters of general education course instruction would help to improve pass rates across the board. If the timing and way such skills are taught in UST 1001 were to be fully standardized, instructors in general education courses might be able to reinforce rather than teach skill-building in the classroom, thereby preserving instructional time for discipline content.

Threats to Effectiveness

- All SSBS gateway courses have a co-requisite of ENGL 1013 for enrollment, which was instated to ensure that students had the necessary reading comprehension to do well in courses that require extensive written sources and texts. The significant decline in passing rates in HIST 2223 and PSY 1013 beginning in AY 2021-2022 may be linked to the broader adoption of the co-requisite model for Composition I, since students must now make up for the lacuna in their skills while being enrolled in courses that demand use of those skills. The History program will be eliminating this co-requisite during AY 2023-2024, which will provide evidence for the ways in which the co-requisite model for Composition I is affecting other courses.

Completion (Graduation/Program Viability)

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

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average
Criminal Justice (BS)	15	9	8	38	12.7
Criminal Justice (AS)	0	1	3		
Criminal Justice (CP)	0	1	1		
History	5	3	4	12	4.0
Political Science	10	2	5	17	5.7
Psychology	14	15	14	43	14.3
Social Work	8	16	5	28	9.3
<i>Unit Total</i>	<i>52</i>	<i>44</i>	<i>40</i>	<i>138</i>	<i>46.0</i>

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

- Based on the three-year average of graduates, both History and Political Science have fallen below the ADHE viability threshold (which is based on a three-year average of 6). Both programs are keenly aware of the issue, and plans are already in progress to merge the two degrees during the 2023-2024 academic year. This, in conjunction with more aggressive recruiting strategies and innovations to course design and delivery discussed elsewhere in the report, will keep a combined major healthy for the foreseeable future.
- The increasing number of AS degrees in Criminal Justice indicates that the original plan behind implementing the degree—to credential students who leave after two years and are eligible to work in corrections and other law-enforcement related jobs—is functioning as anticipated. In addition, we are seeing increasing interest in the Law Enforcement Administration CP offered in conjunction with the Criminal Justice Institute. These CPs are generally being sought by former UAM students with non-CJ degrees who are now in law enforcement and need a credential for career advancement.
- Psychology remains the discipline with the most graduates from the unit, which corresponds to the fact it is the major with the highest number of students in the major.
- Social Work continues to have wide disparities in the year-to-year number of graduates. There does not appear to be a singular explanation for this, as students may choose to leave the program or delay graduation for myriad reasons (financial, family obligations, changes in life and career goals, etc.). Faculty continue to work closely with students to minimize other potential disruptions that may hinder degree completion, especially in arranging senior-year field placements where time and travel commitments can place extra burdens on students.

Tracking Graduates

Summarize how you track the career progression of your unit's graduates.

Currently, the only formal tracking device we have is the UAM Senior Survey, which cannot be regarded as fully reliable as it is based on self-reporting. SSBS faculty are also requested to submit information about students they know at the end of the academic year as a supplement to the Senior Survey, but such anecdotal data is difficult to reconcile and track in conjunction with the Senior Survey results. Indeed, the quantitative data in the table below should be taken with more than a pinch of salt—perhaps taken with the whole salt shaker—since the number of former students completing the survey is nowhere near the number of students who actually earned credentials from SSBS. Finally, it is worth noting that since all SSBS majors (except Social Work) are not pre-professional programs, many students may not have fully crystalized plans for career or further study even at graduation; data from both the senior survey and anecdotes collected by faculty may not reflect what graduates will be doing in six months or one year's time.

Record the number of recent graduates entering jobs related or unrelated to their major or pursuing further credentials related or unrelated to their major.

	Related to Major	Unrelated to Major	Comments
Number of recent graduates entering workforce	5	1	Includes: --1 graduate who has been accepted to law school and is also working in the field until enrollment --1 BSW student who accepted employment with the agency from their field placement --2 BSW students who are working while studying for their licensure exam --1 graduate working part-time

	Related to Major	Unrelated to Major	Comments
Salary range	N/A	N/A	The range of jobs graduates can do with a social science degree is exceedingly broad, leading to a potentially misleading salary range when taken in aggregate. In addition, this is an exceedingly invasive metric that fails to account for documented gender and racial disparities in hiring, which has a significant impact in depressing income for many graduates in fields related to the social sciences (especially teaching and social work), further aggravating the dubious reliability of the data. For this reason, salary range data is too dispersed and unreliable to be a reportable metric, especially given the small sample size.
Number of recent graduates pursuing a graduate degree	5	1	The student not pursuing a degree in the field is still uncertain of the graduate discipline which they will study.
Number of recent graduates pursuing a certificate, associate, or baccalaureate degree	0	0	

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	15.0	15.0	3.0	
Braswell, J.	Associate	Ph.D.	PSY		9.0	15.0	6.0	
Davis, J.	Associate	Ph.D.	PSCI		9.0			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	
Henris, J.	Associate	Ph.D.	HIST		12.0	9.0		
Isaac, T.	Assistant	M.S.W.	SWK		12.0	12.0		Director of Social Work Field Education
Jenkins, M.	Associate	M.S.W.	SWK		12.0	12.0		Director of Social Work
McKee, A.	Professor	Ph.D.	CJ	3.0	15.0		6.0	Spring: Off-campus Duty Assignment
Miller, J.	Associate	Ph.D.	CJ	3.0	15.0	15.0	3.0	
Prichard, E.	Associate	Ph.D.	PSY		15.0	12.0		
Silzell, S.	Associate	Ph.D.	HIST		12.0	12.0		
Strong, C.	Professor	Ph.D.	PSCI		12.0	12.0		Fall and Spring: 3.0 hour overload for Arts & Humanities
Turner, A.	Assistant	Ph.D.	PSY		15.0	12.0	3.0	
Young, C.	Professor	Ph.D.	HIST		6.0	3.0		Dean

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility					Other Assignments
				Sum II	Fall	Spring	Sum I	
		<i>Part-Time Faculty</i>						
Chennault, N.	Adjunct	M.S.W.	SWK		3.0	3.0		
Courson, L.	Adjunct	M.A.	PSY		3.0			Academic Advisor, Office of Academic Advising
Grissom, L.	Adjunct	M.S.W.	SWK		3.0	6.0		
Rooney, M.	Assistant	Ph.D.	ANTH			6.0		Station Archeologist, Arkansas Archeological Survey

In addition to the formal teaching load listed above, the following faculty also supervised independent studies and internships:

- Dr. Day supervised 1 student in 3.0 hour Independent Study (American Legal History) in Spring.
- Dr. Henris supervised 1 student in a 3.0 hour Independent Study (American Military History) in Summer I.
- Dr. Miller supervised 1 student in a 1.0 hour Internship in Spring.
- Dr. Strong supervised 2 students in a 3.0 hour Independent Study (Classical Political Thought) in Fall.
- Dr. Strong supervised 1 student in a 4.0 hour Internship and 1 student in a 1.0 hour Internship in Spring.

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

The Great Resignation finally reached the School of Social and Behavioral Sciences this year:

1. Dr. Seungyeon Lee resigned in July 2022. Her Fall 2022 courses were covered by a combination of faculty overloads and the hiring of Ms. Courson to teach Applied Human Service Work.
2. Dr. John Davis resigned in December 2022. His Spring 2023 courses covered by merging online enrollment in American National Government and having Dr. Strong take over his face-to-face section of American National Government.
3. SSBS had hired a Visiting Assistant Professor of Social Work for the 2022-23 academic year. The person filling this position resigned one month into the semester in September 2022. Ms. Jenkins and Ms. Isaac covered the courses assigned to her until Mr. Chennault and Ms. Grissom could be hired as adjuncts to partially cover the course load. Ms. Jenkins and Ms. Isaac have also taught extra courses (in spite of their course releases for administrative duties) in order to cover the missing position.
4. SSBS carried out two faculty searches in Spring 2023: one for an Assistant Professor of Psychology and one for an Assistant

Professor of Social Work. Both were successful in hiring faculty to start in Fall 2023. In addition, Political Science has located an adjunct instructor who is scheduled to teach in Fall 2023.

- Two faculty members were granted one semester, 3.0 credit hour course releases to assist the Dean with administrative duties. In the Fall, Dr. Braswell worked on revisions to the strategic plan and assisted in planning curriculum revisions. In the Spring, Dr. Henris collected data and began preparing the self-studies for the History and Political Science Program Review that will be due in Fall 2023.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2013-14	12,165		
2014-15	12,151	- 0.1%	
2015-16	10,903	- 10.2%	Significant declines in Criminal Justice and Psychology enrollments.
2016-17	10,557	- 3.1%	
2017-18	9,852	- 6.7%	Significant decline in PSY 1013 enrollments; reasons unclear.
2018-19	9,343	- 5.2%	
2019-20	8,866	- 5.1%	
2020-21	9,169	+ 3.4%	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	- 8.7%	
2022-23	7,440	- 11.1%	

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

Given the significant role that SSBS courses play in the UAM general education curriculum, much of the change in SSCH production is reflective of the state of the university as a whole. Overall declining student enrollment means fewer students taking general education classes. An increasing number of students also seem to be enrolling at UAM who have concurrent credit from non-UAM sources, such as the Arkansas Virtual Academy. Given the massive expansion of online instruction at the K-12 level during the Covid-19 pandemic, this is not surprising—but it does necessarily tend to reduce the SSCH production of UAM. History courses have been hit particularly hard with this shift; given that the overproduction of History graduate degrees nationwide has meant more high

school instructors have the credentials to teach concurrent enrollment, this is part of a broader trend. Finally, the aggressive push by the Educational Testing Service to make a score of 3 on most Advanced Placement exams eligible for college credit, combined with the fact that students in the last three years have taken AP exams in an uncontrolled online environment, means more students nationwide are earning credit through a (theoretically) non-profit extra-collegiate entity rather than through their home institutions (and must accept the diktat of ETS regarding acceptance of AP credit or risk further losing enrollment to other schools).

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
		Memorandums of Agreement			
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	Dermott Juvenile Correctional Facility	Adolescent Corrections	7/18/2016	No End Date	Inactive
SWK	Drew Memorial Hospital	Medical Social Work	12/15/2011	No End Date	Active
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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
SWK	Methodist Behavioral Hospital	Mental Health	2/24/2020	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	Pinnacle Pointe Outpatient Behavioral Services	Mental Health Social Work	5/17/2023	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
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	The Exodus Project--Out for Life	Therapy and Case Management	8/9/2018	No End Date	Inactive
SWK	UAM Counseling and Testing Center	Youth-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
		Memorandums of Understanding			
CJ	U of A System Criminal Justice Institute	Crime Scene Investigation and Law Enforcement Administration Training	11/18/2022	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

Braswell, J.M, & Prichard, E.C. “Awe Correlates with Resilience to COVID-19 Stressors Independent of Religiosity,” *Psychological Reports*, 0 (2023), 1-18.

(This article has been the subject of articles in mainstream press publications, including the website PsyPost and *The Stylist* magazine.)

Day, John Kyle. “Conducting Research at the House of the Temple,” *Amicus Illuminism: The Semiannual Bulletin of the Department of History, Heritage, and Education, A.A.S.R., S.*, Vol. 9, No. 2 Fall/Winter 2022.

Henris, John. “Plenty of Wood, Grass and Water: Indians, Ranchers, and the Nature of Western South Dakota, 1876-1916,” in John Lauck, ed., *South Dakota History: Old Pathways and New Directions*. Augustana University Press, 2023.

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 equation modeling framework,” *College Student Journal* (2022).

Prichard, E. C., & Turner, K. A. “Authoritarianism, psychopathy, and resistance to wearing masks during the COVID-19 pandemic: A partial replication and extension of key findings,” *Frontiers in Psychology*, 13 (2023).

Prichard, E. C., & McKee, A. “Psychopathy, prospect theory, and the Madoff Curve: a dual behavioral neuroscience and behavioral economic framework for understanding White Collar Crime,” *Economic Analysis Letters* 2 no. 2 (2023), 34-39.

Young, Clinton D. “Concerto for Classroom: Teaching with Classical Music and Opera as Historical Sources,” *The History Teacher*, 55 no. 4 (August 2022), 615-635.

Young, Clinton D. “‘Aplaudida por españoles’: Italian Opera and the Invention of Spanish Musical Theater,” in Alison Sinclair, ed., *Spanish Popular Art and Culture, 1750-1900*. Rochester, NY: Boydell & Brewer (In Press for December 2023).

Scholarly Activity—Selected Other Publications and Presentations

Dr. Day served as editor for the *Drew County Historical Journal*.

Dr. Day presented two papers at conferences this year:

- “Freemasonry’s Interracial Moment?: Arkansas’ Carpetbagger Intelligentsia and the Long Reconstruction, circa 1860-1900,”

at the Arkansas Association of College History Teachers (Little Rock, Arkansas), 7 October 2022.

- “Wiley Jones: Arkansas Entrepreneur and Equerry,” at the annual meeting of the Arkansas Historical Association (Arkadelphia, Arkansas), 13-15 April 2023.

Dr. Henris serves as co-editor of the Ohio History and Culture series for the University of Akron Press. This year he evaluated three full manuscripts and seven manuscript proposals.

Dr. Henris presented “Counting Crows and Planting Squirrels: Conservation Policy in the Harney National Forest, 1902-1925” at the Arkansas Association of College History Teachers, Little Rock, Arkansas, October 7, 2022.

Ms. Jenkins organized a Student Research Symposium in November at which students from Business, Criminal Justice, English, Psychology, and Social Work presented original research.

Dr. Miller presented “A Deeper Dive into Criminal Justice” to the Arkansas Victim Assistance Academy.

Dr. Prichard published a textbook in 2022, *Under the Paranormal Curve: Comparing Psychology Research Methods to Parapsychological Popular “Science”* (Nova Science Publishers). He also has textbook chapter in press for 2024: “Research Methods” in *Sociology: Think Outside the Book* (Top Hat).

Dr. Turner conducted a pilot program to research feasibility and efficacy of treatment for students with executive functioning difficulties in conjunction with UAM counselor Emily Stell.

Dr. Young presented “*La Walkyria* en las Ramblas: Wagnerism and Francoism in the 1950s” at the Association for Spanish and Portuguese Historical Studies, Boulder, CO, 20 May 2023. He also chaired a panel session title “Place-Making in Twentieth Century Spain” at the same conference.

History faculty were particularly energetic in reviewing books this year:

- Dr. Day reviewed Jonna Perrillo, *Educating the Enemy: Teaching Nazis and Mexicans in the Cold War Borderlands* (Chicago: University of Chicago Press, 2022) for the *Journal of American History*.
- Dr. Henris reviewed William Cabelton, *Fruit, Fiber, and Fire: A History of Modern Agriculture in New Mexico* (University Press of Nebraska, 2022) for *Agricultural History* and Amanda Van Lanen, *The Washington Apple: Orchards and the Development of Industrial Agriculture* (University of Oklahoma Press, 2022) for the *Pacific Historical Review*.
- Dr. Young reviewed Irene Gómez-Castellano and Aurélie Vialette, eds., *Dissonances of Modernity: Music, Text, and Performance in Modern Spain* (U.N.C. Department of Romance Studies, 2021), for the *Revista de Estudios Hispánicos* and Dorian L. (Dusty) Nicol, “*Miss Spain in Exile*”: *Isa Reyes’ Escape from the Spanish Civil War—Flamenco and Stardom in 1930s Europe* (Sussex Academic Press, 2021) for *The Volunteer*.

Notable Achievements and Service Projects

Dr. Day assisted in organizing the ceremony to open the Taylor House to visitors during Homecoming week in October.

Dr. Day, Dr. Henris, and Dr. Rooney helped to organize and participated in the “Behind the Big House” event at the Taylor House on 2-3 December. This program won the 2022 Best Event Award from the Delta Regional Tourism Board.

Ms. Isaac organized several events for Child Abuse Prevention month in April, including a presentation to CASA (Court Appointed Special Advocates), planting a pinwheel garden, and Go Blue Day.

Ms. Jenkins organized the Social Work Fair in March, which provided a venue for 16 off-campus agencies in the UC Green Room to discuss their mission, recruit potential employees, and showcase work done by UAM Social Work graduates.

Dr. Miller served on four tenure and promotion committees this year.

Dr. Turner was the recipient of the 2023 Hornaday Outstanding Faculty Award.

Grant Awards

Three SSBS Faculty were awarded UAM Faculty Research Grants: Dr. Day (two grants), Dr. Henris, and Dr. Turner.

Dr. Henris and Dr. Rooney secured a grant from the Arkansas Natural and Cultural Resources Council to fund the Valley Plantation Digital Project, which will be part of the ongoing site interpretation at the Taylor House property.

Dr. McKee was awarded an off-campus duty assignment to completely revise and develop new instructional materials for his textbooks *Introduction to Criminal Justice* and *Policing*.

Professional Leadership

Dr. Day served as Vice Chair of the UAM Faculty Assembly.

Dr. Day served on the Board of Directors of the Drew County Historical Commission.

Dr. Miller has been selected to serve as the Criterion 2 committee chair for UAM's 10 Year Review by the Higher Learning Commission.

Dr. Prichard ended his term as President of the Arkansas Psychological Association in 2022. In 2023, he was elected Vice President of the Monticello Rotary.

Dr. Silzell served as President of the Arkansas Association of College History Teachers.

Dr. Turner served as a member of the Arkansas Psychological Association's Communications Committee and was responsible for website management for the organization. She is also an Interdisciplinary Committee Member for the UAM Academic Partnership for Public Child Welfare and serves as Secretary for the Monticello Tree Board.

Dr. Young concluded his tenure as Newsletter Editor for the Association for Spanish and Portuguese Historical Studies.

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

Academic year 2022-23 was a year of stasis for our programs and degrees. However, stasis can be good for evaluating recent trends and planning program improvements that will happen for academic year 2023-2024.

1. The number of majors in History and Political Science remains worryingly soft. History is below ADHE viability metrics for the second year in a row, while Political Science slipped just below viability for the first time this year. (Our current inability to refill the tenure-track line left vacant by Dr. Davis' departure will not help matters.) Both programs are looking at ways to revitalize their honor societies. History is planning innovative ways to offer general-interest history electives to attract new majors. Finally, both programs will be merging into one major in the coming year to preserve the viability of both programs.
2. Interest and enrollment in Psychology remains steady. With the renumbering of Developmental Psychology, the program will be looking at rethinking its upper-division requirements and elective structure next year. Originally, the program had also hoped to develop a Human Services track this year that would benefit transfer and potential online students. This was put on hold, as both faculty and the dean deemed it unwise to potentially add new work to faculty stretched thin by the departure of Dr. Lee. We anticipate developing the Human Services track next year when the program is fully staffed again.
3. In conjunction with the Human Services track in Psychology, we are examining the feasibility of developing an AS degree in Human and Social Services. This would be an interdisciplinary degree using courses from Criminal Justice, Psychology, and

Social Work that would prepare students for paraprofessional roles or as a route to a bachelor's degree. We hope to develop this by early Fall 2023.

4. Lowered enrollment in all majors over the past few years has left the required research methods courses for most majors under-enrolled; however, these courses must still be offered for students to make progress towards degree completion. Faculty expressed interest in developing a set of core interdisciplinary research courses that could be taken by students according to program needs and student research interests: Quantitative Methods, Qualitative Methods, and Experimental Methods. The dean will convene a work group to develop these courses and make recommendations in Fall 2023.

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

SSBS submitted 25 curriculum changes through the Committee on Curriculum & Standards during the 2022-23 academic year, resulting in the following changes to our programs:

1. Revised the curriculum for the Certificates of Proficiency, Technical Certificates, and Associate of Applied Science degrees in Crime Scene Investigation and Law Enforcement Administration. These credentials are issued in conjunction with the University of Arkansas System Criminal Justice Institute (CJI), which made several changes to their curriculum. SSBS revised the credential requirements to bring UAM into line with CJI standards and to reflect revisions to the UAM general education curriculum.
2. Revised the curriculum for the Associate of Science in Criminal Justice. This was done to bring the AS into closer alignment with the BS in Criminal Justice, and to reflect revisions to the general education curriculum undertaken since the AS was created.
3. Deleted the minor in Sociology and several Sociology courses. As SSBS no longer has a full-time sociology professor, we do not have the means to support the minor or offer many of the courses currently listed in the catalogue.
4. Changed Developmental Psychology from a 3000-level to a 2000-level course. This will bring the course into line with state standards (as it is A.C.T.S. transferable at the 2000-level), making degree completion easier for transfer students. The change will better reflect the nature of the content taught in the course.
5. Added several upper-division elective courses in Criminal Justice. The new courses will give students more options in their final year of the degree which reflect current trends and issues in the field. Two other Criminal Justice courses were modified to better reflect current trends and to make the Criminal Justice Capstone more accessible to students from other disciplines.
6. Revised the minor in Political Science to eliminate the foreign language requirement. This supportive requirement was never intended for the minor (only for the major) and was preventing students from completing the minor.

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

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. 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. Eric Prichard

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 noted below. Phi Alpha Theta students took two regional field trips: one to Lake Port Plantation in Lake Village, AR and one to Vicksburg National Military Park in Vicksburg, MS. One Phi Alpha Theta student also presented at the Arkansas regional meeting of the society.

Faculty continue to find ways to accommodate the demand for online and hybrid modes of instruction, as well as experiment with new teaching models and materials:

1. Dr. Strong continues to pursue a “hy-flex” model in her upper division class, which allows students to attend face-to-face classes remotely.
2. Dr. Miller used her seminar on Gangs in Spring 2023 to experiment in offering a class both face-to-face and asynchronously online simultaneously: students were given slightly different assessments based on the class option chosen, and students were allowed to pivot instructional modes if needed. Although there were the initial snafus to be expected from any pilot program, Dr. Miller will continue to experiment with delivery options in the Fall.
3. Dr. Henris piloted the first 8 Week course in History during Spring 2023, which had an overall grade distribution similar to full-term History courses.
4. Dr. Young piloted the use of a fully online, peer-reviewed textbook in his World History course during Spring 2023. The OpenStax textbook is free to students and was used in conjunction with other online electronic resources. Adoption was successful enough that he plans to use the book with an online section of World History in Fall 2023.
5. Social Work has converted Introduction to Social Work and Professional Writing (normally taken simultaneously by sophomores in Fall) into hybrid courses with “floating” remote work days to accommodate the significant projects and independent research built into the courses. Average grades and student retention have increased under this model, and students seem better prepared for subsequent courses in the Social Work sequence.

Other Unit Student Success Data

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

The following students presented original research at the Arkansas Political Science Association in Conway on 3-4 March 2023:

- Mia Bendinelli, “Fragile States and Sustainability Comparing and Contrasting Yemen/Somalia with Finland/Norway to Target Indicators for State Strength.”
- Drew Frasure, “Moving Toward Rehabilitation Interventions in Relation to Drug Abuse in the Criminal Justice System.”
- Matthew Daniel Outlaw, “Sovereignty and Ethnicity: Vladimir Putin’s Falsified History of Ukraine.”

Matthew Outlaw also presented a revised version of “Sovereignty and Ethnicity: Vladimir Putin’s Falsified History of Ukraine” as a poster presentation at the Midwest Political Science Association in Chicago, IL, 13-16 March 2023.

Matthew Outlaw presented original research at the regional meeting of the Phi Alpha Theta national History honor society in Russellville on 22 April 2023: “Robert Ingersoll: The Great Agnostic.”

Dakota Boysen has been accepted to the Bowen School of Law at the University of Arkansas at Little Rock; before matriculation, he is working as a paralegal in Little Rock.

Andrew Raines presented a poster titled “Testing of Memory and Decision Making” at the Arkansas Sociological and Anthropological Association Conference in November 2022.

Briyik Hernandez won a \$500 Wiley Stay the Course grant in Fall of 2022. She also interned with Drew County Prosecutor’s Victim Assistance Unit in Spring 2023.

Five Criminal Justice majors and nine Social Work majors presented original research at the Student Research Symposium in November.

Three Social Work majors and one pending Social Work major attended National Association of Social Workers (NASW) Lobby Day at the capitol in Little Rock in March.

01 August 2023

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