

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Business

Academic Year: 2023 - 2024

State your unit's Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPIs).

The School of Business offers a Bachelor of Business Administration (BBA) with majors in Accounting and Business Administration, an Associate of Science in Business, and minors in business and accounting. Business Administration majors must choose an emphasis in finance, general business, management, or marketing. In fall 2023 the BBA with the general business emphasis became available at an additional location National Park College (NPC). In the past year an articulation agreement between the Associate of Arts in Business at Phillips County Community College and the BBA was approved. With few exceptions, the business core courses are available online at least once a year, and a number of major and emphasis courses are available online as well. The School of Business continues to expand its degree and course offering formats to meet student needs.

Approximately 70 percent of business students choose business administration as their major. There is some movement between the majors within the school, mainly with accounting majors changing to business administration. The majors share a common core of business courses, so it is possible to change majors without affecting progress towards degree completion. The emphasis areas consist of 15 to 18 hours of upper-level courses beyond the core and 18-21 hours of elective courses. The accounting program requires 33 hours of upper-level accounting courses beyond the business core with no electives. Many of the differences in the two majors are driven by requirements for CPA licensure. One hundred and fifty credit hours are required for CPA licensure. Some students meet the additional 30-hour requirement through a double major at the undergraduate level, some with graduate school. Some of the double majors are within the school, with majors in both business administration and accounting.

Unit 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.

Unit 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.

Unit Strategic Plan including KPIs (please distinguish new goals from continuing goals.)

- Goal:** Increase awareness of the associate of science in business
Encourage students to apply for AS graduation before completing BBA requirement
- Action:** Promote the degree to students during advising and classes, post AS information on signage screen
- KPI:** Increase the number of graduates by 10-20 percent each year
Increase the number of students completing AS prior to completing BBA
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- Goal:** Make courses available in more formats
- Action:** Examine course offerings to see potential candidates for online sections
Examine business core courses to see if scheduling multiple sections of some courses is possible
Consider 8W1 and 8W2 courses
Consider upper-level courses for hyperflex mode
- KPI:** Offer one-two courses for the first time online in the next two academic years
Offer multiple sections of at least one upper-level business core course over the next two academic years
Offer 8W sections over the next two years
Establish guidelines/Offer an upper level course in hyperflex mode, spring or fall 2024
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- Goal:** Curriculum changes that will reach a wider audience such as non-business majors, working professionals, and others
- Action:** Consider options such as minors, certificate programs of 12 hours, and non-credit courses
- KPI:** Develop new programs within a time frame of next two years
- KPI:** Offer non-credit course for workforce training
-
- Goal:** Enhance employment opportunities to students through internships and networking with business contacts. ongoing
- Action:** Work with businesses that contact us to promote student interest in possible internships. Initiate contact with area businesses to investigate internship possibilities.
- KPI:** One-two internships each semester
- KPI:** One-two opportunities to interact with business and community members during the year

- Goal:** Develop Outreach efforts towards area high schools.
- Action:** Invite high school students to campus business school events. Visit area high schools to speak with classes, student groups
- KPI:** Develop opportunities to promote UAM and the School of Business to area schools by visiting six area high schools in the next year
- KPI:** Promote career options in accounting other than the CPA
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- Goal:** Partnership agreements with two-year colleges
- Action:** Identify schools that have expressed interest in partnership agreements in business
- KPI:** A partnership agreement with a two-year school.
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- Goal:** Upgrade facilities—tables, chairs, seating in BBC classrooms Continuing
- Action:** Work with Foundation Fund and Business Advisory Council to develop fund-raising methods
- KPI:** Develop campaign to upgrade at least one classroom over next year
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- Goal:** Partner with Arkansas Center for Forest Business
- Action:** Offer business classes, collaborate on projects
- KPI:** Offer one or more business classes in Forestry certificate program in next year

In Table 1, assess your unit’s progress toward meeting Strategic Plan goals during the past academic year and what changes might you consider in order to make additional progress in the coming year. KPIs should be quantifiable—for example, a goal of increased enrollments should be measured by a specific number or percentage; if school visits are part of a recruitment effort, say how many school visits are your goal; if your goal is to see an improved success rate in a class, by what percentage do you hope to see the success rate increase? Your goals are what you want to achieve. Your KPIs are how you measure your degree of success.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Increase the number of AS graduates by 10-20 percent over the next few years.	The number of majors and credentials have decreased over the past two years. It is encouraging that the vast majority of students who earn the AS go on to complete a BBA at UAM. One AS student completed a BIS at UAM. The number of	The Associate of Science has been a positive development for the school. The School of Business will continue to promote it to students interested in a two-year degree and to encourage students who are interested in a four- year degree to also consider the AS degree.
Revised: Increase the number of AS graduates by 5% over the next		

KPI	Assessment of Progress	Implications for Future Planning/Change
year.	majors and credentials awarded in the AS in Business increased since the degree became available in 2019, a trend that ended this past year. In 2022-2023 both the number of majors and credentials awarded fell. It is encouraging that three-fourths of the business majors who earned AS or AA degrees went on to complete the BBA. However, many students apply for the BBA and AS at the same time, foregoing the opportunity to earn a credential if their education is interrupted.	
Increase the number of students completing AS prior to BBA degree In view of recent improvements, our goal will be a prior completion rate of 70 to 80 percent.	When the AS first became available many students completed the AS and BBA at the same time. There has been a shift in that trend, with approximately 80 percent completing the AS before they graduated with the BBA.	Earning the two-year degree before the four-year degree is a positive development for the students and the University. Students will have a credential in hand if their BBA education is interrupted. The AS degree can be used to promote completing general education requirements and UAM progression points.
Offer one-two courses for the first time online in the next two academic years Revise to: Maintain online offerings of core courses at least once over the academic year	Business Statistics II, a business core course, was offered online for the first time in Summer II and Fall 2023. Several core courses were offered online for the first time in academic year 2022-2023	All business core courses, with one or two exceptions, are now available online at some point during the academic year. Strategic Management the capstone course is a face-to-face course, it has only been offered online once in the past five years. The School of Business may consider offering it online every two-three years.
Offer multiple sections of at least one upper-level business core course over the next two academic years	In 2022-23 online and face-to-face sections of lower and upper level core courses were offered in the same term, one as a semester course and the other as an 8W course. For these courses this scheduling resulted in greater enrollment.	Multiple sections in different formats and terms increased enrollment last year, but the School did not try it this year. The School of Business may consider this on an occasional basis in the future.
Offer 8W sections in the next year Revise to offer one to two 8W	In fall 2024 Introduction to Business and Social Media Marketing are offered in	The 8W sections have good enrollment figures. 8W courses are becoming more common across campus.

KPI	Assessment of Progress	Implications for Future Planning/Change
courses per semester	8W2. Marketing Research was offered in 8W1	Business classes in this format offer students more flexibility in scheduling.
Establish guidelines/Offer an upper-level course in a hyperflex mode spring or fall 2024. Revised: Establish guidelines for allowing students to attend face-to-face classes on a remote basis. The School needs data on how often these requests are sent, the situation the student is facing, and whether the student's GPA or other criteria should be considered.	A few students have attended face-to-face courses online, either asynchronous or synchronous, basis due to health issues or other circumstances such as needing one course to complete degree requirements. The online attendance could be for a limited time or for a semester. It has worked well so far, but should be monitored.	Hyperflex could help with two problems in business: access to the different floors of the BBC, and major/emphasis courses that are offered spring or fall only. Access problems usually mean moving classes to another building. Once-a year course offerings may result in independent study, course substitutions, or delayed graduation. The hyperflex mode, particularly if some guidelines could be established, could potentially help with both of these problems.
Developing new programs drawing on existing courses to reach a wider audience within a time frame of next two years	A minor in accounting was developed and will take effect in January 2024 catalog. Two students have selected the minor so far, both are business administration majors.	A minor in accounting could be of interest to non-business majors. The accounting knowledge would be useful to students who may have their own business in the future. A minor in accounting could also be of interest to Business Administration majors. A business administration major with an emphasis in finance and a minor in accounting, for example, would be a good combination. The business administration major has enough elective hours to accommodate a minor.
Offer non-credit course for workforce training. If possible, offer workforce training for a firm next year	A local business contacted the school about a workforce training program for supervisors. Two faculty members met with the owner and faculty were interested in participating.	The School of Business understood that the UA System was developing policies on workforce training. One issue was fees/tuition for the training, among other administrative questions. The School of Business understands that the COTs have done workforce training and may contact them for guidance.
Offer at least one to two internships per academic year.	Four accounting students completed internships in 2023-2034.	The School of Business will continue to offer internships in accounting and general business. Firms/businesses typically contact us regarding

KPI	Assessment of Progress	Implications for Future Planning/Change
		internships. CPA firms contact the school regarding internships.
One-two opportunities to interact with business and community members during 2020-2021 academic year	Meeting of the Southeast Arkansas Chapter of Certified Public Accountants held in the University Center in October. Juniors and seniors in accounting had the opportunity to interact with CPA's from Southeast Arkansas. The meeting and dinner concluded with two speakers on how to be successful in accounting.	The School of Business has had this dinner and meeting on campus for several years and plans to continue it. The School may consider resuming activities that were cancelled during the pandemic such as Business Day, a day featuring speakers from business and industry.
Identify and visit six area high schools in the next year Revised: Visit at least three area high schools in the next year.	Dr. Atchley and Ms. Phillips and students in the UAM Accounting Society visited an accounting class at Monticello High School to talk about careers in accounting, the accounting program at UAM, and to encourage them to attend UAM.	The School of Business has ordered pens, pencils, and plastic cups with the UAM logo and School of Business information that will be given to students on these visits.
Develop opportunities to promote UAM and the School of Business to area schools. Promote career options in accounting other than the CPA	A faculty member is a consultant to FBLA District III middle and high school chapters. Through this connection the School of Business has had district meetings and competitions on the UAM campus, as well as representation of UAM and the business school at meetings elsewhere. Members of the UAM collegiate FBLA chapter serve as competition judges and assist with organizing the on-campus meetings. Over 200 students from ten different schools attend the annual February Competitions on our campus.	Continue to use FBLA and Collegiate FBLA to interact with area middle and high school students. UAM students have successfully competed in the state FBLA competitions. A student in the Investment Club won the state competition in the Stock Market Game this year. The School of Business has publicized the organizations and student awards through our social media and press releases.

KPI	Assessment of Progress	Implications for Future Planning/Change
Promote career options in accounting other than the CPA to college and high school students.	This was a major topic in the visit to the Monticello High School accounting class.	Nationwide enrollment in accounting programs is falling. Make students aware there are good career options available for accountants that do not require CPA certification. The accounting profession is trying to address the decline in accounting students. We Are Accounting is an organization formed by a group of CPA firms and UCA. The organization is developing hands-on kits to help teach debits and credits and other accounting topics and hope to provide Professional Development for high school teachers. UAM and other universities with accounting programs will participate in the organization as it develops.
A new partnership agreement with a two-year school	The UAM at NPC business program had the first year of classes and is enrolling the second group of students. The School of Business has entered an articulations agreement with Phillips County Community College to NPC students in fall 2023.	The NPC program increased UAM School of Business credit hours in its first year of operations. The School has discussed developing a rack card for the NPC program. School staff will monitor the number of transfers from PCCC and look into developing other articulation agreements.
Develop campaign to upgrade at least one classroom over next year Revised: Upgrade physical facilities in the BBC.	Last year the Business School Advisory Council suggested fund-raising approaches such as \$X will purchase one classroom table. Members suggested requests for donations such as ‘\$X will purchase one new classroom table’ might be more successful than requests for specific amounts. Quotes for furniture have been received, but it took some time due to supply chain problems and price increases. The School did not do a campaign this year.	There is new flooring in all classrooms on the third floor through university funds and private donations. An improved physical appearance will help retain students and be more attractive to prospective students and their parents. The upgrade in the faculty lounge will make facilities more appealing to visiting speakers and possible donors. New tables and chairs would be a good next step towards upgrading and modernizing classrooms but this will take some time.

KPI	Assessment of Progress	Implications for Future Planning/Change
	The Dean donated funds to buy and install carpet tile in BBC 316. Now all of the classrooms on the third level have new flooring. The School of Business received funding through an Opportunity Fund grant to install flooring in the faculty lounge. The lounge is used by faculty and visiting speakers, etc, and the upgraded flooring will give a better impression.	
Offer one or more business classes in the Forestry certificate program in next year	Dr. Knowles taught a course NRM 5403 Leadership in a Forest Business in the new graduate certificate program. She will teach the course again this fall.	There may be further opportunities to collaborate with the Arkansas Center for Forest Business. Dr. Knowles has been a co-author on conference presentations with forestry faculty and participated in a grant project.

Unit Student Learning Outcomes

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

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

University Student Learning Outcomes

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

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

In Table 2, show the alignment of your academic unit's Student Learning Outcomes (SLOs) with UAM's Institutional Learning Outcomes (ILOs) and UAM's and your Unit's Vision, Mission, and Strategic Plans

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication Critical Thinking Teamwork Global Learning	Demonstrate familiarity with business theory and practice, and in a chosen emphasis	Students must have a firm foundation in core business knowledge related to all business fields and the area of specialization. This SLO aligns with the University mission of promoting opportunity and success for all students. The four University SLOs are all aspects of business theory and practice.	Preparing students to participate effectively in the business environment of today through developing critical thinking, communication, and analytical skills is part of the unit mission statement. The SLO relates to the student success Strategic Plan category of making course scheduling more responsive to student needs by offering more online courses and multiple sections of required core courses.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Critical Thinking Communication Teamwork	Demonstrate critical thinking and communication skills by analyzing business problems, and clearly presenting solutions to these problems, either orally or in writing.	Critical thinking is essential to the mission of UAM of contributing to the economic and quality of life indicators in the community and region. The ability to analyze business (and societal) problems and evaluate solutions is an important aspect of the business environment and citizenship. Analysis and evaluation must be supported by the ability to communicate findings to others. Many business problems and solutions will require the ability to work in teams	This SLO is fundamental to the unit mission of preparing students to participate effectively in the business environment. Students will need critical thinking skills and the ability to present their findings to others. A number of faculty stress there is no 'right or wrong' answer, instead students make a recommendation and present reasons for their recommendation
Critical Thinking Communication Teamwork	Be able to gather, analyze, and present results of research and business analysis.	This SLO directly relates to several aspects of the University mission: promoting innovative leadership, scholarship, and research, fostering a quality, comprehensive and seamless education to succeed in a global environment, improving the quality of life and enhancing economic development	This SLO reflects the vision of preparing graduates for professional success by providing academic preparation. The plan supports this SLO by course offerings from qualified faculty who revitalize student interest and consider several techniques for student engagement

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication Critical Thinking Teamwork	Demonstrate competence in the use of common business application software and an understanding of the role of information systems in business	Information technology is so pervasive in our society and the business environment that this SLO touches on multiple aspects of the University mission. It is part of a quality and comprehensive education, it supports research and scholarship, it sustains economic development, and supports entrepreneurial endeavors. Knowledge of software supports analysis of data to for research and business analysis and offers several methods of presenting and communicating information. Sharepoint, Zoom, and similar applications support teamwork.	Competence in the use of common business software, and the ability to adapt to specialized software that may be used by employers, is an essential part of preparing students to participate effectively in the complex business environment of today. Competence in the use of common business software is a part of familiarity with business practice. Competence in the use of remote communication is also a part of business practice
Global Learning	Demonstrate an understanding of international business and international effects on U.S. firms in an interdependent world	An element of the University Mission is to foster an education for diverse learners to succeed in a global environment	An understanding of international business and its effects is a necessary part of preparing students to participate effectively in the business environment of today.

UNIVERSITY AND PROGRAM ASSESSMENT

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

Assessment occurs at the course level in the School of Business. Several methods are used to assess Student Learning Outcomes (SLOs) such as short assignments, quizzes, presentations, group presentations, and research papers. Short assignments, quizzes, and problem-based assignments provide feedback for making adjustments as the course progresses. Some faculty give pre- and post-tests or exercises in their courses.

In the second year of working with Rubrics faculty focused on the university SLOs of communication, critical thinking, and teamwork, with one short assessment of global in the international business course. Most of the assessments addressed all five dimensions of an SLO. One instructor assessed all five dimensions of an SLO in one course and two dimensions of a different SLO in another course. A number of the assessment instruments such as group projects with research, PowerPoint presentations, formatting requirements, and oral presentations could be used to assess more than one SLO. There could be an assessment of one SLO based on all five dimensions, and another SLO based on one to two dimensions. Additional data could be obtained from a single class project if it is appropriate for multiple SLOs. Faculty may consider this next year.

This year faculty assigned a wider range of ratings, although some used one or two ratings for the entire group. A few faculty questioned the concept that scores of 4 should not be expected in lower-level courses, as students in those classes can have high achievement levels. That is, they struggled with the idea of progression through the class levels, with lower rubric scores in lower-level classes and higher scores in the upper-level courses. There is still some difficulty in separating course grading from assessment scoring. More faculty seem to be getting the concept of comparing the results to a standard.

Regarding possible revisions to the process a faculty member commented that the campus-wide SLOs seemed to be too broad for many disciplines. Most of the weakness noted in the various assessments were nervousness in oral presentations, failing to follow directions and formatting instructions in written communications, an unequal balance of work and roles in group presentations, and difficulties with citations and literature reviews. These were mentioned as weaknesses more often than issues with course content and skills. The weaknesses identified are related to the rubrics of effective communication, critical thinking, and working in groups, important abilities in the business world.

A summary of the results is shown in the table below, followed by individual course results.

Course	SLO/Rubric	Dimensions Assessed	Range of Average Scores	Number of Students
MKT 4623 Marketing Research	Oral Communication	5	2.1 to 2.5	10
ACCT 4733 Advanced Accounting II	Oral Communication	2	3.12 to 3.5	10
GB 2533 Legal Environment	Written Communication	5	2.52 to 2.88	33
FIN 4603 Financial Policy & Planning	Critical Thinking	5	2.87 to 3.35	23
ACCT 3403 Intermediate Accounting I	Critical Thinking	1	3	11
MKT 3463 Consumer Behavior	Critical Thinking	2	2.7 to 2.88	17
GB 3353 International Business	Global	1	4	25
ECON 2203 Principles of Macroeconomics Fall and Spring sections	Teamwork	5	2.6 to 2.74	72
MGMT 4653 Strategic Management	Teamwork	2	3.6 to 3.75	33

AACU RUBRIC DATA

Oral Communication

Context/course in which assessment was done: **MKT 4623 Marketing Research (MKTG 46243)**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed
Organization		3	6	1		2.2	10
Language		1	9			2.1	10
Delivery		5	3	2		2.3	10
Supporting Material		7	3			2.7	10
Central Message		5	5			2.5	10

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

Strengths: The data indicates that most of the students understood how to use the scientific method to form and support their presentation of ideas. They were likewise quite creative in developing the supporting slide decks and posters for their presentations.

Weaknesses: Some students, despite giving multiple presentations throughout their undergrad careers, still have anxiety and fear of public speaking.

Opportunities for Growth: More opportunities to speak in front of people will help these students develop some of the soft skills that employers desire.

Threats to Effectiveness: The phobia is quite common among the general population, so it is quite likely there will continue to be student resistance despite weighting the presentation of their research fairly heavily on the semester cumulative grade.

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

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

Oral Communication

Context/Course in which assessment was done **ACCT 4733 Advanced Accounting II (ACCT 47373)** Spring 2024

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed
Organization							
Language							
Delivery	2	5	1	0	0	3.125	10
Supporting Material							
Central Message	5	5	0	0	0	3.5	10

Strengths: Students did a good job of organizing the data. Students covered the material thoroughly.

Weaknesses: Students read the PowerPoint slides instead of discussing the information based on the knowledge of the subject.

Opportunities for Growth: Students will need presentation skills for the real world. In the future faculty will do a better job in preparing them to do a thorough and professional presentation using PowerPoint.

Threats to Effectiveness: Students participating in this project were all seniors that graduated in May 2024. “Senioritis” occurs each spring where students lose interest in doing their best work and are simply coasting until graduation.

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

Students need to put more effort into the assignment and prepare a thorough and professional presentation. Faculty will consider making the assignment a higher percentage of their final grade.

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

Written Communication

Context/course in which assessment was done: **GB 2533 Legal Environment of Business (BLAW 20003)**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Context and Purpose for Writing	10	12	7	2	2		33
<i>subtotal</i>	<i>1.2121212</i>	<i>1.0909091</i>	<i>0.4242424</i>	<i>0.0606061</i>	<i>0</i>	2.79	
Content Development	11	11	7	2	2		33

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
<i>subtotal</i>	<i>1.3333333</i>	<i>1</i>	<i>0.4242424</i>	<i>0.0606061</i>	<i>0</i>	2.82	
Genre and Disciplinary Conventions	10	13	5	3	2		33
<i>subtotal</i>	<i>1.2121212</i>	<i>1.1818182</i>	<i>0.3030303</i>	<i>0.0909091</i>	<i>0</i>	2.79	
Sources and Evidence	6	14	6	5	2		33
<i>subtotal</i>	<i>0.7272727</i>	<i>1.2727273</i>	<i>0.3636364</i>	<i>0.1515152</i>	<i>0</i>	2.52	
Control of Syntax and Mechanics	12	10	7	3	1		33
<i>subtotal</i>	<i>1.4545455</i>	<i>0.9090909</i>	<i>0.4242424</i>	<i>0.0909091</i>	<i>0</i>	2.88	
Overall Average						2.76	

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

Strengths: Students wrote an end of semester report on how current events aligned with course content. Students knew enough content knowledge from the course to align happenings of the world to topics they had learned that impact the legalities of business operation.

Weaknesses: Students did not, as a whole follow, instructions on how to properly set up, format, and turn in their final document. Citing sources was also a weakness.

Opportunities for Growth: As students are graded by a rubric that includes items for setup, formatting, and citing sources properly, they

will learn to be more cognitive of the details required.

Threats to Effectiveness: Student project was at the end of the semester when they were already weary from course duties.

What actions, if any, do you recommend that might improve student performance in this learning outcome? Assigning the project earlier in the semester.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome? The campus rubric is extremely broad to be applied across all disciplines.

Critical Thinking

Context/course in which assessment was done: FIN 4603 Financial Policy and Planning (FINN 46003) Fall 2023

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Explanation of Issues	7	9	6	1		2.96	23
Evidence	7	7	8	1		2.87	23
Influence of Context and Assumptions	7	8	7	1		3.35	23
Student's Position (Perspective, Thesis/Hypothesis)	7	7	8	1		2.87	23
Conclusion and Related Outcomes (Implications and Consequences}	7	8	7	1		3.35	23

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

Strengths: Financial Policy and Planning is a senior-level class and could be considered a capstone class for the finance emphasis. The financial analysis of an existing business and group presentation was a learning experience for the students. Overall, the students did well. The instructor noted that after attending a seminar on rubrics the instructor scores the rubrics in a much more detailed manner.

Weaknesses: Some of the students were apprehensive about the project and the idea of presenting.

Opportunities for Growth: Some groups designated specific members of the group to present. In the future it might be better to structure each group presentation so that each member of the group presents a segment of the overall presentation. This has been left up to the group so far. The students submit a grade for the members of the group.

Threats to Effectiveness: Some of the ideas lacked depth or were very idealistic (ie not realistic).

What actions, if any, do you recommend that might improve student performance in this learning outcome? This leaves much room for growth in distinguishing between realistic and idealistic views of business operations. The projects/ideas that were 'idealistic' might benefit from some discussion of the all of the costs involved in their recommendations and the need to balance the interests of society, consumers, and producers.

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

Critical Thinking

Context/course in which assessment was done: **ACCT 3403 Intermediate Accounting I (ACCT 34073)**

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Explanation of Issues							
Evidence							

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)							
Conclusion and Related Outcomes (Implications and Consequences}	2	7	2	0	0	3.00	11

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

Strengths: Students demonstrated a strong knowledge of Excel. Students were able to solve complex accounting problems using Excel

Weaknesses: Students failed to follow instructions in some instances. Students didn't always use the most efficient formulas to solve problems.

Opportunities for Growth: Critical thinking and problem solving are key components to working in accounting in the business world. Faculty will use Excel in accounting courses to ensure that students continue to improve their skills. Faculty will continue to expand the Excel assignments and projects in this course and others.

Threats to Effectiveness: Each student prepared solutions to the same problems which could create an opportunity for them to compare answers and possibly copy solutions from their peers.

What actions, if any, do you recommend that might improve student performance in this learning outcome? Providing examples of work that is similar to what is expected of students at this level and suggesting YouTube videos for further guidance.

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

Critical Thinking

Context/course in which assessment was done: MKT 3463 Consumer Behavior (MKTG 34643)

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Explanation of Issues							
Evidence							
Influence of Context and Assumptions							
Student's Position (Perspective, Thesis/Hypothesis)	2	8	7			2.70	17
Conclusion and Related Outcomes (Implications and Consequences}	2	15				2.88	17

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

Strengths: Students come to the course with a basic understanding of research and analytics. Thus, it is not a very difficult task to move them into application.

Weaknesses: Literature review is the weakest area for most the students. Despite the vast availability of reviewed research and good practical publications, students still struggled to validate their hypotheses outside of their own anecdotal evidence.

Opportunities for Growth: Faculty need to focus more on getting students to edit their research towards a popular press piece. Faculty have done this with one project, but it would be a good exercise to have them all participate.

Threats to Effectiveness: The explosion of cheaply available GPT “AI” threatens critical thinking at every level of education.

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

Literature review deadlines need to be moved to earlier in the semester so that faculty can review how they are validating their ideas sooner.

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

Faculty want to bring in external evaluators for the presentation portion because by the time their final presentation is given, the instructor struggles with impartiality.

Global Learning

Context/course in which assessment was done: GB 3353 **International Business** (BADM 33503)

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Global Self-Awareness							
Perspective Taking							
Cultural Diversity	25						25
Personal and Social Responsibility							
Understanding Global Systems							

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Applying Knowledge to Contemporary Global Contexts							

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

Strengths: This was a class activity in which students learned about cultural differences through listening to music from different countries. Students tried to identify the country by the music, and were surprised when some of their identifications were wrong.

Weaknesses: Need to add more cultures and a more diverse set of cultures

Opportunities for Growth: Use the exercise to emphasize the ability to adapt to a new environment by listening to music an element of popular culture.

Threats to Effectiveness: Lack on interest in activities towards the end of the semester.

What actions, if any, do you recommend that might improve student performance in this learning outcome? Make it more interactive, by having students in groups or teams to do the identification.

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

Teamwork

Context/course in which assessment was done: **ECON 2203 Principles of Macroeconomics** (ECON 22003) Fall 2023 and Spring 2024

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	11	35	22	4		2.74	72
Facilitates the Contributions of Team Members	11	30	27	4		2.67	72
Individual Contributions Outside of Team Meetings	11	25	32	4		2.6	72
Fosters Constructive Team Climate	11	30	27	4		2.67	72
Responds to Conflict	11	25	32	4		2.6	72

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

Strengths: The classes were divided into groups and given the task of balancing the U.S. budget, and solving the National Debt problem. Just about everyone gave something to the project, however, there were 11 students who stood far above their peers, and took this assignment very seriously. The groups learned about government sources of revenue and expenditures, and the national debt level. They made recommendations for changes in government spending, changes in the budget, and found ways to reduce the national debt. Every student left the class with a good understanding of the national budget. By the time the presentations were made, the students had built relationships with their teams, and other class members, which is important for networking later in life.

Weaknesses: This is a 2000 level class and many students felt overwhelmed with this task. Others had never worked in group settings, or made class presentations before.

Opportunities for Growth: Students will need to embrace the challenges and opportunities of making oral presentations, as this is a key to success in the working world.

Threats to Effectiveness: Some students starting out by letting others take the lead, but once the groups, were in full swing, most become somewhat engaged. Each group met this challenge head-on and did reasonably well on their projects. Again, 11 students stood far above the rest of the class.

What actions, if any, do you recommend that might improve student performance in this learning outcome? Some guidance/discussion of the division of labor in groups. Some students may be more comfortable gathering data and statistics but very uncomfortable with public speaking, particularly as lower-level business classes tend to have 30 to 40 students. Other students may be comfortable with all parts of the project. The group might discuss the roles of the members during the early stages of the project.

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

Teamwork

Context/course in which assessment was done: MGMT 4653 Strategic Management (MGMT 46503)

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	20	13				3.6	33
Facilitates the Contributions of Team Members	28	4				3.75	33
Individual Contributions Outside of Team Meetings	28	4					33

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Fosters Constructive Team Climate							
Responds to Conflict							

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

Strengths: Help students develop teamwork skills and conflict resolution

Weaknesses: The value of participation—from the different scores in the three dimensions, it seems that some students may have preferred to work on their own instead of working with their group.

Opportunities for Growth: Help more students present at conferences. Possibly creating smaller teams with more attention to separation among the students

Threats to Effectiveness: Lack or unwillingness to participate in academic conference presentations
(Students in this course have been co-authors with the instructor on conference presentations and proceedings. The instructor may be referring to conference presentations as a way to encourage students to work together.)

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

Faculty will encourage the students to participate more in conference activities by doing so this will enhance student learning and academic performance

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

Online Class Assessment Based on Simplified OSCQR: Unit Summary

Not applicable.

Data-based Unit Changes

Summarize all of your unit changes predicated on assessment data.

In most of the assessments the students did well on ‘technical matters’ such as using course content and subject matter, and skills in solving problems using Excel and other software. For example, in a marketing class the instructor stated that most of the students understood how to use the scientific method to form and support their hypotheses and showed creativity with their slide decks and posters. However, anxiety over public speaking was a problem with presentations. In an accounting class the instructor said the students did a good job of organizing data and covering the material, but there was too much reading from PowerPoints. Anxiety about public speaking was mentioned in several of the assessment projects, along with specific issues such as reading PowerPoints instead of using them as a reference. Anxiety over public speaking was probably related to an issue in teamwork projects as well, as a weakness in group work was one or two individuals in the group doing all of the presentation.

There were different suggestions for addressing concerns with public speaking. In the accounting class the instructor plans to place more emphasis on preparing for a professional presentation, such as how to use PowerPoints effectively. The marketing instructor will consider having visitors to the class when students are making presentations, so students will have the experience of presenting to external audiences as well as their fellow students. A management instructor who has co-authored conference presentations with his students suggested more participation in conferences. Experience and exposure may be one of the better methods for addressing public speaking issues. From these exercises it seems that students make presentations in several classes but still experience anxiety.

Writing was assessed in Legal Environment and the students did well on applying content material but did not follow instructions on how to set up, format, and submit the final document and citing sources was a problem. The instructor plans to introduce the project earlier in the semester and develop a rubric on formatting and citations to address the problem. In a marketing class assessing another SLO the instructor found the literature review was the weakest area for most of the students, and planned to introduce the literature review earlier in the semester so he could give feedback sooner.

Last year the accounting program began requiring more work with Excel. This year the assessments in the two accounting classes noted students had a strong knowledge of Excel and were able to solve complex accounting problems using the software. A course in data analysis using Excel has been added to the accounting curriculum as a supportive requirement. Curriculum modifications took effect in

January of 2024 so the course will be an elective instead of a requirement until more students are under the new catalog. Students have taken the course as an elective and the instructor and students have found it to be a good addition to the program.

A course in Business Professionalism was added to the curriculum as a supportive requirement for both majors. The course emphasizes the soft skills in business and could be a way of reducing anxiety over public speaking. It too will be an elective until the more students are under the new catalog. The School of Business has scheduled the course but have cancelled it as the low enrollment of two to three students did not justify faculty resources being used for a one-hour course. The school will schedule it next year when more students should be under the new catalog.

In the teamwork projects instructors have been letting the students decide which group members will do the presentations. They may want to consider requiring all students to do a part of the presentation, even if some group members have fairly short sections of the presentation.

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 many course syllabi
- ☐ The Student Learning Outcomes are included in Annual Reports, available through a 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 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	14	9	13	36 & 12	198 & 18
Sophomore	17	12	4	33 & 11	152 & 13.8
Junior	11	14	10	35 & 11.6	157 & 14.3
Senior	16	9	15	40 & 13.3	168 & 15.3
Post Bach	1	2	0	3 & 1	17 & 1.5
Total	59	46	42	147 & 49	692 & 62.9

UNDERGRADUATE PROGRAM MAJOR: Business Administration

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	46	39	40	125 & 41.7	544 & 49.5
Sophomore	27	30	24	81 & 27	345 & 31.4
Junior	42	39	49*	130 & 43.3	370 & 33.6
Senior	26	25	39	90 & 30	292 & 26.5
Post Bach	0	0	1	1	8 & 0.7
Total	141	133	153	427 & 142.3	1559 & 141.7

*(2023---data includes seven NPC students)

UNDERGRADUATE PROGRAM MAJOR: Associate of Science in Business*

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	5-Year Total & Average
Freshman	4	0	6	10 & 3.3	15 & 3
Sophomore	3	4	3	10 & 3.3	10 & 2
Junior	3	5	1	9 & 3	14 & 2.8
Senior	5	1	2	8 & 2.7	10 & 2
Post Bach	0	0	0	0	0
Total	15	10	12	37 & 12.3	49 & 9.8

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

GRADUATE PROGRAM MAJOR: Not Applicable

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

Strengths:

There are fewer accounting majors than business administration majors and will probably continue to be so. Both majors share a common core of business courses, but the administration major offers further options of emphasis areas in finance, general business, marketing, and management, as well as 18-21 hours of electives. The elective hours give some flexibility in schedules for transfer students and students who change their major. As the emphasis areas consist of 15 to 18 credit hours some business administration majors have used the elective hours to declare two emphasis areas. The accounting major is a specialized curriculum, with 30 to 33 hours of accounting courses and no electives. After a certain point changing to an accounting major can mean several new requirements and a consequent increase in hours for the degree. There are changes between major within the school, mainly in the direction of accounting majors changing to business administration.

Many of the differences in the two majors are driven by requirements for CPA certification. A bachelor's degree qualifies students to take the CPA exam as long as they have a C or above in all business and accounting courses. In business administration students do not have to repeat business courses with a grade below C unless the grade point average in the

major falls below a two point. One hundred and fifty credit hours are required for licensure, basically meaning another year of college for students seeking the CPA. Some students meet the 150-hour requirement by declaring double majors in accounting and business administration.

Higher education has experienced falling enrollment nationwide and at the undergraduate enrollment at UAM. For the University fall undergraduate enrollment headcount increased from 2009 to 2012 and fell thereafter. The ten-year averages exceed the three-year averages in the School of Business, with the exception of junior and senior business administration majors.

In fall 2021 accounting majors were nearly 30 percent of the total BBA enrollment in the School, compared with 22 percent in fall 2023. The decline in accounting enrollment is not specific to UAM. It has been a concern in the profession, with the possibility of retirements exceeding new entrants in the future. The three- and ten-year averages are 49 and 62.9, a substantial difference. The expense of an additional year of college to meet the 150-hour certification requirement may be a factor in declining enrollments.

- Accounting: For the last two years the number of accounting majors has been in the mid- to low-forties, down from 59 in fall 2021. In 2016 and 2017 the number of majors was roughly in the mid-seventies, followed by a period of enrollments of 58 to 60 through the fall of 2021. There have been past patterns of accounting enrollment falling from the seventies then stabilizing at the sixties and enrollment might stabilize at levels in the forties. An anomaly in the accounting data is the single digit freshman class of 2022, feeding into a very small sophomore enrollment in the next year.

Accounting is a field subject to governmental and professional regulations, and in recent years there has been the additional uncertainty of changes in the CPA exam and certification process. Enrollment could stabilize once there is a clearer picture of the effects of the changes in certification requirements. There may be more interest in accounting occupations that do not require a CPA or alternative certifications such as the CMA (Certificate of Managerial Accounting).

Accounting majors have been our strongest students academically. The majority enter college with ACT scores in the twenties, and most graduate with honors.

- Business Administration: The total number of majors peaked at 155 in fall 2020 and then fell over the next two years, reaching a low of 133 in 2021. However, the 133 is within the range of enrollments over the past six years. The number of majors rebounded to 153 last fall. The increase of 20 students in a year is impressive, and it should be noted that seven of these students came from the BBA at NPC program that began enrolling students in fall

2023. The students enter the program as juniors, pushing the junior enrollment from 42 to 49. Even without the NPC program enrollment would be 146, greater than the fall 2021 enrollment of 141. This initial group of seven students shows how much of an effect the program can have on school data measures. The junior and senior business administration majors were the only groups in which the three-year average exceeded the ten-year average. The averages for the overall number of majors were within one point of each other. The business administration major varies but the variations seem to result in similar averages over time.

- Associate of Science: The associate of science was first available to students in 2019, with the first graduates in spring of 2019. The number of majors in the fall may not be the best measure, as there is a pattern of students not declaring it as a major until they are completing or close to completing the BBA and realizing they have met the requirements for the associate. The associate has increased the options available to our students and has been a positive addition to the school. Some freshmen declare the major because they are not interested in the time commitment of a four year. Some are re-admits who see an opportunity to earn a credential. It is encouraging that approximately two-thirds of the students who earn an associate, business or otherwise, go on to earn a four-year degree in business.
- Minors: Minors in both programs are now available. The minor in business administration has been available since 2016. The accounting minor was available effective spring 2024. Over the past five years nineteen students have declared a minor in business administration with ten minors being awarded. Three were awarded to computer information systems majors and two to political science majors, with the remainder being award to land surveying, nursing, math, pre-law, and psychology majors. The minor in accounting could be of interest to non-business and business majors. The business administration major has enough elective hours to accommodate a minor and accounting would be a good complement to the emphasis areas, particularly finance. Two business administration majors have declared a minor in accounting.
- Four active student organizations: Future Business Leaders of America (FBLA), the Finance Club, the UAM Accounting Society, and the Investment Club. The Investment Club is the newest of the organizations. Members of FBLA have competed at the state level competition. A member of the Investment Club won the Collegiate Division of the Stock Market Game.
- Faculty-student relations are positive. Average ratings for the School of Business were 4.39 to 4.55 on the five numerical student evaluation questions. For individual faculty average ratings were mostly above 4.0, with some mean ratings approaching 4.8.

Weaknesses

- Competition from online courses and degrees. The School has expanded its online offerings in recent years, but it is not possible to earn a BBA from UAM without having to schedule a face-to-face class at some point. With summer scheduling all of the business courses in the

Associate of Science program are now available online, but not in the BBA. It may be possible to have an online schedule for a semester or two, or a schedule with mostly online courses, but students eventually will have to attend a face-to-face class. More students, first time freshmen and transfer students, are enrolling with the expectation that they can go all online. Students have told faculty that relatives or fellow students have earned an online BBA from UAM. That perception must come from knowing students who were able to go online one or two semesters.

- Program Accreditation: The business program does not have program accreditation. Realistically speaking accreditation is a long-term goal that would require many resources that the school does not have at the present. Students at UAM have expressed interest in an MBA program, but the lack of accreditation at the undergraduate level would be a roadblock in developing a master's program.

Opportunities for Growth

- In the first year of operations the program at National Park College has resulted in improvements in the number of majors and other measures such as student semester credit hours. In the second year of operations the School is retaining the original cohort and will be adding another cohort of beginning students. The first degree completions should occur in the program in the coming year.
- An articulation agreement with Phillips County Community College, a 2 plus 2 agreement with their Associate of Arts in business program, was approved this year. Articulation agreements offer another avenue of growth.
- Minors in both programs are now options for UAM students. The minors provide an opportunity to increase course enrollments and SSCH. It is encouraging that two students have declared the minor in accounting in the first year it was available. The accounting minor can affect enrollment in 3000 and 4000 level accounting classes.
 - Core courses are offered every semester and in the summer but emphasis and major courses are offered spring or fall and rarely in the summer. If a student cannot take an emphasis/major course in that term, they will not be able to take it for another year unless substitutions are made. The general business emphasis may be a way to address this scheduling issue.
 - Falling enrollments in accounting are not specific to UAM. As enrollment drops and more practitioners retire, job opportunities may lead to an increase in enrollment. Concerns over the forthcoming changes to the CPA exam may be a factor in the fall in majors. After the new exam takes effect there should be less uncertainty.
 - The accounting profession has taken steps to address the declining enrollment in accounting. The American Institute of Certified Public Accountants (AICPA) has organized a campaign to add the accounting Classification of Instructional Program (CIP) code to the Department of Homeland Security STEM Designated Degree Program. Revisions in accounting curriculums and the CPA exam emphasize competencies in information systems, data analytics and technology. The STEM designation would recognize the profound impact and advanced skill sets demanded by the profession.

Threats to Effectiveness

- Schools with a Master of Business Administration or a Master of Accounting have an advantage in preparing for the new exam and in offering the 150 hours students need to be certified.
- Accounting and Business Administration: No online degree, some courses are not available online. Prospective students contact the School asking about online degree programs in Accounting or Business Administration. Current and incoming students have semesters when they want to go all online.
- Accounting and Business Administration: There is student interest in an MBA program at UAM, but professional accreditation would be a barrier to this step.

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 2021	8* (two with double majors*)	100 % (based on 8)
Number and percentage graduated in that major during 21-22 academic year	2	25%
Number and percentage graduated in that major during 22-23 academic year	5*	62.5%
Number and percentage that graduated in that major during 23-24 academic year	0	0%
Number and percentage that have not completed	1	12.5%

Major: Business Administration	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	42*(two with double majors)	100% (based on 42)
Number and percentage graduated in that major during 21-22 academic year	12	28.5%
Number and percentage graduated in that major during 22-23 academic year	15*	35.7%
Number and percentage graduated in the major during 22-23 academic year	1	2.3%
Number and percentage that have not completed	14	33.3%

Major: Associate of Science in Business	Number	Percentage
Number of majors classified as sophomores (30-59 hours) in fall 2021	17	100%
Number and percentage graduated in that major during 21-22 academic year	6	35.3%
Number and percentage graduated in that major during 22-23 academic year	10	58.8%
Number and percentage that graduated in the major during 23-24 academic year	0	0%
Number and percentage that have not completed	1	5.9%

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

Retention and completion figures were good for all three programs. In accounting 87.5 percent of the students who were juniors in the fall of 2021 graduated by the next academic year, i.e. the 'expected' time frame for completion. For Business Administration approximately 65 percent of majors graduated in this time frame. Sophomore data for fall 2021 was used for the Associate of Science in Business. By this measure more than 90 percent of the students in this degree program completed requirements by 2022-2023.

Since 2018 there have been two to three double majors in accounting a year, with five double majors in 2020-2021. Accounting students use the double major to meet the 150-credit hour requirement for CPA licensure. Most double majors have been within the school with the exception of two accounting majors who chose a social science as their second major in 2020-2021. This year there were two junior students with majors in accounting and business administration. The sophomore data included three double majors in accounting and business administration.

Strengths:

- Accounting: Although the junior class was small, their degree progress this year was impressive, with 25 percent of the students completing degree requirements that academic year, and 62.5 percent doing so the next year. Only one student (12.5 percent) from this cohort did not complete degree requirements. For the previous year the class was larger at 15 students, with 67 percent of students completing degree requirements in the two-year time frame. Three students or 20 percent had not completed degree requirements within three years. It may be the smallest of our programs in terms of enrollment, but progression measures were the strongest of the three, as well as being an improvement over the past years.
- Business Administration: The class sizes for this and the previous year were similar but unfortunately the progression figures fell. Thirty-three percent of the junior class of 42 students had not completed their degree by 2023, compared with 12.8 percent in the 2022-23 report. Fewer students graduated in the two-year time frame, 64 percent compared with 79 percent. Even with the increase in

students who had not graduated, however, approximately two-thirds of the juniors graduated within two years.

- Associate of Science in Business: The data for the associate of science were very encouraging this year. Out of 17 sophomores who declared the associate as a major in fall 2021 sixteen graduated with the degree within two years. One business student earned an AS in computer information systems, a good complement to the business major, and a few business students earned an associate of arts degree. This year the AS in business was the predominate choice for business students.
- Of the sixteen students who completed the AS, thirteen completed a BBA and one completed a BIS degree. Furthermore, eleven of the students completed requirements for the associate degree before graduating with the bachelor degree, as opposed to graduating with both at the same time. It is encouraging that students see the associate as a step on the way to a four-year degree so that they can have a credential in hand if their education ends or is interrupted. This was one of the reasons for establishing the associate degree, in addition to serving an audience that prefers a two-year credential.
- The opportunity to participate in commencement with 'their friends' could be one way to promote the associate degree. Students who need more than six hours in order to graduate with a BBA can participate in commencement if they have completed the requirements for the AS degree, and participate again when they complete the Bachelor's degree if they are interested. Some students have realized this, and are choosing 'to march' with the AS. The associate degree is also a way to promote completing general education requirements.

Weaknesses:

- Completion numbers were good for accounting and the associate of science in business. In Business administration, however, the largest of the three programs, the proportion of students who had not completed requirements in the time frame shown increased over the previous year.

Opportunities for Growth:

- The effect of the National Park College program can be seen in the number of business administration majors and student semester credit hours. While some of the students have yet to matriculate, there are indications that the number of new entrants will equal or exceed those of last year. It will be interesting to see the effect on retention and progression as the program grows.

Threats to Effectiveness:

- Competition from other institutions with full online degree programs and professional accreditation.
- Declining enrollments in accounting programs. This is not specific to UAM.

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

Table 5: Gateway Course Success*

Not applicable.

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	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average
Accounting	14	12	10	36	12
Business Administration	39	33	46	118	39.3
Associate of Science	31	18	11	60	20
BBA Total	53	45	56	154	51.3
All Business	84	63	67	214	71.3

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 fell in the middle of the period shown in the table but increased last year. The increase occurred in the business administration major. When looking at the bachelor program the number of graduates was similar at the beginning and the end of the period shown in the table, in the low- to mid-fifties. The AS degree produced the greatest number of graduates in 2021-2022. During the initial years of the program students tended to apply for the BBA and AS at the same time, which may have inflated the numbers. For all three programs the number of degrees awarded continue to meet and exceed the standard for program viability, not only in terms of the three-year averages but in individual years as well.

The SWOT analysis after the tables provided much of the analysis and summary of the data. Enrollment has declined in both accounting and business administration, echoing patterns in university enrollment over this time. Ten-year averages exceed three-year averages in all but a few cases. Enrollment in the business administration major increased this year, partly due to the enrollment in the NPC business program. There were 141 business administration majors in fall 2021 and 153 in fall 2023. The NPC enrollment accounted for a little over half (7 out of 12) of this gain in enrollment.

Tracking graduates

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

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

Much of the School's information on graduates has been obtained through contacts with faculty for employment and graduate school references and personal contacts with faculty. Faculty who have student information, due to requests for references or conversations with students about their plans, provide updates to the School and their colleagues. Students may also contact the School, their advisors, and other faculty through email or School of Business Instagram, Facebook, and LinkedIn accounts.

Over the past three years 60 students graduated with an Associate of Science in Business and 154 with the Bachelor of Business Administration. In keeping with enrollment, 36 were accounting majors and 118 were business administration majors of the BBA. The majority of the associate of science majors go on to earn a bachelor degree at UAM. Other associate degree seekers are former students who left without a credential and realized they were within one or two courses of the associate degree. In the following the school will focus on the post-UAM experience of graduates in the BBA program.

Most of the students, 22 out of 34, secured employment that was related to their major. Students found employment in banking, in insurance, in CPA firms, in government (the Legislative Audit) and as accountants or managers in medical facilities and manufacturing. A student who had an internship with Alleguard (formerly Drew Foam) became an employee upon graduation. The School of Business has a number of student athletes, and the students who found employment in unrelated fields were student athletes who accepted coaching positions in golf, football, volleyball, and a local high school after completing college. These students may draw upon their business or managerial knowledge in their coaching positions, and, as other graduates have done, move into careers more closely related to business in the future. Eight students went on to graduate school to enter a Master's degree program in Business Administration or Accounting, with one student athlete entering a master's program in physical education.

The information above came from contacts with faculty. Academic Affairs surveys graduating students on several issues. Twenty-four business graduates responded to the survey of Spring 2024 graduates. On the question regarding plans after graduation sixteen selected full-time employment, two part-time employment, and three planned to go to graduate school. Regarding salary, eight selected the \$35,000 to \$49,999 range and eight selected the \$50,000 to \$75,000 range.

Information on graduates is positive but more data is needed. Some schools have used an alumni Facebook page to keep track of graduates over time. A short survey asking for limited information (employment and graduate study plans) using the list of graduating

students from the registrar's office would be one possibility. A database system for alumni is needed. Many graduates' employment experiences and graduate studies have occurred before the three-year time frame, but the School has not been systematically collecting this information.

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

Graduates past three years	CP: TC: Assoc: 60 Bach: 154 (36 in accounting, 118 in business administration) GC: Master:			
	Related to major	Unrelated to major	Unknown	Pursuing higher credential
Graduates past three years entering workforce	CP: TC: Assoc: Bach: 22 GC: Master:	CP: TC: Assoc: Bach: 4 GC: Master:	CP: TC: Assoc: Bach: 118 GC: Master:	CP: TC: Assoc: Bach: 8 GC: Master:

Faculty

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

Teaching Load								
Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Alexander, Mike	Professor	D.B.A.	Management, General Business		12	12	6	
Atchley, Curtis	Assistant	Ph.D.	Accounting,	6	12	12		

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
	Professor		General Business					
Clayton, Marsha	Associate Professor	Ph.D.	Economics, Statistics		3	3		Dean, School of Business
Harton, Stephanie	Instructor	M.B.A.	Management, General Business	6	15	15		
Hatley, Greg	Instructor	M.B.A.	Finance, General Business	3	15	15	3	
Knowles, Shanna	Assistant Professor	D.B.A.	Management, Statistics, General Business		18*	18*	6	Forestry Business Center, Dr. Knowles continued to teach fifteen hours as an overload after being promoted to assistant professor. Three-hour internship courses raised her total to 18 hours for both semesters. She also taught a graduate level course in Forestry in Fall that is not included in these figures.
Leggett, Britton	Assistant Professor	Ph.D.	Marketing, General Business	6	12	15*		Dr. Leggett taught an independent study course in the spring semester
Phillips, Becky	Associate Professor	M.B.A.	Accounting, General Business		12	12	6	Faculty Athletic Representative
Adjunct Faculty UAM and National Park College (N.P.C.) Faculty								
Davis, Staci	Adjunct	M.B.A.	General Business		6	6		
Wells-O'Rear, Wendy	Adjunct	D.B.A.	Hospitality		6			Resigned as adjunct after fall semester
Walthall, Carrie	NPC	M.B.A.	NPC		6	3		Full time faculty at NPC
Ritter, Janetta	NPC	M.B.A.	NPC		3	6		Full Time Faculty at NPC
Nelson, Kendall	NPC	D.B.A.	NPC		3			Adjunct in UAM NPC program
Brown, Tena	NPC	M.Ed.	NPC			3		Full Time Faculty at NPC

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

Dr. Shanna Knowles taught a graduate level course in the College of Forestry, Agriculture, and Natural Resources NRM 5403 Leadership in a Forest Business. This was the first time business faculty had taught a course in forestry, and the first time business faculty had taught a graduate course in several years.

The major change in faculty in the past year has been an increase in adjunct instructors as a result of the partnership between UAM and NPC. Under the agreement faculty at NPC teach the UAM courses as part of their course load. Instructors Walthall, Ritter, and Brown were long-term faculty members at NPC. Four UAM classes were offered each semester last year, with Ms. Walthall and Ms. Ritter teaching one to two classes each semester. With two cohorts of students this year, nine UAM courses are scheduled for fall 2024. Dr. Donna Kay of NPC will teach one of the classes. With the greater enrollment NPC has hired a full-time faculty member who will teach

four to five UAM courses this fall, Mr. Zane Shnaekel.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2014-15	5343	6.4% (from 5022 in 2013-14)	Only positive change in first half of decade, one of the larger percentage changes over this time
2015-16	4959	-7.2%	Largest decrease over period shown in table
2016-17	4783	-3.6%	
2017-18	4688	-1.9%	
2018-19	4674	-0.3%	Four consecutive decreases, but the percentages fell each year, and this year was less than half a percentage point
2019-20	5277	12.9%	A significant increase in SSCH over the previous year and the largest percentage change over the period shown in the table
2020-21	5722	8.4%	Increase in SSCH for second year in a row, second largest changes over period shown
2021-22	5372	-6.1%	A decrease, the second largest decrease over the period shown, but as it followed two successive years of significant increases total SSCH still exceeds the total SSCH during and before 2019-20
2022-23	5464	1.7%	An increase, SSCH increased in three of the past four years and continued to exceed SSCH of 2019-20
2023-24	5874	7.5%	The third largest percentage increase shown in the table. SSCH have increased in four of the past five years and have now exceeded the peak SSCH of 2020-21. This is the first year UAM students at National Park were included in SSCH.

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

The overall experience with SSCH has been encouraging. Credit hours have increased each year since 2019-2020, with the exception of a sharp decrease of 6.1percent in 2021-2022. After a modest increase of 1.7 percent in the previous year, credit hours rebounded to increase 7.5 percent this past year. The 5874 SSCH is the largest value in the past ten years. 2023-2024 was the initial year of enrollment for students in the NPC program. With seven students in the fall semester and eight in the spring, the NPC enrollment accounted for approximately half of the increase of 410 hours. In fall of 2024 the School will have both returning students and new students in the program. NPC enrollment should continue to have a positive impact on SSCH and should begin to show up in

progression and completion data as well. SSCH also reflect courses being offered online in the summer and some courses being offered online for the first time. In Summer II 2023, Business Statistics II was offered online for the first time and thirty-four students enrolled, a good enrollment for a summer course.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
National Park College	Two Year College	Start Here Finish Here: A two-plus-two program offering UAM upper level business courses at NPC taught by their faculty as adjuncts, enabling NPC students to earn a UAM BBA at their campus	Proposed and developed AY 2021-22, first classes offered Fall 2023	Second year of implementation, first classes offered fall 2023. In 2024-2025 the full four semester program of junior and senior classes will be offered on the NPC campus.	August 2024
Phillips County Community College	Two-Year College	Articulation agreement between the PCCC Associate of Arts in Business and the UAM BBA	Spring 2024		
Arkansas Small Business and Technology Development Center ASBTDC	U.S. Small Business Administration through a partnership with the UALR School of Business ASBTDC, the lead Center in the state	Economic Development—provide assistance in Economic development—provide assistance in starting and growing businesses in region. Consulting and market research assistance to for-profit businesses			Renewed Annually
Center for Economic Education	Economics Arkansas	Promotes economic education in the k-12 curriculum, provides professional development for k-12 educators	Since 1999		

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

Faculty Scholarly Activity

Presentations and Publications

- Dr. Mike Alexander had the following topics accepted for presentation at the International Academy of Business and Public Administration Disciplines (IABPAD) conferences in Fall 2023, Spring 2024, and Summer 2024. The presentations were also accepted for publication in IABPAD Conference Proceedings. Most of the presentations were co-authored with students in MGMT 4653 the capstone course in the School of Business. Dr. Alexander was the presenter at the in-person conferences. Dr. Alexander and a student presented by Zoom at the online conference. The student received several favorable comments on her presentation.
 - “Spirituality as it Relates to Quality of Life Among College Students,” Fall Conference, Memphis Tennessee
 - “How Can VRIO Be Utilized at Centene” co-authored with eight students, Spring Conference, New Orleans
 - “The Value, Creation, Rareness, Inimitability and Organization of Albertsons” co-authored with four students, Online Summer Conference
 - “How Can VIRO Be Utilized at Wells Fargo” co-authored with four students, Online Summer Conference
- Dr. Curtis Atchley made presentations on accounting topics
 - Was invited to do a session at the ARCPA Accounting Educators Conference demonstrating the similarities between Microsoft Excel and SpreadJS, the spreadsheet software that will be used on the revised CPA exam. Fall 2023
 - *Using Quickbooks in the Classroom* workshop at the Southeast Arkansas Educational Services Cooperative for high school teachers and area businesses, presented with Dr. Shanna Knowles. July 2023
- Dr. Shanna Knowles had the following
 - “Generation Z Individuals Working in a Remote Work Environment: Organizational Commitment and Authentic Leadership as Predictors of Job Satisfaction” ProQuest Dissertations
 - *Using Quickbooks in the Classroom* workshop at the Southeast Arkansas Educational Services Cooperative for high school teachers and area businesses, presented with Dr. Curtis Atchley. Fall 2023
 - Three presentations at the Arkansas Business Educators Associate (ABEA) annual meeting, an organization open to all business teachers within the state of Arkansas: “Entrepreneurship Project”, “Digital Marketing Certification Through Google” and “Chat GPT and AI’s Impact on the Classroom”. July 2023
 - Co-authored presentation at the ABEA conference, Knowles, S., and Leggett, B.R., “GPT 4.0: “Prompts and Add-ons for Business Educators” Presented to the annual Arkansas Business Educators Association Conference July 2023
 - At the July 2024 ABEA conference Dr. Knowles was recognized as the 2023-2024 Collegiate Business

Teacher of the Year. A colleague stated that Dr. Knowles has exceptional leadership qualities and a profound impact not only on students but also on other educators in business education

- “Sustainability in Practice” SOAR Sustainability Conference Southern Arkansas University, April 2024
- “Cultivating Leadership Roles in the Forest Industry: Navigating Challenges and Fostering Growth” International Society of Forest Resources Economics (ISFRE) Symposium Little Rock, April 2024
- Larasatie, P. (presenter) Gutierrez-Castillo, A, Knowles, S. Prior, Y. “Barriers to Implementing DEI-Lessons from U.S. Forest Businesses.” International Association for Business and Society (IABS) Conference, Annapolis, Maryland June 2024
- Chamlagain, K. (presenter), Larasatie, P., Knowles, S., Rubino, E., “How Does a Job in Natural Resources Appeal to Students? The Workforce Analysis with a Focus on Diversity, Equity, and Inclusion,” Biennial Conference on University Education in Natural Resources, Oregon State University, 2024
- Larasatie, P. (presenter) Gutierrez-Castillo, A, Knowles, S. Prior, Y., Moorman, J. “Workforce Analysis in the U.S. Forest and Natural Resources Sector” S. Inclusion Council grant funding. 2024
- Dr. Britton Leggett had the following
 - Knowles, S., and Leggett, B.R., (2023 July) “GPT 4.0: Prompts and Add-ons for Business Educators” Presented to the annual Arkansas Business Educators Association Conference
 - Parker, J. M., James, K. W., Leggett, B. R., & Al-Shammari, M. (2023). “The First 25 Years of Digital Marketing Education Research: A Thematic Exploration and an Agenda for Future Inquiry”. Journal of Marketing Education, November 2024
 - Dr. Leggett has three research projects in progress
 - Leggett, B.R., Parker, J., & Snyder, C. (2024, June). “Social Media and Online Predators: Combining Sentiment with Victim Antecedents,” Presented to the Gulf South Business Research Symposium, Mobile, AL. Awarded best paper of the session.
 - Leggett, B.R., Parker, J., Zoghby, J., Merkle, A.C., & Hair, J.F. (2023, November). “A Multi-Group Analysis of Social Media Influencers by Genre,” Presented to the Annual Society of Marketing Advances Conference, Fort Worth, TX.
 - Ledet, A., Leggett, B.R., & Zoghby, J. (2023, November). “Think Impartial Statements About a Brand are Better than Pessimistic Comments? Think Again!” Presented to the Annual Society of Marketing Advances Conference, Fort Worth, TX.
 - Hopkins, K., Parker, J., Leggett, B.R., Haytko, D., Butler, D., & Mossaei, N. (2023, November). “Faculty Burnout or Well-Being? Using the Wellness Wheel to Reflect and Create an Action Plan for Well-Being,” Presented to the Annual Society of Marketing Advances Conference, Fort Worth, TX.
 - Goehrig, L., Leggett, B.R., & Merkle, A.C. (2023, November). “A Multi-Group Analysis of the Effect of Monetary Incentives on Employee Loyalty and Goal Attainment of Salespeople,” Presented to the Annual Society of Marketing Advances Conference, Fort Worth, TX.
 - Dr. Leggett has made two publications in 2024 to the online popular press site WalletHub.com: “Best Credit Card Deals Commentary” and “Insurance Using Celebrity Endorsers and Pricing Commentary”, San Francisco CA

Professional Development

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

- Dr. Curtis Atchley attended a workshop sponsored by Becker Review on the SpreadJS spreadsheet software, an AICPA (American Institute of CPAs) seminar on changes coming to the CPA exam, and an AICPA seminar on the CPA Evolution redesign of accounting programs and certification.
- Ms. Stephanie Harton obtained a license to sell real estate in the state of Arkansas. She participated in professional development activities related to real estate, insurance, education, and the courses she teaches: Arkansas Salesperson Post-Licensing, AREC Salesperson Best Practices Course, Supporting Curricular Transformation and Innovation in Teaching and Learning, Revamping and Revitalizing Your Teaching Approach, Embracing the Power of Generative AI (Cengage), four Arkansas Insurance Continuing Education workshops, and programs for Social Media Certification (HubSpot Academy) and Human Resource Management Certification (Great Learning Academy).
- Dr. Shanna Knowles attended the St. Louis Federal Reserve online session on Teaching with FRED in the College Classroom (a data base of economic statistics and information). She participated in several LinkedIn Learning sessions on topics related to business, accounting, and technology, including Accounting for Managers, Activity Based Costing, Excel Advanced Formulas and Functions, Excel Creating Business Budgets, and PowerPoint Audio and Video. Dr. Knowles attended a USDA Path to Prosperity South Central Regional Economic Development Series Workshop Strengthening Small Business, and an AR Ideas Professional Development Workshop on Empowering Students With Project-Based Learning.
- Dr. Britton Leggett is a Cengage Faculty Partner Network, a partner in the HubSpot Education Partner Program, and is taking the HubSpot Academy Business Analytics Course: Learn How to Create a Business Analytics Strategy. He has attended multiple research presentations at conferences such as the Society of Marketing Advances, the Academy of Business Research, and Gulf South Business Research.
- Ms. Becky Phillips attended the Arkansas Society of CPA's Educators Conference and is a member of other professional accounting societies.

Notable Faculty or Faculty/Service Projects

Service Projects

- IRS VITA (Volunteer Income Tax Assistance). The program has had two successful years preparing and submitting income tax returns for area residents. Dr. Atchley, Ms. Phillips, and upper-level UAM Accounting Society students prepare and digitally submit income tax returns for area residents with income below a certain level. The IRS requires training and testing before participants are allowed to file returns. There is no charge for this service and clients left with their tax returns submitted digitally

to the IRS. There are three Saturday clinics in February and thereafter by appointment. Ms. Stephanie Harton assisted with the clinics. After its first year of operations in 2023 UAM was promoted from the short-term Growth Team to the long-term Home Territory Status, meaning the School can continue to offer this beneficial service. The program provides hands-on experience to our accounting students. In its second year of operations UAM prepared sixty returns for area residents.

- On-campus dinner for junior and senior accounting majors with members of the Arkansas Society of CPAs and the Southeast Arkansas Chapter of CPAs. October 25 2022. The dinners feature guest speakers and are a great networking opportunity for our students. This event has been highly effective as students have received job offers as a result of contacts made at this dinner. Ms. Becky Phillips initiated the dinner and organizes it each year.
- Economics 101 an economic education workshop for k-12 educators in the area sponsored by Economics Arkansas and UAM. Approximately 20 educators attended the one-day workshop. They participated in hands-on active learning economic education exercises, received resources and information on online resources, and earned six hours of professional development credit.
- Dr. Knowles served as a judge and meeting organizer for a Future Business Leaders of America in the UAM Fine Arts Center. Over 200 students from ten different schools attended. UAM Collegiate FBLA students served as judges for competitive events. She also served as a competition judge for the state office of Arkansas Collegiate FBLA.
- Dr. Knowles secured licensure of the UAM School of Business as an official Microsoft Office testing and certificate site. She secured full funding by ADHE for the licensure and testing fees. In the five years this program has been in operation UAM students have earned 182 certifications. For the first time, UAM had a student place second in the state for the highest earned certification score.
- Dr. Atchley and Ms. Phillips and three members of the UAM Accounting Society visited an accounting class at Monticello High School to encourage them to major in accounting, to attend UAM, and to realize that the CPA is not the only career path in accounting.
- Ms. Phillips did a Budgeting Basics presentation for UAM students at the request of Student Services.

Faculty Grant Awards

- See above. Dr. Knowles wrote grants to secure funding from ADHE for testing and licensure fees as part of the Microsoft Certification program. Dr. Knowles has worked with students to secure funding for transportation to Collegiate FBLA events
- Faculty have submitted proposals to the Centennial Opportunity Fund and received funding for charging stations and signage to identify the back of the BBC building.

Faculty serve as sponsors to Business and University Student Organizations

- Dr. Knowles, Ms. Harton, and Dr. Alexander are co-sponsors of the UAM Collegiate FBLA
- Mr. Hatley is the sponsor of the Finance Club
- Dr. Atchley, Ms. Phillips, and Ms. Harton are co-sponsors of the UAM Accounting Society
- Dr. Alexander is a co-sponsor of the Student Veterans Club
- Dr. Knowles and Ms. Phillips are the co-sponsors of the Investment Club, the newest student organization in the School of Business

Faculty serve on the boards/are members of community organizations

- Dr. Alexander is the Chaplin to the Warren and Monticello police departments
- Mr. Hatley is on the Drew County Chamber of Commerce, a Board member of the local Rotary Chapter, and has been on the Southeast Arkansas Concert Association Board. He makes presentations to students at Monticello and Drew Central High as part of the 'Arkansas Scholars' program, a program to encourage students to make the most of their educational opportunities.
- Dr. Knowles and Ms. Phillips are members of the Board of Mainline Health Services. Ms. Phillips is Chair of the Mainline Finance Committee.

Faculty serve on University Committees and maintain membership in Profession Organizations

- Dr. Alexander is the reserve Herald for the Monticello campus Commencement. He is a member of the University Judicial Board, the Library Committee, and the Chancellor Steering Committee on Strategic Planning. He is a member of the Society of Human Resources
- Dr. Atchley is a member of the UAM Faculty Grievance Committee. He is a member of the Delta Mu Delta Business Honors Society.
- Ms. Harton is a member of the Committee on Committees, an Alternate on the Academic Appeals Committee, and is the editor of the School of Business social media Facebook and Instagram accounts.
- Mr. Hatley served on the Academic Appeals Committee as the School of Business representative.
- Dr. Knowles is a member of the UAM Blackboard Ultra Work Team, the UAM Student Affairs Committee, and the Food Hub Committee. She is a member of the Steering Committee for the Ten-Year Institutional Review by the Higher Learning Commission. She is a member of the National Business Education Association and the Arkansas Business Education Association. She is a member of the Arkansas Center for Forest Business and has served on a research committee on employee demographics in the Arkansas forest industry.
- Dr. Leggett is a member of the Institutional Review Committee and the Athletic Committee. He created and manages the UAM School of Business LinkedIn account. He is a member of the Academy of Marketing Science, the Academy of Business Research, and the Society for Marketing Advances. He is a reviewer for the Journal of Marketing Education and the Society of Marketing Advances. He has been a session chair, co-chair, or track chair for a number of conferences.
- Ms. Phillips is the NCAA Faculty Athletic Representative (FAR), a member and Chair of the Curriculum and Standards Committee, the Chair of the Athletic Committee, and a member of the Student Athlete Advisory Committee. She is a member of the American Institute of Certified Public Accountants (AICPA), the Arkansas Society of Certified Public Accountants (ARCPA), a member of the Strategic Planning Committee of the ARCPA, and a member of the Southeast Arkansas Society of CPAs.

Awards and Recognition

- Dr. Shanna Knowles, Ms. Stephanie Harton, and Mr. Greg Hatley were nominated for the Hornaday Faculty Excellence Award. Mr. Hatley was one of the three finalists for the award.
- At the July 2024 ABEA conference Dr. Knowles was recognized as the 2023-2024 Collegiate Business Teacher of the Year.
- Dr. Leggett received a best paper of the session award for his presentation Social Media and Online: Predators: Combining Sentiment with Victim Antecedents, Gulf South Business Research Symposium Mobile AL.

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

- A significant development in the School of Business was a new student organization, the Investment Club. Scott Saffold of Union Bank, along with Kevin Stephenson, President of the Walton Investment Fund LLC and co-chief investment officer of the Walton Foundation, encouraged the School to establish the investment club as an effective way for students to learn about investing. Mr. Stephenson spoke at the first meeting and personally donated \$11,000 to fund the club. Dr. Knowles and Ms. Phillips agreed to co-sponsor the club and were awarded \$40,000 from the Lukas Walton Foundation to fund the activities of the club, materials for meetings, online resources to research investment opportunities and potential field trips. Speakers during the spring semester included Marsha Masters of Economics Arkansas, Dax Weindorf and Grayson Griffin of Lighthouse Financial, Abbi Pellegrino and Leslie Orozco of the Walton Foundation, Jonathan Bailey WIT LLC (Walton Family, and KC Knobloch and Jay Jones of Edward Jones.
- Physical facilities were enhanced with flooring upgrades. Through a donation by the dean carpet tiles were installed in BBC 316, the one classroom that with the old flooring. Funds obtained through a Centennial Opportunity Fund grant were used to install new flooring in the faculty lounge on the third floor. The faculty lounge is used not only by faculty but by visitors such as guest speakers, etc. and the improved appearance will be more attractive to visitors.
- The School of Business has entered into an articulation agreement with Phillips County Community College, between the PCCC Associate of Arts in business and our BBA program.
- The most significant change in programs this year was the first year of operations of the Start Here Finish There UAM BBA at NPC program. The first group of students have completed two semesters in the program. This year courses for semesters five through eight will be in place. Two new faculty members, one adjunct and one full-time, will be joining the program as instructors. The Higher Learning Commission visited the campus as an additional location this year and gave a favorable report. One of the NPC students made the Chancellors List in Fall 2023 and Spring 2024. Another NPC student received a School of Business scholarship for the coming year.
- Last year the School of Business added a new one-hour course in Business Professionalism as a supportive requirement for both majors. Business schools are beginning to offer courses in the 'soft skills' that are important for employment. The School of Business has scheduled the course but it has not made yet due to low enrollment. It is an upper-level course and the revised curriculum took effect in January. It is an elective for most students and will be for some time until more students are under the revised curriculum, but there may be transfer students who come in under the new catalog and need the course. The School of Business needs to schedule it and offer it even with low enrollment.
- A local firm had contacted the School of Business about workforce training for supervisors. The School has discussed it and are interested, but details have not been worked out. An issue is whether the School should charge a fee for the training. While the School would be willing to do it at no charge as service, there could be questions of equity if other firms make similar requests.

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

Business made several curriculum changes in 2022-2023 with substantial revisions to the accounting and business administration majors. The course requirements for both majors, the business core, and the supportive requirements were revised, with seven new courses being added to the curriculum and six courses being deleted. In 2023-2024 curriculum changes mainly consisted of modifications to course descriptions and prerequisites, with one new course being added to the catalog.

- ACCT 4323 Accounting Information Systems was modified by removing ACCT 3433 Cost Accounting as a prerequisite. The accounting faculty determined the content of Cost Accounting was not necessary to support Accounting Information Systems. There was no reason to require Cost as a prerequisite over any of the other accounting courses in the major.
- ACCT 3413 Intermediate Accounting II was modified by changing the prerequisite from ACCT 2223 Principles of Managerial Accounting to ACCT 3403 Intermediate Accounting I. This reverses a change that was made several years ago, when there were three Intermediate Accounting courses and the faculty at that time wanted students to be able to move directly from Principles into any of the Intermediate courses. Intermediate Accounting III is no longer in the catalog and the course content has been adjusted so that this course sequence is more appropriate.
- ECON 2113 Business Statistics I was modified to reflect the division of content between the two business statistics courses in business statistics I and II.
- FIN 3483 Real Estate Principles was modified to correct an error on prerequisites. There are three 2000-level principles of economics courses (Microeconomics, Macroeconomics, or Agricultural Economics) and the intent was to make any of the three a prerequisite. In the catalog the prerequisites were mistakenly given as 'and' instead of 'or'.
- FIN 4623 International Finance was modified by removing GB 3343 International Business as a prerequisite. Students will take International Business as a business core course, and it is not necessary to take it before the finance content of FIN 4623.
- MKTG 3XXX3 Sports Marketing was added to catalog. The course had previously been offered as a special topics course. Enrollment numbers were good and there were student requests for the subject.
- The new course in Sports Marketing was added to the elective choices for the marketing emphasis.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement. Modify this using faculty examples from this year

Business faculty have continued and built on actions from previous semesters, particularly the use of technology. Accounting is putting greater emphasis on the use of spreadsheets beginning in the Principles courses. PowerPoint is expected or encouraged in student presentations. Faculty demonstrate the use of software templates in class and how to use templates for assignments. Faculty enhance teaching/learning through a variety of methods, including papers and projects, individual and group work, videos by the instructor or

other sources, and case studies. Faculty support face-to-face classes with Blackboard Ultra technology such as recorded classes, recorded short lectures, narrated PowerPoints, and posting PowerPoints in the course shell. Faculty emphasize real-world applications in their course assignments, research projects, and software packages. Some examples of methods or projects faculty use to engage students and improve performance are given below.

- Dr. Alexander Strategic Management: Guest speakers, videos using movie clips to illustrate leadership concepts, the instructor and students co-author presentations/papers at conferences and have had a number accepted. This year the instructor and a student shared the presentation at an on-line Zoom Conference, and there many favorable comments on the student presentation.
- Accounting courses, Dr. Atchley: His courses feature real-world problems, the VITA program is experiential learning in which students prepare and submit actual tax returns, a significant activity for CPA firms. He uses Excel to work problems in class, and shows students how to use templates in Excel for accounting and statistical problems. He developed a new course in data analytics using Excel, and has alleviated some student concerns about the CPA exam by introducing students to the software program that will be used in the exam.
- Ms. Harton Personal Finance, Supply Chain Management, Business Communications—Ms. Harton has projects in Personal Finance on major purchase decisions such as buying insurance, a home, and a vehicle. An in-class project teaches the student how to use a financial calculator to find the future and present value of money. In Entrepreneurship students do a mid-term Business Canvas Model and then create a full Business Plan for a final group project. In Business Communications students develop important communication skills by developing a hard-copy and video resume. In Supply Chain Management students prepare an article summary on recent events in this area. Supply chain management has become an important field in management and supply chain issues have been important economic factors in recent years.
- Mr. Hatley, Economics and Investments. In Macroeconomics students analyze government income and expenses and the national debt. Students selected issues such as education or healthcare and discussed the reason the issue should be prioritized, how it would be funded, and other aspects. In Investments students picked a portfolio of stocks, followed its performance in the stock market, and gave weekly reports on the portfolio.
- Dr. Knowles, Economics, Statistics, Management Information Systems, Production and Operations Management. In Microeconomics students research a current event topic, develop a PowerPoint presentation including a video clip and make a presentation to the class on the topic. Management Information Systems included a student project where students built a website for a small business. She has offered Production Operations Management, Management Information Systems, and Business Statistics I online, business core courses that had previously only been offered face-to-face. Students in Production and Operations Management did a journal article review.
- Dr. Leggett, Marketing. Marketing students in upper-level courses such as Consumer Behavior and Marketing Research give presentations on two chapters from the text, which entails more engagement with the subject matter, as well as an opportunity to gain more experience with presentations. Students have end-of-course projects that take an experiential approach to learning by gathering data and conducting a statistical analysis. For two years students in the Marketing Research class have entered group projects in the poster competition sponsored by the Social Work Club on campus. The competition and the presentation to a wider audience of faculty and students seemed to lead to an extra level of engagement.

- Ms. Phillips, Accounting Courses. Ms. Philips has students in Principles of Financial Accounting, the first accounting class in the curriculum, do some assignments in Excel. Students prepare a set of financial statements using Excel formulas and prepare a cash budget using Excel. Using Excel for these assignments is good preparation for beginning accounting majors and for business majors who will need to draw upon financial statements in their careers. Students in upper-level courses use Excel to complete various real-world projects. Students in Tax Accounting complete a research assignment using Thomson-Reuters CheckPoint, a tax research program. Students use the CheckPoint data base the correct answer to a tax issue and provide citations from the IRS Code. Students prepare tax returns using a real-world tax software. Ms. Phillips also works with upper level accounting students in the VITA program.

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

- Faculty make folders, videos, handouts and other materials based on chapters or units available in Blackboard and refer to them during lectures.
- Faculty use projects and assignments that could have more than one answer or solution, students must present their solution and support it
- Faculty use real-world examples from their work experiences to illustrate concepts in class.
- Faculty use peer teaching and group projects. In peer teaching students have a ‘study partner’ they discuss questions or work problems with at different points during class. Peer teaching is more ‘short answer’ and involves two students. Group projects are longer-term and involve more students.
- In quantitative or problem-based classes students are required to explain and interpret the results, not just give the ‘right’ numerical answer.

Other Unit Student Success Data

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

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

Twenty-seven business administration and accounting students received endowed or non-endowed private scholarships of \$700 to \$2500 for the coming academic year. Recipients are selected by the faculty using the scholarship criteria. Six students were recognized by the faculty as Outstanding Graduates in their major or emphasis. The scholarships and outstanding graduate awards were announced at an end-of-the-year dinner in the University Center. The outstanding graduates received a desk plate engraved with their name and their names and field are added to a plaque outside the School of Business office.

Students in the School earned 32 different Microsoft certifications. In the years this program has been in effect UAM students have earned 182 Microsoft certifications. One of the students earned the second highest certification score in the state.

Eight students in the Collegiate FBLA earned ten awards at the state competition in Little Rock. All students competing live won first place in their events. Eight events were national competition qualifiers.

A UAM student placed first in the Arkansas Collegiate Division of the Spring 2024 Stock Market Game. Members of the UAM Invest Club competed in the Stock Market Game, and a UAM student placed first in the club's first competition.

Five undergraduate group projects were accepted to the UAM Student Research Symposium. The project 'AI: A New and Improved Way of Business' was awarded second place overall and won the 'People's Choice' award.

Revised March 2024

Addenda

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 dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the 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

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

KPI: *Year-to-year student enrollment*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *Year-to-year number of students participating in curricular and co-curricular activities*

KPI: *Year-to-year number of students accessing support services*

KPI: *Student satisfaction rate for support services*

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

KPI: *Academic standing data*

KPI: *15, 30, 45, 60, and 90-hour progression data*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *On-time graduation rate*

KPI: *Number of credentials conferred year-to-year*

KPI: *Employment rates of graduates in fields related to program of study*

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

KPI: *Academic standing data*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: *Number of senior projects and capstone experiences*

KPI: *Number of student internships and practicums*

Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

KPI: *Percentage of faculty receiving “Excellent” or “Exceeds Expectations” on annual faculty evaluations*

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

KPI: *Maintenance of a 5-year rotation of technology*

KPI: *Number of training opportunities released via the Workday Learning Center and/or Blackboard*

KPI: *Number of faculty using Center for Teaching and Learning*

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

KPI: *Number of promotions among UAM faculty and staff*

KPI: *Average years of employment for faculty*

KPI: *Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM's presence in the region, state, and beyond through more customized, targeted social media and other marketing strategies.

Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

KPI: *Number of admission applications year-to-year*

KPI: *Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling of campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

KPI: *Maintenance or construction projects accomplished each year*

KPI: *Disposal and replacement of vehicles and large equipment each year according to set criteria: age, performance, anticipated maintenance cost*

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

KPI: *Number of concurrent enrollment partnerships year-to-year*

KPI: *Number of industry partners year-to-year*

KPI: *Number of students enrolled in noncredit workforce training*

KPI: *Number of academic programs offered with other institutions of higher education year-to-year*

KPI: *Number of articulation agreements year-to-year*

KPI: *Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.*

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

KPI: *Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment*

KPI: *Number of social media posts and hits on the alumni page*

KPI: *Outreach to prospective donors*

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
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary

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