



Business Administration

Annual Assessment 2017-2018

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Annual Assessment 17-18

Business Administration

Program Profile

Program Mission Statement

Please insert your program mission statement here

William Woods University's business programs provide an exceptional learning environment that empowers students to succeed as they continue their education or pursue professional endeavors.

Program Data

Delivery Method

Traditional On Campus

Online

Hybrid (selected)

	Minors	Majors
2016-2017	61	123
2017-2018	59	151

Concentrations:

	Accounting	Advertising and Marketing	Econ and Finance	Management	MIS	Entrep. Management	Leadership
2016-2017	7	36	11	30	12	22	0
2017-2018	6	48	20	29	2	17	11

*The numbers of students noted in the concentrations do not equal the number of majors identified in the above data. There are several students missing a concentration designation.

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The IPED's reported graduation rate for the Business Administration major was 64.7%, which is higher than the University IPED's graduation rate of 61.2%. The Business Administration major transfer graduation rate was 80.0%, which is higher than the University's graduation rate of 61.2%. The Business Administration major retention rate was 69.4%, which is higher than the the University's retention of 67.9%. The number for the Business Administration major has improved slightly from 2016-17. These numbers are what the business faculty expected for the program.

Is the Program Externally Accredited

Yes (selected)

No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The Business Administration program received initial approval from the ACBSP accreditation body in May 2015. The business faculty received approval on the Quality Assurance Report in May 2017. This year the business faculty are preparing for the next Quality Assurance Report which is due in February 2019.

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

BUS.1	Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.
BUS.2	Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.
BUS.3	Analyze and interpret human dynamics in a business context.
BUS.4	Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.
BUS.5	Systematically formulate and justify personal positions in relation to management decision-making.
BUS.6	Systematically assess complex issues in relation to business ethics and legal issues.
BUS.7	Utilize computer-related applications as a business decision-making tool.
BUS.8	Integrate all the various business principles, concepts and methods.

BUS-Accounting.1	Apply quantitative and qualitative skills to accounting and business problems transferring knowledge from one situation to another.
BUS-Accounting.2	Evaluate issues relating to the advanced concepts of financial and managerial accounting.

BUS-Advertising & Marketing.1	Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.
BUS-Advertising & Marketing.2	Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.

BUS-Economics & Finance.1	Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.
BUS-Entrepreneurial Leadership.1	Practice professional customer service techniques to solve problems and complaints consistently.

BUS-Entrepreneurial Leadership.2	Examine realistic management situations and problems encountered in non-profit organizations.
BUS-Entrepreneurial Leadership.3	Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.

BUS-Management.1	Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.
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BUS-MIS.1	Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.
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General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

BMT 329 Managerial Ethics (Online) aligns with Critical Analysis - Ethical Reasoning.

BUS 214 Business Ethics (on-ground) aligns with Critical Analysis - Ethical Reasoning.

ECN 251 Macroeconomics aligns with Society & the Individual - Social Science.

ECN 252 Microeconomics aligns with Society & the Individual - Social Science.

MAT 114 Elementary Statistics aligns with Quantitative Inquiry - Mathematics.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Business Administration Program Objectives (Imported)

	ACC 240	ACC 241	BUS 206	BUS 214	BUS 231	BUS 321	BUS 324	BUS 332	BUS 335
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.			I, A		I		R		
BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.	I	I	A, I, R		I	I, R			
BUS.3 Analyze and interpret human dynamics in a business context.			A, I, R		I	I, R	R	I, R	
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.			A, I, R			I, R		I, R, M	
BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.			A, I, R			I, R	I, R	I	
BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.			A, I, R	I, R		I, R			R
BUS.7 Utilize computer-related applications as a business decision-making tool.			A, I, R		I	I, R			
BUS.8 Integrate all the various business principles, concepts and methods.			A, I, R			I, R			

	BUS 351	BUS 415	BUS 450	ECN 251	ECN 252	MAT 114	MIS 125	SPR
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.		M	A, M	I	I	I		A, R, M
BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.		M	A, M			I		A, R, M
BUS.3 Analyze and interpret human dynamics in a business context.	I		A, M					A, R, M
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.	R		A, M					A, R, M
BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.	I, R	M	A, M					A, R, M

BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.	R	M	A, M					A, R, M
BUS.7 Utilize computer-related applications as a business decision-making tool.		M	A, M				I	A, R, M
BUS.8 Integrate all the various business principles, concepts and methods.	I, R	M	A, M					A, R, M

	BMT 329	BMT 499	SR Show-case
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.		A, M	M, A
BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.		A, M	M, A
BUS.3 Analyze and interpret human dynamics in a business context.	I, R	A, M	A, M
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.	I, R	A, M	A, M
BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.	R, M	A, M	A, M
BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.	I, R	A, M	A, M
BUS.7 Utilize computer-related applications as a business decision-making tool.		A, M	A, M
BUS.8 Integrate all the various business principles, concepts and methods.		A, M	A, M

Concentration-Accounting (Imported)

	ACC 312	ACC 319	ACC 322	ACC 403
BUS-Accounting.1 Apply quantitative and qualitative skills to accounting and business problems transferring knowledge from one situation to another.	R	R	R	R
BUS-Accounting.2 Evaluate issues relating to the advanced concepts of financial and managerial accounting.	R	R	R	R

Concentration-Advertising/Marketing (Imported)

	BUS 309	BUS 403	BUS 428	BUS 431	BUS 461
BUS-Advertising & Marketing.1 Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.	R		R	R, A	R
BUS-Advertising & Marketing.2 Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.		R	R	R, A	R

Concentration-Econ/Finance (Imported)

	ACC 412	BUS 403	ECN 325	ECN 421
BUS-Economics & Finance.1 Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.	R	R	R, A	R

Concentration-Management (Imported)

	BUS 307	BUS 403	BUS 421	ECN 421
BUS-Management.1 Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.	R	R	R	R

Concentration-MIS(Imported)

	MIS 225	MIS 250	MIS 325	MIS 403
BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.	I, A	I	R	R

Concentration - Entrepreneurial Management (Imported)

	ACC 319	BMT 301	BMT 325	BMT 357	BMT 475
BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.		R, I	R, A		
BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.		R, A, I		I, R, A	
BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.	R, A				I, R, A

Assessment Findings

Assessment Findings for the Assessment Measure level for Business Administration Program Objectives(Imported)

BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Economic Peregrine inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 40% on the Economic Peregrine inbound test. See attachment for full results.	2018InOutboundPeregrinetestsResults.docx	
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents as evidence.	Via__BUS__206__Entrepreneurship__01__FUL__3__Spring_1718_Activity_Assessments_Aggregated_Result_05_09_2018_100535.pdf Via__BUS__206__EntrepreneurVIA_BUS_206__S18Entrepreneurship__02__FUL__3__Spring_1718_Activity_Assessments_Aggregated_Result_05_09_2018_100654.pdf Via__BUS__450__S18Business_Policy_and_Procedures__01__FUL__3__Spring_1718_Activity_Assessments_Aggregated_Result_05_09_2018_091147.pdf	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for economics: Students will	On average, students scored 20% higher on the Peregrine test for Economics on the outbound	2018InOutboundPeregrinetestsResults.docx	

	improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages. been met yet? Met	test when compared to the inbound tests. On average, students scored 60% on the Peregrine tests for Economics when compared to the national averages. See attachment for full results.		
Direct - External Testing	Has the criterion CompXM for economics: Class average of greater than 50th percentile. been met yet? Met	On average, students earned a 52% in the fall semester and 52% in the spring semester on the CompXM for economics (strategy). See attachment for full report that includes trending from fall 2014 to spring 2018.	2018COMPX__Results.docx	
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than the BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents as evidence.	Via__BUS__206__Entrepreneurship__01__FUL__3__Spring_1718_Activity_Assessments_Aggregated_Result_05_09_2018_100535.pdf Via__BUS__206__Entrepreneurship__02__FUL__2__Fall_1718_Activity_Assessments_Aggregated_Result_12_13_2017_115014.pdf Via__BUS__206__Entrepreneurship__03__FUL__2__Fall_1718_Activity_Assessments_Aggregated_Result_12_13_2017_114914.pdf Via__BUS__206__Entrepreneurship__04__FUL__3__Spring_1718_Activity_Assessments_Aggregated_Result_05_09_2018_100654.pdf Via__BUS__450__Business__Policy_and_Procedures__01__FUL__2__Fall_1718_Activity_Assessments_Aggregate_d_Result_12_13_2017_112809.pdf Via__BUS__450__S18Business__Policy_and_Procedures__01__FUL__3__Spring_1718_Activity_Assessments_Aggregated_Result_05_09_2018_091147.pdf	

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 1 rubric with an 8.29 average score.		
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SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	On average, juniors scored higher than sophomores by 4.01% and earned a 68.61% overall score. See the attached document for the overall trends from 2013-2018 average sophomore and junior scores.	2018JrSophMgment Tests.docx	
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank.	2018_SPD_BAD_and_ACC_AggResponses.docx	

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.			
Indirect - External Evaluation	Has the criterion Peregrine tests for economics: Seniors will score better than 50% compared to national averages. been met yet? Met	Seven students completed the outbound Peregrine test in BMT 499. The average score in economics was 67%, in Macroeconomics 66% and in Microeconomics, 69%. All scores were higher than the 50th percentile.			

BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Economic Peregrine inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 34% on the Accounting Peregrine inbound test and a 38% on the Finance Peregrine inbound test. See attachment in Objective 1 for full results.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than the BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for accounting, finance, marketing, management, and quantitative research: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	On average, students scored 28% higher on the Peregrine test for accounting, marketing, management and quantitative research on the outbound test when compared to the inbound tests. On average, students scored 19% higher on the finance outbound test when compared to the inbound tests. On average, students scored 57% or higher on the Peregrine tests for accounting, finance, marketing, management and quantitative research when compared to the national averages. See attachment in Objective 1 for full results.		
Direct - External Testing	Has the criterion CompXM for accounting, finance, marketing and management: Class average of greater than 50th percentile. been met yet? Met	On average, students earned a greater than 50% in the accounting, finance, marketing and management for the fall semester and greater than 56% in the spring semester . See attachment in Objective 1 for full report that includes trending from fall 2014 to spring 2018.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet?	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 2 rubric with an 8.13 average score.		

	Met			
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SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	On average, juniors scored higher than sophomores by 4.01% and earned a 68.61% overall score. See the attached document in Objective 1 for the overall trends from 2013-2018 average sophomore and junior scores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank in Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.		
Indirect - External Evaluation	Has the criterion Peregrine tests for accounting, finance, marketing, management and quantitative research: Seniors will score better than 50% compared to national averages. been met yet? Met	Seven students completed the outbound Peregrine exam through BMT 499. The average scores were: Accounting - 60%, Finance - 59%, Marketing - 79%, Management: Human Resources - 75%, Management: Operations/Production Management - 75%, Management/Organizational Behavior - 76%. Quantitative Research was not assessed.		

BUS.3 Analyze and interpret human dynamics in a business context.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for marketing and management: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 36% on the Marketing Peregrine inbound test and a 38% on the Management inbound test. See attachment in Objective 1 for full results.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for marketing and management: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	On average, students scored 30% or higher on the Peregrine test for marketing and management on the outbound test when compared to the inbound tests. On average, students scored 68% or higher on the Peregrine tests for marketing and management when compared to the national averages. See attachment in Objective 1 for full results.		
Direct - External Testing	Has the criterion CompXM for marketing and management: Class average of greater than 50th percentile. been met yet? Met	On average, students earned a greater than 50% in the marketing and management for the fall semester and greater than 56% in the spring semester. See attachment in Objective 1 for full report that includes trending from		

		fall 2014 to spring 2018.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 3 rubric with an 7.74 average score.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	On average, juniors scored higher than sophomores by 4.01% and earned a 68.61% overall score. See the attached document in Objective 1 for the overall trends from 2013-2018 average sophomore and junior scores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank in Objective 1.		

BMT 499				
Assessment	Criterion	Summary	Attachments	Improvement

Measure			of the Assessments	Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.		
Indirect - External Evaluation	Has the criterion Peregrine tests for marketing and management: Seniors will score better than 50% compared to national averages. been met yet? Met	Seven students completed the outbound Peregrine exam through BMT 499. The average scores were: Marketing - 79%, Management/Human Resources - 75%, Management/Operations/Production Management - 75% and Management/Organizational Behavior - 76%.		

BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for leadership: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 39% on the Leadership Peregrine inbound test. See attachment in Objective 1 for full results.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by		

		faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		
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BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for leadership: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	On average, students scored 29% higher on the Peregrine test for leadership on the outbound test when compared to the inbound tests. On average, students scored 68% on the Peregrine tests for leadership when compared to the national averages. See attachment in Objective 1 for full results.		
Direct - External Testing	Has the criterion CompXM leadership: Class average of greater than 50th percentile. been met yet? Met	On average, students earned a greater than 48% in the marketing and management for the fall semester and greater than 52% in the spring semester. See attachment in Objective 1 for full report that includes trending from fall 2014 to spring 2018.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 4 rubric with an 8.19 average score.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the	Improvement Narratives

			Assessments	
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	On average, juniors scored higher than sophomores by 4.01% and earned a 68.61% overall score. See the attached document in Objective 1 for the overall trends from 2013-2018 average sophomore and junior scores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank in Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.		
Indirect - External Evaluation	Has the criterion Peregrine tests for leadership: Seniors will score better than 50% compared to national averages. been met yet? Met	Seven students completed the outbound Peregrine examination. The average score in leadership was 74%.		

BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for management: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 38% on the Management inbound test. See attachment in Objective 1 for full results.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for management: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	On average, students scored 30% higher on the Peregrine test for management on the outbound test when compared to the inbound tests. On average, students scored 68% on the Peregrine tests for management when compared to the national averages. See attachment in Objective 1 for full results.		
Direct - External Testing	Has the criterion CompXM for management: Class average of greater than 50th percentile. been met yet? Met	On average, students earned 48% in the management for the fall semester and 52% in the spring semester. See attachment in Objective 1 for full report that includes trending from fall 2014 to spring 2018.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15%	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports.		

	higher than BUS 206 students on their final reports. been met yet? Met	Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		
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Senior Showcase		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 5 rubric with an 8.23 average score.		

SPR		Summary		
Assessment Measure	Criterion		Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	On average, juniors scored higher than sophomores by 4.01% and earned a 68.61% overall score. See the attached document in Objective 1 for the overall trends from 2013-2018 average sophomore and junior scores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank in Objective 1.		

BMT 499		Summary		
Assessment Measure	Criterion		Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.		
Indirect - External Evaluation	Has the criterion Peregrine tests for management: Seniors will score better than 50% compared to national averages. been met yet? Met	Seven students completed the outbound Peregrine examination through BMT 499. The average score for Management was 76%.		

BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 37% on the Ethics Peregrine inbound test and a 41% on the Legal inbound test. See attachment in Objective 1 for full results.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence. Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	On average, students scored 30% or higher on the Peregrine test for ethics and legal environment on the outbound test when compared to the inbound tests. On average, students scored 68% on the Peregrine tests for ethics and legal environment when compared to the national averages. See attachment in Objective 1 for full results.		
Direct - External Testing	Has the criterion CompXM for ethics and legal environment: Class average of greater than 50th percentile. been met yet? Met	On average, students earned 48% in ethics and legal environment for the fall semester and 60% in the spring semester. See attachment in Objective 1 for full report that includes trending from fall 2014 to spring 2018.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 12% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 6 rubric with an 7.81 average score.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External	Has the criterion Business Administration test scores:	On average, juniors scored higher than sophomores by 4.01% and		

Testing	On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	earned a 68.61% overall score. See the attached document in Objective 1 for the overall trends from 2013-2018 average sophomore and junior scores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank in Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.		
Indirect - External Evaluation	Has the criterion Peregrine tests for ethics and legal environment: Seniors will score better than 50% compared to national averages. been met yet? Met	Seven students completed the outbound Peregrine examination in BMT 499. The average score in Business Ethics was 76% and in Legal Environment of Business - 71%.		

BUS.7 Utilize computer-related applications as a business decision-making tool.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests on management information systems: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 44% on the MIS Peregrine inbound test. See attachment in Objective 1 for full results.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests on management information systems: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	On average, students scored 26% higher on the Peregrine test for MIS on the outbound test when compared to the inbound tests. On average, students scored 70% on the Peregrine tests for MIS when compared to the national averages. See attachment in Objective 1 for full results.		
Direct - External Testing	Has the criterion CompXM: Class average of greater than 50th percentile. been met yet? Met	On average, students earned a 44% in the Operations for the fall semester and 52% in the spring semester. However, the fall class had 9 students and the spring class had 24 students so if the scores were weighted, the 50th percentile criterion would be met. See attachment in Objective 1 for full		

		report that includes trending from fall 2014 to spring 2018.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 7 rubric with an 8.39 average score.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	On average, juniors scored higher than sophomores by 4.01% and earned a 68.61% overall score. See the attached document in Objective 1 for the overall trends from 2013-2018 average sophomore and junior scores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank in Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.		
Indirect - External Evaluation	Has the criterion Peregrine tests for management information systems: Seniors will score better than 50% compared to national averages. been met yet? Not met	Seven students completed the outbound Peregrine examination in BMT 499. Management Information Systems was not assessed through the Peregrine examination.		

BUS.8 Integrate all the various business principles, concepts and methods.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests composite score: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students scored a 38% on the composite Peregrine inbound test. See attachment in Objective 1 for full results.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the the business	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the the business		

	yet? Met	objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		
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BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests' composite scores: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	On average, students scored 28% higher on the Peregrine tests composite scores on the outbound test when compared to the inbound tests. On average, students scored 66% on the Peregrine tests' composite scores when compared to the national averages. See attachment in Objective 1 for full results.		
Direct - External Testing	Has the criterion CompXM composite scores: Class average of greater than 50th percentile. been met yet? Met	On average, students earned a 50% in the composite scores for the fall semester and a 57% in the spring semester. See attachment in Objective 1 for full report that includes trending from fall 2014 to spring 2018.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	On average, BUS 450 students scored 15% higher than the BUS 206 students on their final reports. Each student in the respective classes uploaded their final report on VIA. These reports were assessed using the business objectives based on a 1-4 scale (1 being excellent and 4 being inadequate) by faculty and outside evaluators. See the attached documents in Objective 1 as evidence.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	Outside evaluators scored the final business plans by declared business majors using the Business Program Objective 1 rubric with an 8.29 average score.		

SPR				
Assessment	Criterion	Summary	Attachments	Improvement

Measure			of the Assessments	Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	On average, juniors scored higher than sophomores by 4.01% and earned a 68.61% overall score. See the attached document in Objective 1 for the overall trends from 2013-2018 average sophomore and junior scores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	During the February Student Performance Days, business faculty facilitated focus groups differentiated by class rank. These comments included more constructive suggestions than negative suggestions about improvements to the business program. See attachments for the full list of aggregated comments by class rank in Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	The average score on the final business plan assignment for all students was an average score of 72% however, this includes a student score of zero (0) for not submitting the assignment. If this score is removed, the average score for all assessed assignments is an average of 84% which meets the assessment standard.		
Indirect - External Evaluation	Has the criterion Peregrine tests' composite scores: Seniors will score better than 50% compared to national averages. been met yet? Met	Seven students completed the outbound Peregrine examination in BMT 499. All students scored above the 50 percentile compared to the national average.		

Assessment Findings for the Assessment Measure level for Concentration-Accounting(Imported)

~ None Submitted

Assessment Findings for the Assessment Measure level for Concentration-Advertising/Marketing(Imported)

~ None Submitted

Assessment Findings for the Assessment Measure level for Concentration-Econ/Finance(Imported)

~ None Submitted

Assessment Findings for the Assessment Measure level for Concentration-Management(Imported)

~ None Submitted

Assessment Findings for the Assessment Measure level for Concentration-MIS(Imported)

~ None Submitted

Assessment Findings for the Assessment Measure level for Concentration - Entrepreneurial Management(Imported)

BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.				
Assessment Measures				
BMT 325				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will complete their final exam with an overall score of 75% or higher. been met yet? Met	The average of all scores on this assessment was 92%.		

BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.				
Assessment Measures				
BMT 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	Has the criterion Students will complete their Research Paper with a final score of 75% or higher as evaluated by their instructor. been met yet? Met	The average of all scores on this assessment was 87%.		
BMT 357				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their Final Project with a final score of 75% or higher as evaluated by their instructor. been met yet? Met	The average of all scores on this assessment was 97%.		

BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.				
Assessment Measures				
ACC 319				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their Income Tax Project with a final score of 75% or higher as evaluated by their instructor. been met yet? Met	The average of all scores on this assessment was 87%.		
BMT 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Students will complete their Research Paper with a final score of 75% or higher as evaluated by their instructor. been met yet? Met	The average of all scores on this assessment was 100%.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

In August 2017, Stephen Forsha, Eric Brown, David Forster, Steve Huenneke and Brenda Popp met and discussed the assessment day activities. These activities include the Senior Capstone December and May artifacts, Student Performance Day Assessment Tests, and Focus Groups. The following are the minutes from that meeting:

The outbound Peregrine criteria for meeting our benchmark are as follows: Students will improve from their freshmen to their senior year by more than 15 points. Seniors will score better than 50%, on average. The following areas did not meet both criteria: accounting, finance, leadership, statistics and final score. The following areas did not meet one of the criteria: economics, information management systems, and marketing.

Some of the reasons for the areas not meeting one or both of the criteria may be the following reasons:

1. Several new accounting faculty/adjuncts have taught the Accounting I and II courses. In the past two years, different faculty have taught the Accounting I course who did not teach the Accounting II course.
2. Dropped reviews for the Peregrine from the BUS 450 course and rescheduled tests differently than previous semesters.
3. On-line BUS 499 students have approximately 20% higher average composite scores with twice the average test duration compared to the in-seat BUS 450 students. Instructors do not proctor the online tests while instructors do proctor the in-seat tests.
4. Increasing number of traditional students complete the online courses in the major. The online BUS 415 students complete randomly selected quiz questions. On the other hand, the in-seat BUS 415 complete selected quiz questions on Connect. The finance faculty's concern is that the randomly selected quiz questions may not thoroughly cover all the relevant topics covered on the Peregrine test.

Plan for improvement:

1. Include the review materials in the Policy class for the fall17 and spring18 semesters.
2. Provide a consistent Accounting I and II instructor.
3. Include more theory in applications driven coursework by adding Connect in relevant coursework (BUS 415 and BUS 206)
4. Review the topics covered on the Peregrine to see if there are areas that the instructors need to emphasize in the relevant course work.

In May 2018, Eric Brown, Linda Davis, Lee Bailey, David Forster and Brenda Popp met and discussed results from the Senior Capstone artifacts, Student Performance Day activities, and Peregrine results. The results show that the all the criteria has been met this past year. The business faculty decided to continue to apply the above recommendations. For 2018-19 school year, the business faculty plan to use a differentiated Peregrine test to assess the concentrations. The business faculty did not assess the seven concentrations with the exception of the online Entrepreneurial Management concentration due to the lack of faculty to support collecting artifacts and analyzing the data.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

On Tuesday, Feb. 20 business students completed Peregrine test and Principle of Business Tests. The reports are housed under the assessment findings portal. In May, the business faculty reviewed the results and discuss possible changes to the curriculum. Those recommendations are included in the report in the below. Business faculty met with freshmen and sophomores to discuss the BAD various concentrations, ethical issues, and internship requirements.

On Wednesday, Feb. 21, the Marketing Research (MR) students presented their analysis of their fall research project on soft skills to approximately 95 business majors and 15 accounting majors during 3 sessions. The MR students based their presentation on their aggregated 2015-17 Marketing Research final reports. Students were invited to attend each session according to class rank. After each presentation, business and accounting faculty met with the small groups of students and asked for suggestions to improve the business and accounting programs. See the aggregated comments in the assessment findings section. At noon, approximately 30 business seniors had pizza with business faculty as part of a farewell party to Dr. Steve Huenneke. Students shared their favorite stories and humorous comments about Dr. Huenneke and his classes. These was an beneficial opportunity to listen to students' overall comments in a casual atmosphere.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2018_BAD_Assessment_Day_Schedule.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

In December and April, the BUS 450 students presented to two outside evaluators, business faculty and students a final business plan. The assessment and report is housed under the assessment findings for the Senior Showcase. In May, the business faculty met to discuss the results. The rubrics and recommendations are included in the reports.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

In February, 14 representatives from local companies participated in a Career Meetup hosted by the Director of Career Services, Amy Dittmer, in collaboration with the Business and MIS faculty. Representatives set up booths in the Burton lobby and talked with juniors and seniors about prospective internship and job opportunities. Some of the companies represented were Berry & Dunn, Northwestern Mutual, Edward Jones, Veteran United, MODOT, Fastenal, Williams Keepers, Missouri Office of Administration, Camden Resort, Joe Machens Dealerships, Scholastic, US Army, Callaway and Commerce Bank.

Faculty from the School of Business and Technology hosted eleven LEAD events during the academic year:

Eric Brown - SNL Escape Room led by the Student Website Advancment Team, 11 November 2017; Where Have all my Users Gone? covering the basics of website design, 12 February 2018; Escape Room lead by the Student Website Advancement Team, 29 March 2018; Participation in SWAT, 9 April 2018.

Stephen Forsha - Why Sport Matters examining the influence on sports in leadership development, 17 October 2017.

David Forster - Saturday Night Live Collegiate DECA Cinema, 21 October 2017; Participation in Collegiate DECA, 9 April 2018.

Steve Huenneke - American Casino examining the subprime mortgage crisis, 21 September 2017; Center of the World examining the ethical implications of ethics through film, 16 November 2017; Exit, Voice nd Unity examining the life lessons of economist Albert O. Hirschman, 1 March 2018.

Brenda Popp - Understanding Retirement Planning, 11 April 2018.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

The 2017-18 Collegiate DECA won the following awards: Chapter Leadership Passport Program Award - Diplomat Level (1 of only 2 chapters to earn the Passport Program Award at the international level for the state of Missouri), Community Service Award (the only chapter from Missouri to earn this award), Academic Honor Award (2 out of the 4 to earn this award for the state of Missouri), Individual Leadership Passport Program Award, Chapter Leadership Award.

Business Program Students , Bailey Borman, Emily Bluth and Nina McKee were inducted into the William Woods chapter of Alpha Chi, the National College Honor Society (alphachihonor.org) on April 18th.

Distinguished Scholars for the academic year were:

Tim Buehne - Management Information Systems

Brianna Killian - Online Business Administration

Jordan Elliot - Business Administration

Abigail Ferguson - Accounting

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Lee Bailey - Completed two hours of continuing education credits to meet CPA requirements.

Eric Brown - Continued progress towards completing doctoral degree.

David Forster - Selected to judge the 2018 Missouri DECA High School Conference Event; Selected to train judges and event coordinators for DECA and Delta Epsilon Chi's State Career Development Conferences' Selected to judge the Regional FBLA High School Conference Event.

Stephen Forsha - Presented original research at the Midwest Academy of Management Annual Meeting and the Philosophy of Management International Conference; published "Tikanga Maori-Lessons in Leading in the Journal of Leadership, Accountability and Ethics; selected as an outstanding review for the Academy of Management's Management and Education Division and the Midwest Academy of Management's Leadership and Ethics Track.

Brenda Popp - Facilitated student research concerning WWU students' perception of soft skills learnt throughout their academic careers; completed fifteen hours of continuing education for CFP certification.

Assessment Rubric

Annual Assessment Rubric

8.000 pts 53.33%

	3.00 Assessment Reflects Best Practices	2.00 Assessment Meets the Expectations of the University	1.00 Assessment Needs Development	0.00 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> ✓ • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> ✓ • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> ✓ • Program learning objectives are not clear or measurable 	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> ✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> ✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> ✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> ✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> ✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> ✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> ✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> ✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> ✓ • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> ✓ • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> ✓ • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> ✓ • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes. 	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> ✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> ✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> ✓ • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> ✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A
Comment:					