

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Business

Academic Year: 2019 - 2020

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

The School of Business offers two majors, a minor, and an associate of science in business. Majors in Accounting and Business Administration lead to the Bachelor of Business Administration (BBA). Business Administration majors must choose an emphasis in finance, general business, management, or marketing. The Associate of Science was added to business programs in Spring 2019.

Vision:

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

Mission:

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

Student Learning Outcomes (SLOs)

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

1. Demonstrate familiarity with business theory and practice, and in a chosen emphasis
2. Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing

3. Be able to gather, analyze, and present results of research and business analysis
4. Demonstrate competence in the use of common business application software and an understanding of the role of information systems in business
5. Demonstrate understanding of international business and international effects on U.S. firms in an interdependent world.

Strategic Plan:

Student Success

Expand academic and degree offerings Continuing/revised

- Goal:** Market and increase awareness of the associate of science in business
- Action:** Promote the degree to students during advising, in classes, and other means
- KPI:** Measure graduates for 2019-2020 academic year and strive to increase the number of graduates each year thereafter

Expand academic and degree offerings New

- Goal:** Make course offerings more responsive to student scheduling needs
- Action:** Examine course offerings to see potential candidates for online sections
- KPI:** Offer one-two courses for the first time online in the next two academic years

Expand academic and degree offerings...New

- Goal:** Make course offerings more responsive to student scheduling needs
- Action:** Examine business core courses to see if scheduling multiple sections of some courses possible
- KPI:** Offer multiple sections of at least one more business core course over next two academic years

Retain and Recruit high achieving faculty and staff Continuing/revised

- Goal:** Hire qualified faculty to revitalize student interest in areas that have seen a decline in enrollment, and to replace faculty losses to retirement and attrition. Retain and develop qualified faculty to revitalize student interest in areas that have seen a decline in student enrollment.
- Action:** Advertise and interview for positions, consider instructor level positions for faculty with professional experience and a Master in Business Administration degree.
- KPI:** Positions filled at the assistant professor or instructor level.

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

Continuing/revised

- Goal:** Enhance employment opportunities to students through internships and networking with business contacts.
- Action:** Work with businesses that contact us to promote student interest in possible internships. Initiate contact with area

businesses to investigate internship possibilities. Develop service learning opportunities for students with area businesses and the Arkansas Small Business and Technology Development Center.

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

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

Enrollment and Retention Gains Continuing/revised

Identify and enhance pipelines for recruiting

Goal: Develop Outreach efforts towards area high schools.

Action: Invite high school students to campus business school events. Visit area high schools to speak with classes, student groups

KPI: Identify and visit six area high schools to visit in Spring 2019 and 2019-2020.

KPI: Develop opportunities to promote UAM and the School of Business to area schools.

Coordinate and promote marketing efforts Continuing/revised

Goal: Update and revise promotional materials

Action: Seek input from other academic units on developing promotional materials

KPI: At least one new or revised item in place in 2019-2020

Develop systematic structures for at-risk students Continuing/revised

Goal: Provide tutoring in business subjects.

Action: Examine alternatives for tutoring, such as work study or course credit

KPI: Experiment with tutoring alternatives on an ongoing basis

Infrastructure Revitalization and Collaborations Participation in articulation agreements to capitalize on academic and economic resources Continuing/revised

Goal: Articulation agreements with two-year colleges

Action: Identify schools that have expressed interest in articulation agreements in business

KPI: Contact two-three community colleges to establish articulation agreements

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Student Success--Expand offerings and degree programs.</p> <p>Market and increase awareness of the associate of science in Business</p> <p>KPI: Measure graduates for 2019-2020 academic year and strive to increase the number of graduates each year thereafter.</p>	<p>The associate of science in business was available to students for the first time in Spring 2019. The associate was conferred on eleven students at the May 2019 commencement, with six receiving it along with the BBA and five receiving it as a stand-alone degree. During 2019-2020 seventeen students were awarded the degree, an increase over the previous year. Data for the Fall 2019 Sophomore classes show more students that are completing the AS degree as a stand-alone degree.</p>	<p>The associate degree as a completion point has been added to the 8 semester plans for the BBA degree. A separate four semester plan may encourage enrollment in the program. The Associate of Science in Business is shown directly on the Programs page on the Business webpage rather than as a link to a document. Advisors will be encouraged to work with advisees to promote awareness of the degree.</p> <p>Data for the Fall 2019 Sophomore and Junior classes show more students are completing the AS degree as a stand-alone degree before completing the BBA degree. The requirements for the Associate of Science in Business are shown on the Programs page on the Business webpage. In the summer of 2020 some incoming freshmen chose the AS degree as their business program instead of the BBA degree.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Student Success--Retain and recruit high achieving high quality faculty.</p> <p>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.</p> <p>KPI: Positions filled at the assistant professor or instructor level.</p>	<p>Two faculty positions were vacant at the end of Spring 2019 and both were filled by August. One position was filled at the instructor level by a candidate with an MBA and the other at the assistant professor level by a candidate with a Doctorate in Marketing. Both faculty have business experience.</p> <p>All positions were filled at the end of the 2019-2020 academic year, with no vacancies for the 2020-2021. Enrollment in emphasis areas that had been declining has increased, and SSCH increased more than 10 percent compared to the previous academic year.</p>	<p>Recent hires with MBA degrees have brought professional experience to the school that enhances teaching, learning, and interactions with the community. The school will strive to strike a balance between a terminal degree and other qualifications in hiring faculty.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Student Success-- Coordinate with community leaders in southeast Arkansas to provide student internships and service learning.</p> <p>Enhance employment opportunities to students through internships and networking with business contacts.</p> <p>KPI: One-two internships during 2019-2020</p> <p>KPI: One two opportunities to interact with business and community during 2019-2020</p>	<p>A student had an internship with an accounting firm in the Spring of 2020.</p> <p>An internship with an ACCT prefix was added to the course offerings. Internships had been available only under a GB prefix. Most of the internships have been in the accounting area, and the ACCT prefix will allow the internship to count towards the 30 hours of upper level accounting required to take the CPA exam.</p> <p>Southeast Society of Certified Public Accountants had a meeting and dinner with junior and senior accounting majors in the University Center, giving upper level majors an opportunity to interact with professionals in the field.</p> <p>Finance Club sponsor and officers organized an on-campus event on a lending program available to first-time homeowners. Representative of Arkansas Finance Authority spoke, lenders from local area set up tables to speak with potential borrowers and take loan applications. Approximately 125 community members and students attended.</p>	<p>Develop internships in accounting and business fields through business contacts.</p> <p>Continue events such as dinner with Southeast Society of CPAs.</p> <p>Offer programs such as the first time homeowners event on an every-other year basis.</p> <p>The UAM Arkansas Small Business and Technology Development Center (ASBTDC) may provide opportunities for student interaction with business.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Enrollment and Retention Gains--Identify and enhance pipeline for recruiting.</p> <p>Develop outreach efforts towards area high schools. Invite high school students to business school events. Visit area high schools to speak with classes, student events</p> <p>KPI: Identify and visit six area high schools in the service area.</p> <p>KPI: Develop opportunities to promote UAM and the School of Business to area schools.</p>	<p>Six area school districts identified as targets for recruitment visits.</p> <p>Business Day was to be held in the spring this year.</p> <p>Neither of the above occurred due to virus situation.</p> <p>Faculty member attended the district FBLA meeting of Southeast and South Central High Schools, set up a marketing and recruitment table at the event and made a short presentation during the General Session. UAM was the only University represented at this event attended by approximately 500 high school students from 10 to 15 area schools.</p> <p>Junior High District regional FBLA meeting held on UAM campus, Business faculty and students assisted with program.</p>	<p>Visit area schools, invite high school students on campus when conditions permit</p> <p>Identify opportunities for business students to participate in area high school and junior high school student group activities and events such as the PBL conference.</p>
<p>Enrollment and Retention Gains—Coordinate and promote marketing efforts.</p> <p>Acquiring and updating School of Business promotional material to be displayed at University events.</p> <p>KPI: At least one new or revised item in place in 2019-2020</p>	<p>School ordered a table-top banner with school of business and UAM logo, mascot. Used for table display at recruitment event in University Center in Spring semester and displayed in School of Business office.</p>	<p>Make transition from business school brochure to business school 'rack card'. Have developed a prototype of a card for distribution to prospective students</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Enrollment and Retention Gains—Develop a mechanism of providing tutoring in business subjects such as accounting.</p> <p>KPI: 1-2 student tutors in the business core subject accounting in 2019-2020.</p>	<p>Still in progress. Two School of Business students provide tutoring in accounting, statistics in the University Tutoring Center.</p>	<p>Continue during 2020-2021 academic year, trying to identify best mechanism for delivering tutoring. .</p> <p>Encourage students to participate in tutoring through University Center.</p>
<p>Infrastructure Revitalization and Collaboration— Participation in articulation agreements.</p> <p>KPI: begin discussion of possibilities of articulation agreements with two-year schools.</p>	<p>Still in progress.</p>	<p>Identify potential community colleges as articulation partners in 2020-2021. .</p>

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

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or</p>	<p>Demonstrate familiarity with business theory and practice, and in a chosen concentration</p> <p>Demonstrate critical thinking and communication skills by analyzing</p>	<p>Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p>	<p>Mission: Preparing graduates for professional success by providing academic preparation in the discipline.</p> <p>Providing a foundation in the</p>

<p style="text-align: center;">University Student Learning Outcome</p>	<p style="text-align: center;">Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p style="text-align: center;">Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p style="text-align: center;">Alignment with Unit Vision, Mission, and Strategic Plan</p>
<p>visual modes as appropriate to topic, audience, and discipline.</p>	<p>business problems, and clearly presenting solutions to these problems, either orally or in writing.</p> <p>Be able to gather, analyze, and present results of research and business analysis</p> <p>Demonstrate competence in the use of common business application software and an understanding of the role of information systems in business</p>	<p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities</p> <p>Plan: Student Success: Develop, deliver, and maintain quality academic programs</p> <p>Encourage and support engagement in academics</p> <p>Expand accessibility to academic programs by providing student internships and service learning opportunities</p> <p>Retain and recruit high achieving faculty and staff</p>	<p>functional areas of business and an area of specialization.</p> <p>Preparing students to participate effectively in the business environment of today.</p> <p>Plan: Student Success: Expand degree programs by offering an associate of science in business,</p> <p>Hire qualified faculty to revitalize interest in areas and replace retiring faculty</p> <p>Enhance employment opportunities through internships and networking with business contacts</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Demonstrate familiarity with business theory and practice, and in a chosen concentration</p> <p>Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing.</p> <p>Be able to gather, analyze, and present results of research and business analysis</p>	<p>Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities</p> <p>Plan: Student Success: Develop, deliver, and maintain quality academic programs</p> <p>Encourage and support engagement in academics</p>	<p>Mission: Preparing graduates for professional success by providing academic preparation in the discipline.</p> <p>Providing a foundation in the function areas of business and an area of specialization.</p> <p>Preparing students to participate effectively in the business environment of today.</p> <p>Plan: Student Success Expand degree programs by offering an associate of science in business, Hire qualified faculty to revitalize interest in areas and replace retiring faculty Enhance employment opportunities through</p>

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
		<p>Expand accessibility to academic programs by providing student internships and service learning opportunities</p> <p>Retain and recruit high achieving faculty and staff</p>	<p>internships and networking with business contacts</p>
<p><i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.</p>	<p>Demonstrate understanding of international business and international effect on U.S. firms in an interdependent world</p>	<p>Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment</p>	<p>Mission: Preparing graduates for professional success by providing academic preparation in the discipline.</p> <p>Providing a foundation in the function areas of business and an area of specialization.</p> <p>Preparing students to participate effectively in the business environment of today.</p>
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>Demonstrate familiarity with business theory and practice, and in a chosen concentration</p>	<p>Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as</p>	<p>Mission: Preparing graduates for professional success by providing academic preparation in the discipline.</p> <p>Providing a foundation in the functional areas of business and an area of specialization.</p>

<p style="text-align: center;">University Student Learning Outcome</p>	<p style="text-align: center;">Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)</p>	<p style="text-align: center;">Alignment with UAM/University Vision, Mission and Strategic Plan</p>	<p style="text-align: center;">Alignment with Unit Vision, Mission, and Strategic Plan</p>
		<p>generate, enrich, and sustain economic development</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities</p> <p>Plan: Student Success: Develop, deliver, and maintain quality academic programs</p> <p>Retain and recruit high achieving high quality faculty and staff</p> <p>Encourage and support engagement in academics</p> <p>Expand accessibility to academic programs by providing student internships and service learning opportunities</p>	<p>Preparing students to function effectively in the business environment of today</p> <p>Plan: Student Success Expand degree programs by offering an associate of science in business,</p> <p>Hire qualified faculty to revitalize interest in areas and replace retiring faculty</p> <p>Enhance employment opportunities through internships and networking with business contacts</p>

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

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

- pre- and post-tests in business core courses and most major/emphasis courses
- evaluation of course-specific learning objectives through course examinations, student papers and projects, and instructor-developed matrices linking course SLOs, exam questions and problems, and class projects
- a departmental exam over the business core administered in the capstone course MGMT 4653 Strategic Management
- developing rubrics for course assignments and goals

Parts of the School assessment plan such as pre- and post-tests, the departmental exam, and the exit survey have been in place since 2006. The School is considering other methods for assessment in line with the University assessment plan. The unit has tentatively identified seven courses to use rubrics for the university-level SLOs that were developed this year. The University SLOs Business is considering for the courses/rubrics are critical thinking (five courses), teamwork (two courses), and global learning (one course). The seven courses include three business core courses and four courses that are upper level requirements in a major or emphasis.

Pre- and post-tests have been administered in core courses taught by full time faculty. The post-test may or may not be incorporated into the course grade with a point value determined by the instructor. Pre- and post- tests are written to address Student Learning Outcomes of the course, which are linked to SLOs of the School of Business. Pre- and post-tests have been used since 2006, with paired sample t-tests used to evaluate results. Nearly all tests show a statistically significant increase in the post-test mean.

Continuing use of pre- and post-tests was one of the assessment topics under discussion this year. The School has had four new faculty members over the past two years. Pre-tests mean that new business faculty who have three if not four different course preparations in the first semester must develop a pre-test for the first day of class. New faculty were given the option to decide whether they will give pre-tests in their first semester or year.

While nearly all tests showed a statistically significant increase in the post-test score, students may not expend much effort on pre-test. The tests also take time to administer during the initial day(s) of the course, time that might be better spent making connections with students and the course content. Pre-tests can have instructional value by exposing students to testing methods in the course and giving early feedback. Some instructors refer to parts of the pre-test as they progress through the course. While pre-tests can have instructional value, there are instructors who use them solely as an assessment instrument and do not grade them until the end of the course. Now pre- and post-tests are at the discretion of individual faculty.

A former faculty member developed a departmental exam modeled on the ETS Field Exam a national standardized test of business core subjects. The exam consists of 12 to 18 questions over each of nine business core areas. Individual faculty submitted questions from their subject area and a former faculty member compiled the questions into an exam that was administered in the capstone course MGMT 4653 Strategic Management. The School compared the test results with aggregate information on exam results that is published by ETS.

Business has not used a nationally developed tests due to cost considerations. While the departmental exam allowed some comparison with national exam results, the results are published with a three-year lag. The exam questions were self-developed instead of being nationally normed. With the transition to a rubric-based assessment program the faculty decided to discontinue the departmental exam. A departmental exam may be administered in the future if a cost-effective national exam can be identified and budgetary considerations permit.

Faculty assess course SLOs by analysis of student performance on exam questions, assignments, and projects, and make adjustments in assignments and course content. Accounting faculty have developed spreadsheets to track results by course objectives on examinations during the semester and used these results to modify lectures, assignments, and tests to strengthen areas that show weakness. Accounting graduates who take the CPA exam will encounter many of the same objectives on the certification exam. Upper level courses in the major or emphasis require student presentations, use both objective and essay or problem-based assignments, assign papers, and have individual or group projects.

The unit is examining rubrics as a primary assessment method. Seven courses have tentatively been identified for assessment by development of critical thinking, global awareness, and teamwork rubrics for University SLO's. Three of the courses are business core courses taken by all business students: ECON 2203 Principles of Macroeconomics (Teamwork), GB 3233 Business Statistics II (Critical Thinking), and MGMT 4653 Strategic Management (Critical Thinking, Global Learning). MGMT 4653 is the capstone course in the business curriculum. The emphasis areas and accounting major do not have capstone courses so upper level courses in each area that are required for all students in the emphasis/major were selected for rubric assessments: MGMT 4633 Human Resources Management (Team Work), FIN 4603 Financial Policy and Planning (Critical Thinking), MKT 4623 Marketing Research (Critical Thinking), and ACCT 3403 Intermediate Accounting I (Critical Thinking).

Copies of the rubrics for written communication, oral communication, global learning, critical thinking, and teamwork were distributed at faculty meetings, along with examples of rubrics for business classes. The business faculty attended scheduled meetings on the University SLO's during the academic year. Some of the faculty began developing rubrics for assignments and course SLO's in courses other than those listed above. Critical Thinking is the main University SLO chosen for assessment, selected in the five of the seven business courses. As the University moves through the phases of the rubric-based assessment plan to the discipline-specific stage the faculty may consider other University SLO's.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

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

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: Accounting

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	24	15	12	51 & 17.0	228 & 20.7
Sophomore	19	9	16	44 & 14.7	152 & 13.8
Junior	11	16	15	42 & 14.0	175 & 15.9
Senior	16	17	13	46 & 15.3	197 & 17.9
Post Bach	3	2	2	7 & 2.3	26 & 2.4
Total	73	59	58	190 & 63.3	778 & 70.7

UNDERGRADUATE PROGRAM MAJOR: Business Administration

Classification	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	54	50	47	151 & 50.3	655 & 59.5
Sophomore	25	35	35	95 & 31.7	326 & 29.6
Junior	22	24	38	84 & 28.0	322 & 29.3
Senior	28	23	17	68 & 22.7	353 & 32.1
Post Bach	1	1	1	3 & 1.0	10 & 1.9
Total	130	133	138	401 & 133.7	1667 & 151.5

As noted in the 2018-2019 report there has been a long-term decline in the number of business students in both majors. This is perhaps easiest to see by comparing the ten-year and three-year averages. The ten-year average is greater than the three-year average, with the exception of the sophomore years.

In accounting, the fall 2018 sophomore enrollment consisted of nine students, only 38 percent of the freshmen enrollment in 2017. This was a sharp fall in enrollment between the two class levels, the largest in either major over the period shown. In Fall 2019 the number of sophomore accounting majors rebounded to 16, exceeding the freshman enrollment of Fall 2018 by one student. The Fall 2019 junior enrollment in accounting likewise exceeded the sophomore enrollment of Fall 2018. While the total number of accounting majors was almost identical for the Fall 2018 and 2019 semesters, there was movement within the class levels. In comparison with the previous year, it seems that in 2019 the number of majors increased over the previous year from the freshmen to the sophomore level, and likewise from the sophomore to the junior level. Institutional data indicate three sources: UAM students changing their major to accounting, transfer students, and students who remain in the same class level for more than one year.

In business administration, there were 35 sophomore majors in Fall 2018, 65 percent of the fall 2017 freshman enrollment. Junior enrollment in the next year exceeded the 2018 sophomore level, business administration seems to have maintained and gained a few majors between the two class levels. Fall 2019 sophomore enrollment was 35 students, 70 percent of the size of the freshman enrollment in the preceding year. Business administration likewise seems to have maintained and gained students from Fall 2018 to Fall 2019 with the junior 2019 group being larger than the sophomore 2018 class. Students changing major, transfer students, and existing majors remaining in the same class level for another year. The number of freshmen majors is fairly large over the period shown, ranging from 54 to 47, but the number of freshmen has declined each year. Over the same period the total number of business administration majors increased from 130 to 138.

There are fewer accounting majors than business administration majors and will probably continue to be so. The business administration major includes four emphasis areas in the different fields of business and draws a wider audience. Accounting is more specialized and requires 30 hours of upper level accounting courses beyond the business core while the emphasis areas consist of 15 to 18 hours of upper level emphasis courses beyond the core. Each year there is some switching between majors within the School of Business, from accounting to business administration and vice versa.

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

Strengths

- Accounting major: After a long-term decline in the number of majors, overall enrollment has been stable the last two years, although there are some differences in enrollment by class level. Patterns in sophomore and junior enrollment indicate gains through students changing majors to accounting and transfer students.
- Business Administration major: After a long-term decline in the number of majors, overall enrollment has not only been stable over the past three years but increased slightly. Patterns in sophomore and junior enrollment indicate gains through students changing majors to business administration and transfer students.

Weaknesses

- Accounting major: Although enrollment at the higher class levels has been fairly stable and in some cases increased, the number of freshmen declaring accounting is small, the smallest category of students over both majors. After a sharp drop from 2017-2018 the freshmen class seemed fell between 2018-2019, but not as much.
- Business Administration: Enrollment of incoming freshmen has declined over the past three years, although the year-to-year changes have been small in absolute terms.
- Both majors: there are a few students in both majors who remain in the same class level the next year. In most cases these students are within a few hours of the next classification.

Opportunities for Growth

- Accounting and Business Administration: Some courses in the School have never been offered online, even in the summer when most of the courses are online. Expanding online offerings may give students more options and help working students schedule the courses they need. Current students who work and are able to take many courses online eventually have a group of classes they must take face-to-face or transfer from other schools.
- Expanding the number of courses available with multiple sections per term would facilitate scheduling. In advising we find instances where students need two courses that are offered at the same time period.

Threats to Effectiveness

- Accounting and Business Administration: No online degree, some courses are not available online. Prospective students contact the School asking about online degree programs in Accounting or Business Administration. Current and incoming students have semesters when they want to go all online.
- Accounting and Business Administration: While core courses are offered every semester and many are available in the summer, in most cases there is only one section per semester. We currently offer two sections per term of four core courses, but it would facilitate student scheduling if we offered more sections of some of the core courses. Students and advisors encounter time conflicts with prerequisites and courses offered at the same time. Conflicts for students in the senior year are problematic.

Progression/Retention Data

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

Major: Accounting	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	10	
Number and percentage graduated in that major during 17-18 academic year	1	10%
Number and percentage graduated in that major during 18-19 academic year	4	40%
Number and percentage that graduated in that major during 19-20 academic year	3	30%

Major: Business Administration	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2017	27	
Number and percentage graduated in that major during 17-18 academic year	4	14.8%
Number and percentage graduated in that major during 18-19 academic year	13	48.1%
Number and percentage that graduated in that major during 19-20 academic year	3	11.1%

One student who is a double major in business administration and accounting is included in the figures for 2019-2020.

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

Strengths

- Accounting: Eighty percent of fall 2017 majors completed the degree by the 2019-2020 academic year. Forty percent completed the degree in the next academic year, and one student completed the degree in the 2017-2018 academic year. This student was within a few hours of senior status in fall 2017.
- Business: Seventy-four percent of fall 2017 majors completed the degree by the 2019-2020 academic year. Fifteen percent completed the degree the same year, and almost 50 percent in 2018-2019. The students competing in 2017-2018 were likewise within a few hours senior status in fall 2017.
- Completion rates of 74 and 80 percent for the two majors within two years for students classified as juniors is very good, as is the overall rate for business majors of 75.6 percent.

Weaknesses

- In accounting 20 percent had not completed the degree. In business administration 26 percent had not completed the degree. A total of nine students who were juniors in fall 2017 did not complete the accounting or business administration major within two years.
- One of the nine students changed majors to the B.A.S. program. This student and three others had associate degrees (AA or AAS) but earned the two year degrees prior to entering the business program. Only one of the nine students was enrolled two years later, and five left without any degree from UAM.

Opportunities for Growth

- The degree completion rates are very good for both majors. Of the 2017 juniors, some graduated the same academic year and some graduated two academic years later. In some instances, these students were within a few hours of the next class level. While graduation rates are good, there may be some room for improvement in progression.
- Three of the students who were not enrolled and had not completed were enrolled in spring or summer 2019, and may have been eligible for the Associate of Science in Business.

Threats to Effectiveness

- It is difficult to accommodate students who work and go to school at the same time.
- Demographic changes in the size of the traditional age cohort
- Competition from other schools in the region and the state

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

Not Applicable

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded:

Undergraduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
Accounting	12	9	16	37	12.3
Business Administration	30	18	25	73	24.3
Associate of Science Business	NA	11	17	28	14* *(2 year average)

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 in Accounting and Business Administration meets and exceeds productivity standards. The Associate of Science degree is embedded in the four-year majors and has been in effect for almost two years.

Faculty

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

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer II	Fall	Spring	Summer I	
Alexander, Michael	Associate Professor	D.B.A.	Management, International Business	3	12	12	3	
Clayton, Marsha	Associate Professor	Ph.D.	Economics, Statistics		3	3		Dean, School of Business
Hammett, Ted	Associate Professor	D.B.A.	Accounting	3	12	12	3	
Harton, Stephanie	Instructor	M.B.A.	Management, General Business		15	15	6	
Hatley, Greg	Instructor	M.B.A.	Economics, Finance, General Business	3	15	18	3	
Knowles, Shanna	Instructor	M.B.A.	Management, Statistics, General Business		15	15		
Phillips, Becky	Associate Professor	M.B.A.	Accounting, General Business	3	12	12	6	Faculty Athletic Representative

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Wells-O'Rear, Wendy	Assistant Professor	D.B.A.	Marketing		12	12		
Davis, Staci	Adjunct	M.B.A.	Business Ethics	3	3	3		
Fakouri, Joseph	Adjunct	M.Ed.	Real Estate, Insurance		6	3		
Goldman, Susan	Adjunct	Ph.D.	Hospitality Marketing & Management		3	3		Director, Hospitality and Tourism Initiatives
Kaminicki, Craig	Adjunct	M.B.A.	Accounting		3			

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

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

Dr. Suzette Goldman joined the faculty as an adjunct instructor in the School of Business for the 2019-2020 academic year, teaching two online special topics courses in Hospitality Marketing and Hospitality Management. The courses provided students in the hospitality technical and associate of applied science hospitality programs with an opportunity to take upper level courses in the field. Dr. Goldman resigned from the adjunct position in the summer of 2020 to pursue other opportunities. Dr. Wells-O'Rear, with a background in hospitality from her community college position, will teach the hospitality marketing course in fall 2020.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2009-10	5211	-1.8%	
2010-11	5184	-0.5%	
2011-12	5070	-2.2%	
2012-13	4881	-3.7%	
2013-14	5022	2.9%	First increase in SSCH in five years
2014-15	5343	6.4%	Largest increase during period shown
2015-16	4959	-7.2%	Largest decrease over this period, second largest going back to 2008-2009
2016-17	4783	-3.6%	
2017-18	4688	-1.9%	
2018-19	4674	-0.3%	A decrease, but less than half a percentage point
2019-20	5277	12.9%	A significant increase in SSCH over the past year and for the decade shown

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

In 2019-2020 Business experienced a double-digit percentage point increase in SSCH, reversing an almost decade-long trend. Since 2009 SSCH have decreased in all but three academic years, although the decrease showed signs of tapering off since 2016-17. The 2019-2020 gain was 12.9 percent, the largest increase and largest percentage change over this period.

With three of the seven full-time faculty at the instructor rank, the school is offering more courses/classes than before. More online and hybrid course offerings may also be a factor. An emphasis area that had been in decline for some time has shown renewed student interest, with more students selecting the emphasis and enrolling in the upper level courses. Students evaluations of new faculty are highly positive, suggesting that positive interactions with students may lead to larger enrollments. One of the new faculty, Ms. Harton, was nominated for the Rookie Award in 2018-19 by the Zeta chapter of Alpha Chi. Mr. Hatley was recognized as Teacher of the Week by *The Advance Monticellonian*.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
UAM Center For Economic Education	Economics Arkansas/Arkansas Center for Economic Education	Professional Development in Economic Education for K-12 educators; curriculum in personal finance and economics for K-12	Summer 1999	Since 1999	
Arkansas Small Business and Technology Development Center ASBTC	U.S. Small Business Administration through a partnership with the UALR School of Business	Economic Development—provide help in starting and growing businesses in region. Consulting and market research assistance to for-profit businesses		Renewed Annually	Renewed Annually

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

Faculty Scholarly Activity

School of Business Scholarly Activity and Professional Development

- Dr. Mike Alexander presented a paper “Spirituality in the Workplace: Effects on Motivation and Organization Commitment” at the 2019 Clute International Academic Conference on Business. The presentation was included in the Conference Proceedings. Dr. Alexander also made a presentation to the Board of Religious Studies.
- Dr. Clayton attended one of the ACBSP Teaching Effectiveness Webinar Series—“Developing Soft Skills in Future Entrepreneurial Leaders: A Case Study of Park University’s MHA Program” January 2020.

- Ms. Shanna Knowles applied to the Arkansas Department of Higher Education to receive fully funded licensure to serve as a training and test center for the Microsoft Office Academic Course and Certification Program and was awarded a site license to provide certification testing on the UAM campus. Several students earned Professional Microsoft Office Certifications in the 2019-2020 academic year.
- Ms. Shanna Knowles participated in Economics Arkansas activities in connection with the Center for Economic Education at UAM and her future role as Center Director. Economics Arkansas and the affiliated centers provide professional development opportunities for K-12 educators. In July 2019 before beginning her official employment with UAM in August she attended a day of the annual R.E.A.L. Conference in Little Rock. She participated in Center Director Planning Conference Calls in September and December. She attended the Annual Awards Program and a Board meeting that November.
- Ms. Becky Phillips is the NCAA Faculty Athletic Representative (FAR) for UAM. Ms. Phillips was selected to represent the GAC Conference at the September 2019 Faculty Athletic Representative Fellows Institute. The FAR Fellows Institute was an in-depth institute to develop FAR skills in working with student athletes, and by extension all students.

Notable Faculty or Faculty/Service Projects

- Faculty serve as sponsors to Business and University student organizations
 - Dr. Alexander is a sponsor of the University Student Veterans Association. Dr. Alexander was one of the speakers at the 9-11 Memorial event on campus last fall.
 - Dr. Hammett and Ms. Phillips are co-sponsors of the Institute of Management Accountants.
 - Mr. Hatley is the sponsor of the Finance Club.
 - Dr. Alexander, Ms. Harton, Ms. Knowles, and Dr. Wells-O'Rear are co-sponsors of Phi Beta Lambda.
- Faculty serve on the boards of community organizations
 - Dr. Alexander is a member of the Board of the School of Religious Studies, headquartered in North Little Rock, serves as Chaplin to the Monticello and Warren Police Departments
 - Ms. Harton is a member of the Board of CASA, Court Appointed Special Advocates for Children in the Tenth Judicial District
 - Mr. Hatley is a member of the Board of the Drew County Chamber of Commerce and will be President of the local Rotary Chapter next year
 - Ms. Phillips is a member of the Board of Mainline Health Systems, Inc., serving as the Finance Chair since July 2019
- Faculty and students organize and participate in projects with community outreach and outreach to area schools
 - Ms. Harton had student teams in the Entrepreneurship class compete to see who could raise the most money for a charitable cause or organization. Teams were given \$5.00 and had a week to raise the funds. The winning team raised \$400 for the SEARK Miracle League through solicitations from local businesses and residents.

- Mr. Hatley and the officers of the Finance Club organized a special event ‘First Time Home Ownership’ on campus. Dr. Hughes address the group in the University Center. A representative of the Arkansas Finance Authority spoke on a financing program for first-time homeowners and several lenders from Drew County set up tables to take applications on site. Approximately 120 participants from the community and the university attended the event. The First Time Home Ownership event was a significant outreach event for the School and the University. A graduating senior was offered and accepted employment with one of the lenders.
- Mr. Hatley at the request of Dr. Hughes spoke with several groups on and off campus about the importance of participating in the 2020 Census.
- Ms. Knowles attended the district FBLA Meeting for Southeast and South Central Arkansas high school chapters in January 2020 in Stuttgart. There were approximately 500 high school students in attendance representing 12 to 15 schools. Ms. Knowles set up a marketing and recruitment table at the event and made a short presentation on UAM and Phi Beta Lambda during the General Session. UAM was the only college represented at the event attended by approximately 500 high school students representing 12 to 15 schools.
- The Junior High Southeast and South Central District Meeting of Future Business Leaders of American (FBLA) was held on the UAM campus in February 2020. Approximately 300 students were in attendance from 10 to 12 local schools. The UAM School of Business faculty and students coordinated the meeting, lead the groups in dress rehearsal, provided judges for competition events, and spoke to students about the School of Business and UAM.
- Business faculty served on University committees and maintained memberships in professional organizations
 - Dr. Alexander: Academic Appeals committee, the Judicial Board, and the Centennial Funding Committee
 - Dr. Clayton: Curriculum and Standards Committee, Academic Council representative
 - Dr. Hammett: General Education Committee, Chair of UAM Catastrophic Leave Committee. Member of the American Institute of Certified Public Accountants, the Association of Certified Fraud Examiners, and the Arkansas Society of CPAs.
 - Ms. Harton: Program Review Committee, Committee on Committee, Food Hub Committee, Weevil House of Garments (WHOG) Committee (WHOG received the October Student Success Award), the School of Business Facebook editor
 - Mr. Hatley: Homecoming Selection Committee, administrative/ad hoc committees such as the committee to consider bids for soft drinks.
 - Ms. Knowles: UAM Library Committee, Chair of the UAM Food Hub Committee, consultant to the Arkansas FBLA District III High School Chapter.
 - Ms. Phillips: Curriculum and Standards committee, alternate on Appeals Committee, Chair of the Athletic Committee, Faculty Athletic Representative (FAR) for the University, Student Success Fund, Parent Family Appreciation Day Planning Committee. Member of the American Institute of Certified Public Accountants, the Arkansas Society of CPAs, and the Southeast Arkansas Chapter of the Arkansas Society of CPAs.
 - Dr. Wells-O’Rear: Weevil House of Garments, Institutional Review Board.

Faculty Grant Awards

- Four faculty members—Stephanie Harton, Shanna Knowles, Becky Phillips, and Wendy Wells-O’Rear, submitted a Centennial Opportunity Fund proposal for renovations and upgrades to refurbish the Business Student Lounge. The lounge had been furnished with furniture left over from faculty offices. The proposal was funded for \$7500 and the lounge was refurbished with workstations, study tables, campus photos, and new flooring. The renovation has been completed but may not be available to students until Virus conditions permit. The upgrades should make the lounge more functional and more attractive to current and prospective students, aiding in student retention and recruitment.

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

Ms. Shanna Knowles and Dr. Wendy Wells-O’Rear joined the faculty in Fall 2020, Ms. Knowles as an instructor of general business and management and Dr. Wells-O’Rear as an assistant professor in marketing. Dr. Suzette Goldman taught as an adjunct instructor in hospitality management/marketing in 2019-2020, making elective courses in a new area available to UAM students. Dr. Wells-O’Rear will teach the fall hospitality marketing course. Continuance of the hospitality courses beyond the fall has not been determined.

Since 2017 four tenured faculty members, approximately half the full-time faculty, have retired from the School of Business. Four of the seven full-time faculty members in the unit have been here two years or less. All full-time faculty are returning for the 2020-2021 academic year.

Certain areas within the unit have shown increasing enrollment after some years of decline.

There were modifications to existing courses and programs, as described below, but no major changes.

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

The School of Business made a number of adjustments to programs this past year, as described below

- The name of the four areas under the Business Administration major—finance, general business, management, and marketing—was changed from ‘concentration’ to ‘emphasis’. It was thought that emphasis would make it more apparent that the major is business administration with areas of specialization in certain fields, and that emphasis would be a more understandable term to incoming students than concentration.
- The management emphasis was updated by removing MGMT 3453 Industrial Relations from the courses that can be used to satisfy the requirement of nine hours of coursework to be selected from a group of seven courses. Unions and labor relations are addressed in MGMT 4633 Human Resources Management, a required course in the emphasis. A declining percentage of

the labor force is unionized, and the faculty thought a three-hour course was not justified. The faculty added two Communications courses to the course options group. Students in the management emphasis may now take COMM 3483 Communication in Small Groups or COMM 3533 Communication in Organizations to fulfill the nine-hour requirement. The faculty thought the communications courses would be relevant to students in the management emphasis, and would add some flexibility to the program.

- MGMT 3453 Industrial Relations was likewise removed from the courses that can be used under the management area in the General Business emphasis.
- The Associate of Science in Business was modified by adding ECON 1193 Personal Financial Economics to the courses that can be used to satisfy the seven hours of specified electives in the degree. Business has two 1000-level courses, it seemed reasonable to include both in the options for the associate degree.
- ACCT 4XX3 Accounting Internship was added to the program. The School had an internship course GB 436V under the GB general business prefix but none under the accounting prefix. In practice most of the internships were in the accounting field. In Arkansas thirty hours of accounting courses are required to take the Certified Public Accountant CPA exam, and an internship under the ACCT prefix will help meet this requirement.
- Prerequisites were modified for upper level courses to facilitate scheduling, reflect current practice and faculty consensus, and accommodate students in other majors. The principles courses were removed as prerequisites for two junior level online MGMT 3463 Leadership and MKT 3443 Selling and Sales Administration. These courses are of interest to non-majors and the change makes the courses more accessible to students in other programs. For ECON 3453 Money, Banking, and Credit prerequisites were modified from ECON 2203 and ECON 2213 to ECON 2203 or ECON 2213. Students have successfully completed the course with one of the Principles of Economics courses. Prerequisites for ACCT 4633 Governmental Accounting were modified from one of the three Intermediate Accounting courses to ACCT 2223 Principles of Managerial Accounting. The course had been offered previously with ACCT 2223 as the prerequisite and the accounting faculty decided it was adequate. The change may also make the course available to persons with the principles course and an interest in local governmental and nonprofit accounting services.
- A statement that courses can be used to meet the requirements of only one emphasis was added to the Business section of the catalog. Students may choose two emphases if sufficient courses are available to meet the requirements of both. Some courses may be used to meet the requirements of more than one emphasis, and the intent of the statement is to make it clear that this is not permissible. While this possibility is addressed in other sections of the catalog, it was added to the business section for clarification, as some students have had the impression they could ‘double-count’ some courses.

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. In face-to-face courses faculty use Blackboard to keep students informed of progress and to supplement instruction. The School of Business enhances teaching/learning through technology, requiring papers and projects in upper level classes, supplementing lectures with video presentations, real-world examples, and guest

speakers.

In the past year faculty, particularly Ms. Phillips and Ms. Knowles, have used document cameras extensively in their classes. They have noted that document cameras have several advantages over whiteboards, such as being able to write notes and work problems while facing the students, having a hard copy of the problems and notes from the class, and being able to scan the notes and post them to Blackboard so students will have access to them as a resource.

Faculty have made greater use of the capabilities of Blackboard. The primary use of Blackboard in many face-to-face classes was the gradebook feature to keep students informed of their progress in class. Some faculty had made recorded lectures available in Blackboard before the switch to online instruction in the spring, and many recorded lectures for the first time during the online transition. More faculty are taking advantage of the capabilities of Blackboard in delivering instruction, both before and after the virus shut down.

Faculty have used a variety of instructional methods to reach students of various learning styles, such as group work, peer teaching, online games, Kahoot response systems, and having students submit a chapter outline (with a resource on outlining provided to the students) and/or hand in notes from a class. In one class I observed the instructor made extensive use of peer teaching, periodically asking questions or giving brief problems and telling the students to work with their study partner. The peer interaction seemed to engage students and contribute to their understanding of the material.

In online classes, instructors have used methods to ‘personalize’ the instruction, such as a ‘welcome to the class’ video from the instructor and inviting students to make an appointment to come by the instructor’s office for a face-to-face meeting. The instructor who gave students the opportunity to schedule a face-to-face meeting had several students schedule appointments.

Response systems such as Kahoot are used to take attendance in class and for quizzing or polling in class. Faculty have used other technological resources include FlipGrid, Screencast-o-matic, and NearPod.

Faculty find new ways to incorporate educational games, both video and in-person, into their classes. For example, students in Entrepreneurship did the Marshmallow Tower exercise, where students compete to see who can construct the tallest tower from twenty pieces of spaghetti that will support a marshmallow. The exercise is designed to develop the importance of construction and experimentation as part of the entrepreneurial process. Other new tools faculty used included Socrative Quizzes.

Other Unit Student Success Data

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

Four business students were initiated into the Arkansas Zeta Chapter of Alpha Chi 2019-2020.

In 2019-2020 business student members served as President, Vice-President, and Treasurer of the Arkansas Zeta Chapter of Alpha Chi.

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

The Business faculty recognized student accomplishment by selecting outstanding 2020 graduates in their major or emphasis area, and by awarding scholar ships for the coming academic year.

Six students were recognized as the outstanding 2020 graduates in their major or emphasis.

Twenty-one students received endowed or non-endowed scholarships of \$600 to \$3000 for the coming academic year

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

The student organization Institute of Management Accountants IMA has a service learning activity each semester for one of the two children's homes in Monticello, a Halloween party in the fall semester and an Easter party in the Spring. The organization serves food and gives t-shirts and other gifts/prizes for the approximately 50 children in residence at each home. This year IMA had the Halloween party but was not able to have the Easter event due to the virus situation.

Revised 05/14/2020

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

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

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

UAM STUDENT LEARNING OUTCOMES:

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

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

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

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

STRATEGIC PLAN

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

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

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

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

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

2. ENROLLMENT and RETENTION GAINS

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

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

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

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

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