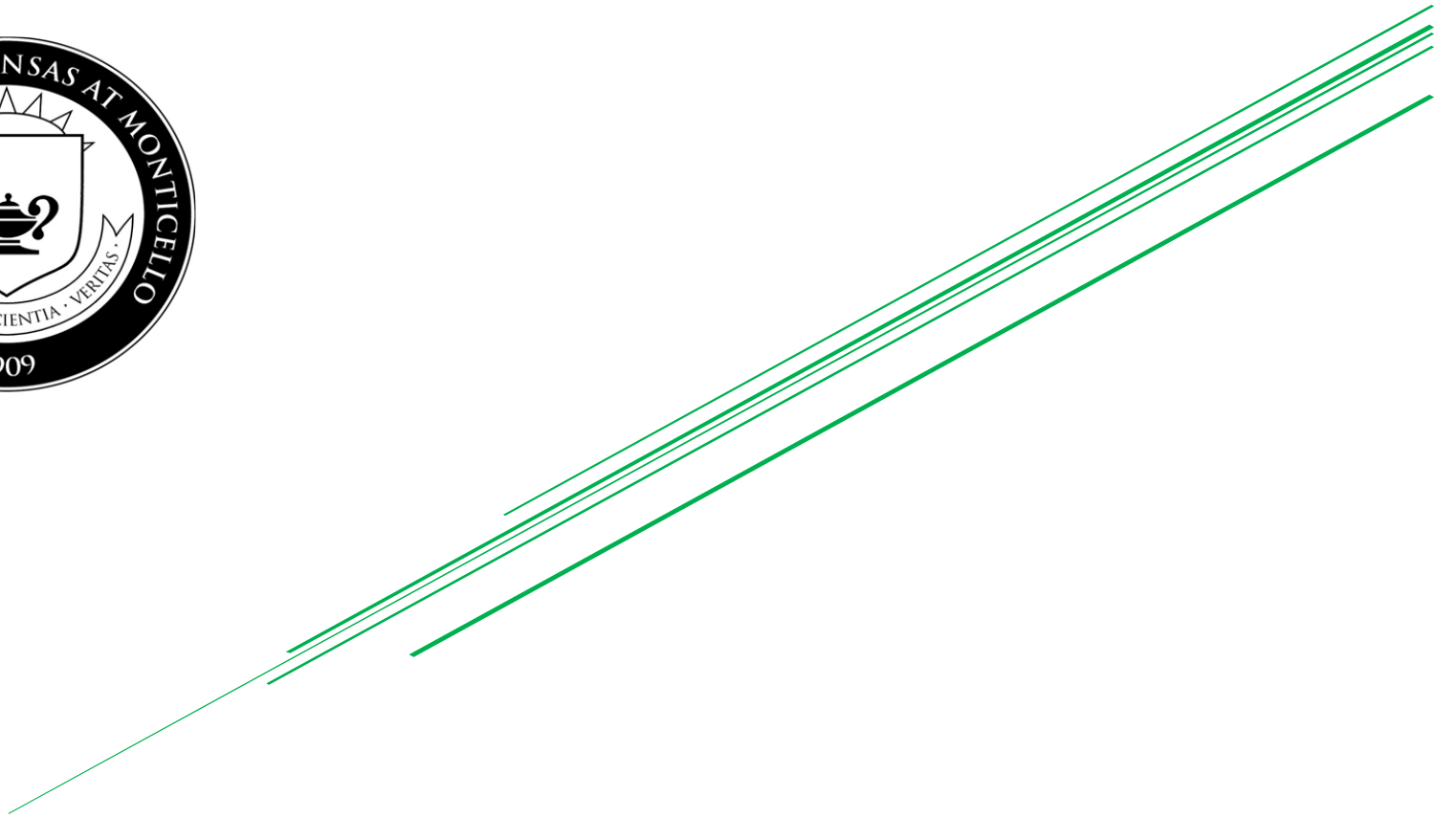


UNIVERSITY OF ARKANSAS AT MONTICELLO

Academic Unit Annual Report



School of Social and Behavioral Sciences

Academic Year 2023-2024

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 2023

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 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 annually to be based on competency evaluation of graduating seniors.

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: SSBS will offer one opportunity for community service, field trips, or student groups each semester.

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

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

KPI: Ensure that 95% of classroom materials are aligned with curriculum standards by conducting a comprehensive review for the curriculum standards and learning objectives for each course every five years.

KPI: Ensure that 80% of classroom materials are accessible to all students, including those with disabilities every two years.

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

UAM Strategic Plan Alignments: Goal 1 (Promote Opportunity and Success for All Students), Strategies 1.1.4, 1.2.3, 1.2.4, 1.2.5, 1.3.2, 1.3.4; Goal 2 (Recruit, Empower, and Retain High-Quality Faculty and Staff), Strategy 2.2.2. (See Addendum 1.)

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 procedures. This will include, students registered in appropriate level courses, 15 semester hour enrollment, and are progressing appropriately.

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

KPI: Maintain a student comprehension of 80% or higher regarding advising services by conducting regular surveys or focus groups to gather feedback from students regarding their advising experiences.

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. Faculty 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.

SLO Alignments: SSBS—2 (Critical Thinking); 5 (Self & Sociocultural Awareness); 6 (Workforce Preparedness and Planning); UAM—4 (Global Learning).

UAM Strategic Plan Alignments: Goal 1 (Promote Opportunity and Success for All Students), Strategies 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.3. (See Addendum 1.)

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. KPIs should be quantifiable—for example, a goal of increased enrollments should be measured by a specific number or percentage; if school visits are part of a recruitment effort, say

how many school visits are your goal; if your goal is to see an improved success rate in a class, by what percentage do you hope to see the success rate increase? Your goals are what you want to achieve. Your KPIs are how you measure your degree of success.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
<i>Student Success</i>		
<p>Each major will provide the dean with an evaluation report.</p>	<p>Faculty regularly update the dean on course progress and Institutional Learning Outcomes (ILOs). As each major evaluates student success in the program differently. They will evaluate the effectiveness of the tools used.</p>	<p>The SSBS Dean is planning on sharing ILO data more broadly with faculty in order to improve course design and outcomes. Faculty will need to be more proactive about reporting how data is used in making decisions about their courses.</p>
<p>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.</p>	<p>Moving progress reports 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.</p>	<p>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.</p>
<p>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.</p>	<p>The Social Work program sponsored the Student Research Symposium, and had participation from Social Work, Psychology, and non-SSBS students. Political Science and Psychology students presented work at regional conferences.</p>	<p>Many of the venues for presenting student work are run through honor societies, which limits participation to members. SSBS will look at developing more “in house” opportunities. 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.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
The SSBS will offer at least one opportunity for community service, field trips, or student groups each semester.	SSBS is currently focusing on day trips (mainly Phi Alpha Theta and History Club). Social Work and Criminal Justice have various service projects during the course of the year, while Psychology and Political Science have focused on research presentations.	Some majors have recurring events each year. The unit as a whole face challenges related to life post-COVID, funding and low participation. Community service is an area that each major as well as student groups could focus on in the future.
Ensure that 95% of classroom materials are aligned with curriculum standards by conducting a comprehensive review for the curriculum standards and learning objectives for each course every five years.	Social Work is monitored by their accreditation board in this area. Each major is required to identify learning objectives on course syllabi.	Deciding when and how this will be done needs to be determined.
Ensure that 80% of classroom materials are accessible to all students, including those with disabilities every two years.	Each faculty member has been working to make Blackboard Shells accessible. IT continues to offer training and guidance in this area.	Some faculty have found helpful methods and tools to simplify this process. Finding a way to share best practices across the unit in the future would be helpful.
<i>Retention and Enrollment</i>		
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 more than 80% (see Table 4), 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 likely to graduate. Faculty need to examine how to increase retention of the freshman to sophomore cohort, which is where most students are lost.

KPI	Assessment of Progress	Implications for Future Planning/Change
Maintain a student comprehension of 80% or higher regarding advising services by conducting regular surveys or focus groups to gather feedback from students regarding their advising experiences.	Social Work has students complete a short survey after advising appointments.	Create a universal survey to be completed digitally. Make it a required part of the advising process that has to be submitted to move to the next step to complete registration.
The School will develop at least one local/regional trip every two years.	Phi Alpha Theta has been active in conducting regional day trips for the last two years. Two academic classes also engaged in experiential trips during the year.	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.
Each major will maintain the number of majors in their respective discipline.	Almost all majors are down slightly from AY 2022-23, but the numbers of credentials awarded has remained relatively steady over the last three years. (See Tables 3 & 6.)	While declining numbers are worrying, the three-year trend indicates stasis. Each major can continue with its current plans, as fluctuation is to be expected.
Each major will participate in one unique recruitment event per year.	Social Work held its annual Social Work Fair; History was able to use the regional Arkansas History Day competition as a recruitment tool. Other disciplines were represented at campus-wide recruitment events.	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 will both be developing new curricula for their degree plans in the coming academic year, while History/Political Science will implement the new combined degree plans.	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>	(1) Research	<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>
	(4) Presentation Skills	<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>
	(5) Self & Sociocultural Awareness	<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 reality of society.</p>	<p>Current social issues are increasingly grounded in evolving understandings of racial and socio-economic injustice and inequity. Students developing a nuanced awareness of the world</p>

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
			around them will be more easily able to navigate that world.
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	(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.
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to</p>	(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.

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
race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	(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 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.
	(6) Workforce Preparedness & Planning	The goal of any program is to prepare its graduates for the workplace. Virtually all SBS 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 innovations and concerns:

1. Criminal Justice, Political Science, and Social Work continue to experiment with hyflex models of delivery. To assist with this, Information Technology has equipped MCB 207 with a high-quality camera for classes that feature a combination of in-class and remote student attendance. Hybrid classes are still a work in progress, with mixed results. Dr. Miller has instituted a requirement that students must attend class in-person if their grade drops below 70%, but has had trouble enforcing this requirement. On the positive side, Ms. Grissom and Ms. Isaac in Social Work have had positive results instituting a floating remote day per week, where students tackle hands-on projects to supplement their coursework.
2. In Fall 2023, Dr. Prichard attempted to offer an Introduction to Psychology class that featured a mandatory once-a-week evening Zoom session. This was an attempt to bridge the level of attention students receive in an in-class setting with the convenience of an asynchronous online course (and to help improve such support for students at the technical campuses, as the program no longer has an adjunct to offer the course in-person there). This experiment failed: students simply refused to attend the Zoom sessions, and self-penalized in the assessments as a result. Dr. Prichard eventually turned the Zoom sessions into review and open office hour sessions, which did help more motivated students. This semi-synchronous model will need to be re-thought before being offered again.
3. In History, Dr. Silzell pioneered running a "split-level" class in Fall 2023. History of Piracy could be taken as a lower-division general elective or an upper-division seminar for History credit; students attended the same lectures, but had different assignments and assessment models based on their lower-division or upper-division standing. While the course required significant preparation work on the part of the instructor, the results justified the effort: final enrollment for the combined course sections was 27 students, the largest for a non-general education History class in several years. At least two students declared History majors as a result. The History program is looking at other classes that might replicate this success, including American Civil War.

4. While perhaps more a return to tradition than an innovation, Mr. Everett offered a section of American History I as a night class in Spring 2024 (in response to repeated requests for evening classes). There were 12 students enrolled, more than enough to justify the experiment. Mr. Everett is planning on keeping at least one evening class in his rotation as long as enough students enroll.
5. This Spring, both Dr. Day's American Civil War and Ms. Burch's Arkansas Politics and Government classes were able to engage in experiential learning opportunities. Dr. Day was able to leverage the smaller class size to take students to visit Arkansas Post National Memorial and other Civil War battle sites. Ms. Burch was able to leverage her contacts to invite Arkansas Attorney General Tim Griffin to visit campus; she was also able to take students on a personalized tour of the Arkansas Capitol and Supreme Court buildings.
6. The rapid development of Artificial Intelligence is of ongoing concern to all faculty. It is becoming increasingly clear that many traditional assignment and assessment models are going to have to be abandoned or completely re-thought to accurately reflect if students are learning the course material. Currently, the main tool faculty have to fight AI is by assessing to an almost punitive extent whether a student's work matches the precise requirements of the assignment prompt (as AI is a little too general meet all parameters of a well-designed prompt or assignment). Online discussion board posts are far too easily generated via AI, and many faculty have suggested that even online courses will need to return to some form of in-classroom and proctored examinations. When the Office of Academic Affairs required faculty to develop individualized AI policies, Dr. McKee developed and shared a template that has been widely used by faculty in the unit, which places ultimate responsibility on the student to ensure all work is accurate and their own. Still, many faculty remain frustrated by lack of a university-wide policy or guidance on when and how AI-generated student may be penalized.
7. Faculty have also been frustrated by the seemingly limitless cascade of new assessments they are required to perform on their courses—namely SLO assessments and the new OSCQR Rubric assessment of online courses. In February 2024, the SSBS Dean convened a unit-wide assessment meeting to explain why UAM is requiring this assessment, to share early data on SLOs and how that is being used, and to share strategies on how to best collect and report assessment data. (The Dean also promised to be more transparent on sharing the unit annual report and other reports featuring said data.) The promise of a free luncheon, as always, slowed some grumbling; but getting faculty to do more than the bare minimum in reporting and analyzing data—in order to provide actionable assessments and goals—remains a challenge at a time when faculty have been asked to take on much extra work without a commensurate rise in remuneration.

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. Supportive requirements for each SSBS major (including courses required within the general education core) are outlined in the chart below.

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>
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>

General Education Course	Program(s) Supported	Rationale
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. Faculty are examining ways in which to remediate students who do poorly in the key prerequisite courses. In most cases faculty find poor reading and writing skills to be the dominant problems. All SSBS classes are required to have some sort of basic writing exercises, even at the introductory level. In the coming academic year, the Criminal Justice program will be reviewing its supportive requirements as part of other curriculum changes to ensure that all supportive courses are teaching skills students currently need to be successful in the field.

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 research methods courses is critical to students’ future success in the workplace. Each of the research methods courses listed in the chart below are strong predictors of student success.

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

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

UAM students have continually reiterated that they were better prepared for quantitative courses and for empirical courses than the majority of their peers. However, this is a high number of research methods courses for a single academic unit. As will be discussed later in this report, an SSBS committee was created to examine the feasibility of combining several of these courses into a unit-wide research methods course; this change will go into effect in Fall 2024.

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. These competencies are then used to determine the student's final grade for their Practicum course. This year 8 students received grades of "A," and 2 students received the grade of "B."

Psychology offers a one-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 an elective. Psychology employs a modified version of the Social Work evaluation form. Most of the course is field work, but students meet once each month to discuss their site experiences; each student gives a brief oral presentation of their experiences at their site since the last meeting, and the instructor will have a prompt for each student to address. This might involve asking the students for a highlight and the most difficult thing so far at their placement. These presentations resemble what they would do in a real treatment team meeting. In 2023-2024, there were 5 Psychology practicum students, who were placed with Delta Counseling, Monticello Schools (worked with a guidance counselor), a domestic violence shelter, Hope Place, and the Arkansas Baptist Children's Home. Of the 5 students, 4 earned an A for the course, and one earned a B (reflecting some missed meetings or not turning in weekly logs on time).

Both the social work and psychology practicums have been valuable in preparing SBS 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.

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. This year, all 10 students in the program reached or surpassed the competency benchmark. The Social Work Field Instructor reports that this year, there were no struggles on the part of the students to measure each of the required competencies. (Students who are placed at smaller agencies, as most of students are, often don't have enough varied experiences to match CSWE's competencies.) In particular, students had numerous hands-on opportunities during their field placement, which in turn helps to explain the high job placement rate that the Social Work program has had in the last two years: when students get a chance to demonstrate their skills, agencies are more likely to want to hire them.

During the 2023-2024 academic year, both the History and Political Science programs were evaluated as part of the Arkansas Division of Higher Education Program Review process. Each program developed a self-study that examined the goals and objectives of each program; the curriculum; qualifications of the faculty; resources allocated to each program; student graduation rates; overall program assessment; and a summation of each program's effectiveness. These self-studies were reviewed by a pair of off-site reviewers, one of whom then made a campus visit before each team submitted an independent evaluation of the program. Both History and Political Science were commended for their dedication to student success, high levels of faculty research output, and for maximizing use of limited financial and campus resources. Both programs were also commended by the external reviewers for their significant contribution to the UAM general education core, which all reviewers agreed justified continued campus support of each program despite shrinking numbers of majors. The consensus from all external parties is that both programs are serving their majors well and meeting their intended learning outcomes. The Psychology program will undergo Program Review in AY 2024-2025.

II. UNIVERSITY ASSESSMENT

AACU Rubric Data

Describe **with specific details** how Student Learning Outcomes are assessed in your unit and how the results/data are used for course/program/unit improvements.

Oral Communication, Written Communication, Critical Thinking

These criteria were not assessed during the 2023-2024 academic year. They will be assessed in the 2024-2025 academic year.

Global Learning

Courses assessed: CJ 3233, HIST 1013, HIST 1023, SWK 4413

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness	11	5	2	1	0	3.4	19
Perspective Taking							N/A
Cultural Diversity	1	9	21	8	10	1.7	49
Personal and Social Responsibility							N/A
Understanding Global Systems							N/A
Applying Knowledge to Contemporary Global Contexts							N/A

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

Strengths

- In upper-division course work, the majority of students scored at the midpoint of the scale or higher, suggesting a strong grasp of global awareness as it relates to their chosen majors.
- Given that several of these scores were derived from examinations at the midpoint in the semester or later, students who scored well demonstrated a mastery of material across the course of a semester. This included comparing cultures across historical eras and contrasting varying political and cultural systems.

Weaknesses

- Many of the results were generated from class tests, and students may only be able to engage in surface-level knowledge on a timed examination. In World History Since 1500 it was clear that students mixed up certain political ideologies and systems that they did not in class when they could consult notes.
- In the general education history courses, there was often a lack of understanding, or possibly interest, in where and when events took place. Some students were unable, or unwilling, to connect the details about authors of documents with the attitudes and interpretation the author presented in the document.

Opportunities for Growth

- The difference in dimension scores reflects the fact that Cultural Diversity was assessed using only general education courses and Global Self-Awareness was assessed using only upper-division courses. This indicates that, overall, Global Learning clearly progresses during a student's time at UAM, especially in social science courses.
- Especially in survey courses, developing new ways to improve student proficiency in synthesizing large amounts of information would also enhance student appreciation of cultural diversity.

Threats to Effectiveness

- The current climate of political correctness as well as cancel culture inhibits some students from talking due to fear of being perceived as offensive. For instance, several students referred to fourteenth-century Malians as "African Americans." Many students display discomfort when required to talk about race in a classroom setting.
- There is also a risk that students tend to prefer explicit instructions (so they can get the "right" answer) over critical thinking and applying learned knowledge. Some students are reluctant to do more work than is the minimum necessary to pass the class.

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

In terms of the Global Self-Awareness dimension, faculty have suggested they will need to implement more discussion-based activities to lead students towards assessing this outcome. Self-awareness only comes with reflection, and in a classroom setting reflection is perhaps best driven by discussions that allow students to recognize traits in other respondents and apply those ideas to

their own situation. On a more basic level, encouraging greater class attendance and participation would help improve student performance: students have become increasingly disengaged (especially from general education classes) since the Covid-19 pandemic, and since Global Learning by its very nature means exposing students to material they are inherently unfamiliar with—and they cannot become familiar with it if they are not in class.

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

While the use of exams is easiest for instructors to collect information, exams also limit the nature and type of information that can be collected—they are usually assessments of memorization and less useful for assessing critical thinking. (The flip side of this is that exercises or discussions that more accurately probe understanding are less likely to be easily quantifiable.) Faculty have proposed alternatives to exams such as reflective writing, interactive instruction, discussion-based activities, and the like would be more useful for assessing Global Thinking.

Teamwork

Courses assessed: HIST 2213, HIST 2223

If dimension not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Contributes to Team Meetings							N/A
Facilitates the Contributions of Team Members							N/A
Individual Contributions Outside of Team Meetings							N/A
Fosters Constructive Team Climate							N/A
Responds to Conflict	11	26	30	28	42	2.5	135

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

Strengths

- Students were eager to engage in classroom discussion among groups of their peers, especially as the classes were examining sources around potentially controversial topics such as the role of religion in American institutions, slavery, and American involvement in external wars.
- Such discussions were structured around primary source documents, and students were able to assist each other in interpreting difficult language and ideas embedded within the sources.
- In the discussions for HIST 2213, students came to a broad consensus that slavery was the cause of the American Civil War. Given the lies, racism, and disinformation rampant on the Internet (and even by some state Boards of Education) concerning this subject, it is refreshing to see orthodoxy and historical truth being uncontested outcomes.

Weaknesses

- There simply wasn't much conflict for students to respond to: students were respectful of each other and listened to opposing viewpoints.
- As in many general education classes, students use group work or discussion to disengage from the class. Discussion relies on reading materials beforehand, which very few students do; as a result, much of the discussion is surface level at best.
- With history in particular, many students do not feel motivated to study the subject and understand how conflicts and concerns over events that occurred between 100 and 200 years ago are relevant to their lives.
- The significant number of students scoring 0 is an indication of the attendance problems being faced in many general education courses.

Opportunities for Growth

- Finding more controversial topics might spark more conflict that students can respond to.
- However, the respect that students demonstrated towards each other is a foundation that should be further built upon; given the lack of civility in American political discourse in the present day, more time should be spent fostering mutual respect and polite disagreement in the classroom.
- Finding topics where students can draw parallels to the present day and current socio-political situations might spark livelier debates and discussions.

Threats to Effectiveness

- To directly quote one instructor: "After trying this for two semesters I continue to believe that the single biggest threat to our ability to evaluate ILOs for end of the semester assessment reports is student attrition and disengagement in the classroom."

As has been widely noted in these reports and elsewhere, students are increasingly disengaged from their academic performance since the Covid-19 pandemic, and such apathy makes teamwork close to impossible to achieve, let alone assess.

- History is a reading intensive discipline; this makes working with students in the general education classroom even more difficult, since other disciplines may require less reading—or even no reading at all. Students are not being taught how to deal with complex and difficult materials. History faculty do not feel supported in their attempts to uphold the basic standards of their discipline.

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

To have classroom discussions or debates in order to assess a Teamwork outcome requires students to prepare before coming to class by completing readings or preliminary assignments. However, motivating students to prepare for class—to the extent an instructor can externally motivate a student, a dubious assertion at best—has become increasingly difficult. Teamwork assessments might have to be part of a larger class assignment so that instructors can grade the preliminary steps towards discussion or debate, although this adds yet more work for faculty.

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

Again, to quote one of the faculty members assessing this outcome:

I have attempted to assess this ILO Conflict metric twice now over the last year and I am more convinced than ever that you cannot manufacture teamwork conflict in class just to have a chance to evaluate how students respond. I am honestly not sure it is even a good idea to attempt this – I normally would not try to get my students worked up in the classroom to the point where there might be conflict to be mitigated. I would remove “conflict” as a metric of assessment for the Teamwork ILO as conflict is not necessarily organic to classroom discussion and attempting to foment conflict among students just to evaluate a learning outcome might have problematic consequences and elucidate certain ethical questions which might also be considered before trying this assessment again.

While ensuring that students respond to conflict in a respectful and healthy manner is an important goal for any university, requiring instructors to alter their classroom dynamics in order to measure a learning outcome that is inherently unquantifiable is to prostrate oneself before the altar of process at the expense of knowledge.

Online Class Assessment Based on Simplified OSCQR

Fill in unit totals in each box below; summarize action plans (if any are needed) for each Standard; do SWOT analysis based on this data.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
1. Welcome, Overview, and Information						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.	16	0	0	0	0	No action necessary at this time.
2. Course Organization						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	13	2	1	0	0	Most faculty have highly organized courses; action here mostly lies in setting clear due dates and expectations.
3. Accessibility						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	6	1	2	3	4	A significant challenge, since captions for non-instructor generated videos are outside their control. AI may provide solutions here, and faculty can be more proactive in finding appropriately captioned videos.
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.	7	3	4	1	1	Faculty using PDF copies of materials often have difficulty finding time and/or resources to convert those materials into an accessible format. Faculty will need to be more proactive in finding accessible materials.
4. Course Activities						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	8	5	2	0	1	Creating genuine student interaction is difficult, especially in asynchronous courses where students wait until the last minute to complete work and post to discussion boards. Faculty may need to find ways of promoting early posting and genuine responses to discussion boards through grading or other incentives.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
4.2. Course activities encourage learners to develop higher-order thinking and problem solving skills, such as critical reflection or analysis.	13	0	3	0	0	The challenge here is that general education courses prioritize content mastery; faculty can certainly be more proactive in building in problem solving, especially as the course progresses.
5. Interaction						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	15	1	0	0	0	Most faculty need take no further action at this time; clarifying feedback expectations is a simple fix.
5.2. Expectations for interaction are clearly stated.	16	0	0	0	0	No action necessary at this time.
5.3. Learners have the opportunity to get to know the instructor.	8	2	5	1	0	Courses needing revision generally prioritize content delivery; short videos or the instructor posting to discussion boards can help with this.
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	6	6	3	0	1	Building collaboration is difficult in asynchronous courses, where differing student schedules and student tendencies towards procrastination undermine collaborative work. Faculty may need to provide extra incentives for students to engage in collaborative work.
6. Technology Requirements						
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.	16	0	0	0	0	No action necessary at this time.

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	11	1	0	0	4	Most faculty use a syllabus quiz or a “dry run” to test specific software requirements; these are practices that can be more widely adopted.

NOTE: Online general education courses from Summer II 2023 and Spring 2024 were self-evaluated. Courses evaluated: CJ 1013, GEOG 2213, HIST 1013, 2213, 2223, PSCI 2213, 2353, PSY 1013, SOC 2213, and SWK 1003. All sections evaluated were asynchronous.

Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in your academic unit?

Strengths

- Overall, SSBS online courses are clearly organized with detailed information and instructions. They set firm expectations for students similar to those found in face-to-face courses. This basic course design means it is easy for students to find the information they need regarding assignments, assessments, course materials, etc.
- In the majority of categories, faculty report standards as being either sufficiently present or needing only minor revisions; SSBS courses are in good shape overall. This should not be surprising as most SSBS faculty have been teaching online courses for several years and have had time to develop solid instructional design and habits.

Weaknesses

- Faculty still heavily rely on materials they have pulled over from face-to-face iterations of their courses. These include non-accessible PDFs of course readings and videos that may not have adequate captioning. Even in the modern digital world, these materials may not have accessible or compliant versions easily available on the Internet, and converting said materials into accessible formats is time-consuming, costly, and of dubious copywrite legality. Not being able to use these materials, on the other hand, infringes on academic freedom. It must also be admitted that PDF material not available elsewhere on the Internet are actually quite a strong way of defeating the use of AI in student assignments, since that material has yet to be absorbed by programs like ChatGPT.
- It is more difficult to develop authentic student collaboration in asynchronous online courses. Students procrastinate in posting to discussion boards until shortly before the deadline, which limits the number of adequate responses that can be posted. Collaborative projects are at the mercy of wildly varying student schedules. It is difficult to see how faculty can control this, short of “bribing” students by weighting early posts or other collaborative efforts more heavily; however, this would not be an

accurate reflection of student achievement, merely timeliness.

Opportunities

- The quantity and type of online electronic resources (OERs) is growing daily. Faculty have the opportunity to revamp and update their courses with new materials that will be accessible, as well as up-to-date.
- While traditionally faculty have prioritized content over the “getting-to-know-your-instructor” components of their courses, this is a relatively easy fix: faculty can post to discussion boards, record short videos introducing themselves, or post an appropriate photograph in the “About Me” area.

Threats

- As discussed above, all the course design in the world cannot motivate students to complete work in a timely manner or otherwise take advantage of collaborative work. In many cases, students express a desire *not* to interact with faculty or other students, focusing only on getting their work done. While short-sighted, this is the logical outcome of a larger cultural atmosphere that prioritizes credentialing over meaningful learning and education.
- In addition, artificial intelligence seems almost tailor-made for generating discussion board posts by using lots of large words, but showing little insight or comprehension. Monitoring for AI usage will be the most significant challenge online education will have faced, and there is currently little consensus on how to do this effectively.

To what extent do you believe your unit’s online classes meet the federal government’s requirements for “regular and substantive”? The following link provides definitions and guidance regarding the requirements: <https://oscqr.suny.edu/rsi/>.

The School of Social and Behavioral Sciences provides regular and substantive online course work:

- Faculty provide substantive feedback on assignments using rubrics and individualized comments.
- Faculty regularly send announcements about weekly assignments and due dates.
- Faculty schedule due dates for exams and assignments on a predictable (usually weekly) schedule.
- Virtually all classes use some form of discussion board to promote student engagement.
- Faculty hold both in-person and virtual office hours to assist students with issues in their courses.
- Course content is either identical or equivalent to content offered in face-to-face courses.

Data-based Unit Changes

Summarize all of your unit changes predicated on assessment data.

Assessment data was used to shape the curriculum of SBSC 21003 Social Science Research Methods, which was developed by a unit

committee during AY 2023-24 and will be offered regularly beginning in Fall 2024. Data from the Critical Thinking rubric indicated that most SSBS students approach analyzing data from a particularly binary point of view: arguments and data are either “right” or “wrong,” when data is more effectively interpreted from a standpoint of probability and validity. This point will be one of the SLOs for the new research course, which will also be designed to complement similar lessons being covered in SSBS Statistics courses. There will also be significant emphasis in the course on using peer-reviewed sources, which was another explanation for the binary thinking uncovered in data from the first two years of collection of ILO data.

Data fluctuations of a different type were the impetus for removing pre- and co-requisites from virtually all History courses this year. In 2017, SSBS placed a co-requisite of ENGL 1013 on its general education History courses (HIST 1013, 1023, 2213, 2223) when data indicated students in remedial English were failing those courses at a rate of 96%, as remedial students did not have the reading and writing skills necessary to succeed in a History course. DFW rates in those courses sharply declined for the next two academic years. However, the elimination of remedial English and the introduction of the co-requisite lab model for ENGL 1013 nullified the co-requisite. While DFW rates have risen again in general education History courses—it is difficult to remediate the failures of the K-12 system in a single semester, the valiant efforts of Arts & Humanities faculty notwithstanding—it was decided that the co-requisite should be removed as it caused registration problems. At the same time, the decision was made to remove pre-requisites from upper-division History classes (which had required students to take at least one general education History class) when data demonstrated that students with and without the pre-requisites performed equally well in those courses.

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 2021	Fall 2022	Fall 2023	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman (BS)	21	14	10	51	17.0	251	25.1
Freshman (AS)		2	4				
Sophomore (BS)	11	11	8	32	10.7	142	14.2
Sophomore (AS)		1	1				
Junior (BS)	6	12	12	33	11.0	143	14.3
Junior (AS)	1		2				
Senior (BS)	7	8	9	25	8.3	168	16.8
Senior (AS)		1					
<i>Total</i>	<i>46</i>	<i>49</i>	<i>46</i>	<i>141</i>	<i>47.0</i>	<i>704</i>	<i>70.4</i>

UNDERGRADUATE PROGRAM MAJOR: HISTORY							
Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	4	3	3	10	3.3	55	5.5
Sophomore	3	3		6	2.0	51	5.1
Junior	1	3	2	6	2.0	57	5.7
Senior	4	1	3	8	2.7	43	4.9
<i>Total</i>	<i>13</i>	<i>10</i>	<i>8</i>	<i>30</i>	<i>10.0</i>	<i>212</i>	<i>21.2</i>

UNDERGRADUATE PROGRAM MAJOR: POLITICAL SCIENCE

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	3	1	10	14	4.7	60	6.0
Sophomore	3	1	1	5	1.7	51	5.1
Junior	5	7	1	13	4.3	51	5.1
Senior	1	2	5	8	2.7	41	4.1
<i>Total</i>	<i>12</i>	<i>11</i>	<i>17</i>	<i>40</i>	<i>13.3</i>	<i>203</i>	<i>20.3</i>

UNDERGRADUATE PROGRAM MAJOR: PSYCHOLOGY

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	25	16	18	59	19.7	224	22.4
Sophomore	15	16	12	43	14.3	161	16.1
Junior	14	15	12	41	13.7	161	16.1
Senior	12	9	13	34	11.3	153	15.3
<i>Total</i>	<i>66</i>	<i>56</i>	<i>55</i>	<i>177</i>	<i>59.0</i>	<i>699</i>	<i>69.9</i>

UNDERGRADUATE PROGRAM MAJOR: SOCIAL WORK

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total	3-Year Average	10-Year Total	10-Year Average
Freshman	14	7	6	27	9.0	161	16.1
Sophomore	12	8	2	22	7.3	112	11.2
Junior	9	14	9	32	10.7	107	10.7
Senior	13	5	13	31	10.3	81	8.1
<i>Total</i>	<i>48</i>	<i>34</i>	<i>30</i>	<i>112</i>	<i>37.3</i>	<i>461</i>	<i>46.1</i>

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

Strengths

- Criminal Justice, Psychology, and Social Work have each had slight declines in majors, but overall numbers remain relatively steady, indicating continuing demand for those degree plans. Social Work in particular has large junior and senior classes.
- The A.S. Criminal Justice degree continues to grow slowly and steadily, from 1 student in Fall 2021 to 7 students in Fall 2023. Since most A.S. students will transition into the B.S. program, it is a valuable feeder tool while providing an easy off-ramp for those only in need of basic credentialing to enter the workforce.
- While History's numbers are low, year-to-year retention for sophomores from 2021 through 2023 is almost 100%. Students who chose to remain in the program are being prepared well for their upper-division coursework.
- Sophomore-to-senior retention rates in Criminal Justice are *above* 100%, indicating that transfer students (including readmitted students) are entering and completing the degree program in a timely fashion.

Weaknesses

- Enrollment in History and Political Science remains low, reflecting national enrollment and cultural trends that devalue liberal arts degrees. (See also SSBS Annual Reports 2020-2023.) Political Science has made some headway in raising freshmen numbers through aggressive recruiting, although it remains to be seen if this is a sustainable tactic. The unit hopes that combining the degree plans into the new B.A. in History/Political Science will boost course enrollment and enthusiasm for the majors.
- Psychology and Social Work, in particular, have high attrition rates between the freshman and sophomore years. It is likely that the popularity of these majors means they have a higher-than-average number of unprepared students in their freshmen cohort. These majors might be good ones to focus campus retention efforts on, to help students learn college-preparedness skills.

Opportunities for Growth

- In order to appeal to both student demand and workforce preparedness initiatives, Psychology has restructured its clinical psychology faculty line to allow for the hiring of a psychological counselor instead. Given both the high demand for and interest in these jobs, the unit hopes this shift will help to boost student enrollment in the program.
- Social Work has had great success in placing its graduating seniors in jobs—frequently at the agency where the student did their senior practicum—or in advanced standing MSW programs. This could be more highly publicized to attract more attention and students to the program.
- 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

- Faculty churn in the Psychology program has the potential to diminish student enthusiasm for the program, especially if students are unable to take a variety of upper-division courses to appeal to their interests. Adjunct labor is a possibility to help solve this, but even that could be a problem if highly qualified and trained professionals are unwilling to work for adjunct pay.
- Political Science has a single-full time faculty member. While this faculty member is undoubtedly talented and hard-working, running a major single-handed is difficult work; adjunct faculty may help to provide different viewpoints and opportunities, but they cannot assist with the daily bureaucracy and advising that comes with running a program, which in turn may eventually hinder student progress.
- What this data cannot capture are the seismic cultural and societal shifts that threaten the social and behavioral sciences overall. Many of the jobs that SSBS degree plans feed into are low-paid; others are under attack from larger societal forces that devalue education and assistance programs. There is no easy solution to this issue, and certainly no solution that can be implemented by college faculty alone.

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 2021	8	
Number and percentage graduated in that major during 21-22 academic year	2	25%
Number and percentage graduated in that major during 22-23 academic year	5	63%
Number and percentage graduated in that major during 23-24 academic year		

Major: History	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	5	
Number and percentage graduated in that major during 21-22 academic year		
Number and percentage graduated in that major during 22-23 academic year	3	60%

Major: History	Number	Percentage
Number and percentage graduated in that major during 23-24 academic year	2	40%

Major: Political Science	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	5	
Number and percentage graduated in that major during 21-22 academic year	1	20%
Number and percentage graduated in that major during 22-23 academic year		
Number and percentage graduated in that major during 23-24 academic year	2	40%

Major: Psychology	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	17	
Number and percentage graduated in that major during 21-22 academic year	3	18%
Number and percentage graduated in that major during 22-23 academic year	10	59%
Number and percentage graduated in that major during 23-24 academic year	1	6%

Major: Social Work	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	12	
Number and percentage graduated in that major during 21-22 academic year	5	42%
Number and percentage graduated in that major during 22-23 academic year	2	17%
Number and percentage graduated in that major during 23-24 academic year	2	17%

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

Strengths

- Across all majors, juniors pursuing all SSBS degrees graduate at a rate of 80% after six semesters (37 out of 48 total). Only 15% of all SSBS students (7 students) require more than four semesters to do so.
- The majority of Criminal Justice, Psychology, and Social Work majors are completing their degrees within four semesters of achieving junior standing. The majority of SSBS students are completing their degrees in a timely manner. This suggests that there are few students “stopping out” or attempting to complete their degrees part time once they have reached junior standing; it also suggests that academic advising within the unit is functioning effectively to ensure that students are completing degrees in a timely manner.
- Numbers for History may be low, but it is the only SSBS major where all students with junior standing complete a degree within six semesters.

Weaknesses

- Political Science has the highest number of students who take more than two years to complete a degree once they achieve junior standing. The numbers and progression rates for Political Science seem low and may not be representative of the number of students completing a degree.
- Presumably due to the way WeevilNet pulls data, the number of students reported as juniors does not match the raw numbers pulled for Table 3 above. (Admittedly, data on this table does include students who were juniors in Fall 2021 but who may have been enrolled in different degree plans from their final major. Still, even the raw data doesn't quite match.) It may be best to view these retention figures as a snapshot of representative data, although there is no reason to assume the data presented is skewed very far away from the actual figures.

Opportunities for Growth

- While the number of juniors from 2021 who have not completed degrees is relatively low (1 Criminal Justice, 2 Political Science, 3 Psychology, 3 Social Work), these would be natural candidates for Admissions or Academic Affairs to approach about returning to UAM for degree completion.
- SSBS faculty have shown remarkable flexibility in offering hybrid course structures to students to help them complete degree programs—especially in courses that have normally been offered only as face-to-face (Psychology Research Methods II, Career and Professional Preparation, and upper-division Political Science seminars in particular). The development of Social Science Research Methods, which is designed to be offered in multiple modalities, should further assist students in timely degree completion.

Threats to Effectiveness

- Faculty retention and churn are one of the most significant potential threats to student progression and retention. Faculty instability in Psychology makes long-term planning of semester schedules difficult, which in turn makes it difficult for students and advisors to plan beyond the coming semester. Fewer faculty in Political Science and Psychology means an increased advising load for faculty, which may reduce student face time and access to advisors; even when new faculty are hired, they are less likely to be familiar with university regulations, which in turn may lead to increased advising errors. Fewer faculty in all disciplines also means fewer faculty to offer summer coursework, which hinders the ability of students to increase their progression or make up for past mistakes.
- Balancing the staffing of face-to-face and online sections can also threaten retention and progression. Students tend to be very definitive in their preferences for course modality; fully online students often will not take face-to-face classes, while face-to-face students may be unmotivated or less engaged by asynchronous online courses. UAM is simply not large enough to fully staff multiple modalities of any but the most popular general education courses. Hybrid courses are often a partial solution, since they blend the best—and the worst—of both modalities. Ultimately, SSBS and the university may have to make some hard choices about course modalities and how those will affect enrollment.

Gateway Course Success

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

NOTE: No SSBS courses have required remediation components.

Course	2021-2022				2022-2023				2023-2024				3-Year Trend			
	Passed		Failed		Passed		Failed		Passed		Failed		Passed		Failed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST 2213	118	79%	31	21%	176	76%	57	24%	153	69%	69	31%	447	74%	157	26%
HIST 2223	89	71%	36	29%	109	64%	60	36%	181	80%	46	20%	379	73%	142	27%
PSY 1013	248	72%	96	28%	451	64%	259	36%	210	66%	110	34%	909	66%	465	34%

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

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

Strengths

- In the past academic year, the pass/fail rates for HIST 2213 and PSY 1013 are statistically similar. This would indicate that even when accounting for disciplinary variations, the quality of the instruction in gateway courses is quite consistent.
- Over a three-year period, a comparison of the pass/fail rates in HIST 2213 and 2223 are remarkably consistent. Even though three instructors with quite different educational philosophies are responsible for manning those courses, the educational quality is comparable among all sections.

Weaknesses

- Over a three-year period, passing rates in Introduction to Psychology are a little lower than in the gateway History courses. While this is partially due to higher enrollment figures (more students enrolled also means more underprepared students enrolled), it would be worth exploring if other factors are involved. Part of the explanation may come from the fact there are far more online sections of PSY 1013 offered than online sections of gateway History courses combined.

Opportunities for Growth

- The 80% passing rate for HIST 2223 is the highest passing rate for an SSBS gateway course in several years. It would be worth investigating if instructors have been using different educational strategies in the past year to see if this rate could be replicated in other gateway courses.

Threats to Effectiveness

- The unknown factor hidden in this data is whether the pass/fail rates between online sections and face-to-face sections are roughly equivalent or not. Lower-division students—especially first-time freshman—may not be used to working independently and managing their time as online instruction requires, which could raise fail rates in those sections. On the other hand, online courses have fewer methods for monitoring if students are doing their own work, which could artificially inflate passing rates. Without further data, it is impossible to tell if students are learning equivalently in online gateway courses.
- Staffing issues could also pose threats to effectiveness. Faculty churn will overall reduce the number of sections of all gateway courses being offered; this has the problem to become especially acute in Introduction to Psychology, the most popular SSBS gateway course. Faculty turnover means new faculty who are unused to the unique challenges UAM students can pose are teaching courses. Reduced numbers of sections mean less attention can be given to each student, especially if courses must be overloaded. Faculty retention impacts student retention.

Completion (Graduation/Program Viability)

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

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average
Criminal Justice (BS)	9	8	8	25 (BS) 33 (Total)	8.3 (BS) 11.0 (Total)
Criminal Justice (AS)	1	3	0		
Criminal Justice (TC)			1		
Criminal Justice (CP)	1	1	1		
History	3	4	3	11	3.7
Political Science	2	5	7	14	4.7
Psychology	15	14	12	41	13.7
Social Work	16	5	10	31	10.3
<i>Unit Total</i>	<i>44</i>	<i>40</i>	<i>42</i>	<i>130</i>	<i>43.3</i>

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

The number of degrees being awarded by SSBS has been stable over the past three years. Given the increased interest in mental health and counseling since the advent of the Covid-19 pandemic, it is no surprise that Psychology and Social Work continue to award

the most degrees, with Criminal Justice not far behind (reflecting the number of job opportunities in law enforcement in southeastern Arkansas). While the number of History and Political Science degrees have dropped precipitously since 2019, combined they still award as many bachelor's degrees combined as Criminal Justice does.

As has been the case for the past few years, the most concerning issue for the unit has been the continued viability of the History and Political Science degrees. Although the number of incoming freshmen for both majors has rebounded during the current academic year, History remains unviable by ADHE metrics; Political Science will lose viability this year. As a result, SSBS has made the difficult decision to combine the majors into a new degree: the B.A. in History/Political Science. The new degree program (which will report data using a new CIP code that accounts for both disciplines) will have a combined core of 12.0 hours in History and Political Science classes that all students will take; students can then select from a track that emphasizes History courses, a track that emphasizes Political Science courses, or a combined track with courses from both disciplines. The new degree plan will go into effect on 1 August 2024. Combining the majors should mean that the new degree will be viable for the foreseeable future.

While Psychology remains the discipline with the highest number of students in SSBS, faculty churn is threatening to become an issue for the foreseeable future, especially as UAM's financial situation means faculty salaries remain well below the national average (and have not been adjusted for recent inflation). In particular, the requirement that students take classes from four different sub-disciplines within the field could prove a barrier to student progression if the program cannot provide faculty in those specific areas. To this end, Dr. Prichard is going to be drafting a new curriculum for the Psychology major that will be more flexible, more workforce-oriented, and adhere to best practices established by the American Psychological Association to ensure that students can maintain satisfactory progress towards degree completion even if faculty turnover occurs in the next few years. These changes should come before Curriculum & Standards in the Fall of 2024.

The most significant challenge towards degree completion in Criminal Justice comes from transfer students. Many community college courses do not have equivalents at UAM. To this end, Dr. Miller has taken the lead in drafting curriculum changes for both the A.S. and B.S. degrees, which include: more lower-division electives to allow more transfer credits to apply to UAM degrees; elimination of several supportive requirements that are redundant and hindering student progress towards completion; and the creation of a new lower-division Courts course that mirrors a course taught at many community colleges and compliments similar courses in Policing and Corrections to provide a broad, comprehensive overview of the field. These changes will come before Curriculum & Standards in the Fall of 2024.

Tracking Graduates

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

Currently, the only formal tracking device 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.

That being said: based on anecdotal reports, the statistics in the table below would seem to be a representative sample of what SSBS graduates do after completing their degrees. There is a relatively even split between students entering the workforce and those pursuing further credentials (most SSBS disciplines feed into careers where higher credentials are required for fulfilling and high-paying work). Criminal Justice students earning certificates of proficiency are generally serving law enforcement officers needing a credential for promotion purposes, while currently most Criminal Justice students earning the associate’s degree do so while as a pathway to a bachelor’s degree.

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

Total Graduates, past three years			Graduates Entering Workforce, past three years	Related to Major	Salary Range	Unrelated to Major	Salary Range	Pursuing Further Credentials	Status Unknown
	CP	3		CP	\$30,000-\$54,999				
	TC	1		TC				1	
	Associate	4		Associate				4	
	Bachelor	122		Bachelor	\$0-\$99,999	3	\$0-\$74,999	21	79

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		12.0	15.0	6.0	
Day, J.K.	Professor	Ph.D.	HIST		12.0	12.0		
Everett, W.	Instructor	M.A.	GEOG/HIST		15.0	18.0		
Grissom, L.	Assistant	M.S.W.	SWK		12.0	12.0		
Henris, J.	Associate	Ph.D.	HIST	3.0	12.0	12.0	3.0	
Isaac, T.	Assistant	M.S.W.	SWK		12.0	12.0		Field Director, Social Work Program
Jenkins, M.	Associate	M.S.W.	SWK		6.0	9.0		Director, Social Work Program
McKee, A.	Professor	Ph.D.	CJ		15.0	15.0	3.0	
Miller, J.	Associate	Ph.D.	CJ	3.0	15.0	15.0	3.0	
Prichard, E.	Associate	Ph.D.	PSY		12.0			Off-Campus Duty Assignment, Spring 2024
Prior, Y.	Assistant	Ph.D.	PSY		12.0	12.0	3.0	
Silzell, S.	Associate	Ph.D.	HIST		12.0	12.0		
Strong, C.	Professor	Ph.D.	PSCI	3.0	12.0	12.0		
Turner, A.	Assistant	Ph.D.	PSY		12.0	12.0		

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Sum II	Fall	Spring	Sum I	
Young, C.	Professor	Ph.D.	HIST		3.0	3.0		Dean, SSBS
<i>Part-Time Faculty</i>								
Burch, L.	Adjunct	J.D.	PSCI			3.0		
Courson, L.	Adjunct	M.A.	PSY		3.0			Academic Advisor, Office of Academic Advising
Gavin-Herron, S.	Adjunct	J.D.	PSCI				3.0	Coordinator of Student Conduct/ Deputy Title IX Coordinator
McClain, D.	Adjunct	M.P.A.	PSCI			3.0		Director of Student Programs and Activities
Rooney, M.	Assistant	Ph.D.	ANTH			3.0		Station Archeologist, Arkansas Archeological Survey
<i>Concurrent Faculty</i>								
Lewis, S.	Instructor	M.A.	HIST		9.0	9.0		

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

- Dr. Braswell supervised 1 student in a 1.0 hour Independent Study (Research and Presentation) in Spring.
- Dr. Miller supervised 1 student in a 3.0 hour Internship in Summer II, 2 students in 1.0 hour Internship in Spring, and 1 student in a 3.0 hour Internship in Spring.
- Dr. Strong supervised 2 students in a 1.0 hour Internship in Summer II, 1 student in a 3.0 hour Internship in Fall, 1 student in a 1.0 hour Internship in Spring, and 1 student in a 3.0 hour Internship in Spring.

The following faculty also taught courses for academic units other than SSBS:

- Dr. Miller and Dr. Prichard: Division of General Studies—UST 1001 (Pathway to Success), Fall 2023.
- Dr. Strong: School of Arts & Humanities—
 - MODL 2023 (German I), Fall 2023.
 - MODL 443V (German II), Spring 2024.
 - MODL 443V (German Film & Political Culture), Spring 2024.

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

Faculty churn continues to be a top concern for the unit:

1. SSBS hired two tenure-line faculty in Fall 2023: Dr. Yvette Prior as Assistant Professor of Psychology and Ms. Lindsay Grissom, who returned after a one-year absence, as Assistant Professor of Social Work.
2. Three faculty members resigned in Spring 2024: Dr. Jeanette Braswell, Dr. John Henris, and Dr. Amber Turner. All left to pursue faculty positions at other institutions.
3. Dr. Bransford was awarded tenure and promoted to the rank of Associate Professor, to take effect 1 July 2024.
4. To assist with staffing in Political Science, SSBS employed three new adjunct instructors this year:
 - a. LeAnne Burch (Arkansas Politics and Government, Spring 2024) formerly served in the Arkansas House of Representatives.
 - b. Dylan McClain (American National Government, Spring 2024) earned a master’s degree in public administration from Arkansas State University.
 - c. Sydney Gavin-Herron (Law and Society, Summer I 2024) serves in the Dean of Student’s Office overseeing student conduct.
5. In addition, SSBS had one new concurrent instructor teaching at American History I and II at White Hall High School, Mr. Steven Lewis.
6. While not a faculty change, the dual resignation of Ms. Martha Henris as unit Administrative Specialist and Mr. Joel Chavez as Social Work Administrative Specialist in June 2024 will mean a significant loss of talent and institutional memory to the unit.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2014-15	12,151		
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%	

Academic Year	Total SSCH Production	Percentage Change	Comment
2019-20	8,866	- 5.1%	
2020-21	9,169	+ 3.4%	Pandemic-driven intrusive advising 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%	
2023-24	8,466	+13.8%	Reflective of increased undergraduate enrollment; see below.

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

Given the high percentage of general education classes offered by SSBS, the unit serves as something of a bellwether for UAM’s overall undergraduate enrollment. Given the relative stability in the number of SSBS majors (see Table 3 above), then this year’s 13.8% increase in SSCH must largely come from enrollment in general education and courses that serve as supportive requirements for other majors. A breakdown of the specifics of SSBS SSCH production is outlined in the table below.

	Summer II 2023		Fall 2023		Spring 2024		Summer I 2024	
	SSCH	Percentage	SSCH	Percentage	SSCH	Percentage	SSCH	Percentage
General Education Courses	153	78.9%	2277	58.7%	1806	48.4%	207	59.0%
Concurrent Courses			159	4.1%	150	4.0%		
Supportive Requirements			306	7.9%	381	10.2%	33	9.4%
<i>Total Gen Ed & Supportive SSCH</i>	<i>153</i>	<i>78.9%</i>	<i>2742</i>	<i>70.7%</i>	<i>2202</i>	<i>59.0%</i>	<i>240</i>	<i>68.3%</i>
All Other SSBS Courses	41	21.1%	1137	29.3%	1396	37.3%	111	31.6%
<i>Total SSCH</i>	<i>194</i>		<i>3879</i>		<i>3733</i>		<i>351</i>	

NOTE: Supportive Requirement courses are HIST 3593, PSY 2203, and PSY 2443.

The data in this chart is reflective of overall university trends such as the need to increase Fall to Spring retention for incoming freshmen. But it also points up something else: while SSBS programs may lack the popularity, marquee value, or workforce impact of other programs at UAM, the university cannot run any of its associate or bachelor’s degrees without a robust general education core. As pointed out in both the History and Political Science program reviews conducted this year, even programs with viability issues

have an outsized impact on the university due to their staffing of general education classes. Faculty churn in Psychology will not only impact general education but a significant proportion of the hours generated from supportive requirements, which are nearly 10% of SSBS SSCH. Concerns about faculty salaries, faculty recruitment, and program viability cannot be contained within the unit; since these impact the ability of SSBS to offer classes, they will impact the entire university.

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	6/20/204
SWK	ABC Homes, Baptist Group Home	Children’s Home	3/10/2015	No End Date	6/20/204
SWK	Area Agency on Aging, Monticello	Senior Care	5/8/2013	No End Date	6/20/204
SWK	Area Agency on Aging, McGehee	Senior Care	5/8/2013	No End Date	Inactive
SWK	AR DHS Children & Families (Drew Co.)	Child Protection/Family Preservation	8//13/2012	No End Date	6/20/204
SWK	CASA of the 10 th Judicial District	Child Advocacy	5/10/2016	No End Date	6/20/204
SWK	Children’s Advocacy Center CAC Pine Bluff & Monticello	Child Advocacy	5/2/2019	No End Date	6/20/204
SWK	Children’s Protection Center CPC Little Rock	Child Advocacy	4/17/2020	No End Date	6/20/204
SWK	Dana’s House, Inc.	Children’s Home	3/5/2020	No End Date	6/20/204
SWK	Delta Counseling Associates	Community Mental Health	12/1/2011	No End Date	6/20/204
SWK	Dermott Juvenile Correctional Facility	Adolescent Corrections	7/18/2016	No End Date	6/20/204
SWK	Drew Memorial Hospital	Medical Social Work	12/15/2011	No End Date	6/20/204
SWK	Hospice Home Care of Arkansas	Medical Social Work	11/29/2011	No End Date	6/20/204
SWK	Life Touch Hospice El Dorado	Medical Social Work	3/10/2020	No End Date	6/20/204
SWK	Mainline Behavioral Health Systems, Inc.	Mental Health Social Work	7/16/2018	No End Date	6/20/204

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
SWK	Methodist Behavioral Hospital	Mental Health	2/24/2020	No End Date	6/20/204
SWK	Options, Inc.	Domestic Violence Advocacy and Homeless Services	12/6/2011	No End Date	6/20/204
SWK	Phoenix Youth and Family Services	Community Outreach	11/30/2011	No End Date	6/20/204
SWK	Pinnacle Pointe Outpatient Behavioral Services	Mental Health Social Work	5/17/2023	No End Date	6/20/204
SWK	Prosecuting Attorney's Office, 11 th West District	Victim Advocacy	7/1/2015	No End Date	6/20/204
SWK	Reform Pine Bluff	Outreach and Mental Health	3/2/2020	No End Date	6/20/204
SWK	St. Frances Ministries	Intensive In-Home Services	4/29/2021	No End Date	6/20/204
SWK	Southeast Arkansas Human Development Center	Adults with Mental Health & Intellectual Disabilities	11/22/2011	No End Date	6/20/204
SWK	Southeast Rehab Hospital Lake Village	Medical Social Work	4/27/2015	No End Date	6/20/204
SWK	Sunrise Outreach Solutions	Mental Health	1/6/2021	No End Date	6/20/204
SWK	The Exodus Project--Out for Life	Therapy and Case Management	8/9/2018	No End Date	6/20/204
SWK	UAM Counseling and Testing Center	Youth-Adult Educational/Referral Services	12/1/2011	No End Date	6/20/204
SWK	UAM Student Services	Disability Services	8/21/2020	No End Date	6/20/204
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	6/20/204
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
	Bowen School of Law, UALR	Law School Admission	1/1/2024	1/1/2029	Active
PSY	Monticello School District	Guidance and Counseling Practicum	9/1/2023	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. (2023). “Awe predicts resilience to COVID-19 independent of Religiosity,” *Psychological Reports*, 2023. DOI: 10.1177/003329412311652.

Day, J.K. “We Meet Upon the Level: Arkansas’ Interracial Moment and the Long Reconstruction, circa 1863-1908,” *Inventing the Future: The 1723 Constitutions*. UK: Lewis Masonic, 2024.

Prichard, E. C., Clarkson, E. M., & Christman, S. D. (2024). “Differences Between Consistent and Inconsistent Handedness Remain Consistently Interesting: Ten Years of Research on the Consistency of Handedness with the Edinburgh Handedness Inventory.” *Perceptual and Motor Skills*, 131(1), 5-16. DOI: 10.1177/00315125231217624.

Christman, S. D., & Prichard, E. C. (2023). “Righty-tighty, lefty-loosey: relation between societal tightness scores, left-handedness rates, and COVID-19 outcomes in US states.” *Laterality*, 28(4-6), 285-304.

Prichard, E. C., & McKee, A. J. (2023). “Psychopathy, prospect theory, and the Madoff Curve: a dual behavioral neuroscience and behavioral economic framework for understanding White Collar Crime.” *Economic Analysis Letters*, 2(2), 34-39.

Prichard, E. C., & Turner, K. A. (2023). “Authoritarianism, psychopathy, and resistance to wearing masks during the COVID-19 pandemic: A partial replication and extension of key findings.” *Frontiers in Psychology*, 13. DOI: 10.3389/fpsyg.2022.1049660.

Prior, Y., & Strong, C. (2024). “Political thinking: How social and cognitive factors shape stances across the life course,” under review at the *Journal of Experimental Psychology*.

Strong, C. *The Dissident Politics in Václav Havel’s Vanek Plays: Who is Ferdinand Vanek Anyway?* Lanham, MD: Lexington Books, 2023.

Young, C. “‘Aplaudida por españoles’: Italian Opera and the Invention of Spanish Musical Theater.” *Cultures of the Popular in the Modern Hispanic World*, ed. Alison Sinclair. Woodbridge: Tamesis Books, forthcoming in December 2024.

Scholarly Activity—Selected Other Publications and Presentations

Drs. Braswell and Prichard have received a book contract from TopHat Publishing for *The Virtual Psychology Lab: An Interactive*

Online Lab Manual for Research Methods Classes of All Sizes, forthcoming.

Dr. Day received external funding to present his paper “We Meet Upon the Level: Arkansas Freemasonry’s Interracial Moment and the Long Reconstruction,” at the conference “Inventing the Future: the 1723 Constitutions’ Celebrating the Tercentenary of the publication of the first ‘Constitutions of the Freemasons’,” sponsored by the Quatuor Coronati Lodge No. 2076, United Grand Lodge of England, held at Queen’s College, University of Cambridge, England, September 22-24, 2023. He also discussed his research on *The Tyler’s Place Podcast* and the *Scottish Rite Journal Podcast*.

Dr. Henris presented the paper “Protecting the No Flesh and Corn Creek Reserves: Timber Conservation and Conflict on the Pine Ridge Reservation, 1908-1911” at the 58th Northern Great Plains History Conference in Sioux Falls, South Dakota, 27-30 September 2023. He also reviewed Amanda L. Van Lanen’s *The Washington Apple: Orchards and the Development of Industrial Agriculture* (Norman, University of Oklahoma Press, 2022) for the *Pacific Historical Review* 92 4 (Fall 2023).

Dr. Miller contributed three articles to *Marriage and Divorce in America: Issues, Trends, and Controversies* (Santa Barbara: ABC-Clio, 2023): “Adoption,” “Divorce and Incarceration,” and “Planned Parenthood (Organization).”

Dr. Prichard presented a paper he co-authored with Dr. Strong, “Machiavellianism and Interdisciplinary Synthesis: From Political Theory to Psychological Science and Back” the 51st Annual Meeting of the Arkansas Political Science Association in March 2024.

Dr. Prior was a co-presenter for the paper “Technology and Stress: A Qualitative Case Study with Gen Z Workers” at the 2023 meeting of the American Psychological Association in Washington, D.C. She was also a co-editor of *This is How We Grow: Stories and Poems for Perspective Taking*, published by PH Publications in 2023.

Dr. Rooney published “Excavating a Slave Cabin at Hollywood” in *Field Notes* 436 (2024): 5–10. He also presented several conference papers this year:

- “Telling the Truth About the Enslaved at Hollywood” at the Arkansas Archeological Society.
- “First Excavation of an Enslaved Living Space at the Hollywood Plantation” at the Southeastern Archaeological Conference.
- “Community Archaeology with Descendants of the Enslaved at an Arkansas Plantation” at the Society for American Archeology.
- “Art, Literature, and Music at the Valley Plantation on Bayou Bartholomew” at the Arkansas Historical Association.

He also gave public presentations for the Central Mississippi Valley Chapter of the Arkansas Archeological Society, Native American Days at the Shiloh Museum of Ozark History, the Lee County Cemetery Association, the Monticello Rotary Club, and PAAC—Preserving African American Cemeteries.

Dr. Young was invited by the editors to submit an essay for *The Routledge Handbook of the History of Madrid*, which will be published in late 2024; his contribution is “Music in Madrid Since 1700: Genres, Institutions, Society, Nation.” He also served as

panel chair and commentator for “Teaching Queer History and Why It Matters” at the October 2023 meeting of the Arkansas Association of College History Teachers.

Notable Achievements, Professional Development, and Service Projects

Ms. Isaac attended a two-day training offered by Cengage on “Exploring GenAI in Higher Education.” She also attended the 22nd Annual Mississippi Child Welfare Institute Conference.

Ms. Jenkins currently serves as a consultant to the University of Arkansas at Fort Smith, assisting their Social Work program with the self-study and reaccreditation process for the Council on Social Work Education. She also attended and presented at the Baccalaureate Program Director’s annual conference.

Dr. Silzell continued to serve as the Regional Coordinator for History Day Arkansas, and hosted the Region 4 Competition on 8 April 2024. There were 28 students in the competition, and the top project in each category was sent to the state competition at the University of Central Arkansas.

Dr. Strong served as the conference organizer for the Arkansas Political Science Association, which held its annual meeting on the UAM campus on 8 and 9 April 2024.

Grant Awards

Dr. Braswell was awarded a \$10,000 grant from the Centennial Opportunity Fund to convert MCB 300 in a psychology research lab that will promote undergraduate research. Funds were used to purchase furnishings for the space, laptop computers, a neurofeedback scanner, and specialized psychological tests.

Dr. Rooney was awarded a \$57,208 grant from the Arkansas Natural and Cultural Resources Council to fund the Valley Plantation Project. He was also awarded \$12,950 from the Arkansas Humanities Council to fund “Behind the Big House” in February 2024.

Three faculty were awarded Faculty Research Grants of \$1,500: Dr. Day (who was awarded two grants), Dr. Henris, and Dr. Turner.

Dr. Silzell was awarded a \$5,000 grant from the Arkansas Humanities Council to develop an historic medicinal herb garden at the Taylor House. While shifting institutional priorities meant that the grant ultimately could not be utilized, Dr. Silzell should still be commended for developing and successfully pursuing funding from a highly competitive source.

Professional Leadership

Dr. Day served on the Board of Directors for the Drew County Historical Society and Commission; he also served as Editor of the *Drew County Historical Journal*.

Dr. Henris was the chair of the Winthrop Rockefeller Distinguished Lecture Series Committee. He also serves as a series co-editor for the Ohio History and Culture Series published by the University of Akron Press. For UAM, he chaired the self-studies for the ADHE Program Reviews of History and Political Science.

Ms. Jenkins was appointed to the Association of Baccalaureate Social Work Program Directors (BPD) Annual Conference Planning Committee. She was also nominated and elected to the National Nominating Committee for the Council on Social Work Education.

Dr. Miller is serving as Chair of the Criterion 2 Committee for UAM reaccreditation with the Higher Learning Commission. In her role as chair of the UAM Institutional Review Board, she also developed a website for the IRB and developed dynamic forms to streamline the IRB process.

Dr. Prichard served as President of the Monticello Rotary Club.

Dr. Rooney served as Vice President and is currently President-Elect of Preserve Arkansas. He also organized the “Behind the Big House” event for the organization held at the Taylor House on 8-9 February 2024, which included external fundraising to cover \$2,000 in costs not covered by the organizing grant.

Dr. Silzell served as the President of the Arkansas Association of College History Teachers. This involved developing a new AACHT website and planning the 2023 annual meeting, held in Little Rock. Dr. Silzell also serves on the Chronicling America Advisory Board (and its Secondary Education subcommittee), and she was the Arkansas Humanities Council program reviewer for the “Behind the Big House” event at the Taylor House in February 2024. Finally, she continues to serve as the Region 4 Coordinator for History Day Arkansas.

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

Academic Year 2023-2024 was the first year that Developmental Psychology was taught as a 2000-level course. The idea behind this change was to make the course something of a stepping-stone towards upper-division course work, and to facilitate the transferability of the course; most institutions teach the course as a lower-division course, which had caused credit issues for previous incoming transfer students. The change has made advising significantly easier, and it has not diminished the quality of the course.

SSBS spent more energy on planning changes for the 2024-2025 academic year, including the merging of the History and Political Science degrees and the creation of the Social Science Research Methods course outlined elsewhere in this report. Criminal Justice and Psychology are currently in the process of drafting revisions to their degree plans to create a smoother pathway for incoming transfer students and to account for future staffing issues; these plans will be presented to Curriculum & Standards for consideration during the next academic year.

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

SSBS submitted 45 curriculum changes through the Committee on Curriculum & Standards during the 2023-24 academic year, resulting in the following changes to SSBS programs:

1. History dropped the ENGL 1013 co-requisite from general education history courses (HIST 1013, 1023, 2213, 2223). With the adoption of the co-requisite lab model replacing remedial English instruction for incoming freshmen, the co-requisite had become obsolete. PSY 2203 Statistical Methods also dropped redundant pre-requisite language.
2. History also dropped pre-requisites from all its 3000 and 4000-level courses. These pre-requisites had become overly restrictive and were hampering interested and capable students from taking history courses without special permission. Dropping the pre-requisites is in line with current best practices in the field. The program also changed Arkansas History from a 3000-level to a 2000-level course, which is more in line with how it is taught at other institutions in the state and will make transferring the course much easier for incoming students.
3. History and Political Science were combined into a new degree program, the B.A. in History/Political Science. The new degree has a combined core of classes, independent tracks for each discipline, and the option of a combined track for students who would otherwise double major. The new combined degree is designed to alleviate viability concerns for each program and boost enrollment in courses.
4. SSBS created a new Social Science Research Methods course that will take the place of discipline-specific research methods courses (except for Psychology Research Methods II, where the experimental component is distinct from other courses). The new course will promote interdisciplinary research and collaboration, as well as maximize departmental resources by combining several courses that have had traditionally low enrollment. (It will also allow the course to be offered in a multiplicity of instructional modes.) To avoid cross-listing the course—always a procedural nightmare—the Registrar’s Office in conjunction with Project One created a new SBSC (Social and Behavioral Sciences) prefix. This allowed SSBS to eliminate the cross-listing of Statistics for the Social Sciences/Social Work Research Methods I. SBS will also be using the new prefix to make Professional and Career Preparation (formerly a Criminal Justice course) available to a broader audience of students. Finally, the degree plans for Criminal Justice, Psychology, and Social Work were updated to reflect these changes.
5. Finally, SSBS added a new Anthropology course, Biological Anthropology and Archeology, to reflect one of the major

subfields in anthropology and to provide a broad topical overview that includes topics of interest like public health and forensic anthropology to students.

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. Shari Silzell
Pi Sigma Alpha	Political Science	Dr. Carol Strong
Psi Chi	Psychology	Dr. Amber Turner/Dr. Eric Prichard

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

Dr. Miller received a Chapter Project Grant of \$250 from Alpha Phi Sigma to partially pay the membership fees for the six inductees this year. This is the largest group of students to become members since the Covid-19 pandemic began.

Phi Alpha inducted three new members this year. Seniors observed Child Abuse Prevention Month in April by planting a pinwheel garden near the UAM clock tower. Social work students also took part in the Options Domestic Violence Clothesline Project. Finally, all senior social work students were required to present at the Social Work Research Symposium and to attend one national social work conference as well as one local public meeting.

Phi Alpha Theta continues to bounce back from Covid-19: there are 10 new members in the auxiliary History Club, most of whom are non-History majors. Major events included a field trip to Old Washington State Park, and several students helped to run the History Day Arkansas Region 4 competition, held on campus: students served as exhibit judges, took participants on campus tours, and helped to staff a game room for the participants.

The Social Work program sponsored their annual Social Work Fair in March. Fifteen agencies from across southeast Arkansas came to UAM to provide information about their services, to network with UAM students, and to allow seniors in the Social Work department to show off what they had learned during their practicum experiences. Monticello Mayor Jason Aikens gave a speech and proclaimed March to be Social Work Month.

SSBS also offered students multiple opportunities to present undergraduate research this year:

- In November, the Social Work program hosted the annual Social Work Research Symposium. While this is designed to allow

Social Work students to show off their research, it is open to any student at the university. From SSBS, students in Criminal Justice, Psychology, and Social Work presented their work; students from the School of Business, the School of Arts and Humanities, the School of Education, and the School of Forestry, Agriculture, and Natural Resources also presented their work. There were 37 poster presentations, the largest number the event has hosted to date. Certificates of recognition were awarded to particularly outstanding presentations as judged by Dr. Young, Dr. Steven Harper, Dean of Arts & Humanities, and visiting scholar Sara Woods.

- In March, Dr. Strong served as the conference organizer for the Arkansas Political Science Association annual meeting, which was held at UAM. Students from Political Science and Psychology presented research. Dr. Strong also organized an event to allow undergraduate students to meet with Victoria DeFrancesco Soto, Dean of the Clinton School of Public Service.
- In late April, Dr. Braswell organized a Psychology Research Symposium to allow psychology majors to present original research they had conducted for Research Methods II and research they had produced independently.

Other Unit Student Success Data

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

A student presented “The Effects of Gratitude Framing on Perspectives of Childhood Experiences of Parenting” as the centerpiece of the UAM Senior Psychology Symposium on 24 April 2024. Eleven other Psychology students also presented research.

Sixteen Social Work students presented at the Social Work Research Symposium in November; nine Criminal Justice students and thirteen Psychology students also presented.

Of the ten students who graduated with BSW degrees this year:

- Two accepted employment with the Arkansas Department of Children and Family Services, and will receive a \$5,000 signing stipend through the Academic Partnership for Public Child Welfare.
- Three have been admitted to advance standing MSW programs (one at ASU, two at UALR).
- Two have been admitted to the advance standing MSW program at UALR and have accepted full-time employment with the agencies they worked for during their field placement.
- One has successfully obtained a permit to open a substance abuse treatment facility in Pine Bluff.
- One is taking a gap year before applying to graduate school.
- One is still seeking employment.

ADDENDA

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

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

KPI: *Year-to-year student enrollment*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *Year-to-year number of students participating in curricular and co-curricular activities*

KPI: *Year-to-year number of students accessing support services*

KPI: *Student satisfaction rate for support services*

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-

traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

***KPI:** Academic standing data*

***KPI:** 15, 30, 45, 60, and 90-hour progression data*

***KPI:** Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

***KPI:** On-time graduation rate*

***KPI:** Number of credentials conferred year-to-year*

***KPI:** Employment rates of graduates in fields related to program of study*

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

***KPI:** Academic standing data*

***KPI:** Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

***KPI:** Number of senior projects and capstone experiences*

***KPI:** Number of student internships and practicums*

Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

***KPI:** Percentage of faculty receiving “Excellent” or “Exceeds Expectations” on annual faculty evaluations*

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

***KPI:** Maintenance of a 5-year rotation of technology*

***KPI:** Number of training opportunities released via the Workday Learning Center and/or Blackboard*

***KPI:** Number of faculty using Center for Teaching and Learning*

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

***KPI:** Number of promotions among UAM faculty and staff*

***KPI:** Average years of employment for faculty*

***KPI:** Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM's presence in the region, state, and beyond through more customized, targeted social media and other marketing strategies.

Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

***KPI:** Number of admission applications year-to-year*

***KPI:** Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling of campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for

university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

***KPI:** Maintenance or construction projects accomplished each year*

***KPI:** Disposal and replacement of vehicles and large equipment each year according to set criteria: age, performance, anticipated maintenance cost*

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

***KPI:** Number of concurrent enrollment partnerships year-to-year*

***KPI:** Number of industry partners year-to-year*

***KPI:** Number of students enrolled in noncredit workforce training*

***KPI:** Number of academic programs offered with other institutions of higher education year-to-year*

***KPI:** Number of articulation agreements year-to-year*

***KPI:** Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.*

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

***KPI:** Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment*

***KPI:** Number of social media posts and hits on the alumni page*

***KPI:** Outreach to prospective donors*

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