

# University of Arkansas at Monticello

## Academic Unit Annual Report

**Unit: School of Business**

**Academic Year: 2022 - 2023**

**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 a Bachelor of Business Administration (BBA) with majors in Accounting and Business Administration, as well as an Associate of Science in Business and a business minor. Business Administration majors must choose an emphasis in finance, general business, management, or marketing. A minor in accounting was approved and will be available with the 2023-2024 catalog. The newest program in the School is a partnership with National Park College (NPC) to offer a business administration major at NPC. Upper level courses will be offered on the NPC campus that will allow NPC students to earn a BBA in business administration with an emphasis in general business from UAM. Hyperflex courses will be taught by NPC faculty who will be adjunct UAM business faculty. The first courses in the program will be offered this fall on the NPC campus. An articulation agreement with Phillips County Community College has been submitted for approval. The accounting and business administration majors were substantially revised this year with the revisions to take effect in January 2023. The School of Business continues to expand its degree and course offerings to meet student needs.

Approximately 70 percent of business students choose business administration as their major. There is some movement between the majors within the school, mostly with accounting majors changing to business administration. 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 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 33 hours of upper-level accounting courses beyond the business core. 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 within the school, with majors in both business administration and accounting. In recent years there have been fewer double majors.

**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.

**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

**Action:** Promote the degree to students during advising and classes, post AS information on signage screen

**KPI:** Increase the number of graduates by 10-20 percent each year

Increase the number of students completing AS prior to completing BBA

**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

Consider upper-level courses for hyperflex mode

**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

Establish guidelines/Offer an upper level course in hyperflex mode, spring or fall 2024

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

**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
- Goal:** Examine general business emphasis requirements for possible revisions, with two options being a possibility Completed
- 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
- 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 non-credit courses**
- KPI:** Recommendation on developing new programs within a time frame of next two years  
**Offer non-credit course for workforce training**
- 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. Completed—faculty positions fully staffed, more faculty with terminal degrees
- 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.
- Goal:** Enhance employment opportunities to students through internships and networking with business contacts. ongoing
- 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 each semester
- KPI:** One-two opportunities to interact with business and community members during the year

## Enrollment and Retention Gains

### Identify and enhance pipelines for recruiting Continuing/Revised

- 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:** **Promote career options in accounting other than the CPA**

## Infrastructure Revitalization and Collaborations

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

**Goal:** Upgrade facilities—tables, chairs, seating in BBC classrooms Continuing  
**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

**Goal:** Partner with Arkansas Center for Forest Business **New**  
**Action:** Offer business classes, collaborate on projects  
**KPI:** Offer one or more business classes in Forestry certificate program in 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 majors and credentials awarded in the AS in Business increased since the degree became available in 2019, a trend that ended this past year. In 2023-2023 both the number of majors and credentials awarded fell. It is encouraging that three-fourths of the business majors who earned AS or AA degrees went on to complete the BBA. However, many students apply for the BBA and AS at the same time, foregoing the opportunity to earn a credential if their education is interrupted.	With the AS in Business former students who left the university without a four-year degree have an opportunity to earn a degree from UAM. Students have the option of earning a two-year degree in Business as a stand-alone degree.  The Associate of Science has been a positive development for the school. We will continue to promote it to students interested in a two-year degree and to encourage students who are interested in a four-year degree to apply independently of the BBA.
Offer one-two courses for the first time online in the next two academic years	In fall 2022 Business Statistics I and Principles of Microeconomics, core courses in the AS and BBA degrees, were offered	Over the past two years all of the business core courses have been offered online in at least one session of the academic year, as well as a number of emphasis/major

KPI	Assessment of Progress	Implications for Future Planning/Change
<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>online for the first time.</p> <p>In fall 2022 Principles of Microeconomics was offered face-to-face as a semester course (28 enrolled) and online as an 8W2 course (35 enrolled) for a combined enrollment of 83. Thirty students enrolled in the face-to-face course in Spring 2023, meaning a combined enrollment of 93 students, or 279 SSCH. The previous year there was one face-to-face section each semester, with a combined enrollment of 81 students or 243 SSCH.</p> <p>The experience was similar with Principles of Management, with 30 enrolled in the fall 2022 semester face-to-face class and 38 in the 8W2 online class. In the following spring semester 39 enrolled in the face to face semester class. The annual enrollment was 107 students. It is difficult to compare enrollment with the previous year Fall 21 since enrollment was 23 followed by the Spring 22 enrollment of 43, for a much lower annual enrollment of 63.</p> <p>In the fall of 2022 Business Statistics I was offered online for the first time. In the summer of 2023 Business Statistics II was offered online for the first time. In the Spring of 2023 Strategic Management was offered online, for the first time in four years.</p>	<p>courses.</p> <p>While it will be difficult to offer the all the courses in the accounting major and the emphasis areas online, the revisions to the general business emphasis have made it possible to earn the courses in degree requirements on an online basis.</p> <p>As more courses are offered online, developing a rotation schedule for online and face-to-face courses becomes more feasible.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Establish guidelines/Offer an upper-level course in a hyperflex mode spring or fall 2024</p>	<p>A few students have attended face-to-face courses online, either asynchronous or synchronous, on a limited basis due to health issues or other circumstances.</p>	<p>Hyperflex could help with two problems in business: access to the different floors of the BBC, and major/emphasis courses that are offered spring or fall only. Access problems usually mean moving classes to another building. Once-a year course offerings may result in independent study, course substitutions, or delayed graduation. The hyperflex mode, particularly if some guidelines could be established, could potentially help with both of these problems.</p>
<p>Develop needed changes in accounting curriculum and submit proposals to Curriculum &amp; Standards</p>	<p>Completed. Accounting program has been revised and obtained approvals from on- and off-campus. New curriculum will take effect for incoming students in Spring 2024. Program was revised to take changes in certification exam into effect and to adjust scheduling for working with two faculty members.</p>	<p>The revised program will take effect in January 2024. A new course in Data Management using Excel was added as a supportive requirement as CPA certification is putting greater emphasis on technology. We will monitor as needed in case future adjustments are needed.</p>
<p>Revise General Business Emphasis and submit proposals to Curriculum &amp; Standards within the next two years</p>	<p>Completed. The general business emphasis was substantially modified to consist of 18 upper level business courses from at least two different areas. The modifications took effect with the 2022-2023 catalog.</p>	<p>Accounting and the emphasis areas under Business Administration offer online courses every semester. The revised general business emphasis was the foundation for the UAM at NPC business curriculum, allowing scheduling by semester for student cohorts. It is also the emphasis most suited for the development of a mostly if not completely online BBA in the future.</p>
<p>Recommendation on developing new programs drawing on existing courses to reach a wider audience within a time frame of next two years</p>	<p>A minor in accounting was developed and will take effect with the 2023-2024 catalog.</p>	<p>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</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Offer non-credit course for workforce training.</p>	<p>A non-credit workforce training program in management/leadership is being developed at the request of a local business, with courses to begin this fall.</p> <p>No certificate programs for credit have been developed yet.</p>	<p>combination. The business administration major has enough elective hours to accommodate a minor.</p> <p>A UAM graduate contacted the School about earning a minor in accounting. The minor is not a stand-alone degree and would not appear as such on the transcript. Graduates could earn a certificate in a program and it would appear on the transcript.</p>
<p>Positions filled at the assistant professor or instructor level.</p>	<p>Completed. Of course this is an ongoing process for the university and the unit. Due to retirements and resignations hiring new faculty has been a priority for the past few years. We had an unfilled faculty position in accounting for two years, and an unexpected resignation in May 2022. We filled both positions at the tenure-track level by August 2022 and began the academic year completely staffed with seven faculty members.</p> <p>An instructor completed the requirements for a Doctorate in Business Administration in the Spring of 2023.</p>	<p>An associate professor was promoted to the rank of Professor. Five of the seven full-time faculty now hold terminal degrees. When the Dean is included there are eight faculty members, with six holding terminal degrees. Another faculty member with professional certification is at the associate professor level. The School is moving towards past levels of faculty with terminal degrees.</p> <p>This is the first summer in some time when Business was not trying to fill a full-time faculty position. We do not anticipate hiring more full-time faculty unless enrollment increases (hopefully) or there are retirements/resignations (hopefully not). If the faculty situation changes we will make adjustments.</p>
<p>One-two internships during 2022-2023 academic year</p>	<p>Eight students completed internships in fall and spring 2022-2023.</p> <p>Representatives from industry have come to campus to talk to faculty about internships (Drew Foam, insurance company). Aramark has used interns in marketing.</p>	<p>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 the notes on special topics courses. Consider alternatives such as offering internships under more prefixes.</p>

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>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>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. Over 200 students from ten different schools attended the February Competition on campus.</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
<p>Promote career options in accounting other than the CPA</p>	<p>PBL members have placed in state-wide competitions, increasing the visibility of UAM and the business program. This year thirteen students earned awards at the state competition, with six students winning first place. Ten events were national competition qualifiers.</p> <p>We were excited that a student who won first place in Business Law in the state competition participated in the national competition in Atlanta and won 8<sup>th</sup> place nationwide!</p> <p>This is a new goal. Visit area high schools to promote accounting as a career.</p>	<p>Nationwide enrollment in accounting programs is falling. Make students aware there are good career options available for accountants that do not require CPA certification.</p>
<p>A partnership agreement with a two-year school</p>	<p>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.</p>	<p>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.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
	Have submitted a degree plan for an articulation agreement with Phillips County Community College	
Develop campaign to upgrade at least one classroom over next year	<p>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 received quotes on furniture prices but it took some time due to supply chain problems and price increases.</p> <p>Through opportunity fund grants we received funds to install two TVs/monitors on the third floor. One will be in a classroom that did not have any technology, and the other will be a signage TV in the hall.</p>	<p>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.</p> <p>We can publicize student clubs and other events, availability of the AS in business and the minor and accounting, and in general promote events and opportunities in the School of Business.</p>
Offer one or more business classes in the Forestry certificate program in next year	Meeting to discuss getting first course on schedule for 2022-2023, may be offered this fall	Further opportunities to collaborate with the Arkansas Center for Forest Business

**Note:** Will begin revising strategic plan in fall semester with goal of revisions completed by end of fall semester.

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

**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.

### 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	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,	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.

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
		<p>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>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>
<p>Critical Thinking Communication Teamwork</p>	<p>Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing.</p>	<p>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</p>	<p>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,</p>

<b>University Student Learning Outcome</b>	<b>Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</b>	<b>Alignment with UAM/University Vision, Mission and Strategic Plan</b>	<b>Alignment with Unit Vision, Mission, and Strategic Plan</b>
		solutions will require the ability to work in teams	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 quality of life and enhancing economic development	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 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.	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

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
		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.	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 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 problems are some of the methods used to assess SLOs during the course, so instructors 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 of the course. Some instructors use pre- and post-tests or exercises in their courses.

This year assessment focused on the University SLOs of communication (written and oral) and critical thinking. The tables below show our experience with the rubrics defined by the Association of American Colleges and Universities (AACU) for these two SLOs. One faculty member chose to assess the teamwork SLO. Some instructors assessed multiple dimensions, others one dimension. 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
GB 2043 Business Communications sec 01	Written Communication	4	2.5 to 3	16
GB 2043 Business Communications sec 90	Written Communication	4	2.04 to 2.58	26
ECON 2203 Principles of Macroeconomics	Teamwork	5	3.02 to 3.1	59
ECON 2203 Principles of Microeconomics	Oral Communication	5	2.27 to 2.43	30
ACCT 3403 Intermediate Accounting I	Critical Thinking	1	2.7	10
FIN 4603 Financial Policy & Planning	Critical Thinking	5	3.33 to 3.53	15
MKT 3463 Consumer Behavior	Written Communication	1	3	5

**UNIVERSITY ASSESSMENT: AACU RUBRIC DATA**  
**Oral Communication**  
**ECON 2213 Principles of Microeconomics Spring 2023**

If the dimension is not assessed, leave blank.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Organization	6	10	7	5	2	2.43	30
Language	5	8	9	6	2	2.27	30
Delivery	6	10	8	4	2	2.47	30
Supporting Material	5	10	8	5	2	2.37	30
Central Message	5	8	10	5	2	2.3	30

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

Strengths

- Students presented orally to their peers in the classroom. They were engaged, took their topic seriously, researched their topic, and all participated in the presentation to some extent.

Weaknesses

- Overall lack of experience in oral presentations.

Opportunities for Growth

- Students were in a lower-level course. As they progress through their courses they will have more opportunities to present orally in front of a group. Practice in oral communication will improve the student's ability to effectively communicate with their audience.

Threats to Effectiveness

- Presentations were given in groups. When there is more than one person in a group presentation, a student could potentially let the dominant team member take charge of the oral presentation.

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

Providing students a tip sheet on how to effectively present to an audience (maintain eye contact with the audience, practice transition, memorize key phrases, and do not read from the screen).

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

The assessment process is in the early stages and is going smoothly.

## **Written Communication**

**GB 2043 01 Business Communication Face-to-Face Spring 2023**

If dimension not assessed, leave blank.



<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for unit</b>	<b>Total # of students assessed in unit</b>
Context and Purpose for Writing	2	7	5	1	1	2.5	16
Content Development	5	8	2	0	1	3	16
Genre and Disciplinary Conventions	6	3	4	2	1	2.69	16
Sources and Evidence							
Control of Syntax and Mechanics	3	8	2	2	1	2.63	16

**GB 2043 90 Business Communication Online Spring 2023**

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for unit</b>	<b>Total # of students assessed in unit</b>
Context and Purpose for Writing	9	7	3	2	6	2.38	26
Content Development	6	7	4	3	6	2.15	26
Genre and Disciplinary Conventions	7	9	3	1	6	2.38	26
Sources and Evidence							
Control of Syntax and Mechanics	5	6	6	3	6	2.04	26

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

Strengths

- The students understand the layout and content required for the written communication project and exhibit creativity which showcases the material presented.

Weaknesses

- There is a lack of knowledge of what is appropriate wording and etiquette in a business setting.

Opportunities for Growth

- This is a lower-level course, so the students will continue to learn more about how business is conducted and what potential employers are looking for in a candidate.

Threats to Effectiveness

- The written communications project had a sample and a video example that some students used for their own format, potentially hindering creativity and motivation to think about their own unique qualifications.

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

Completing the project in sections each week to get immediate feedback on suggested revisions.

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

The process is new, so everything is going smoothly at this point.

**MKT 3463 01 Consumer Behavior Fall 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
Context and Purpose for Writing	1	3	1	0	0	3	5
Content Development							
Genre and Disciplinary Conventions							
Sources and Evidence							
Control of Syntax and Mechanics							

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

Strengths

- Report was relevant to the subject matter

Weaknesses

- Used secondary data instead of primary data generated by survey so students did not get the experience of developing survey and working with primary data. The weakness could be address by partnering with a business and surveying their actual customers, but could be difficult to complete within the time constraint of a semester and in a class with five students.

Opportunities for Growth

- Students were able to apply statistical methods they had previously learned and report them in written form as if reporting to a business owner or C-suite executive.
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Threats to Effectiveness

- None.

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

Partnering with a business to do a survey of their customers, although class size and time constraints would have to be taken into consideration.

**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  
ACCT 3403 Intermediate Accounting I Fall 2022**

If dimension not assessed, leave blank.

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for unit</b>	<b>Total # of students assessed in unit</b>
Explanation of Issues							
Evidence							
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences}	0	7	3	0	0	2.7	10

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

Strengths

- Students were able to process instructions and complete problems throughout the semester using Excel
- Students were able to determine which formulas were needed to solve the tasks given
- Students were able to achieve the correct answer in most situations

Weaknesses

- Students did not always use the most efficient formula to solve a task
- Students wanted to rely on textbook examples to solve the problems

Opportunities for Growth

- Analyzing data is a critical skill for accounting majors. I want to increase the amount of data analytics they need to do in order to solve the Excel tasks.
- Increasing the difficulty of the Excel problems as the semester progresses should help determine if a student is learning to analyze data more efficiently

Threats to Effectiveness

- Some students have a much higher understanding of Excel than other students. Excel is used in the workplace and will be a critical tool for them to have at graduation.
- Data analytics is an important new topic in accounting and we are trying to incorporate it into our classes more each semester. This will take some time to get all students to the level of performance that they need.

**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**

FIN 4603 Financial Policy & Planning Fall 2022

If dimension not assessed, leave blank.

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for unit</b>	<b>Total # of students assessed in unit</b>
Explanation of Issues	9	5	1	0	0	3.53	15

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
Evidence	9	5	1	0	0	3.53	15
Influence of Context and Assumptions	8	6	1	0	0	3.47	15
Student's Position (Perspective, Thesis/Hypothesis)	7	6	2	0	0	3.33	15
Conclusion and Related Outcomes (Implications and Consequences}	9	5	1	0	0	3.53	15

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

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 financial 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 presents during the presentation.

Threats to Effectiveness

- Some of the recommendations were impractical and/or 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?**

### Global Learning

If dimension not assessed, leave blank.

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for unit</b>	<b>Total # of students assessed in unit</b>
Global Self-Awareness							
Perspective Taking							
Cultural Diversity							
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

-

Weaknesses

- 

Opportunities for Growth

- 

Threats to Effectiveness

**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  
ECON 2203 Principles of Macroeconomics  
Two Sections Fall and Spring**

If dimension not assessed, leave blank.

<b>Dimension</b>	<b># of students scoring 4</b>	<b># of students scoring 3</b>	<b># of students scoring 2</b>	<b># of students scoring 1</b>	<b># of students scoring 0</b>	<b>Average score for unit</b>	<b>Total # of students assessed in unit</b>
Contributes to Team Meetings	34	7	11	4	3	3.1	59
Facilitates the Contributions of Team Members	34	6	12	4	3	3.08	59
Individual Contributions Outside of Team Meetings	34	6	12	4	3	3.08	59



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	34	7	11	4	3	3.1	59
Responds to Conflict	30	10	12	4	3	3.02	59

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

Strengths

- The class was divided into groups and given the task of balancing the U.S. budget and solving the National Debt crisis. They learned about government sources of revenue and expenditure and the national debt level. They made recommendations for changes in government spending, changes in the budget, and ways to reduce the national debt. Every student left the class with a good understanding of our national budget. By the time of the presentation students had built a relationship with their team and the class members, which is important for networking later in life.

Weaknesses

- Many students initially felt overwhelmed with this task. The instructor reassured them that he expected only their best effort towards the challenge, they needed to be able to support their recommendations but there is no one right answer. Some students felt uneasy about making the presentation, and each team was allowed to choose which member would present 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 take the lead but once the group was in full swing most became very engaged in their projects. Each group met this challenge head-on and did reasonably 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?**

**Summarize all of your unit changes predicated on assessment data.**

In accounting more work – assignments, classroom instruction, projects, and exams – is being performed with Excel instead of paper and pencil or by the instructor writing on the whiteboards. The emphasis on technology is prompted by the revisions to CPA certification but also by the need to use technology in practice. Excel assignments are introduced in both Principles courses and become a greater part of accounting courses at the upper levels.

A course in Data Analysis Using Excel was added to the curriculum as a supportive requirement for accounting majors and will be available as an elective for business administration. Data Analysis has become an important area in business programs. The course has been well received by students and may become a supportive requirement for business administration majors in the future.

In the 8 semester plans CIS 2223 Microcomputer Applications is shown in the second semester of the freshman year for Business Administration majors but it is in the first semester of the sophomore year for accounting majors, (ie, not until the third semester of enrollment) the same semester that Principles of Financial Accounting is scheduled. We will be revising our 8 semester plans for the new curriculum that takes effect in January 2024. Microcomputer Applications will be moved to the freshman year for accounting majors as Excel is becoming so important in the field, and students will encounter it in Principles courses.

A new course GB 4701 Business Professionalism added to our revised programs as a supportive requirement for both majors. More and more business skills are requiring courses in the ‘soft skills’ such as presentation skills, interviewing, and professional etiquette. In the SWOT analysis for the written communication rubric in Business Communications the instructor noted ‘there is a lack of knowledge of what is appropriate wording and etiquette in a business setting.’ UAM has many first-generation college students, and we hope that an upper-level course will reinforce the soft skills needed for success in workplace. The new curriculum will take effect in January and it will be some time before upper-classmen are required to take the course. Some of the topics might be covered in voluntary seminars, perhaps in student organization meetings, in the meantime.

**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**

<b>Classification</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	15	14	9	38 & 12.7	201 & 18.3
Sophomore	14	17	12	43 & 14.3	163 & 14.8
Junior	15	11	14	40 & 13.3	158 & 14.4
Senior	16	16	9	41 & 13.7	172 & 15.6
Post Bach	0	1	2	3 & 1	20 & 1.8
Total	60	59	46	165 & 55	714 & 64.9

### **UNDERGRADUATE PROGRAM MAJOR: Business Administration**

<b>Classification</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>3-Year Total &amp; Average</b>	<b>10-Year Total &amp; Average</b>
Freshman	46	46	39	131 & 43.7	580 & 52.7
Sophomore	38	27	30	95 & 31.7	345 & 31.4
Junior	39	42	39	120 & 40	352 & 32
Senior	32	26	25	83 & 27.7	284 & 25.8
Post Bach	0	0	0	0	9 & 0.81
Total	155	141	133	429 & 143	1570 & 142.7

### **UNDERGRADUATE PROGRAM MAJOR: Associate of Science in Business\***

<b>Classification</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>3-Year Total &amp; Average</b>	<b>4-Year Total &amp; Average</b>
Freshman	5	4	0	9 & 3	9 & 2.25
Sophomore	0	3	4	7 & 2.3	7 & 1.75
Junior	1	3	5	9 & 3	13 & 3.25
Senior	1	5	1	7 & 2.3	8 & 2
Post Bach	0	0	0	0	0
Total	7	15	10	32 & 10.7	37 & 9.75

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

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

There are fewer accounting majors than business administration majors and will probably continue to be so. The business administration major draws a wider audience as it includes four emphasis areas in the different fields of business. The emphasis areas consist of 15 to 18 hours of upper-level emphasis courses beyond the business core, the accounting major consists of 33 hours of accounting courses beyond the business core. The business administration major is more flexible, with 18-21 hours of electives. The accounting major has no elective hours. 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. Fewer students are selecting double majors as a way to meet the 150 hour requirement.

There are fewer students in both majors, in line with falling enrollment nationwide and falling enrollment for undergraduates at the University level. For the University fall enrollment headcount increased from 2009 to 2012 and fell thereafter, at least at the undergraduate level. The table includes three-year and ten-year averages, with the greater average being highlighted. In most cases the ten-year average exceeds the three-year value. (Differences of 1.0 or less are not highlighted).

The decrease in the total number of majors and the number of freshman majors is the most concerning, particularly for accounting. (note: some of the discussion below refers to numbers from previous reports)

Strengths

- Accounting: From fall 2018 to fall 2021 the number of majors was fairly stable, ranging from 58 to 60. The number of freshman majors was likewise stable, being 14 or 15 in most years. However, if we look at 2016 and 2017 there were 76 and 73 majors, with freshman class sizes of 26 and 24. While it may sound contradictory to cite this pattern as a strength, we have seen a drop in accounting enrollment before followed by a pattern of lower but stable enrollment. Hopefully enrollment will remain stable or move towards previous levels.

The lower accounting enrollment is not unique to UAM. It has become a concern in the profession, with retirements projected to exceed new entrants in a few years. The three-year and ten-year averages for the number of majors are 55 and 64.9, respectively, a substantial difference.

Accounting majors, while a small group, have been our strongest students academically, with most graduating with honors.

- Business Administration: The total number of majors has varied, peaking at 155 in fall 2020 and falling to 133 in Fall 2022. However, the three- and ten-year averages are basically identical, as was the case in the previous annual report. Throughout 2017 to 2019 the number of fall majors was in the 130 range. After peaking at 155 the number of majors dropped to 141 and then 133 in subsequent years. The 133 is in the range of previous numbers over the past six years. As in the case of accounting, the size of the freshman class fell from to low 50s in 2017 to the 40s and is now at 39. The business administration major shows more variation but the variations seem to result in similar averages over time.
- Associate of Science in Business. The associate degree has been a positive addition to the school. While the number of majors fell many students do not declare the associate as a major until later in their academic careers. Instead of freshmen new majors may be re-admits who see an opportunity to earn a degree. Overall it has increased the options available to our students. It is encouraging that 60-75 percent of students who earn an AS or an AA go on to earn a four-year degree in business.
- Three active student organizations: Phi Beta Lambda, the Finance Club, and the Institute of Managerial Accountants. We are looking into a new student group, the Investment Club, with some funding from external sources. The Investment Club may be class-based rather than a stand-alone student group.

Members of Phi Beta Lambda have competed at the state level competition, placing at first and other levels in their competitions, and qualifying for national competitions. This year we had a student go on to compete at the nationals for the first time, and she placed 8<sup>th</sup> in her event.

- Faculty-student relations are positive. Average ratings for the School of Business were 4.39 to 4.49 on the five numerical student evaluation questions. For individual faculty average ratings were mostly above 4.0, with some mean ratings approaching 4.8.

### Weaknesses

- The number of majors in both programs has not shown any sustained period of increase over the past few years, stabilizing at best and now falling. Business administration has gone up and down in the past, but accounting may be entering a longer-term level of enrollment.
- The accounting major in particular has concerning numbers. Since fewer students choose the major a decline in enrollment has a greater effect. In absolute terms the decline for the two majors is not that different, in percentage terms the difference is concerning. For accounting there was a 35 percent decline in the number of freshman majors and a 19 percent decline in the total number of majors. In business administration the corresponding numbers are 22 percent and 6 percent.
- 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.
- We have submitted an articulation agreement with Phillips County Community College, a 2 plus 2 agreement with their Associate of Arts in business program. The process is in the initial steps, we do not have approval yet. Articulation agreements may offer another avenue of growth.
- Minors in both programs are new options for UAM students. Minors though must be taken while the student is earning a four-year degree in order to appear on the transcript. Certificate programs can draw upon existing courses, provide a qualification that can appear on the transcript, and may involve fewer hours than a minor. A UAM graduate was interested in a minor in accounting but had already completed their degree in another field. A certificate could be completed and appear on the transcript. This may not increase the number of majors but would benefit the school in other ways.
- 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. Hyper-flex modes of instruction may help as well.
- Falling enrollments in accounting are not specific to UAM. As enrollment drops and more practitioners retire, job opportunities may eventually lead to an increase in enrollment. Concerns over the forthcoming changes to the CPA exam may be a factor in the fall in majors. After the new exam has been in effect for awhile concerns may abate.

#### Threats to Effectiveness

- Requirements for CPA certification are undergoing major revision on a national level. Schools with a Master of Accounting have an advantage in preparing for the new exam and in offering the 150 hours students need to be certified.
- 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: No professional accreditation for the School’s programs.

**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 2020	15 (2 with double major)	100% (based on 15)
Number and percentage graduated in that major during 20-21 academic year	1	6.7%
Number and percentage graduated in that major during 21-22 academic year	9	60.0%
Number and percentage that graduated in that major during 22-23 academic year	2	13.3%
Number and percentage that have not completed*	3*	20.0%

\*One attended in Spring 2023 and planned to transfer in a course to complete degree requirements

Major: Business Administration	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2020	39 (2 with double major)	100% (based on 39)
Number and percentage graduated in that major during 20-21 academic year	10	25.6%
Number and percentage graduated in that major during 21-22 academic year	21	53.8%
Number and percentage that graduated in that major during 22-23 academic year	3	7.7%
Number and percentage that have not completed	5*	12.8%

\*One attends part-time and has enrolled for Fall 2023

Major: Associate of Science in Business (includes data for AA)	Number	Percentage
Number of Business AS majors classified as Sophomores (30-59 hours) in fall 2020	12 (1 with AA)	

Major: Associate of Science in Business (includes data for AA)	Number	Percentage
Number of Business AA majors classified as Sophomores (30-59 hours in fall 2020)	9 (1 with AS)	
Number of associate degrees, number of unique students	21, 20	Percent of 21
Number and percentage graduated with an associate during 19-20 academic year	1	4.8%
Number and percentage graduated with an associate during 20-21 academic year	6	28.6%
Number and percentage graduated with an associate during 21-22 academic year	11	52.4%
Number and percentage that graduated with an associate during 22-23 academic year	1	4.8%
<b>Number and percentage who subsequently earned a BBA</b>	16	76.2%
Associate of Science (4 before the BBA, 5 at same time)	9	9/12 = 75%
Associate of Arts (7 before the BBA, 0 at same time)	7	7/9 = 77.8%

**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 fall 2020 graduating in the major during the next academic year 2021-2022, that is the ‘expected’ time for completion/their senior year.
- In accounting 60 percent graduated in this time frame, up from 54.5 percent in the previous report of 2021-22 and 43.8 percent in the 2020-21 report. This is a positive trend and may indicate that accounting students are completing degrees more quickly. When the academic year 2022-23 is taken into consideration 73 percent achieved degree completion within the next two years of the junior semester. Eighty percent of the accounting majors who were juniors in 2020 had graduated at the time of this report. Twenty percent (3 students) had not completed their degree. One planned to complete the degree by transferring in his final requirement this summer, the other two had not been enrolled in some time. The accounting progression outcomes are favorable, although it may be premature to anticipate a trend.
- In business administration the results are more variable, as was the case with the number of majors. Completion numbers were good but tended to go up and down. Slightly over half at 53.8% completed their degree during the next academic year, the 2021-22 academic year, compared to 57.5 percent for the previous report and 44.8 percent for the 2020-21 report.



However, almost 25 percent completed their degrees in the 2020-21 academic year, the same year they were recorded as juniors. Sixty-one percent completed their degrees in 2021-22 or 2022-23. More of the business administration majors tended to 'fall outside' the expected completion time for juniors by either finishing early or finishing late, needing a few credits/requirements to be finished in the next semester. Five or 12.8 percent had not completed their degree. Two of the five were enrolled in Spring 2023, one has enrolled for Fall 2023.

- The number of double majors is declining, with five in the 2020-21 report, three in the 2021-22 report, and two in the current report.
- Last year the AS of Business was the main two-year degree for business students. In this year out of 35 business students who declared an associate as a major 21 declared the AS of Business but 14 declared the Associate of Arts. It is encouraging that 62 percent of these students went on to earn a BBA. Of the two degrees students earned the associate of arts before the BBA, while students who earned an Associate in Business were more likely to earn it at the same time as the BBA.
- 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 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. Students may like having both degrees, but they are forgoing the opportunity to have a credential in hand if their education is interrupted. From the standpoint of the University I am not sure how it affects our progression numbers when students earn an associate degree four or more years after entering the university.

#### Opportunities for Growth

- It will be interesting to see the effect of the agreement with NPC and possible articulation agreements 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

**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.
- There is less interest in an accounting degree in higher education, this is not specific to UAM.
- Competition from other schools with professional accreditation for their business programs.
- We get occasional inquires about an online degree in accounting. We do not have the resources to offer a program that requires eleven courses in the major online.
- General business is the only emphasis area it is feasible to offer on an online basis, we do not have the resources to offer the five courses required by each of other three emphasis areas.

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

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

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

Strengths

-

Weaknesses

- 

Opportunities for Growth

- 

Threats to Effectiveness

- 

**Completion (Graduation/Program Viability)**

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

**Number of Degrees Awarded:**

<b>Undergraduate Program/Major</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Three-Year Total</b>	<b>Three-Year Average</b>
Accounting	17	14	12	43	14.3
Business Administration	38	39	33	110	36.7
Associate of Science Business	20	31	18	69	23
BBA Total	55	53	45	153	51
All Business	75	84	63	222	74

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

The number of degrees awarded has declined over the three years shown in the table, reflecting trends in enrollment. The number of degrees awarded for all three programs continue to meet and exceed the standard for program viability, not only in terms of the three-year average but in individual years.

The SWOT analysis after the tables provided much of the information for an analysis and summary. Enrollment has declined in both majors, as is the case with undergraduate enrollment at the university over this period. Ten-year averages exceed three-year averages in most cases, or the averages are nearly identical. While the declines in enrollment may be due to general factors such

as changing demographics, enrollment in accounting is a concern due to factors specific to that field. If the fall in enrollment is driven by concerns over changes in the CPA process that may be resolved in a few years.

Retention and graduation data are good, with 67 to 79 percent of students who were juniors in fall 2020 graduating by the academic year 2021-2022, and 80 to 87 percent graduating by the academic year 2022-2023.

Minors: The first minor in business was awarded in the Spring of 2014. Since that time 73 students have declared a minor in business. Twenty students have completed the requirements for a minor at the time of graduation. The business minor has been the most popular with students majoring in Computer Information Systems. We will have a second minor available in the coming year, a minor in accounting. We anticipate this being of interest to business and non-business majors.

Table 8 below show that SSCH in the school have increased in three of the past four years. Some potential sources of growth in SSCH if not more majors are minors and certificate programs. For example, business administration majors with an emphasis in finance might earn a certificate in accounting with this noted on their transcript. A number of our students who graduate with an AS in Business do so during the same semester they graduate with the BBA, so another credential appearing on their transcript may be appealing to them.

### **Tracking graduates**

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

- Through graduate surveys conducted by Academic Affairs
- Through profiles on social media
- Through graduate contacts with faculty, asking for recommendations for employment, information for graduate school, informing faculty of the results of their employment search
- Through information from students on employment or graduate study during their senior year
- Through faculty providing information they have on graduates

Our graduates inform us of their career progression in a variety of ways. There are some alumni, particularly those in graduate school, who will contact their advisors/faculty to keep them informed of their progress. Faculty who have student information, due to requests for references or conversations with students about their plans, provide updates to the School and their colleagues.

Business did surveys of graduating seniors and alumni at one time. We will discuss ways to survey graduates and possibly develop a graduate database this coming year. Strategic Management would seem to be the logical course but students do not necessarily take it in the semester they graduate. One suggestion is an internship to assist in the development of a systematic way of tracking graduates.

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

	Related to major	Unrelated to major	Comments
Number of recent graduates entering workforce	8	1	
Salary range	In the May 2023 survey, one reported \$20,000 to \$49,999, two reported \$35,000 to \$49,999, and one \$50,000 to \$74,000		Two May 2023 graduates in accounting reported starting salaries of \$50,000 and \$65,000. They are not included in the numbers in the first column.  In the May survey, it is not clear whether the salary range selected is the goal salary or an offer they received. Two students who selected graduate school full time selected salary ranges as well, one of \$35,000 to \$49,999 and the other \$20,000 to \$35,000.
Number of recent graduates pursuing a graduate degree	5		A student athlete is entering a Masters program in Sports Administration, the others are in MBA or Masters in Accountancy programs
Number of recent graduates pursuing a certificate, associate, or baccalaureate degree	1		Professional School –Real Estate

**Faculty**

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

**Teaching Load**

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments/Notes
Alexander, Michael	Professor	D.B.A.	Management, General Business		12	12	6	
Atchley, Curtis	Assistant Professor	Ph.D.	Accounting, General Business		12	12		
Clayton, Marsha	Associate Professor	Ph.D.	Economics, Statistics		3	3		Dean, School of Business
Harton, Stephanie	Instructor	M.B.A.	Management, General Business	6	21*	15		*Internship in fall plus one overload course in fall when we experimented with offering a second online section of an online 8W2 business core course
Hatley, Gregory	Instructor	M.B.A.	Finance, General Business		19*	18*	6*	Has offered an independent study in each term plus taught a Pathways to Success course in the Fall
Knowles, Shanna	Assistant Professor	M.B.A.	Management, Statistics, General Business	6	21*	18*	6	Internships in fall and spring, plus one overload course in fall when we experimented with offering a second section of an online 8W2 business core course.
Leggett, Britton	Assistant Professor	Ph.D.	Marketing, General Business		12	12		
Phillips, Becky	Associate Professor	M.B.A.	Accounting, General Business	3	12	12	6	Faculty Athletic Representative
Davis, Staci	Adjunct	M.B.A.	General Business		6	3		
Wells-O'Rear, Wendy	Adjunct	D.B.A.	Hospitality, Marketing, General Business	3	3	6		

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

- Dr. Alexander was promoted to full Professor
- Ms. Shanna Knowles completed the requirements for a Doctorate in Business Administration in Spring 2023 and has been promoted from Instructor to Assistant Professor
- Dr. Curtis Atchley joined the faculty as an Assistant Professor of Accounting
- Dr. Britton Leggett joined the faculty as an Assistant Professor of Marketing
- Dr. Wendy Wells-O'Rear resigned as an Assistant Professor of Marketing in Spring 2023. She has taught hospitality courses as an adjunct since Fall of 2023

**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 decade
2015-16	4959	-7.2%	Largest decrease over period shown in table
2016-17	4783	-3.6%	

Academic Year	Total SSCH Production	Percentage Change	Comment
2017-18	4688	-1.9%	
2018-19	4674	-0.3%	Four consecutive decreases, but decreases fell each year and this one is less than half a percentage point
2019-20	5277	12.9%	A significant increase in SSCH over the past year and the largest change over the period shown in the table
2020-21	5722	8.4%	Increase in SSCH for second year in row, second largest change over period shown
2021-22	5372	-6.1%	A decrease, second largest decrease over period shown, but as it followed two successive years of increases the 2021-22 total SSCH still exceeds the total SSCH during and before 2019-2020
2022-23	5464	1.7%	An increase of 1.7%. Although SSCH fell in the previous year SSCH have increased in three of the last four years.

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

After a sharp drop of 6.1% in SSCH in the previous year, we were pleased to see an increase of 1.7% in SSCH in 2022-23. Although the increase was less than 2 percent, with this change SSCH have increased in the School in three of the last four years. The 5,464 SSCH last year exceeds all credit hours since 2012-13 with the exception of the peak value of 5,722 in 2020-21. Part of the increase may be due to more online offerings and multiple sections of two core courses in fall 2022. Some courses (Business Statistics I and II) were offered online for the first time ever. Strategic Management was offered online in the Spring, the first time it was available online in 4-5 years. Principles of Microeconomics was offered as a semester face-to-face course (28 students) and an 8W2 online (35 students) course in fall 2022, resulting in an annual enrollment of 93 students (279 SSCH) when the 30 students enrolled in the spring are included. The enrollment of 93 students exceeded the annual enrollment (81 students) of the two face-to-face sections in 2021-2022. The experience with Principles of Management was similar, with 30 enrolled in the fall 2022 face-to-face class, 38 in the online 8W2 class, and 39 enrolled in the spring semester online course, for a total of 107 students. The fall semester was the first time we had offered two sections of the same course in several semesters. In addition, many of our online courses go well over the original enrollment limit. For example, fifty students were enrolled in the spring online section of Principles of Marketing. Thirty-four were enrolled in the fall face-to-face section.

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

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
National Park College	Two-Year College	Start Here Finish Here: A two-plus-two program offering UAM upper level business courses at NPC taught by their faculty as adjuncts, enabling NPC students to earn a UAM BBA at their campus	Proposed and developed AY 2021-22, first classes offered Fall 2023	2 <sup>nd</sup> year of partnership, 1st year of implementation	
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
Center for Economic Education	Economics Arkansas	Promotes economic education in the k-12 curriculum, provides professional development for k-12 educators	Since 1999		

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



## Faculty Scholarly Activity

### Presentations and Publications

- Dr. Curtis Atchley made a presentation at the Arkansas Society of CPAs Educators Conference in May on the similarities and differences between Microsoft Excel and SpreadUS (the spreadsheet program that will be used in the CPA exam beginning in January). The presentation was well received. He has been demonstrating the differences in his senior level accounting classes and this has been helpful in relieving student concerns over using different software not available to the public on this important exam.
- Dr. Mike Alexander, ‘Spirituality Effect on Intersectionality Among University Students’, International Academy of Business and Public Administration Disciplines (IABPAD) Conference, Las Vegas, October 2022
- Dr. Shanna Knowles made the following presentations, some technically during the next academic year as they took place in July
  - ‘Teaching Economics Through the Movies’ Economics Arkansas R.E.A.L. Conference, Little Rock July 2022
  - ‘Obtaining Free Educator Access to Teach QuickBooks in Accounting’ Arkansas Business Educators Conference Hot Springs July 2022
  - Dr. Knowles made three presentations at the Arkansas Business Educators Conference in July 2023, on Google’s Certification Program, Projects for the Entrepreneurship Classroom, and another topic with Dr. Leggett as a co-presenter, described below
  - Presented ‘Making the Most of Your First Year’ at the New Faculty Luncheon during the August 2022 Professional Development Week at UAM, and has been asked to participate in the event for new faculty at the 2023 Professional Development Week.
- Dr. Britton Leggett submitted articles for publication and made a number of presentations
  - J. Parker & B. Leggett “A Review of the Digital Marketing Education Research and an Agenda for Future Inquiry” under third round of review at the *Journal of Marketing Education*
  - B. Leggett & J. Zoghby ‘Defining the Emerging Student-Athlete Influencer’ Annual Academy of Business Research Conference, New Orleans, March 2023
  - S. Knowles and B. Leggett ‘GPT 4.0: Prompts and Add-ons for Business Educators’ Arkansas Business Educators Conference Memphis July 2023
  - ‘ChapGPT: The HR Sidekick You Never Knew You Needed’ Society of Human Resource Managers, Thibodaux LA May 2023
  - ‘Data Privacy and the Marketing Perspective’ NelaTek Meeting Monroe LA March 2023
  - ‘ChatGPT: Pros and Cons for Higher Education’ Zoom presentation to UAM faculty
  - ‘Big Data and Data Privacy’ December 6, 2022 *Monticello Live*. Students in Dr. Leggett’s Marketing Research class did a research project on privacy concerns and big data analysis. The project was entered in the posted contest sponsored by the social work department. The overall theme was human rights. To my knowledge this is the first time business students participated in this competition. The project won the People’s Choice Award. The project was featured in an article in *Monticello Live*.
  - Has submitted proposals to the Fall 2023 Conference of the Society of Marketing Advances

### Further Education and Training

- Dr. Knowles completed the requirements for the Doctorate in Business Administration, and was awarded the degree in May 2023
- Ms. Harton has taken steps to obtain certification/licensure in insurance. She is licensed to sell Property/Casualty insurance in Arkansas and has stayed current by completing four continuing education programs for the license. She is looking at licensure/certification in life insurance.

### Professional Development

Faculty attended conferences, webinars, and other professional development events provided by UAM or external agencies. A partial listing is shown below:

- Dr. Curtis Atchley and Ms. Becky Phillips attended the Arkansas Society of CPAs Annual Educators Conference May 2023. Dr. Atchley presented at the conference. One of the sessions was an overview of declining enrollment in the accounting major. Our accounting faculty will incorporate information from the conference to emphasize the career options in accounting to college and high school groups. The CPA is heavily emphasized but there are well-paying career options that do not require a CPA. Some of our recent accounting graduates have started out with salaries in the \$50,000 to \$60,000 range in positions that do not require a CPA and typically do not require one for advancement.
- Ms. Stephanie Harton attended webinars related to her courses in Supply Chain Management and Personal Finance: Manage Supplier Risk to Avoid Disruptions, Demystifying the Procurement Process, MyFinanceLab Training by Pearson, and Ethics in Insurance. She attended sessions/webinars provided by UAM and other sources on teaching and learning: Curricular Transformation in Teaching & Learning, Revamping and Revitalizing Your Teaching Approach, How AI, ChatGPT and Modern Tech Have Disrupted the Landscape of Higher Education, Building Supportive Communities: Clery Act and Title IX, Creating a Well-Structured Classroom for Autism.
- Ms. Shanna Knowles attended the St. Louis Fed Professors' Economic Conference online, gaining information on resources including lesson content from Econ Lowdown and information from the Bureau of Labor Statistics occupational handbook. She attended the Western Interstate Commission for Higher Education WICHE on Quality Digital Instruction, applied content from UAM Cyber Security Training in her Management Information Systems course, and attended Economic Resource Availability by the Foundation for Economic Education and the Women in Economics Symposium. She attended UAM sessions on Blackboard Ultra, AACU Rubric Training, and ChatGPT among others.
- Dr. Britton Leggett attended HubSpot Academy webinars on Frictionless Sales Certification, Social Media Certification, the NelaTek Cybersecurity Seminar and Meetup, a Qualtrics' Webinar Making the Customer Happy: Quality Management for Customer Experience, a South Alabama University Marketing Analytics Seminar, and the webinar on How AI, ChatGPT and Modern Tech Have Disrupted the Landscape of Higher Learning.
- Ms. Becky Phillips attended the Arkansas Society of CPA Annual Educators Conference in May as stated above, and the Society's Risk Management Workshop last fall. She attended the Cengage Accounting and Taxation Professional

Development Webinars Exposing Students to Data Analytics in Intro Accounting, The Inflation Reduction Act of 2022 and Your Classroom, Next Steps: The CPA Exam and the Undergraduate Tax Class, Adding Data Analytics into Intro Accounting. She also attended UAM professional development workshops on various topics.

### Notable Faculty or Faculty/Service Projects

#### Service Projects

- IRS VITA (Volunteer Income Tax Assistance) Spring 2023. Dr. Atchley, Ms. Phillips, and upper-level IMA students participated in the first IRS VITA program at UAM. They prepared and submitted digital income tax returns for taxpayers with incomes below \$50,000. There was no charge for this service and clients left with their income tax returns submitted digitally to the IRS. The IRS requires training and testing before participants are allowed to file returns. There were clinics on three successive Saturdays in February and thereafter by appointment. Ms. Stephanie Harton assisted with the clinics. UAM was promoted from the short-term Growth Team to long-term Home Territory Status, meaning we can continue to offer this service. The VITA program offers hands-on experience to our accounting students and provides a valuable service to the public. Some institutions have established a one-hour course for credit for the VITA program, and we may do so in the future.
- Connecting Educators with Industry professional development workshop June 2023 sponsored by UAM, Economics Arkansas, and the Southeast Arkansas Educational Services Cooperative. An economic education workshop for middle and high school educators on skilled trades in industry. About twenty educators attended the one-day workshop which featured tours of two local industries Maxwell Hardwood and the Interfor Mill. Be Pro Be Proud, an interactive display of skilled trade simulators sponsored by the Arkansas Chamber of Commerce, was also on the UAM campus that day and participants were able to view and use the simulators. Participants received information and resources for lessons on skilled trade opportunities in this important sector in the state.
- Dr. Knowles served as a judge for competitions of Future Business Leaders of America and Collegiate Future Business Leaders of America (PBL). She organized a meeting for FLBA in the Fine Arts Center on campus this February. Over 200 students from ten different schools were in attendance. UAM PBL students served as hosts and judges for the meeting. She judged nine competition events for college students across the state representing a variety of universities.
- On-campus dinner for junior and senior accounting majors with members of the Arkansas Society of CPAs and the Southeast Arkansas Chapter of CPAs. October 25 2022. The dinners feature guest speakers and are a great networking opportunity for our students. This event has been highly effective as students have received job offers as a result of contacts made at this dinner. Ms. Becky Phillips initiated the dinner and organizes it each year.
- Dr. Knowles renewed the UAM School of Business licensure as an official Microsoft Office Academic Course teaching and certification testing site. She secured full funding by ADHE for the testing and licensure fees. Several UAM students

have earned Microsoft certifications that can be included on their resumes through this program.

- A day-long seminar on QuickBooks at the Southeast Arkansas Educational Services Cooperative, July 2023. The Cooperative contacted us to see if anyone could do a seminar for area educators on QuickBooks. Dr. Atchley and Dr. Knowles agreed to do seminar this July.

Faculty serve as sponsors to Business and University Student Organizations

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

Faculty serve on the boards/are members of community organizations

- Dr. Alexander is 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
- Dr. Knowles is a Mainline Health Services Board Member, an Arkansas Work Ready Committee Task Force Member, and has remained active as an FBLA consultant
- Dr. Leggett is a member of the Twin City Ballet Board of Directors
- 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

Ms. Becky Phillips is Chair of the Curriculum and Standards Committee and Chair of the UAM Athletic Committee.

Dr. Shanna Knowles is a member of the Steering Committee for the 2024-2025 Self-Study and Team Visit by the Higher Learning Commission for institutional re-accreditation

Faculty serve on University Committees and maintain membership in professional organizations

- Dr. Alexander has been the reserve/back-up Herald for the December and May commencement ceremonies since he served as the Herald at the May 2022 ceremony. He is a member of the Judicial Board, the Library Committee, and the Chancellor's Committee on Strategic Planning. He is a member of the Society of Human Resources
- Dr. Atchley volunteered to be scorekeeper at the men's and women's home basketball games during the fall semester, which became a paid position in the spring semester. He is a member of UAM Faculty & Grievance Committee
- 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.

- Dr. 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 Educators Association. She represented UAM at a Governor's Press Conference at the Arkansas State Capitol September 2022. The press conference was to recognize Southeast Arkansas's accomplishment for obtaining Gold Status through National Career Ready Certification Testing (NCRC). Dr. Knowles is a proctor for NCRC Testing and her work on the task force was instrumental in receiving this recognition.
- Dr. Leggett is a member of the UAM Athletic Committee and the UAM Institutional Review Board Committee. He is a member of the Academy of Marketing Science, the Society for Marketing Advances, and the Academy for Business Research. He is a reviewer for the Journal of Marketing Education.
- Ms. Phillips is a member of the Student Athlete Advisory Committee and the Student Success Fund Committee. She is the Faculty Athletic Representative (FAR) for UAM and the Athletic Director Hud Jackson has nominated her for the NCAA FAR of the year. 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

#### Faculty Grant Awards

- Dr. Knowles received grant funding by the Arkansas Department of Higher Education to renew the site license for a Microsoft Certification Testing Center for the School of Business. Several UAM students have received Microsoft Certification in different areas through this program.
- Two proposals to the Centennial Opportunity Fund were funded, one for a television/monitor signage display for the third floor of the BBC and another for charging stations for the second and third floors of the BBC.

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

- Physical facilities were enhanced with funds obtained through Centennial Opportunity Fund grants and one-time funding requests. We now have a signage TV/monitor in the 3<sup>rd</sup> floor hallway, the location of most business classes. All of our classrooms will be smart rooms after the installation of a large TV/monitor in BBC 316 allowing us to use technology in that room. Other items include two computer carts and three charging stations for student use.
- For two years we operated with a vacant faculty position in accounting, meeting staffing needs through overloads and adjunct instructors. A faculty member in accounting was hired at the assistant professor level in August 2022. We went into the 2022-2023 academic year with two full-time faculty members in accounting and seven full-time faculty members overall, the first time we were fully staffed in three years.
- With two full-time faculty members in accounting, our accounting curriculum was substantially revised to incorporate the forthcoming changes in the CPA exam. The changes in the CPA exam include a greater emphasis on technology and data. We added a new course in Excel Data Analysis, which will be a required supportive requirement for accounting majors and available as an elective for business

administration majors. We added a minor in accounting drawn from existing courses in the major.

- Emphasis requirements in the Business Administration major were revised. Courses that had been successful as special topics became new catalog courses. Courses were removed or added to the emphasis area as requirements or options.
- We have added a new one-hour course in Business Professionalism as a supportive requirement for both majors. Business schools are beginning to offer courses in the ‘soft skills’ that are important in employment. We put the course on the fall and spring schedules but it was cancelled due to low enrollment. It is an elective for most students and will be for some time until more students are under the revised curriculum.
- We have been contacted about offering workforce training for supervisors at a local firm. Classes will begin in the fall. This will be our first offering in workforce training.

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

Business made several significant curriculum revisions in 2022-23. We hired new faculty members in accounting and marketing in August 2022. The accounting position had been vacant for two years with courses covered by overloads and by adjunct faculty. With the position filled and national changes in CPA certification, the accounting curriculum was substantially revised. The faculty also decided to revise and update the courses and emphasis areas under the business administration major.

- Added a 21hour minor in Accounting, consisting of ACCT 2213 Principles of Financial Accounting, ACCT 2223 Principles of Managerial Accounting, ACCT 3403 Intermediate Accounting I, ACCT 3413 Intermediate Accounting II, and nine additional hours of accounting courses at the 3000-4000 level. We had considered a minor in accounting for some time. A minor in accounting should enhance the knowledge and marketability of students who want to own a business or work in administration. The minor will allow students in all majors to get a minor that will be beneficial to their future.
- Seven new courses were added to the curriculum
  - MKT 4203 Social Media Marketing Social media is an important mode of marketing that students need to understand and effectively utilize. Has been offered as a special topics course.
  - GB 4701 Business Professionalism The course is intended as a capstone course, focusing on ‘soft skills for the business professional such as effectively presenting yourself and your experience in a professional setting.
  - GB 3303 Business Data Analysis Using Excel CPA certification, accounting in general, and all business fields are placing greater emphasis on data analysis and technology utilizing this widely used computational software. Has been offered as a special topic course.
  - MGMT 3603 Supply Chain Management Brings the curriculum up to date with current business practice. Supply chain management has always been important and recent developments have made it more important than ever. Has been offered as a special topic course.
  - FIN 4703 Financial Trusts and Estate Planning A new option in the finance curriculum that will benefit students personally and in dealing with future clients. Has been offered as a special topic course.
  - MGMT 498V Special Topics in Management may be repeated for credit if course topic differs. Will allow us to offer special topic courses in management with a prefix that reflects the discipline.
  - FIN 498V Special Topics in Finance may be repeated for credit if course topic differs. Will allow us to offer special topic

- courses in the finance with a prefix that reflects the discipline.
- Deleted six courses from the curriculum
    - ACCT 4343 Forensic Accounting Decided it was a rather specialized course for accounting students in a program of this size. Part of the content will be moved to the modified course in ACCT 4333 Fraud Accounting and Forensic Accounting.
    - ACCT 44643 International Accounting Course had not been taught in several years, did not anticipate teaching it in the future.
    - GB 4363 Topics in E-Commerce Topic is addressed in several courses now, an entire course seemed redundant
    - FIN 4683 Real Estate Finance One of two real estate courses in the curriculum questionable need for two courses in same subject in a general finance program.
    - MKT 3483 Channels of Distribution The new course in Supply Chain Management could serve some of the same purposes as channels of distribution, Supply Chain Management will be used in either emphasis marketing or management
    - MKT 3523 International Marketing Course has been taught only once in recent years, did not anticipate teaching it in the future.
  - Modified the Business Administration major by changing the supportive requirements and the requirements for the four emphasis areas in the major. Note: Emphasis areas are 15 hours (finance, management, marketing) or 18 hours (general business). Finance, management, and marketing requirements consist of six to nine hours of required courses with the remaining six to nine hours to be selected from a list of course options for that emphasis.
    - The new course GB 4701 Business Professionalism is added to the supportive requirements for the major. Strategic Management and this course will be considered as capstone courses in the program.
    - Finance emphasis The deleted course FIN 4683 Real Estate Finance was removed from the emphasis course options, the new courses FIN 4703 Financial Trusts and Estate Planning and FIN 498V Special Topics in Finance were added to the emphasis course options. The intent is to broaden and enhance the emphasis.
    - General Business emphasis CIS 3103 Advanced Microcomputer Applications was added to the course options that can be used to satisfy the requirements for the General Business emphasis. The prerequisite is a supportive requirement in the major and it complemented the choices in the emphasis.
    - Management emphasis The deleted course GB 4363 Topics in E-Commerce is removed from the course options, the new courses MGMT 3603 Supply Chain Management, MKT 4203 Social Media Marketing, and MGMT 498V Special Topics in Management were added to the course options for the emphasis.
    - Marketing emphasis The deleted courses MKT 3483 Channels of Distribution, GB 4363 Topics in E-Commerce, and MKT 3513 International Marketing are removed from the course options, the new courses MKT 4303 Social Media Marketing and MGMT 3603 Supply Chain Management were added to the course options for the emphasis options along with the existing course MKT 4473 Special Topics in Marketing. Marketing emphasis students had been required to take MKT 3453 Marketing Communications or MKT 3483 Channels of Distribution. With the deletion of Channels of Distribution MKT 3453 became one of the course options under the emphasis.
  - Modified the Accounting major. The full-time accounting position that had been vacant for two years was filled, and we were able to make modifications to the major in view of the forthcoming changes in the CPA exam.
    - Hours are changed: Business core will be 45 hours instead of 48, major requirements will be 33 hours instead of 30, supportive requirements will be seven hours instead of three. Total degree hours will add up to 120 hours with no electives.

- GB 3353 International Business is removed from the business core for accounting majors; supportive requirements go from three hours (CIS 2223 Microcomputer Applications) to seven with the additional requirements of GB 4701 Business Professionalism and GB 3303 Business Data Analysis
- Requirements for the major go from 30 hours to 33 hours. The major had consisted of eight required courses plus two more courses to be taken from a list of five courses. The major will now consist of eleven required courses. Deleted courses ACCT 4343 Forensic Accounting and ACCT 4643 International Accounting are removed from the curriculum. ACCT Government Accounting, ACCT 4673 Cost Accounting II and the modified course ACCT 4333 Fraud Examination and Forensic Accounting are added to the courses required for the major, bringing the total to eleven courses with no options.
- Overall
  - The statement that four hours of electives must be in non-business areas was removed.
  - There are now two differences in the business core and supportive requirements for the two majors. Accounting majors and Business Administrative majors take different information systems courses (Management Information Systems or Accounting Information Systems). International Business remains in the business core for Business Administration majors but is removed for accounting majors to keep degree hours at 120 after degree changes. Supportive requirements are four hours for business administration majors and seven hours for accounting majors.
  - There are approximately 19-21 hours of electives in the business administration major, there are no elective hours in the accounting major.

**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, particularly the use of technology. Accounting is putting greater emphasis on the use of spreadsheets beginning in the Principles courses. PowerPoint is expected or encouraged in student presentations. Faculty demonstrate the use of software templates in class and how to use templates for assignments. Faculty enhance teaching/learning through a variety of methods, including papers and projects, individual and group work, videos by the instructor or other sources, and case studies. Faculty support face-to-face classes with Blackboard Ultra technology such as recorded classes, recorded short lectures, narrated PowerPoints, and posting PowerPoints in the course shell. Faculty emphasize real-world applications in their course assignments, research projects, and software packages. Some examples of methods or projects faculty use to engage students and improve performance are given below.

- Strategic Management: Guest speakers, videos using movie clips to illustrate leadership concepts, students prepare and annotated bibliography
- Accounting courses, Dr. Atchley: Courses with real-world projects, the VITA program as experiential learning, using Excel to work problems in class, a new course in data analytics using Excel, illustrating the use of templates to solve accounting problems in class
- Personal Finance, Principles of Finance, Business Communications—Ms. Harton has drawn upon her certification training and webinars to develop content in personal finance with projects on how to buy insurance, a home, and a car. Students prepare a



complete business plan in Entrepreneurship. In Business Communications students do a hard-copy and video resume. Proper format and usage of email is stressed in Business Communications and all her classes. Undergraduates may prefer texting and social media as forms of communication, but their future employers will require email.

- Economics and Investments. In Macroeconomics students analyze government income and expenses and the national debt. Students selected issues such as education or healthcare and discussed the reason the issue should be prioritized, how it would be funded, and other aspects. In Investments students picked a portfolio of stocks, followed its performance in the stock market, and gave weekly reports on the portfolio.
- Economics, Statistics, Management Information Systems, Production and Operations Management. In Microeconomics students research a current event topic, develop a PowerPoint presentation, including a video clip and make a presentation to the class on the topic. Management Information Systems included a student project where students built a website for a small business. Dr. Knowles incorporated information from UAM Cyber Security Training in the course. Students in Production and Operations Management did a journal article review.
- In Marketing students in upper level courses such as Consumer Behavior and Marketing Research give presentations on two chapters from the text, which entails more engagement with the subject matter. Students have end-of-course projects that take an experiential approach to learning by gathering data and conducting a statistical analysis. The presentation skills emphasized in the chapter presentations become the foundation for the skills needed in the presentation of the research project and the results. Students in the Marketing Research class collaborated to do a group project on Big Data and Privacy Concerns. The students entered the project in the poster competition sponsored by the Social Work Club on campus. The competition and the presentation to a wider audience of faculty students seemed to lead to an extra level of engagement. Dr. Leggett, the students, and the business faculty were pleased when the data privacy project won the People's Choice award at the competition.
- Accounting Courses, In Fall 2022 Ms. Phillips had students in Principles of Financial Accounting do two assignments in Excel. The first had students prepare a set of financial statements using Excel formulas, the second had students prepare a cash budget using Excel. Principles of Financial Accounting is the first college course in accounting and a business core course that is required of all majors in the School. Using Excel for these assignments is good preparation for beginning accounting majors and for business majors who will need to draw upon financial statements in their careers. Students in upper-level courses use Excel to complete various real-world projects. Students in Tax Accounting complete a research assignment using Thomson-Reuters CheckPoint, a tax research program. Students use the CheckPoint data base the correct answer to a tax issue and provide citations from the IRS Code. Students prepare tax returns using a real-world tax software.

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 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.
- In quantitative or problem-based classes students are required to explain and interpret the results, not just give the ‘right’ numerical answer.

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

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

An 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. Recipients are selected by the faculty using the scholarship criteria. The Scholarships were awarded and the Recipients were recognized at an end-of-the-year luncheon.

Eight students were recognized by faculty as Outstanding Graduates in Accounting, Finance, General Business, Management and Marketing. The awards were announced at an end-of-the-year luncheon for graduating seniors. The Outstanding Graduates received a desk plate engraved with their name and the award, and their names and fields are added to a plaque by the School of Business office.

Students in the School earned 38 different Microsoft Certifications. In the four years this program has been in effect, students have earned a total of 150 certifications.

Six students placed first in the PBL State-Wide Competition in February. One student competed in the national competition and placed 8<sup>th</sup> in the nation in Business Law.

Accounting students qualified for the IRS VITA program, and prepared and submitted tax returns for clients in the area.

Students in Marketing Research submitted a project to the Social Work Poster Competition and won the People’s Choice Award.

A student who was an outstanding graduate in accounting in 2022 was recognized as the Outstanding Master of Accountancy Student in the University of Central Arkansas graduate accounting program.

### **Other Unit Information**

Ms. Aimee Weaver, the Director of the UAM Arkansas Small Business and Technology Development Center, was recognized by the Small Business Administration with its 2023 Excellence and Innovation Award. The Center was recognized for making a substantial impact on business owners and prospective business owners in Ashley, Bradley, Chicot, Cleveland, Drew, and Lincoln counties. Ms. Weaver, who joined the Center in 2018, was presented with the award by the Arkansas Deputy District Director of the SBA Jerry Talbert on April 27 during the small business network's spring meeting in Little Rock. The award was featured in the July 27 edition of *The Pine Bluff Commercial* and the August edition of *Small Biz Buzz* a quarterly newsletter from the lead center in Arkansas. *Small Biz Buzz* also had an article of one of Ms. Weaver's clients who she helped establish a business in Lake Village.

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## **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).

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