

# University of Arkansas at Monticello

## Academic Unit Annual Report

**Unit: Business**

**Academic Year: 2018-2019**

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

The School of Business offers two majors, a minor, and an associate of science in business. Majors in Accounting and Business Administration lead to the Bachelor of Business Administration (BBA). Business Administration majors must choose a concentration in one of four areas: finance, general business, management, or marketing. The Associate of Science was available as an option to students for the first time in Spring 2019, and the associate was conferred on eleven students in the May commencement ceremony.

### **Vision:**

To be recognized as a School that prepares graduates for professional success by providing academic preparation in the discipline and opportunities to interact with the business community.

### **Mission:**

The mission of the School of Business is to serve the undergraduate educational needs of business students in southeast Arkansas and the region. The Bachelor of Business Administration degrees in Accounting and Business Administration prepare students to participate effectively in the business environment of today by providing a foundation in the functional areas of business and an area of specialization, and through developing critical thinking, communication, and analytical skills.

### **Student Learning Outcomes (SLOs)**

The student graduating from the School of Business at the University of Arkansas at Monticello will

1. Demonstrate familiarity with business theory and practice, and in a chosen concentration

2. Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing
3. Be able to gather, analyze, and present results of research and business analysis
4. Demonstrate competence in the use of common business application software and an understanding of the role of information systems in business
5. Demonstrate understanding of international business and international effects on U.S. firms in an interdependent world.

## **Strategic Plan:**

### **Student Success**

#### **Expand academic and degree offerings**

**Goal:** Develop an associate of science in business

**Action:** Design the degree program and secure the necessary on campus and external approvals

**Promote the degree to students during advising and in classes.**

**KPI:** Degree program approved and ready to accept students in Spring 2019, first graduates in Spring 2019.

#### **Retain and Recruit high achieving faculty and staff**

**Goal:** Hire qualified faculty to revitalize student interest in areas that have seen a decline in enrollment, and to replace faculty losses to retirement and attrition.

**Action:** Advertise and interview for positions, consider instructor level positions for faculty with professional experience and a Master in Business Administration degree.

**KPI:** Positions filled at the assistant professor or instructor level

#### **Coordinate with community leaders in southeast Arkansas to provide student internships and service learning**

**Goal:** Enhance employment opportunities to students through internships and networking with business contacts.

**Action:** Work with businesses that contact us to promote student interest in possible internships. Initiate contact with area businesses to investigate internship possibilities. Develop service learning opportunities for students with area businesses and the Arkansas Small Business and Technology Development Center.

**KPI:** One-two internships during 2018-2019 academic year

### **Enrollment and Retention Gains**

#### **Identify and enhance pipelines for recruiting**

- Goal:** Develop Outreach efforts towards area high schools.
- Action:** Invite high school students to campus business school events. Visit area high schools to speak with classes, student groups
- KPI:** Identify and visit six area high schools to visit in Spring 2019 and 2019-2020.

**Coordinate and promote marketing efforts**

- Goal:** Update and revise promotional materials
- Action:** Seek input from other academic units on developing promotional materials
- KPI:** At least one new or revised item in place in 2018-2019

**Develop systematic structures for at-risk students**

- Goal:** Provide tutoring in business subjects such as accounting
- Action:** Examine alternatives for tutoring, such as work study or course credit
- KPI:** Experiment with tutoring alternatives in Spring 2019, 2019-2020

**Infrastructure Revitalization and Collaborations Participation in articulation agreements to capitalize on academic and economic resources**

- Goal:** Articulation agreements with two-year colleges
- Action:** Identify schools that have expressed interest in articulation agreements in business
- KPI:** Contact two-three community colleges to establish articulation agreements in Spring 2019, 2019-2020

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

**Table 1: Assessment of Key Performance Indicators**

| KPI   | Assessment of Progress  | Implications for Future Planning/Change  |
|---|---|--|
| <p>Student Success--Expand offerings and degree programs.</p> <p>KPI: Establish an associate of science in business.</p>  | <p>The associate of science in business was available to students for the first time in Spring 2019. The associate was conferred on eleven students at the May 2019 commencement, with six receiving it along with the BBA and five receiving it as a stand-alone degree.</p>   | <p>The degree is in place now and the results are encouraging, with eleven students being awarded the degree the first semester it was available. The associate degree as a completion point will be added to the 8 semester plans for the BBA degree.</p>   |
| <p>Student Success--Retain and recruit high achieving high quality faculty.</p> <p>KPI: Hire qualified faculty to revitalize student interest in areas that have seen a decline in enrollment, and to replace faculty losses to retirement and attrition.</p> | <p>Three positions were vacant at the end of Spring 2018 and were filled by August. The finance position was filled at the instructor level with a professionally qualified candidate who had retired from banking and finance. The concentration has rebounded, with enrollment in upper level courses increasing from 2-3 students to 13 in one of the upper level courses offered this fall.</p> <p>Two faculty positions were vacant at the end of Spring 2019 and both were filled by August. One position was filled at the instructor level by a candidate with an MBA and the other at the assistant professor level by a candidate with a Doctorate in Marketing. In 2017-18 five of the eight business faculty had doctorates, with one being an out-of-field doctorate in education. For 2018-2019 four of the eight business faculty have doctorates.</p> | <p>For several years a terminal degree has been a priority in hiring business faculty. The Business School has had two successive years in which long term faculty retired after fifteen or more years with the school. With an aging faculty and salary levels for doctoral business faculty it has been difficult to maintain the number of doctoral faculty we have had in the past. Recent hires with MBA degrees have brought professional experience to the school that enhances teaching, learning, and interactions with the community. The school will strive to strike a balance between a terminal degree and other qualifications in hiring faculty.</p> |

| KPI   | Assessment of Progress   | Implications for Future Planning/Change  |
|---|--|--|
| <p>Student Success--<br/>Coordinate with community leaders in southeast Arkansas to provide student internships and service learning.</p> <p>KPI: Enhance employment opportunities to students through internships and networking with business contacts.</p> | <p>A student had an internship with a local bank during the spring semester.</p> <p>Southeast Society of Certified Public Accountants had a meeting and dinner with junior and senior accounting majors in the University Center, giving upper level majors an opportunity to interact with professionals in the field.</p>  | <p>Continue events such as dinner with Southeast Society of CPAs. Modify catalog course description of internship in catalog. The UAM Arkansas Small Business and Technology Development Center (ASBTDC) may provide opportunities for student interaction with business.</p>                            |
| <p>Enrollment and Retention Gains--Identify and enhance pipeline for recruiting.</p> <p>KPI: Faculty visiting school districts in the service area to promote the University and School.</p>  | <p>Six area school districts identified as targets for recruitment visits. One faculty member has visited area schools in connection with Arkansas Scholars program. Students from Drew Central and Monticello High Schools attended Business Day on campus. UAM business students judged regional FBLA competition on campus.</p>   | <p>Visit six area school districts in 2019-2020. Invite high school students to business events on campus such as Business Day. Identify opportunities for business students to participate in area high school student group activities.</p>  |
| <p>Enrollment and Retention Gains—Coordinate and promote marketing efforts.</p> <p>KPI: Acquiring and updating School of Business promotional material to be displayed at University events.</p>  | <p>The School had a small display board with photos that was used at events such as recruitment days and family parent appreciation days. Dr. Donna Hunnicutt in Education shared information on banners and display materials. Students in marketing submitted possible tag lines for a vertical banner. The School ordered a vertical banner with a business themed Weevil mascot and the tag line #Your future is our business.</p> | <p>The banner is displayed outside the School of Business office and has received many favorable comments.</p> <p>Other promotional materials using the business theme and the Weevil mascot may be considered.</p> <p>Make transition from business school brochure to business school ‘rack card’.</p> |

| <b>KPI</b>  | <b>Assessment of Progress</b> | <b>Implications for Future Planning/Change</b>  |
|---|-------------------------------|---|
| <p>Enrollment and Retention Gains—Develop a mechanism of providing tutoring in business subjects such as accounting.</p> <p>KPI: 1-2 student tutors in the business core subject accounting in 2018-2019.</p> | <p>Still in progress</p>      | <p>Continue during 2019-2020 academic year, trying to identify best mechanism for delivering tutoring. Consider tutoring software option.</p> |
| <p>Infrastructure Revitalization and Collaboration— Participation in articulation agreements.</p> <p>KPI: begin discussion of possibilities of articulation agreements with two-year schools.</p>             | <p>Still in progress.</p>     | <p>Identify potential community colleges as articulation partners in 2019-2020. Make one or more articulation agreements in 2019-2020.</p>    |

**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**

| <p align="center"><b>University<br/>Student Learning Outcome</b></p>  | <p align="center"><b>Unit<br/>Student Learning Outcome<br/>(may have more than one unit<br/>SLOs related to each<br/>University SLO; List each one)</b></p>  | <p align="center"><b>Alignment with<br/>UAM/University Vision,<br/>Mission and Strategic Plan</b></p>  | <p align="center"><b>Alignment with<br/>Unit Vision, Mission, and<br/>Strategic Plan</b></p>   |
|---|--|--|--|
| <p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p> | <p>Demonstrate familiarity with business theory and practice, and in a chosen concentration</p> <p>Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing.</p> <p>Be able to gather, analyze, and present results of research and business analysis</p> <p>Demonstrate competence in the use of common business application software and an understanding of the role of information systems in business</p> | <p><b>Mission:</b> Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities</p> <p><b>Plan:</b> Student Success: Develop, deliver, and maintain quality academic programs</p> <p>Encourage and support engagement in academics</p> | <p><b>Mission:</b> Preparing graduates for professional success by providing academic preparation in the discipline.</p> <p>Providing a foundation in the functional areas of business and an area of specialization.</p> <p>Preparing students to participate effectively in the business environment of today.</p> <p><b>Plan:</b> Student Success: Expand degree programs by offering an associate of science in business,</p> <p>Hire qualified faculty to revitalize interest in areas and replace retiring faculty</p> |

| University Student Learning Outcome   | Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)  | Alignment with UAM/University Vision, Mission and Strategic Plan   | Alignment with Unit Vision, Mission, and Strategic Plan  |
|---|---|--|--|
|   |   | <p>Expand accessibility to academic programs by providing student internships and service learning opportunities</p> <p>Retain and recruit high achieving faculty and staff</p>  | <p>Enhance employment opportunities through internships and networking with business contacts</p>  |
| <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> | <p>Demonstrate familiarity with business theory and practice, and in a chosen concentration</p> <p>Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing.</p> <p>Be able to gather, analyze, and present results of research and business analysis</p> | <p><b>Mission:</b> Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities</p> | <p><b>Mission:</b> Preparing graduates for professional success by providing academic preparation in the discipline.</p> <p>Providing a foundation in the function areas of business and an area of specialization.</p> <p>Preparing students to participate effectively in the business environment of today.</p> <p><b>Plan:</b> Student Success</p> |



| University Student Learning Outcome  | Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)                | Alignment with UAM/University Vision, Mission and Strategic Plan   | Alignment with Unit Vision, Mission, and Strategic Plan   |
|--|---|--|---|
|  |   | <p><b>Plan:</b> Student Success:<br/>Develop, deliver, and maintain quality academic programs</p> <p>Encourage and support engagement in academics</p> <p>Expand accessibility to academic programs by providing student internships and service learning opportunities</p> <p>Retain and recruit high achieving faculty and staff</p> | <p>Expand degree programs by offering an associate of science in business,</p> <p>Hire qualified faculty to revitalize interest in areas and replace retiring faculty</p> <p>Enhance employment opportunities through internships and networking with business contacts</p> |
| <p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of</p> | <p>Demonstrate understanding of international business and international effect on U.S. firms in an interdependent world.</p> | <p><b>Mission:</b> Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment</p>  | <p><b>Mission:</b> Preparing graduates for professional success by providing academic preparation in the discipline.</p>  |

| University Student Learning Outcome  | Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one) | Alignment with UAM/University Vision, Mission and Strategic Plan  | Alignment with Unit Vision, Mission, and Strategic Plan  |
|--|--|---|--|
| anticipating how their actions affect campus, local, and global communities.   |  | <p><b>Plan:</b> Student Success: Develop, deliver, and maintain quality academic programs.</p> <p>Encourage and support engagement in academics</p>   | <p>Providing a foundation in the functional areas of business and an area of specialization.</p> <p>Preparing students to function effectively in the business environment of today</p>  |
| <p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p> | <p>Demonstrate familiarity with business theory and practice, and in a chosen concentration</p>                | <p><b>Mission:</b> Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities</p> | <p><b>Mission:</b> Preparing graduates for professional success by providing academic preparation in the discipline.</p> <p>Providing a foundation in the functional areas of business and an area of specialization.</p> <p>Preparing students to function effectively in the business environment of today</p> <p><b>Plan:</b> Student Success</p> |

| University Student Learning Outcome | Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one) | Alignment with UAM/University Vision, Mission and Strategic Plan  | Alignment with Unit Vision, Mission, and Strategic Plan   |
|-------------------------------------|--|---|---|
|                                     |  | <p><b>Plan:</b> Student Success:<br/>Develop, deliver, and maintain quality academic programs</p> <p>Retain and recruit high achieving high quality faculty and staff</p> <p>Encourage and support engagement in academics</p> <p>Expand accessibility to academic programs by providing student internships and service learning opportunities</p> | <p>Expand degree programs by offering an associate of science in business,</p> <p>Hire qualified faculty to revitalize interest in areas and replace retiring faculty</p> <p>Enhance employment opportunities through internships and networking with business contacts</p> |

**Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?**

The following methods have been used to assess Student Learning Outcomes (SLOs):

- pre- and post-tests in business core courses and most major/concentration courses
- a departmental exam over the business core administered in the capstone course MGMT 4653 Strategic Management
- evaluation of course-specific learning objectives through course examinations, student papers and projects, and instructor-developed matrices linking course SLOs, exam questions and problems, and class projects
- an exit survey administered to seniors in the capstone course

Parts of the School assessment plan such as pre- and post-tests have been in place since 2006. In the coming year Assessment will be a major topic in Business. Possible changes to the plan include utilization of the data capabilities of the EAB system to examine success predictors for business courses, effectiveness of prerequisites, and other factors. The unit has tentatively identified seven courses to use rubrics for the university-level SLOs that were developed this year. At this time the university SLOs the unit is considering for the courses/rubrics are critical thinking (five courses), teamwork (two courses), and global learning (one course). The courses include three business core courses and four courses that are upper level requirements in a major or concentration.

Pre- and post-tests are administered in core courses taught by full time faculty. As individual faculty develop the pre- and post-tests, new faculty may elect not to administer these tests in their first semester or year of teaching at UAM. The post-test is incorporated into the course grade with a point value determined by the instructor. Pre- and post- tests are written to address Student Learning Outcomes of the course, which are linked to SLOs of the School of Business. Pre- and post-tests have been used since 2006, with paired sample t-tests used to evaluate results. Nearly all tests show a statistically significant increase in the post-test mean.

Continuing use of pre- and post-tests will be one of the assessment topics under discussion this year. Pre-tests mean that new business faculty who have three if not four different course preparations in the first semester must develop a pre-test for the first day of class. In business new faculty can now decide whether they will give pre-tests in their first semester or year. Students may not expend much effort on pre-tests, and the tests also take time to administer during the initial day(s) of the course, time that might be better spent making connections with students and the course content. Pre-tests can have instructional value by exposing students to testing methods in the course and giving early feedback. Some instructors refer to parts of the pre-test as they progress through the course. While pre-tests can have instructional value, there are instructors who use them solely as an assessment instrument and do not grade them until the end of the course.

The faculty developed a departmental exam modeled on a national standardized test of business core subjects the ETS Field Exam. The exam consists of 12 to 18 questions over each of nine business core areas: accounting, economics, finance, information systems, international, legal environment, management, marketing, and quantitative analysis. Individual faculty submitted questions from their

subject area and a former faculty member compiled the questions into an exam that was administered in the capstone course strategic management. Aggregate information on exam results is published by ETS with a three-year lag.

Faculty assess course SLOs by analysis of student performance on exam questions, assignments, and projects, and make adjustments in assignments and course content. Accounting faculty have developed spreadsheets to track results by course objectives on examinations during the semester and used these results to modify lectures, assignments, and tests to strengthen areas that show weakness. Accounting graduates who take the CPA exam will encounter many of the same objectives on the certification exam.

Upper level courses in the major or concentration require student presentations, use both objective and essay or problem-based assignments, assign papers, and have individual or group projects.

Modifications to assessment that are under consideration are

- Greater utilization of EAB data capabilities to establish predictors of student success and evaluate student progress
- Developing rubrics for University SLOs in business courses, seven courses have tentatively been identified for development of critical thinking, global awareness, and teamwork rubrics.
- Examining assessment plans and methods of other units for possible revisions to the Business plan
- Emphasis on using assessment to identify areas for improvement

### **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 SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)**

- The Student Learning Outcomes are posted on the School of Business homepage on the University website
- The Student Learning Outcomes are in the University catalog in the School of Business section
- The Student Learning Outcomes are included in course syllabi
- The Student Learning Outcomes are included in Annual Reports, available under the Departmental Resources link on the School Webpage

### **Enrollment**

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

**UNDERGRADUATE PROGRAM MAJOR: Accounting**

| Classification | Fall 2016 | Fall 2017 | Fall 2018 | 3-Year Total & Average | 10-Year Total & Average 2008-2018 |
|----------------|-----------|-----------|-----------|------------------------|-----------------------------------|
| Freshman       | 26        | 24        | 15        | 65 & 21.7              | 241 & 21.9                        |
| Sophomore      | 19        | 19        | 9         | 47 & 15.7              | 150 & 13.6                        |
| Junior         | 13        | 11        | 16        | 40 & 13.3              | 176 & 16.0                        |
| Senior         | 15        | 16        | 17        | 48 & 16.0              | 199 & 18.1                        |
| Post Bach      | 3         | 3         | 2         | 8 & 2.7                | 27 & 2.5                          |
| Total          | 76        | 73        | 59        | 208 & 69.3             | 793 & 72.1                        |

**UNDERGRADUATE PROGRAM MAJOR: Business Administration**

| Classification | Fall 2016 | Fall 2017 | Fall 2018 | 3-Year Total & Average | 10-Year Total & Average 2008-2018 |
|----------------|-----------|-----------|-----------|------------------------|-----------------------------------|
| Freshman       | 64        | 54        | 50        | 168 & 56.0             | 662 & 60.2                        |
| Sophomore      | 28        | 25        | 35        | 88 & 29.3              | 329 & 29.9                        |
| Junior         | 28        | 22        | 24        | 74 & 24.7              | 330 & 30.0                        |
| Senior         | 26        | 28        | 23        | 77 & 25.7              | 393 & 35.7                        |
| Post Bach      | 1         | 1         | 1         | 3 & 1                  | 10 & 1.8                          |
| Total          | 147       | 130       | 133       | 410 & 136.7            | 1724 & 156.7                      |

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

Strengths

- In accounting and business administration the number of majors has been fairly stable at the junior and senior class levels. With the exception of fall 2018, the number of majors was fairly stable at the sophomore level. According to the data, in the fall of 2018 the number of business administration sophomore majors increased in comparison with past years, while the number of sophomore accounting majors fell sharply.
- While there are fewer accounting majors, in the past accounting enrollment has been more stable across the classification levels, with the exception of the freshman and sophomore classes for fall 2018.
- Although there was a slight drop in the number of freshmen majoring in business administration from fall 2017 to fall 2018, there was a sharp increase in the number of sophomore majors. This was the largest increase in class size between years over the period shown in the table.

Weaknesses

- The fall 2018 data for freshman and sophomore majors in accounting is a significant decrease from previous years.

- The largest difference in the number of majors by class level is again between the freshman and sophomore years, regardless of how the comparison is made, whether in the same year or across subsequent years.
  - For business administration, the ratio of the number of sophomore majors to freshman majors in the same fall semester is 43, 46, and 76 percent. The ratio of the number of sophomore majors to freshman majors in the previous fall semester is 37 and 64 percent.
  - For accounting, the ratio of the number of sophomore majors to freshman majors in the same fall semester is 73, 79, and 60 percent. The ratio of the number of sophomore majors to freshmen majors in the previous fall semester is 73 and 37.5 percent.
  - With the exception of Fall 2018, when the pattern between the two majors was reversed, accounting retains 70+ percent of its majors between the freshman years, and business administration retains 40+ percent.

#### Opportunities for Growth

- There are only two freshman level courses in business and both are electives in the BBA degree. GB 1023 Introduction to Business can be used to meet the requirements of the Associate of Science in Business. ECON 1193 Personal Finance Economics could be added to the options for the associate degree.
- A freshman experience or business skills class could build connections with freshmen.
- Phi Beta Lambda may help connections with incoming freshman, as students may be familiar with the organization through the high school organization FBLA.

#### Threats to Effectiveness

- A long term decline in the number of business majors, although there are signs that enrollment is stabilizing.
- A possible decline in the number of accounting majors, although one year is too early to establish a trend.
- Competing with other universities that offer more online degree programs and courses in business.

### **Progression/Retention Data**

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

Name of Major: Accounting

| Academic Year: | 2016 – 2017 | 2017-2018 | 2018 - 2019 |
|----------------|-------------|-----------|-------------|
|----------------|-------------|-----------|-------------|

| <b>Number and percentage of majors who:</b>                        | <b>#</b> | <b>%</b>    | <b>#</b> | <b>%</b>    | <b>#</b> | <b>%</b>    |
|--|----------|-------------|----------|-------------|----------|-------------|
| <i>Entered as a Sophomore</i>                                      | 11 (14)  |             | 16 (18)  |             | 13 (14)  |             |
| <i>Graduated in major (BBA)</i>                                    | 7        | 63.6        | 2        | 12.5        | 0        | 0           |
| <i>Graduated in different UAM major <u>within</u> the unit</i>     | 1        | 9.1         | 3        | 18.9        | 0        | 0           |
| <i>Graduated in different UAM major <u>outside</u> of the unit</i> | 7        | 63.6        | 2        | 12.5        | 0        | 0           |
| <i>Left University</i>   | 3 (4)    | 27.3 (28.5) | 3        | 18.9        | 2        | 15.4        |
| <i>Enrolled in 2019 spring summer or preregistered fall</i>        | 1        | 9.1         | 11 (13)  | 68.8 (72.2) | 11 (12)  | 84.6 (85.7) |
|  |          |             |          |             |          |             |
| <i>Entered as a Junior</i>   | 11 (11)  |             | 6 (7)    |             | 10 (12)  |             |
| <i>Graduated in major (BBA)</i>                                    | 7        | 63.6        | 5        | 83.3        | 0        | 0           |
| <i>Graduated in different UAM major <u>within</u> the unit</i>     | 0        | 0           | 0        | 0           | 3        | 30.0        |
| <i>Graduated in different UAM major <u>outside</u> of the unit</i> | 1        | 9.1         | 1        | 16.7        | 1        | 10.0        |
| <i>Left University</i>   | 2        | 18.2        | 0        | 0           | 0        | 0           |
| <i>Enrolled in 2019 spring summer or preregistered fall</i>        | 2        | 18.2        | 1 (2)    | 16.7 (28.6) | 10 (12)  | 100 (100)   |

**Name of Major: Business Administration**

| <b>Academic Year:</b>  | <b>2016 – 2017</b> | <b>2017-2018</b> | <b>2018 - 2019</b> |
|--|--------------------|------------------|--------------------|
| <b>Number and percentage of majors who:</b>                        | <b>#</b>           | <b>%</b>         | <b>#</b>           |
| <i>Entered as a Sophomore</i>                                      | 29 (32)            |                  | 42 (43)            |
| <i>Graduated in major (BBA)</i>                                    | 14                 | 48.3             | 0                  |
| <i>Graduated in different UAM major <u>within</u> the unit</i>     | 1                  | 3.4              | 1                  |
| <i>Graduated in different UAM major <u>outside</u> of the unit</i> | 9                  | 31.0             | 1                  |
| <i>Left University</i>   | 9 (10)             | 31.0 (31.3)      | 6                  |



| <b>Number and percentage of majors who:</b>                        | <b>#</b> | <b>%</b>    | <b>#</b> | <b>%</b>    | <b>#</b> | <b>%</b>    |
|--|----------|-------------|----------|-------------|----------|-------------|
| <i>Enrolled in 2019 spring summer or preregistered fall</i>        | 6 (8)    | 20.7 (25.0) | 16 (18)  | 51.6        | 36 (37)  | 85.7 (86.0) |
|  |          |             |          |             |          |             |
| <i>Entered as a Junior</i>   | 28 (28)  |             | 23 (24)  |             | 24 (26)  |             |
| <i>Graduated in major (BBA)</i>                                    | 22       | 78.6        | 17       | 73.9        | 1        | 4.2         |
| <i>Graduated in different UAM major <u>within</u> the unit</i>     | 0        | 0           | 1        | 4.2         | 2        | 8.3         |
| <i>Graduated in different UAM major <u>outside</u> of the unit</i> | 6        | 21.4        | 2        | 8.7         | 3        | 12.5        |
| <i>Left University</i>   | 6        | 21.4        | 3        | 13.0        | 4        | 16.7        |
| <i>Enrolled in 2019 spring summer or preregistered fall</i>        | 0        | 0           | 3 (4)    | 13.0 (16.7) | 19 (21)  | 79.2 (80.0) |

A few students have double majors in accounting and business administration. The values that include the double majors are shown in ( ). The percentage figures are based on the number of majors, when relevant percentage values for the majors including the double majors are shown in ( ). There were 1-3 double majors over the period shown in the table. One student in the double major group left the university.

The different major within the unit is the Associate of Science in Business. The different major outside the unit is the Associate of Arts.

The percentages for students who graduated in the major, left the university, or were enrolled/preregistered in 2019 should sum to 100 percent. Students in these three categories may also have an associate or associate of science degree. The success rate refers to students who were enrolled/preregistered in 2019 or had completed the BBA degree.

1. **What does the data indicate about student progression from sophomore standing to junior standing to senior standing?**
2. **What does the data indicate about retention from sophomore standing and junior standing to graduation?**

- In accounting, (The first two bullets are based on the spreadsheet data provided by Institutional Research and may not be evident from Table 4, the last two bullets refer to the summary data in Table 4.)
  - There were student who remained in the same class level the following year. Of the eleven 2016-17 sophomores (14 including the three double majors) one student (two counting double majors) was also in the 2017-18 data set as a sophomore. At the junior level, one student in 2017-2018 was also in the junior data for 2018-2019.
  - There were students who advanced to the next class level the following year. Of the eleven 2016-17 sophomores (14 including the three double majors) five (six including one of the double majors) had advanced to the junior data set in 2017-18. Of the sixteen 2017-18 sophomores (18 including the two double majors) eight had advanced to the junior data set in fall 2018, (nine including the double major).
  - Of the eleven 2016-17 sophomores 64 percent graduated in the major, and nine percent were enrolled/preregistered in 2019, for a success rate of 73 percent. Of the sixteen 2017-18 majors 12.5 percent graduated in the major and 69 percent were enrolled/preregistered in 2019 for a success rate of 81.5 percent. For the last year, 85 percent of sophomore accounting majors were enrolled/preregistered in 2019.
  - At the junior level 64 percent of 2016-17 majors graduated and 18 percent were enrolled/preregistered, 74 percent graduated and 13 percent enrolled/preregistered for 2017-18, and 100 percent were enrolled/preregistered the last year.
  
- In business administration (The first two bullets are based on the spreadsheet data provided by Institutional Research and may not be evident from Table 4, the last two bullets refer to the summary data in Table 4.)
  - There were students who remained in the same class level the following year. Of the twenty nine 2016-17 sophomores (32 including the three double majors) three (four counting double majors) were also in the 2017-18 or 2018-19 data set as sophomores. Four students in the 2017-18 sophomore group were also carried over as sophomores in 2018-2019. At the junior level one 2016-2017 business administration major was carried over as a junior in 2017-2018.
  - There were students who advanced to the next class level in the following year. Of the twenty nine 2016-17 sophomores (32 including the three double majors) twelve (13 including one of the double majors) had advanced to the junior level in 2017-18. Of the thirty one 2017-18 sophomore business administration majors (33 including the double major) fifteen (sixteen including the double major) had advanced to the junior level in 2018-19 (sixteen including the double major).
  - Of the twenty nine 2016-17 sophomores 48 percent graduated in the major and 21 percent were enrolled/preregistered in 2019, for a success rate of 69 percent. Of the thirty one 2017-18 majors 6.5 percent graduated in the major and 52 percent were enrolled/preregistered in 2019 for a success rate of 58.5 percent. For the last year, 86 percent of sophomore accounting majors were enrolled/preregistered in 2019.

- At the junior level 79 percent of 2016-17 majors graduated, 74 percent graduated and 13 percent were enrolled/preregistered for 2017-18, and 4 percent graduated with 79 percent enrolled/preregistered the last year.

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

#### Strengths

- Once business students reach the sophomore and junior level they tend to complete their degree or remain enrolled until they complete the degree. Success rates in the form of students completing the BBA or staying enrolled are good for both majors, with the rate being extremely good for accounting.

#### Weaknesses

- Of the accounting students who left the University over the period shown in the table, three left with an Associate degree, the remainder left without an associate. Of the business administration students who left the University during this time, three left with an Associate degree, the remainder without an associate. Most of the business students who leave do so without earning an Associate degree or applying for one.
- Many students who earn an associate and a BBA degree apply for both at the same time. It would be more productive for the student and the university if students applied for the associate degree as soon as they are eligible. A benefit of the associate degree is the opportunity to have a credential in hand in less than four years. The associate degree could be a personal success point for the student that instills confidence. If their education was interrupted for any reason, they could have a credential in hand instead of ‘some college hours’.

#### Opportunities for Growth

- Promote the associate degree. Many students who leave the university do so without an associate degree. For these students, an associate degree is an opportunity to have a credential in hand instead of a few semesters of college. Many students seem to like the idea of an associate degree as well as a BBA, encourage these students to earn the degree on the way to the BBA rather than the same time they earn the BBA.

#### Threats to Effectiveness

- Students leaving the university without a credential or not applying for an associate until the semester they earn their BBA.

- Competing with other universities that offer more online degree programs and courses in business. Students with work and family obligations may leave at a certain point because they are not able to take classes on a face to face basis.

**Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)**

**Table 5: Gateway Course Success\* Not Applicable**

| Course | Remediation          | 2016-2017<br>*Passed |   | 2016-2017<br>Failed |   | 2017-2018<br>*Passed |   | 2017-2018<br>Failed |   | 2018-2019<br>Passed |   | 2018-2019<br>Failed |   | 3-Year<br>Trend<br>*Passed |   | 3-Year<br>Trend<br>Failed |   |  |
|--------|----------------------|----------------------|---|---------------------|---|----------------------|---|---------------------|---|---------------------|---|---------------------|---|----------------------------|---|---------------------------|---|--|
|        |                      | #                    | % | #                   | % | #                    | % | #                   | % | #                   | % | #                   | % | #                          | % | #                         | % |  |
| Course | Required Remediation |                      |   |                     |   |                      |   |                     |   |                     |   |                     |   |                            |   |                           |   |  |
| Course | No Remediation       |                      |   |                     |   |                      |   |                     |   |                     |   |                     |   |                            |   |                           |   |  |
| Course | Required Remediation |                      |   |                     |   |                      |   |                     |   |                     |   |                     |   |                            |   |                           |   |  |
| Course | No Remediation       |                      |   |                     |   |                      |   |                     |   |                     |   |                     |   |                            |   |                           |   |  |
| Course | Required Remediation |                      |   |                     |   |                      |   |                     |   |                     |   |                     |   |                            |   |                           |   |  |
| Course | No Remediation       |                      |   |                     |   |                      |   |                     |   |                     |   |                     |   |                            |   |                           |   |  |

\*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

Weaknesses

Opportunities for Growth

Threats to Effectiveness

**Completion (Graduation/Program Viability)**

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

Number of Degrees Awarded:

| Undergraduate Program/Major   | 2016-2017 | 2017-2018 | 2018-2019 | Three-Year Total | Three-Year Average |
|-------------------------------|-----------|-----------|-----------|------------------|--------------------|
| Accounting                    | 14        | 12        | 9         | 35               | 11.7               |
| Business Administration       | 25        | 30        | 18        | 73               | 24.3               |
| Associate of Science Business | NA        | NA        | 11        | NA               | NA                 |

**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 graduates in both majors exceeds state viability standards, with a three year average of 11.7 graduates in accounting and 24.3 in business administration. There has been a decline in the number of graduates in accounting over this period and for business administration in the past year, in line with patterns in progression and retention discussed in Tables 3 and 4.

The associate of science in business was not available for completion until spring 2019. Eleven degrees were awarded in the first semester, six to students who were also receiving the BBA at the same time. The associate may become a successful completion point in the future.

Progression and retention were addressed after Tables 3 and 4.

**Faculty**

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

| Teaching Load      |                     |                |   |           |      |        |          |                          |
|--------------------|---------------------|----------------|---|-----------|------|--------|----------|--------------------------|
| Faculty Name       | Status/Rank         | Highest Degree | Area(s) of Responsibility                     | Summer II | Fall | Spring | Summer I | Other Assignments        |
| Alexander, Michael | Associate Professor | D.B.A.         | Management International Business             | 3         | 12   | 12     | 6        |                          |
| Carothers, Frank   | Assistant Professor | Ph.D.          | Marketing                                     |           | 12   | 12     |          |                          |
| Clayton, Marsha    | Associate Professor | Ph.D.          | Economics                                     |           | 3    | 3      |          | Dean, School of Business |
| Gillon, Robert     | Assistant Professor | Ph.D.          | Statistics, Quantitative, Information Systems | 3         | 12   | 12     |          |                          |
| Hammett, Ted       | Associate Professor | D.B.A.         | Accounting, Information Systems               | 3         | 12   | 12     | 3        |                          |
| Harton, Stephanie  | Instructor          | M.B.A.         | Management, General Business                  |           | 15   | 15     |          |                          |

| Faculty Name     | Status/Rank         | Highest Degree | Area(s) of Responsibility            | Summer II | Fall | Spring | Summer I | Other Assignments                              |
|------------------|---------------------|----------------|--------------------------------------|-----------|------|--------|----------|--|
| Hatley, Greg     | Instructor          | M.B.A.         | Economics, Finance, General Business |           | 15   | 15     | 6        |  |
| Phillips, Becky  | Associate Professor | M.B.A.         | Accounting, Business Communications  |           | 12   | 15     | 3        | Faculty Athletic Representative                |
| Davis, Staci     | Adjunct             | M.B.A.         | Business Ethics                      | 3         | 3    | 3      |          |  |
| Fakouri, Joseph  | Adjunct             | M.Ed.          | Real Estate, Insurance               | 3         | 3    | 3      |          |  |
| Halley, Crystal  | Adjunct             | J.D.           | Legal Environment                    |           | 3    | 3      |          | Associate Vice Chancellor for Academic Affairs |
| Kaminicki, Craig | Adjunct             | M.B.A.         | Accounting                           | 3         | 3    | 3      |          |  |

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

The School of Business began academic year 2018-2019 with three new faculty members, two at the instructor level and one at the assistant professor level. Dr. Franklin Carothers with an MBA and a Ph.D. in community college educational leadership joined the faculty as an assistant professor of marketing with the understanding that he would take additional graduate coursework in marketing. Mr. Greg Hatley was hired at the instructor level to teach economics, finance, and general business. Mr. Hatley has an MBA and had retired after several years in banking and the financial sector. Ms. Stephanie Harton was hired at the instructor level to teach general business and management. Ms. Harton has an MBA and had been the Director of the Arkansas Small Business and Technology Center at UAM.

Dr. Carothers and Dr. Gillon left the university at the end of the spring 2019 semester. Ms. Crystal Halley notified the unit she would no longer teach as an adjunct due to her duties as an associate Vice-Chancellor.

Two new faculty members in management and marketing were hired for the coming academic year. The management position was filled at the instructor level by Ms. Shanna Knowles, who will teach general business and management. Ms. Knowles has an MBA, an Arkansas Teaching License in Business Technology, has adjunct teaching experience at the community college level, and has operated a family business. The marketing position was filled at the assistant professor level by Dr. Wendy Wells-O’Rear. Dr. Wells-O’Rear has a DBA in marketing, has taught at the community college level as well as serving as program director for three business programs at the college, and has experience in operating a family business.

The School of Business faculty has had many changes in recent years. In 2014-2015 there were nine faculty members, eight of whom had terminal degrees, and one faculty member with an MBA and CPA. Since then five faculty with terminal degrees have retired, and salary levels in the business field have meant that some vacancies have been filled at the instructor level by faculty with non-terminal degrees. The School now has eight faculty members, four of whom have terminal degrees. Non-doctoral faculty have professional experience or certifications in business, and each major or concentration has a faculty member or members who have terminal degrees in the field and/or professional experience/certifications in the field.

The changes in faculty composition include more faculty with experience teaching online, so the unit may be able to offer more online courses to better meet student needs, although a full online degree will not be possible for some time.

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

| Academic Year | Total SSCH Production | Percentage Change    | Comment  |
|---------------|-----------------------|----------------------|--|
| 2008-09       | 5305                  | -9.5% from 2007-2008 | Largest decline from previous year over period covered in table. The unit lost one faculty position when a faculty member left after spring 2008 and the position was not filled, meaning the number of courses and sections was reduced |
| 2009-10       | 5211                  | -1.8%                |  |
| 2010-11       | 5184                  | -0.5%                |  |
| 2011-12       | 5070                  | -2.2%                |  |
| 2012-13       | 4881                  | -3.7%                |  |
| 2013-14       | 5022                  | 2.9%                 | First increase in SSCH in five years   |
| 2014-15       | 5343                  | 6.4%                 | Largest increase during period shown   |
| 2015-16       | 4959                  | -7.2%                | Second largest decrease over this period   |
| 2016-17       | 4783                  | -3.6%                |  |
| 2017-18       | 4688                  | -1.9%                |  |
| 2018-19       | 4674                  | -0.3%                | A decline, but less than half a percentage point.  |

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

The annual SSCH production in the School of Business has declined since 2015-2016, but the last decrease was minimal, 14 SSCH, a fall of less than half a percentage point. If the two most recent years are indicative of a trend, the decline is leveling off, being approximately 2 percent in 2017-18 and under a half point last year. The School hired two full-time faculty at the instructor level last year, who had course loads of fifteen hours rather than twelve per semester. The finance and economics courses have grown in enrollment, and we have scheduled more upper level courses online. While there has been a drop in the number of accounting majors last year, approximately 70 percent of our majors are business administration majors. According to the data in Table 3, after falling in 2016-2017 the number of business administration majors stabilized in the last two years, with a slight (3 students) increase last year.

**Unit Agreements, MOUs, MOAs, Partnerships**

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

| Unit  | Partner/Type                                 | Purpose  | Date           | Length of Agreement | Date Renewed |
|---|--|--|----------------|---------------------|--------------|
| School of Business<br>Center for<br>Economic<br>Education | Economics<br>Arkansas/Arkansas<br>Center for | Professional<br>Development in<br>Economic<br>Education for K- | Summer<br>1999 | Since 1999          |              |



| Unit  | Partner/Type  | Purpose  | Date | Length of Agreement | Date Renewed     |
|---|---|--|------|---------------------|------------------|
|   | Economic Education  | 12 educators; curriculum in personal finance and economics for K-12  |      |                     |                  |
| Arkansas Small Business and Technology Development Center ASBTC | U.S. Small Business Administration through a partnership with the UALR School of Business | Economic Development—provide help in starting and growing businesses in region. Consulting and market research assistance to for-profit businesses |      | Renewed Annually    | Renewed Annually |

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

Faculty Scholarly Activity

- Dr. Mike Alexander was a discussant at the Fall 2018 meeting of the Clute Institute
- Dr. Clayton, Mr. Greg Hatley, and Ms. Stephanie Harton attended a August 2018 Economics Arkansas workshop at the Southeast Arkansas Educational Services Cooperative in Monticello, on the ACT 480 personal finance curriculum developed by Economics Arkansas. Ms. Harton teaches Personal Finance, Mr. Hatley teaches finance.
- Ms. Stephanie Harton attended an Economics Arkansas workshop on Get Inspired! December 2019 a curriculum funded by the Stephens Corporation on successful entrepreneurs and the market system. Ms. Harton teaches entrepreneurship and the videos and overviews on key entrepreneurs can be used in the course.
- Ms. Harton is working toward the Certified Associate in Project Management (CAPM) through the Project Management through the Project Management Institute.
- Dr. Marsha Clayton and Ms. Shanna Knowles attended an Economics Arkansas workshop on the Get Inspired! curriculum at the Monticello Southeast Arkansas Educational Services Cooperative in June 2019. Ms. Knowles is an incoming faculty member and is interested in participating in the activities of the Center for Economic Education at UAM, which is affiliated with Economics Arkansas
- Ms. Shanna Knowles attended one day of the REAL Economics for All Annual Conference in Little Rock, July 2019, sponsored by Economics Arkansas.

- Dr. Ted Hammett and Ms. Becky Phillips attended the Arkansas Society of CPAs Educator Conference in May 2019
- Ms. Phillips attended a Simmons Bank seminar on lending in Pine Bluff October 2018.

#### Notable Faculty or Faculty/Service Projects

- Two faculty members and one staff member were nominated for awards by the Arkansas Zeta Chapter of Alpha Chi. Ms. Stephanie Harton was nominated for Rookie of the Year, Ms. Becky Phillips for Teacher of the Year, and Ms. Dominique Thomas as Staff member of the year.
- Dr. Clayton received the Student Success Award December 2018.
- Dr. Alexander is a member of the Board of the School of Religious Studies, headquartered in North Little Rock. He is a member of the professional organization the Society of Human Resource Managers. On campus, he is a member of the Academic Appeals Committee, the Library Committee, the University Judicial Board, the Human Relations Committee, the Centennial Fund Committee, and the ad hoc committee to investigate forming a faculty senate. He is a co-sponsor of the student organization Phi Beta Lambda. He has served on search committees for School of Business faculty.
- Dr. Clayton was the Director of the Center for Economic Education affiliated with the state organization Economics Arkansas which is affiliated with the national organization the Council for Economic Education. Dr. Clayton is trying to identify a faculty member to assume all or part of the Director activities. She is a member of the National Association of Economic Educators. She is the Deans Council representative on Curriculum and Standards.
- Dr. Carothers was a member of the UAM Institutional Review Board and volunteered to serve as a judge at two student competitions on the UAM campus: the VEX competition sponsored by the UAM STEM Center the Animal Science category in the Science Fair. He was a member of the Board of the Monticello Chamber of Commerce.
- Dr. Robert Gillon was a member of the ad hoc committee to investigate the possibility of establishing a faculty senate. He was a co-sponsor of the student organization Phi Beta Lambda. He served on the committee to select the nominees for the UAM Homecoming Court.
- Dr. Hammett is a member of the American Institute of Certified Public Accountants, the Association of Certified Fraud Examiners, the Institute of Managerial Accountants, and the Arkansas Society of CPAs. He is the co-sponsor of the student organization the Institute of Managerial Accountants (IMA). He is a member of the UAM General Education Committee. He attended the Arkansas Society of CPAs Educator Conference in May 2019. He served as the Treasurer of the Monticello Rotary Chapter for several years. He has served on search committees for School of Business faculty.
- Mr. Greg Hatley is the sponsor of the student organization the Finance Club and was instrumental in working with students to start the club. He served on the Pouring Rights committee for UAM, the committee that assessed the offers

of potential vendors for the campus soft drinks contract. He is the UAM representative on the community Census 2020 committee. He made a recruiting trip to Drew Central High School with a UAM recruiter and has made Arkansas Scholars Presentations to three area high schools. He is on the Board of the Monticello Chamber of Commerce and has increased the visibility of the School of Business in community organizations through his participation.

- Ms. Stephanie Harton was nominated for Rookie of the Year by the Alpha Chi Honor Society. She is a co-sponsor of the student organization Phi Beta Lambda. She is a member of the Committee on Committees, the Career Closet Committee, and the Program Review Committee. Ms. Harton maintains the School of Business Facebook page.
- Ms. Becky Phillips was nominated for Teacher of the Year by the Alpha Chi Honor Society. She is the primary sponsor of the Institute of Managerial Accountants IMA. She is the main organizer of Business Day, an annual fall event in the School of Business featuring guest speakers from business, industry, or government. She is on several UAM committees: the Best Practices Committee, the Student Success Fund Committee, the Student Engagement Committee, and the Orientation Committee. She is the School of Business representative on the Curriculum and Standards Committee and the Chair of the Athletic Committee. She is a member of four professional societies: the Institute of Management Accountants, the American Institute of CPAs, the Arkansas Society of CPAs, and the Southeast Arkansas Society of CPAs. She serves on the Board of Directors for the Arkansas Society of CPAs and Mainline Health Services. She is the treasurer of a local church. She organizes a dinner on campus for the Southeast Arkansas Society of CPAs and our accounting juniors and seniors. She has served on the search committees for UAM faculty and for the UAM Athletic Director.
- Ms. Phillips is the UAM Faculty Athletic Representative. In April she was notified that she has been selected as one of the 2019 NCAA Division II Faculty Athletics Representative Fellows, and will attend the 11<sup>th</sup> NCAA Division II FAR Fellows Institute scheduled for this September in Indianapolis, Indiana.
- Faculty and student members of the IMA have annual Halloween and Easter events for the Vera Lloyd Presbyterian Children's Home and Arkansas Baptist Children's Home.

#### Faculty Grant Awards

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

Students were able to declare the Associate Degree in Business as a degree program for the first time in Spring 2019, and nine students were awarded the degree in Spring 2019.

The School of Business faculty has had many changes in recent years. In 2014-2015 there were nine faculty members, eight of whom had terminal degrees, and a faculty member with an MBA and CPA. Since then five faculty with terminal degrees have retired. The age distribution of the faculty together with salaries in business fields have meant that vacancies have been filled at the instructor level by faculty with non-terminal degrees. The School now has eight faculty members, four of whom have terminal degrees. Non-doctoral faculty have professional experience or certifications in business, and each major or concentration has a faculty member or members who have terminal degrees in the field and/or professional experience/certifications in the field. The changes in faculty composition include more faculty with experience teaching online, so the unit may be able to offer more online courses to better meet student needs, although a full online degree will not be possible for some time.

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

- Associate of Science in Business—completed on-campus approval process in 2017-2018, completed the off-campus approval process in Fall 2018, available to students in Spring 2019.
- There were editorial modifications/corrections to marketing, mainly to correct omissions or errors from the 2017-2018 and 2018-2019 catalogs. MKT 3513 International Marketing had been offered as a special topics course and was approved as a new course in April 2017 but by mistake was not included in the next two catalogs. Proposals were submitted to add the course into the 2019-2020 catalog and include it as one of the course options for electives in the marketing concentration requirements. MKT 3503 Fashion Marketing was also approved in April 2017 and did appear in the next two catalogs, but with an incorrect course description. This error was corrected in the 2019-2020 catalog.
- Modification to the finance concentration, from 15 hours with 12 hours of mandated courses and three hours to be selected from a list of course options, to 15 hours with nine hours of specified courses and six hours to be selected from a list of course options. MKT 4623 International Finance was moved from the mandatory category to the options for the six hours, and FIN 4683 Real Estate Finance was added to these options. This modification offers more flexibility in meeting student needs and is more consistent with the other concentrations under business administration, which consist of two to three mandated courses with the remaining hours to be selected from a list of course options. Concentration courses are offered once a year, and more options facilitate student scheduling.

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

The School of Business enhances teaching/learning through technology, requiring papers and projects in upper level classes, supplementing lectures with video presentations, real-world examples, guest speakers, and co-curricular activities.

Business faculty have continued and built on actions from previous semesters. In face-to-face courses faculty use Blackboard to keep students informed of progress and to supplement instruction. Faculty utilize university resources such as Academic Alert and recording attendance in EAB. Faculty gave early assignments to gauge student progress in the course, and encouraged students to read the syllabus posted in blackboard through methods such as quizzes over the syllabus content.

Response systems such as Kahoot are used to take attendance in class and for quizzing or polling in class.

In quantitative and accounting courses students still work problems manually but use of software such as Excel is increasingly emphasized as this is the software package they will probably use in the workplace. A textbook that emphasizes calculations through Excel has been adopted for the Statistics I and II courses for the coming year. In finance courses students are making greater use of financial calculators for problems.

Videos are used in several courses. The videos may be available as textbook supplements or may be movies or movie clips that can be related to the subject material, such as the movie *Made in Dagenham* (about a 1968 strike in a Ford plant) in the Industrial Relations class. Some instructors have recorded lectures for use in their online classes and as a supplement to their online classes.

Some instructors used more group work and more in-class assignments this year. Group work and in-class assignments give students more opportunities to learn from each other and to work with the instructor directly. This is part of the philosophy utilized in the math and English with review classes. One instructor has used educational games, with students or groups of students competing with each other for points, as a method of engaging students.

Junior and senior accounting majors attend an on-campus dinner with the Southeast Arkansas Society of CPAs to experience interaction with working professionals in their field.

Business Day features 2 to 3 speakers from the business community who address business students who meet in the Fine Arts Center during that time period. This year high school students from Drew Central and Monticello were invited to attend and approximately 20 high school students attended.

The student organization Institute of Management Accountants IMA has a service learning activity each semester for one of the two children's homes in Monticello, a Halloween party in the fall semester and an Easter party in the Spring. The organization serves food

and gives t-shirts and other gifts/prizes for the approximately 50 children in residence at each home. The Finance Club and Phi Beta Lambda PBL, which were approved this spring, will provide more opportunities for service activities in the future.

### **Other Unit Student Success Data**

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

Four accounting majors were initiated into the Arkansas Zeta Chapter of Alpha Chi in 2018-2019.

Two accounting students received scholarships from the Arkansas Society of Certified Public Accountants.

Several students were recognized as outstanding students and scholarship recipients at the 61<sup>st</sup> Kermit C. Moss Annual Awards Banquet in April 2019. Students are selected by the School of Business faculty.

- Eight students were recognized as the outstanding 2019 graduates in their major or concentration
- Twenty-three students received endowed or non-endowed scholarships of \$600 to \$3000 for the coming academic year

Three business students were recognized as Scholar-Athletes of the Month, two students in December (a double major in accounting and business administration and accounting, and a double major in political science and accounting) and one in May (a business administration major with concentrations in marketing and management)

Student interest was a key factor in re-establishing two business student organizations that had gone inactive. The Finance Club and Phi Beta Lambda (PBL) were recognized in the Spring of 2019.

Revised 5/20/2019