

UAM OPERATING PROCEDURE 620.2
RE: Annual Review Policy Guidelines

June 5, 2017

Annual Report by Academic Units

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

Unit Data

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

Name	Rank	Highest Degree	Core Responsibilities	Teaching Load per semester
Alexander, Michael	Associate Professor	Ph.D.	Management	12 hours
Cabaniss, Roy	Assistant Professor	Ph.D.	Marketing	12 hours
Clayton, Marsha	Associate Professor	Ph.D.	Economics	9 hours
Gillon, Robert	Assistant Professor	Ph.D.	Management	12 hours
Grabber, Robert	Associate Professor	Ph.D.	Finance	12 hours
Hammett, Ted	Associate Professor	DBA	Accounting	12 hours
James, Louis	Professor	Ph.D.	Finance	3 hours
Patterson, Dennis	Associate Professor	Ph.D.	Management	12 hours
Phillips, Becky	Assistant Professor	MBA	Accounting	12 hours
Fakouri, Joseph	Adjunct	MEd	Real Estate and Insurance	6/3 hours

Name	Rank	Highest Degree	Core Responsibilities	Teaching Load per semester
Davis, Staci	Adjunct	MBA	General Business	3 or 6 hours
Halley, Crystal	Adjunct	JD	Legal	3 hours
Henry, Lindsay	Adjunct	MBA	General Business	3 hours
Kaminicki, Craig	Adjunct	MBA	Accounting	3 hours

- Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.
- Mrs. Phillips attended the Arkansas Society of Certified Public Accountants' Arkansas Educator's Conference and the Society's Leadership Conference.
- Mrs. Phillips attended the UALR Ethics Form
- Mrs. Phillips attended several NCAA meetings and conferences in her role of faculty athletic advisor.
- Mrs. Phillips attended a two-day workshop on current tax issues presented by the University of Arkansas Cooperative Extension Service to assist her teaching the Federal Tax I and II courses
- Dr. Cabaniss continues to restore and maintain the School of Business student lounge computers and upgrades them as parts from abandon PC's become available
- Dr. Cabaniss has enhanced some improved website additions which will able UAM School of Business graduates to "keep in touch" with faculty and fellow alumni. It will also enhance our ability to track alumni over time.
- Dr. Cabaniss maintains all research records updated for the ACBSP accreditation process.
- Dr. Cabaniss contacted 631 alumni this year in the alumni survey.
- All faculty members, except one, are members of at least one professional organization in their area of expertise. One member is a former member
- Dr. Cabaniss has expanded the number of employers in our Alumni Employment Survey by several hundred.
- Dr. Clayton has an attendance policy with several variations is followed by most faculty in the School of Business. It is as follows: A few years ago I made attendance equal to 50 points in my 2000-level courses, out of a total possible points of 580-600 in each course. I enter 50 points in the attendance category in the Blackboard grade center at the beginning of the course and tell the students that they are beginning the course with 50 out of 50 points, and stress that they can keep these points by following course policies. Students are allowed three absences, with five points deducted from the 50 for each absence thereafter. Points will not be deducted if absences are excused. I have seen negative comments about attendance being part of their grade on the student evaluations, from 'I don't like being graded on attendance' to 'we shouldn't be graded on attendance'. In the Fall 2015 student evaluations for Microeconomics, one student commented "I liked the tests and attendance policy." Most students end the semester with all 50 points, and the average grade in this part of the course has been 40 points. I

feel that the attendance policy benefits most students. My goal is to give them a way to influence their grades outside exams and to get them in the habit of coming to class or contacting faculty when they are absent instead of viewing absences as something they will discuss whenever they make it back to class. They will have to contact their employer if they will not be at work, I think they should build this habit now.

- Efforts to reduce book costs to students have been made by most faculty. One example is the efforts of Drs. Clayton and Graber to reduce cost of textbooks by making split editions of the Principles of Microeconomics and Principles of Macroeconomics texts available this semester, the first time we have used split editions in the course.
- Prices for the Statistics text are not as high, but there are still students who do not buy the text. To compensate, Dr. Clayton has tried to make more material available to students on blackboard.
- Dr. Clayton has continued to use a 2008 textbook in Money and Banking as it is available for a cost of approximately \$100, and there is material available on the aftermath of the financial crisis through other sources.
- Dr. Clayton serves as Director of the UAM Center for Economic Education which is affiliated with the Arkansas Council on Economic Education (ACEE or Economics Arkansas) and the Council on Economic Education provides a resource for educators in Arkansas.
- Dr. Clayton attended the annual conference of the Council on Economic Education, October 2016.
- Dr. Clayton submitted a Center Report for the Economics Arkansas Board of Directors meeting, May 2016 and November 2016.
- Dr. Clayton developed a presentation on a new topic for the annual Economics Arkansas *REAL Econ for All* economics conference for K-12 educators in July of 2016. REAL will be the signature event of Economics Arkansas for some time, and I will continue to present at it. The presentation on behavioral economics was well received and I would like to do more presentations on this topic.
- Faculty and/or student service learning project
 - Dr. Cabaniss has directed his upper-level classes in various marketing research projects to assist local businesses and non-profits in analyzing different market issues these businesses have faced.
 - Dr. Cabaniss has developed several software tutor aids for students needing further spreadsheet knowledge. They are online videos and worksheets utilizing Excel.
 - Dr. Cabaniss has expanded the number of employers in our Alumni Employment Survey by several hundred. This is done annually by students as part of a learning project for marketing majors.
 - An example that Dr. Clayton has effectively used to bring the outside world into the classroom is the following:
 - In statistics there are several homework assignments over the various types of problems covered in the course. I haven't used handouts of articles in statistics, but I frequently refer to statistical data at the national or state level. In an election year the opinion polls provide real-life examples of sampling and estimation. I use statistics from the

news to try to make a connection between the material in the course and ‘real-world’ events. I use criminal trials as an example of the hypothesis testing procedure in statistics, and refer to actual examples of Type I errors (convictions overturned upon re- examination of DNA evidence). Statistics can be an abstract subject but there are many examples in the news and I try to draw upon these examples to make it more relatable.

- Append a listing of college or school awards to faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Include faculty/student research.
- List of grants, source, purpose and total dollars for the academic year
N.A.
- List partnerships, MOUs or other special agreements with brief description
N.A.
- Significant changes of college/school/programs/departments both positive and negative
- ☐ Achievements of students and alumni or former students, especially those of national, regional, or statewide significance. Append a listing of student honors and awards as announced at the college or school honors ceremony and of other students receiving campus recognition.

Outstanding Graduates by Major/Concentration

Major/Concentration	Name of Recipient
Accounting	Justin Courson
Business Administration - Management	Toney Brockwell
Business Administration - Management	Joshua Smith
Business Administration - Marketing	Kali Piha

The Institution of Management Accountants (IMA) student chapter at UAM has won the Gold Certificate Award every year since its beginning except for the current year when the criteria were changed favoring large chapters.

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

The School of Business does not grant any of the above.

HLC Program/Unit Assessment

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

- **Teaching and Learning**

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

- Initiatives/action steps to support effective teaching (new strategies, partnerships, use of technology, etc.) (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data)
- All faculty are using Blackboard to varying degrees. Some just for posting syllabi and other class information while some of the more experience instructors are integrating it in face-to-face classes. The Gradebook function has changed grading systems as well as the presentation of statistical tables, summary sheets, and formulas available for all to see and use.
- Pretests and post-tests are now given in nearly all classes in the School. The pretest and the identical post-test questions are chosen carefully and linked to learning objectives in order to measure student understanding of key concepts necessary in each course taught, and especially when the course is a prerequisite for other courses. At the end of the semester, a paired sample t- test to determine if the increase in student performance is statistically significant. In all cases, for all semesters with one exception business classes, the t-test has been statistically significant at the 0.05 level or below, indicating that the mean comprehension is significantly greater at the end of the course than at the beginning. An assessment matrix is used to determine whether or not students' performance on exams indicates that they have met the learning objectives intended for each course. Use of the assessment matrix has led to increased emphasis on certain topics in all classes.
- In e-commerce, industrial relations, strategic management, and other non-quantitative management classes, students are assigned cases and outside projects covering central issues and themes in the course. The cases or papers in a course such as Industrial Relations are rather short (2-3 pages), tend to cover one central issue, and become more complex in E- Commerce, Entrepreneurship, and other 3000 and 4000 level courses.
- In Strategic Management, students are expected to thoroughly understand how to apply strategic management theory, management principles, marketing, finance, and other prior courses to the solution of complex case problems. In the E-Commerce course, students are preparing 3 other short reports in Fall 2016 dealing with the issue of sales and use taxes online, an analysis of an e- commerce business opportunity, and how firms use the Internet to facilitate implementation of a broader strategy.
- In-class experiential exercises are also used when appropriate, especially in Leadership, Entrepreneurship, and the Global OB&T class. Students engage in the exercise, it is discussed in class, and Dr. Patterson provides a debriefing on the meaning and intent of the exercise.
- In the Industrial Relations class in Fall 2016, three pairs of students acting as labor or management negotiators participated in a mock collective bargaining exercise. The exercise receives favorable reviews from students in essays describing their learning from it.
- The students' critical thinking skills are developed using cases, exercises, problems

(Business Stats II), library and internet projects, and through the use of essay questions that require application of course concepts and often require thinking how to apply the concept in to a new situation.

- Writing skills are addressed using written case reports (except in statistics).
- The mock collective bargaining exercise used in Industrial Relations should have some effect on students' negotiation and oral communication skills, as well as building their abilities to work in teams.
- Mrs. Phillips has taken student groups to meetings, conferences and other student opportunities in Arkansas.
- Dr. Hammett uses a "take home" components to all tests except the final, encouraging interaction with other students. As part of the take home directions rather than give them an ethical dilemma they can use "all resources available" and are encouraged to work with other students to accomplish the task. After they have made an honest attempt they are encouraged to come to me to check their answers, if those answers are incorrect they are redirected to the right path. This represents 20% of each test grade. This helps in retention by making me approachable by the student and providing a positive learning environment.
- Dr. Hammett's use of the "take home" component of my tests students are encouraged to interact with each other to solve complex problems over material that has been lectured on in class. In addition, they are encouraged to use "all resources available" to achieve a perfect score on the take home portion of the test, including me. They are required to have made a serious attempt on the problems before seeking my help.
- Dr. Hammett's use of bonus quizzers on Blackboard, encourages the student to read ahead in the chapters, the quizzers are a positive bonus opportunity for them. They get bonus points if they do them but they don't if they don't do them, it doesn't cost them.
- Dr. Hammett's courses have assigned homework. In addition, there are chapter quizzes on Blackboard that are required, that are available to the student while the chapter is being discussed. The homework counts towards one of the test grades. The chapter homework problems from the text are taken up, and failure to do either of the assignments has two negative repercussions. First, it weakens the students learning of the material from the chapter and therefore he/she is unable to perform well on tests. Second, since the homework counts as a test grade, the student gets a lower grade on the homework and therefore a lower test grade overall.
- Dr. Hammett's Accounting Information Systems (AIS) class requires students to apply what they learn in the classroom through the use of computer programs such as Access and Excel.
- Dr. Hammett's upper division classes provide a field trip to a manufacturing facility in Monticello to show them that what they are learning in the classroom is actually used in the real world.
 - Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects,

demonstrations, seminar-style class configurations, etc.

- Dr. Cabaniss has directed his upper-level classes in various marketing research projects to assist local businesses and non-profits in analyzing different market issues these businesses have faced.
- Technology in the classrooms for the School of Business (except BBC316, the former ROTC room) have been upgraded over the past ten plus years through its M&O account. All classrooms are currently smart rooms with a maintenance and replacement program which is appropriate for the classroom usage.

➤ Initiatives/action steps to promote student success and persistence

BUS First Time Freshman	Number of Declared Majors	Left University	% Left	Changed Major	% Changed Major	Graduated
Fall 2016	41	14	34%	3	0.07	0
Spring 2017	24	24	100%	0		0

If the above data correctly show what they purport to show, the School of Business will have to create some freshman level courses to engage business students in order to retain UAM freshman business students. It appears that 38/65 or 68% of the business students in their first two semesters now leave UAM before ever taking a business-related course. The other possibilities are that the General Education curriculum needs examination or that the admissions policy needs some tweaking. The most likely explanation is that there is something about the data that needs correcting just based upon the enrollment in our sophomore courses.

- Curricular Changes (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data
 - List any addition/deletion/modification of degrees
An additional option in the General Business Concentration was approved by the School of Business faculty in Supply Chain Management. The concentration is being processed for approval by the UAM Assembly in Fall 2017. The ability to add this concentration was made possible by the hiring of a full-time statistics professor and will enable UAM to offer an option that is standard in most business schools.
 - List any addition/deletion of courses (If new/deleted courses were general education, was a request for changes in ACTS listing made?)

No courses were deleted.

One new course Supply Chain Management was proposed by the School of Business faculty and is being processed for approval by the UAM Assembly.

There were several change of prerequisites made during the year based upon an

evaluation of performance of students who had prerequisite vs. students who did not have the prerequisite.

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

No changes were made based upon course delivery options this past year. Our online course offering has been expanded to currently include eight different courses at the 1000-3000 levels.

- List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success.

Faculty members did the following professional development activities to supplement student success:

- Dr. Alexander served on Centennial Fund Committee
- Dr. Clayton attended the annual conference of the Council on Economic Education, October 2016.
- Dr. Clayton submitted a Center Report for the Economics Arkansas Board of Directors meeting, May 2016 and November 2016.
- Dr. Clayton developed a presentation on a new topic for the annual Economics Arkansas *REAL Econ for All* economics conference for K-12 educators in July of 2016. REAL will be the signature event of Economics Arkansas for some time, and I will continue to present at it. The presentation on behavioral economics was well received and I would like to do more presentations on this topic.

In class and out of class activities assigned by faculty to accomplish student success:

- Homework, problem sets, surprise quizzes, class discussion and tests are used to assess student performance, and to provide feedback to students as to how well they are grasping the subject matter.
- Students are encouraged to ask questions, and to participate in class discussions. In fact, 10% of the grade is based on class participation.
- Dr. Graber's approach is: a problem is put on the board, and students work on it, either alone or in groups, before instructor shows the solution. This is to encourage thinking things through, and not getting discouraged if the problem is slightly different than the way it is presented in the textbook
 - Classes incorporate research projects, in-class projects and case studies that require students to go beyond the text and infuse other acquired information in to the learning process.
 - Oral and written communications skills are enhanced through written projects, presentations and case studies
 - Collect, evaluate, and return homework assignments
 - Distributed a handout covering the homework and discussed it. Very useful information to the student
- Mrs. Phillips did a number of the following items to improve student success:
 - Required that a portion of the homework be prepared using Excel – good

- tools for students
 - Good rapport with students
 - Asked questions and received feedback from students
 - Introduced Kahoot as a tool for in-class, electronic testing and shared with the School of Business faculty
 - Assignments in Federal Tax I. (this is one of the tools accountants must be able to use in their practice). Also requires each federal tax student to prepare an income tax return using one of the standard software packages.
 - Class lectures using the text and providing visual reinforcement through demonstration problems on the white board.
- The following table shows the graduation rates based on the student's 1st year GPA. This is an analysis of students in All Majors (School of Business) who first enrolled between Fall 2004-Fall 2012 with a transfer status of Transfer & Non-Transfer. Transient students are excluded from this analysis. Students with less than 5 credits are also excluded.

Graduation Rate by 1st Year GPA

1st Year GPA	# of Students	Grad Rates: With a Major in this College	Grad Rates: With a Major in this College # Students	Grad Rates: No Majors in this College	Grad Rates: No Majors in this College # Student	Grad Rates: Total	Grad Rates: Total # Students
0.0-1.99	306	2.90%	9	1.60%	5	4.60%	14
2.0-2.19	59	15.30%	9	3.40%	2	18.60%	11
2.2-2.39	55	29.10%	16	7.30%	4	36.40%	20
2.4-2.59	80	41.20%	33	5.00%	4	46.20%	37
2.6-2.79	73	38.40%	28	6.80%	5	45.20%	33
2.8-2.99	52	42.30%	22	1.90%	1	44.20%	23
3.0-3.19	92	53.30%	49	2.20%	2	55.40%	51
3.2-3.39	78	53.80%	42	6.40%	5	60.30%	47
3.4-3.59	58	46.60%	27	3.40%	2	50.00%	29
3.6-3.79	42	61.90%	26	4.80%	2	66.70%	28
3.8-3.99	28	60.70%	17	3.60%	1	64.30%	18
4.0+	40	37.50%	15	5.00%	2	42.50%	17

Program Productivity and Program Viability

- **Effectiveness:** The number of progression goals met by undergraduate students. Extra

consideration given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Report in number and percentage of students by academic year.

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

The number of BBA degrees granted during the past three years is shown in the following table

AY	ACCT	BUSINESS ADMIN
16-17	14	25
15-16	12	28
14-15	18	28
3-yr average	14.7	27

The three-year average for the BBA- Accounting major is 14.7 and the three-year average for the BBA-Business Administration is 27. Both exceed the minimum number for sustainability as defined by ADHE.

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

ACCOUNTING

YEAR	15	30	45	60	90
2014	3	9	3	17	16
2015	7	5	2	14	17
2016	9	10	11	7	9
2017	8	6	10	12	12

BUSINESS ADMINISTRATION

YEAR	15	30	45	60	90
2014	12	12	16	23	34
2015	13	8	14	24	30
2016	12	10	10	24	26
2017	20	13	15	22	23

The progressions are relatively consistent over the three-year period.

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

Year	Gateway Course	Total	Passed (A,B,C)	% Passed	Not passing (D or F)	% Not Passing
2014	ANTH2203	15	5	33%	10	67%
2014	ENGL1013	986	743	75%	243	25%
2014	ENGL1023	815	616	76%	199	24%
2014	ENGL2283	302	216	72%	86	28%
2014	ENGL2293	293	221	75%	72	25%
2014	ENGL3403	12	12	100%	0	0%
2014	ENGL3413	14	13	93%	1	7%
2014	ENGL3423	24	23	96%	1	4%
2014	ENGL3433	11	10	91%	1	9%
2014	HIST1013	468	367	78%	101	22%
2014	HIST1023	320	242	76%	78	24%
2014	HIST2213	395	259	66%	136	34%
2014	HIST2223	233	176	76%	57	24%
2014	MATH1003	223	153	69%	70	31%
2014	MATH1033	149	100	67%	49	33%
2014	MATH1043	816	482	59%	334	41%
2014	MATH1073	14	6	43%	8	57%
2014	MATH2255	53	30	57%	23	43%
2014	MATH3495	19	10	53%	9	47%
2014	MATH3543	13	9	69%	4	31%
2014	PHIL2223	55	50	91%	5	9%
2014	PSCI2213	423	266	63%	157	37%
2014	PSY1013	710	451	64%	259	36%
2014	PSY3443	173	146	84%	27	16%
2014	SOC2213	228	148	65%	80	35%
2014	SOC2223	37	29	78%	8	22%
2015	ANTH2203	8	4	50%	4	50%
2015	ENGL1013	1016	762	75%	254	25%
2015	ENGL1023	802	608	76%	194	24%
2015	ENGL2283	241	188	78%	53	22%
2015	ENGL2293	321	263	82%	58	18%
2015	ENGL3403	16	15	94%	1	6%
2015	ENGL3413	21	21	100%	0	0%
2015	ENGL3423	12	9	75%	3	25%
2015	ENGL3433	18	17	94%	1	6%
2015	HIST1013	422	301	71%	121	29%
2015	HIST1023	364	259	71%	105	29%
2015	HIST2213	343	221	64%	122	36%
2015	HIST2223	398	283	71%	115	29%

Year	Gateway Course	Total	Passed (A,B,C)	% Passed	Not passing (D or F)	% Not Passing
2015	MATH1003	301	181	60%	120	40%
2015	MATH1033	119	65	55%	54	45%
2015	MATH1043	899	540	60%	359	40%
2015	MATH1073	9	3	33%	6	67%
2015	MATH2255	67	41	61%	26	39%
2015	MATH3495	9	8	89%	1	11%
2015	MATH3543	7	6	86%	1	14%
2015	PHIL2223	49	43	88%	6	12%
2015	PSCI2213	369	262	71%	107	29%
2015	PSY1013	560	281	50%	279	50%
2015	PSY3443	106	89	84%	17	16%
2015	SOC2213	170	129	76%	41	24%
2015	SOC2223	25	23	92%	2	8%
2016	ANTH2203	12	9	75%	3	25%
2016	ENGL1013	943	752	80%	191	20%
2016	ENGL1023	811	630	78%	181	22%
2016	ENGL2283	224	163	73%	61	27%
2016	ENGL2293	239	198	83%	41	17%
2016	ENGL3403	14	14	100%	0	0%
2016	ENGL3413	12	11	92%	1	8%
2016	ENGL3423	10	9	90%	1	10%
2016	ENGL3433	13	11	85%	2	15%
2016	HIST1013	335	254	76%	81	24%
2016	HIST1023	261	207	79%	54	21%
2016	HIST2213	289	233	81%	56	19%
2016	HIST2223	275	216	79%	59	21%
2016	MATH1003	209	153	73%	56	27%
2016	MATH1033	127	91	72%	36	28%
2016	MATH1043	992	564	57%	428	43%
2016	MATH1073	6	5	83%	1	17%
2016	MATH2255	38	27	71%	11	29%
2016	MATH3495	8	7	88%	1	13%
2016	MATH3543	8	7	88%	1	13%
2016	PHIL2223	51	47	92%	4	8%
2016	PSCI2213	253	191	75%	62	25%
2016	PSY1013	537	332	62%	205	38%
2016	PSY3443	130	112	86%	18	14%
2016	SOC2213	173	149	86%	24	14%
2016	SOC2223	11	11	100%	0	0%
2017	ANTH2203	8	5	63%	3	38%
2017	ENGL1013	878	695	79%	183	21%
2017	ENGL1023	822	617	75%	205	25%

Year	Gateway Course	Total	Passed (A,B,C)	% Passed	Not passing (D or F)	% Not Passing
2017	ENGL2283	243	160	66%	83	34%
2017	ENGL2293	301	220	73%	81	27%
2017	ENGL3403	7	7	100%	0	0%
2017	ENGL3413	7	7	100%	0	0%
2017	ENGL3423	12	8	67%	4	33%
2017	ENGL3433	4	3	75%	1	25%
2017	HIST1013	305	244	80%	61	20%
2017	HIST1023	229	194	85%	35	15%
2017	HIST2213	326	232	71%	94	29%
2017	HIST2223	309	249	81%	60	19%
2017	MATH1003	245	171	70%	74	30%
2017	MATH1033	118	75	64%	43	36%
2017	MATH1043	821	495	60%	326	40%
2017	MATH1073	4	3	75%	1	25%
2017	MATH2255	77	47	61%	30	39%
2017	MATH3495	5	5	100%	0	0%
2017	MATH3543	6	4	67%	2	33%
2017	PHIL2223	32	25	78%	7	22%
2017	PSCI2213	285	210	74%	75	26%
2017	PSY1013	480	319	66%	161	34%
2017	PSY3443	127	91	72%	36	28%
2017	SOC2213	118	112	95%	6	5%

The general conclusion that one could draw from this information is that business students tend to do better than average in the general education courses.

Introductory Psychology and 1000 level mathematics courses seem to be less successful with about a 30-40% failure rate. Introductory Psychology is the leading predictor of graduation for business students making a grade of B or better from another table. It is not clear if the high rate of failure is influenced by multiple efforts by a small group of students or if it is a large number of students having problems with math from the data available.

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

AY	ACCT	BUS ADMIN
16-17	14	25
15-16	12	28
14-15	18	28
13-14	16	24

The graduation numbers have remained reasonably consistent over the four-year period.

- Students changing majors in unit

N/A

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

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

- Credits at Completion:

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

One student in accounting graduated in 2014 with 120 hours. The table showing the number of Business Administration graduates is as follows:

BUSINESS ADMINISTRATION 120

2017	5	1.47%
2016	8	2.45%
2015	5	1.47%
2014	6	1.89%
2013	5	1.86%

There are many reasons why the completion hours exceed 120. Professional certification in the accounting area requires 150 hours, students change majors, some students prefer to take a 3-hour course rather than a 1 hour course to “fill in” the science 2-hour requirement, and perhaps many others such as scheduling issues, work related and a host of others.

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

BUSINESS ADMINISTRATION 120-132

2017	11	3.24%
2016	13	3.98%
2015	18	5.29%
2014	8	2.52%
2013	16	5.95%

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

BUSINESS ADMINISTRATION 133-150

2017	6	1.77%
2016	6	1.83%
2015	5	1.47%
2014	6	1.89%
2013	5	1.86%

- Time to Degree: IPEDS definition of First Time/Full Time Degree Seeking
On Time: (24 or 48 months)
N/A
- On Time + 25%: (25 - 30 or 49 - 60 months)
N/A
- On Time + 50%: (31 - 36 or 61 - 72 months)
N/A

Graduates

- Special honors/recognitions of graduates/alumni

Crystal	Kaiwi	BBA	Magna Cum Laude
Deborah	Osburn	BBA	Magna Cum Laude
Clint	Blasengame	BBA	Cum Laude
Ryan	Smith	BBA	Cum Laude

- Available data on employability
N.A.
- Available data on enrollment in graduate programs
N.A.

Enrollment/Program Viability

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

Faculty Credit Hours/Contact Hours/SSCH by Term

Faculty Member	Credit Hours				Contact Hours				SSCH			
	Sp 16	Sum I 16	Sum II 16	Fall 16	Sp 16	Sum I 16	Sum II 16	Fall 16	Sp 16	Sum I 16	Sum II 16	Fall 16
Alexander, M	12			12	12			12	282			315
Cabaniss, R	12	9		13	12	9		13	273	114		196
Clayton, M.	9			9	9			9	288			336
Conrad, E. *	3				3				57			
Cossey, T. *	3			3	3			3	81			60
Davis, S. *	6	3		6	6	3		6	138	36		129
Fakouri, J. *	3			3	3			3	48			15
Gillon, R.	12				12				153			
Graber, R.	12			12	12			12	243			195
Halley, C. *	3	3		3	3	3		3	54	27		66
Hammett, T.	15	3		12	15	3		12	174	48		177
Henry, L. *	6			6	6			6	132			123
James, L.	3		3	3	3		3		18		3	9
Kaminicki, C. *	3			3					36			57
Patterson, D	12			12					234			186
Phillips, B.	18	3	9	12					231	33	126	264
TOTAL	132	21	12	109	99	18	3	79	2442	258	129	2128

- Identify potential program growth areas and plans for implementation. The primary growth area for the School of Business is in the Business Administration major in two concentrations. They are to revitalize the Finance concentration. This is traditionally one of the stronger areas in Business Administration programs. There has already been strong interest shown by incoming students as

well as some of our returning students.

The second area of growth is the addition of a Supply Chain Management option which will involve only one new course and will be presented in the fall 2017 semester for University Assembly approval.

- Number of majors/minors by discipline and classification individually for past 3 years and as a rolling average.
- Explanation of any significant program enrollment changes (growth/decline) from the previous year.

N/A

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

N/A

- List of programs approved as cognates and dates of approval

N/A

Revised: June 5, 2017