UAM

School OF Business

TEN YEAR
PROGRAM REVIEW REPORT

University of Arkansas at Monticello
Fall 2010

Goals, Objectives, and Activities

1. **Describe specific educational goals, objectives, and activities of the program**.

The mission statement for the School of Business is the following:

Mission, Role, and Scope

The mission of the School of Business is to serve the undergraduate educational needs of business students in southeast Arkansas and the region. Teaching and student learning are the highest priorities of a faculty dedicated to effective classroom instruction and advising. The School of Business faculties are also dedicated to providing service to the University, the profession, and the community; and they are actively engaged in scholarship that strengthens classroom instruction and assists the business community and the profession. The School of Business is firmly committed to continuous improvement in all three areas: teaching, service, and scholarship. The programs in Accounting and Business Administration share the common goal of preparing students to participate effectively in the complex business environment of the future.

Revised Learning Objectives

The revised learning outcomes statement for the School of Business, adopted by the School of Business Faculty is as follows:

> The student graduating from the School of Business at the University of Arkansas at Monticello will:
>
> 1. demonstrate familiarity with business theory and practice, and in a chosen concentration,
> 2. demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to those 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 US firms in an interdependent world.

All activities of the faculty, program curricula, budget, classroom activities, testing, papers, discussions, and club sponsorships are designed to accomplish the missions, goals and learning objectives of the School of Business.

2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

The School of Business has two courses that can be counted as social science electives in the UAM General Education curriculum. One of the following may be used to meet the 3 hour Social Science Elective requirement:

ECON 2203 Principles of Macroeconomics
ECON 2213 Principles of Microeconomics

Several curricula at UAM include one or more School of Business courses as part of their requirements or supportive requirements. They are: The Bachelor of Science with the Agri-Business Option, BS in Computer Information Systems, the Bachelor of Science in Forestry, the Bachelor of Science in *Spatial* Information Systems, the Bachelor of Science with the Spatial Information Systems Surveying Option, the Bachelor of Science in Wildlife Management, the Associate of Applied Science Options 1 and 2, the Bachelor of Applied Science, and the Bachelor of General Studies.

- The Agri-Business Option requires ACCT 2213 Financial Accounting, ECON 2203 Principles of Macroeconomics, and GB3533 Legal Environment of Business. It also requires one of the following courses:
  - FIN 3413 General Insurance
  - MGMT 3473 Principles of Management and Organizational Behavior
  - FIN 3483 Real Estate Principles
  - MKT 3403 Principles of Marketing
  - FIN 4683 Real Estate Finance
- The CIS major requires the following business courses:
  - ACCT 2213 Principles of Financial Accounting
  - ACCT 2223 Principles of Managerial Accounting
  - ECON 2213 Principles of Microeconomics
  - G B 2113 Business Statistics I
  - MKT 3403 Principles of Marketing
  - One of the following courses:
    MGMT 3473 Principles of Management
    MGMT 4613 Management Information Systems

- The Forestry Major requires 12 of 15 hours which includes ECON 2213 Principles of Microeconomics.
- The Spatial Information Systems Supportive Requirement includes MGMT 3473 Principles of Management.
- The Spatial Information Systems Surveying Option Supportive Requirement includes MGMT 3473 Principles of Management. It also includes GB 3533 Legal Environment of Business as one of 5 courses in its elective support selection.

- *The Wildlife Management Major requires ECON 2213 Principles of Microeconomics as the General Education Social Science elective.*
- *The Associate of Applied Science in both of the General Technology options includes ECON 2203 Principles of Macroeconomics and ECON 2213 Principles of Microeconomics among the elective choices.*
- *The Bachelor of Applied Science in the Professional Core includes:*
  - *Three hours of any course in Economics*
  - *ECON 2213 Principles of Microeconomics or AGEC 2223 Agricultural Economics*
  - *Nine hours in specific General Business and/or General Insurance courses*
  - *Nine hours of 3000 and 4000 Management and/or Marketing courses*
- *The Bachelor of General Studies in the Business Emphasis area includes:*
  - *ACCT 2213 Principles of Financial and ACCT 2223 Principles of Managerial Accounting*
  - *One of the following: ECON 2203 Principles of Macroeconomics, Econ 2213 Principles of Microeconomics or GB 2113 Legal environment of Business*
  - *Nine hours of any 3000-4000 level course In ACCT, FIN, GB, MGMT, or MKT.*

3. Document market demand and/or state/industry need for careers stemming from the program.

The current information and projections for southeast Arkansas that are available from the Arkansas Department of Labor have been redacted to include only areas of specific interest to School of Business students. While the data do not indicate an overall growth economy, it does give evidence that there will be openings projected for future School of Business graduates.

Projected Occupational Growth 2006-2016

Occupation	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Total Annual Openings
Total, All Occupations	92,268	95,353	3,085	3.34	2,710
Management Occupations	8,526	8,358	-168	-1.97	146
Business and Financial Operations Occupations	2,553	2,848	295	11.56	70
Sales and Related Occupations	7,535	7,171	-364	-4.83	255
Office and Administrative Support Occupations	11,353	11,002	-351	-3.09	276

Another area that School of Business graduates find employment in is with federal, state and local government agencies as 5 recent accounting graduates are employed with Arkansas Legislative Audit. The projections for 2009-2016 for these government sectors (excluding education and hospitals) indicate that nearly 1,100 new jobs will be created in the region.

From the standpoint of the School of Business graduates, the antidotal evidence at present is positive. The employment feedback from recent graduates (2008-2010) indicates that despite the overall state of the national economy, no graduate has reported unemployment. Feedback from alumni is generally with instructors and advisors but we have not had any inquiries regarding potential jobs. Two recent employer inquiries for accounting graduates have resulted in no available candidates. This does not include graduates who may be searching for employment outside southeast Arkansas or students who are pursuing graduate studies.

Data is not currently available on alumni current activities; however, this weakness is being addressed using alumni contact surveys under development to be implemented using social technology techniques in the spring.

This antidotal evidence does not rule out underemployment, graduate studies, or multiple, part-time jobs.

4. Document student demand for the program.

The School of Business program has shown similar growth with the university as a percentage of total graduates. For the past eight years, this percent of School of Business graduates has been remarkably consistent varying about one percent around seventeen percent of the graduating senior class.

The School of Business student population has been relatively stable, ranging between 321 and 273 students during the past three years. A number of business students move between full-time, part-time, and transfer to and from UAM which explains some of the fluctuation in the numbers from semester to semester.

Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

The mission of the School of Business is to serve the undergraduate educational needs of business students in southeast Arkansas and the region. Teaching and student learning are the highest priorities of a faculty dedicated to effective classroom instruction and advising. The programs in Accounting and Business Administration share the common goal of preparing students to participate effectively in the complex business environment of the future.

The School adopted the following learning outcomes in 2009:

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

1. Demonstrate familiarity with theory and practice in the business core and in a chosen area of concentration.

2. Demonstrate understanding of international business and international effects on U.S. firms in an interdependent world

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 business information systems in business

5. Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to those problems, either orally or in writing

2. Provide an outline for each program curriculum, including the sequence of courses.

All state universities are required to offer an 8-semester course sequence, guaranteed program that, if followed, will ensure graduation within eight semesters. Both of the Bachelor of Business Administration (BBA) degrees have 8-semester course sequence programs which are offered to all beginning freshman at the students initial college registration. The four year programs for each of the degrees and each concentration are found in APPENDIX A.

3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

The general education requirement for the University of Arkansas at Monticello applies to all degrees offered at the university. It is shown in the following information taken from the UAM 2009-2011 catalogue:

The Arkansas Board of Higher Education, by legislative direction, establishes at each public college and university a 35-credit core curriculum. This 35-credit block is fully transferable among Arkansas public institutions and will satisfy corresponding degree requirements at each institution. The University maintains a current list of the 35-credit core from other Arkansas public institutions.
The University's 35-credit core is listed below. It is fully contained within the 44-credit General Education program required for all baccalaureate degrees, within the 38-credit general education program for the Associate of Arts degree, and within the requirements for the Associate of Science in Land Surveying Technology degree.

State Core Curriculum ..... 35 hours
English Composition ..... 6 hours
ENGL 1013 Composition I or ENGL 1033 Honors Composition I
ENGL 1023 Composition II or ENGL 1043 Honors Composition II
Speech ..... 3 hours
One of the following:
SPCH 1023 Public Speaking
SPCH 1043 Honors Speech Communication
SPCH 2203 Interpersonal Communication
SPCH 2283 Business and Professional Speech
Mathematics ..... 3 hours
One of the following:
MATH 1003 Survey of Mathematics
MATH 1043 College Algebra
Any 1000-level or higher mathematics course except MATH 2243 or MATH 3553
Basic Sciences ..... 8 hours
Eight hours from two 3-hour lecture courses with associated 1-hour labs, or two 4-hour courses with integrated labs chosen from two of the following groups:
(1) Astronomy, Earth Science
(2) Biology
(3) Chemistry, Physics
Fine Arts/Humanities ..... 9 hours
Humanities Cluster ..... 6 hours
HIST 1013 Survey of Civilization I **and** ENGL 2283 Survey of World Literature I
or
HIST 1023 Survey of Civilization II **and** ENGL 2293 Survey of World Literature II
Humanities Elective ..... 3 hours
To be chosen from the disciplines of Art, Music, Foreign Language, English, or Philosophy
Social Sciences ..... 9 hours

U.S. History or Government ..... 3 hours
One of the following:
HIST 2213 American History I
HIST 2223 American History II
PSCI 2213 American National Government
Psychology required for management concentration or Sociology .....3 hours
One of the following:
PSY 1013 Introduction to Psychology
SOC 2213 Introduction to Sociology
Social Science Elective ..... 3 hours
To be chosen from the disciplines of Anthropology, Criminal Justice, Economics does not apply for business students, Geography, Political Science, Psychology, Social Work, or Sociology

The School offers a Bachelor of Business Administration degree with majors in Accounting and Business Administration. In the Business Administration Major, concentrations are offered in Finance, Management, Marketing, Entrepreneurship, and Business Administration. Both major programs are comprehensive, requiring a minimum of 57 credit hours of course work in approved business subjects and requiring no minors.

A key content element of the Accounting and Business Administration majors is the Business Core, consisting of 45 credit hours of foundation business courses.

Business Core: 45 hours

ACCT	2213	Principles of Financial Accounting
ACCT	2223	Principles of Managerial Accounting
ECON	2203	Principles of Macroeconomics
ECON	2213	Principles of Microeconomics
G B	2113	Business Statistics I
G B	3233	Business Statistics II
G B	3043	Business Communications
G B	3353	International Business
G B	3533	Legal Environment of Business
FIN	3473	Principles of Finance
MGMT	3473	Principles of Management and Organizational Behavior
MGMT	4643	Production/Operations Management
MGMT	4653	Strategic Management
MKT	3403	Principles of Marketing
MGMT	4613	Management Information Systems (Business Administration majors)
	OR	
ACCT	4323	Accounting Information Systems (Accounting majors)

Both majors are also required to take CIS 2223 Microcomputer Applications as a supportive requirement within the 44 hour General Education requirements of the University.

The business core reflects common core requirements in Schools of Business, standards of business accrediting agencies, and student needs. The core was substantially modified in the 2001-2003 catalog, when the requirements of International Business, Production/Operations Management, and Management Information Systems were added to the core. At the same time, a six hour course sequence in Business Statistics was replaced with the requirement of a three- hour junior level course, G B 3713 Business Statistics. Since then there have been two major changes in the core. An Accounting Information Systems course was added to the core to better meet the needs of accounting majors. In 2007 the faculty decided to return to the two semester course sequence in Business Statistics, removing G B 3713 Business from the core and adding the requirements of G B 2113 Business Statistics I and G B 3233 Business Statistics II. The change in the quantitative methods sequence was driven by student comments and instructor perceptions of course content and student progress.

The business core curriculum content reflects the standards of business program accrediting agencies such as Association of Collegiate Business Schools and Programs. The Association recommends that the undergraduate common professional component include the functional areas of marketing, business finance, accounting, and management; the business environment areas of legal environment, economics, business ethics, and global dimensions of business; the technical skills areas of information systems and quantitative techniques/statistics; and the integrative areas of business policies or a comprehensive integrating experience. The UAM School of Business core curriculum features courses in all of these content areas with the exception of Ethics. An analysis of topics by core course indicates that ethics is addressed in a topical context in one or more class sessions in a majority of the business core courses.

MGMT 4653 Strategic Management serves as the capstone course in the School and provides an integrative experience across the content areas of business. In recent years, this course has been enhanced in two ways to ensure that it fulfills the capstone role. The course is no longer offered during the summer, as the semester timeframe is better for an integrative class project. There was a concern that some students were taking the course too early in their course of study for it to fulfill the capstone role. In the 2009-2011 catalog, International Business and the requirement of ‘completion of 100 hours or consent of instructor’ were added to the prerequisites of Principles of Marketing, Principles of Management, and Principles of Finance. The change was designed to ensure the integrity of the capstone concept.

Business core courses are offered every semester, with two sections each of Principles of Accounting and Principles of Economics being scheduled per semester, and one section each of the other core courses. Business core courses (with the exception of Strategic Management) are offered during one of the summer sessions. Four to five sections of each of the Principles of Accounting and Principles of Economics courses are offered per year, with two to three sections of each of the other core courses offered per year. (Classes scheduled for one of the two summer

sessions may be cancelled due to low enrollment. Strategic Management is not offered during the summer). Students typically have three or more opportunities to enroll in the required core courses during the academic year. Frequency of course offerings is driven by student enrollment needs and staffing availability.

The accounting major requires 30 hours of junior and senior coursework in accounting, consisting of eight specified courses and two other courses to be selected from a list of six accounting courses. Accounting students are advised that they must complete a minimum of 150 hours of college credit in order to take the Certified Public Accountant exam. The accounting major courses are scheduled once a year. Advisors work with their advisees to ensure awareness of the semester or summer term in which courses are offered. The accounting major requirements are:

ACCT 3403 Intermediate Accounting I
ACCT 3413 Intermediate Accounting II
ACCT 3433 Cost Accounting I
ACCT 3523 Intermediate Accounting III
ACCT 4683 Federal Tax I
ACCT 4693 Federal Tax II
ACCT 4723 Advanced Accounting I
ACCT 4773 Auditing
Six hours from the following courses:
ACCT 4333 Fraud Examination
ACCT 4633* Governmental Accounting (required for CPA exam)
ACCT 4673 Cost Accounting II
ACCT 4643 International Accounting
ACCT 4653 CPA Law Review
ACCT 4733 Advanced Accounting II
*Required in order to be eligible to sit for the CPA exam. In addition, a student must complete a minimum of 150 hours of college credit. Please see your academic advisor for details.

Business Administration majors must select an area of specialization or concentration beyond the core curriculum from one of five areas: Finance, Management, Marketing, Entrepreneurship, or Business Administration. The finance, management, and marketing concentrations have been in effect for some time. The entrepreneurship concentration was added to the program in the 2001-2003 catalog; business administration in the 2003-2005 catalog.

The finance concentration provides students with a foundation for a variety of careers in the financial services industry, including banking, insurance, investments, insurance, and real estate. Students with a concentration in finance must take 15 credit hours in the area, as shown below.

FIN 4603 Financial Policy and Planning
FIN 4613 Investments
FIN 4623 International Finance
ECON 3453 Money and Banking
One of the following:
FIN 3413 General Insurance
FIN 3483 Real Estate Principles

The management concentration prepares students for managerial career options in areas such as quality control and human resources management. The management concentration consists of 15 hours in management and general business.

MGMT 4633 Human Resource Management
MGMT 4663 Advanced Organizational Behavior and Theory
Nine hours from the following
- G B 4363 Topics in E-Commerce
- MGMT 3433 Entrepreneurship
- MGMT 3453 Industrial Relations
- MGMT 4673 Global Organizational Behavior and Theory
- MGMT 4683 Strategic Management of the Multinational Enterprise

The marketing concentration prepares students for careers in sales, customer service, advertising, public relations. The marketing major consists of 15 hours in marketing and general business.

MKT 3463 Consumer Behavior
MKT 4623 Marketing Research
MKT 4663 Marketing Management
Six hours from the following courses, three of which must be either MKT 3453 or MKT 3483
- G B 4363 Topics in E-Commerce
- MKT 3443 Selling and Sales Management
- MKT 3453 Marketing Communications
- MKT 3483 Channels of Distribution
- MKT 4473 Special Topics in Marketing

The entrepreneurship concentration prepares students for the small business environment. It includes courses in entrepreneurship, management, finance, and general business.

MGMT 3433 Entrepreneurship
MGMT 4693 New Venture Development
MGMT 4703 Entrepreneurship Practicum
Six hours from the following
- FIN 4603 Financial Policy and Planning
- G B 4363 Topics in E-Commerce
- MGMT 4663 Advanced Organizational Behavior and Theory

The business administration concentration is a concentration in the functional areas of business that prepares students for careers as general managers. It consists of 18 hours as shown below.

ACCT 3433 Cost Accounting I
FIN 4603 Financial Policy Planning
G B 4363 Topics in E-Commerce
MGMT 3433 Entrepreneurship
MGMT 4633 Human Resource Management
MKT 3463 Consumer Behavior

4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

Courses in the concentration are offered once a year, in the fall or spring semester. Advisors work closely with advisees to ensure awareness of the frequency of course offerings, and the term in which the course is offered is part of the course description in the catalog. The concentrations balance student enrollment and available staffing in several ways. Some courses meet the requirements for more than one concentration. For example, GB 4363 Topics in E-Commerce is one of the course requirements or options under four concentrations, and MGMT 3433 Entrepreneurship is a requirement or an option in three of the concentrations. Four of the concentrations feature some flexibility in part of the concentration requirements in the form of selecting one course or more from a list of options. The business administration concentration requires the most hours (18) and has no options. However, all of the courses in this concentration are derived from one of the other concentrations or the accounting major in order to facilitate scheduling and class enrollment.

In small enrollment concentrations not all students are "in sync" due to transfer, change of major, scheduling, or other factors. In these areas with low enrollment, the upper-level major courses often are done as Independent Studies. This is done at the faculty member's discretion after discussion with the student and/or the dean of the school.

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

The syllabi for all School of Business courses for the past three years are found in APPENDIX B. The School of Business requires that the course objectives and learning outcomes be included in the course syllabi which must be available to the student on the first day of class. The content and coverage of each course in the School of Business curricula is designed to meet the objectives of the School of Business.

6. **Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings**.

Changes in courses, core requirements, and major/concentration requirements are considered by the business faculty as a whole, whether the proposed change involves a particular major or concentration or the business core curriculum. Faculty associated with a particular functional area, concentration, or major generally propose changes that affect their courses or areas. The dean, Business Curriculum Committee, or instructor of the course may propose changes to the business core curriculum or business core courses. The proposed changes are voted on by the business faculty as a committee of the whole. After approval by the business faculty,

proposed changes then move through the faculty governance process, beginning with the Academic Council (Unit Heads), then to the University Curriculum and Standards Committee, and culminating with the Chancellor.

7. List courses in the proposed degree program currently offered by distance delivery.

NA

8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Online courses are identical in content, prerequisites and all other educational requirements to the classroom courses except the method of delivery differs. Instructors in the online courses are responsible for "classroom" management. Zero student complaints have been received regarding any issues in the two online courses offered by the School of Business.

Program Faculty (full-time/adjunct/part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

The School of Business has nine full-time faculty members including faculty releases for administrative duties. The faculty consists of the following: professors (Cabaniss, Gulledge, and James), associate professors (Clayton, Hammett and Patterson) and two assistant professors (Alexander and Phillips). Eight faculty hold terminal degrees Ph.D. or DBA) in their area of expertise and all accounting faculty hold an MBA and the CPA while one is also a CPM. One finance professor holds the CFA. All faculty is either academically or professionally qualified and several are both. The part-time faculty are equally qualified holding MBA's or JD degrees.

All faculty members in the School of Business show evidence of significant business experience in industry except for one. The faculty is active in the community area as

several members are on local boards, one is president of the Chamber of Commerce, faculty advisors have student groups involved in community projects ranging from Easter egg hunts at a local home for children to assisting a local animal shelter. Marketing surveys have also been conducted for the county hospital by classes in advanced marketing.

Research activities of the faculty members are itemized on individual vitas in Appendix B.

The following series of tables present the information requested. In addition, Appendix C consists of the individual vitas and evidence requested in question one.

CURRENT SCHOOL OF BUSINESS FACULTY

Name	Current Academic Rank	Highest Degree	Granting Institution	Teaching Area	Years at UAM
Michael Alexander	Assistant Professor	D.B.A.	Nova Southeastern University	Management	5
Roy Cabaniss	Professor of Marketing	Ph.D.	Oklahoma State University	Marketing & Mgt.	9
Marsha Clayton	Associate Professor	Ph.D.	University of Mississippi	Economics	19
Robert Graber	Associate Professor	Ph.D.	University of New Orleans	Finance	5
Gene Gulledge	Professor of Accounting	D.B.A. CPA, CMA	Mississippi State	Accounting	9
Ted Hammett	Associate Professor	D.B.A. CPA	Louisiana Tech University	Accounting	10
Louis James	Professor/School Dean	Ph.D. CFA	University of Kansas	Economics & Finance	7
Dennis Patterson	Associate Professor	Ph.D.	University of Illinois	Management	10
Becky Phillips	Assistant Professor	M.B.A. CPA	University of Arkansas at Little Rock	Accounting	3

SUMMER I 2010		
Instructor	Course Number	Course Title
Alexander M		
	GB 3353	International Business
Cabaniss R		
	MGMT 4643	Production/Operation Management
	MKT 3403	Principles Marketing
	MKT 4473	ST: Marketing Plan
Hammett T		
	ACCT 4333	Fraud Examination
	ACCT 2213	Principles of Financial Accounting
Patterson J		
	MGMT 4693	New Venture Development
	GB 2113	Business Statistics I

SPRING 2010		
Instructor	Course Number	Course Title
Alexander M		
	GB 1023	Introduction to Business
	MGMT 4633	Human Resource Management
	GB 3353	International Business
	MGMT 3473	Principles of Management/Organizational Behavior
Cabaniss R		
	MGMT 4643	Production/Operation Management
	MKT 4663	Marketing Management
	MKT 4473	ST: International Marketing
	MKT 3403	Principles Marketing
Clayton M		
	GB 2113	Business Statistics I
	ECON 2213	Principles Of Microeconomics
	ECON 2213	Principles Of Microeconomics
Daniels, Wm		
	GB 3533	Legal Environment
Davis Staci		
	GB 399V	ST: Business Ethics
	GB 399V	ST: Business Ethics

SPRING 2010		
Instructor	Course Number	Course Title
Fakouri, J.		
	FIN 4683	Real Estate Finance
	FIN 4683	Real Estate Finance
Graber, R.S.		
	ECON 2203	Principles Of Macroeconomics
	ECON 2203	Principles Of Macroeconomics
	FIN 3473	Principle of Finance
	FIN 4613	Investments
Gulledge D.		
	ACCT 2213	Principles of Financial Accounting
	ACCT 3523	Intermediate Accounting III
	ACCT 3403	Intermediate Accounting I
Hammett T		
	ACCT 4673	Cost Accounting II
	MGMT 4613	Management Information System
	ACCT 4323	Accounting Information System
	ACCT 2223	Principles Managerial Accounting
	ACCT 399V	ST: Accounting Information System
	ACCT 399V	ST: Accounting Internship
James L		
	ECON 3453	Money Banking Credit

SPRING 2010		
Instructor	Course Number	Course Title
Patterson J		
	MGMT 4673	Global Organizational Behavior/Theory
	MGMT 3433	Entrepreneurship
	MGMT 4653	Strategic Management
	GB 3233	Business Statistics II
	GB 463V	GB Internship
Phillips B		
	ACCT 2223	Principles Managerial Accounting
	GB 3043	Business Communications
	ACCT 4693	Federal Tax II
	ACCT 2213	Principles of Financial Accounting

FALL 2009		
Instructor	Course Number	Course Title
Alexander M		
	MGMT 4663	Advanced Organizational Behavior
	MGMT 3473	Principles of Management/Organizational Behavior
	GB 1023	Introduction to Business
	GB 3353	International Business
Cabaniss R		
	MKT 4623	Marketing Research
	MGMT 4643	Production/Operation Management
	MKT 3463	Consumer Behavior
	MKT 3403	Principles of Marketing
Clayton M		
	GB 2113	Business Statistics I
	ECON 2213	Principles Of Microeconomics
	ECON 2213	Principles Of Microeconomics
Daniels, Wm		
	GB 3533	Legal Environment
	GB 3533	Legal Environment
Davis Staci		
	GB 399V	ST: Business Ethics

FALL 2009		
Instructor	Course Number	Course Title
Fakouri, J		
	FIN 3413	General Insurance
	FIN 3413	General Insurance
	FIN 3413	General Insurance
	FIN 3483	Real Estate Principles
	FIN 3483	Real Estate Principles
Graber, R.S.		
	FIN 4603	Financial Policy & Planning
	ECON 2203	Principles of Macroeconomics
	ECON 2203	Principles of Macroeconomics
	FIN 3473	Principle of Finance
Gulledge D.		
	ACCT 2213	Principles of Financial Accounting
	ACCT 4633	Governmental Accounting
	ACCT 3413	Intermediate Accounting II
	ACCT 2213	Principles of Financial Accounting
Hammett T.		
	ACCT 4773	Auditing
	MGMT 4613	Management Information System
	ACCT 3433	Cost Accounting I
	ACCT 2223	Principles Managerial Accounting
James L		
	ECON 1193	Economics of Personal Finance

FALL 2009		
Instructor	Course Number	Course Title
Patterson, J.		
	MGMT 3453	Industrial Relations
	GB 4363	Topics E-Commerce
	MGMT 4653	Strategic Management
	GB 3233	Business Statistics II
Phillips B		
	ACCT 4723	Advanced Accounting
	ACCT 2223	Principles of Managerial Accounting
	GB 3043	Business Communications
	GB 3043	Business Communications
	ACCT 4683	Federal Tax I

SUMMER II 2009		
Instructor	Course Number	Course Title
Daniels, Wm		
	GB 3533	Legal Environment
Graber, R.S.		
	FIN 3473	Principle of Finance
	ECON 2213	Principle of Microeconomics
Patterson, J.		
	Mgmt 3473	Principles of Management/Organizational Behavior
Phillips B		
	ACCT 2223	Principles Managerial Accounting
	GB 3043	Business Communications

SUMMER I 2009		
Instructor	Course Number	Course Title
Cabaniss R		
	MGMT 4643	Production/Operation Management
	MKT 3403	Principles of Marketing
	MKT 399V	ST: Marketing Internship
Clayton M		
	ECON 2203	Principles of Macroeconomics
Hammett T		
	ACCT 4333	Fraud Examination
	MGMT 4613	Management Information System
Patterson J		
	GB 3353	International Business
	GB 2113	Business Statistics I

SPRING 2009		
Instructor	Course Number	Course Title
Alexander M		
	GB 1023	Introduction to Business
	MGMT 4633	Human Resource Management
	GB 3353	International Business
	MGMT 3473	Principles of Management/Organizational Behavior
Cabaniss R		
	MGMT 4643	Production/Operation Management
	MKT 4663	Marketing Management
	MKT 3403	Principles of Marketing
	MKT 3453	Marketing Communication
	MKT 399V	ST: Marketing Research
	MKT 4473	ST: Marketing on Internet
Clayton M		
	GB 2113	Business Statistics I
	ECON 2213	Principles of Microeconomics
	ECON 2213	Principles of Microeconomics
	ECON 3453	Money Banking Credit
Daniels, Wm		
	GB 3533	Legal Environment

SPRING 2009		
Instructor	Course Number	Course Title
Fakouri, J		
	FIN 4683	Real Estate Finance
	FIN 4683	Real Estate Finance
	FIN 4683	Real Estate Finance
Graber, R.S.		
	ECON 2203	Principles of Macroeconomics
	ECON 2203	Principles of Macroeconomics
	FIN 3473	Principle of Finance
	FIN 4613	Investments
Gulledge D.		
	ACCT 2223	Principles of Managerial Accounting
	ACCT 2223	Principles of Managerial Accounting
	ACCT 3523	Intermediate Accounting III
	ACCT 3403	Intermediate Accounting I
Hammett T		
	ACCT 4673	Cost Accounting II
	MGMT 4613	Management Information System
	ACCT 4323	Accounting Information System
	ACCT 2213	Principles of Financial Accounting
Patterson J		
	MGMT 3433	Entrepreneurship
	MGMT 3473	Principles of Management/Organizational Behavior
	MGMT 4653	Strategic Management
	GB 3233	Business Statistics I

SPRING 2009		
Instructor	Course Number	Course Title
Phillips B		
	GB 3043	Business Communications
	GB 3043	Business Communications
	ACCT 4693	Federal Tax II
	ACCT 2213	Principles of Financial Accounting
Ratliff C.		
	GB 3533	Legal Environment
	GB 3533	Legal Environment
	GB 3533	Legal Environment

FALL 2008		
Instructor	Course Number	Course Title
Alexander M		
	MGMT 3453	Industrial Relations
	MGMT 3473	Principles of Management/Organizational Behavior
	MGMT 3473	Principles of Management/Organizational Behavior
	MGMT 3473	Principles of Management/Organizational Behavior
	GB 1023	Introduction to Business
	GB 3353	International Business
	MGMT 4663	Advanced Organizational Behavior/Theory
Cabaniss R		
	MKT 4623	Marketing Research
	MGMT 4643	Production/Operation Management
	MKT 3463	Consumer Behavior
	MKT 3403	Principles of Marketing
	MKT 3483	Channels of Distribution
Clayton M		
	ECON 2213	Principles of Microeconomics
	ECON 2213	Principles of Microeconomics
	ECON 2213	Principles of Microeconomics
	ECON 2213	Principles of Microeconomics
	GB 2113	Business Statistics I
	ECON 2213	Principles of Microeconomics

FALL 2008		
Instructor	Course Number	Course Title
Daniels, Wm		
	GB 3533	Legal Environment
	GB 3533	Legal Environment
Fakouri J		
	FIN 3413	General Insurance
	FIN 3413	General Insurance
	FIN 3413	General Insurance
	FIN 3483	Real Estate Principles
	FIN 3483	Real Estate Principles
Graber, R.S.		
	FIN 4603	Financial Policy & Planning
	ECON 2203	Principles of Macroeconomics
	ECON 2203	Principles of Macroeconomics
	FIN 3473	Principle of Finance
Gulledge D.		
	ACCT 2213	Principles of Financial Accounting
	ACCT 4633	Governmental Accounting
	ACCT 2213	Principles of Financial Accounting
	ACCT 3413	Intermediate Accounting II

FALL 2008		
Instructor	Course Number	Course Title
Hammett T.		
	ACCT 4773	Auditing
	MGMT 4613	Management Information System
	ACCT 3433	Cost Accounting I
	ACCT 2223	Principles of Managerial Accounting
	ACCT 2223	Principles of Managerial Accounting
James L		
	ECON 1193	Economics of Personal Finance
Patterson, J.		
	MGMT 4693	New Venture Development
	GB 4363	Topics E-Commerce
	MGMT 4653	Strategic Management
	GB 2113	Business Statistics I
	MGMT 3473	Principles of Management/Organizational Behavior
Phillips B		
	ACCT 4723	Advanced Accounting
	GB 3043	Business Communications
	GB 3043	Business Communications
	ACCT 4683	Federal Tax I

SUMMER II 2008		
Instructor	Course Number	Course Title
Daniels, Wm		
	GB 3533	Legal Environment
Graber, R.S.		
	FIN 3473	Principle of Finance
Grace Ke		
	MGMT 4643	Production/Operation Management
Patterson, J.		
	MGMT 3473	Principles of Management/Organizational Behavior
Phillips B		
	ACCT 2223	Principles of Managerial Accounting

Faculty Credit Hours/Contact Hours/SSCH by Term
2009-2010

Faculty Member	Credit Hours				Contact Hours				SSCH			
	Sum II 09	Fall 09	Sp 10	Sum I 10	Sum II 09	Fall 09	Sp 10	Sum I 10	Sum II 09	Fall 09	Sp 10	Sum I 10
Alexander, M		12	12	3		12	12	3		300	291	51
Cabaniss, R		12	12	9		12	12	6		243	294	144
Clayton, M.		9	9	0		9	9	0		333	291	0
Daniels, Wm.*	3	6	3		3	6	3		21	75	27	
Davis, S.		3	6			0	0			63	120	
Fakouri, J. *		15	6			15	6			138	20	
Graber, R.	6	12	12		6	12	12		60	237	213	
Gulledge, D		12	9			12	9			243	153	
Hammett, T.	0	12	18	6	0	12	12	6	0	252	120	72
James, L.		3	3	0		3	3			21	27	0
Patterson, D	3	12	15	6	3	12	12	6	39	300	264	33
Phillips, B	6	15	12		6	15	12		81	258	306	
Ratliff, C		0	3			0	3			0	81	
TOTAL	18	123	120	24	18	120	105	21	201	2463	2207	300

Faculty Credit Hours/Contact Hours/SSCH by Term
2008-2009

Faculty Member	Credit Hours				Contact Hours				SSCH			
	Sum II 08	Fall 08	Sp 09	Sum I 09	Sum II 08	Fall 08	Sp 09	Sum I 09	Sum II 08	Fall 08	Sp 09	Sum I 09
Alexander, M		21	12			21	12			357	261	
Cabaniss, R		15	18	7		15	12	6		321	303	85
Clayton, M.		18	12	3		18	12	3		372	372	36
Daniels, Wm.*	3	6	3		3	6	3		27	93	39	
Fakouri, J. *		15	9			15	9			105	60	
Graber, R.	3	12	12		3	12	12		36	267	243	
Gulledge, D		12	12			12	12			345	237	
Ke, G	3				3				54			
Hammett, T.		15	12	6		15	12	6		267	201	72
James, L.		3				3				21		
Patterson, D	3	15	12	6	3	15	12	6	24	246	264	54
Phillips, B	3	12	12		3	12	12		51	171	252	
Ratliff, C.			9				9				69	
TOTAL	15	144	123	22	15	144	117	21	192	2565	2301	247

Faculty Credit Hours/Contact Hours/SSCH by Term
2007 - 2008

Faculty Member	Credit Hours				Contact Hours				SSCH			
	Sum II 07	Fall 07	Sp 08	Sum I 08	Sum II 07	Fall 07	Sp 08	Sum I 08	Sum II 07	Fall 07	Sp 08	Sum I 08
Alexander, M		15	12			15	12			297	336	
Cabaniss, R		12	15	6		12	12	6		258	327	90
Clayton, M.		9	9	3		9	9	3		303	264	51
Daniels, Wm.*	3	3	3		3	3	3		30	105	51	
Fakouri, J. *		6	3			6	3			90	51	
Graber, R.	3	12	12		3	12	12		60	195	240	
Gulledge, D	3	12	12	3	3	12	12	3	27	297	279	36
Ke, G	6	12	12	3	6	12	12	3	150	279	291	30
Hammett, T.		18	12	3		15	12	3	0	207	219	21
James, L.		3	6			3	3			72	24	
Patterson, D	3	12	12		3	12	12		48	378	285	
Phillips, B		12	15			12	15			225	198	
Ratliff, C.			3				3				45	
TOTAL	18	126	126	18	18	123	120	18	315	2706	2610	228

2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

The School of Business at UAM utilizes a small number of specialists in a selected number of courses taught by adjunct faculty. These courses are: GB 3533 Legal Environment of Business; FIN 3413 General Insurance; FIN 3483 Real Estate Principles; FIN 4683 Real Estate Finance; GB 399V Special Topics: Business Ethics.

The Legal Environment of Business course is taught by two holders of the Juris Doctor (JD). One is a local attorney, the Monticello City Attorney, and a former judge. He normally teaches two or three sections per year and has done so for the past five years. The second adjunct is a UAM administrator who has taught the online section of the course for the past two years.

One adjunct teaches the evening sections of the real estate and insurance courses. He has taught these courses for the School of Business for more than twenty years. His resume reflects positions in the banking and insurance industry in various positions including bank president and is currently the Executive VP and loan officer of one of the areas larger banks.

The Business Ethics course is offered online and is taught by an MBA and former UAM staff member who relocated in northwest Arkansas. Her MBA was concentrated in the area of business ethics. She has online experience as a student and as a faculty member.

3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

All new and visiting faculty members in the School of Business undergo a university orientation process during Faculty Development Week which occurs the week before fall registration. New faculty members are required to attend workshops focused on academic advising, use of the UAM administrative software, procedural and administrative matters. For adjunct instructors, the dean explains the process individually.

All faculty members undergo annual evaluations beginning with the annual self-evaluation, peer review of the self-evaluation and in-class observations by reviewer and the dean, and an end-of-semester student evaluation is done for each class including those taught by adjunct instructors. The student evaluations are done each semester for tenure track instructors and once per year for tenured professors. The dean and faculty member confer about the evaluations and the dean's review is sent to the Provost and Academic Vice Chancellor who reviews and forwards to the Chancellor.

4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

The average for professors at UAM is 12 credit hours per semester or 24 credit hours each academic year. Summer teaching is optional but is normally available to faculty members who desire summer courses. There are two reduced academic loads in the School of Business for a full-time faculty member, the Director of Economic Education has a three credit hour reduced load each semester and the Dean normally has a three quarter administrative released time. Special Topics and Independent Studies are not considered at part of the teaching load and do not result in extra compensation. These courses are only offered to accommodate special needs of School of Business students.

During the current academic year (AY 2010-2011), all faculty members are teaching twelve credit hours per semester with the exception of Dr. Patterson who taught an overload and thus taught 15 credit hours in the fall.

INSTRUCTOR	SEMESTER	CREDIT HOURS	COURSE PREPS
Alexander	Fall	12	4
	Spring	12	4
Cabaniss R	Fall	12	4
	Spring	12	4
Clayton M	Fall	9	3
	Spring	9	2
Graber R	Fall	12	3
	Spring	12	3
Gulledge G	Fall	12	3
	Spring	12	3
Hammett T	Fall	12	4
	Spring	12	4
Patterson D	Fall	15	4
	Spring	12	4
Phillips	Fall	12	3
	Spring	12	3

Program Resources

1. Describe the institutional support available for faculty development in teaching, research, and service.

The most beneficial support for the School of Business from institutional support is done by providing an academically qualified faculty consisting of eight faculty members including the dean. Four are also professionally qualified with three CPA's and one CFA. One of the professionally qualified faculty members has an MBA and the CPA as well as corporate accounting experience.

Faculty Development Week occurs every year during the week before the beginning of the fall semester. The focus is different each year but it is either directly or indirectly oriented toward improving teaching activities, improving teacher ability to process required information, or community service such as the American Democracy Project done several years ago. Another example is the 2010-2011 faculty development week which was devoted toward educating the instructional staff in the use of the new computer software in preparation for student advising.

Competitive research grants are made available for faculty who need funding assistance for small projects or developmental, seed money to seek larger funded research projects. Several Business faculty members have received funding from this program in the past.

Travel assistance is made available through institutional funds on a prorated basis. Three hundred dollars per full-time faculty member is currently allocated to the academic unit for out-of-state travel to participate in conferences, research, or meetings. Funds for administrative activities or faculty travel in excess of $300 are funded from the unit's maintenance and operations accounts at the end of the budget year if available. One hundred percent of faculty travel has been funded in recent years.

Service is encouraged by the institution in the form of time which is available for board meetings or other civic activities participated in by faculty and administrators. Community involvement is encouraged and institutional support is often given by in-kind donations to various fund raising activities in the communities. For example, Weevil Bricks and nights at the Trotter House often appear at various "Silent Auctions" and other civic fund-raisers in Monticello,

One of the most important support areas by the institution is in the facilities area. Teaching support is primarily focused upon the infrastructural design of UAM. The Babin Business Center (BBC) is well maintained after being renovated in 1990-91. The portion of the building allocated for the School of Business is the third floor for classrooms, a conference room, and faculty offices. Approximately one-third of the second floor houses the dean, a large room used jointly for storage and production

activities related to the marketing program, and the School of Business offices. The first floor of the Babin Business Center houses the School of Computer Information Systems and the remainder of the second floor is devoted to the Offices of Finance and Administration. Babin Business Center has an outdoor lift which permits handicap accessibility to the first and second floors but not the third floor classrooms. In the event a student cannot access the third floor, the class is moved to a first floor classroom or to another building.

Instructionally the institutional support in Babin Business Center dedicated for the instructional use of the School of Business includes:

- a total of eight classrooms in the Babin Business Center. All are equipped with writing tables, chairs, whiteboards, and an internet connection.
- a cutting edge instructional computer lab BBC213 that was upgraded in June 2010. It is configured so that no student is more than two rows from the projection screen. Campus instructional labs are now upgraded on a three-four year cycle.
- five upgraded classrooms include ceiling mounted projectors, lecterns, and either PC's or laptops. These upgrades were financed indirectly through the School of Business's Maintenance and Operations funds budgeted by the university.
- all classrooms have internet access.
- one smart room that includes all of the upgrades listed above and it also contains an Elmo. This room was directly provided by the university.

2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

School of Business Faculty Travel 2008-2009

DATE	NAME	PURPOSE	SCHOOL OF BUSINESS	INSTITUTIONAL
3/31-4/3/10	Michael Alexander	Annual Leadership Conference		$354.07
4/14-17/10	Bob Graber	Allied Academics International	$1,265.46	$697.02
5/24/2010	B. Phillips	Arkansas Society of CPAS Conference		$126.44
10/22/2009	Michael Alexander	IABPAD Conference		$604.28
10/22-24-09	Dennis Patterson	PBL Leadership Conference		$189.84
			$1,265.46	$1,971.65

School of Business Faculty Travel 2009-2010

DATE	NAME	PURPOSE	SCHOOL OF BUSINESS	INSTITUTIONAL
8/10/2008	Dennis Patterson	Academy of Management Conference	$1,387.88	
2/24/2009	Ted Hammett	Regional Econ Model Conference	$81.90	
5/11/2009	Becky Phillips	ASCPA Conference		$50.00
9/8/2009	Roy Cabaniss	ADHE Committee		$81.90
9/9/2009	Becky Phillips	ADHE Committee		$82.90
6/16/2009	Ted Hammett	Fraud Conference		$1,559.46
6/6/2009	Becky Phillips	IMA Annual Conference		$1,485.36
3/19/2009	Ted Hammett	Meeting	$82.80	
9/18/2009	Becky Phillips	CPA Interview Day	$81.90	
			$1,634.48	$3,259.62

3. Provide the annual library budget for the program or describe how library resources are provided for the program.

Material Selection Policy

Each academic department, along with the library liaisons, recommends library purchases of materials. The books, e-books, journals, e-journals, and databases should support their subject areas as those materials relate to the curriculum. During the past three years, the library budget for the program has been approximately $10,000 per year. Periodic evaluation of the library collection should be undertaken by checking holdings against standard bibliographies and subject lists. Obsolete materials such as outmoded books, superseded editions, superfluous duplicates, worn out or badly marked copies, and broken files or un-indexed journals should be withdrawn, offered on exchange or discarded. The School of Business representative to the UAM Library Committee and the library liaison, along with other Business faculty and the Dean of the School of Business, are encouraged to conduct a review of the collection.

A professor may contact the library liaison to schedule a class period in the library or in the computer lab where the librarian will teach students about resources that will be most helpful in their classes. Students can also request individual research consultations with a librarian.

The following publications in business and economics are available for student and faculty use in course work and research.

I. Periodical Titles
   A. Online = 3925
   B. Print = 37

II. Book Titles
   A. eBooks = 204
   B. Print = 6598
   C. Library of Congress Classification

1	HA	Statistics
2.	HB	Economic theory. Demography
3	HC	Economic history and conditions
4.	HD	Industries. Land use. Labor
5.	HE	Transportation and communications
6.	HF	Commerce
7.	HG	Finance
8.	HJ	Public finance

III. Electronic Resources by Subject
   A. Specialized Databases
      1. ***ABI/INFORM Complete***

         A business database that covers competitive and product information, corporate strategies, management techniques, and business and economic conditions.
      2. *Business and Industry*
         Contains business and industry facts and figures for international public and private companies, industries, products, and markets for manufacturing and service industries.
      3. *Business Economics and Theory Collection*
         Provides access to journals and magazines on economics topics.
      4. *Business Source Elite*
         A business research database that also includes detailed company profiles.
      5. *Checkpoint*
         A tax and accounting research system.
      6. *Insurance and Liability Collection*

Covers labor relations, mortgage banking, legal issues and more.

7. *LexisNexis Academic*
   Provides access to news, business, legal publications, federal and state court cases, and detailed company information.
8. *Regional Business News*
   Provides access to regional U.S. business journals and newspapers.
9. *ScienceDirect*
   Provides access to journals covering scientific, medical, and technical information published in 24 fields of science.
10. *Small Business Collection*
    Provides tips, insights, strategies, and success stories for small business owners.

B. General Databases
   1. Academic OneFile
   2. Academic Search Complete
   3. ArticleFirst
   4. Expanded Academic ASAP
   5. FirstSearch Databases
   6. FirstSearch Plus Databases
   7. General OneFile
   8. General Reference Center Gold
   9. MasterFILE Premier
   10. Popular Magazines
   11. ProQuest Research Library

4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

The Fred J. Taylor Library and Technology Center is open Monday-Thursday 8:00am - 10:00pm, Sundays 2:00pm-10:00pm, Friday 8:00am-4:30pm and Saturdays 1:00pm-4:00pm. The physical location is nearly perfect being less than 30 yards door-to-door from the Babin Business Center.

The physical plant is the most recently built building on campus and is still considered "new". It is equipped with more than adequate written, internet, and electronic access and excellent for undergraduate programs in business administration.

The details of the study and research materials available in the library are identified in the previous section. In addition, the interlibrary loan program is available for anything not obtainable locally.

5. Provide a list of program equipment purchases for the past three years.

FIXED ASSET	DESCRIPTION	PURCHASE PRICE	SERIAL NUMBER	LOCATION	DATE ACQUIRED
32979	LAPTOP	$1,625.38	8Y9T4D1	BBC	07/11/07
32978	LAPTOP	$1,625.38	HPN24D1	BBC	07/11/07
33128	COMPUTER	$1,560.81	6KT6CG1	BBC109	06/11/08
33145	LAPTOP	$1,468.31	FT62HG1	BBC109	06/26/08
33457	COMPUTER	$ 918.90	5SMYVH1	BBC213	07/15/09
33458	COMPUTER	$ 918.90	5SLOWH1	BBC213	07/15/09
33459	COMPUTER	$ 918.90	5SNOWH1	BBC213	07/15/09
33460	COMPUTER	$ 918.90	5SYNVH1	BBC213	07/15/09
33461	COMPUTER	$ 918.90	5SNZVH1	BBC213	07/15/09
33462	COMPUTER	$ 918.90	5SLZVH1	BBC213	07/15/09
33463	COMPUTER	$ 918.90	5SMWH1	BBC213	07/15/09
33464	COMPUTER	$ 918.89	5SMZVH1	BBC213	07/15/09
33465	COMPUTER	$ 918.89	5SKZVH1	BBC213	07/15/09
33466	COMPUTER	$ 918.89	5SKYVH1	BBC213	07/15/09
33467	COMPUTER	$ 918.89	5SJOWH1	BBC213	07/15/09
33468	COMPUTER	$ 918.89	5SJZVH1	BBC213	07/15/09
33469	COMPUTER	$ 918.89	5SLYVH1	BBC213	07/15/09
33470	COMPUTER	$ 918.89	5SKOWH1	BBC213	07/15/09
33471	COMPUTER	$ 918.89	5SJYVH1	BBC213	07/15/09
33472	COMPUTER	$ 918.89	5SHZVH1	BBC213	07/15/09
33473	COMPUTER	$ 918.89	9QR2WH1	BBC213	07/15/09
33474	COMPUTER	$ 918.89	9QS1WH1	BBC213	07/15/09
33475	COMPUTER	$ 918.89	9QP1WH1	BBC213	07/15/09
33476	COMPUTER	$ 918.89	9QN1WH1	BBC213	07/15/09
33477	COMPUTER	$ 918.89	9QL1WH1	BBC213	07/15/09
33478	COMPUTER	$ 918.89	9QM1WH1	BBC213	07/15/09
33479	COMPUTER	$ 918.89	9QQ1WH1	BBC213	07/15/09
33480	COMPUTER	$ 918.89	9QL2WH1	BBC213	07/15/09

FIXED ASSET	DESCRIPTION	PURCHASE PRICE	SERIAL NUMBER	LOCATION	DATE ACQUIRED
33481	COMPUTER	$ 918.89	9QM2WH1	BBC213	07/15/09
33482	COMPUTER	$ 918.89	9QQ2WH1	BBC213	07/15/09
33483	COMPUTER	$ 918.89	9QN2WH1	BBC213	07/15/09
33484	COMPUTER	$ 918.89	9QR1WH1	BBC213	07/15/09
33485	COMPUTER	$ 918.89	9QP2WHI	BBC213	07/15/09
33565	COMPUTER	$1,092.22	88T3QL1	BBC304	04/20/10
33566	COMPUTER	$1,092.22	88T4QL1	BBC302	04/20/10
33568	PROJECTOR	$1,040.39	78W2LJ1	BBC304	04/20/10
33568	PROJECTOR	$1,040.39	B8W2LJ1	BBC302	04/20/10
33605	COMPUTER	$1,188.76	53P5KM1	BBC215	06/29/10
33609	COMPUTER	$1,009.81	7CJ6KM1	BBC314B	06/29/10
33610	COMPUTER	$1,009.80	7CK5KM1	BBC216	06/29/10
33611	COMPUTER	$1,009.80	7CJ7KM1	BBC312B	06/29/10

Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.

No programs in the School of Business are 50% delivered electronically.

1. **Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.**
2. **Summarize the policies and procedures to keep the technology infrastructure current.**
3. **Summarize the procedures that assure the security of personal information.**
4. **Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:**
   - **Advising**
   - **Course registration**
   - **Financial aid**
   - **Course withdrawal**
   - **E-mail account**
   - **Access to library resources**
   - **Help Desk**

5. **Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.**
6. **Describe the orientation for students enrolled in distance technology courses/programs.**
7. **Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.**

Majors/Declared Students

1. **State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.**

Majors by Class Level 2009-2010

Major	Freshman	Sophomore	Junior	Senior	Pre-Freshman	Special	Post-Bach	**TOTAL**
Accounting	19	14	16	21	1	0	3	74
Bus Adm.	65	29	41	60	3	0	1	199
All Majors	84	43	57	81	4	0	4	273

Majors by Class Level 2008-2009

Major	Freshman	Sophomore	Junior	Senior	Pre-Freshman	Special	Post-Bach	**TOTAL**
Accounting	25	14	16	15	3	0	3	76
Bus Adm.	54	38	46	57	4	0	0	199
All Majors	79	52	62	72	7	0	3	275

Majors by Class Level 2007-2008

Major	Freshman	Sophomore	Junior	Senior	Pre-Freshman	Special	Post-Bach	**TOTAL**
Accounting	28	16	12	23	6	0	6	91
Bus Adm.	59	34	53	76	7	0	1	230
All Majors	87	50	65	99	13	0	7	321

2. Describe strategies to recruit, retain, and graduate students.

A major effort to retain and graduate School of Business students is made in the advising effort. The School of Business adopted an advising policy that requires each faculty member to meet with their advisees (between 30 and 55) and follow a set of specific procedures. Faculty were expected to following the following advising and retention procedures to improve advising, retention and completion rates. This process will be revised as result of new academic software currently being installed. Most of the paper flow will become electronic.

SCHOOL OF BUSINESS ADVISING and RETENTION PROCESS

- no self-advising by School of Business students
- faculty must keep a current file folder for each advisee
- maintain a complete paper trail
- print a degree audit each and every time a student is advised for registration
- get student and advisor signatures on degree audit at registration or pre-registration
- keep student flagged to prevent on-line enrollment, and faculty make all changes to schedule
- update the file before doing any additional advising or enrollment tasks
- keep posted office hours (both morning/afternoon and MWF/TH days covered
- hours posted on office door or office bulletin board
- notify School of Business secretary of office hours each semester

Proposals for improved retention made in Fall 2009 included:

- Faculty, at each member's discretion, provide extra credit for attendance at University functions, including but not limited to athletics, concerts, recitals, plays, sponsored speeches, and participation in student organizations, especially in Phi Beta Lambda, and the student chapters of the Financial Management Association, and the Institute of Management Accountants. Some faculty (Dr. Gulledge) gave extra points for attendance University functions. Others (Drs. Patterson, Alexander, and Ms. Phillips) gave extra points for participation in the food drive held before Christmas. The combined School of Business effort was quite successful. School of Business organizations gathered more food that the rest of the University, combined.

- The Dean will organize a monthly luncheon program including faculty, the Dean, and area alumni to keep them informed of activities at the UAM School of Business, and to increase interaction with alumni and local businesses. Partially done; and a Christmas/end-of-semester potluck luncheon was successfully organized.

- The faculty and Dean will organize a faculty - student luncheon at least once per semester, preferably twice or more. The format is flexible, and the site would be determined. Agriculture has begun an annual Faculty-Student Picnic for the same purpose; improved interaction and relationships between students and faculty. Not done until 2010.

- Improve, and/or increase, participation in PBL, FMA, and IMA through more activities, and interaction with local businesses. This requires more participation from students and greater emphasis and motivation by faculty sponsors of students to participate. (PBL has met twice, and the number of members is 27, provided all pay dues). For the first time in the last 10 years (only time it's verifiable), PBL officers and members attended the State Fall Leadership Conference. IMA had another successful year, earning a Gold Chapter Award, sending several students to a conference, and winning a nation-wide essay contest for two consecutive years.

- Make advising more consistent by uniformly following the guidelines agreed upon in Academic Year 2007-2008, and by following the advising session checklist above. Significant faculty compliance

- Faculty, at each member's discretion, write letters to all advisees praising the advisee's achieving Chancellor's list, or achieving and maintaining a 3.00 GPA, or substantially improving their GPA (>0.25 points if above 2.0, or obtaining 2.0, if below 2.0). Faculty compliance is unknown

- Faculty, at each member's discretion, write letters to all advisees in advance of preregistration urging each advisee to preregister, and to write letters to all students who have been put on conditional status or suspended to discuss how the advisee can improve grades, or to re-enroll in 6 hours in the following semester to remove suspension or conditional status. Faculty compliance is unknown

Other retention activities during the 2009-2010 year included:

1. Club activities: IMA activities included:

- Holiday Party – Dr. Hammett's home
- School of Business Christmas Party – provided snacks for all students to enjoy
- Polar Bear Plunge – fundraiser for the Arkansas Special Olympics
- Held the 2nd Annual Arkansas Baptist Home for Children Easter Egg Hunt
- Speaker: Jerry Woodall, Arkansas Division of Legislative Audit – Fall 2009

- Speaker: Craig Kaminicki, CPA and owner Richard Maxwell & Associates – Spring 2010
- Mill Tour: Hood Packaging
- A party honoring our seniors and celebrating the end of the school year was held at Lone Sassafras Hunting Lodge in May
- During each semester we also had a bowling night and dinner at a local restaurant
- Lauren Robinson won the Manuscript Award at the National Level – this is the second consecutive year that UAM IMA has won this award. Lauren and Kelli Jo Pierce attended the national convention in Baltimore, MD in June.

2. To expand and increase student interest in new and existing School of Business organizations:

- Preliminary inquiries were made to establish an AMA chapter at UAM.
- The Financial Management Association is open to all members of the UAM Community, and is advertised via Netlist as such. Several non-business students attended during the past year.
- IMA held a membership drive in the fall and spring semesters to encourage students to join.
- Business students were encouraged to join one of our organizations depending on their major.
- Participated in the Christmas Tree canned food drive with Phi Beta Lambda and the Financial Management Association – won 1st place
- PBL was revived in Fall 2008. It had 17 dues-paid members in 2009-2010 and sent 3 officers and one other member to the 2009 Fall Leadership Conference.

3. To improve student placement through alumni and industry contacts.

- The Social Security Office in Little Rock hired 2 management graduates making a total of three former students employed by them in the last 2 years.
- One function of the Financial Management Association chapter is to facilitate student placement. Speakers come from the Monticello business community, and this provides students with an excellent opportunity for networking.
- Alumni were contacted in our area concerning many former students. IMA also had speakers from various businesses address our members concerning their business/industry. We have had CPAs, a local business owner, and a representative from a state agency.
- Interested students were taken to the Annual Fall Arkansas Society of Certified Public Accountants Interview Day at their

offices in Little Rock. Ten students from each University are invited to participate. It is a great opportunity for students to make contacts and gain experience with the interview process.

4. To continue developing major-area student organizations, while maintaining an overall umbrella student organization such as PBL that includes all majors.

- Plans for an American Marketing Association were further explored.
- The Financial Management Association is expanding, and new projects are being discussed.
- Three accounting faculty served as faculty advisor to the UAM Student Chapter of the Institute of Management Accountants.
- IMA increased its membership in 2008-09 to 25 students. We are hopeful that this trend will continue. Some students that are members of IMA are also participating in PBL.
- One management faculty member actively revived PBL in Fall 2008. It had 17 dues-paid members and began fund raising to send next year's officers to Fall Leadership Conference.

5. To continue developing major-area student organizations, while maintaining an overall umbrella student organization such as PBL that includes all majors.

- The three business student organizations all advertised all meeting times and dates. All students are welcome.
- The Student IMA Chapter had at least four speakers during the 2008-09 academic year who presented programs open to the general public.
- Two CPAs with Searcy and Associates spoke to the Principles of Accounting I class and the Federal Tax II class during the Spring 2009 semester.

6. To encourage and to help IMA Student Members attend the annual Student Leadership conference.

- IMA has had very successful fund raisers during the last three years. Three students (Amber Reaves, Amanda Keithley, and Catherine Glass) and a sponsor attended the student leadership conference in St Louis in October 2009. This was the first student leadership conference that UAM IMA has attended.

7. Several faculty sent e-mails to all advisees to encourage them to preregister. Preregistration is important in ensuring that students get the right classes and schedules so that they can graduate on time. Delayed graduation would be expected to be associated with increased drop-out rates.

8. At least one faculty member has an annual social event at his home open to all students in his/her concentration (Dr. Cabaniss), and at his/her restaurant open to all students in the Finance concentration. Drs. Alexander and Patterson hosted a dinner, at their expense, for all students in the Business Administration, Entrepreneurship, and Management concentrations, at Dr. Patterson's home in October 2009. Attendance at the initial dinner was low. The dinner will be continued this fall, earlier in October or late September, and on a different day of the week to try to increase attendance.

Intermediate-Range Objectives

1. To accommodate student needs by increasing student participation in regional and national PBL and other student organizations.
   - Four PBL members attended the State Fall Leadership Conference in Harrison, Arkansas in Fall 2009.
   - A faculty member initiated steps to work with marketing students and PBL members to develop recruiting campaign for PBL with the goal of having at least 2 students participate in spring contests in 2010. No students participated. The problems seem to be related to the heavy class, work, and activities load of many PBL members that makes it difficult to participate. Additionally, funding was not sufficient to send members and the sponsor without School of Business or University support.

2. To develop a program of junior and senior student participation in research activities.
   - Marketing research requires a research project from each student. This project starts with a research question proposed by an independent client (a business or organization) from which the students write surveys, administer them, analyze the results and write a final report to present to the client.

3. **Provide the number of program graduates over the past three years.**

Number of Graduates From August 2009 Through May 2010 by Major/Concentration

	Business Administration							
Accounting	Admin Support	Bus Admin	Finance	Management	Marketing	Entrepreneurship	Assoc. Art Degree	TOTAL
14	0	0	14	10	18	1	27	84

Number of Graduates From August 2008 Through May 2009 by Major/Concentration

	Business Administration							
Accounting	Admin Support	Bus Admin	Finance	Management	Marketing	Entrepreneurship	Assoc. Art Degree	TOTAL
7	1	3	7	20	18	1	21	78

Number of Graduates from August 2007 through May 2008 by Major/Concentration

	Business Administration							
Accounting	Admin Support	Bus Admin	Finance	Management	Marketing	Entrepreneurship	Assoc. Art Degree	TOTAL
20	0	4	16	24	21	1	38	124

Program Assessment

1. **Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).**

   The School of Business continues the use of pre-and post-tests in most classes and an assessment exam, written by faculty. The assessment exam is administered in the capstone business course, MGMT 4653, Strategic Management. This comprehensive examination consists of 7-8 questions over each of the twelve business core areas, except Business Communications.

   Testing begins on the first day of class with the pretest. A post-exam is administered at the end of the course either as a separate post-test or as the

comprehensive portion of the final examination. The pre-post examination is incorporated into the final grade with the weights determined by the instructor.

Each pre-and post-test is written to address the published learning objectives of the course and the School of Business Learning Outcomes. These pre- and post-test results are used to calculate paired sample t-tests, for all classes for which data are available at the time this report was prepared. The resulting assessment measure shows the gain in absolute and statistical terms (post-test mean less pre-test mean is significantly different, in the statistical sense) that indicates a measure of the learning that takes place during the semester in either: a) the specific course, and/or b) other semester courses which may have covered supplement topics.

The results of the pre-post examinations are encouraging. All of the t-tests show a statistically significant increase in post-test scores over pre-test scores, demonstrating learning did in fact take place in all of the business courses during the years 2006- 2009. There are three exceptions; one each in 2006-7, 2008-2009, and 2009-2010, in which the t-test is significant at p<=10%, instead of the more stringent p<=5%. All other available paired sample t-tests for 2008-2009 demonstrate significant differences between pre- and post- test scores. Pre-and post-test results for their courses are also given to each faculty member, so that he or she can use the analysis to make changes in their courses, if necessary.

The School of Business conducts exit exams every semester, in its capstone strategic management class, to assess student retention of core business subjects. The exam (100 questions) has been given each semester that Strategic Management is offered, with the following results through Fall 2006. Results for Spring 2007 are reported separately below, because the test was rewritten to include more material (production-operations management, international business, and management information systems), so the tests are not comparable. We now have results of 3 semesters with the second exam, so that the sample size is sufficient for statistical validity and reliability.

The test was revised again in Fall 2008, due to some significant problems for some sections with reliability and the ability to discriminate between knowledgeable and weak students, particularly in the areas of Legal Environment, and Statistics. These areas had some questions that were either poorly written or that covered material not covered (Statistics I does not cover regression, which was included on the assessment exam). Results for the second revision are included in the third portion of the table below. Comparisons of the three exams should not be made, due to revisions being made in the exams, and new content added to later exams.

Prior Exam

Mean Score	Median Score	Mode	Number of Students Tested
51.3	51	55	274

Revised Exam

Mean Score	Median Score	Mode*	Number of Students Tested
48.54	50	NA	105

* No mode exists

Second revision (Fall 2008 through Spring 2010 only)

	Mean Score	Median Score	Mode	Number of Students Tested
Total Sample	54.38	56	60	101
Fall 08	52.48			23
Spring 09	52.25			28
Fall 09	52.70			20
Spring 10	58.93			30

The following discussion applies only to the second exam revision, although similar analyses were conducted on the previous exams. The analysis of the original exam appears in the 2006-2007 report. The analysis of the first revised exam appears in the 2007-2008 report.

Tests were run to determine if the scores, now that sufficient data have been collected, are normally distributed. The results indicate that scores are approximately normally distributed. GPA, however, is not normally distributed, whether at UAM or any other school. A probability plot of test scores against Z-values shows that all values lie within the confidence interval boundaries, indicating a normal distribution. All statistical tests of normality indicate that the exam scores are a random normal variable.

Additionally, the Pearson product moment correlation between cumulative GPA and the exit exam score was calculated. For the 4 semesters the newly revised exam has been given, the correlation between the two variables was highly significant (0.563, $n=101$, $p<0.001$), indicating that students with higher GPAs earn higher scores, as expected. The standardized Chronbach's alpha for the exam is 0.720445 for the new sample of 101, indicating significant validity for the overall exam. As the number of tested students rises, the correlation and Chronbach's alpha are also expected to rise.

Additionally, an item response analysis was run in 2009, and will be repeated in 2010, for all questions on the exam. Some modifications ***may*** be necessary based on the prior item analysis. Some questions seem to be too difficult, and some too easy. In both cases, such questions serve as poor

discriminators between students who are knowledgeable about the material in question and those who lack knowledge or comprehension. However, with only a sample size of 51 in Spring 2009, the reliability statistics are not necessarily robust. After more data are collected, it will be easier to determine if the 2008-2010 version of the exit exam is more valid and reliable than prior versions.

It is impossible to know if a course may need to be strengthened, unless the questions asked on the exit exam are good discriminators. However, asking 7 or 8 questions about each core class, as much as 3 to 5 years after the course may have been taken (especially for Accounting and Economics), provides only extremely limited information about student learning in the UAM School of Business Curriculum. A better comparison is with the means of our exam to the mean scores on the Educational Testing Service (ETS) Major Field Test in Business.

Comparison of ETS Major Field Test in Business to UAM Business Assessment Exam (Old)

	Mean % Correct	
Subject Area	ETS Field Exam (2006-09)	UAM School of Business (Second revision, 2008)
Accounting	49.8	*58.1*
Economics	47.8	*59.2*
Management	54.5	*58.0*
QBA (Stats/POM)	46.1	43.8
Finance	55.0	40.0
Marketing	51.9	*53.9*
Legal Environment.	45.9	42.6
Information Systems	57.7	*63.6*
International	54.5	*58.3*

In 6 of the 9 areas, UAM scores (numbers in *italics*) exceed the scores on the ETS field exam. However, one cannot make the claim, without further data and knowledge that improvements in the exit exam have actually made the test better (over 136,000 students have taken the current ETS Field Exam in Business and only 51 scores on the newly revised exam are included above), that Statistics, and Production-Operations Management (the Quantitative Business Analysis section), and Finance scores are significantly poorer that the national scores, or that Accounting, Economics, Legal Environment, Marketing, International Business, or Management scores are higher. Also, the exams are similar, but not identical. Given the small numbers of students tested, we cannot be certain that all questions are good discriminators between students who are knowledgeable and those with lower

comprehension of business concepts. Additional factors that must be taken into account are that UAM is an open admission university and UAM students, as a whole scored lower than national averages on the ACT test, often required remediation in mathematics, and have lower average GPAs than the "average" business student. According to ETS, 63% of business students tested by ETS had cumulative GPAs exceeding 3.00 at the time of the test.
(source: ETS, www.ets.org/Media/Tests/MFT/pdf/mft_demographic_data.pdf, accessed July 27, 2010). Only 54 of the 101 students who took the School of Business assessment, or 53.5%, had cumulative GPAs equal to or exceeding 3.00.

Though the number of students who have taken the new exit exam is still small (n=101), analysis of variance was performed on the pooled results. Using the demographic variables of age, sex, and concentration, ANOVAs were run using each demographic variable for the "treatments" and score as the dependent variable. There is ***no statistical difference in scores by gender***. On the new exam older (≥23 years old) students made lower scores than younger students, and the difference is statistically significant ($F=7.89$, $p<0.01$).

When analyzing the new exit exam (revised 2008) results by concentration, t***here are no statistically significant differences in mean score by concentration.*** Unlike the prior exam, correlation between scores of students in a concentration or major and GPA is not consistent across groups, with Accounting having the lowest correlation between GPA and exam score. This correlation is not statistically significant, probably due to the small sample size (n=17). The correlation between GPA and score are listed in the table below. Business Administration and Management were combined, due to only 5 Business Administration students being tested.

Correlations between test score and GPA by concentration

Concentration	correlation	Number in group	significant at p=5%?	Group mean
Accounting	0.381	17	no	58.65
Business Administration and Management	0.574	37	yes	51.95
Finance	0.659	17	yes	55.71
Marketing	0.488	30	yes	54.20

The aggregate results for the exam are given to the School of Business Assessment Committee for evaluation and recommendations for needed curriculum adjustments. The report of the Assessment Committee to the full

Business faculty for the 2009-2010 Academic year will be presented to the faculty in Fall 2010.

The School of Business graduates a significant proportion of UAM undergraduates. Below is a table listing the numbers of School of Business graduates by academic year in Accounting and Business Administration. The numbers are relatively stable, except for a large group in 2007-2008.

School of Business Graduates by Major and Year

Year	Accounting	Business Administration	Total
2005-6	9	38	43
2006-7	14	38	52
2007-8	18	64	82
2008-9	6	43	49

2. Describe program/major exit or capstone requirements.

The School of Business has no exit requirements per se. All students, regardless of concentration or major, are required to take MGMT 4653, Strategic Management. This course serves as the capstone course in the School of Business core curriculum. It is designed to introduce the student to the role of the general manager, and to begin to think strategically. To quote from the course syllabus:

> As the capstone course in the School of Business curriculum, this course is designed to introduce the student to strategic management. We will adopt the perspective of the general manager, not any functional viewpoint such as accounting, finance, management, or marketing. This course makes no explicit attempt to integrate the various functional areas of business. Students must draw on their knowledge of these disciplines….

Case analyses, both written and for discussion, require students to draw on their knowledge of accounting, economics, marketing, management, and international business and apply this knowledge to the problems presented in the case.

3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

All untenured faculty in the School of Business have student evaluations performed in every section of every course each semester. Tenured faculty have had one course per year evaluated, except for the 2009-2010 academic year, in which all tenured faculty had student evaluations done in all courses in each semester. The results of these evaluations are shared with the

individual faculty, who personally decide on the course modifications, if any, are warranted by the evaluations.

Exit exam results, for each subject area, are given to the appropriate faculty member to use to determine if the results indicate need to increase emphasis on particular central issues for their subject(s). *Changes introduced by each faculty member for their courses are not available.*

Faculty are provided results of paired sample t-tests, based on a pre-test and post-test for all core classes and most other classes, to use for the same purpose. The results of these t-tests indicate whether or not students have progressed satisfactorily. Faculty can take the results of the post-test and analyze them to help determine what topics might need more attention in class discussions, additional assignments, or a different approach to teaching or learning.

In the past year, Dr. Patterson tracked progress on attainment of course learning objective, based on test results in several, but not all courses. For example, in the Strategic Management course in Fall 2009, on exam 4, only 70% of students had what could be considered a C or better answer on the questions covering objective 24. This objective is concerned with the role of strategic leadership and controls in determining the firm's strategic direction. In the Industrial Relations class in the same semester, students had the greatest difficulty with objective 12, dealing with union organization and elections, their processes, and rules, and oversight by the NLRB. In Fall 2010, more attention will be given to this topic in class, and perhaps an additional case assigned that deals with these issues. In Spring 2010, Drs. Clayton and Graber also began to track student progress towards objectives, and to determine the reasons why the objectives may or may not have been reached. Material from other faculty is not available at this time.

In 2008, Dr. Patterson used that data to make changes in the Strategic Management course by increasing the emphasis on 2 key concepts, and adding assignments requiring students to apply models related to these concepts to business firms. He also added an assignment in the Strategic Management class to require students to calculate net present value, based on results from the exit exam which showed some confusion on this topic.

In prior years, such information has been used to strengthen prerequisites for the capstone Strategic Management course. During the 2009-2010 academic year, we have no evidence of UNIT decisions, but individual decisions about course material did occur, as indicated above. (Also see retention activities under question 10 in this report)

4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

The School of Business has never tracked transfer students. Anecdotally, most of the internal transfers come from Nursing, Forestry, and General Studies.

5. **Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.**

   The School of Business does not have this data at present.

6. **Provide aggregate results of student/alumni/employer satisfaction surveys.**

   The School of Business does not have results of a current survey. During Spring 2011, an employer survey will be created and administered. During the Fall 2010 semester, a student survey that can be used later as an alumni survey is being prepared and will be administered.

7. **Describe how the program is aligned with the current job market needs of the state or local communities.**

   The primary needs for School of Business graduates in southeast Arkansas are for graduates trained in: accountants including public, governmental, and corporate accounting; marketing; management; finance; and, general business. The curricula in the preceding areas are similar in design to larger Arkansas state universities in central and south Arkansas.

   The business core includes coverage in all areas of business so that any business graduate is qualified for general management and management training positions as well as in any concentration specialty chosen.

8. **Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.**

   At this time, the School of Business does not have this information.

Program Effectiveness (strengths, opportunities)

1. **List the strengths of the program.**
   - Low student/faculty ratio
   - 89% of full-time faculty hold terminal degrees
   - Modern, well-maintained facility
   - computer lab upgraded in 2010
   - Strong and expanding student organizations
   - Students are advised by School of Business faculty members
   - Small, dedicated faculty able to offer 2 degrees and 5 concentrations

- Diverse faculty with respect to university education and geography

ACCT

- Two faculty are terminally qualified and all are professionally qualified
- Faculty with diverse degrees and experience

2. List the areas of the program most in need of improvement.

- Faculty peer reviewed research
- number of course preparations for several individual faculty
- Student recruitment
- One faculty member coverage in finance
- One faculty member coverage in marketing
- Lack of Minor in business available to non-business students
- Low participation and success rates in CPA examination
- Lack of 5 year accounting program for students to complete 150 hours required to sit for CPA
- incorporation use of accounting software into accounting program

3. **List program improvements accomplished over the past two years**.

- Accounting curriculum added two new elective courses
- Changed international finance from a finance elective to required in the finance concentration
- Added one new student organization
- Rejuvenated one student association
- A student organization received the Gold Certification in each of its first four years.
- All three groups increased activities and membership growth
- Instructional computer lab received cutting edge equipment update
- Continuously updated student lounge and computers
- Improved three additional standard classrooms to smart room status

4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

Listed by priority:

- Plan to upgrade one classroom to second generation smart room at a cost of $5,000 during the AY 2011-12 from institutional funding
- Include conference presentation in each faculty member's improvement plan. Travel and conference fees are not predictable at this time.
- Make "no cost" curriculum improvements as needed

Institutional Review Team
List the names/departments of the self-study committee chair and committee members.

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