

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Business

Academic Year: 2021 - 2022

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 an emphasis in finance, general business, management, or marketing. The general business emphasis was substantially revised this year, effective with the 2022-2023 catalog. The Associate of Science in Business is the most recent addition to offerings in business. The first associate of science in business degree was awarded in the spring of 2019.

Approximately 70 percent of business students choose business administration as their major. There is some movement between the majors within the school. The majors share a common core of business courses, so it is possible to change majors without affecting progress towards degree completion. The business administration major, with four emphasis areas in the different fields of business, draws a wider audience. The emphasis areas consist of 15 to 18 hours of upper-level courses beyond the core and 18-21 hours of elective courses. The accounting program requires 30 hours of upper-level accounting courses beyond the business core and has only four hours of electives. Many of the differences in the two majors are driven by requirements for CPA licensure. Business administration majors are not required to make a C for successful completion of business courses. Accounting majors who seek CPA licensure must make a C or better in accounting or business courses. In Arkansas one hundred and fifty credit hours are required for CPA licensure. Some students meet the additional 30-hour requirement through graduate school, others through a double major at the undergraduate level. Many of the double majors are in the school, in business administration and accounting. In recent years, we have seen more accounting majors declaring a second major outside the School of Business, such as music or political science

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 emphasis
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 Continuing/Revised

- Goal:** Increase awareness of the associate of science in business
Encourage students to apply for AS graduation before completing BBA requirement (New)
- Action:** Promote the degree to students during advising and classes
- KPI:** Increase the number of graduates by 10-20 percent each year
Increase the number of students completing AS prior to completing BBA (New)

Expand academic and degree offerings Continuing/Revised

- Goal:** Make courses available in more formats
- Action:** Examine course offerings to see potential candidates for online sections
Examine business core courses to see if scheduling multiple sections of some courses is possible
Consider 8W1 and 8W2 courses
- KPI:** Offer one-two courses for the first time online in the next two academic years

Offer multiple sections of at least one upper-level business core course over the next two academic years
Offer 8W sections over the next two years

Revise academic and degree offerings Continuing

Goal: Revise the accounting major to meet the requirements of the new CPA exam

Action: Begin review of changes in CPA certification exam and response of other institutions, particularly smaller institutions such as UAM

KPI: Draft of changes in curriculum and submission of proposals to Curriculum and Standards Committee

Revise academic and degree offerings Completed

Goal: Examine general business emphasis requirements for possible revisions, with two options being a possibility

Action: Develop possible changes to the emphasis and present to School of Business faculty

KPI: Proposals to Curriculum and Standards Committee within the next two years

Revise academic and degree offerings Continuing

Goal: Curriculum changes that will reach a wider audience such as non-business majors, working professionals, and others

Action: Consider options such as minors, certificate programs of 12 hours, and possibly another associate of science that will draw upon existing courses while reaching a new audience

KPI: Recommendation on developing new programs within a time frame of next two years

Retain and Recruit high achieving faculty and staff Continuing

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. Retain and develop qualified faculty to revitalize student interest in areas that have seen a decline in student enrollment.

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 Continuing

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.

KPI: One-two internships during 2019-2020 academic year

KPI: One-two opportunities to interact with business and community members during 2019-2020 academic year

Enrollment and Retention Gains Continuing/Revised

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:** Develop opportunities to promote UAM and the School of Business to area schools.
- KPI:** Update and revise promotional materials

Infrastructure Revitalization and Collaborations Participation in articulation agreements to capitalize on academic and economic resources New/Revised from articulation agreements to developing partnerships with community colleges

- Goal:** Partnership agreements with two-year colleges
- Action:** Identify schools that have expressed interest in partnership agreements in business
- KPI:** A partnership agreement with a two-year school.

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

- Goal:** Upgrade facilities—tables, chairs, seating in BBC classrooms
- Action:** Work with Foundation Fund and Business Advisory Council to develop fund-raising methods
- KPI:** Develop campaign to upgrade at least one classroom over next year

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
Increase the number of AS graduates by 10-20 percent over the next few years. Increase the number of students completing AS prior to BBA degree	The number of Associate of Science degrees has increased each year by 18 to 55 percent since the degree was available in 2018-2019, from 11 to 17 to 20 to 31. Students earn the associate as a stand-alone degree or in combination with the BBA. Approximately two-thirds of AS majors also earn the BBA, but half graduate with	Three former students who left the university without a four-year degree have contacted Business and completed the associate degree. Non-traditional students who are working have also shown interest in the degree. Many students get their BBA and Associate degree at the same time, but the associate is reaching a new audience.

KPI	Assessment of Progress	Implications for Future Planning/Change
	both credentials at the same time.	We will promote the degree by mentioning the AS to advisees, printing advisement reports/check sheets for the AS during registration so students can see how close they are to earning that credential. The AS degree and requirements is on our Webpage and we can feature the AS on our social media to reach audiences beyond current students.
<p>Offer one-two courses for the first time online in the next two academic years</p> <p>Offer multiple sections of at least one upper-level business core course over the next two academic years</p> <p>Offer 8W sections in the next year</p>	<p>Production Operation Management (core course) was offered online for the first time in the fall and spring semesters 2020-2021. In fall 2022 two core courses in the AS and BBA degrees, Business Statistics I and Principles of Microeconomics, will be offered online for the first time.</p> <p>In fall 2022 business will offer two courses as 8W2 courses, Principles of Microeconomics and Principles of Management. Both courses are offered with face-to-face semester and online 8W2 sections. During registration enrollment figures were good for both sections, although the online 8W2 sections filled up more quickly. A combination of face-to-face semester and online 8W sections may be a good way to schedule multiple sections of courses.</p>	<p>Based on registration for fall 2022, a combination of online 8W2 and semester face-to-face sections may be the best way to offer multiple sections of courses. Business core courses that are required of other majors would be the best options.</p> <p>All but one to two of the sixteen business core courses are available online during at least one session of the academic year. A few courses are available online only during the summer terms, and a few courses have not been scheduled during the summer.</p> <p>As more courses are offered online, developing a rotation schedule for online and face-to-face courses becomes more feasible.</p>
Develop needed changes in accounting curriculum and submit proposals to Curriculum & Standards	Looked at curriculum changes of other Arkansas schools, including larger institutions such as ASU and institutions that are more comparable in size such as SAU.	This is a situation we will continue to monitor. Some of the larger institutions have made major revisions to their curriculum while others, particularly smaller institutions, are staying with their present curriculums.

KPI	Assessment of Progress	Implications for Future Planning/Change
Proposals to Curriculum & Standards within the next two years	The general business emphasis was substantially modified to consist of 18 upper level business courses from at least two different areas. The modifications were approved by Curriculum & Standards and Assembly in 2021-2022, and take effect with the current catalog	Monitor for possible revisions. Accounting and three of the emphases under Business Administration offer online courses every semester. The general business emphasis should facilitate the development of a mostly if not completely online BBA in the future.
Recommendation on developing new programs drawing on existing courses to reach a wider audience within a time frame of next two years.	Will develop a minor in accounting over the next year. Discussing different options such as certificate programs for non-traditional students.	A minor in accounting could be of interest to non-business majors. The accounting knowledge would be useful to students who may have their own business in the future. A minor in accounting could also be of interest to Business Administration majors. A business administration major with an emphasis in finance and a minor in accounting, for example, would be a good combination. The business administration major has enough elective hours to accommodate a minor.
Positions filled at the assistant professor or instructor level.	We began the 2021-2022 academic year with an unfilled faculty position. At the end of the spring semester there was an unexpected vacancy due to a faculty resignation. We successfully completed two faculty searches over the spring and summer of 2022, filling both positions at the assistant professor level. Faculty with terminal degrees had previously held these positions, and we were able to fill the positions with candidates possessing terminal degrees.	With the recent hires three of the seven full-time faculty hold terminal degrees. When the Dean is included there are eight faculty members, with four holding terminal degrees. An instructor has completed a substantial number of credit hours in an online doctoral program. Another faculty member with professional certification is at the associate professor level. The School is moving towards past levels of faculty with terminal degrees.
One-two internships during 2020-2021 academic year	Five students completed internships in Spring and Summer 2022. Two were in accounting, three in general business. This was the first year we had internships in	Continue to offer internships in accounting and general business. The instructor depends on the topic or subject of the internships. Currently the only prefixes are ACCT and GB. Topics are shown with notes such as

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>One-two opportunities to interact with business and community members during 2020-2021 academic year</p>	<p>general business.</p> <p>Meeting of the Southeast Arkansas Chapter of Certified Public Accountants held in the University Center in October. Juniors and seniors in accounting had the opportunity to interact with CPA's from Southeast Arkansas. The meeting and dinner concluded with two speakers on how to be successful in accounting.</p> <p>We established a Business School Advisory Council in the Spring of 2022. The Advisory Council primarily meets with faculty, but may meet with students as well.</p>	<p>the notes on special topics courses. Consider alternatives such as offering internships under more prefixes.</p> <p>We can probably schedule a meeting of the Southeast Arkansas CPA Association on campus each fall. We may consider resuming activities that were cancelled during the pandemic such as Business Day, a day featuring speakers from business and industry.</p> <p>The Advisory Council may provide internship opportunities and/or information on internships opportunities.</p>
<p>Identify and visit six area high schools in the next year</p> <p>Develop opportunities to promote UAM and the School of Business to area schools</p>	<p>No visits due to pandemic. This KPI may be revised or deleted in order to focus on other options.</p> <p>A faculty member is a consultant to FBLA District III middle and high school chapters. Through this connection we have had district meetings and competitions on the UAM campus, as well as representation of UAM and the business school at meetings elsewhere. Members of the UAM PBL chapter serve as competition judges and assist with organizing the on-campus meetings.</p> <p>For the past two years four to five UAM</p>	<p>Continue to use FBLA and PBL to interact with area middle and high school students. Identify Business School events, such as Business Day, that could be open to area high school students as well as UAM students.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
Update and revise promotional materials	<p>PBL members have placed in state-wide competitions, increasing the visibility of UAM and the business program.</p> <p>Have Facebook and Instagram pages to increase visibility of unit. The student organization IMA has an Instagram page. Completed a rack card for the unit.</p>	Monitor and update as needed.
A partnership agreement with a two-year school	National Park College in Hot Springs contacted UAM about a partnership program in which students would complete a BBA from UAM while taking face-to-face junior and senior courses at the NPC campus. The program will be available to NPC students in fall 2023.	The NPC program should increase UAM School of Business credit hours and number of graduates. NPC has experience with developing these partnerships, having agreements with other institutions in different subject areas. The BBA degree will be in the business administration major with an emphasis in general business.
Develop campaign to upgrade at least one classroom over next year	Advisory Council suggested fund-raising approaches such as \$X will purchase one classroom table. Members suggested requests for donations such as \$X will purchase one new classroom table might be more successful than requests for specific amounts.	We have new flooring through university funds and a donation from the company that installed the flooring. New tables and chairs could be the next step in upgrading and modernizing our classrooms.

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

University Student Learning Outcomes

- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens

Table 2: Unit Student Learning Outcomes

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
Communication Critical Thinking Teamwork Global Learning	Demonstrate familiarity with business theory and practice, and in a chosen emphasis	<p>Students must have a firm foundation in core business knowledge related to all business fields and the area of specialization. This SLO aligns with the University mission of fostering a quality, comprehensive education, sustaining economic development and providing for entrepreneurial endeavors.</p> <p>The SLO relates to the student success section of the Strategic Plan: developing, delivering, and maintaining quality academic programs by expanding academic and degree offering and accessibility to academic programs. The four University SLOs are all aspects of business theory and practice.</p>	<p>Preparing students to participate effectively in the business environment of today through developing critical thinking, communication, and analytical skills is part of the unit mission statement.</p> <p>The SLO relates to the student success Strategic Plan category of making course scheduling more responsive to student needs by offering more online courses and multiple sections of required core courses, and promoting newer programs such as the associate of science in business.</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
Critical Thinking Communication Teamwork	Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing.	Critical thinking is essential to the mission of UAM of contributing to the economic and quality of life indicators in the community and region and promoting leadership and research which will provide for entrepreneurial endeavors. The ability to analyze business (and societal) problems and evaluate solutions is an important aspect of the business environment and citizenship. Analysis and evaluation must be supported by the ability to communicate findings to others. Many business problems and solutions will require the ability to work in teams.	This SLO is fundamental to the unit mission of preparing students to participate effectively in the business environment. Students will need critical thinking skills and the ability to present their findings to others. One of the ways the unit plan supports this SLO is by hiring qualified faculty who feature essays, papers, projects and case studies in their classes. A number of faculty stress there is no 'right or wrong' answer, instead students make a recommendation and present reasons for their recommendation
Critical Thinking Communication Teamwork	Be able to gather, analyze, and present results of research and business analysis.	This SLO directly relates to several aspects of the University mission: promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors, fostering a quality, comprehensive and seamless education to succeed in a global environment, improving the	This SLO reflects the vision of preparing graduates for professional success by providing academic preparation. The plan supports this SLO by course offerings from qualified faculty who revitalize student interest and consider several techniques

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
		quality of life and enhancing economic development	for student engagement
Communication Critical Thinking Teamwork	Demonstrate competence in the use of common business application software and an understanding of the role of information systems in business	Information technology is so pervasive in our society and the business environment that this SLO touches on multiple aspects of the University mission. It is part of a quality and comprehensive education, it supports research and scholarship, it sustains economic development, and supports entrepreneurial endeavors. Knowledge of software supports analysis of data to for research and business analysis and offers several methods of presenting and communicating information. Sharepoint, Zoom, and similar applications support teamwork.	Competence in the use of common business software, and the ability to adapt to specialized software that may be used by employers, is an essential part of preparing students to participate effectively in the complex business environment of today. Competence in the use of common business software is a part of familiarity with business practice. Competence in the use of distance communication is also a part of business practice
Global Learning	Demonstrate an understanding of international business and international effects on U.S. firms in an interdependent world	One element of the University Mission is to foster an education for diverse learners to succeed in a global environment.	An understanding of international business and its effects is a necessary part of preparing students to participate effectively in the

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
			business environment of today.

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

Several methods are used to assess Student Learning Outcomes (SLOs) in the School of Business. Short assignments, quizzes, and sample problems are some of the methods used to assess SLOs during the course, so instructors may make adjustments as the course progresses. More comprehensive/lengthier assignments such as projects, papers, presentations, and exams are methods used as assessments of the SLOs for the course. Some instructors use pre- and post-tests or exercises in their courses.

This was our first experience with the rubrics defined by the Association of American Colleges and Universities (AACU) for the University SLOs of communication (written and oral), critical thinking, global learning, and teamwork as the campus-wide assessment method. Each unit was asked to select courses for rubric and one of the dimensions for assessment of an SLO. In the initial stages of the process the units will identify the SLOs/rubrics, dimensions, and courses for the assessment. Copies of the rubrics have been distributed at Business faculty meetings, along with examples of rubrics for business subjects. Some faculty members began using rubrics for their assignments this year using examples for business subjects. The following ten courses, SLOs, and dimensions were identified for the AACU rubric & dimension assessment in the 2021-2022 year.

Course	SLO/Rubric	Dimension
ACCT 3403 Intermediate Accounting	Critical Thinking	Evidence
ECON 2203 Principles. Of Macroeconomics	Teamwork	Contributions to Team Meetings
FIN 4603 Financial Policy & Planning	Critical Thinking	Explanation of Issues
GB 2043 Business Communications	Written Communication	Genre & Disciplinary Conventions
GB 3233 Business Statistics II	Critical Thinking	Conclusion & Related Outcomes
GB 3353 International Business	Global Learning	Cultural Diversity
MKT 3443 Selling & Sales Administration	Oral Communication	Central Message
MKT 4623 Marketing Research	Critical Thinking	Evidence
MGMT 4653 Strategic Management	Critical Thinking	Explanation of Issues

In practice seven courses were used for assessment of the rubrics. While the recommendation of the University Assessment Committee was assessment of one dimension of the rubrics, the dimensions reviewed in the courses ranged from one dimension to all five dimensions. A summary of the results is shown below, followed by individual course results.

Course	SLO/Rubric	Dimensions Assessed	Range of Average Scores	Number of Students
MKT 3443 Selling & Sales Administration	Oral Communication	5	2.1 to 3.1	11
GB 2043 Business Communications	Written Communication	4	2.39 to 2.65	41
FIN 4603 Financial Policy & Planning	Critical Thinking	5	3.69 to 3.77	13
ACCT 3403 Intermediate Accounting I	Critical Thinking	1	2.76	21
MGMT 4653 Strategic Planning	Critical Thinking	5	2.76 to 3.08	33
GB 3533 International Business	Global Learning	2	2.32 to 2.76	20
ECON 2203 Principles of Macroeconomics	Teamwork	5	3.1 to 3.39	31

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

Strengths

- The courses selected for the assessment represent the mix of business courses: two lower-level and five upper-level courses; four core courses and three major/emphasis courses. Core courses have larger enrollments than the major/emphasis courses, and the selected courses reflect this.

Weaknesses

- The basis for the assessment was described in some cases but not all. Some faculty described the project or assignment in detail, but others did not. The assessments seemed to be based on specific projects or assignments instead of the entire course, descriptions would clarify this.
- The rubric ratings may coincide with the class grades. Faculty were told they could differ, but this may be a difficult concept to grasp. If a distinction is made between grades and rubric scoring a progression of rubric scores reflecting growth in the dimensions through the class levels may be evident.
- Some but not all faculty used the SWOT analysis with the SLO assessment. Actions and recommendations were addressed in the Intermediate Accounting assessment but no others. It is interesting that this was also the only course that assessed one dimension instead of several.
- Average rubric scores differed among faculty, with some averages ranging from 2.39 to 2.65 and others from 3.69 to 3.77.

Opportunities for Growth

- There will probably multiple revisions to the assessment process as we continue to work with it. It would probably be more manageable with one or at most two dimensions to assess.
- Determining how to evaluate assessments of one SLO, such as critical thinking, across multiple courses?

Threats to Effectiveness

- It may be difficult for faculty to distinguish between grading for the course and assigning scores for the rubrics.

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

Actions to improve student performance were implied in some of the SWOT analyses. As we gain more experience and perhaps make modifications in the process recommending actions to improve student performance will become more feasible.

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

If one dimension is addressed instead of several a more thorough analysis of the results should be feasible.

Develop ways of combining information on an SLO/rubric across different courses—the same SLO dimension might be assessed over multiple courses, or different dimensions of the same SLO could be assessed across multiple courses.

**UNIVERSITY ASSESSMENT: AACU RUBRIC DATA
Oral Communication**

If the dimension is not assessed, leave blank. MKT 3443 Selling and Sales Administration Spring 2022

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	4	5	1	1	0	3.1	11
Language	1	5	3	2	0	2.5	11
Delivery	0	6	2	1	2	2.1	11
Supporting Material	2	6	2	0	1	2.7	11
Central Message	5	4	1	1	0	3.2	11

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

Strengths

- The overall central message was identified regarding selling of the chosen product/service.

Weaknesses

- Students did not fully close sales through relative, supportive materials and lacked applying references and logistic markers on the chosen topic.

Opportunities for Growth

- Identify appropriate language in dialogue that supports a memorable impression throughout and oral presentation.

Threats to Effectiveness

The lack of introducing yourself and closing the oral communication as a sales representative and/or business owner to prospective clients allows competitors an additional outlet for the client to choose in the final decision.

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

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

Written Communication

If dimension not assessed, leave blank. GB 2043 Business Communication Spring 2022

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average/Modal score for unit	Total # of students assessed in unit
Context and Purpose for Writing	13	10	8	8	2	2.58	41
Content Development	8	15	8	8	2	2.46	41
Genre and Disciplinary Conventions	9	12	9	8	3	2.39	41
Sources and Evidence							

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average/Modal score for unit	Total # of students assessed in unit
Control of Syntax and Mechanics	11	14	10	4	2	2.68	41

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

Strengths

- Students show consistency and understanding in each category. The foundation is there to build upon and increase success in learning objectives.

Weaknesses

- There is room for improvement as evidence by the number of students awarded a 0 or 1. There could be a number of factors that caused the low scores.

Opportunities for Growth

- The opportunity for growth can be addressed by implementing motivation techniques and differentiated teaching methods.

Threats to Effectiveness

- The vagueness of the data limits the possibilities on methods to increase the scores. The students preconceived notion of the assignment could be a factor as well as the weight of the project grade.

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

To be determined

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

To be determined

Critical Thinking

If dimension not assessed, leave blank.FIN 4603 Financial Policy and Planning Fall 2021

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues	10	3	0	0	0	3.77	13
Evidence	9	4	0	0	0	3.69	13
Influence of Context and Assumptions	10	3	0	0	0	3.77	13
Student's Position (Perspective, Thesis/Hypothesis)	10	3	0	0	0	3.77	13
Conclusion and Related Outcomes (Implications and Consequences}	10	3	0	0	0	3.77	13

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

Financial Policy and Planning could be considered a capstone course in the Finance emphasis. Students were asked to pick a business of their choice and analyze its existing policies and procedures. They were asked to assess the firm in terms of what worked and what needed to be changed and present the results to the class.

Strengths

- This was a senior class and could be considered a capstone class for the finance emphasis. Some of the students had not conducted a project like this before and it was a learning experience for them. The analysis of an existing firm and the group presentation was a learning experience for them. Overall they did very well.

Weaknesses

- Some of the students were apprehensive about the project and/or the idea of presenting

Opportunities for Growth

- Some groups designated specific members of the group to present. In the future it may be better to structure each group presentation so that each member of the group participates in the presentation.

Threats to Effectiveness

- Since these students have not worked in the real world some of their solutions were idealistic.

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

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

Critical Thinking

If dimension not assessed, leave blank. ACCT 3403 Intermediate Accounting I Fall 2021
Accounting Practice Set

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues							
Evidence	9	4	4	2	2	2.76	21
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences}							

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

Strengths

- A majority of the students understood the assignments and did well with thinking through the process.
- The assignment relied on things that they should have learned in ACCT 2213 Principles of Financial Accounting and most students showed having learned/retained at least some knowledge.

Weaknesses

- Some students did not understand the process at all, but would not ask questions.
- Due to the amount of material to cover in ACCT 3403 I was not able to spend much classroom time on this project.

Opportunities for Growth

- Look for an updated accounting data set or create my own for future use.
- Make this a group assignment in which I assign the groups
- Develop a way to utilize online resources such as Blackboard Collaborate for providing more instructions on the project or session where they can ask questions.

Threats to Effectiveness

- Unfortunately the solution is available on the internet and some students resorted to using this to complete the assignment. By doing this they learned nothing of the accounting process.

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

- Making this a group assignment will enhance performance. Also, it will demonstrate real world actions—ie when we are solving problems we work with our colleagues to find the solution.

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

- Writing a practice set that does not have solutions online would be a great thing to do. I am going to make this a goal for myself for the upcoming year. I don't know that I will have a new set ready for fall of 2022 but can hopefully implement one for fall of 2023.

Critical Thinking

If dimension not assessed, leave blank. MGMT 4653 Strategic Management Spring 2022

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Explanation of Issues	14	9	5	4	1	2.92	33
Evidence	18	10	7	3	1	2.76	33
Influence of Context and Assumptions	16	7	6	3	1	3.04	33
Student's Position (Perspective, Thesis/Hypothesis)	11	9	8	3	1	2.72	33
Conclusion and Related Outcomes (Implications and Consequences}	15	9	6	3	1	3.08	33

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

Strengths

- Students have realized the importance of empirical data in research and the significance of validity and reliability in researching a topic.

Weaknesses

- Some students need more basic understanding of research and recognizing peer-reviewed articles from professional papers.

Opportunities for Growth

- Develop an in-class workshop on research and give students incentives to publish research for themselves.

Threats to Effectiveness

- Lack of student engagement and motivation are the key elements that will derail any constructive approach to projects.

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

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

Global Learning

If dimension not assessed, leave blank. GB3533 International Business Spring 2022

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness	7	3	4	1	5	2.32	20
Perspective Taking							
Cultural Diversity	8	2	5	3	2	2.76	20
Personal and Social Responsibility							
Understanding Global Systems							
Applying Knowledge to Contemporary Global Contexts							

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

Strengths

- Students learned the difference between in-home cultures versus host cultures.
- Students learned how to conduct businesses in international markets

Weaknesses

- Lack of student engagement in the class. Low student attendance and interaction on the discussion board

Opportunities for Growth

- Incentivize the discussion boards and make the course more cooperative and collaborative in content. This will influence the interactions between students and the material being discussed.

Threats to Effectiveness

- Student engagement is a big factor in the course. Will introduce more ways for students to interact in the classroom environment. Low student partnership for course success will hinder the progress

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

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

Teamwork

If dimension not assessed, leave blank. ECON 2203 Principles of Macroeconomics Fall 2021

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Contributes to Team Meetings	20	3	7	1	0	3.35	31
Facilitates the Contributions of Team Members	13	9	8	1	0	3.1	31
Individual Contributions Outside of Team Meetings	13	10	7	1	0	3.1	31

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Fosters Constructive Team Climate	20	4	6	1	0	3.39	31
Responds to Conflict	13	9	8	1	0	3.1	31

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

Strengths

- This class, ranging from Freshmen to Seniors, consisted of students of various majors and interests. The class of 31 students was divided into four groups and given the task of balancing the United States Budget and solving the Nation Debt crisis. They learned how deeply in debt the United States is, they learned where the Government gets their money, and how they spend it. They had the task of analyzing the existing United States Budget, and making recommendations about what we should keep, what we should stop funding, and creative ways of working smarter rather than attempting to solve every problem with more money. Additionally, they were asked to find creative new ways to bring in more money for the Government, and, lastly, how to pay off our \$30.5 Trillion Dollar National Debt. Every student left this class with a very good understanding of our United States National Budget. By the end of the presentations, students had bonded with others in their groups, and had built a comradery with other students, which is important for networking, later in life.

Weaknesses

- Many students initially felt overwhelmed with this task. I assured them that people are paid hundreds of thousands of dollars trying to solve these problems and we still have them, and that I expected only their best efforts toward this challenge. I believe that this made the students feel better about this, and helped them welcome the challenge, rather than dread it. Some students felt uneasy about making presentations for their team, and it was left up to each team who presented their findings.

Opportunities for Growth

- Students will have to embrace the challenges and opportunities of making verbal presentations, as this is a key to success in the working world.

Threats to Effectiveness

- Some students started out by letting others get things going but once the group were into full swing most students became very engaged in their projects. People who don't want to do any work can definitely slow down the momentum for the students who are more passionate about getting the best education possible while here at this great University. Each group met this challenge head-on and did very well on their projects.

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

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

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 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 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	12	15	14	41 & 13.7	215 & 19.5
Sophomore	16	14	17	47 & 15.7	156 & 14.2
Junior	15	15	11	41 & 13.7	164 & 14.9
Senior	13	16	16	45 & 15	189 & 17.2

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Post Bach	2	0	1	3 & 1	21 & 1.9
Total	58	60	59	177 & 59	745 & 67.8

UNDERGRADUATE PROGRAM MAJOR: Business Administration

Classification	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	47	46	46	137 & 45.7	611 & 55.5
Sophomore	35	38	27	100 & 33.3	336 & 30.5
Junior	38	39	42	119 & 39.7	343 & 31.2
Senior	17	32	26	75 & 25	296 & 26.9
Post Bach	1	0	0	1 & 0.33	9 & 0.9
Total	138	155	141	434 & 144.7	1597 & 145.2

UNDERGRADUATE PROGRAM MAJOR: Associate of Science in Business

Classification	Fall 2019*	Fall 2020	Fall 2021	3-Year Total & Average*	10-Year Total & Average*
Freshman	0	5	4	9 & 3	
Sophomore	0	0	3	3 & 1	
Junior	4	1	3	8 & 2.7	
Senior	1	1	5	7 & 2.33	
Post Bach		0	0	0	
Total	5	7	15	27 & 9	

*The Associate of Science in Business Administration was first available to students in 2019. The first graduates under the Associate of Science program were in Spring 2019.

GRADUATE PROGRAM MAJOR: Not Applicable

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

There has been a long-term decline in the number of students in both majors in the BBA. The three- and ten- year averages are shown in the last two columns, with the greater of the two averages highlighted. The ten-year average exceeds the three-year average in most cases. The long-term decline in general mirrors the enrollment pattern at UAM. For the university fall enrollment headcount increased from 2009 to 2012, reaching a peak in 2012, and falling thereafter.

For accounting the number of majors averaged 59 over the past three years, compared to 67.8 over the longer period, a substantial difference. Across the classifications the largest difference is in the average number of freshman accounting majors--19.5 over the ten

years, but 13.7 over the recent period. With a few exceptions the number of majors by class level is similar over the three years shown in the table. It is encouraging that the total number of accounting majors over the past few years ranged from 58 to 60. While lower than the past, enrollment seems to have stabilized in accounting.

The 2019 and 2020 enrollment figures for business administration were encouraging, with the total number of majors increasing from 138 to 155. With the increase in enrollment of 17 students it seemed that the number of business administration majors was not just stable but beginning a period of growth. Unfortunately, in 2021 the number of majors fell by an almost equal amount, from 155 to 141. However, for the business administration total the two averages over a period were virtually identical, being 144.7 for the past three years and 145.2 over the past ten years. Likewise, the number of freshman majors in business administration has been stable. Over the last three years there have been fewer majors in the sophomore class than the freshman class. Some drop-off is usually expected, but the difference may be concerning for 2021. The number of sophomores was 27, compared to 46 for that year's freshman class and 46 for the previous year's freshman class.

Over the past three years, the total number of BBA majors in the School of Business has been 611, with an average of 203.7. Over the past ten years, the total number of BBA majors in the School has been 2342, with an average of 212.9.

The Associate of Science in Business is the most recent degree program in the School. The first associates of science in business were awarded in May 2019. The number of students in the associate program has increased threefold over that time, from 5 in 2019 to 15 in 2021. The three-year average is nine. Students appreciate having the option of earning an associate of science in business, but its effectiveness is somewhat diminished by students graduating with the AS and BBA at the same time. Students may wait to complete some their general education requirements until their last year/semester. We have not collected data on not completing requirements versus simply waiting to file for graduation for the AS degree but may in the future to see if any patterns emerge.

It is encouraging that a few former students who left UAM without a degree have been able to earn the associate of science in business by completing a few courses here or transferring courses. One former student completed the AS in Business from UAM this spring by taking the remaining courses at NPC. He has expressed interest in the BBA program at NPC but is not sure he wants a bachelor's degree at this point.

There are fewer accounting majors than business administration majors and will probably continue to be so. The business administration major includes four emphasis areas in the different fields of business and draws a wider audience. The emphasis areas consist of 15 to 18 hours of upper-level emphasis courses beyond the core. The accounting program requires 30 hours of upper-level accounting courses beyond the business core and has only four hours of electives. The business administration major draws a wider audience and is more flexible, requiring 15 to 18 hours of courses beyond the business core, and having 18-21 hours of electives. The differences in the two curriculums, like many of the differences between the two majors, are driven by requirements for CPA licensure. Accounting majors who seek CPA licensure must make a C or better in their accounting and business courses for successful completion. Business administration majors must have a C or better average overall in the major. One hundred and fifty credit hours

are required for CPA licensure in Arkansas, more than the 120 hours required for the Bachelor degree. Some students meet the additional 30-hour requirement through graduate school, others through a double major at the undergraduate level. In recent years some accounting majors have selected a second major in other units (music, political science) but most choose business administration as the second major.

Strengths

- Accounting: The number of majors has been stable in recent years, ranging from 58 to 60. Enrollment by class level has been stable as well. It is encouraging that the number of entering freshmen has been stable and greater in both years than the Fall 2019 level. Patterns between class levels indicate changes through students changing business majors and transfer students.
- Business Administration: The total number of majors has varied over the past three years, but the three-year and ten-year averages are almost identical, being 144.7 and 145.2 respectively. Although there has been a long-term decline in enrollment at UAM, the business administration enrollment seems to be fairly stable. It is encouraging that the number of freshman majors has been stable over recent years, although the longer-term average (55.5) is almost ten points greater than the three-year (45.7).
- Three active student organizations: Phi Beta Lambda, the Finance Club, and the Institute of Managerial Accountants
- Faculty-student relations are positive, with mean ratings for adjunct and full-time faculty on the five student evaluation questions mostly being above 4.0, with some mean ratings approaching 4.8.

Weaknesses

- While overall enrollment and freshman class size seem to be stabilizing, the number of majors in both programs has not shown any sustained period of increase over the past few years.
- Competition from online courses and degrees. The School has expanded its online offerings in recent years, but it is not possible to earn a BBA from UAM without having to schedule a face-to-face class at some point. All of the business courses in the Associate of Science program are now available online, but not in the BBA. It may be possible to have an online schedule for a semester or two, or a schedule with mostly online courses, but students eventually will have to attend a face-to-face class. We have had transfer students who came to register for their first semester at UAM assuming they could get an all-online schedule immediately. While a number of courses are available online, they are not available online each semester.
- Program Accreditation: UAM is the only four-year business program in the state that does not have program accreditation. Realistically speaking accreditation is a long-term goal that would require many resources that we do not have at the present. Graduates who enter Master's programs at other schools may contact us for syllabi for courses they took here, probably because we do not have the program accreditation.

Opportunities for Growth

- The UAM School of Business has entered into a 'Campus within a Campus' agreement with National Park College (NPC). Students will be able to take face-to-face upper level business courses at the NPC campus from qualified faculty. The students have the convenience of being able to earn a four year degree without going online or traveling/moving to another school. UAM will benefit as the credit hours and degree completion at NPC will be UAM School of Business courses and degrees.
- A redesign of the General Business emphasis may make it possible to move closer to a mostly online business administration degree

at UAM. The emphasis was redesigned this year to achieve greater flexibility and facilitate the partnership with NPC. The emphasis had required taking six hours from each of three different areas, with the six hours to be selected from a selection of specified courses for each area. The emphasis now consists of eighteen upper-level (excluding core courses) hours from at least two different business subjects. Two or more major/emphasis courses are offered online each semester, and it will be easier to meet the requirement of 18 hours from two different areas from online scheduling. This would require balancing face-to-face and online offerings of core courses, and rotation of upper-level business courses for the emphasis.

- Core courses are offered every semester and in the summer but emphasis and major courses are offered spring or fall and rarely in the summer. If a student cannot take an emphasis/major course in that term, they will not be able to take it for another year unless we do substitutions. The general business emphasis may be a way to address this scheduling issue.
- This fall we are offering multiple sections of two core courses, Principles of Management and Principles of Microeconomics. One section is face-to-face, the other is online. The online courses are 8W2 courses, the first time business has offered 8W2 courses. The enrollment is good in both sections. The principles courses are typically prerequisites for other courses. Making these courses available on an online 8W basis may make it feasible to have more multiple sections.
- UAM business students have expressed an interest in an MBA program in Business at UAM. In meetings with the ten-year on-campus reviewer, and in a survey conducted by a Marketing Research class, upperclassmen said they would like to be able to enroll in an MBA program here. Two of our business faculty earned their MBA degree from UALR when evening classes were available at UAM through Compressed Interactive Video. Students are interested in business graduate studies at UAM. This is a long-term goal due to resource constraints and no program accreditation. It might be possible to offer some business graduate programs at UAM, but we do not have the terminal degree faculty to offer the MBA. Graduate certificate programs may be an option for offering some graduate courses.

Threats to Effectiveness

- Requirements for CPA certification are undergoing major revision on a national level. There are concerns about adjusting undergraduate curriculum to meet the revised requirements, even at larger universities. The ultimate effect of the revisions is not clear. Ultimately the revisions may mean that a Master's in Accounting will be needed to prepare for licensing. Some CPAs accounting think the revisions may be scaled back before implementation. We can expect the revisions to affect our accounting program at some point. Currently our accounting major meets the course requirements for CPA licensure in Arkansas. If we are to continue to attract students with the goal of CPA licensure, we may have to adjust our curriculum to meet the new requirements.
- Accounting and Business Administration: No online degree, some courses are not available online. Prospective students contact the School asking about online degree programs in Accounting or Business Administration. Current and incoming students have semesters when they want to go all online.
- Accounting and Business Administration: While core courses are offered every semester and many are available in the summer, in most cases there is only one section per semester. We currently offer two sections per term of four core courses, but it would facilitate student scheduling if we offered more sections of some of the core courses. Students and advisors encounter time conflicts with prerequisites and courses offered at the same time. Conflicts for students in the senior year are problematic.

Progression/Retention Data

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

Major: Accounting	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	11 (includes 3 with double major)	% of 11
Number and percentage graduated in that major during 19-20 academic year	0	
Number and percentage graduated in that major during 20-21 academic year	6 (includes 3 with double major)	54.5% %
Number and percentage graduated in that major during 21-22 academic year	2	18.2%
Number and percentage who have not completed/not enrolled	3	27.3%

Major: Business Administration	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2019	40 (includes 3 with double major)	% of 40
Number and percentage graduated in that major during 19-20 academic year	9 (includes 1 with double major)	22.5%
Number and percentage graduated in that major during 20-21 academic year	23 (includes 2 with double major)	57.5%
Number and percentage that graduated in that major during 21-22 academic year	2	5%
Number and percentage who have not completed/not enrolled	6	15%

Six who didn't graduate four not enrolled 2 have associate or technical

Major: Associate of Science in Business	Number	Percentage
Number of Business AS majors classified as Sophomores (30-59 hours) in fall 2019	21 (2 with AA)	
Number of Business AA majors classified as Sophomores (30-59 hours in fall 2019)	14 (2 with AA)	
Number of associate degrees, number of unique students	35, 33	% of 35
Number and percentage graduated with associate during 18-19 academic year	1 (1 with both AA and AS)	2.8%
Number and percentage graduated with associate during 19-20 academic year	9 (1 with both AA and AS)	25.7%

Major: Associate of Science in Business	Number	Percentage
Number and percentage graduated with associate during 20-21 academic year	8	22.8%
Number and percentage that graduated with associate during 21-22 academic year	17	48.5%
Number and percentage who subsequently earned a BBA (11 earned the associate before the BBA, 11 earned it at the same time as the BBA) (AA only 1 earned at same time as BBA, 7 earned at different time)(AS 10 earned at same time as BBA, 5 at a different time) (some earned both associates)	22	62.3%

The first Associate of Science in Business degrees were awarded May 10 2019. The two-year degree has been available for three years now, and data for the associate is shown in Table 4. As this is a two-year degree, retention and completion data are shown for students who were sophomores in fall 2019. Over this period thirty-five fall sophomores were in an associate program, with two students in both the associate of science and associate of arts programs. Nearly half of these students, 48.5 percent, completed the associate degree in the 2021-2022 academic year, ie in three years. The huge segment of three-year completions more than likely reflects the practice of graduating with the associate and BBA at the same time.

It is encouraging that twenty-two, or 62.3%, of the AA and AS students earned a BBA as well. Of these, eleven earned an associate degree at the same time as the BBA, and eleven prior to receiving the BBA. Of the two groups the AS in Business students were more likely to apply for the AS and the BBA at the same time. Of students in the Associate of Arts program, one earned the associate at the same time as the BBA, with seven earning it before the BBA. Of students in the Associate of Science in Business, 10 earned the AS at the same time as the BBA, with five earning it beforehand. (A few students earned both an AA and an AS).

Accounting majors who need 150 credit hours to qualify for CPA licensure may earn the additional hours by declaring a double major. Last year eight accounting students had a second major, five in business administration and three in another school. This year three students had double majors in accounting and business administration. The numbers for the students with double majors are shown in parentheses in the table. Percentages are based on the total number of majors without adjusting for the double majors.

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

Strengths

- Retention and completion figures are good for both the BBA majors, with the majority of students who were juniors in the fall 2019 graduating in the major during the 2020-2021 academic year. In accounting 54.5 percent graduated in this time frame, for business administration 57.5 percent completed requirements. In the 2020-2021 report the percentage

graduating within the two-year time frame was 43.8 percent for accounting and 44.8% for business administration. The data from the previous report show more students finishing within three-years. Progression outcomes with more fall juniors graduating in the next two years as opposed to the next three years are favorable, although it may be premature to anticipate a trend.

- Overall completion rates are good for both BBA majors, with completion rates within three years in the 80 percent range. Roughly 78 percent of accounting majors finished degree requirements within three years, and 85 percent of business administration majors completed within three years. In the time frame for the previous report 87.5 percent of accounting majors completed within three years, but only 65.5 percent of the business administration majors completed within three years. In recent years the completion rate for business administration has been in the high 60 to low 70 percent range.
- The associate of science in business has been a popular degree, and some of the students who were no longer enrolled have contacted us and completed the associate degree. At one time business students might earn an associate of arts as well as the BBA. Since the AS in Business has been available it has replaced the associate of arts for business students who also want an associate degree. The AS consists of general education requirements and sophomore level business courses that are part of the BBA business core. It feeds directly into the BBA whereas the Associate requires 15 hours of non-business general education courses.
- Nearly two-thirds of the students who earn an associate of science also complete the BBA.

Weaknesses

- Over the period shown in the table, nine juniors did not complete their degree and were no longer enrolled during the 2021-2022 academic year. Percentages were 27 percent for accounting and 15 percent for business administration. Furthermore, seven of these students left the university with no credential. Only two had an associate degree and/or technical certificate from UAM. While some of these students may have transferred and completed their degree at another institution, it is likely that others were here a period of years and left with no credential.
- The School of Business faculty/advisors know that some of these students could complete their degree requirements in one semester, some by going part-time one semester. They are no longer interested in a degree, are working full-time and cannot come face-to-face, or are working full-time and do not have the time for online courses. A few of the students exhibited declining interest in academics before leaving the university. We know some of these students are close to graduation and capable of doing the academic work, but they likely will not complete a degree.
- The associate of science in business has been a popular degree but few complete the degree within two years. Many students choose to apply for the AS degree at the same time they complete requirements for the BBA. Of 22 students who went on to earn the BBA, half completed the associate on their way to the Bachelors degree with half completing it at the same time. Among business students the AS degree seems to be replacing the AA degree in popularity, and students are more likely to choose to apply for the AS and BBA during the same semester.
- Students who wait to apply for the AS until they are completing the BBA do not take advantage of the opportunity to have a credential in hand if their education is interrupted or discontinued entirely. As it is a two-year degree, completing it at

the same time as the four-year degree may negatively impact progression numbers.

Opportunities for Growth

- It would be beneficial to students and the university if more completed the AS degree prior to earning the BBA. If students had an interruption in their education they could have a AS credential instead of ‘some college’. The university would benefit from more credentials being awarded and in a more-timely manner. Employers would probably be more impressed with transcripts that showed different completion times, instead of ‘Associate of Science in Business, BBA in Business Administration conferred May 10 2022’.
- It will be interesting to see the effect of the agreement with NPC on progression and retention.
- Revisions to the CPA licensure requirements may result in fewer double majors, which would reduce our credit hours but might improve progression towards degree
- From my understanding if a student earns a BBA in Accounting and a B.A. in Psychology the university will get credit for two credentials. If a student double majors in accounting and business administration the university will get credit for one credential. Could we possibly get credit for two credentials? If a student double majors in history and political science does the university get credit for one credential or for two? It would seem to be a similar situation.

Threats to Effectiveness

- Competition from other schools that offer Masters programs in business and/or accounting. At those schools students interested in CPA licensure can earn the 150 hours through the Masters program.
- Possible effects on the accounting major of the changes in CPA licensure.
- Competition from other schools with professional accreditation for their business programs.

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*

Course	Remediation	2019-2020 *Passed		2019-2020 Failed		2020-2021 *Passed		2020-2021 Failed		2021-2022 Passed		2021-2022 Failed		3-Year Trend *Passed		3-Year Trend Failed		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Course	Required Remediation																	
Course	No Remediation																	
Course	Required Remediation																	

Course	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	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average
Accounting	16	17	14	47	15.7
Business Administration	25	38	39	102	34
Associate of Science Business	17	20	31	68	22.7
BBA Total	41	55	53	149	49.7
All Business	58	75	84	217	72.3

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

There has been a long-term decline in the number of business majors, as shown in Table 3. Three-year averages exceed the long run ten-year averages in only three instances: the sophomore class of business administration majors and accounting majors and the junior class of business administration majors. The pattern for business basically mirrors the enrollment pattern at the university level. There are indications that business enrollment has stabilized in recent years. Some of the differences in the two majors reflect students changing majors within the school, from accounting to business administration and vice-versa.

In accounting the ten-year average for the number of majors was 67.8, compared to the average of 59 for the past three years. While the average of 59 for the past three years is significantly lower than the long-term figure, it is based on enrollments of 58, 60, and 59 over those three years. The number of majors for the freshman class exhibits the same pattern, with a ten-year average of 19.5 compared to the more recent average of 13.7. However, enrollment in recent years is consistent, with freshman numbers of 12, 15, and then 14. In the business administration the total number of majors has ranged from 138 to 155 to 141 in the last three years. The number of freshman majors in those years was stable at 47, 46, and 46 again. For the total number of majors the three- and ten-year averages were surprisingly close, being 144.7 for the recent period and 145.2 over the last ten years.

Completion and retention rates for the two majors based on fall 2019 enrollment are very good for accounting, with 72 percent graduating in the major by 2021-2022 and 55 percent by 2020-2021. Completion and retention rates for fall accounting majors for the previous two years had been 80 to 87 percent. The completion rate is still very good, but is lower than recent years. Completion and retention rates are usually lower for business administration and were again this year, with 62 percent of fall 2019 juniors completing degrees in the major by 2021-2022 and 58 percent by 2020-2021. Data for previous years show 65 percent of juniors completing the degree within two years last year, somewhat greater than the experience this year. For the fall 2017 junior class, however, 74 percent completed the degree within two years. Completion and retention rates are higher for accounting than for business administration, and the rates are good for both majors, but were greater a few years ago.

The number of BBA degrees awarded meets and exceeds productivity standards, with a three-year average of 15.7 in accounting and 34 in business administration. In 2021-2022 fourteen accounting and 39 business administration majors completed degrees. The number of AS degrees in business has increased each year since the degree has been available, from 17 in the first year to 20 and then 31 over the next two years. The three-year average is 22.7. Many students apply for graduation under the associate and bachelor programs at the same time, although the requirements for the AS may have been met before that term.

Faculty

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer II	Fall	Spring	Summer I	
Alexander, Michael	Associate Professor	D.B.A.	Management, International	0	12	12	6	
Clayton, Marsha	Associate Professor	Ph.D.	Economics, Statistics	0	3	3	0	Dean, School of Business
Harton, Stephanie	Instructor	M.B.A.	Management, General Business	6	15	15	3	Internship scheduled over both summer terms for Summer II
Hatley, Gregory	Instructor	M.B.A.	Economics, Finance, General Business	6	18-21	15	6	Taught a special topics course as an overload, originally planned as one hour course. Upon student requests was taught as a three hour course and a one hour section
Knowles, Shanna	Instructor	M.B.A.	Management, Statistics, General Business	6	15	15	6	
Phillips, Becky	Associate Professor	M.B.A.	Accounting	3	15	15	6	Faculty Athletic Representative, taught overload due to unfilled faculty position, plus one to three hour internships each semester
Wells-O’Rear, Wendy	Assistant Professor	D.B.A.	Marketing	0	15	15		Spring semester included a three hour internship
Davis, Staci	Adjunct	M.B.A.	Business Ethics		3	6		
Fakouri, Joe	Adjunct	M.Ed.	Real Estate, Insurance		6			
Kaminicki, Craig	Adjunct	M.B.A.	Accounting		9	3		Taught additional courses in fall due to unfilled faculty position

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

Joe Fakouri, who had taught real estate and insurance for several years as an adjunct, retired from banking and also from adjunct teaching.

Dr. Wendy Wells-O’Rear, assistant professor of marketing, resigned at the end of the spring semester to accept a position with another university. Business had planned to have Dr. Wells teach hospitality courses as well as marketing. Dr. Wells will continue to teach hospitality courses for Business as an adjunct.

Ms. Shanna Knowles, instructor of management, general business, and statistics, has entered a doctoral program in business administration at Southern University.

2021-2022 was the second year the accounting position was vacant. We handled the vacancy with an adjunct teaching additional courses and some full-time faculty teaching overloads. We also cancelled second sections of the principles courses but did not need to cancel any courses.

Business hired two faculty members during the summer of 2022. Dr. Curtis Atchley was hired as an assistant professor of accounting, filling the position that had been vacant for two years. Dr. Britton Leggett was hired as an assistant professor of marketing, filling the position that became vacant when Dr. Wells resigned. We look forward to the next year, when Business will have seven full-time faculty members instead of six. The marketing and accounting positions had previously been held by faculty with a terminal degree, and the recent hires will return Business to that situation.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	4881	-3.7%	
2013-14	5022	2.9%	First increase in SSCH in five years
2014-15	5343	6.4%	Largest increase in first half of teens
2015-16	4959	-7.2%	Largest decrease over this period
2016-17	4783	-3.6%	
2017-18	4688	-1.9%	
2018-19	4674	-0.3%	A decrease, but less than half a percentage point
2019-20	5277	12.9%	A significant increase in SSCH over the past year and the largest increase over the period shown
2020-21	5722	8.4%	Increase in SSCH for second year in row, second largest increase over period shown
2021-22	5372	-6.1%	A decrease, second largest decrease over period shown, but with two successive years of increase the 2021-

Academic Year	Total SSCH Production	Percentage Change	Comment
			22 total SSCH still exceeds the total SSCH during and before 2019-2020

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

In 2019-2020 Business experienced a double-digit percentage point increase in SSCH, reversing an almost decade-long trend. Since 2009 SSCH decreased in all but three academic years, although the decrease showed signs of tapering off since 2016-17. The 2019-2020 gain was 12.9 percent, the largest increase and largest percentage change over this period. The next academic year 2020-21 yielded a somewhat smaller but still substantial increase. Unfortunately, the next year saw a decrease of 6.1 percent in SSCH. Even with the 6.1 percent decrease, the number of SSCH (5372) exceeds the numbers from 2014 to 2020 (5343 to 5277) but further large declines may bring us below 5000 SSCH.

With three of the six full-time faculty at the instructor rank, the school is offering more courses/classes than before. More online and hybrid course offerings may also be a factor. There has been renewed interest in an emphasis area that had been in decline for several years. We have had a number of new faculty in recent years due to retirements and other factors. New faculty members can be a challenge in small academic units but the student response has been positive, with mean values over 4 (on a scale of 5) for the new members. The impact of these changes may have driven the SSCH gains of the preceding two academic years but the effects may be diminishing over time.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Arkansas Small Business and Technology Development Center ASBTDC	U.S. Small Business Administration through a partnership with the UALR School of Business ASBTDC, the lead Center in the state	Economic Development—provide assistance in Economic development—provide assistance in starting and growing businesses in region. Consulting and market research assistance to for-profit businesses		Renewed Annually	Renewed Annually
UAM Center for	Economics Arkansas/Arkansas	Professional Development	Since 1999		

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Economic Education	Center for Economic Education	in Economic Education for k-12 Educators; curriculum in Economics and Personal Finance for k-12			
National Park College	Two-Year College	Start Here Finish Here: Earn a UAM BBA with General Business Emphasis At NPC	AY 2021-22 discussion;		Implementation planned for Fall 2023

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

Faculty Scholarly Activity

- Dr. Michael Alexander had two articles accepted for presentation and for publication in the referred conference proceedings: *International Academy of Business and Public Administration IABPD Conference April 21-22*. He co-authored one article with another faculty member and UAM business students and was the single author on the other.
 - “Michael Porter’s Five Forces as a Useful Tool for Internal Organizational Strength” Michael Alexander, Becky Phillips, students Jake Harris, Adam Naiser, Jose Martinez, and Lesley Mondragon
 - “Spirituality as it Relates to the Quality of Life Among University Students” Michael Alexander
- Dr. Wendy Wells-O’Rear “Decision Risk Association: Time Value in Assessing and Applying Consumer Behavior” *International Journal of Science and Research December 2021*
- Ms. Shanna Knowles made a presentation ‘Teaching Economics with Movies’ at the Southern Business Educators Association Conference in Memphis Tennessee. Business educators from twelve state attended the conference.
- Ms. Shanna Knowles completed 19 hours of coursework towards a doctorate program in business administration at Southern University and is developing her dissertation topic.
- Ms. Shanna Knowles renewed the UAM School of Business licensure as an official Microsoft Academic Course teaching and certification site and secured full funding by ADHE for testing and licensure fees.
- Ms. Stephanie Harton completed training for property/casualty insurance and is now licensed to sell property and casualty insurance in Arkansas. Training and licensure is through an agency licensed by the state of Arkansas. Business offers courses in real estate and insurance in the finance area.
- Several faculty attended conferences, webinars, and other professional development events provided by UAM or external agencies. A partial listing is shown below:
 - Ms. Stephanie Harton. Recruitment, Retention, and Promotion (NCURA website), Inclusion in the Classroom (Autism Research Symposium), Digital Teaching Symposium 2021, Building a Smart Online Marketing Strategy webinar, Trademark Basics: What Every Small Business Should Know (ASBTDC webinar), Build a Socially Connected Supply

- Chain to Thrive Amid Disruption webinar, and UAM Information Security Awareness Training
- Mr. Greg Hatley. Attended a zoom presentation by the Federal Reserve on the Coronavirus and the Economy
- Ms. Shanna Knowles: Attended several conferences by Economics Arkansas: Startup Culture in the Classroom, Teaching Investing, Formative Assessments in Economics, Arkansas Resources for Educators. Attended Arkansas Business Educators Association Conference, UAM Cyber Security Training—used concepts from the training in her Management Information Systems course, Blackboard Digital Teaching Symposium 2021, Grow Business Exposure with Google (ASBTDC webinar), applied strategies to engage students from Sydney Moncrief’s presentation with her students on how to identify and adjust distracted students
- Ms. Becky Phillips. AICPA-CPA Evolution and Excel Deep Dive, webinar, ARCPA Educator’s Conference webinar, and Exam Integrity Across the Campus webinar. Made arrangements for a meeting and dinner of the Southeast Arkansas Chapter of Certified Public Accountants to be held in the University Center. Junior and senior accounting majors attended the meeting and dinner. Joseph Rugger and Marsha Moffatt spoke on How to Be Successful in Accounting.
- Dr. Wendy Wells-O’Rear. Participated in four podcasts/webcasts on marketing concepts: The ‘Gain Train: How Restaurants Can Win in the Post-Pandemic Era’ podcast, the Proven Principles Hospitality podcast episode on Leadership and Building High Performing Teams: Jeremiah Tower, the Father of American Cuisine, Attractive Set to Drive Investment Marketing with Consumers podcast, How an Iconic Bagel Seller is Preparing for Reinvention (webcast) □

Notable Faculty or Faculty/Service Projects

Faculty serve as sponsors to Business and University Student Organizations

- Dr. Alexander is a co-sponsor of the Student Veteran Association
- Mr. Hatley is the sponsor of the Finance Club, Ms. Harton is a co-sponsor
- Ms. Knowles, Dr. Wells, Dr. Alexander, and Ms. Harton are co-sponsors to Phi Beta Lambda
- Ms. Becky Phillips is the sponsor of the Institute of Managerial Accountants IMA, Ms. Harton is a co-sponsor

Faculty serve on the boards of community organizations

- Dr. Alexander is a Chaplin to the Warren and Monticello Police Department
- Ms. Harton is a CASA (Court Appointed Special Advocate) volunteer for children in the 10th judicial district.
- Mr. Hatley is a member of the Board of the Drew County Chamber of Commerce and a member and officer of the Monticello Rotary Chapter
- Ms. Knowles is a Mainline Health Services Board Member, an Arkansas Work Ready Committee Task Force Member, and has remained active as an FBLA consultant
- Ms. Phillips is a Mainline Health Services Board Member and has been Chair of the Finance Committee since 2019. She is Treasurer of the Rose Hill Baptist Church

Faculty serve on University Committees and maintain membership in professional organizations

- Dr. Alexander served as Herald for the May 2022 Commencement ceremony. He is a member of the Judicial Board, the

Library Committee, the Chancellor's Committee on Strategic Planning. He is a member of the Society of Human Resources

- Ms. Harton is a member of the Committee on Committees, an alternate on Academic Appeals, a member of the Food Hub Committee, and the editor of social media for the School of Business
- Mr. Hatley is a member of the Academic Appeals Committee. He did a workshop for students in the Counseling and Testing on Budgeting and Financial Aid
- Ms. Knowles is a member of the Blackboard Ultra Work Team, the Student Affairs Committee, the Food Hub Committee, the Student Conduct Appeal Panel, the Centennial Opportunity Fund Grant Selection Committee, and the Arkansas Business Educator Association
- Ms. Phillips is the Faculty Athletic Representative for UAM, assists with the Student Athlete Advisory Committee, the Student Success Fund Committee, and the Chair of the Athletic Committee and the Curriculum and Standards Committee. She is a member of several accounting organizations: the American Institute of Certified Public Accounts, the Arkansas Society of Certified Public Accountants (ARCPA), the Southeast Arkansas Chapter of the ARCPA, and the ARCPA Strategic Planning Committee
- Dr. Wells was a member of the Institutional Review Board, the Monticello representative on the Technical Curriculum and Standards Committee, and is a member of the American Marketing Association.

Faculty Grant Awards

- Faculty made two proposals to the Centennial Opportunity Fund, one to complete the interactive classroom in room 302 and another for a signage display with access to current stock market data on the third floor of the BBC. The proposals were not funded this year, but the faculty plans to submit other proposals in the future.

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

The general business emphasis was substantially modified, as described below. General Business concentrations or majors generally follow one of two models, one being a structured model with specified course options and the other being a flexible model in which students select upper-level business courses in their areas of interest. The general business emphasis had followed the structured model, the revised model is the flexible model. With the revised model it may be possible for students to take all of their emphasis courses online.

The Colleges of Technology offer certificate programs and AAS degrees in hospitality and tourism. No upper-level courses in hospitality were available at UAM with the exception of a few special topic courses. Six upper-level HOSP courses that will be offered by the School of Business were added to the curriculum. The courses can be used in the revised general business emphasis and will be available for COT students who are interested in upper-level courses in the area.

Business is entering a partnership with National Park College, in which students can earn a BBA in Business Administration at NPC on the NPC campus taught by qualified NPC faculty. The curriculum for the program has been designed and a substantial part of the process has been completed. The first courses will be offered on the NPC campus in fall of 2023.

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

- There was a major modification to the General Business emphasis in the Bachelor of Business Administration major. The emphasis had consisted of an 18 hour requirement to consist of six hours from three of the following business areas: Accounting, Finance, Management, and Marketing. Four to five courses were available as choices under each of the areas. The modified emphasis requires 18 hours at the 3000 or 4000 level from at least two of the following areas: accounting, economics, general business, finance, management, and marketing. Upper level courses in the business core cannot be used to meet this requirement.
General Business concentrations/majors generally follow one of two models, one being a structured model such as the former design and the other being the modified model we elected to follow this year. The modified emphasis will give students flexibility in developing a plan of study that works with their interests and career goals. The modified emphasis will allow students to take new courses and special topics courses without the need to do a course substitution. The modified emphasis will also mean fewer substitutions due to scheduling difficulties and student interest in courses other than the four to five choices that had been listed.
- Six upper-level courses in hospitality (HOSP) were added to the curriculum: Advanced Principles of Hospitality & Tourism Management, Hospitality Marketing, Advanced Event Management, Hospitality Leadership, Hospitality Risk Management, and Hospitality Special Topics. The COTs offer certificate and Associate of Applied Sciences in Hospitality and Tourism Management but no courses beyond the 2000 level were available at UAM. Business had offered courses such as Hospitality Marketing as Special Topics courses. The six courses will provide upper-level options to students in the COT programs and offer electives to business students.
- A proposal to include hospitality HOSP in the courses that can be used to meet requirements in the modified general business emphasis.
- A proposal to modify GB 463V Internship to achieve consistency with the description and requirements for the Accounting internship. At present Business has internships under two prefixes. The course descriptions and requirements should be in agreement.
- A proposal to delete MK 3503 Fashion Marketing from the catalog. The course had not been offered in a few years and the content could be addressed in a special topics course if needed.

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

Business faculty have continued and built on actions from previous semesters. Faculty in the School of Business enhance teaching/learning through a variety of methods, including technology, papers and projects, individual and group work, videos by the instructor or other sources, and case studies. Some examples of methods or projects faculty use to engage students and improve performance are listed below.

- Strategic Management: Students prepare an annotated bibliography

- Entrepreneurship: Slide Deck Project, Business Model Canvas, capital/fundraising project
- Topics in E-Commerce: Business Model Canvas, essay on Cryptocurrency
- Economics of Personal Finance: In-class project on using a financial calculator to find present and future value, with a video lecture. The course has a number of non-business majors, and this may be their only exposure to a financial calculator.
- Principles of Management: Case analyses
- Business Communications: students do a PowerPoint presentation and a hard-copy and video resume. More firms are conducting video interviews when hiring, and it is important that students have this skill
- Principles of Macroeconomics: a group project on the government spending and the national debt
- Principles of Microeconomics: Students do chapter outlines, projects on current events
- Production and Operations Management: Journal article review
- Principles of Financial Accounting: A three-part project involving analysis of a corporation's (examples: Whirpool, Bank of America) financial statements
- Intermediate Accounting I: A practice set encompassing the accounting cycle from preparing journal entries to preparing financial statements; assignments in which students are required to use Excel formulas
- Federal Income Tax: A research paper using tax research software, preparing individual tax returns using software
- Marketing Research: A research project on UAM student interest in graduate business courses at UAM

The pandemic led to greater use of technology, particularly Blackboard Ultra Collaborate and Zoom. Before the pandemic some of the faculty recorded their own instructional videos and made them available on Blackboard. The pandemic resulted in quarantined students and hybrid courses. Before the pandemic some faculty developed and recorded their lectures on course topics so students could view them before class, as a supplement to class, or after the class as a review of information. In response to the pandemic more faculty recorded instructional videos, recorded their class sessions, and found ways to interact with students remotely through Blackboard or Zoom. Many faculty have incorporated the digital instruction they used during the pandemic a part of their face-to-face courses now. Some faculty have recorded short lectures for students to watch before class, so more class time can be devoted to questions and instructions.

Based on classroom observations, faculty self-evaluations, and student evaluations, business faculty use several methods of instruction. A partial listing of techniques employed by various faculty across the unit is shown here.

- Faculty make folders, videos, handouts and other materials based on chapters or units available in Blackboard and refer to them during lectures.
- Faculty use projects and assignments that could have more than one answer or solution, students must present their solution and support it
- Faculty use real-world examples from their work experiences to illustrate concepts in class.
- Faculty use video resources such as documentaries in their classes
- Faculty use peer teaching and group projects. In peer teaching students have a 'study partner' they discuss questions or work problems with at different points during class. Peer teaching is more 'short answer' and involves two students. Group projects are

- longer-term and involve more students.
- Faculty give pre-chapter assignments of 10 points to encourage students to read the material before class
 - In quantitative or problem-based classes students are required to explain and interpret the results, not just give the ‘right’ numerical answer.
 - Faculty make material more readily available to students by writing more class notes on the whiteboard, by posting PowerPoints in Blackboard, and providing study guides.

Other Unit Student Success Data

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

Two business students were initiated into the Arkansas Zeta Chapter of Alpha Chi.

One accounting student received a scholarship from the Arkansas Society of Certified Public Accountants.

Twenty-nine business administration and accounting students received endowed or non-endowed private scholarships of \$700 to \$2500 for the coming academic year.

Ten students were recognized by faculty as outstanding graduates in Accounting, Finance, General Business, Marketing, and Management. The awards were announced at an end-of-the-year luncheon for graduating seniors.

Business offered its first experiential credit course. The course was MGMT Entrepreneurship with Ms. Shanna Knowles as the instructor/assessor. The experiential course credit allowed a student to complete their business requirements in the B.A.S. degree

Five UAM business majors competed in the statewide 2022 FBLA-Phi Beta Lambda competition, and all five won first place in their respective events, with some earning second place in other events. The students earned first place awards in Spreadsheet Applications, Sports Management and Marketing, Contemporary Sports Issues, Computer Applications, Arkansas Phi Beta Lambda Logo Development, and Marketing Concepts. Students placed second in Administrative Technology and Project Management This is the second consecutive year the UAM PBL chapter has competed and won in the statewide PBL awards.

Student wore Phi Beta Lambda cords for the first time in the May 2022 commencement ceremony.

Ms. Knowles renewed the UAM School of Business licensure as an official Microsoft Office Academic course teaching and certification site and secured full funding by ADHE for the testing and licensure fees. Students earned 73 different certifications in 2021.

Other Unit Information

School of Business faculty member Dr. Michael Alexander served as Herald for the first time at the May 2022 commencement ceremony. He did a great job and there were several favorable comments.

The School established an Advisory Board and had the first meeting in the spring. The Advisory Board has nine members from insurance, banking, and local industry. Membership includes representatives/owners of State Farm, First Natural State Bank, McQueen and Associates, the Price Companies, Edward Jones, Mainline Health Systems, Union Bank, Nutrien Ag Solution, and Interfor.

The School improved its facilities with new flooring in most of the classrooms on the third floor. Carpet tiles in a green and gray pattern replaced thin, worn, and stained carpeting that had been in place since the BBC was renovated in the early 1990s. The new flooring should make a much more favorable impression on students and visitors/guests. They suggested fund-raising possibilities for other physical facilities in the classrooms. Funds for the new flooring were provided by the Chancellor's fund. The flooring company, which is owned by two alumni, donated labor, carpeting, and other supplies for one classroom. The donation was recognized by a plaque by the classroom.

Revised 02/09/2022

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic

development;

- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

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

- Develop, deliver, and maintain quality academic programs.
 - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
 - Revitalize general education curriculum.
 - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - Develop an emerging student leadership program under direction of Chancellor's Office.
 - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
 - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- Retain and recruit high achieving faculty and staff.
 - Invest in quality technology and library resources and services.
 - Provide opportunities for faculty and staff professional development.
 - Invest in quality classroom and research space.
 - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
 - Create an Institute for Teaching and Learning Effectiveness.

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

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students. Identify and enhance pipeline for recruiting.

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

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

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
 - How well do course-based student learning outcomes align with institutional mission and program outcomes?
 - How well integrated are assessment practices in courses, services, and co-curricular activities?
 - How are the measures of the achievement of student learning outcomes established? How well are they understood?
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- Who actually measures the achievement of student learning outcomes?
 - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
 - How is evidence of student learning collected?
 - How extensive is the collection of evidence?
- 3. In what ways do you analyze and use evidence of student learning?**
- Who analyzes the evidence?
 - What is your evidence telling you about student learning?
 - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
 - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
- 4. How do you ensure shared responsibility for student learning and assessment of student learning?**
- How well integrated are assessment practices in courses, services, and co-curricular activities?
 - Who is responsible for the collection of evidence?
 - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
 - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
 - How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
 - What is the nature of that information?
 - To what external stakeholders do you provide information about student learning?
 - What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

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

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