

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Business

Academic Year: 2024 - 2025

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). The first cohort of students successfully completed degree requirements and graduated in May 2025. A similar program at Phillips County Community College is in development, with implementation expected in Fall 2026.

The School of Business continues to expand its programs and course offering formats to meet student needs. 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. We have not promoted the Associate of Science as an online program, but with planning it is possible to earn an Associate of Science online. The sophomore business core requirements are available online during the summer and/or during the semester, and most general education requirements are available online. In the past year most MWF courses have been hybrid, with MW classes being in-person and an equivalent amount of online course activity for Friday.

Over the three years shown in Table 3 business administration majors ranged from 74 to 82 percent of total BBA students, with accounting majors accounting for 25 to 18 percent of enrollment. The difference in enrollment for the two majors is partly due to program curriculum. The business core for both majors is similar, and it is possible to change majors from accounting to business administration with little effect on progress towards degree completion. The business administration major is more flexible, with emphasis areas consisting of 15 to 18 hours of upper-level courses beyond the core with 18-21 hours of elective courses. The accounting major has 33 hours of upper-level accounting courses with no electives. Other differences in the two majors are driven by requirements for CPA licensure. One hundred and fifty credit hours are required for CPA licensure instead of the 120 required for the degree. Some students meet the additional 30-hour requirement through a double major at UAM. Some have met the requirement by enrolling in a Master degree program in Business Administration or Accounting at another institution.

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.

The number of Associate of Science degrees awarded over the past three years has been 52 to 60. Fewer students are graduating with the AS and BBA at the same time; more are completing the AS degree before the BBA. The AS degree has been a positive addition to the program. Business will continue to monitor it, but it will not be a goal or KPI.

- Goal:** **(revised)** Make courses available in more formats in order to meet student scheduling needs.
- Action:** Consider other formats besides the traditional semester offerings when making out schedules. Offer courses online, as 8W courses, with multiple sections, and on a hybrid basis as appropriate.
- KPI:** Offer one or more courses in these formats over the next two years.
Consider a hyperflex course/courses over the next two years.
- Goal:** **(continued)** 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:** (revised) Enhance employment opportunities and learning experiences for students by providing interaction with business professionals.
- Action:** Schedule events with student organizations and students in certain majors or emphasis areas with external audiences.
- KPI:** One-two internships each semester (discontinued—no longer a goal, will continue to respond to business and student requests for internships).
- 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 and 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.
- 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.
- Goal:** (Revised) Upgrade facilities—tables, chairs, and equipment in BBC classrooms.
- Action:** Work with Foundation Fund, Business Advisory Council and others to develop fund-raising methods.
- KPI:** Develop campaign to upgrade at least one classroom over next year.
- Goal:** Partner with Arkansas Center for Forest Business
- Action:** Offer business classes, collaboration 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
<p>Increase the number of AS graduates by 10-20 percent over the next few years.</p> <p>Increase the number of students completing the AS prior to the BBA degree, with a goal of 70 to 80 percent.</p>	<p>When the associate of science was first available several were awarded, but usually to students who were receiving the BBA at the same commencement. There was a drop in the number of AS degrees awarded after it was no longer 'new' to students.</p> <p>In recent years 52 to 60 degrees have been awarded over a three-year period and more students are graduating with the AS before they graduate with the BBA.</p>	<p>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.</p>
<p>Make classes available in more formats to meet student scheduling needs. Offer one or more courses online, as 8W courses, as multiple sections of the same course, or as hybrid courses as appropriate.</p> <p>Consider offering a hyperflex course over the next two years.</p>	<p>Business began offering the freshmen business courses associated with the AS as 8W courses. MWF classes are now hybrid courses offered as MW classes with an online component. Business has maintained the number of online offerings. Multiple sections of the same course may not be a realistic goal.</p> <p>Business did not offer any hyperflex business courses this year. It is something to consider given how many students want some form of online scheduling, but for most of the faculty it will be a new skill.</p>	<p>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 and has only been offered online once in the past five years. The School of Business may consider offering it online every two-three years.</p> <p>Business classes at NPC are offered in the hyperflex mode, and one of the business faculty has taught a hyperflex class in the Forestry Business Certificate program. Some new equipment may be needed as well as training for faculty.</p>
<p>Developing new</p>	<p>There are minors in both accounting</p>	<p>Certificate programs based on a set of existing courses would be the</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>programs drawing on existing courses to reach a wider audience within a time frame of next two years.</p>	<p>and business now. Certificate programs have been discussed.</p>	<p>simplest to create, but there are several points to consider. If the certificate programs are intended for external audiences, i.e. working adults, will they be online? Will undergraduates who take the courses as part of their major receive a certificate?</p>
<p>Offer non-credit course for workforce training. If possible, offer workforce training for a firm next year.</p>	<p>In the past two years two local businesses have contacted the School about workforce training. Academic Affairs has provided some guidelines and workforce training will be a topic for consideration but there may not be program in place until the spring or the next academic year.</p>	<p>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, as well as other units who have done training.</p>
<p>One to two opportunities to interact with business and community members during the year.</p>	<p>The Southeast Arkansas Chapter of Certified Public Accountants meets in the University Center each fall. Junior and Senior accounting majors attend the dinner and meeting and have an opportunity to interact with practicing CPAs. Officers and members of the Investment Club have met with professionals in the financial sector and participated in social events such as a dinner and experiential learning activities such as preparing a presentation in a short period. Three members of the Club were invited to attend a board meeting of the University of Arkansas Foundation Fund to speak about their experiences with the club.</p>	<p>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.</p> <p>The interactions with industry professionals will be a feature of the Investment Club. Officers and club members will travel in state and out of state to hear presentations, to prepare presentations in a short period of time and answer questions over the presentation, and to socialize as part of their professional lives.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>Identify and visit six area high schools in the next year.</p> <p>Revised: Visit at least three area high schools in the next year.</p>	<p>Mr. Atchley, Ms. Phillips, and students in the UAM Accounting Society visited an accounting class at Monticello High School last year. They planned to visit the Whitehall Concurrent Principles of Accounting class to do the same this year but were not able to schedule a visit in the spring semester.</p>	<p>Faculty have had difficulty scheduling these visits. The possibility of visits to high school will be revisited in the coming year.</p>
<p>Develop opportunities to promote UAM and the School of Business to area schools.</p>	<p>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.</p>	<p>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. Collegiate FBLA attended the state leadership conference and won awards in multiple events. The School of Business has publicized the organizations and student awards through our social media and press releases.</p>
<p>Promote career options in accounting other than the CPA to college and high school students.</p>	<p>The accounting faculty inform our accounting students of other career options and will emphasize other options in further visits to high school students.</p>	<p>Nationwide enrollment in accounting programs is falling. Make students aware there are good career options available for accountants that do not require CPA certification.</p> <p>The accounting profession is trying to address the decline in accounting students. We Are Accounting is an organization formed by a group of</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
		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 second 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. The agreement with PCCC is developing into a partnership agreement similar to the NPC partnership, to become operational in fall 2026.	The NPC program increased UAM School of Business credit hours and other measures. The partnership with PCCC is expected to likewise be beneficial for both institutions.
Upgrade facilities – tables, chairs, and equipment in BBC classrooms.	After several years of improvements in flooring and other items in the BBC there were no substantial upgrades in classroom facilities such as tables and chairs. However, there was an upgrade in classroom equipment through part of the grant funding for the Investment Club. The Club meets with speakers, and other clubs/ organizations by Zoom. To facilitate these meetings a new TV screen/monitor, microphones, and cameras were purchased for BBC 316 to provide speakers and our students with the best environment	<p>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.</p> <p>The equipment upgrades associated with the Zoom meetings of the Investment Club can be used for classes as well, and upgrades to other classrooms may be in the future.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
	for Zoom meetings.	
Offer one or more business classes in the Forestry certificate program in next year	Dr. Knowles teaches a course NRM 5403 Leadership in a Forest Business in the graduate certificate program. She has participated in other activities in the CFANR as well.	There may be further opportunities to collaborate with the Arkansas Center for Forest Business. One faculty member has been a co-author on conference presentations with forestry faculty and participated in a grant project as well.

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 business and finance on an international level.

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 understanding of natural and human matters on an international level.
- *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

Table 2: Unit Student Learning Outcomes

University Institutional Learning Outcomes	Unit Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Communication Critical Thinking Team Work	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 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.
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
Communication Critical Thinking Teamwork	Demonstrate competence in the use of common business application software and an understanding of the role of	Information technology is so pervasive in our society and the business environment that this SLO touches on multiple aspects of the University	Competence in the use of common business software, and the ability to adapt to specialized software that may be used by

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	information systems in business	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 for research and business analysis and offers several methods of presenting and communicating information. SharePoint, Zoom, and similar applications support teamwork.	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
<i>Global Learning:</i> Students will demonstrate understanding of natural and human matters on an international level.	Demonstrate an understanding of business and finance on an international level.	An element of the University Mission is to prepare students for the effects of international factors on the economy and nation.	An understanding of international business and its effects is a necessary part of preparing students to participate effectively in the business environment of today.
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	SLO's 2 and 3 are addressed individually and in group projects/teams in business classes.	Preparing students to work with others formally or informally is an important function of higher education.	Business professionals will be expected to work in teams and groups to accomplish goals.

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. Faculty use short assignments, quizzes, presentations, group projects, and research papers. Short assignments, quizzes, and problem-based assignments provide feedback for making adjustments as the course progresses.

Five of the eight assessment projects addressed critical thinking, with oral communication, written communications, and teamwork accounting for the remainder. With one exception all five dimensions were assessed. For the first time, two student organization projects were included. More faculty gave a range of the 0 to 4 scores across the exercise instead of giving the majority of students one rating. The average scores for the dimensions varied as well.

One instructor assessed a case study he developed for an upper level class. He will continue to refine the case study and use it in future assessment exercises. An interesting ‘soft skills’ assignment was leaving a professional voice mail. With students relying on text and other digital messages employers have been concerned about telephone skills, a somewhat overlooked part of oral communication. Individual and group presentations were used for assessment in other classes. The student organization projects both involved external audiences. One project consisted of preparing and submitting simple income tax forms to the IRS for members of the public, with students preparing forms for 71 taxpayers this year. In the other project officers of the organization heard educational sessions on investment from financial professionals. The students were then assigned a project managing a hypothetical endowment fund, followed by a presentation of their investment strategies for the fund to a team of financial professionals.

A summary of results is shown in the table below.

Course	SLO/Rubric	Dimensions	Range of Average Scores	Number Students
BUSI 20103 Business Communications	Oral Communication	3	2.64 to 3.35	28
ECON 22003 Prin. Of Microeconomics	Written Communication	5	2.5 to 2.75	36
ECON 21003 Prin. Of Macroeconomics (two classes: Fall & Spring)	Teamwork	5	2.51 to 2.58	80
ACCT 47773 Auditing	Critical Thinking	5	3.08	12
FINN 46003 Financial Policy & Planning	Critical Thinking	5	2.82 to 3.12	17

MGMT 46503 Strategic Management	Critical Thinking	5	3.83 to 4	24
UAM Accounting Society	Critical Thinking	5	3.25	12
UAM Investment Club	Critical Thinking	5	2.6 to 2.8	5

AACU RUBRIC DATA

Oral Communication

Context/course in which assessment was done: BUSI 20103-91 Business Communication Fall 2024

Describe assignment/exercise used for assessment:

Students were required to demonstrate professional communication skills by leaving a proper voicemail message, simulating a real-world business scenario. The assessment was tied to chapter content and to a video on voicemail etiquette. Each student called the instructor's office phone and left a voicemail. They could choose the topic, but the message must reflect appropriate tone, clarity, structure, and professionalism as outlined in the course content. The purpose of the exercise was to assess the student's ability to apply voicemail etiquette principles practically and spontaneously, simulating real business communication scenarios.

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	4	13	8	3		2.64	28
Language	2	24	2			3	28
Delivery	12	14	2			3.35	28
Supporting Material							
Central Message							

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

Strengths:

- This project gives students a chance to practice real-world communication skills they will use in the workplace.
- It supports different learning styles to combining textbook content with a helpful video.

- Clear criteria are provided, and there is a built-in penalty for reading from a script, which encourages students to be more natural and authentic.
- Based on the scores, most students are doing well when it comes to speaking clearly and sounding professional.

Weaknesses:

- The assessment may not fully capture each student's true communication ability, especially if they are nervous or make a minor mistake.
- Since students only get one shot, they cannot revise their message, which means small errors could hurt their grade.
- While students do get written feedback with their grade, they do not have a chance to apply that feedback and improve their performance.

Opportunities for Growth:

- Sharing a basic voicemail structure or outline ahead of time could help students organize their thoughts without scripting.
- Providing examples of both strong and weak voicemail messages could give students a clearer picture of expectations.
- Adding a short, recorded comment as part of the feedback could help students hear how to improve their tone or delivery in a more personal way.

Threats to Effectiveness:

- Some students might feel anxious about leaving voicemails, which can affect how confidently and clearly they speak.
- The quality of their voicemail might also be affected by access issues, like a poor phone connection or limited access to a reliable phone.

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

- It may be helpful to allow students a practice round where they can record a voicemail for either peer or self-assessment before turning.
- Sharing examples of both good and bad voicemails and then going through what makes each message strong or weak by connecting it to the provided rubric.
- Other than providing written comments, a short, recorded feedback version, or even personalized one-on-one audio comments, could be more beneficial.

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

No suggestions at this time

Written Communication

Context/course in which assessment was done: ECON 22003 Principles of Microeconomics Fall 2024

Describe assignment/exercise used for assessment:

Project Summary: Students applied Microeconomic concepts learned in class to real world current events. Each student chose a different economic current event and designed a written presentation with illustrative PowerPoint slides with factual information intended to teach others.

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
Organization	9	14	9	3	1	2.75	36
Language	6	13	11	5	1	2.50	36
Delivery	7	11	12	5	1	2.50	36
Supporting Material	8	13	11	3	1	2.67	36
Central Message	8	13	11	3	1	2.67	36

Note: These are the dimensions for the oral communication rubric. The project is described as a written presentation, but the project may be used for a spoken presentation as well. Students prepared a PowerPoint presentation, gave the presentation, and submitted the slides, questions for students, and other materials for the ‘lesson’.

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

Strengths:

- Students had a good success rate. They designed presentations that were professional looking and covered the topics of the assignment. They researched their topic and mostly participated.

Weaknesses:

- Overall lack of experience in presentations led to projects that could have been improved by being less wordy and summarizing more.

Opportunities for Growth:

- As students advance in courses, they will be assigned more presentations and will improve on the skill of how to professionally communicate a topic to an audience.

Threats to Effectiveness:

- The availability of artificial intelligence available to students on the internet will aid students that skip the research and use AI for their information gathering tool.

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

- Providing students with a tip sheet on how to effectively present a presentation to include formatting hints and tricks, not just formatting rules.

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 assessment process is in the early stages and is going smoothly

Critical Thinking

Context/course in which assessment was done: ACCT 47773 Auditing Fall 2024

Describe assignment/exercise used for assessment:

Project: In order to give accounting students taking the auditing course an idea on what they are likely to encounter in the real world, an audit project/case was developed to emulate how an audit engagement will be considered, accepted, and completed.

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	4	6	1	1		3.08	12
Evidence	4	6	1	1		3.08	12
Influence of Context and Assumptions	4	6	1	1		3.08	12
Student's Position (Perspective, Thesis/Hypothesis)	4	6	1	1		3.08	12
Conclusion and Related Outcomes (Implications and Consequences}	4	6	1	1		3.08	12

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

Strengths:

- This project demonstrates how the material presented in the textbook is used to complete an actual audit.

- This project emphasizes the important fact that to be a good auditor, one must be a good accountant, as an auditor is the subject matter expert in all phases of the audit.

Weaknesses:

- The project included lots of moving pieces, which caused the students to be a bit overwhelmed at times. This was not the intent of the project; some modifications might be needed to either the project itself or how the material is presented out of the textbook.

Opportunities for Growth:

- The project ended up being a vital component of this Audit course due to its real-world applications; thus, it needs to become a permanent part of the course.
- This project was presented to the entire course in the Fall 2024 semester. The project might work better as a group project to allow students in each group to compare results and findings with other groups.

Threats to Effectiveness:

- This project needs to be modified just a bit because it ended up being very time-consuming and there were concerns that it might not get completely covered by the end of the semester.

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

- The project is valuable due to real-world applications. The project was a case study developed for the auditing course and will be modified and adjusted to be less time-consuming and less overwhelming in future classes.

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

None at this time.

Critical Thinking

Context/course in which assessment was done: FINN 46003 Financial Policy & Planning Fall 2024

Describe assignment/exercise used for assessment:

Project: Students worked in groups to present a financial analysis of an existing business. This is a senior course and could be considered a capstone course for the Finance emphasis.

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	4	7	5	1		2.82	17

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
Evidence	5	7	4	1		2.94	17
Influence of Context and Assumptions	5	6	5	1		3.12	17
Student's Position (Perspective, Thesis/Hypothesis)	5	7	3	2		2.88	17
Conclusion and Related Outcomes (Implications and Consequences}	4	7	5	1		2.82	17

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

Strengths:

- The project was a learning experience for students, in analyzing financial information and presenting it.

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.

Threats to Effectiveness:

- Some of the ideas lacked depth or were unrealistic, this leaves room for growth.

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

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

Critical Thinking

Context/course in which assessment was done: MGMT 46503 Strategic Management Spring 2025

Describe assignment/exercise used for assessment:

Class Project & Presentation: Students were each assigned a company and tasked with conducting a comprehensive two-page analysis using

Michael Porter’s Five Forces framework. Their summaries were expected to integrate relevant academic research to support their findings. In addition to the written component, students delivered brief presentations highlighting key insights and strategic implications derived from their analysis.

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	20	4				3.83	24
Evidence	24					4.00	24
Influence of Context and Assumptions	24					4.00	24
Student’s Position (Perspective, Thesis/Hypothesis)	21	3				3.88	24
Conclusion and Related Outcomes (Implications and Consequences}	24					4.00	24

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

Strengths:

- Most students scored the highest level in all areas. Everyone did well with using evidence, understanding context, and drawing strong conclusions. Students also clearly explained issues and presented thoughtful viewpoints.

Weaknesses:

- A few students scored slightly lower in explaining issues and stating their position. These students may need to work on being clearer and more detailed in their analysis.

Opportunities for Growth:

- The class is doing well overall, so the focus is on helping everyone reach the top level. Group discussions or peer feedback could help strengthen weaker areas.

Threats to Effectiveness:

- If students only focus on meeting rubric expectations, they may miss chances to grow in creativity and deeper thinking. Without new challenges, their skills could level off instead of improving further.

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

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

Critical Thinking

Context/course in which assessment was done: UAM Accounting Society, Spring 2025

Describe assignment/exercise used for assessment:

Project: The UAM Accounting Society prepared 2024 tax returns for the public through the IRS Volunteer Income Tax Assistance (VITA) program during the month of February. Students greeted participants, gathered information about the tax return, and prepared the tax return using Tax Slayer Pro software. There were 12 students who participated in this program. The students were from all classifications, freshmen through seniors. A total of 71 tax returns were prepared. The students must learn to ask questions of the participants and to use the answers to determine how it will impact the tax return. The returns were approved or returned for corrections by program advisors, Dr. Curtis Atchley and Becky Phillips. There were three locations for the program this year: UAM Campus – Monticello, Warren, and the Senior Citizen’s Center in Monticello. This is the third year for UAM to compete in the program.

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	4	7	1			3.25	12
Evidence	4	7	1			3.25	12
Influence of Context and Assumptions	4	7	1			3.25	12
Student’s Position (Perspective, Thesis/Hypothesis)	4	7	1			3.25	12
Conclusion and Related Outcomes (Implications and Consequences}	4	7	1			3.25	12

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

Strengths:

- Students learn to interact with the general public.
- Students learn to gather data, ask questions, and input the data to prepare a tax return.
- Students learn to work together to complete the tasks.

Weaknesses:

- The federal tax course is a senior level course, so many of the students had not taken the course. It was more difficult for them to know what to do, but they asked questions and learned something from each tax return they prepared.
- Coordinators agreed to offer the program in Warren this year; however, the number of returns prepared at that location was disappointing.

Opportunities for Growth:

- This program offers a great learning opportunity for the students. It is a great item to put on their resume to show that they have real-world tax preparation experience.
- This program offers a great service to our communities. Most of the participants are low-income people who cannot afford to pay a large fee to professional tax preparers. The community members are always grateful for the program. The coordinators and students will continue to promote the program extensively to reach as many people as possible.
- In 2026, the coordinators want to do an earlier date at the Senior Citizen’s Center because there are more opportunities to provide the service to those attending.

Threats to Effectiveness:

- Having a sufficient number of accounting majors to work the program is a concern.

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

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

Critical Thinking

Context/course in which assessment was done: UAM Investment Club Fall 2024

Describe assignment/exercise used for assessment:

Project: UAM Investment Club officers attending an investment training retreat where they listened to industry professionals present educational sessions on the following topics: stocks, bonds, mutual funds, venture capital, international investments, compound interest, and the purpose of an endowment and charity foundation. After the training sessions, the students were given a project to manage an endowment for a fictional foundation by following the directives of the donors. The objective of the project was to invest the funds in a way that provided independent financial sustainability. The students presented their investment strategies to a team of professionals that work in the financial industry.

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		4	1			2.8	5
Evidence		4	1			2.8	5

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		3	2			2.6	5
Student's Position (Perspective, Thesis/Hypothesis)		4	1			2.8	5
Conclusion and Related Outcomes (Implications and Consequences}		4	1			2.8	5

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

Strengths:

- Students learned new terms and content from educational situations and applied the learning to a critical thinking project. The project was to design an investment strategy for an endowment fund.

Weaknesses:

- Students were unfamiliar with all aspects of how to invest endowment funds and thus applied critical thinking but did not fully comprehend all aspects such as diversifying their strategy in international funds or venture capital opportunities.

Opportunities for Growth:

- Continue to provide knowledge and training in investment strategy approaches.

Threats to Effectiveness:

- The effectiveness of the educational training provided by the Investment Club will be influenced by student participation in club meetings outside of the classroom setting. Work, class work, extracurricular activities, and internship requirements stretch a student's time and availability.

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

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

Teamwork

Context/course in which assessment was done: ECON 21003 Principles of Economics, Fall 2024 and Spring 2025

Describe assignment/exercise used for assessment:

Students did a group project on the national budget. Students analyzed 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.

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	12	32	23	13		2.54	80
Facilitates the Contributions of Team Members	12	30	25	13		2.51	80
Individual Contributions Outside of Team Meetings	12	25	30	13		2.45	80
Fosters Constructive Team Climate	12	27	28	13		2.48	80
Responds to Conflict	12	25	30	13		2.45	80

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

Strengths:

- Just about everyone gave something to the project, however there were 12 students who stood far above their peers and took the assignment very seriously.
- Every student left the class with a good understanding of our national debt.
- 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:

- Many students felt overwhelmed with the task. Others had never worked in group settings or made class presentations before.
- Thirteen students did very little work.

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 started out by letting others take the lead, but once the groups were in full swing, most became somewhat engaged. Each group met this challenge head-on and did reasonably well on their projects. Again, twelve students stood far above the rest of the class, and the faculty member expects great things from these students whatever they choose to do in life.

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

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

Online Class Assessment Based on Simplified OSCQR: Unit Summary

Fill in unit totals in each box below; summarize action plans (if any are needed) for each Standard; do SWOT analysis based on this data. Note: First Row, Fall 2024 fifteen surveys, 13 responses 87% response rate; Second Row, Spring 2025 fifteen surveys, 11 responses 73% response rate; Third row, Summer I 2025 seven surveys, 7 responses 100% response rate

Standard		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
1>Welcome, overview and information							
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.	Fall 2024 Spring 2025 Summer 2025	12 10 7	1	1			Average Score 97% Average Score 94% Average Score 100%
2.Course Organization							
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	Fall 2024 Spring 2025 Summer 2025	11 10 7	2 1				Average Score 95% Average Score 97% Average Score 100%
3.Accessibility	Fall 2024 Spring 2025 Summer 2025						Overall Average 73% Overall Average 71% Overall Average 82%
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	Fall 2024 Spring 2025 Summer 2025	4 6 4	1 1	1 3 1	3 1	4 1 1	Average Score 56% Average Scores 70% Average Score 83%
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.	Fall 2024 Spring 2025 Summer 2025	6 3 4	1 2	1 2 1		6 5	Average Score 90% Average Score 72% Average Score 81%
4.Course Activities	Fall 2024 Spring 2025 Summer 2025						Overall Average 98% Overall Average 96% Overall Average 100%

4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	Fall 2024 Spring 2025 Summer 2025	9 8 5	1	1		3 2 2	Average Score 98% Average Score 96% Average Score 100%
4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such as critical reflection or analysis.	Fall 2024 Spring 2025 Summer 2025	13 11 7					Average Score 100% Average Score 100% Average Score 100%
5.Interaction	Fall 2024 Spring 2025 Summer 2025						Overall Average 95% Overall Average 94% Overall Average 99%
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	Fall 2024 Spring 2025 Summer 2025	13 10 7	1				Average Score 100% Average Score 97%
5.2. Expectations for interaction are clearly stated.	Fall 2024 Spring 2025 Summer 2025	12 10 7				1 1	Average Score 100% Average Score 100%
5.3. Learners have the opportunity to get to know the instructor.	Fall 2024 Spring 2025 Summer 2025	8 8 6	5 2 1	1			Average Score 87% Average Score 88%
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	Fall 2024 Spring 2025 Summer 2025	9 8 4	3	1		1 2 3	Average Score 92% Average Score 93% Average Score 100%
6.Technology Requirements	Fall 2024 Spring 2025 Summer 2025						Overall Average 100% Overall Average 90% Overall Average 100%
6.1. Students are provided with detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.	Fall 2024 Spring 2025 Summer 2025	12 9 7	2			1	Average Score 100% Average Score 94% Average Score 100%
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	Fall 2024 Spring 2025 Summer 2025	10 8 4	1		1	3 1 3	Average Score 100% Average Score 87% Average Score 100%

Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in your academic unit?

Strengths:

- Response rates were good for all three periods, although 73 percent for Spring 2025 is a bit concerning.
- Highest rankings and scores were for the areas that are the closest to syllabi and course content for in-person classes: item 1.1 on introduction and overview, 2.1 on course organization, 4.2 on course activities and thinking skills, and 5.1 on instructor feedback and 5.3 on opportunity on getting to know the instructor. These ratings would be expected on the basis of syllabus review for both in-person and online courses.

Weaknesses:

- Section 3 on accessibility through voice captioning for videos and using Blackboard Ally reports to identify and correct accessibility problems in course content had the lowest ratings and average scores. On 3.1 and 3.2 eleven of the 31 total responses were not applicable. The overall ratings generated by the software are a bit misleading as the ratings do not take the not applicable responses into account. These courses may not use videos or may use other visual tools such as spreadsheets with narration.
- Interaction and opportunities for collaboration items had lower scores, with 4.1 and 5.4 having a number of ‘not applicable’ responses. If the courses are quantitative/require calculations the instructions may prefer individual efforts instead of collaboration and interaction. Discussion boards may not be applicable for all classes.

Opportunities:

- Blackboard Ultra may facilitate closed captioning for videos by making it easier.
- The unit may need discussion or clarification on whether interaction and collaboration are needed in all courses. Are instructors responding with ‘not applicable’ because there are no group projects, or for some other reason?

Threats:

- As closed captioning becomes the norm, faculty who do not take advantage of this tool may have negative reactions from students.

To what extent do you believe your unit’s online classes meet the federal government’s requirements for “regular and substantive”? The following link provides definitions and guidance regarding the requirements: <https://oscqr.suny.edu/rsi/>.

In terms of the graphic dashboard for Regular & Substantive Interaction, business classes are in the upper side or green side of the image. There is variation in course shells, with some instructors using video captioning last year. Most instructors use videos or have lectures accompanied by PowerPoints, spreadsheet calculations, or other visual aids for the lecture. Faculty are working on captioning for videos this summer, so there should be more lectures with captioning in the coming year. There should be clarification of why captioning was considered ‘not applicable.’

Online instructors give feedback with notes in the comments section of Blackboard gradebook and video lectures over assignments once they have been graded and returned. A number of online instructors have discussion board assignments, but others do not. In certain classes ‘collaboration’ may not be a feature if the instructor thinks it could result in students not doing their own work. ‘Not applicable’ may also be a topic for faculty meetings, to see why this feature is not relevant for particular courses.

Data-based Unit Changes

Summarize all of your unit changes predicated on assessment data.

The instructors made recommendations for improving performance in their assessments such as providing tip sheets, models of correct formatting for PowerPoint slides, introducing the project earlier in the course to give feedback earlier and possibly giving the students a second assignment on the project. Content issues were mentioned in some of the assessments, such as the Investment Club officers not being familiar with all the investment products. Most of the weaknesses noted were ‘soft skills’ such as anxiety about public speaking or being uncomfortable with group projects. Presentations and group work are part of many business classes, and experience over time may help with anxiety.

Business made several curriculum changes in the spring of 2024, including a new one-hour upper-level course in Business Professionalism, and an Excel-based data analysis in accounting. The new courses address soft skills and technical skills. Student evaluations of both courses were positive. This year changes have been made by instructors on a course-by-course basis.

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 2022	Fall 2023	Fall 2024	3-Year Total & Average	Total & Average for 10 most recent years
Freshman	9	13	11	33, 11	189, 17.2
Sophomore	12	4	5	21, 7	147, 13.4
Junior	14	10	3	27, 9	141, 12.8

Senior	9	15	10	34, 11.3	159, 14.5
Post Bach	2	0	3	5, 1.7	18, 1.6
Total	46	42	32	120, 40	654, 59.5

UNDERGRADUATE PROGRAM MAJOR: Business Administration

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	39	40	53	132, 44	549, 49.9
Sophomore	30	24	29	83, 27.7	330, 30
Junior	39	42	27	108, 36	364, 33.1
Senior	25	39	40	104, 34.7	311, 28.3
Post Bach	0	1	0	1, .3	7, 0.7
Total	133	146	149	428, 142.7	1568, 142.5

UNDERGRADUATE PROGRAM MAJOR: Business Administration with National Park College

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	39	40	53	132, 44	549, 49.9
Sophomore	30	24	29	83, 27.7	330, 30
Junior	39	49*	37*	125, 41.7	381, 34.6
Senior	25	39	47*	111, 37	318, 28.9
Post Bach	0	1	0	1, 0.3	7, 0.6
Total	133	153	166	452, 150.7	1585, 144.1

UNDERGRADUATE PROGRAM MAJOR: Associate of Science in Business

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	2019-2024 Total & Average
Freshman	0	6	7	13, 4.3	22, 3.7
Sophomore	4	3	3	10, 3.3	13, 2.2
Junior	5	1	5	11, 3.7	19, 3.2
Senior	1	2	3	6, 2	13, 2.2
Post Bach NA	0	0	0	0, 0	0, 0
Total	10	12	18	40, 13.3	67, 11.2

GRADUATE PROGRAM MAJOR: Not Applicable

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

Strengths:

- Accounting
 - From 2014 to 2017 the number of accounting majors was roughly in the mid-seventies, reaching a high of 76 in 2016. The number of accounting majors fell to 59 in 2018 and remained near that level until 2022 when enrollment fell to 46. There have been past patterns of accounting enrollment falling and then stabilizing at a new level for a period. Hopefully accounting enrollment might stabilize at a level in the 40s. However, there was a further decline to 32 in 2024. An anomaly was the single digit enrollment of nine freshmen in the fall of 2022. In successive years this small class has been working its way through the class levels with four sophomores in 2023 and three juniors in 2024. For all years shown the ten-year averages exceed the averages over the past three years.
 - Hopefully accounting enrollment will rebound and stabilize at enrollments in the forties in the coming years. Students in the principles class have expressed an interest in becoming majors. The revisions to the CPA exam have been a source of uncertainty and the revised exam is in place now. The decline in accounting majors is not specific to UAM. The accounting profession has been concerned with the demographic possibility that the number of retirements may exceed the number of entrants in coming years. The profession has taken steps to publicize careers in accounting, including options other than becoming a CPA. For several years 150 credit hours have been required for licensure, resulting in another year of tuition and fees and an opportunity cost of a year's salary. Twenty states have modified their requirements from 150 hours and one year of employment under a CPA to 120 hours and two years of employment under a CPA. Arkansas is considering the change in requirements and may join the twenty states in the next year.
 - Accounting majors have been among our strongest students academically. The majority enter college with ACT scores in the mid- to upper-twenties and most graduate with honors. It is unusual for an accounting major to place in developmental classes. Several foundation fund scholarships have been endowed by accounting alumni. Tracking information for graduates is better for accounting graduates.
- Business Administration:
 - From 2014 to 2024 the number of Business Administration majors varied from 130 to 155, with the most recent years in the mid- to upper 140s. Of the data shown in the tables the business administration enrollment in junior and senior years are the only instances in which the recent three-year averages exceed the ten-year averages. There has always been some movement between the two majors in the business school, with most of the movement being accounting majors changing to business administration. Some of the recent changes in business administration must be attributed to the BBA program at National Park College (NPC). Students at National Park can earn a Bachelor of Business Administration with an emphasis in general business from UAM from courses taught on their campus. Fall of 2023 was the first year of enrollment for the program with seven students that semester, and more enrolling in the spring. After eight students graduated in May

there are now 15 students enrolled in the program. While the absolute numbers may seem small the effect on measures such as student semester credit hours and other data measures can be significant.

- Business Administration with NPC table: The table attempts to illustrate the effect of the NPC enrollment on the business administration major. As shown these measures are collected in the fall and transfer students may be shown as freshmen during the first year of enrollment. Students come into the program with an associate degree or within eight hours of an associate degree.
- Associate of Science: The Associate of Science in Business was first available to students in 2019, with the first graduates in the spring of 2019. There is a pattern of students not declaring the associate as a major until they are close to completing the BBA and realize they have met the requirements for an associate. An Associate of Science can give students a way to participate in commencement if they have not met the requirements for the four-year degree. The associate has been a positive addition to the school and has increased the options available to our students. Some freshmen declare the major because they are not interested in the time commitment of a four-year degree. Some students 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 go on to earn a BBA.
- Minors: The School of Business has minors in Business Administration and Accounting. Over the past five years, twenty-one students have declared a minor in Business Administration, with ten minors awarded. Three minors were awarded to Computer Information Systems majors and two to Political Science majors, with the remainder awarded to Land Surveying, Nursing, Mathematics, Pre-Law, and Psychology majors. In addition, two Business Administration majors declared a minor in accounting.

Weaknesses:

- Competition from online degrees and online courses. The School has increased its online offerings, but it is not possible to earn a BBA from UAM with all online classes. With summer schedules all the courses in the associate program are available online, but not in the BBA. Students may be able to attend individual semesters online, but at some point, students must take in-person classes. More students, first-time freshmen and transfer students, are enrolling with the expectation they can go all online. Students have told faculty members that relatives or friends have earned a BBA from UAM and were able to go all online. That perception may come from knowing students who were able to go online for a semester or two, or able to combine UAM online courses with transfer courses from Grantham University.
- Realistically speaking program accreditation is a long-term goal that requires many resources the school does not have at present. Students at UAM have expressed interest in an MBA program, which would likewise require many resources the school does not have. Accounting majors at other institutions may be able to meet the 150-hour CPA certification requirement by entering MBA programs at those schools. UAM graduates who are interested in further study in business areas must consider other schools.

Opportunities for Growth:

- The 2023 cohort of students in the National Park College successfully completed the requirements for the BBA. They participated in the UAM and the NPC spring commencement ceremonies. In the two years of operations the NPC program has resulted in improved measures in the number of majors and measures such as SSCH. In the 2025 Graduates Survey results NPC students mentioned both NPC and UAM faculty and staff members by name as contributing to their success. Students have been very complimentary of the program and appreciative of the opportunity to earn a four-year degree on their campus.
- Business will be participating in a second program with Phillips County Community College, with the first cohort planned for Fall

2026. The experience with NPC was positive and encouraging, and the expansion to PCCC-UA is expected to be the same.

- Business has scheduled more hybrid courses, combined in-person and online elements of classes, and give students more flexibility in making their schedules. Many students’ commute, work, and/or have family responsibilities and can benefit from our online and hybrid course offerings. Hyper flex classes may be explored as a format for UAM in-person classes.
- Arkansas may join the states that have changed the requirements for CPA certification from 150 credit hours to 120 credit hours.
- Two resources are the student organizations and the faculty. There are four active student organizations: Collegiate Future Business Leaders of America, the UAM Accounting Society, the Finance Club, and the Investment Club. In the graduating seniors survey students mentioned the organizations as factors that helped them complete their degree. Faculty-student relations are positive. Average ratings for the School of Business were 4.26 to 4.49 on the five numerical student evaluation questions for Spring 2025. For individual faculty average ratings were mostly above 4.0, with some mean ratings of 4.75 to 5. In the Academic Affairs Graduating Seniors Survey students mentioned the faculty including individual faculty members by name as important contributors to their success.

Threats to Effectiveness:

- No online degree, some courses are not available online.
- Schools with a Master of Business Administration or a Master of Accounting have an advantage in preparing for the revised CPA exam and offering 150 credit hours if the hours requirement does not change.
- There is interest in an MBA program at UAM, but it will be some time before that is a possibility.

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 2022	10 (includes 2)	100% (on 10)
Number and percentage graduated in that major during 22-23 academic year	3	30%
Number and percentage graduated in that major during 23-24 academic year	1	10%
Number and percentage that graduated in that major during 24-25 academic year	3	30%

3 not graduated 30%

Major: Business Administration	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	42 (includes 2)	100% (on 42)
Number and percentage graduated in that major during 22-23 academic year	9	21.4%
Number and percentage graduated in that major during 23-24 academic year	18	42.9%
Number and percentage that graduated in that major during 24-25 academic year	2	4.8%

13 not finished 30.9%

Major: Business Administration NPC	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2023	7	100%
Number and percentage graduated in that major during 24-25 academic year	8*	100%

*one student entered the program in spring 2024 took summer courses and was able to graduate in May 2025

Major: Associate of Science in Business	Number	Percentage
Number of majors classified as sophomores (30-59 hours) in fall 2022	17	100%
Number and percentage graduated in that major during 22-23 academic year	3	17.0%
Number and percentage graduated in that major during 23-24 academic year	5	29.4%
Number and percentage that graduated in that major during 24-25 academic year	9	52.9%

Retention and completion figures were good for both of the bachelor degree majors, with approximately 70 percent of business administration and accounting juniors in Fall 2022 completing degree requirements by 2024-2025. While accounting and business administration had similar patterns this year, the data indicated a decline in the progression and completion rates. There were two students with majors in both accounting and business administration, in keeping with recent years. For the associate of science 47 percent of sophomores had completed degree requirements within two years, with all of the seventeen sophomores completing requirements within three years. In the 2023-2024 period completion numbers for the associate degree were similar, being in the 90 percent range. The associate is a two-year degree, so sophomores were selected as the relevant class for comparison. Students are completing the associate degree before the bachelor degree, instead of completing them at the same time.

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

Strengths:

- Accounting had a completion rate of 70 percent over the period shown in the table. This is a respectable completion rate, and it is encouraging that the degree completion rate in the 2022-2023 year rose to 30 percent, compared to 25 percent in the previous report. Some of the fall 2022 juniors must have been on the threshold of senior class status, to complete degree requirements in spring and/or summer I of 2023. However, another development was discouraging, as 30 percent of the fall 2022 cohort had not completed degree requirements by 2024-2025, compared to one student (12.5 percent) in the previous report (2023-2034). Going back to another year, 20 percent had not completed degree requirements after the three-year period shown in the table. Accounting is to some extent subject to small sample effects, but in the past the completion rate was greater than 70 percent. In the past three reports 20 percent, 1 percent, then 30 percent have not completed degree requirements during the period shown in the table.
- Business Administration: The experience in 2024-2025 was very similar to that of the previous report, in terms of number of majors, progression, and degree completion. Approximately 70 percent of business administration majors had completed degree

requirements within three years in either annual report period, with 30 percent not completing. Considering the two-year time frame, approximately 65 percent completed degree requirements within two years, based on the 2023-24 and 2024-25 reports. Progression numbers were better two years ago in the 2022-2023 report, with only 12.8 percent not completing degree requirements within three years, and 79 percent completing degree requirements within two years.

In the NPC program, over 100 percent completed the BBA within the first two years of operation. (One student entered the program in January instead of August and took additional courses in the semester and summer.) Two of the graduates were recognized as outstanding graduates in the general business emphasis. Both students had a 4.0 cumulative grade point average in the UAM program.

- Associate of Science: As the associate is a two-year degree, the sophomore class of fall 2022 was used instead of the junior class. Figures are very good for the associate of science, with 100 percent of the 17 sophomores completing associate degree requirements within the three years shown in the table. In the previous year, approximately 94 percent of the fall 2021 cohort completed degree requirements within the first two years. When the associate degree was added to the program most of the students completed the BBA and the AS at the same graduation period. This year eleven of the students completed the AS degree before completing the BBA, four completed the two degrees at the same time, and two completed the AS degree. It is encouraging that most of the AS students go on to complete the four-year degree.
- While completion and progression numbers are good, in the past the numbers have been better, particularly for the accounting majors. Hopefully accounting will move towards previous levels in the next year.

Opportunities for Growth:

- The National Park College program had a positive effect on the number of majors, retention and completion rates, and Student Semester Credit Hours (as shown in a later section). A similar partnership is in development with Phillips County Community College.

Threats to Effectiveness:

- Competition from other institutions with full online degree programs and professional accreditation.
- Competition from other institutions that can offer a master program in business.

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

Table 5: Gateway Course Success*

Course	Remediation	022-2023		2022-2023		2023-2024		2023-2024		2024-2025		2024-2025		3-Year		3-Year		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Course	Required Remediation																	
Course	No Remediation																	

Course	Remediation	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Course	Required Remediation																
Course	No Remediation																
Course	Required Remediation																
Course	No Remediation																

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

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

Strengths:

Weaknesses:

Opportunities for Growth:

Threats to Effectiveness:

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded:

Undergraduate Program/Major	2022-2023	2023-2024	2024-2025	Three-Year Total	Three-Year Average
Accounting	12	10	9	31	10.3
Business Administration	33	46	39	118	39.88
Business Administration-NPC	NA	NA	8	8	NA
Associate of Science	18	11	23	52	17.3
BBA Total	45	56	56	157	52.3
All Business	63	67	79	209	69.7

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

For all programs the number of degrees awarded continues to meet and exceed the standard for program viability, not only in terms of three-year averages but in individual years as well. Accounting, the smallest of the programs in terms of numbers, has produced an average of 10.3 graduates per year over the past three years. Degrees awarded in Business Administration increased in 2023-2024 but fell in the next year, but the three-year average is still approximately forty degrees per year. The NPC program, while small in numbers, was in its initial stages and had a graduation rate of 100 percent or more. In the past three years, the School of Business has awarded 157 bachelor degrees and 52 associate degrees.

The SWOT analysis after Tables 4 and 5 provided much of the analysis and summary of the data. Enrollment in the School of Business has followed patterns in UAM enrollment over this time. Ten-year averages exceeded three-year averages in all but a few cases. The NPC enrollment has boosted enrollment in Business Administration. The number of degrees awarded in business administration at the Monticello campus fell from 46 to 39, but the NPC program added eight BBA degrees to the program.

Tracking graduates

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

Sources for information on graduates include social media, contacts with faculty for recommendations, graduate surveys conducted by Academic Affairs, and faculty providing information they have on graduates. Some students keep in contact with faculty over time. Faculty have information on graduates, but do not have information on all graduates and processes have not been systematic.

One difficulty encountered last year in completing the table below was the three-year time frame. Faculty had information on graduates but were not sure when they graduated. For this year lists of graduates for the past three years were circulated to faculty for their input. Last year 118 graduates were listed as unknown, this year 75 were unknown. The lists were helpful as 'memory guides' and resulted in information on more graduates, but there are still a number of graduates in the unknown category.

Graduates were listed by major, revealing some differences in the two BBA degrees. Of 31 accounting graduates, nineteen had employment related to their major, ten unrelated to their major, one was in graduate school, and one was unknown. There are fewer accounting students, and it may be easier to keep track of career information. The small group may have closer relations with faculty in the field. Of 126 Business Administration graduates, 27 had found employment related to their major, 12 unrelated to their major, 8 were in graduate school, and 74 were unknown. It may be harder to keep track of the larger number of students in business administration. Another factor is the interpretation of 'related to major.' Business administration is more diverse, with emphasis areas in finance, general business, marketing, and management. Someone with a marketing emphasis could find employment as a general manager that does not draw upon their marketing program. For some employers/positions a bachelor's degree may be required but not necessarily in business. In accounting related to major and not related to major may be more straight forward.

Academic Affairs surveys graduating seniors on several issues. Fourteen business students responded to the May 2025 survey. Three were accounting majors (two were double majors) and eleven were business administration majors. On 'what will most likely be your primary activity upon graduation' two replied graduate or professional school with the remainder saying full-time employment. Ten stated their employment or graduate study is related to the field of study and four stated that it was not. Regarding salary ranges \$50,000-\$74,999 was the most selected, with six choosing this range, followed by \$20,000 to \$34,999 with four responses. All of the respondents were BBA graduates, no AS in Business participated in the survey.

Most of the associate of science graduates go on to earn a bachelor degree in business at UAM, some end their education with the

associate, and some transfer to other institutions. In this report we will focus on the bachelor degrees.

Graduates in the NPC program are included in the number of degrees earned in business administration. In the future, Business will need to work with the partner school to include these students in the tracking data.

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 (3) years

Degree	Number of Graduates
Certificate of proficiency	
Technical certificate	
Associate degree	52
Bachelor degree	157 Accounting: 31 Business Administration: 126
Graduate certificate	
Master degree	

Graduates – Past three (3) years entering the workforce

Degree	Related to major	Unrelated to major	Unknown	Pursuing higher credential
Certificate of proficiency				
Technical certificate				
Associate degree				
Bachelor degree	46 Accounting 19 Business Admin. 27	22 Accounting 10 Business Admin. 12	75 Accounting 1 Business Admin. 74	9 Accounting 1 Business Admin. 8
Graduate certificate				
Master degree				

Salary Range

Degree	Related to major	Unrelated to major	Unknown	Pursuing higher credential
Certificate of proficiency				
Technical certificate				
Associate degree				
Bachelor degree				
Graduate certificate				
Master degree				

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, Michael	Professor	D.B.A.	Management, General Business		12	12	6	
Atchley, Curtis	Assistant Professor	Ph.D.	Accounting, General Business	6	12	12		
Clayton, Marsha	Associate Professor	Ph.D.	Economics, Statistics		3	3		Dean, School of Business
Harton, Stephanie	Instructor	M.B.A.	Management, General Business	6	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		15	18	3	Internship spring, also taught Leadership in a Forest Business Fall 24 for CFANR
Leggett, Britton	Assistant Professor	Ph.D.	Marketing, General Business	6	12	0		Resigned after Fall 2024 semester.
Phillips, Becky	Associate Professor	M.B.A.	Accounting, General Business		12	12	6	NCAA Faculty Athletic Representative (FAR)
Adjunct Faculty UAM, Concurrent, and National Park College (NPC) Faculty								

Faculty Name	Status/ Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Leggett Britton	Instructor	Ph.D.	Adjunct Spring 2025 - Marketing			6		Resigned as full-time faculty after the Fall semester, taught two online courses as an adjunct in the Spring semester
Davis, Staci	Instructor	M.B.A.	Adjunct - General Business		6	6		
Austin, Kathryn	Instructor	M.B.A.	Concurrent - Whitehall		3			
Brown, Tena	Instructor	M.Ed.	NPC			3		Full time at NPC
Kay, Donna	Instructor	Ph.D. education	NPC		3			Full time at NPC
Norris, Dorothy	Instructor	M.A. math	NPC			3		Full time at NPC
Ritter, Janetta	Instructor	M.B.A.	NPC		6	6		Full time at NPC, retired after Spring 2025
Shnaekel, Zane	Instructor	M.S. communic ation	NPC		9	9		Full time at NPC
Walthall, Carrie	Instructor	M.S. econ	NPC		6	3		Full time at NPC

- Dr. Atchley taught AIS 43273 Accounting Information Systems as an independent study for two students in Summer II 2024 to enable them to graduate instead of waiting for it to be offered in Spring 2025.
- Dr. Knowles taught NREM 54003 Leadership in a Forest Business, a graduate course in forestry in Fall 2024.
- Dr. Knowles and Ms. Phillips served as advisors to the Investment Club. Among other tasks this included two field trips, one to Washington DC for the officers and one to Fayetteville for officers and members.

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

Dr. Britton Leggett resigned to accept another position after the fall 2024 semester. Although the change was mid-year the transition was managed with minimum disruption to the students. Two of the spring classes he was scheduled to teach were online and was able to continue with the courses as an adjunct. Both of the in-person classes were cancelled but students were able to enroll in the one of the courses that was offered in the National Park College program that semester.

Dr. Knowles was moved to the faculty position in marketing for the coming 2025-2026 academic year, and her former position was advertised at the instructor level. The position was filled in July 2025.

Janetta Ritter, a long-term faculty member at National Park College, retired at the end of the spring semester. Ms. Ritter has taught in the UAM program at NPC from the beginning of the program. NPC has hired a new faculty member for the coming year.

Kathryn Austin ‘joined’ the school as a concurrent instructor of Principles of Accounting in the Whitehall School District. This was the first time the School of Business has offered a concurrent course.

Callie Becks, the director of the UAM Arkansas Small Business and Technology Center, submitted her resignation in April 2025. The position will not be filled as we received notification that the UAM Center would be discontinued this year.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2015-16	4959	-7.2% (from 5343 in 2014-15)	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 is shown in the table. SSCH has 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

Academic Year	Total SSCH Production	Percentage Change	Comment
			SSCH.
2024-25	5457 6015 with the 558 from NPC	-7.1% 2.4%	The data with and without the NPC credit hours shows the effect of such programs on performance measures.

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

For this report separate data for the NPC program was available. The traditional ‘UAM’ business programs generated 5,457 SSCH in 2024-2025, a 7.1 percent decline from the previous year of 5874. The 7.1 percent was one of the largest changes in recent years, and the first negative change in three years. However, the NPC program generated 558 SSCH, resulting in a total of 6,015 for the School of Business, an increase of 2.4 percent. In 2024-2025 there were two cohorts of NPC students, with all the students in the initial cohort of 2023 returning in 2024.

SSCH increased by 410 hours between 2022-2023 and 2023-2024. Although separate data was not available, the initial group of NPC students is estimated to have accounted for 40 to 50 percent of the increase of 410 hours. The NPC program has had a significant effect on this measure.

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	A two-plus-two program offering UAM upper-level business courses on the NPC campus 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	First year of implementation in fall 2023. Academic Year 2024-2025 second cohort of enrollment, first year junior and senior courses were offered in the fall and spring semesters. Fall 2025 will be the third cohort of enrollment.	August 2025
Phillips County Community College	Two Year College	Articulation Agreement between the PCCC Associate of Arts in Business and the UAM BBA.	Spring 2024		

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Phillips County Community College	Two Year College	A two-plus-two program offering UAM upper-level business courses on the NPC campus taught by their faculty as adjuncts, enabling NPC students to earn a UAM BBA at their campus.	Drafting agreement and securing approvals 2025-2026 First classes planned for Fall 2026		
Center for Economic Education	Economics Arkansas, affiliated with national & international organization Council for Economic Education	Promote economic and financial education which provides professional development to K-12 educators.	Since 1999		
Arkansas Small Business and Technology Development Center ASBTDC	U.S. Small Business Administration through a partnership with the UALR School of Business ASBTDC, lead center in the state	Economic Development: Provides assistance in starting and growing businesses in region. Consulting and market research assistance to for-profit businesses.			Center closed in August of 2025

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
 - Presentation accepted at the International Academy of Business and Public Administration Disciplines (IABPAD) conference in Fall 2024. The presentation was also accepted for publication in the IABPAD Conference Proceedings. The presentations were co-authored with students in MGMT 4653, the capstone course in the School of Business.
 - *Balance Scorecard at Sales Force* Michael A. Alexander Sr., Morgan Wilhite, Lawrence Adetunji, Grant Ozment, Matthew Pennington, International Academy of Business and Public Administration Conference, Las Vegas NV Fall 2024
- Dr. Curtis Atchley
 - Spoke at the Arkansas Certified Public Accountants (ARCPA) Accounting Educators Conference on the new CPA exam and the challenges and successes in promoting accounting.
 - He served on an ARCPA task force to develop an outreach group “We Are Accounting” which was created to raise awareness of the accounting profession.
 - He served as a consultant to three businesses: Consultation to a non-profit controller in Texas on questions raised on various not-for-profit issues; Consultation to an entrepreneur in Missouri on how to set up and operate an accounting, bookkeeping, and payroll business; and Consultation to an accounts payable clerk in Louisiana on various issues related to completing 1099s
- Dr. Shanna Knowles
 - Chamlagain, K., Larasatie, P., Gutierrez, A., Rubino, E., Knowles, S., *Workforce Entry Pattern of University Students Majoring in Forest and Natural Resources* (Conference Proceedings) Society of American Foresters (SAF) Loveland Colorado September 2024
 - Chamlagain, K., Larasatie, P., Gutierrez, A., Rubino, E., Knowles, S., *From asking ‘Would I be ready?’ to Would I belong in? Preparedness Perceptions of Forest and Natural Resources University Students in the United States to Enter the Workforce* Submitted November 2023 to Forest Policy & Economics: Special Issue: Taking Stock of Work and Employment Research in the Forest Sector
 - Chamlagain, K., Larasatie, P., Pelkki M., Gutierrez, A., Rubino, E., Knowles, S., Chetir, S. (2025 March) *From Passion to Profession: Understanding the Career Values that Drive Individuals into Forest and Natural Resource Sectors* (Conference presentation) International Society of Forest Resource Economics Symposium, Myrtle Beach, South Carolina
 - Knowles, S. (2024 July) *Implementing the Stock Market Game*, (Conference Presentation) Arkansas Business Educators Conference
 - Knowles, S. (2024 July) *Real World Business* (Conference Presentation) Arkansas Business Educators Conference
 - Knowles, S., (2025) *Alternative Delivery: Google Digital Marketing & E-Commerce Certificate*, Business Education Journal 79(2) National Business Education Association
 - Knowles, S. (2025) *Technologies and Tools used to Provide Alternative Delivery of Instruction Commentary*, Business Education Forum Journal 79(2) National Business Education Association

- Knowles, S. “Making the Most of Your First Year” August 2024 UAM Campus Professional Development Week.
- Dr. Britton Leggett
 - O’Connor, K.W., Leggett, B.R., Parker, J., Merkle, A.C., & Goehrig, L. (2024 November) “Who is Proctoring my Exam? The Impact of Artificial Intelligence Anxiety and Trust in Technology on Student Satisfaction” presented to the Annual Society of Marketing Advances Conference Tampa Florida
 - Goehrig, L., Leggett, B.R., Merkle, A.C., & O’Connor, K.W., (2024 November) “The Impact of Monetary Incentives on Employee Loyalty, Dishonest Behavior, and Goal Attainment: An Exploratory Study in Sales Management,” presented to the Annual Society of Marketing Advances Conference Tampa Florida
 - Merkle, A.C., Zmich, L., & Leggett, B.R. (2024 November) “Gritty Salespersons Mitigate Relationship Damage in Unethical Sales Subcultures,” presented to the Annual Society of Marketing Advances Conferences Tampa Florida
 - “Testing Hypotheses with Linear Regression Doesn’t Have to be Scary,” (October 2024) Britton Leggett, presented to the MBA Marketing Research Class at the Sykes College of Business at the University of Tampa November 2024
 - “Managing Side Hustle Growth + Intrepreneurship” Britton Leggett, presented to the Entrepreneurship class at the School of Business at the University of Mississippi

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 presented by Wiley Publisher on increasing and maintaining accounting majors: How to Better Support and Inspire Today’s Students. He completed a course on advanced Excel database cleaning skills. He attended workshops on Excel projects being embedded in core accounting courses, a workshop on accounting ethics, and professional development through Workday learning.
- Ms. Stephanie Harton has Arkansas licenses in insurance and real estate. She has participated in professional development activities related to real estate, insurance, and higher education. For real estate she has taken the National Association of Realtors Code of Ethics course, Accredited Buyer’s Representative (ABR) Designation course, Form Simplicity—Optimize Your Transaction Management Workflow Webinar, Personal Safety real estate course, and Marketing, Advertising, and Social Media Compliance for Real Estate. She has completed the following from the Arkansas Department of Insurance: Insurance Claims Handling Basics, Overview of Legal and Ethical Guidelines, Personal Auto Insurance Refresher, and Understanding Insurance Underwriting. From Coursera she has taken Introduction to Microsoft Excel and Micromanagement: What It Is and How to Deal with It.
- Dr. Shanna Knowles transitioned from management to marketing, effective Fall 2025. In addition to completing graduate coursework in marketing she took advantage of professional development opportunities in the field: Analytics and Measurement in Marketing American Marketing Association Virtual Conference March 2025, and The Year Ahead in Marketing, American Marketing Association Virtual Conference January 2025. In higher education she completed the following offerings by Cengage Empowered Educator, January and February 2025: Reaching Today’s Learner: Impactful Teaching Practices, Revolutionizing

Learning: Do You Have What It Takes:, Leveraging AI: Empower Students to Enhance Discussion, Simulations and AI: Critical Thinking Improvement; Introduction to GenAI Tools in Teaching & Learning, and Implementing Student AI Usage. Dr. Knowles attended the REAL Econ for All Conference by Economics Arkansas. Steven Forbes of Forbes Media was the Keynote speaker. Dr. Knowles applied the knowledge from Mr. Forbes keynote address and the conference economic presentation sessions in her Microeconomics course and in advising the UAM Investment Club.

- Ms. Becky Phillips attended the Southeast Arkansas Chapter of CPA's meeting and arranged for a dinner and a meeting on campus with UAM accounting students. She is a member of several professional organizations.
- Dr. Knowles and Ms. Philips are co-advisors of the UAM Investment Club. In this connection they have each had professional development and service opportunities, described in more detail below.

Notable Faculty or Faculty/Service Projects

- The IRS VITA (Volunteer Income Tax Assistance) had its third successful year 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. Ms. Stephanie Harton assisted with the clinics. The program provides hands-on experience to our accounting students. 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. Clinics were offered on-campus on Saturday mornings in February and thereafter by appointment. This year an off-campus clinic was offered for the first time at a Warren location. Approximately 60 returns for area residents were prepared and submitted last year with 71 being prepared this year.
- The UAM Investment Club had its first full year of operations, with Dr. Knowles and Ms. Phillips as the advisors of the student organization. The club is a great opportunity for our students to learn more about investing during their college years and to benefit from interactions with financial professionals. In October the sponsors and five club officers traveled to Washington D.C. to the offices of a major investment firm. They spent two days working with the investment team about their various roles and discussing topics such as equities, private funds, and international markets. Students completed group presentations assigned during the meeting on investing funds, working with their fellow UAM club members and with students from the UAPB club. The students learned to answer questions in stressful situations and to prepare a presentation in a short period of time. The trip expanded the student's cultural horizons as well, with tours of the U.S. Capitol White House, Smithsonian Museums, the Washington Monument, the Lincoln Memorial, and the Martin Luther King Jr. Memorial.
- In the spring eighteen students went on a field trip to Bentonville to meet with members of an Arkansas investment firm and attend sessions on financial topics. The students also had dinner with the team members, which gave them experience with dining with business professionals. The field trip featured a visit to Crystal Bridges as well. Club members participated in the Stock Market Game sponsored by Economics Arkansas. Students invest a hypothetical \$100,000 in the stock market for a period of about eight weeks. Those with the highest returns are recognized at a luncheon in the Clinton Library in Little Rock. One of the students won the collegiate competition for the second consecutive year. Ms. Phillips and Dr. Knowles provided leadership and coordination to the club in its first full year of operations and provided financial assistance that was beneficial to the School and the students by successfully applying for grants for club operations.

- An on-campus dinner was attended by UAM junior and senior accounting majors with members of the Arkansas Society of CPAs and the Southeast Arkansas Chapter of CPAs. October 29, 2024. The dinner featured guest speakers and was a great networking opportunity for the students. This event was highly effective as students have received job offers because of contacts made at this dinner. Ms. Becky Phillips initiated the dinner and organized it each year. Approximately 25 students and CPAs attended this year, and it was the twelfth year for the dinner.
- Dr. Knowles is an active consultant to Arkansas Future Business Leaders of America (FBLA) district III high school and middle school chapters. In this capacity she serves as a judge and meeting organizer for Future Business Leaders of America in the UAM Fine Arts Center. Over 260 students from ten different schools attended the February conference in the Fine Arts Center. UAM Collegiate FBLA students served as competition judges and conference personnel to give them experience in planning, organizing, setting up and running professional meetings.
- Dr. Knowles secured a site license for 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 six years this program has been in operation UAM students have earned numerous certifications.
- Dr. Atchley has used his accounting skills to benefit the university as the scorekeeper at home games in football, basketball, and volleyball, thereby filling what is normally a paid position with his volunteer service.
- Ms. Harton is the School of Business Social Media Coordinator, managing the School’s Facebook and Instagram accounts.
- Ms. Phillips is the Faculty Athletic Representative.

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 a member of the Drew County Chamber of Commerce and the Monticello chapter of the Rotary Club.
- Dr. Knowles and Ms. Phillips are members of the Board of Mainline Health Services. Ms. Phillips is the Treasurer of the Board.
- Dr. Knowles is a member of the Arkansas Work Ready Communities Task Force, Drew and Cleveland Counties.
- Ms. Phillips is the Treasure of Rose Hill Baptist Church.

Faculty serve as sponsors of Business and University Student Organizations

- Dr. Alexander and Dr. Atchley are sponsors of the Student Veterans Club.
- Dr. Atchley is a sponsor of the Catholic Student Ministries.
- Mr. Hatley is the sponsor of the Finance Club.
- Dr. Knowles, Ms. Harton, and Dr. Alexander are sponsors of Collegiate Future Business Leaders of America.
- Dr. Atchley, Ms. Phillips, and Ms. Harton are sponsors of the UAM Accounting Society.
- Dr. Knowles and Ms. Phillips are sponsors of the UAM Investment Club.

Faculty serve on University Committees

- Dr. Alexander is a member of the Library Committee, the University Judicial Board, the Program Review Committee, and the Cost Containment Committee.
- Dr. Atchley has served on the Faculty Equity and Grievance Committee, the Academic Appeals Committee, and the selection committee for the Hornaday Outstanding Faculty Award.
- Ms. Harton is a member of the Committee on Committees and an alternate on the Academic Appeals Committee.
- Dr. Knowles was a member of the Steering Committee for the Ten-Year Institutional Reaccreditation by the Higher Learning Commission, 2002-2024. She is a member of the UAM Blackboard Ultra Work Team, the UAM Student Affairs Committee, and the UAM Food Hub Committee.
- Dr. Leggett was a member of the Institutional Review Committee, the Athletic Committee, and the UAM AI Policy Ad-Hoc Committee.
- Ms. Phillips is a member and a past chair of Curriculum and Standards, Chair and member of the Athletic Committee, and a member of the Student Athlete Advisory Committee.

Faculty are members of Professional Organizations

- Dr. Alexander is a member of the Society of Human Resource Management.
- Dr. Atchley is a member of the Delta Mu Delta Business Honors Society, the National Society of Leadership and Success, and the American Accounting Researchers and Educators Society, and the Arkansas Certified Public Accountants (ARCPA) Society.
- Dr. Knowles is a member of the National Business Education Association (NBEA), the Arkansas Business Education Association (ABEA), the International Society of Forest Resource Economics (ISFRE), and a State of Arkansas Collegiate FBLA Representative.
- Dr. Leggett has been a member, reviewer, and program committee member for the following business and marketing organizations; the Gulf South Business Research Symposium, the Academy of Marketing Science, and the Society for Marketing Advances, and a reviewer for the Journal of Marketing Education.
- Ms. Phillips is a member of the American Institute of Certified Public Accountants (AICPA), the Arkansas Society of Certified Public Accounts (ARCPA) and a member of the ARCPA Strategic Planning Committee, and the Southeast Arkansas Society of CPAs

Faculty Grant Awards

- Dr. Knowles secured full funding for the licensure and testing fees for Microsoft testing and certification from the Arkansas Department of Higher Education.
- Dr. Knowles and Ms. Phillips have applied for grants to a private foundation for to fund the Investment Club and have received grant funds to train club members to develop sustainable financial investment practices. The funds will allow the club to invite inspiring guest speakers, facilitate student travel for experiential learning, support regular meetings and enhance student

membership through comprehensive training and education.

Awards and Recognition

- Dr. Knowles and Ms. Phillips were nominated for the Hornaday Faculty Excellence Award.
- Ms. Becky Phillips received the Hornaday Faculty Excellence Award, the first business faculty member to receive the award.
- Dr. Knowles was named the 2024 Collegiate Business Teacher of the Year for the National Business Education Association Southern Region. She was named a ‘Mover and Shaker’ by Arkansas Business in Volume 41 Issue 39 September 2024.

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

- The first cohort of students in the UAM BBA program at National Park College graduated in May 2025. Two students in the program were awarded private foundation fund scholarships by the business faculty, one for the 2024-2025 academic year and one for the 2025-2026 academic year. Two of the graduating students were recognized by the faculty as Outstanding Graduates in their emphasis.
- Initial steps to establish a similar program with Phillips County Community College have begun, with the first cohort expected to begin classes in Fall 2026.
- The School of Business offered ACCT 20003 Principles of Financial Accounting as a concurrent course in the Whitehall School district, the first concurrent course offered by the School.
- BADM 47001 Business Professionalism a one-hour course in ‘soft skills’ that are important for enrollment was offered in Spring 2025 for the first time with an enrollment of 23 students. The course was an elective until curriculum revisions took effect in January 2025 making it a core requirement for business administration majors.
- Business expanded its hybrid course offerings in the past year, with MWF courses scheduled as MW courses with an online component. In fall 2025, all business classes that were MWF in the past are scheduled as MW. Business does not have an online degree program, and the MW hybrid schedules make it possible for students, particularly upperclassmen, to have a four-day a week schedule, facilitating working and commuting.
- The UAM Investment Club, in its first full year of operations, offered events such as a field trip to Washington D.C. for the officers in the fall (five students) and a field trip to Bentonville Arkansas (18 students) in the spring. The field trips combined learning about investing from professionals who work with financial investment teams with cultural events such as a visit to the Crystal Bridges Museum and tours of the Capitol building, Smithsonian Museums, the Pentagon Memorial, and Arlington Cemetery. The club is housed in the School of Business but is open to all majors. To reach students campus wide the club planned an Investment Symposium on campus for February featuring several speakers that would be available to the entire campus, but unfortunately weather conditions in that week led to cancellation of the Symposium. Hopefully the Symposium can take place in the coming year.

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

Business made extensive curriculum changes in 2022-2023 and 2023-2024. In 2024-2025 curricular changes were editorial, correcting some oversights and changing formatting.

- The capstone course MGMT 46503 Strategic Management was modified by removing BADM 33503 International Business as a prerequisite. International Business had been removed from the business core for accounting majors. The course will have the three junior-level Principles of Finance, Principles of Management, and Principles of Marketing courses plus senior status as prerequisites.
- BADM 47001 Business Professionalism was removed from the supportive requirements for the accounting major to accommodate the one-hour Pathways to Success course required of incoming freshmen. Students will be encouraged to take the course, but the combination of the Pathways and Professionalism course could put degree requirements at 121 hours.
- The Business section of the catalog was modified by a change in format and inclusion of additional information. The introductory section now includes the information that core courses are offered every semester while courses in the emphasis areas and accounting major are offered once a year in the fall or spring. Credit hours in the business core, supportive requirements, major or emphasis areas, and electives were shown for both majors. Formatting changes emphasized the requirements of the programs and differences in the accounting and business administration majors.
- The international student learning outcome for the School was modified to reflect the revised UAM international learning outcome.

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

Business faculty have continued and built on actions from previous semesters, particularly the use of technology. Accounting is putting greater emphasis on the use of spreadsheets beginning in the Principles courses. PowerPoint is expected or encouraged in student presentations. Faculty demonstrate the use of software templates in class and how to use templates for assignments. Faculty support face-to-face classes with Blackboard technology such as recorded classes, recorded short lectures, narrated PowerPoints, and by 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.
- Dr. Atchley Accounting courses: He uses Excel to work problems in class, and shows students how to use templates in Excel for accounting and statistical problems. He modified the Data Analysis course by including more content on interpreting and organizing data, which is part of the new CPA exam. He created a case study for his Auditing course to allow students to relate the textbook material to conducting a real-world audit.
- Ms. Harton: Ms. Harton has projects in Personal Finance on major purchase decisions such as buying insurance, a home, and a

vehicle. A technology-related skill that may be overlooked is using a financial calculator. 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. She has drawn upon some of the concepts in Business Communications to develop the Business Professionalism course.

- Mr. Hatley Economics and Finance: In Macroeconomics students analyze government income and expenses and 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 the performance in the stock market, and gave weekly reports on the portfolio.
- Dr. Knowles Marketing: She will be teaching a different group of courses with the transition to the marketing position, she will employ some of the same methods, such as group projects, student presentations, and student projects with her new course load. She was the first to offer some of the business core classes online, making them available to a wider audience of students.
- 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.

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 use folder structure, make videos, handouts and other materials based on chapters or units available in Blackboard and refer to them during lectures.
- Several faculty record their class sessions and make the recordings available in Blackboard. Access to recorded lectures helps students review points they may have missed or are not clear on, as well as assists students who miss class to keep up with the content. In evaluations, students comment favorably on the recorded class lectures.
- Faculty use real-world examples from their work experiences to illustrate concepts in class. Some faculty have developed case studies for their classes based on their real-world experiences.
- 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 addition to paper and oral presentations, students may be required to develop a PowerPoint presentation over a course topic and submit it as an assignment and/or present it to their fellow students in the course.

Other Unit Student Success Data

- 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 2025-2026 academic year. Recipients are selected by the faculty using the scholarship criteria. Eight 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, as well as their names and field are added to a plaque outside the School of Business office.

- For the second consecutive year, a member of the UAM Investment Club placed first in the Arkansas Collegiate Division of the Stock Market Game. The student's sister, who is also a member of the Club, participated in the Game. Both students were interviewed in a segment on an afternoon show of one of the Little Rock television stations.
- Three members of the Investment Club and the club sponsors were invited guests to the University of Arkansas Foundation Board Meeting in May.
- Students in Collegiate Future Business Leaders of America had another successful year in the state competition. Five UAM students won a total of nine academic awards at the Arkansas FBLA Collegiate Leadership Conference held at Jonesboro Arkansas in March. Five students placed first in the following events: Future Business Executive, Foundations of Technology, Cyber Security, Foundations of Selling, Public Speaking, and Business Presentation (the latter was a two-person team). The students also placed second, fourth, and fifth in other events. The UAM student competitors included two accounting majors, a business administration major, and two computer information systems majors. Some students earned multiple awards, so the number of awards exceeds the number of students).

Revised April 2025

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.*
- *Respect: We respect all people and all points of view, and we promote tolerance and acceptance.*

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 understanding of natural and human matters on an international level.
- *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
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Research (4-year only) 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary

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