

University of Arkansas at Monticello
Unit Annual/Assessment Report

Unit: Business

Academic Year: 2017 - 2018

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? (insert strategic plan, goals and KPIs below)
(See Addendum 1)

The School of Business offers two majors, a minor, and will soon offer an associate degree in business. Majors in Accounting and Business administration lead to the Bachelor of Business Administration (BBA) and an Associate of Science in Business Administration will be offered in 2019. Four concentrations are available under the BBA in Business Administration: Finance, Management, Marketing, and General Business.

The courses in the requirements for the Accounting major qualify students to take the Certified Public Accountant (CPA) exam. Applicants must complete 150 credit hours to take the CPA exam. Many accounting majors who plan to take the exam elect to seek a double major in accounting and another field, typically business administration, and therefore graduate with more than 120 hours. While accounting majors may have more than 120 hours when they complete the BBA, they choose the double major option as it best meets their professional, personal, and financial needs.

Vision:

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

Mission:

The mission of the School of Business is to serve the undergraduate educational needs of business students in southeast Arkansas and the region. The Bachelor of Business Administration degrees in Accounting and Business Administration prepare students to

participate effectively in the business environment of today by providing a foundation in the functional areas of business and an area of specialization, and through developing critical thinking, communication, and analytical skills.

Strategic Plan:

Student Success

Expand academic and degree offerings

Goal: Develop an associate of science in business.

Action: Design the degree program and secure the necessary on campus and external approvals. Promote the degree to students during advising and in classes.

KPI: Degree program approved and ready to accept students in Spring 2019, first graduates in Spring 2019.

Retain and Recruit high achieving faculty and staff

Goal: Hire qualified faculty to revitalize student interest in areas that have seen a decline in enrollment, and to replace faculty losses to retirement and attrition.

Action: Advertise and interview for positions, consider instructor level positions for faculty with professional experience and a Master in Business Administration degree.

KPI: Positions filled at the assistant professor or instructor level.

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

Goal: Enhance employment opportunities to students through internships and networking with business contacts.

Action: Work with businesses that contact us to promote student interest in possible internships. Initiate contact with area businesses to investigate internship possibilities. Develop service learning opportunities for students with area businesses and the Arkansas Small Business and Technology Development Center.

KPI: One-two internships during 2018-2019 academic year.

Enrollment and Retention Gains

Identify and enhance pipelines for recruiting

Goal: Develop Outreach efforts towards area high schools.

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

groups.

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

Coordinate and promote marketing efforts

Goal: Update and revise promotional materials.

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

KPI: At least one new or revised item in place in 2018-2019.

Develop systematic structures for at-risk students

Goal: Provide tutoring in business subjects such as accounting.

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

KPI: Experiment with tutoring alternatives in Spring 2019, 2019-2020.

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

Goal: Articulation agreements with two-year colleges.

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

KPI: Contact two-three community colleges to establish articulation agreements in Spring 2019, 2019-2020.

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Student Success – Expand academic offerings and degree programs. KPI: Establish an associate of science in business.	A proposal was approved by Curriculum and Standards and the Assembly in the Spring of 2018 and by the Board of Trustees in the Fall. The degree will be offered for the first time in the Spring of 2019.	Promote the degree in recruitment efforts, during registration, and in classes. Encourage students to apply for the degree when they are eligible. Use to encourage completion of general education requirements.

KPI	Assessment of Progress	Implications for Future Planning/Change
		The School will promote the Associate of Science in Business by encouraging students to apply for it during class and advising periods, with the goal of awarding 2-5 degrees by May of 2019 and 5-10 degrees by December 2019.
<p>Student Success—retain and recruit high achieving high quality faculty.</p> <p>KPI: Hire qualified faculty to revitalize student interest in areas that have seen a decline in enrollment, and to replace faculty losses to retirement and attrition.</p>	<p>Two tenured faculty members, Dr. Dennis Patterson and Dr. Robert Graber, retired in the end of the 2016-2017 academic year. The management position was filled with a candidate at the doctoral level. The position in finance was not filled due to low enrollment in finance concentration classes.</p> <p>Three positions were vacant at the end of May 2018. All three positions were filled by July 2018. Two of the faculty members had MBAs and professional experience in their field (banking and finance; small business development). The third faculty member has an MBA, an out-of-field doctorate, and graduate hours in business/specialty area, and is planning to take additional graduate hours in the field.</p>	<p>Monitor faculty for response to early retirement announcements and other changes in employment. Advertise and begin job searches in early spring when possible.</p> <p>For several years the possession of a terminal degree has been a priority in hiring business faculty. Recent hires with MBA degrees have brought professional experience to the School that enhances teaching, learning, and interactions with the community. The school will strive to strike a balance between a terminal degree and other qualifications in hiring faculty, such as professional experience.</p>
<p>Student Success-- Coordinate with community leaders in southeast Arkansas to provide student internships and service learning.</p> <p>KPI - Enhance employment opportunities to students through internships and networking with business contacts.</p>	<p>Two students had internships in 2017-2018, one with State Farm and one with the Arkansas Small Business and Technology Development Center (ASBTDC). State Farm has indicated interest in an ongoing internship program.</p>	<p>The School will establish 1-2 business internships in 2019. The ASBTDC is now housed in the School of Business, which should provide more opportunities for internships and service learning to business students.</p> <p>The School will work with the office of Career Services to investigate internship opportunities and will contact area businesses. The School will reexamine the business internship information in the catalog.</p>
<p>Enrollment and Retention Gains—Identify</p>	<p>In 2017-2018 two faculty members made</p>	<p>The School identified six local school districts as</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>and enhance pipeline for recruiting.</p> <p>KPI—Faculty visiting school districts in the service area to promote the University and School.</p>	<p>presentations to classes and/or student organizations in the service area. The unit discussed opportunities to bring high school students to campus.</p>	<p>targets for contact during the 2018-2019 academic year, with a goal of speaking before 8-10 classes and/or groups. The School will invite students from the two school districts in Monticello to attend Business Day, an annual event for UAM business students featuring two to three speakers.</p>
<p>Enrollment and Retention Gains—Coordinate and promote marketing efforts.</p> <p>KPI - Acquiring and updating School of Business promotional material to be displayed at University events.</p>	<p>The School has added jump drives to the items to be distributed to prospective students/majors at university events. The faculty have considered promotional materials—banners, table runners, etc.,--of other units at UAM recruiting events with a view towards updating our display materials.</p>	<p>In 2018-2019 the School will choose a vertical banner and other promotional items for display, students in marketing will be asked to work together or separately to develop a tag line for the business promotional materials.</p>
<p>Enrollment and Retention Gains—Develop a mechanism of providing tutoring in business subjects such as accounting.</p> <p>KPI - 1-2 Student tutors in the business core subject accounting in 2018-2019.</p>	<p>A limited amount of tutoring has been provided on an ad hoc basis by arrangements between students at the encouragement of faculty. An ongoing mechanism has not been identified.</p>	<p>Identify ways to provide tutoring such as work study, assistantships, and/or course credit.</p>
<p>Infrastructure Revitalization and Collaboration—Participation in articulation agreements</p> <p>KPI begin discussion of possibilities of articulation agreements with two year schools.</p>	<p>The unit will discuss possible articulation agreements with two year schools. We will begin discussions in the spring of 2019.</p>	<p>Articulation agreements may lead to an increase in transfer students and possible gains in retention and completion.</p>

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

Table 2: Unit Student Learning Outcomes (See Addendum 2)

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

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p>Demonstrate familiarity with business theory and practice, and in a chosen concentration.</p>	<p>UAM Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Student Success: Develop, deliver, and maintain quality academic programs.</p>	<p>SOB Mission: Serving undergraduate educational needs of business students. Providing a foundation in the functional areas of business.</p> <p>Student Success Expand academic degree programs by offering an associate of science in business. Hiring qualified faculty to revitalize interest in areas and replace retiring faculty. Provide tutoring in core subjects.</p>
<p>Demonstrate critical thinking and communication skills by analyzing business problems and clearly presenting solutions.</p>	<p>UAM Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.</p>	<p>SOB Mission: Serving undergraduate educational needs of business students. Providing a foundation in the functional areas of business.</p> <p>Student Success: Retain and recruit high achieving faculty and staff. Enhance employment opportunities through internships and networking with business. contacts.</p>

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	<p>Student Success: Develop, deliver, and maintain quality academic programs. Encourage and support engagement in academics.</p> <p>Expand accessibility to academic programs by providing student internships and service learning opportunities.</p>	
<p>Be able to gather, analyze, and present results of research and business analysis.</p>	<p>UAM Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities.</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</p> <p>Student Success: Develop, deliver, and maintain quality academic programs. Encourage and support engagement in academics.</p>	<p>SOB Mission: Serving undergraduate educational needs of business students. Providing a foundation in the functional areas of business.</p> <p>Student Success: Retain and recruit high achieving faculty and staff. Enhance employment opportunities through internships and networking with business contacts.</p>
<p>Demonstrate competence in the use of common business application software and an understanding of the role of</p>	<p>UAM Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners</p>	<p>SOB Mission: Serving undergraduate educational needs of business students.</p>

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
information systems in business.	to succeed in a global environment. Student Success: Develop, deliver, and maintain quality academic programs Encourage and support engagement in academics.	Providing a foundation in the functional areas of business. Prepare students to function in the business environment of today. Student Success: Retain and recruit high achieving faculty and staff. Enhance employment opportunities through internships and networking with business contacts.
Demonstrate an understanding of international business and international effects on US firms in an interdependent world.	UAM Mission: Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment. Student Success: Develop, deliver, and maintain quality academic programs. Encourage and support engagement in academics.	SOB Mission: Serving undergraduate educational needs of business students. Providing a foundation in the functional areas of business. Prepare students to function in the business environment of today. Student Success: Retain and recruit high achieving faculty and staff. Enhance employment opportunities through internships and networking with business contacts.

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

The following methods are used for assessing student learning outcomes:

- Pre- and post-tests in business core courses and many major/concentration courses.
- A departmental exam over the core curriculum, administered in the capstone course MGMT 4653 Strategic Management.
- Evaluation of course-specific learning objectives through assessment matrices, individual exams, and student papers & projects.

- An exit survey is administered to seniors in the capstone course, to gather feedback on student experiences and satisfaction with the School of Business.

Pre- and post-tests are administered in all core courses taught by full time faculty. As individual faculty develop the pre- and post-tests, new faculty may elect not to administer these tests in their first semester or year. The post-test is incorporated into the course grade with the weight determined by the instructor. Pre- and post-tests are written to address to learning objectives of the course and the School of Business Learning outcomes. Paired sample t-tests are used to assess pre- and post-test results. The results of the pre- and post-tests have been encouraging. Since 2006 nearly all t-tests show a statistically significant increase in the post-test mean over the pre-test mean, with 99% of the differences being significant at the 0.05 level or better. Pre- and post-test results are shared with the unit and the individual faculty member. Faculty take the results of the post-test and analyze them to help determine topics that may need more attention in class discussions, additional assignments, or a different approach to teaching and learning.

The departmental exam is administered in the capstone business course, MGMT 4653 Strategic Management. After considering exams available through national testing services, the School elected to develop an internal exam that could be administered at no cost to the students. The exam consists of 12 to 18 questions over each of the business core areas, with the intention of assessing student retention of core business subjects. The nine core areas addressed are accounting, economics, finance, information systems, international, legal environment, management, marketing, and quantitative analysis. The areas were selected as the fields are standard areas in business degrees and are the nine areas addressed in a national exam, the Educational Testing Service Major Field Test in Business. Aggregate information on exam results is published by ETS after a three-year lag, enabling a limited comparison with national mean and median scores in the nine fields. Results are available based on 563 institutions where seniors took the exam from 2013-2015, including twelve schools in Arkansas (SAU, Philander Smith, UAPB, UAFS, UALR, Williams Baptist, ASU, HSU, ATU, Central Baptist, Crowley's Ridge, and Harding). The exam administered at UAM was developed by a management professor and has been revised four times since 2001.

In the national 2013-15 ETS Field exam results, the mean percentage correct ranged from a low of 36.4 percent for quantitative analysis to a high of 59.5 percent in legal environment. The mean percentage correct across the different fields has been comparable at UAM. The School of Business conducts a statistical analysis of exam results that correlates performance on individual questions with overall test scores. Over the four revisions of the exam, questions with poor discriminatory power have been identified and rewritten or removed. Further statistical analysis of correlations between exam scores and cumulative GPAs show that students with higher GPAs tend to make higher scores on the exam, a positive significant correlation.

Faculty track progress on attainment of course learning objectives by analysis of student performance on exam questions, assignments, and projects, and make adjustments in lecture coverage and assignments. Accounting faculty have developed spreadsheets to track results by objective on pre- and post-tests, examinations during the semester, and assignments, and used these results to modify lectures, assignments, and tests to strengthen areas that show weakness. Accounting graduates who take the CPA exam will encounter many of the same objectives on the certification exam.

Individual faculty members assign papers, give essay and objective tests, and have students construct portfolios and individual or group project assignments but these are not evaluated by the entire faculty or by the School of Business Assessment Committee. For several years the School has focused on curriculum design and course content conforming to the standards and criteria of a business school accrediting agency, the Association of Collegiate Business Schools and Programs (ACBSP). The business core curriculum common to both accounting and business administration majors has been modified to meet ACBSP criteria during this process

In the past year there have been no unit-wide decisions based on assessment activities, but adjustments have occurred at the individual course level. The instructor has increased the use of spreadsheets in quantitative courses, and developed a series of assignments and exercises to improve student skills in spreadsheet use and formula entry when students had difficulty with the spreadsheet process. In accounting courses, particularly at the upper level, students are required to submit a number of assignments in spreadsheets as this will be expected in the workplace. Faculty encourage students to take Advanced Microcomputer Applications as an elective to further develop their computer skills.

Possible modifications to the assessment plan may include

- A nationally-normed test of business core knowledge such as the ETS field exam, rather than the unit developed exam. The current faculty developed exam involves no monetary cost to the students or unit, but is not a nationally-normed exam.
- Identification of a capstone course in the concentrations and accounting major.
- More emphasis on using assessment to identify areas of improvement and course or curricular changes

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 posted on the School of Business homepage on the University website.
- The Student Learning Outcomes are in the University catalog in the School of Business information.
- The Student Learning Outcomes are included in course syllabi.
- The Student Learning Outcomes are included in Annual Assessment Reports, available under the Departmental Resources link on the School webpage for years.

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors

UNDERGRADUATE PROGRAM MAJOR: ACCOUNTING

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average (2007-2017)
Freshman	29	26	24	79 & 26.3	254 & 23.1
Sophomore	16	19	19	54 & 18	157 & 14.3
Junior	16	13	11	40 & 13.3	172 & 15.6
Senior	12	15	16	43 & 14.3	205 & 18.6
Post Bach	1	3	3	7 & 2.3	31 & 2.8
Total	74	76	73	223 & 74.3	819 & 74.5

UNDERGRADUATE PROGRAM MAJOR: BUSINESS ADMINISTRATION

Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average (2007-2017)
Freshman	60	64	54	178 & 59.3	671 & 61
Sophomore	27	28	25	80 & 26.7	328 & 29.8
Junior	28	28	22	78 & 26	359 & 32.6
Senior	31	26	28	85 & 28.3	446 & 40.5
Post Bach	1	1	1	3 & 1	10 & 1
Total	147	147	130	424 & 141.3	1814 & 164.9

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

Strengths:

- The number of majors in accounting is fairly stable across the different class levels from one academic year to the next. The largest difference is between the freshman and sophomore years whether considering the ratio of sophomore to freshman majors in the same year (55, 73, and 79 percent) or the ratio of sophomore majors to freshman majors in the previous academic year (65 and 73 percent). A majority of accounting majors return for their second year in the program and earn a sufficient number of hours to progress to the sophomore level. Accounting is a field that requires precision and attention to detail, and may attract freshman with this mindset.
- The number of majors in accounting is stable across the three academic years in this time period and in comparison with the ten-year average from 2007 to 2017.

Weaknesses:

- There was a decline in the number of majors in business administration last fall, and the 3-year average is lower than the ten-year average from 2007 to 2017.
- The largest difference in the number of majors by class level is again between the freshman and sophomore years but the difference is larger in business administration than accounting. The ratio of the number of sophomore to freshman majors in the same academic year is 45, 46, and 47 percent. The ratio of the number of sophomore majors to freshman majors in the previous academic year is 46 and 34 percent. By either measure, fewer than half of the freshman class in business administration returns for another year or, if they return, do not earn enough hours to progress to the sophomore level. Compared to accounting, business administration may attract freshman who are less committed to business as a major or are not certain what they want to do but think business is a major with more employment opportunities.

Opportunities for Growth:

- We need to look at the decrease in majors between the freshman and sophomore years in the business administration major. There are only two freshman level courses in business, and both are electives. The freshman majors who do not return for their second year may have never taken a course in business. We have said this for some time but need to look at the data for this group of students, and investigate methods for engaging students from the freshman level.

Threats to Effectiveness:

- A decline in enrollment in the business administration major in the last year. While the decline was only 20 students, the drop was primarily in the business administration major, and is a 9-10 percent decrease compared with the previous two years. The three year and ten year averages show a decline on a longer term basis.
- The pathways program may reduce the number of freshman business majors but result in more students returning for future semesters.

Progression/Retention Data (See Addendum 3)

Table 4: Retention/Progression and Completion Rates by Major

Name of Major:

Academic Year:	2015-16		2016-17		2017-18	
Total Number of Majors						
Number and percentage of majors who:	#	%	#	%	#	%
Returned in major from previous year						
Graduated in major						
Changed to a different major in the unit						
Graduated in different UAM major outside of the unit						
Left University						
*Passed 30+ credit hours in two semesters: (fall and spring; no summers)						
*Passed 30+ credit hours (fall, spring and summer)						

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

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

Strengths

Weaknesses

?

Opportunities for Growth

?

Threats to Effectiveness

?

Gateway Course Success (Applies only to units teaching Gateway Courses)

Table 5: Gateway Course Success* not applicable

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major

Undergraduate Program/Major	Number of Degrees Awarded			Three-Year Total	Three-Year Average
	2015-2016	2016-2017	2017-2018		
Accounting	12	14	12	38	12.7
Business Administration	28	25	30	83	28.7

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

The number of graduates in both majors is stable across the past three years and meets the requirements for program viability.

Faculty:

Table 7: Faculty Profile, Teaching Load, and Other Assignments

Faculty Name	Status / Rank	Highest Degree	Area(s) of Responsibility	Teaching Load				Other Assignments
				Summer	Fall	Spring	Summer	
Alexander, Michael	Associate Professor	D.B.A.	Management International Business	3	12	12	3	
Birmingham, Carolyn	Assistant Professor	Ph.D.	Management		12	12		
Cabaniss, Roy	Professor	Ph.D.	Marketing Quantitative		13	13		
Clayton, Marsha	Associate Professor	Ph.D.	Economics, Quantative		9	9		Director, Economic Education Center
Gillon,	Assistant	Ph.D.	Statistics, Quantitative,	3	12	15	9	Overload course due to leave

Faculty Name	Status / Rank	Highest Degree	Area(s) of Responsibility					Other Assignments
				Summer	Fall	Spring	Summer	
Robert*	Professor		Information Systems					of faculty member, additional summer course due to retirement of faculty member.
Hammett, Ted*	Associate Professor	D.B.A.	Accounting, Information Systems		12/0		3	On leave
James, Louis	Professor	Ph.D.	Finance, Economics		6	6		Dean, School of Business
Phillips, Becky*	Assistant Professor	M.B.A.	Accounting, Business Communications	6	18	21	6	Faculty Athletic Representative Overload courses due to leave of faculty member.
Davis, Staci	Adjunct	M.B.A.	Business Ethics		3	3	3	
Donham, Karen	Adjunct	M.B.A.	Business Communications		3	3		Full Time Instructor, School of Computer Information Systems.
Fakouri, Joseph	Adjunct	M.Ed.	Real Estate, Insurance		6	3		
Greenway, Mary Ellen*	Adjunct	M.B.A.	Accounting		3			Adjunct due to leave of faculty member.
Halley, Crystal	Adjunct	J.D.	Legal Environment		3	3		Assistant Vice Chancellor for Academic Affairs
Henry, Lindsey	Adjunct	M.B.A.	Business Communications, Legal Environment		6	6		
Harton, Stephanie	Adjunct	M.B.A.	Personal Finance			3		Director, Arkansas Small Business and Technology Development Center
Kaminicki, Craig*	Adjunct	M.B.A.	Accounting		6	3		Second course due to leave of faculty member.

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

Several significant changes occurred in faculty in the past year. Dr. Robert Graber retired in May 2017 and was not replaced. As a result, Dr. James, Dean of the school, taught six hours per semester instead of his usual three. Dr. Roy Cabaniss retired in May 2018.

Dr. Louis James retired as Dean and as a faculty member at the end of July 2018.

Dr. Ted Hammett, associate professor of accounting, was on leave during most of the 2017-2018 academic year. The effect of Dr. Hammett’s leave in combination with the retirement of Dr. Cabaniss is reflected in the faculty course loads in the 2017-2018 schedules. Ms. Phillips taught two courses per semester in addition to her usual 12-hour course load. In the spring semester she also supervised internships, bringing her to a total of 21 hours for the spring semester. In the fall Mr. Kaminicki taught Auditing I in addition to his usual section of Principles of Financial Accounting. Dr. Gillon, who teaches Management Information Systems, also taught Accounting Information Systems in the spring, giving him a total of 15 hours. With the retirement of Dr. Cabaniss and the departure of another faculty member Dr. Gillon taught nine hours in summer 2018 to enable the School to cover its summer schedule.

The faculty member who replaced retiring faculty member Dr. Dennis Patterson for the 2017-2018 year, did not return for the 2018-2019 year.

Three new faculty members were hired during the summer of 2018, two at the instructor level and one at the assistant professor level. The changes in faculty composition will mean fewer faculty with terminal degrees in the school. However, the greater teaching loads at the instructor level will reduce the need for adjunct instructors.

Table 8: Total Unit SSCH Production by Academic Year (ten year)

Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	5859	3.9%	Second largest increase in SSCH over 2007-17
2008-09	5305	-9.5%	Largest decline over 2007-17 followed by several years of lesser or negligible (2009-12) declines. The unit lost one faculty position when a faculty member left in 2008 and the position was not filled, meaning the number of courses and sections was reduced.
2009-10	5211	-1.8%	
2010-11	5184	-0.5%	
2011-12	5070	-2.2%	
2012-13	4881	-3.7%	
2013-14	5022	2.9%	The unit had the first increase in SSCH in five years.
2014-15	5343	6.4%	Largest increase in SSCH in the 2007-2017 period.
2015-16	4959	-7.2%	Second largest decrease in SSCH over this period.
2016-17	4783	-3.6%	

Academic Year	Total SSCH Production	Percentage Change	Comment
2017-18	4475	-6.5%	

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

In the last academic year Business SSCH fell for the third consecutive year, by 6.5 percent, the third largest decline in SSCH in the period covered by the table. According to the data in Table 3 showing enrollment for the fall semester the number of majors in the School fell over the last three years of this period, with the average enrollment for the fall semesters of 2015, 2016, and 2017 being 141.3 compared to an average fall enrollment of 164.9 for the fall 2007 through fall 2017 semesters. Most of the enrollment decline happened in the final year, fall 2017, with enrollment falling by approximately 20 students in fall 2017 compared to the previous year. Changes in faculty composition, such as the retirement of a long term faculty members, may have had an impact on credit hours during this year. One course was cancelled in the spring due to a faculty leave.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Business	Partnership with Economics Arkansas/Arkansas Center for Economic Education, affiliated with Council for Economic Education (national organization).	Deliver Professional Development in Economic Education for K-12 educators, one of six university- based centers in the state.	Summer 1999	Since 1999	

Note: The Arkansas Small Business and Technology Development Center is now housed in the School of Business; the MOA is with the University.

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

Faculty Scholarly Activity

- *Behavioral Economics: Tap into Your Inner Economist/Psychologist.* Presentation at Economics Arkansas REAL Economics for All Annual Conference, Clayton
- Attended 2017 Clute Institute Conference (Alexander)
- Editorial Review Board, Journal of Economic and Economic Education Research (Clayton)
-

Notable Faculty or Faculty/Service Projects

- Board Member, Arkansas Society of CPAs (Phillips)
- Helped plan the Arkansas Society of CPAs Educators Conference (Phillips)
- Coordinated on-campus dinner for junior and senior accounting majors with Southeast Arkansas Society of CPAs. (Phillips)
- Coordinated Business Day for School of Business, inviting speakers from business to address UAM business students (Phillips)
- Institute of Management Accountants sponsor, group conducts activities each year for children at the Vera Lloyd Presbyterian Home and Arkansas Baptist Home for Children (Phillips)
- Board Member, School of Religious Studies (Alexander)
- Commissioner, Warren City Planning (Alexander)
- Developing Carpentry Community Service in Warren (Alexander)
- Director, Center for Economic Education (Clayton)
- Conducted surveys for the university and area businesses, through marketing research (Cabaniss)

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

See below. These changes were approved by Curriculum and Standards and the UAM Assembly in the Spring. The Board of Trustees approved the associate program in the fall, to take effect in the coming academic year.

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

☑ Changed the prefix on GB 2113 Business Statistics I to ECON 2113 Business Statistics I as part of collaboration with other units on campus and contributing to student success. The ECON prefix will facilitate some units, such as the School of Nursing, meet general education requirements as defined by the discipline accrediting agency.

Added an Associate of Science degree in Business Administration. There were several factors behind the addition of the degree. The Associate of Arts must include 15 hours of general education discipline courses beyond the general education core. The BBA has 24 hours of 2000-level courses in business core and supportive requirements. An associate of arts in connection with a BBA degree would have the effect of increasing overall degree hours. The associate of science in business consists of courses already in place and offered every semester, would be a feeder degree for the BBA without adding to overall degree requirements, and would give students a credential after successful completion of two years of requirements. As associate degrees require completion of the 35-hour general education core, the associate of science degree could be used to encourage students to complete all of their general education requirements in a timelier manner.

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

The School of Business enhances teaching/learning and student engagement through use of technology, supplementing lectures and text with real world examples, and co-curricular activities.

- Use of the Kahoot quizzing/polling system in class. Kahoot is a free smart phone app that can be used to take attendance and give brief quizzes, ask introductory questions and follow-up questions to the class. A bar chart of responses may be projected to give students a visual of the responses.
- In quantitative courses the instructor relates problems to his real world experience as a purchasing manager and emphasizes how the statistical and analytical techniques would be used in a business setting.
- In quantitative courses the instructor introduces use of spreadsheets in the 2000-level course and more advanced statistical programs in the upper level courses.
- In accounting students are required to submit a number of assignments in Excel as it is a vital tool in the accounting workplace.
- In many classes supplemental materials are used to emphasize theoretical points: videos of business situations in

management, newspaper articles on businesses or market developments in economics and other courses, movie clips that illustrate certain concepts.

- Some instructors have recorded lectures for their on-line courses and made them available to their face-to-face classes as supplements to the in-class presentations.
- Junior and senior accounting majors attend an on-campus dinner with the Southeast Society of CPAs to experience networking and interaction with working professionals in their field.
- Business Day features 2 to 3 speakers from the business community who address business students. Business speakers may also visit individual classes when invited by the instructors and speak to student groups
- The student organization Institute of Management Accountants IMA has a service learning activity each semester for one of the two children's homes in Monticello. The organization serves food, gives t-shirts to the children, has Halloween or Easter activities and prizes, and other activities for the approximately 50 children in residence at each home.

Other Unit Data

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

Faculty in the School of Business are active in service to the University and community, and professional service

- Dr. Alexander is a member of the Academic Appeals Committee, the University Judicial Board, the Human Relations Committee, and the Centennial Fund Committee. He is a Board member of the School of Religious Studies in Mississippi, a Commissioner on Warren City Planning, and is developing a community carpentry service in Warren.
- Dr. Gillon is a member of CASSA and the ad hoc committee to establish a faculty senate.
- Ms. Phillips coordinates Business Day for the School and the dinner for accounting students and the Southeast Arkansas CPA society. She is a member of the UAM Best Practices Committee, the Student Success Fund Committee, the Student Engagement Committee, the UAM Best Practices for Blackboard Committee, and Chair of the Program Review Committee. She is a member of the American Institute of CPAs, the Arkansas Society of CPAs, and the Southeast Arkansas Society of CPAs. She is a Board member of the Southeast Arkansas Society of CPAs and serves on the finance committee of the Arkansas Society of CPAs. She was nominated for the Hornaday Award and the SAAC faculty/staff member of the year award and received the Boll Weevil Spirit Award in 2017. She is a co-sponsor of the IMA student group, which conducts two charitable events a year at local children's homes and has social events as well.
- Dr. Clayton was Assembly Vice-Chair, Chair of Curriculum and Standards Committee, and a member of the ad hoc committee to establish a faculty senate. She is a member of the Academy for Economics and Economic Education and the National Association of Economic Educators. She judged two lesson plans submitted for consideration for the NAEE curriculum awards.

- Dr. Cabaniss has guided his marketing research students in conducting a number of surveys for the university and area businesses.
- Dr. James has been a member of the Monticello Chamber of Commerce and served as its President in the past.

Four Business students were initiated into Alpha Chi in 2017-2018.

The School of Business held its 60th annual awards banquet in April Of 2018. Five students were recognized as the outstanding graduate in their major or concentration. The recipients of 24 privately funded scholarships were announced at the banquet.

The Business program is not accredited by a business accrediting agency, which has created difficulties for out-of-state accounting graduates who want to take the CPA exam to achieve certification in their home state. This difficulty is somewhat mitigated by the knowledge that some states will recognize CPA status earned in other states for a transfer of certification fee. Other states may also require additional examinations in subjects such as ethics, but do not require full repetition of the CPA exam.