William Woods University

Business Administration Program Review 2020-2021

Program Review 2020-2021

Business Administration

Program Profile

History
Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

In 2013-14, the Business Administration (BADM) faculty developed its own Business Mission Statement and Vision Statement. These statements articulate to the students and other stakeholders the program's commitment to a continuous adaptation to the professional environment. Communications with alumni and current students have indicated that college students, in the 21st century, will need more technology than previous generations to be successful in their professional careers. Consequently, (BADM) faculty have changed the curriculums of some core courses, as well as increasing the number of concentrations from five to six. Two of the concentrations were developed for an online modalilty. The six concentrations include: Accounting and Financial Services, Advertising and Marketing, Entrepreneurial Management (online), Leadership (online), Management Information Systems and Management. Similar to the core courses, course content in the concentrations have continuously adapted to updated technology. The business faculty have recorded changes on the annual business assessment reports.

Program Mission
Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

William Woods University's business administration program provides an exceptional learning environment that empowers students to succeed as they continue their education or pursue professional endeavors. In 2019-2020, a committee of four business faculty met to review the goals set in 2015 and assess if new goals needed to be developed to better align with the new University Strategic Goals. The committee developed the following goals and submitted the goals to the business department at a March 2020 meeitng. The following Business Department goals were approved. These goals include

1) Strengthen Our Academic Culture by

A.   Maintaining and strengthening accreditation relationships.
B.   Building a strong culture of ongoing, effective assessment of student learning and institutional effectiveness for all levels and all modalities.
C.   Actively seeking opportunities for faculty and student research collaboration.
D.   Adapting curriculum or courses to meet changing needs and expectations of the global business environment.

2. Support the University comprehensive enrollment management strategies by

A.   Actively engaging in recruitment efforts
B.   Supporting University Retention efforts
C.   Utilizing Student Success resources

Student Demographics

Student Demographic Reflection
Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the program used in the past 5 years to maintain/improve these numbers?

The faculty have noticed a decreasing enrollment trend from 2017-2018 (151) to 2019-2020 (125). Some of the reasons for this may be that busines students have a viable online business option to enroll in the Managment and Leadership Bachelor of Science major. Some faculty have noticed a decline in the number of prospective student meetings over the past 2 years. A third reason may be that many high school graduates are using their A+ free tuition option to complete their first two years of college at a community college.

The faculty has tried to improve these numbers by offering two online concentration options. In addition, we transitioned the accounting and economics/finance concentration into an accounting and financial services concentration. Faculty participate in all the campus Enrollment and Advancement Department activities. When requested by the Enrollment Representatives, a faculty member meets with prospective students and families on an individual basis to discuss the overall programs and show students our unique facilities (i.e., ThinkTank). Even with Covid-19, faculty were willing to engage in Zoom meetings. Several faculty developed short videos promoting our programs.

William Woods University
Assessment Data

Program: Business Adminstration

	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	Change in Numbers
Declared Maj Incoming Freshman	18	17	14	17	21	20	14	23	13	17	
Transfers	10	6	6	11	3	2	1	21	14	9	-10%
Total	110	105	99	106	101	123	131	151	131	125	14%
Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934	874	-35%
Declared Minors	69	71	78	73	70	61	70	59	58	50	
Concentrations											
Accounting	8	10	11	14	12	7	10	6	3	1	
Advertising & Marketing	60	49	34	29	26	36	48	48	33	35	
Economics & Finance	26	21	19	12	15	11	11	20	15	11	
Entrepreneurial Management	0	0	0	0	0	22	21	11	24	21	
Management	34	25	33	33	31	30	26	29	28	26	
Accounting and Financial Serivces	/	/	/	/	/	/	/	/	1	11	
Leadership	/	/	/	/	/	/	/	11	15	9	
Management Info Sys	15	12	11	7	8	12	8	2	2	2	
Broadcasting	11	13	6	5	3	0	0	/	/	/	
Marketing	2	3	3	4	1	0	0	/	/	/	
Economics	1	1	0	1	1	0	0	/	/	/	

Graduated Majors	26	28	28	23	30	26	24	41	36
Graduated Minors	0	0	0	19	26	16	8	13	20

Retention Rate: IPEDS definition[1]

University	66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	75.90%
Program	22/28	20/24	15/20	18/25	19/21	17/19	69.4	88.9	100%

Graduation Rate: IPEDS definition[2]	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
University	52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%	55.40%
Program	38%	78.60%	60%	73.90%	66.70%	57.10%	55%	72.70%	59.10%	65.40%
	8/21	33/42	9/15	17/23	18/27	16/28	11/20			
Graduation Rate: Transfer Students[3]										
University	71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%	55.70%	54.10%	70.40%
Program	66.60%	88.90%	100%	76.90%	50%	85.70%	78.50%	54.50%	66.70%	100%
	2/3	8/9	5/5	10/13	5/10	6/7	11/14			

[1] = % of full-time, first-time students that return to the institution in the subsequent fall semester
[2] = % of the full-time, first-time cohort that graduate within 6 years
[3] = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

BAD Concentrations 2014-2020

	Marketing Advertising	Mgmt	ACC	ECFin	MIS	ACC Fin	LDR	Entre LDR	Minors	Declared Majors
2019-2020	35	26	1	11	2	11	9	21	50	125
2018-2019	33	28	3	15	2	1	15	24	58	131
2017-2018	48	29	6	20	2	N/A	11	17	59	151
2016-2017	48	26	10	11	8	N/A	N/A	21	70	131
2015-2016	36	30	7	11	14	N/A	N/A	22	61	123
2014-2015	26	31	12	15	8	NA	NA	N/A	70	101

The table above represents data collected from the Business Administration annual assessment reports and/or from Program Data excel sheets.

Program Demographic Data

Upload the program page from the Institutional Research office program data for this program.
Business_Demographic_Data_9.14.xlsx

Reflection on Program Enrollment Data

Clearly describe the approach of the program to maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specificy the details of the plan.

The business faculty do not have a written Retention plan, per se. However, we feel it is part of our job to maintain and improve student retention and graduation rates by actively particpating in the lives of students, both outside and inside the classroom. Faculty attend student co-curricular activities on a regular basis, engage in conversations before and after class, and maintain an open door policy for students to just drop by and chat a bit. Another more formal process of gauging our students' satisfaction has been our Senior Luncheon during Student Performance Days. During this time, faculty and seniors talk about their academic and personal experiences while munching on pizza and cookies. In 2019, the department implemented an end of program survey which guide faculty in making adjustements to the program. The 2019 and 2020 survey results are attached.

Additional Program Resources
If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.
SBT_End_of_Program_Survey_2019.pdf
SBT_End_of_Program_Survey_2020.pdf

Advising
Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

The average advising load tends to be about 20-25 advisees for David Forster, Miriam O'Callaghan, Matt Sveum and Brenda Popp. Stephen Forsha advises between three to four students annually. The business faculty advise students each fall and spring semesters. Faculty receive a student evaluation each year highlighting strengths and areas of improvements. Additionally, faculty facilitate freshmen orientation meetings in August during the first week of school and in February during Student Performance Days. At both of these events, faculty talk about how to achieve successful degree completion. Throughout the year, faculty may have individual meetings to help students with obtaining internships and their first jobs by reviewing resumes, enhancing interview skills and writing recommendations.

Stephen Forsha and Scott Zimmerman serve as progress supervisors, focusing on male student athletes who have more serious issues in maintaining their academic standing. The results of these interactions have been positive for these students and while a small 'n' number, approximatly 70% of these students have persisted to graduation.

Internship & Placement

Student Internship Demographics
Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

Please use the following website to see a list of our internships updated each fall. beginning spring 2004. The list includeds the name of the company, supervisor, and student. It also includes the list of duties performed during the internship.

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/internships.html

Internship Data Upload
If you did not use the above text box for the internship data, please upload your data here.

Internship Placements
What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

See website above.

Graduate Placement Data

Employment in Field
What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

As illustrated in the attached table, the Business faculty considered graduates were working in their professional fields if the listed company and position aligned with one of the major's concentrations. Attached is a list of the company and positions 2015-2019 graduates have listed on their Business Program LinkedIn accounts. Unless the graduates' professional positions were unknown, in graduate school, or playing professional sports, approximately 100% were working in their relevant field of study. We assumed that equestrian positions were considered business positions since they were double majors in Equestrian and Business. Attached is an excel sheet to support our word document and show how many of our graduates had earned promotions since graduation.

Graduate Placement Data
Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

In 2015, the Business Department developed the Business Programs LinkedIn to track its graduates' place of employment, positions and promotions. Each spring, a student worker checks LinkedIn to update our excel sheet broken down by year. Below is an aggregation of the data from our excel sheets. We also list if graduates have received a promotion from the previous year. We realize this may not be completely 100% accurate, but it gives us an idea of how our graduates are doing after completing our Business Administration program.

Below is a summary by year of how many graduated, enrolled in a full-time graduate school, worked in a business-related job, and earned at least one promotion since graduation.

- In 2019: 25 listed graduates of which 5 discontinued the profile, 2 enrolled in graduate school, and 18 had business related jobs.

- 2018: 37 listed graduates of which 3 were enrolled in graduate school, 1 played professional sports, 33 had business related jobs with 13 promoted in the last two years.
- 2017: 25 listed graduates of which 2 were enrolled in graduate school, 23 had business related jobs with 18 promoted at least once within the last three years.
- 2016: 21 listed graduates of which 3 were enrolled in graduate school, 2 in sports related fields, and 16 had business related jobs with 13 promoted at least once within the last four years.
- 2015: 24 listed graduates of which 3 were enrolled in graduate school, 21 had business related jobs with 17 promoted at least once within the last five years.

List of 2015 Graduates' Most Recently Reported Company and Position

Position	Company
Director of Marketing & Public Relations	Whaleys
Director of Investor Relations	Baytide
Consultant & EPMO Project Manager	AV Med
User Experience Software Specialists	Central Bank
Executive Assistant to CEO and EVP of Strategy	Flexera Software
Marketing Assistant	Callaway Bank
University Advancement	William Woods University
Loan Officer (NMLS)	Veterans United
Director of Sales	Schulte Hospitality Group
Senior Business Support Specialist	Roche Diagnostic
Vet Tech	Columbia Vet Clinic
Director of Marketing and PRC	Culver-Stockton College
Buyer and Client Services	Schiller's Camera and Video
Entrepreneur	Faith Farm Ministries
Senior News Writer	Sidelines
Residential Marketing Coordinator	Quaker Windows and Doors
Photography-owner	Elysian Fields Photography
Digital Marketing Specialists	PFS Brands
Marketing and Events Manager	South Metro Denver Chamber of Comm
Director of Operations and Membership	National Biodiesel Board
Restoration Operations Manager	Restoration Professionals
CRM Application Administration	Veterans United Home Loans
Director of Sales and Marketing	Brennan
Owner, On-Site Barn Manager, Trainer	Saddlebrook Stables

List of 2016 Graduates' Most Recently Reported Company and Positions

Position	Company
Assistant Baseball Coach	Rock Valley College
Financial Planner Administrator	Brewin Dolphin
Loan Specialist NMLS	Veterans United Home Loans
Marketing Specialist	Children's Health
Sales Development Representative	Sales Force
Direct Sales Executive	One Fine Stay
Network/Systems Administrator	Lone Creek Cattle Co.

Field Account Manager	United Health Group
Pitcher	Southern Illinois Miners
Finance Incentive Specialist	State of Missouri
Marketing Coordinator	American Outdoor Brand
Loan Specialist	Veterans United Home Loans
Sponsorship and Public Relations Manager	Big Rafter Rodeo
Credentials Analyst	Illinois Department of Agriculture
Lease Administrator	Kroenke
Financial Consultant	TD Ameritrade
Financial Incentive Specialist	State of Missouri
Branch Rental Manager	Penske Truck Leasing

List of 2017 Graduates' Most Recently Reported Company and Positions

Position	Company
Account Manager	MBS
Staff Auditor I	Office of the Missouri State Auditor
Senior Technical Recruiter	Signature Consultants
Energy Policy Analyst	State of Missouri
Assistant Trainer/Manager	Tradewinds Farm
Examiner	Oklahoma State Banking Dept.
Associate District Manager	ADP
Associate Account Manager	Republic Services
Leasing and Marketing Manager	Aspen Heights Partners
R&D Assistant	American Outdoor Brands Corporation
Brand Marketing Analyst	Tacony Corporation
Account Manager	Signature Consultants
Assistant Loan Officer	Bank of Springfield
Product Owner	HIS Market
System Engineer	Cerner Corporation
Veterinary Assistant	John R Steele and Associates Inc
English second Language Teacher	Duoc UC
Chief Executive Office	2 A Tee Nail Lounge
Social Media account Coordinator	iFocus Marketing
CCO & CO-Founder	tuGerente
Owner	The Editing Skeleton
Advertising Representative	KJFM Eagle 102.1
Leasing and Marketing Manager	Aspen Heights Partners

List of 2018 Graduates' Most Recently Reported Company and Positions

Position	Company
Chiropractic Assistant	Black & Gold Chiropractic and Wellness
Sales Representative	Grimco, Inc
Loan Officer Assistant	Veterans United Home Loans
Human Resources Office Manager	Koellings Family Chiropractic

HR Clerk	Triumph Foods, LLC
Consultant	Entrigue Consulting
New Member Enrollment Rep	Chi Omega Fraternity
Assistant Tennis Coach	Heidelberg University
Creative Associate	Entrigue Consulting
Bank Teller	Central Bank
Orientation Leader	William Woods University
Connect Marketing Specialist	Midway USA Foundation, Inc
Inside Sales	Fergersin Enterprises
Merchandiser	The Walt Disney Company
Orthofix	Associate Territory Manager
Part Time QSFB	Walt Disney Company
Loan Specialist NMLS 1909618	Veterans United Home Loans
Bank Teller	Phelps County Bank
Management Trainee	Niemeyer Family Farms
Online Sales Specialist	HTP America
Investment Advisor	XP Investimentos
Financial Representative	Northwest Mutual
Controlling Analyst	Bosch
Channel Marketing Representative	Eastman Chemical Company
Gerente de Vendas	Aresenal Roupas e Acessorios
Bank Teller	Arvest Bank
Consultant	Entrigue
Intern	Ultramax Sports
Onboarding Coordinator	SSM Health St. Louis
Financial Analyst	Boeing
Office Administrator	Signature Consultant
Accounting staff	BH Management Sevices
Benefits Consultant	AFLAC
Adoption Coach	Cerner
Junior Project Manager	RVS Marketing Inc.
Real Estate Agent	First Real Estate Companies
Professional Basketball player	Team not listed

List of 2019 Graduates' Most Recently Company and Positions

Position	Company
Intern	The BLU Group- Advising & Marketing
Bank Teller	Central Bank
Financial Representative	Northwestern Mutual
Assistant Trainer & Rider	Phoenix Equestrian Center
Senior Transaction Coordinator	Cushman & Wakefield
Human Resource Office Manager	Koelling Family Chiropractic
Cruise Director	American Cruise Lines
Procurement Agent	Boeing
Loan Officer Assistant	Veterans United Home Loans
Financial Account Representative	RTS Financial

Chiropractic Assistant	Black & Gold Chiropractic and Wellness
Service Specialist	Edwards Jones
Procurement Agent	Boeing
Assistant Barn Manager	Equine Medical Services
Marketing Specialist	Midway USA Foundation, Inc
Graduate School	Netherlands Graduate School of Business
Admissions Coordinator	William Woods University
Graduate Assistant	William Woods University
Baseball Coach	The Baseball Lab

Program Curriculum

Curriculum: Rotation
Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

The following observations were made using the attached 2020 Business Enrollment Data, which was provided by the Director of Assessment. Accounting I and II enrollment has remained relatively steady. The enrollment for Personal Finance and Productivity Tools have been increasing. This may be due to the fact that several majors have made it a required or elective course.

The course enrollments in the Advertising and Marketing Concentration, Management Concentration and Entrepreneurship Management Concentrations were steady. The Accounting and Financial Services Concentration course enrollments were steady with the exception of Money and Banking. This course struggled to meet its minimum of 5 students.

The Leadership Concentration is a newer online concentration and while numbers in the concentration have fluctuated between 4-8 students since it's inception, courses in the concentration have had steady enrollments. LDR 201 averaged 17 enrollments, LDR 345 - 8 enrollments, LDR 350 - 5 enrollments, LDR 450 - 4 enrollments, and LDR 475 - 6 enrollments. LDR 450 is offered once per year and has been added as a concentration course in the Communications program so enrollments in this course should increasae in the future.

The course enrollments in the Management Information Systems concentration have struggled to meet minimum enrollment goals and few students have picked up this concentration over the past five years.

Curriculum: Delivery Mode
Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

Since 2015, an additional section of ACC 240-Accounting I has been added to the rotation for the online program and the course is now offered once in each fall, spring and summer session. Enrollments have been stable with an average class size of 19 students in the online sections. The on-ground offering averages 27 students per offering (fall semester) and maintains strong enrollment.

BUS 206-Entrepreneurship has reduced the number of on-ground sections to one section during the fall and spring semesters. The on-ground sections average 22 students per course offering while the online course rotation has remained stable with sections being offered during the fall 2 and summer 2 terms and with an average class size of ten. However, as noted below several programs no longer require Entrepeneurship which led to the reduction in on-ground offerings. Similarly, BUS 332-Business Communications (average class size of 17) has reduced the number of on-ground sections to one section during the fall and spring semesters while the online course rotation has remained stable with sections being offered during the fall 1 and summer 1 terms (average class sizes of 17). Enrollment has remained stable in both modalities.

BUS 231-Risk Management and Insurance (average class size of 25), BUS 351-Principles of Management (average class size of 21), BUS 321-Principles of Marketing (average class size of 25), BUS 335-Business Law (average class size of 21), and BUS 415-Corporate Finance (average class size of 17) have maintained the same number of on-ground sections. Each of the online equivalent courses are offered twice per year with average class sizes of: Risk Management and Insurance-10, Principles of Management-10, Principles of Marketing-12, Business Law-15 and Corporate Finance-12.

MIS 125-Productivity Tools has increased its number of sections in response to changing it to a required course. As a result, enrollment has encreased and it should be noted that this course is only offered online.

BUS 214-Business Ethics has reduced its number of seats from 30 to 20 for the on-ground section to facilitate Socratic method teaching but course enrollments have remained steady averaging 25 enrollments per offering. The online equivalent is BUS 329-Managerial Ethics is offered twice per year and has an average class size of 16.

Regarding the program capstone courses, BUS 499-Mangagerial Policies and Procedures (average class size of five) is the online equivalent for BUS 450-Business Policy taught on-ground and with an average class size of 13. The online option has a minimal effect on the enrollment in BUS 450.

There has been minimal impact of online enrollment to on-ground enrollment and online options provide more flexibility for our on-ground students, particulary during summer terms when on-ground courses are not available. Additionally, limitations for on-ground overloads require that we offer fewer sections on-ground so having online options aids in meeting this requirement.

Curriculum: Revision
Explain any curricular revisions made since the last Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

These are the following curricular revisions made since the 1st Program Review:

- Personal Finance was moved from the five on-ground concentrations to the required core courses and Business Calculus was dropped from the curriculum.
- The Internship course was moved from the required core courses to the on-ground concentrations.
- Business Ethics was added to the core courses.
- College Algebra was added to the curriculum rather than a prerequisite course for several of the core courses.
- Productivity Tools was added to the core courses and the nine required elective MIS course options were dropped from the curriculum. This served as the prerequisite for the Advanced Productivity Tools course, which was added to the Accounting and Financical Services Concentration.
- The Accounting Concentration and the Economics and Finance Concentration were collapsed into the Accounting and Financial Services Concentration. This involved droping Intermediate Accounting I and II.
- The Management Concentration revised the BUS 421 Human Relations and renamed the course as BUS 421Organizational Behavior
- The Management Information Systems Concentration updated its courses by adding Database Management Systems, Project Management, and no longer required Networks and Telecommunications.
- The Entrepreneurial Management Concentrations and the Leadership Concentration were added as a two online options.

The above changes were based on below average Peregrine scores and feedback from the Business Advisory Council, external capstone evaluator and graduating seniors. The data and minutes from these sources are housed in the previous Business Administration Annual Assessment Report. See a sample of the minutes from December 2014 in the below attachment concerning the changes submitted in 2015..

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

Attached is a list of the 2020 BAD courses required by other academic programs by major, concentration, and minor. A similar list for the 2015 list is included on another tab in the Excel data. Unlike the 2020 courses, the 2015 list excluded concentration courses.

Every course in the program is either required by other academic programs or cross-listed with other academic programs. The most commonly occurring cross-listed major is the new Management and Leadership major, Cyber Security major and Accounting major.. At this time, the class size or need for faculty overloads has not occurred. However, if the enrollment increases in these majors, then the Department may need to add more sections.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

2020Business_Enrollment_Data__9.16_.xlsx

2014_2020_Rationale_for_Changes_to_Curricular_Revisions.docx

2020_Courses_Shared_with_Major.minors_Excel_sheet__1_10.12.20.xlsx

	Required Courses- 48 Credits												
Title	2015-2016		2016	2016-2017		2017	2017-2018		2018-2019		2019	2019-2020	
	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Fall	Spring	Sum	Fall	Spring
Principles of Accounting I	58/60	NA	NA	55/60	NA	N/A	50/60	N/A	57/60	N/A	N/A	40/60	N/A
Principles of Accounting I	33/50	NA	9/25	19/25	15/25	10/25	19/25	16/25	23/25	19/25	8/25	26/30	31/50
Principles of Accounting II	10/20	35/35	NA	NA	33/35	N/A	N/A	28/70	N/A	35/70	N/A	N/A	27/35
Principles of Accounting II									7/25	8/25	N/A	8/35	9/25
Entrepreneurship	61/64	71/92	NA	86/90	38/60	N/A	52/60	29/60	59/61	37/60	N/A	N/A	15/30
Entrepreneurship									13/25	N/A	10/25	10/30	N/A
Rsk Mngmnt/ insurance	30/30	30/30	NA	30/30	30/30	N/A	30/30	14/30	25/30	13/30	N/A	24/30	16/30
Risk Management/ Insurance										8/25	9/25	N/A	9/25
Principles of Marketing	17/25	30/30	NA	30/30	26/30	N/A	27/30	19/30	25/30	17/30	N/A	29/30	N/A
Principles of Marketing										15/25	N/A	N/A	22/25
Personal Finance	17/30	16/30	NA	12/30	18/30	N/A	30/30	13/30	27/30	23/30	N/A	17/30	14/30
Personal Finance										12/25	10/25	N/A	12/25
Business Communications	18/20	40/40	NA	20/20	38/40	N/A	20/20	20/20	19/20	20/20	N/A	19/20	20/20
Business Communications									20/20	N/A	16/20	18/20	N/A
Business Law	NA	24/30	NA	NA	NA	N/A	N/A	30/30	N/A	26/30	N/A	10/30	12/30
Business Law									13/25	N/A	N/A	14/30	N/A

Course													
Principles of Mngmt	29/30	29/30	NA	30/30	30/30	N/A	22/30	14/30	21/30	12/30	N/A	27/30	16/30
Principles of Mgmt.										15/25	7/25	N/A	13/25
Corporate Finance	17/30	13/30	NA	22/30	26/30	N/A	16/30	8/30	21/30	11/30	N/A	13/30	26/30
Corporate Finance									21/25	7/25	N/A	12/30	N/A
Macroeconomics	38/60	13/30	NA	27/30	18/30	N/A	21/30	12/30	23/30	22/30	N/A	23/30	14/30
Macroeconomics									13/25	18/25	N/A	10/30	14/25
Microeconomics	NA	30/50	NA	5/25	25/25	N/A	17/25	18/25	14/25	23/25	N/A	16/25	18/25
Microeconomics									20/25	20/25	15/25	14/25	15/25
Elementary Stats	11/25	37/60	NA	31/50	25/25	N/A	45/50	35/50	47/50	49/50	N/A	50/50	43/50
Elementary Stats	6/25	NA	NA	25/25	20/25	N/A	16/25	11/25	17/25	18/25	11/25	8/25	N/A
Productivity Tools									38/50	38/50	12/25	24/50	31/50
Business Ethics Electives - 3 credits													
Business Ethics	30/30	29/30	NA	30/30	29/30	N/A	28/30	19/30	30/30	30/30	N/A	18/20	13/20
Managerial Ethics										N/A	N/A	N/A	N/A
Managerial Ethics										15/25	16/25	N/A	
Capstone Requirement - 3 credits													
Business Policy & Procedures	8/30	16/30	NA	6/30	20/30	N/A	10/30	22/30	17/30	18/30	N/A	12/30	14/30
Managerial Policies and Procedures										4/25	N/A	N/A	7/25
Managerial Policies and Procedures										2/25	4/25	N/A	
Advertising & Marketing Concentration													
Salesmanship	17/30	NA	NA	26/30	NA	N/A	20/30	N/A	25/30	N/A	N/A	19/30	N/A
Internship III	NA	3/3	14/22	3/12	2/12	N/A	6/6	4/4	3/4	7/10	14/15	5/5	6/6
Public relations	NA	18/20	NA	NA	19/20	N/A	N/A	21/21	N/A	16/20	N/A	N/A	20/20
Advertising	NA	20/30	NA	NA	18/30	N/A	N/A	16/30	N/A	12/30	N/A	N/A	20/30
Market research	8/30	NA	NA	12/30	NA	N/A	21/30	N/A	12/30	N/A	N/A	9/30	N/A
Accounting and Financial Services Concentration - 15 credits													
Taxation for Entrepreneurs	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A	N/A	N/A	12/30	N/A
Taxation for Entrepreneurs	14/25	NA	NA	14/25	NA	7/25	19/25	N/A	10/25	N/A	2/25	16/30	N/A
Advanced Productivity Tools	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A	23/25	N/A	N/A	9/25
Advanced Productivity Tools												8/25	N/A

Investments with Financial Statement Analysis									2/35	14/35	N/A	N/A	18/35
Internship III	NA	3/3	14/22	3/12	2/12	N/A	6/6	4/4	3/4	7/10	14/15	5/5	6/6
Money and Banking	NA	NA	NA	3/36	NA	N/A	7/26	N/A	9/26	N/A	N/A	10/26	N/A
	Entrepreneurial Management Concentration - 15 credits												
Taxation for Entrepreneurs	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A	N/A	N/A	12/30	N/A
Taxation for Entrepreneurs	14/25	NA	NA	14/25	NA	7/25	19/25	N/A	10/25	N/A	2/25	16/30	N/A
Customer Service	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Customer Service										23/25	9/25	N/A	14/25
Non-Profit Management	NA	NA	NA	NA	NA	N/A	NA	N/A	10/25	N/A	N/A	N/A	N/A
Non-Profit Management												12/25	N/A
Human Resources Admin	4/25	NA	NA	NA	NA	N/A	NA	N/A	6/25	9/25	N/A	N/A	8/25
Concepts of Leadership									N/A	N/A	N/A	N/A	14/50
Concepts of Leadership													24/25
	Leadership Concentration - 15 credits												
Concepts of Leadership									N/A	N/A	N/A	N/A	24/25
Leading Teams									8/25	N/A	N/A	N/A	N/A
Leading Teams											5/25	9/25	N/A
Change Leadership									N/A	6/25	N/A	3/25	3/25
Ethics in Leadership									N/A	4/25	N/A	N/A	5/20
Leadership Theory									8/25	N/A	N/A	N/A	N/A
	Management Concentration - 15 credits												
Retail Management	14/30	NA	NA	NA	19/30	N/A	N/A	18/30	N/A	11/30	N/A	N/A	8/30
Internship III	NA	3/3	14/22	3/12	2/12	N/A	6/6	4/4	3/4	7/10	14/15	5/5	6/6
Organizational Behavior	15/30	NA	NA	13/30	NA	N/A	18/30	N/A	12/30	7/25	N/A	12/30	n/a
Organizational Behavior											3/25	N/A	7/25
Managerial Economics	NA	NA	NA	NA	14/25	N/A	N/A	14/25	N/A	20/25	N/A	N/A	9/25
	Upper-Level Electives - 3 credits												
Interm Acct I	13/30	NA	NA	11/30	NA	N/A	15/30	N/A	6/30	N/A	N/A	10/30	N/A
Taxation for Entrepreneurs										N/A	N/A	16/30	N/A

Cost and Managerial Accounting									N/A	N/A	N/A	N/A	
Advanced Productivity Tools									23/25	N/A	N/A	N/A	
Advanced Productivity Tools											8/25	N/A	
Auditing									7/35	N/A	N/A	N/A	
Salesmanship	17/30	NA	NA	26/30	NA	N/A	20/30	N/A	25/30	N/A	N/A	19/30	
Public relations	NA	18/20	NA	NA	19/20	N/A	N/A	21/21	N/A	16/20	N/A	N/A	
Advertising	NA	20/30	NA	NA	18/30	N/A	N/A	16/30	N/A	12/30	N/A	N/A	
Market research	8/30	NA	NA	12/30	NA	N/A	21/30	N/A	12/30	N/A	N/A	9/30	
Money and Banking	NA	NA	NA	3/36	NA	N/A	7/26	N/A	9/26	N/A	N/A	10/26	
Website Development									15/18	11/18	N/A	7/18	
Project Management									4/18	N/A	N/A	4/18	
Project Management									3/25	8/25	N/A	N/A	
Advanced Projects										8/62	N/A	5/36	
Advanced Projects										N/A	N/A	N/A	
Internship I										N/A	N/A	N/A	
Internship II										N/A	N/A	N/A	
Internship IV										N/A	N/A	N/A	
Internship V										N/A	N/A	N/A	
Internship VI										N/A	N/A	N/A	
Internship VII										N/A	N/A	N/A	
Internship VIII										N/A	N/A	N/A	
Internship IX										N/A	N/A	N/A	
Internship X										N/A	N/A	N/A	
Internship XI										N/A	N/A	N/A	
Internship XII										N/A	1/1	N/A	
Enterprise Systems										6/20	N/A	N/A	
Systems Analysis										3/20	N/A	N/A	
	Management Information Systems Concentration - 15 credits												
Database Management Systems									7/20	N/A	N/A	4/20	N/A
Database Management Systems										3/25	N/A		5/20
Website Development									15/18	11/18	N/A	7/18	7/18
Project Management									4/18	N//A	N/A	4/18	N/A
Project Management									3/25	8/25	N/A	N/A	9/25

MIS Internship III								2/2	1/2	2/2	N/A	1

Business Administration Major and Concentrations Revisions

Business faculty will use the results from Peregrine tests and CompXM facilitated in December, 2014 BUS 450 as the basis for our decision on the proposed curriculum changes. We will collect feedback from our alumni to determine how well we are meeting our program objectives in the professional world. We will also use feedback from professional business external evaluations collected and aggregated after each Capstone course presentations.

On December 11, 2014, seven business faculty met and proposed the following changes:

- Do not drop Accounting II. Instead, adopt a different Accounting I and II textbook, which emphasizes the financial statements content from a macro-accounting strategy. Both courses will include QuickBooks. This addresses the Business Advisory Council's (BAC) focus group comments and suggestions about technology.
- Add BUS 214 (Business Ethics) to the core classes for the major. This change will make future Peregrine test results more reliable. In addition, we have added 6 Ethics-Plugins in the Capsimulation Project.
- Add BUS 324 (Personal Finance) to the core classes for the major and remove MAT 120.
    o BUS 324 requires 75% of math in each chapter so this provides students another course with applied Math.
    o Remove BUS 324 from each concentration, which was misaligned to the concentration objectives.
- MIS 125 is required in the core major classes. This would be a prerequisite for the advanced productivity tools. This addresses the BAC's focus group comments and suggestions about needed more Excel in their professional careers.
- Move internships to the individual concentrations. This would resolve the issue of the online BSBM degree. The online concentration would include 5 courses without an internship as one of them.
- The MIS, ACC, Mgmt., and Econ/Fin concentrations will require an accounting, business, economics, or management information systems elective.
    o This reverts back to our program prior to putting BUS 324 in each concentration.
- Investments will be dropped from the Economics/Finance concentration. Instead, The Economics/Finance concentration will now have ACC 412 named Advanced Productivity Tools.
    o Business students and alumni focus groups indicated that the curriculum needs more technology integrated into the coursework with specific mentioning of Excel.
    o The ACC 412 will add another layer of knowledge to MIS 125 of the Excel program. This will help better prepare students for their future jobs and careers.
- Advertising/ Marketing concentration will not change.
- MIS concentration will include more upper-level classes.
- Management concentration will remove BUS 421 (Human relations) and replace it with Organizational Behavior and Leadership (300 level Business course).
    o Students and alumni focus groups indicated that the curriculum needs more organization behavior content into the coursework with specific mentioning of leadership.
    o Several in the management field have indicated that the name Human Relations is misaligned with the current textbook and the intent of the course.
- The accounting concentration will add ACC 412 (Advanced Productivity Tools).

- o Accounting students and alumni focus groups indicated that the curriculum needs more technology integrated into the coursework with specific mentioning of Excel.
- o The ACC 412 will add another layer of knowledge to MIS 125 of the Excel program. This will help better prepare students for their future jobs and careers.

Part of the Business Advisory Councils Minutes: The Business faculty held the Second Annual Alumni Business Council Meeting on Oct. 23rd 2014 from 5-8 p.m. The meeting included 20 alumni from the Accounting, Business Administration and MBA, 4 business faculty, 15 seniors and 8 Marketing Research students. The seniors asked questions during the social hour and the Marketing Research students transcribed comments in 3 focus groups. One significant reoccurring suggestion was the inclusion of technology in the program curriculum. Other comments are recorded in the Marketing Research BAC report.

Part of a summarization of our Peregrine results: When comparing our Peregrine outbound scores, our students scored about the same as the comparisons groups except in Ethics. Faculty intend to raise the Ethics score by requiring all Business majors to complete Business Ethics.

Bus Admin Course	Majors	Concentrations	Minors	Other
BUS 206 Entrepreneurship	Fine Arts Elective		BAD Elective	
	MIS		Sports Mgmt. Elective	
BUS 231 Risk Mgmt. and Insurance	Fine Arts Elective		BAD Elective	
	Cybersecurity Elective		Sports Mgmt. Elective	
BUS 321 Prin. Of Marketing	Cybersecurity Elective		BAD Elective	
	Mgmt. & Ldrship		Sports Mgmt. Elective	
	Communications	Public Relations		
	Fine Arts Elective			
BUS 324 Personal Finance	MIS		BAD Elective	
	Mgmt. & Ldrship			
BUS 332 Bus Communications	Mgmt. & Ldrship	Administration	BAD Elective	
BUS 335 Business Law	Accounting		BAD Elective	
	Cybersecurity Elective			
BUS 351 Prin. Of Management	Cybersecurity Elective		BAD Elective	
	Mgmt. & Ldrship		Sports Mgmt. elective	
BUS 415 Corporate Finance	Accounting		BAD Elective	
ECN 251 Macroeconomics	Accounting			MBA Prerequisite
	Cybersecurity Elective			
	Mgmt. & Ldrship Elective			
	Gen Ed Electives			

				MBA Prerequisite
ECN 252 Microeconomics	Accounting		BAD	
	Cybersecurity Elective			
	Mgmt. & Ldrship Elective			
	Gen Ed Electives			
BUS 403 BUS Internship	Bus Admin	Advertising and Marketing	BAD Elective	
		Accounting and Financial Services		
	Mgmt. & Leadrship	Accounting and Financial Services		
		Advertising and Marketing		
		Management		
ECN 325 Money and Banking	Bus Admin	MIS	BAD Elective	
		Management		
		Accounting and Financial Services		
	Mgmt. & Leadrship	Accounting and Financial Services		
BUS 309 Salesmanship	Bus Admin	Advertising and Marketing	BAD	
		Management		
		MIS		
	Mgmt. & Leadrship	Advertising and Marketing		
BUS 428 Public Relations	Bus Admin	Advertising and Marketing	BAD	
		Management		
		Leadership		
	Mgmt. & Leadrship	Advertising and Marketing		
	Communications	Public Relations		
BUS 431 Advertising	Bus Admin	Advertising and Marketing	BAD	
		Management		
		MIS		
	Mgmt. & Leadrship	Advertising and Marketing		
BUS 461 Marketing Research	Bus Admin	Advertising and Marketing		
		Management		
		MIS Elective		
	Mgmt. & Leadrship	Advertising and Marketing		

		MIS Elective		
BUS 314 Customer Service	Bus Admin	Entrepreneurial Mgmt.	BAD Elective	
	Mgmt. & Leadrship	Administration		
	Cybersecurity Elective			
BUS 357 Non-Profit Management	Bus Admin	Entrepreneurial Mgmt.	BAD Elective	
	Cybersecurity Elective			
	Mgmt. & Leadrship	Administration		
BUS 475 Human Resources Admin.	Bus Admin	Entrepreneurial Mgmt.	BAD Elective	
	Cybersecurity Elective			
	Mgmt. & Leadrship			
BUS 307 Retail Management	Bus Admin	Management	BAD Elective	
		MIS		
	Mgmt. & Leadrship	MIS		
ECN 421 Managerial Economics	Bus Admin	Management		
		MIS Elective		
	Mgmt. & Leadrship	MIS Elective		
BUS 461 Marketing Research	Bus Admin	MIS Elective		
		Advertising and Marketing		
		Management elective		
	Mgmt. & Leadrship	MIS Elective		
BUS 421 Organizational Behavior	Bus Admin	Management	BAD Elective	
		MIS Elective		
	Mgmt. & Leadrship			
BUS 428 Public Relations	Bus Admin	MIS Elective	BAD Elective	
		Management Elective		
BUS 214 Business Ethics	Accounting			Associate of Art in Liberal Arts (elective)
	Bus Admin Elective			
	Mgmt. & Leadrship Elective			
BUS 329 Managerial Ethics	Bus Admin Elective		BAD elective	
	Cybsecurity Elective			
	Mgmt. & Leadrship Elective			

BUS 450 Business Policy and Procedures	Accounting			

Program Checklist
Attach the Program checklist from the most recent Academic Catalog

B.S. BUSINESS ADMINISTRATION – 63 credits   **2014-2015 Catalog**

ID#:_____

Name:_____   Advisor:_____

Students are required to have 122 distinct credits for graduation

Concentration:_____
(All Business Administration majors must also complete the required 15 hours for their concentration; bringing them up to the total 63 hours required for the major.)

REQUIRED COURSES 45 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC240 Principles of Accounting I	3			
ACC241 Principles of Accounting II	3			
BUS206 Entrepreneurship	3			
BUS231 Risk Mgt and Insurance	3			
BUS321 Principles of Marketing	3			
BUS332 Business Communications	3			
BUS335 Business Law	3			
BUS351 Principles of Management	3			
BUS4__ Internship ___ (I – XII)	3			
BUS415 Corporate Finance	3			
BUS450 Business Policy & Procedure	3			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
MAT114 Elementary Statistics	3			
* MAT120 Calculus for Business	3			

*Students **must** complete the **MAT120** pre-requisite (**MAT118** College Algebra) before they can register for MAT120.

Required Electives 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MIS100 Intro to Web 2.0	3			
MIS125 Productivity Tools	3			
MIS200 Introductory Projects	3			
MIS225 Database Management Syst	3			
MIS250 TeleCommun & Networking	3			
MIS300 Independent Study	3			
MIS325 Website Development	3			
MIS350 Project Management	3			
MIS400 Advanced Projects	3			
MIS4__ Internship ___ (I – XII)	___			

**Courses *cannot* be used to fulfill both the core requirements and concentration requirements; students *must* have 63 distinct hours to fulfill major requirements.

Student:_____Date:_____

Advisor:_____Date:_____

Division Chair:_____Date:_____
        Substitutions to the coursework above requires the signature of the division chair.

~ Please see 2nd page for 5 yr MBA

The following four MBA courses may be taken and counted towards a student's 122 required hours and then transferred into the MBA program upon graduation. Students, who want to complete the 5-year MBA option, should work with their advisors to plan to complete the first 4 courses listed below during their final fall & spring undergraduate semesters. (Two courses in fall/spring and two courses in spring/fall)

5-Year MBA Senior Year Courses 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BMT517 Humn Resourcs & Org Behavr	3			
BMT539 Business Law	3			
BMT545 Managerial Ethics	3			
BMT580 Management Systems	3			

The following 6 courses will be completed the fifth year of your MBA. Students can complete the courses either on campus or online.

5-Year MBA Graduate Year Courses 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BMT524 Economics For Managers	3			
BMT538 Accounting For Managers	3			
BMT552 Mrktng Rsrch Decisions/Analys	3			
BMT566 Financial Decisions	3			
BMT569 Entrprnrshp/Mrktng Plan &Dev	3			
BMT590 Applied Case Project	3			

Student:_____Date:_____

Advisor:_____Date:_____

Division Chair:_____Date:_____
Substitutions to the coursework above requires the signature of the division chair.

Checklist

Business Administration - 63 Credits (Core - 48 Credits and Selected Concentration - 15 Credits)	2021 Catalog
ID#:	
Name:	
Advisor:	

Students are required to have 122 distinct credits for graduation

*Course prerequisites include non-major required course (MAT112 or MAT118) All prerequisites must be met to take denoted course.

Concentration (if applicable)
Concentration:

Required Courses:42.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ACC 240	Principles of Accounting I	3.00			
ACC 241	Principles of Accounting II	3.00			
BUS 206	Entrepreneurship	3.00			
BUS 231	Risk Management and Insurance	3.00			
BUS 321	Principles of Marketing	3.00			
* BUS 324	Personal Finance	3.00			
BUS 332	Business Communications	3.00			
BUS 335	Business Law	3.00			
BUS 351	Principles of Management	3.00			
* BUS 415	Corporate Finance	3.00			
ECN 251	Macroeconomics -S	3.00			
ECN 252	Microeconomics -S	3.00			
MAT 114	Elementary Statistics -M	3.00			
MIS 125	Productivity Tools	3.00			

Concentration Requirements: 15.00 credits

Concentration: Accounting and Financial Services Concentration - 15 Credits

Credits: 15.00

Concentration Course		Credit	Semester Completed	Grade Earned	Substitutions
ACC 319	Taxation I	3.00			
ACC 412	Advanced Productivity Tools	3.00			
ACC 430	Investments with Financial Statement Analysis	3.00			
BUS 403	BUS Internship III	3.00			
ECN 325	Money and Banking	3.00			

Concentration: Advertising & Marketing Concentration - 15 Credits

Credits: 15.00

Concentration Course		Credit	Semester Completed	Grade Earned	Substitutions
BUS 309	Salesmanship	3.00			
BUS 403	BUS Internship III	3.00			
BUS 428	Public Relations	3.00			
BUS 431	Advertising	3.00			
BUS 461	Marketing Research	3.00			

Concentration: Entrepreneurial Management Concentration - 15 Credits

Credits: 15.00

Notes: **Offered only online**

Concentration Course		Credit	Semester Completed	Grade Earned	Substitutions
ACC 319	Taxation I	3.00			
BUS 315	Customer Service	3.00			
BUS 357	Non-profit Management	3.00			
BUS 475	Human Resources Administration	3.00			
LDR 201	Concepts in Leadership	3.00			

Concentration: Leadership Concentration - 15 Credits

Credits: 15.00

Notes: **Only offered online**

Concentration Course		Credit	Semester Completed	Grade Earned	Substitutions
LDR 201	Concepts in Leadership	3.00			
LDR 345	Leading Teams	3.00			
LDR 350	Change Leadership	3.00			
LDR 450	Ethics in Leadership	3.00			
LDR 475	Leadership Theory	3.00			

Concentration: Management Concentration - 15 Credits

Credits: 15.00

Concentration Course		Credit	Semester Completed	Grade Earned	Substitutions
BUS 307	Retail Management	3.00			
BUS 403	BUS Internship III	3.00			
BUS 421	Organizational Behavior	3.00			
ECN 421	Managerial Economics	3.00			

Electives of this Concentration: Upper Level Elective - 3 Credits

Credits: 3.00

Electives Course		Credit	Semester Completed	Grade Earned	Substitutions
ACC 312	Intermediate Accounting I	3.00			
ACC 319	Taxation I	3.00			
ACC 343	Cost and Managerial Accounting	3.00			
ACC 412	Advanced Productivity Tools	3.00			
ACC 441	Auditing	3.00			
BUS 309	Salesmanship	3.00			
BUS 428	Public Relations	3.00			
BUS 431	Advertising	3.00			
BUS 461	Marketing Research	3.00			
ECN 325	Money and Banking	3.00			
MIS 325	Website Development	3.00			
MIS 350	Project Management	3.00			
MIS 370	MIS Advanced Projects	3.00			
MIS 400	Advanced Projects	3.00			
MIS 401	MIS Internship I	1.00			
MIS 402	MIS Internship II	2.00			
MIS 404	MIS Internship IV	4.00			
MIS 405	MIS Internship V	5.00			
MIS 406	MIS Internship VI	6.00			
MIS 407	MIS Internship VII	7.00			
MIS 408	MIS Internship VIII	8.00			
MIS 409	MIS Internship IX	9.00			
MIS 410	MIS Internship X	10.00			
MIS 411	MIS Internship XI	11.00			
MIS 412	MIS Internship XII	12.00			
MIS 425	Enterprise Systems	3.00			
MIS 450	Systems Analysis	3.00			

Concentration: Management Information Systems Concentration - 15 Credits

Credits: 15.00

Concentration Course		Credit	Semester Completed	Grade Earned	Substitutions
MIS 225	Database Management Systems	3.00			
MIS 325	Website Development	3.00			
MIS 350	Project Management	3.00			
MIS 403	MIS Internship III	3.00			

Electives of this Concentration: Upper Level Elective - 3 Credits

Credits:3.00

Electives Course		Credit	Semester Completed	Grade Earned	Substitutions
ACC 312	Intermediate Accounting I	3.00			
ACC 319	Taxation I	3.00			
ACC 343	Cost and Managerial Accounting	3.00			
ACC 412	Advanced Productivity Tools	3.00			
ACC 441	Auditing	3.00			
BUS 307	Retail Management	3.00			
BUS 309	Salesmanship	3.00			
BUS 421	Organizational Behavior	3.00			
BUS 428	Public Relations	3.00			
BUS 431	Advertising	3.00			
BUS 461	Marketing Research	3.00			
ECN 325	Money and Banking	3.00			
ECN 421	Managerial Economics	3.00			
MIS 400	Advanced Projects	3.00			
MIS 401	MIS Internship I	1.00			
MIS 402	MIS Internship II	2.00			
MIS 404	MIS Internship IV	4.00			
MIS 405	MIS Internship V	5.00			
MIS 406	MIS Internship VI	6.00			
MIS 407	MIS Internship VII	7.00			
MIS 408	MIS Internship VIII	8.00			
MIS 409	MIS Internship IX	9.00			
MIS 410	MIS Internship X	10.00			
MIS 411	MIS Internship XI	11.00			
MIS 412	MIS Internship XII	12.00			
MIS 425	Enterprise Systems	3.00			
MIS 450	Systems Analysis	3.00			

Required Electives: 3.00 credits

Required Electives: Business Ethics Elective - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
BUS 214	Business Ethics -E	3.00			
BUS 329	Managerial Ethics -E	3.00			

Required Electives: Capstone Requirement - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
BUS 450	Business Policy and Procedures	3.00			
BUS 499	Managerial Policies and Procedures	3.00			

Course Description
Upload program course descriptions from the most current Academic Catalog.

Core Business Administration Courses:

- **ACC 240 - Principles of Accounting I**
    - o An introduction to the principles underlying accounting information. The course will focus on the role that accounting information plays in planning, evaluating, and recording operating activities of businesses. An introduction to financial statements is also included. In this course students will summarize financial data and construct basic financial statements using various software tools such as Excel and QuickBooks.
- **ACC 241 - Principles of Accounting II**
    - o This course extends the concepts of ACC 240 Methods for evaluating management decisions will be included through the study of financial statement analysis. Students will be able to interpret the financial position of a company based on their organization of the financial data that is compiles using various software tools such as Excel and QuickBooks.
- **BUS 206- Entrepreneurship**
    - o A straightforward, fundamental approach to managing a small firm. Students will organize, interpret data and show the proper procedures in planning, operating, directing, and evaluating a new small business.
- **BUS 231- Risk Management and Insurance**
    - o This course is an introductory study of handling personal and business risk through various basic risk management strategies. Student will be expected to understand terms and definitions related to the fundamental's concepts of social, private and public insurance programs. The course will be divided into four parts: general overview of risk management and insurance; Life and Health Insurance; Homeowners and Auto Insurance; and Government Regulation.
- **BUS 321- Principles of Marketing**
    - o An application of concepts from the field of marketing of consumer demand in relation to marketing procedures, functions, methods, policies, including issues of marketers from a marketing perspective.
- **BUS 324- Personal Finance**
    - o This course provides practical information covering five main topics: money management (budget, credit cards, income taxes, and mortgage payments), insurance, investments, retirement and estate planning. Students are expected to integrate various personal finance instruments and construct a personal finance plan based on their personal assessment.
- **BUS 332- Business Communications**
    - o Formulate and develop the business/management communication process and its functions in a business environment. All types of business communications will be analyzed, practiced, and assessed
- **BUS 335- Business Law**
    - o Fundamental principles of law in relation to business including court systems, torts, contracts, and sales.
- **BUS 351- Principles of Management**
    - o An investigation of management concepts with an emphasis on the four basic managerial functions of planning, organizing, leading, and controlling, including the application of decision making, group dynamics, communication, and the business environment.
- **BUS 415- Corporate Finance**
    - o This course connects the principles of financial managerial decision to a broader management process linking the firm with external markets in which it must raise funds, purchase inputs and sell products. The student will be expected to apply the concepts of financial analysis and planning, investment risk and time value of money, cash flows and capital budgeting, and cost of capital. Each students will construct a stockholders' report that analyzes the real-world financial markets.
- **ECN 251- Macroeconomics -S**
    - o This course is an introduction to the nature, method, and scope of economic analysis regarding the macroeconomic performance of nations. Indicators of a nation's macroeconomic performance include the

economic growth rate, the tendency toward inflation, and the level of unemployment. This course introduces students to the process of monetary and fiscal policy, and also introduces students to each policy's impact on national economic performance. Students also are introduced to the nature of global trade and economic development.

- **ECN 252- Microeconomics -S**
  - o This course introduces students to the principles and theories of microeconomics. The course stresses identification of fundamental economic concepts, essential forms of business organization, and introductory theory regarding exchange and price determination under various market conditions. Students additionally learn about distribution of income, the economics of agriculture and labor, and the role of government in business.
- **MAT 114- Elementary Statistics**
  - o A pre-calculus introduction to statistics. Topics include: elementary probability, measures of central tendency and variation, normal distributions, sampling, confidence intervals, estimation, hypothesis testing, regression and correlation. Emphasis on the use of graphing calculators and the utility of mathematics as a problem-solving tool. Extensive discussion of applications in natural science, social science, and business.
- **MIS 125- Productivity Tools**
  - o Students will learn basic skills involving the applications of word processing, database, spreadsheet, presentations, and e-mail using the Office 2013 suite. Students will be exposed to employment considerations and new administrative features. Several of the specific components will include: Word, Excel, PowerPoint, Access, and Outlook.

Required Electives:

Business Ethics Electives-

- **BUS 214- Business Ethics -E**
  - o This course is an introduction to moral issues in business. Students will be introduced to basic ethical theory and models for ethical decision-making. Students will look at case studies of both unethical and ethical performance by business. This course introduces students to a variety of business ethics problem areas which include: consumer rights, product safety, ethics in marketing and advertising, employment rights, affirmative action, corporate responsibility, regulation, "whistle-blowing," and environmental responsibility. In this course, students analyze, evaluate, articulate, and defend logical positions on business ethics issues.
- **BUS 329- Managerial Ethics -E**
  - o This is a course designed to provide students with the reasoning skills for ethical decision making in business. Students will study the framework for the concepts, processes, and best practices associated with successful business ethics. The emphasis is on critical, informed, and systematic thinking about situations where good arguments can be made on both sides of a question. Students will study two major Western codes of ethical conduct from the field of normative ethics (teleology and deontology) and analyze and apply these to business situations and case studies. This course addresses the complex environment of ethical decision-making in any type of organization where the burden of ethical behavior relates to the organization's values and traditions, not just to the individuals who make the decisions and carry them out.

Capstone Requirement-

- **BUS 450- Business Policy and Procedures**
  - o This is a senior capstone course which synthesizes the student's academic experience in various professional business subjects taught in the business administration degree program. This course gives a special emphasis on the creative, analytical and critical challenges experienced by contemporary

business managers. Students will connect their business knowledge to international and ethical issues in business. The course stresses a case study approach.

- **BUS 499- Managerial Policies and Procedures**
    - o This course provides students with the opportunity to utilize the skills and information they have learned in the prerequisite courses to complete the final strategic business assessment. This course encompasses skills learned from marketing, business communication, ethics, statistics, accounting, management, leadership, systems management, legal and managerial risk, human resources, economics, and financial decisions. The student will create a professional assessment of a company by investigating several factors, drawing conclusions from that data and explaining their opinions in terms of concepts learned throughout the program.

Concentrations:

Advertising & Marketing Concentration

- **BUS 309- Salesmanship**
    - o Selling is a vital part of marketing and our marketing economy. Students will assess and apply the concepts of selling (prospecting, demonstrating, questioning, handling objections, and closing) to create and construct an industrial sales' presentation based on those selling methods which are successful and socially desirable.
- **BUS 403- BUS Internship III**
    - o Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2-credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.
- **BUS 428- Public Relations**
    - o An application class that reinforces and creates various aspects of public relations models that connect policies, strategies, and procedures to include marketing, communication, and designing public relations models for "real-world' businesses and/or clients.
- **BUS 431- Advertising**
    - o Students will apply the concepts of advertising and marketing to create an advertising campaign for a new brand of a product category. Students will analyze both the industry (of the product category) and the desired market segment and then select the appropriate media to boost the awareness and generate consumer demand for their brand.
- **BUS 461- Marketing Research**
    - o This course is an applied approach to the field of marketing research with practical applications. Students are expected to design a research project and analyze their qualitative and/or quantitative results. Student will formulate hypothesis and connect their statistical analysis using a formal research report format. Prerequisites: MAT 114 and BUS 321

Accounting and Financial Services Concentration

- **ACC 319- Taxation I**
    - o Students will compare the history, law and structure of the Internal Revenue Code and learn about payroll and income taxes affecting individuals and families. Preparation of accurate federal payroll forms and income tax returns will be required citing appropriate tax authorities for controversial issues that arise.
- **ACC 412- Advanced Productivity Tools**
    - o Student will learn advanced skills involving the applications of spreadsheets, databases and word processors. Students will be exposed to PivotTables, Vlookup, Match & Index functions, Goal Seeker and Solver, PMT function, data tables, SQL queries, Macros, Sorting, forms, linked objects and more
- **ACC 430- Investments with Financial Statements Analysis**

- o This course will require students to apply analytical skills to compare investment opportunities by analyzing financial statements to determine the financial health of a company.
- **BUS 403- BUS Internship III**
  - o Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2-credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.
- **ECN 325- Money and Banking**
  - o This course reinforces the knowledge base of macroeconomics and microeconomics. The course gives students a more in-depth coverage of topics first introduced in those courses, including industry structure, industry regulation, money, interest rates, inflation, the Federal Reserve System and monetary policy. This course offers a rigorous presentation of contemporary issues in money, banking and financial markets with use of both a textbook and outside readings. This course reinforces knowledge of five core principles of money, banking and finance which comprise the rationale of the system of payment and value. In reading, thinking and writing assignments, students must consider multiple points of view on both financial markets and financial institutions. Prerequisites: ECN 251 and ECN 252

Entrepreneurial Management Concentration

- **ACC 319- Taxation I**
  - o Students will compare the history, law and structure of the Internal Revenue Code and learn about payroll and income taxes affecting individuals and families. Preparation of accurate federal payroll forms and income tax returns will be required citing appropriate tax authorities for controversial issues that arise.
- **BUS 315- Customer Service**
  - o This course will cause the future entrepreneur and manager to consider business transactions from the viewpoint of the customer. The course will explore the role that customer service plays on the future of any business and what an effective leader can do to develop customer service policies and procedures that benefit all parties involved.
- **BUS 357- Non-profit Management**
  - o The non-profit environment requires that managers be able to perform as chief executive, marketer, fundraiser and grant writer if necessary. This course will explore the unique challenges that managers of non-profit organizations encounter. The differences between for profit and non-profit entities will be examined closely including a focus on revenues vs. resources and expenses vs. expenditures.
- **BUS 456 Human Resources Administration**
  - o Employee relations and performance appraisals. Various tools will be discussed that are available to the Human Resources professional such as job analysis, and job design. Students will analyze real-life, legal issues, that pertain to the functions of a Human Resources department and demonstrate their comprehension by applying the principles they have learned to solve these non-routine issues.
- **LDR 201- Concepts in Leadership**
  - o This course introduces students to a variety of leadership concepts and serves as a foundational course for more advanced study in leadership. Topics include but are not limited to motivating others, management communication, training and development, team building and improving leadership qualities within each person.

Leadership Concentration

- **LDR- Concepts in Leadership**
  - o This course introduces students to a variety of leadership concepts and serves as a foundational course for more advanced study in leadership. Topics include but are not limited to motivating others, management communication, training and development, team building and improving leadership qualities within each person.

- **LDR 345-Leading Teams**
    - o The course will cover the principles needed to create and lead effective teams. Students will generate, compare and assess effective team interventions to produce high achieving teams in organizational settings. Topics covered in this course include stages of team development, identifying and assigning appropriate human capital to teams, team culture and alignment to corporate culture, ensuring team productivity through effective and timely leader interventions and team disbandment.
- **LDR 350- Change in Leadership**
    - o This course is designed to introduce students to the challenges of leading an organization during change. Students will investigate theories and best practices of change leadership/leading at the organizational and personal level. Topics include but are not limited to leading and facilitating communication during change, decision-making during crisis, managing resistance to change and creating appropriate environments to facilitate change.
- **LDR 450- Ethics in Leadership**
    - o This course investigates the important role ethics plays in leading. In this course, students will develop an understanding of their own character development and its impact on followers as well as gaining insights into leading the self. Students will explore, analyze and investigate topics such as normative ethics' role in leadership, servant and steward leadership, as well as sensemaking, satisficing and decision-making from an ethical leader perspective.
- **LDR 475- Leadership Theory**
    - o This course introduces student to leadership theory at an advanced level. Through the exploration, analysis and critique of such theories, students will develop a deeper understanding of leadership and leading. Topics covered in this course include but are not limited to historical perspectives of leadership, transformational and transactional leadership, charismatic leadership, dysfunctional leadership, power and political leadership.

Management and Concentration

- **BUS 307- Retail Management**
    - o A study of the organization and management of retail stores with emphasis on store location, buying, receiving, store policy, and selling that formulates retail business models which will be implemented via "real-world" businesses and/or clients.
- **BUS 403- BUS Internship III**
    - o Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2-credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.
- **BUS 421- Organizational Behavior**
    - o This course will build on prior management and behavioral concept and theory to explore individual and group processes involved in management/employee relationship, group dynamics, conflicts management, change management, motivation, moral, job design, organizational culture and development. The course will provide a strong understanding for productive organizational results focusing on the interactions of employees, employers, and the organization.
- **ECN 421- Managerial Economics**
    - o This course is the application of microeconomic theory to management problems. In microeconomic theory, profit maximization is simply assumed as a condition of firm behavior. In managerial economics, profit maximization is studied as a management behavioral objective – and as a goal which may or may not be achieved, despite the attempts of managers. Students will be able to differentiate between a variety of factors that affect a business concern. They will develop informed solutions by analyzing all of the economic factors that affect the production environment.

Management Information Systems Concentration

- **MIS 225- Database Management Systems**
    - o This course prepares student to develop application programs in the database environment. Models of data, data structure and file organization are covered.
- **MIS 325- Website Development**
    - o This course is designed to instruct the student in the proper design and analysis of website development. Students will learn the basics of HTMl, CSS, website portals, content management systems, web hosting and domain name construction. A final project will require the student to maintain a website, host and domain name. Although there is no textbook associated with the class, students will be required to purchase a web hosting package of approximately $70. This will allow the student to develop a website for the class.
- **MIS 350- Project Management**
    - o This course is an examination of the knowledge sets, skills, tools and techniques of project management, with an emphasis on how project management contributes to the strategic goals of the organization. The course focuses on the role of information technology as an integration tool in project management. Topics: Microsoft project, work breakdown, structure development, resource scheduling, developing a project network, project organization, time management, and performance measurement and evaluation. The course also examines the managerial competencies required to organize and lead a project.
- **MIS 403- MIS Internship III**
    - o Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2-credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.

Summary of Teaching Effectiveness
This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

Business Administration: Summary of Teaching Effectiveness

Course Evaluation Summary:
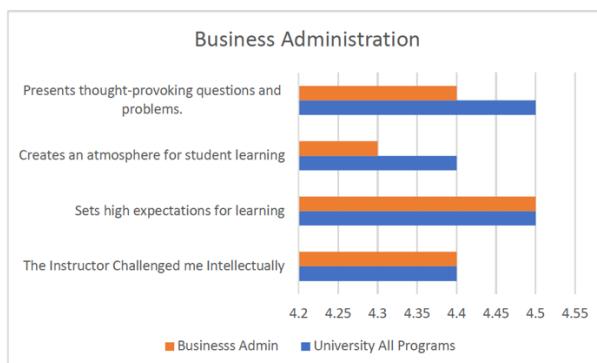
Sample:

N=1161   45.4% Response Rate

This data is representative of courses listed on the program checklist. Data from online courses represented in the program begin Academic year 2019-2020 after EOC alignment was created. This data represents end of course surveys from the 2017-2018 through 2019-2020 academic years.

Faculty Response to Teaching Effectiveness
How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

The attached information is a bit misleading concerning the course evaluation summary due to the uneven scale descriptors. Upon closer examination, the question concerning though provoking questions, the department's average was 4.4 and the University's average was 4.5. For Q. 8 the department's average was 4.3 and the University's average was 4.4. For Q. 16 and Q. 22 the department and University's averages were equal. Based on this data, the faculty do not feel any changes need to be made to the curriculum or coursework.

The business faculty regularly reviewed the data from the Student Performance Review and have made changes according. One change was to add more presentations to our course activities to improve our students' oral communication skills. This change was discussed in our annual assessment report. Faculty also annually review the results from the Peregrine tests, CompX, and external evaluators comments for other alternative measures to improve our teaching effectiveness. End of program evaluations have also been utilized since 2019.

Faculty & Resources
Physical Facilities

Physical Space/Resources
Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

The traditional Business Division courses are taught in the Burton Business Building. It is a 38 year old structure with three floors of classrooms that include computer-driven projectors with internet access. Students may use a Think Tank, two computer labs, one commuter lounge, an individual study lab, or an open study area for group projects or individual study.

The Think Tank is a room designated for brainstorming or to work on any group project. Groups of two or more students can use three large screen computers and one table top computer with state of the art capabilities to collaborate on their projects. The two computer labs have two monitors at each computer plus easy printer accessibility. The commuter lounge has tables, couches and computers, as well as snack and soda machines. The open study area is located in the main foyer. Students have access to three zero client computers, as well as small tables and chairs for groups of four. Also, in the Burton Building, three large screen TVs are strategically located so students can be continuously updated on business division and global business news.

Traditional students can obtain hard copies of job and internship opportunities on bulletin boards located on the second floor of the Burton Building. This information can also be found on the Business Division website, as well as information about contact names of internships that previous students have completed.

Upgrades to Physical Space/Resources
Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

The only upgrades (which are significant) have been in Burton, Rm. 105. Over the 2019/2020 academic year, that room has been remodeled by Student Life to support the Director of Ethics and Global studies and this is a room that is often used by the MBA program for courses taught at the main campus. The room now has a conference/meeting space for

small groups and a main lecture area that includes a flat-screen TV, projector and screen and a wall painted in dry erasable paint. New furniture has been purchased, the room has been freshly painted and wall hangings have been installed. The final phase of development in the room is to replace the lecture desks with movable desks/chairs that can be quickly reconfigured. This remodel had an immediate and positive impact on students and faculty who utilize the room. The room facilites collaboration and small group breakout opportunities which is valued in many of the MBA courses. It also provides a professional space that is expected of many MBA students.

Recommendations to Improve Resources
Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

Using the upgrades made to Burton, Rm. 105 as a template and replicating in other classrooms throughout the Burton Building would improve the experience for our students and faculty. Additionally, we are excited to see the online learning management system move to D2L and beleive this will have a large and positive impact on our online students' learning experience. The eventual move of on-ground courses to the same LMS will eliviate the need for students to navigate between two LMS platforms and will add better continuity between on-ground and online learning. This is especially important for our Graduate Plus Program students who currently utilize Owlnet for their on-ground courses and Moodle for their online courses.

The Burton Building is in serious need of upgrades to include, bathrooms, carpeting, fresh paint inside and out and permanent repairs to roofing to prevent leaking. Also, each classroom in the building has old chairs and desks. The buidling does not provide an engergizing, collaborative atmosphere, instead it appears tired and stale.

Technology Resources
List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?
We need investment in video-conference technology in the classrooms so we can continue to increase collaboration opportunities for our students. Stronger Wifi and upgrades to technology in each classroom is desperately needed. The lack of smart technology and strong connectivity is a detriment to our program and places us behind our competitors. We should strive to become an Apple University to support emerging technologies.

Library Resources:
Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University

4 to 1 Peer Holdings Comparison - Business Administration - Printed Books and Non-print Materials
- Not held by WWU
- Held by All
- Held by only WWU

3.07% 9.45% 87.48%
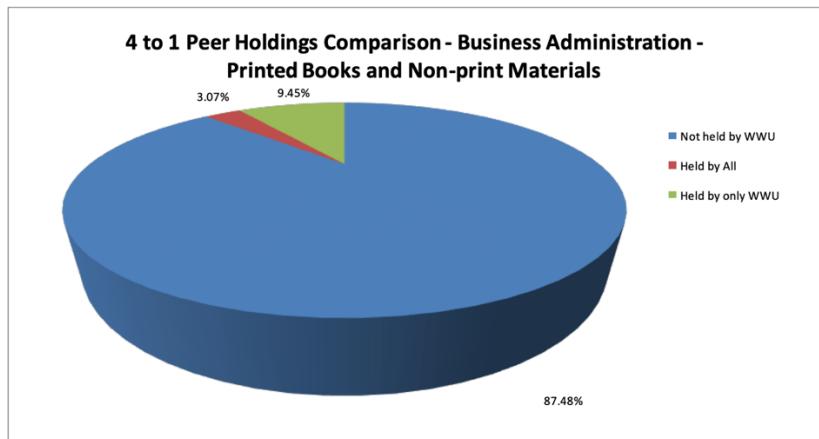
IV. Analysis

Business as a discipline is taught at WWU at both the undergraduate and graduate levels and requires both up-to-date and basic library materials. This is a difficult discipline for the acquisition of print monographic materials, primarily because there is very little activity on the part of business faculty in selecting print resources and there is no one on the library staff with expertise in this area. Research materials in business are available primarily through databases, such as *Business Source Premier*, and *Lexis Nexis Academic.* In addition, there are business titles in the ebook collection from Ebsco. All these resources are available through *Woods OneSearch.*

The library receives infrequent requests for business materials from faculty or students. As a result, the acquisition of print materials is conducted by the library staff from reviews in library journals.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time

Library Resources:
Faculty response to the adequacy of library resources provided to the program?

We believe that the resources provided by the library are adequate for our students

Library Report
Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.
Business_Administration_Library_Report_2020_9.doc

Faculty and Staff Resources

Faculty
1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Fullt-time Faculty:

Eric Brown, Assistant Professor of Management Information Systems. ABD, Information Management with Capella University. Six years of full-time teaching with WWU. Contractual course load: twelve credit hours per semester.

Stephen Forsha, Associate Professor of Business and Director, School of Business and Technology. Doctor of Management from Webster University. Four years of full-time teaching with WWU. Contractual course load: six credit hours per semester.

David Forster, Associate Professor of Business and Economics. MBA from Lincoln University. Twenty-five plus years of full-time teaching with WWU. Contractual course load: twelve credit hours per semester.

Jessica Manion, Assistant Professor of Accounting. Ed.D. in Instructional Leadership from Lindenwood University. One year of full-time teaching with WWU. Contractual course load: twelve credit hours per semester.

Miriam O'Callaghan, Assistant Professor of Management. Ph.D. in Management from Barkatullah University. Three years of full-time teaching with WWU. Contractual course load: twelve credit hours per semester.

Brenda Popp, Assistant Professor of Business. MBA from Lincoln University. Twenty plus years of full-time teaching with WWU. Contractual course load: nine credit hours per semester.

Matthew Sveum, Assistant Professor of Management and Economics, Ph.D. in Agricultural Economics from the University of Missouri. Three years of full-time teaching with WWU. Contractual course load: twelve credit hours per semester.

Thomas Trice, Associate Professor of Business and MBA Program Manager. Doctor of Management from Webster University. One year of full-time teaching with WWU. Contractual course load: six credit hours per semester.

Scott Zimmerman, Instructor of Leadership and Military Studies. MA in Homeland Security from the American Public University. Three years of full-time teaching with WWU. Contractual course load: six credit hours per semester.

Adjunct faculty:

Ashley Brown, Adjunct Instructor. ABD, Organizational Leadership with Concordia University. One year of part-time teaching with WWU. Taught courses: Business Communications.

Paul Graham, Adjunct Instructor, J.D. and Ph.D in English from the University of Missouri. One year of part-time teaching with WWU. Taught courss: Business Law.

Faculty Curriculum Vitae
Attach current Vitae for all full time Faculty
EricBrown_CV.pdf
Stephen_Forsha_CV.pdf
Thomas_Trice_CV.pdf
Miriam_Ocallaghan_CV.pdf
Mathew_Sveum_CV.pdf
David_Forster_CV.pdf
Jessica_Manion_CV.docx
Brenda_Popp_CV_2020.docx

Adjunct Faculty Curriculum Vitae
Attach current Vitae for all adjunct faculty in the program.
Ashley_Brown_CV.pdf
Paul_Graham_CV.pdf
Dr._Anthony_Clark_s_Updated_CV.pdf
Dr._Catherine_Zacharias_s_CV.pdf
Dr._David_Ratliff_s_Updated_CV.doc
Dr._Deborah_Wilson_s_Updated_CV.doc
Dr._Flores_s_Updated_CV.docx
Dr._Lee_Baileys_Updated_CV.doc
Dr._Linda_Dukes_s_CV.docx
Dr._Mardy_Leathers_updated_CV__1_.docx
Dr._Scotty_Allen_s_CV.docx
Dr._V._Davis_s_updated_CV.pdf
Updated_CV_DaphneBanksResume_Oct_202020.pdf
Beth_Alpers_Resume_2017.pdf
CV_Krishna_Poudel.pdf

Michael_Seper_Resume_2018.doc
BrockResume_1.pdf

How many staff are designated to support the program?

 2

Staff
Do you feel the program is adequately staffed in order to meet the goals of the program?
Yes (selected)
No

Staff
Are issues with staffing impacting student learning?
Yes
No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time
Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include academic years Fall 2013 through Spring 2018

Online taught courses are from fall 2016 through spring 2018 for which data was available. On-ground taught courses are from fall 2017 through spring 2018 for which data was available.

Business Administration Taught Courses			
Online / On-Ground	Full-time faculty	Adjunct Faculty	Total courses taught
On-ground Courses Taught	35	11	46
Percentage Taught	76%	24%	
Online Courses Taught	29	73	102
Percentage Taught	28%	72%	
Total Courses Taught	64	84	148
Percentage Taught	43%	57%	

Faculty Reflection on Teaching Load Distribution
Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

Since the 2018-2019 academic year we have had full staffing with the addition of Dr. Sveum and Dr. O'Callaghan. The hiring of Dr. Manion for the 2019-2020 academic year in the accounting program relieved pressure on BAD faculty as well. Our current faculty distribution covers all areas of the curriculum, and we have very little use of adjuncts. We

believe that it is important for our students to be learning from full-time faculty, and, because we have been at full staff, students get this experience.

With faculty in full-time positions, it has given us an opportunity to explore what direction we would like the curriculum to go. Dr. Sveum and Dr. O'Callaghan have made significant changes to the courses that they inherited to reflect their personal training and preferences. The faculty have also started to reflect on the course offerings and what changes should be made in that area. This is only possible because we have people in full-time positions.

Recommendation on Personnel
What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

As mentioned above, we are currently fully staffed. Each content area (finance, marketing, management, and economic) is covered by one full time faculty member. At the end of the 2020-2021 academic year, Ms. Popp will be retiring. The faculty feel that it is important that this position be filled quickly. Since the other faculty members have full loads, and none are specifically qualified to teach finance, the failure to hire for the finance position will result in our students learning falling behind. Her position has been approved for fill with a start date of August 2021 for her replacement.

In the longer-term, we believe that it would be beneficial for the undergraduate program to share more resources with the MBA program. Since more students are becoming part of the Graduate Plus Program, the MBA is increasingly important to our perspective undergraduate students. While the undergraduate program is taught almost exclusively by full-time faculty, the same is not true for the MBA program. By hiring additional faculty, doubling up in content areas, we would be able to teach classes in both programs, giving all students, undergraduate and graduate, access to full-time faculty. This would also make the transition in the Plus program more seamless for our students.

If we could increase our full time staff we could also better support our online students (undergraduate and graduate) by providing them with more contact with full time faculty. Several of our currrent faculty also teach onilne and graduate courses but these are often taught as overloads after their contractual loads have been met.

Financial Analysis of the Program

Cost Per Major
This number is from the Academic Dean Report on Program Prioritization.
 4237.76

Financial Analysis by Program
Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

Total personnel expense for the program is $380.035.95 but several faculty who teach in this program also teach in other programs such as the B.S. in Management and Leadership and the MBA program. Additionally, most faculty have some form of administrative responsibility in addition to their teaching loads. The annual program budget is $5,600.00 which is quite low for one of the larger on-campus programs and one that is also offered fully online. The cost per major only accounts for on-campus students and does not reflect full-time support of the online program.

Compared to other programs, this is a relatively less expensive program (tier 2) while also being tier 1 in size, non-departmenal academic impact and importantly, productivity.

Instructional Expenses
Discussion of expenses related to instruction. i.e. Internship, clinical, practicums…

Peregrine testing is used as part of ACBSP accreditation and annual assessment for the program. Each test costs $45.00.

During the five year review period, 101 inbound tests were completed in BUS 206 at a cost of $4,545.00.

During the five year review period, 30 outbound tests were completed in BUS 499 (online capstone course) at a cost of $1350.00.

During the five year review period, 160 outbound tests were completed in BUS 450 (on-ground capstone course) at a cost of $7,200.00

Total cost for Peregrine testing during the review period was $13,095.00. Average cost per year was $2,619.00 during the review period.

Non Instructional Expenses
Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

Annual ACBSP accreditation cost for this program is $983.33.

Assessment Planning

University Objectives
Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

Please see the attachment 2020 Institutional Learning Outcomes Support document. This document includes a complete discussion of the program's objectives and courses alignment to the University Student Learning Outcomes.

Institutional_Learning_Outcomes.docx

Program Outcomes

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.

Additional Standards/Outcomes

Identifier	Description
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 forumulate 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.

Program Assessment Matrix
Please insert a chart that shows the matrix for your program assessment plan/report.

The attachment has the chart that shows the matrix for the Business Program Assessment Plan/Report. The current business faculty reviewed the 2015 Business Program Objective Matrix and made changes based on the current curriculum.

Assessment Matrix
If your program already has a working document for the program matrix, please upload it here. No need to reproduce it in the text box.
2020_BAD_Program_Objective_Matrix__281_29.docx
2020InstitutionalLearningOutcomesSupport10.14.docx

Business Administration Program Objectives

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

Business Administration Program Matrix

	Obj. 1	Obj.2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8
ACC240		I						
ACC241		1						
BUS206	I-A	IR-A	IR-A	IR-A	IR-A	IR-A	IR-A	IR-A
BUS214			I		I	IR		
BUS231	I	I	I				I	
BUS321		IR	IR	IR	IR	IR	IR	IR
BUS329			I		I	IR		
BUS332			IR	IRM	I	I	IR	
BUS335						R		

BUS351			IR	R	IRM	RM	R	IR
BUS415	M	M			M	M	M	M
BUS450	M-A	M-A	M-A	M-A	M-A	M-A	M-A	M-A
BUS499	M-A	M-A	M-A	M-A	M-A	M-A	M-A	M-A
ECN251	I	I						
ECN252	I	I						
MAT114	I	I						
MAT120	I	I						

The current business faculty reviewed the 2015 Business Program Objective Matrix and made changes based on the current curriculum.

Business Administration Alignment with University Learning Outcomes

The Business Administration program utilizes a master course concept and all course objectives align with the Business Administration program objectives which align with the Business Administration mission statement. The Business Administration faculty aligned its mission statement to the University Mission statement (hence the University Learning Outcomes).

The Business Administration mission statement includes the words "professional endeavors" to support the major field competence objective. The word "empowers" supports the self-liberation objective. Lastly, the "words continue their education" supports the lifelong education objective. The mission statement does not include the word "ethics" in its mission statement, but is implied in the wording "exceptional learning environment".

Aligned to the program mission statement, the eight business program objectives support the University Student Learning Outcomes. The objectives include the wording: analyze data, interpret real-world phenomena, demonstrate leadership, communicate clearly, formulate and justify decision-making, assess complex ethical issues, interpret human dynamics, utilize computer related applications and integrate business concepts.

Each course in this program supports and contributes to expanding students' knowledge. Faculty developed their courses to align with the Business Administration program's mission statement and program objectives. The course descriptions provide evidence of this alignment. Course descriptions include wording such as interpret financial data using software tools, evaluate a small business, application of marketing concepts and consumer demand, formulate business communication processes, integrate practical information into a personal financial plan, investigate managerial functions, develop an assessment of group dynamics, construct analysis of a firm and the external capital markets, learn about the nature of global trade, identify essential forms of business organizations, produce Excel spreadsheets, and defend logical positions of ethical issues. Unique to our business program is a required internships. Internships provide students the opportunity for hands-on application of the theories and applications they have learned in the classroom. Below are the specific objectives and courses that align with the University Student Learning Outcomes.

Business Objectives Alignment to University Learning Outcomes

This shows the Business Administration Program Objectives that align with the University Learning Outcomes.

Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools. (Aligns with University Learning Outcomes: Major Field Competence)

1. Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research. **(**Aligns with University Learning Outcomes: Major Field Competence)
2. Analyze and interpret human dynamics in a business context. Aligns with University Learning Outcomes: Self-Liberation and Lifelong Learning)
3. Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding. Aligns with University Learning Outcomes Self-Liberation and Lifelong Learning)
4. Systematically formulate and justify personal positions in relation to management decision-making. Aligns with University Learning Outcomes: Self-Liberation and Lifelong Learning)
5. Systematically assess complex issues in relation to business ethics and legal issues (Aligns with University Learning Outcomes: Ethics)
6. Utilize computer-related applications as a business decision-making tool. (Aligns with University Learning Outcomes: Major Field Competence)
7. Integrate all the various business principles, concepts and methods. (Aligns with all four University Learning Outcomes)

This matrix illustrates the business courses that primarily align with the University Learning Outcomes.

Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

- BUS 206 Entrepreneurship
- BUS 231 Risk and Insurance
- BUS 321 Principles of Marketing
- BUS 335 Business Law
- BUS 351 Principles of Management
- BUS 415 Corporate Finance
- BUS 450 Policy and Procedures
- BUS 499 Managerial Policies and Procedures

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.

- BUS 214 Business Ethics
- BUS 329 Managerial Ethics
- BUS 332 Business Communications
- BUS 315 Customer Service
- BUS 357 Non-profit Management
- BUS 475 Human Resource Management

Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

- BUS 428 Public Relations
- BUS 431 Advertising
- BUS 324 Personal Finance
- BUS 307 Retail Management
- BUS 421 Organization Behavior

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.

- BUS 403 Internship
- BUS 309 Salesmanship
- BUS 461 Marketing Research

Assessment Data

Annual Assessment Report 2019-2020

Business_Administration_Annual_Assessment_2019_2020.pdf

Annual Assessment Report 2018-2019

business_administration_annual_assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

business_admin_annual_assessment_2017_2018.pdf

Annual Assessment Report 2016-2017

business_administration_annual_assessment_2016_2017.pdf

Annual Assessment Report 2015-2016

Business_Admin_Annual_Assessment_Report_2015_2016.pdf

Snapshot on Assessment (5-year)
Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

All of the graphs have been included in the past Annual Business Assessment Reports with an explanation of the data and the implications the data has had on the program. During October, Business faculty reviewed the data either through e-mail or during an in-person meeting. The current business faculty include Stephen Forsha, Miriam O'Callaghan, David Forster, Brenda Popp, Matt Sveum and Thomas Trice. After reviewing the Program Objectives
Assessment attachment, the business faculty developed the following suggestions in order to continuously improve the program. As was the initial intention, faculty from each academic areas should be more involved in reviewing their academic coursework during the Capstone course. The faculty involved with the Management Concentration should provide changes to the course offerings and provide a management course for the elective. Lastly, business faculty should review the Peregrine distractor report to gain an insight into what subtopics students are missing when compared to other like-kind institutions.

Snapshot on Assessment
If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.
2018_19_Business_Adm_Assessment_Report__1_.docx
2019_2020_Business_Administration_Assessment_Report.docx
2020ProgramObjAssmt__1_10.24.xlsx

See Appendix:

Analysis on Assessment
What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

The above attached 2019-2020 and 2018-2019 Business Administration Assessment report provides information about the assessment processes used to produce evidence for the ACBSP Quality Assurance Reports and the Annual Business Administration Reports. The qualitative and quantitative data has enabled faculty to continuously improve the students' educational experiences. The 2018-2019 Report does include results from the NSSE 2017 Major Field Report. These reports do not include the results from a 2013-14 alumni survey report. However, business faculty used results from both sources to make changes to the curriculum and course activities. Many of the changes were recorded in the 2015-17 Business Annual Assessment Reports.

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

This program recieved approval from the Associate Dean of Assessment to utilize ACBSP accreditation documentation in lieu of program review.

As ACBSP states, "accreditation focuses on recognizing teaching excellence, determining student learning outcomes and a continuous improvement model" (ACBSP, 2017). ACBSP also includes distinct accreditation for accounting programs.

These standards and criteria include leadership, strategic planning, student and stakeholder focus, measurement and analysis of student learning and performance, faculty and staff focus and education and business process management.

Accreditation is granted for ten years with Quality Assurance (QA) reports submitted during years four and year eight. If any notes or conditions are part of the initial accreditation, quality assurance self-reports are required every two years. The last quality assurance self-report for this program was submitted and accepted in 2019 and the ACBSP team is currently working on the next self-report due in 2021.

A link to William Woods University's latest ACBSP documentation is available through:

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/index.html

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3-Exemplary

Detail is provided on how the program supports the university's mission and strategic goals. These were updated when the university updated its mission and strategic goals in 2020.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2-Adequate

While noted that the department does not have a formal retention plan in place, faculty invest time in getting to know their students on a personal basis which develops bonds and increases likely retention of students. The use of an end of progam survey is a good additional measure of student satisfaction across thier academic careers.

1.4 Program has clearly defined strategies for retention and graduation rates of students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1-Needs Improvement

The progam would benefit from a more formalized retention plan and the establishment of clear retention strategies.

1.5 Program advising loads are appropriately delegated throughout the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1-Needs Improvement

Online advising loads are stretched across all programs which includes the online business administration program. Otherwise, advising loads are balanced among on-campus faculty for traditional students, taking into account administrative responsibilities of some faculty.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2-Adequate

The progam follows the normal advising processes of the university and host additional meetings throughout the academic year to advise students on internship/job opportunities, soft skill development, etc.

1.7 Comprehensive accounting of graduates in internship placements.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

The progarm maintains a detailed list of internships on the university's website and a detailed listing of graduate placement in their professions.

1.8 Provides detailed description of possible employment positions for graduated students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

The program maintains listings of employment positions and articulates opportunities through its LinkedIn page.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

While difficult to track all graduates, the program does a good job of tracking graduates through its LinkedIn page and maintains a listing of matriculation after graduation; into the professions, graduate school, etc.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-adequate

The program has not had issues with low enrolled courses and course offerings are closely monitored to ensure under-enrolled courses are removed from the rotation schedule.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

The program tracks class size for each taught course and longitudinal class size averages for both on-ground and online offerings. This information is used to identify emerging issues in individual courses and progarm concentrations with adjuctments being made as necessary to course offerings/rotations.

2.3 Course offerings appear appropriate for the needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

Course offerings are appropriate for the needs of the program and adhere to the requirements of ACBSP accreditation.

2.4Discussion on curriculum changes based on assessment are clearly explained and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

Curriculum changes are made based upon ACBSP accreditation assessment/recommendation, feedback from Peregrine assessment scores, feedback from the Business Advisory Council and external assessment from business partners. The use of multiple forms of assessment helps inform better decisions regarding curriculum changes.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

Curriculum changes are made based upon ACBSP accreditation assessment/recommendation, feedback from Peregrine assessment scores, feedback from the Business Advisory Council and external assessment from business partners. The use of multiple forms of assessment helps inform better decisions regarding curriculum changes.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

Faculty discussed teaching effectiveness and feel the progam is in line with the university in this regard. They use information from student performance days and an internal end of program survey to provide additional insights into teaching effectiveness.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1-Needs improvement

Course descriptions provide necesary detail and are specific to individual courses. A review of descriptions to align with their appropriate level is warranted.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

2-Adequate

The program identifies equipment and physical assets to include online learning management systems. They also note deficiencies.

3.2 Summarizes the physical space available to the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

The program discusses teh physical space of the program on campus and note issues within said space.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

The program addresses needed technology updates that they would like to see implemented/added to their physical space.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate.

The program is content with library holdings adn do not note any deficiencies that would negatively impact student learning.

3.5 Faculty qualifications and specific competencies are fully and accurately described.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

Fulltime faculty and sample adjunct faculty are listed along with their CVs. All faculty in the program meet HLC and ACBSP qualification criteria.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

3-Exemplary

The program is satisfied with current staffing for the program.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

The program identified future staffing needs that may arise with pending retirements. They also discussed a desire for more fulltime faculty to support the MBA program.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

The program addresses the financial position of the program and associated costs.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

The progarm provided information aligning objectives to university outcomes to include the business administration program assessment matrix.

4.2 Includes program learning outcomes and assessment, which are clearly explained.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

The progarm provided information aligning objectives to university outcomes to include the business administration program assessment matrix.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

2-adequate

Plans for improvement are discussed in each of the attached annual assessment plans as needed based upon not meeting minimum assessment standards.

4.4 The student learning objectives are appropriate for the specific discipline.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

The learning objectives are appropriate to the discipline and are supported through ACBSP accreditation which requires that specific objectives are met to include minimum hours within the curriculum.

4.5 Includes a longitudinal view of assessment for each program learning outcome.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

The program included annual assessment information and longitudinal information from ACBSP accreditation.

4.6 Discussion on the assessment process over the 5-year span.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2-Adequate

The program discussed the annual assessment process leading up to the 5-year program review and the assessment process used to produce ACBSP Quality Assurance Reports.

External Reviewer Summary Statements

● **What do you see as strength's for the program's?**

External accreditation is a strength of the program as is the dedication of fulltime faculty.

A focus on developing well-rounded students who have knowledge of the hard-skills of business (accounting, economics, finance) and soft-skills (communication, leadership, self-discipline) is a strength of the program.

● **Does the program have components that distinguish it from other programs?**

The graduate plus program is a differentiator and should be promoted by the university. Additionally, the relationships developed between faculty and students is a distinguishing characteristic of the program.

● **What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

The progam should continue to review its curriculum to ensure it is up-to-date with industry trends. The program should also look at emerging areas of opportunity in curriculum such as data analytics, which is a growing field.

● **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

The program should be expanded in both online and on-campus modalities. There is room for growth with the program and alternative opportunities should be explored (corporate partnerships, certificates, etc.).

● **Any additional thoughts, comments, or recommendations pertaining to the program?**

Conclusions and Recommendations

Program Response to the External Review Report

Response
Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

In 2015, the ACBSP Board issued two conditions: Condition on Standard 4: Since the college has recently implemented Peregrine as its primary assessment process and is at various stages of data gathering and assessment by documenting trends, making external comparisons, and analyzing results to improve educational processes, programs, and student learning outcomes, please continue to report progress on these efforts.

Condition on Standard 5: The historically acceptable level of AQ and PQ faculty must be demonstrated or you must present a rationale for the differences and provide detailed records of SLOs to demonstrate that the faculty composition supports the mission and program objectives. Since faculty members teach overloads as a common practice, it is affecting faculty members from playing an appropriate role in their essential responsibilities to meet program objectives.

1.4: Faculty will consider ways to develop defined stategies to track retention and graduation information on students in the major.

1.5: Online advising is outside the control of the program but it is acknowledged that more online advisors are necessary.

2.7: Faculty will review course descriptions to enruse decriptions are accurate and reflect appropriate levels. This will be added to a broader course review that was already scheduled to occur.

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

The Condition on Standard 5 was removed in 15 February 2017 and Condition on Standard 4 was removed in 15 February 2019.

Program Identified Challenges
Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

In 2017, the ACBSP Board placed New Notes on Criteria 4.3 and 4.4: The use of Peregrine assessments should now be expanded to include a focused, systematic analysis of the data with actionable educational process improvements documented and measured. Additionally, the business unit can use the Peregrine data for external comparisons in business and in accounting.

The Business Program is preparing documentation for removal of this condition due on 15 February 2021.

Action Plan
What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

As was the initial intention, faculty from each academic area should be more involved in reviewing their academic coursework with the Capstone students. The faculty involved with the Management Concentration should provide changes to the course offerings and provide a management course for the elective. Lastly, business faculty should review the Peregrine Response Distractors Report to gain an insight into what subtopics students are missing when compared to other like-kind institutions.

Academic Council Review
Recommendation of Academic Council
After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:
Accept Report as submitted, no further action.
Accept Report with recommended changes (selected)
Revisions requested and resubmit the report
Program did not meet minimum standards and is placed on an improvement plan.

Program Strengths

The program benefits from experienced faculty who are committed to their learning. The vast majority of the courses are taught by full time faculty on campus with some full-time faculty assisting with consistency and teaching an average of 28% of the online courses. The external accreditation of the program is also a strength. It boosts the programs credibility. Additional Strengths is the data on Internship placement and their tracking of Graduate data.

Program Weaknesses

Several areas of weakness were noted through the ACBSP report. The three noted weaknesses were the course descriptions, advising load and the need for a more active approach to retention strategies. The program has collected a lot of assessment data, but the application of that data is not explained clearly. Many benchmarks are not clear and the report left it to the reader to go back and piece together the last 5 cycles of data instead of showing the data trends.

Recommendations

Revise the shared course work map so that it represents specifically programs outside of the Business domain. There is a lot of mingling of courses within the Business programs and offshoot curriculums that create much of the overlap. The program should continue to push for facilities upgrades by way of decorative (carpet, paint, tables and chairs) as well as technological (computers, smart boards, and WIFI). The program could benefit from identifying additional curriculum opportunities that would diversify the program more. There could be some niche opportunities that we are not capitalizing on within the Business profession. The program has access to vast amounts of data and would benefit from organizing the data in a way that would provide for a cleaner explanation of the data.

Assessment Rubric

3=Exemplary   2=Adequate   1=Needs Improvement   0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	3
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments:		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments:		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments:		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	2
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	3
Comments: The list is comprehensive		
1.8	Provides detailed description of possible employment positions for graduated students.	3

Comments: The list of employment opportunities for graduated students is comprehensive		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	3
Comments: The program puts a lot of effort into locating and tracking down alumni from the program.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments:		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments:		
2.4	Issues involving curriculum clearly explained	3
Comments:		
2.5	Discussion on curriculum changes based on assessment	3
Comments: Data driven decision making is evident from assessment data as well as advisory board recommendations.		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
Comments:		
2.7	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	2
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2

Comments:		
3.2	Summarizes the physical space available to the program	2
Comments: Noted the need for updates to the building and that the only remodeled classroom was completed by Student Life.		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments: Noted strong wifi and technology upgrades are needed for each classroom. Additional smart boards and technology are needed in many of the rooms.		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	3
Comments: provided supplementary CV's for part time and full time faculty		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments:		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	2
Comments:		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
Comments: Provides a narrative that aligns curriculum to the University Learning Outcomes		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	3
Comments: Provides a comprehensive assessment annually		

4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	3
Comments:		
4.4	The student learning objectives are appropriate for the specific discipline.	2
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	3
Comments: Appendix 3 provides for the 5 year cycle with each objective, but no benchmarks or narrative is provided to assist in putting the data in context.		
4.6	Discussion on the assessment process over the 5 year span.	2
Comments:		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	2
Comments: the program used the evaluations from the External Accreditation group: ACBSP as the external review.		
5.2	Response to the external review is complete and detailed	2
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	2
Comments:		
6.2	Challenges of the program are discussed.	2
Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	2
Comments:		

Strengths:

The program benefits from experienced faculty who are committed to their learning. The vast majority of the courses are taught by full time faculty on campus with some full-time faculty assisting with consistency and teaching an average of 28% of the online courses.

The external accreditation of the program is also a strength. It boosts the programs credibility.

Additional Strengths is the data on Internship placement and their tracking of Graduate data.

Challenges:

Several areas of weakness were noted through the ACBSP report. The three noted weaknesses were the course descriptions, advising load and the need for a more active approach to retention strategies. The program has collected a lot of assessment data, but the application of that data is not explained clearly. Many benchmarks are not clear and the report left it to the reader to go back and piece together the last 5 cycles of data instead of showing the data trends.

Action Plan:

Revise the shared course work map so that it represents specifically programs outside of the Business domain. There is a lot of mingling of courses within the Business programs and offshoot curriculums that create much of the overlap. The program should continue to push for facilities upgrades by way of decorative (carpet, paint, tables and chairs) as well as technological (computers, smart boards, and WIFI). The program could benefit from identifying additional curriculum opportunities that would diversify the program more. There could be some niche opportunities that we are not capitalizing on within the Business profession. The program has access to vast amounts of data and would benefit from organizing the data in a way that would provide for a cleaner explanation of the data.

WILLIAM WOODS
UNIVERSITY

2018-19 Business Administration

Assessment Information Report April 2019

Table of Contents

Introduction

This report attempts to provide information about the processes used to produce evidence for the ACBSP Quality Assurance Reports and the Annual Business Administration Reports. The data provided should enable faculty to continue to improve the students' educational experiences.

2019 Student Performance Days Aggregated Information

During Student Performance Days on Tuesday, February 19th and Wednesday the 20th, the Business Department had various activities planned for both business and accounting students and faculty. Those activities include the Principle of Business Test, Inbound Peregrine Test, Information Session, Senior Luncheon and exit survey, Soft Skills Presentation, Career Meet Up and Business Advisory Council.

Principles of Business Test

On Tuesday, sophomores and juniors completed the Principles of Business Test with 49 of 56 sophomores and juniors in attendance. The following bar graph illustrates this information.
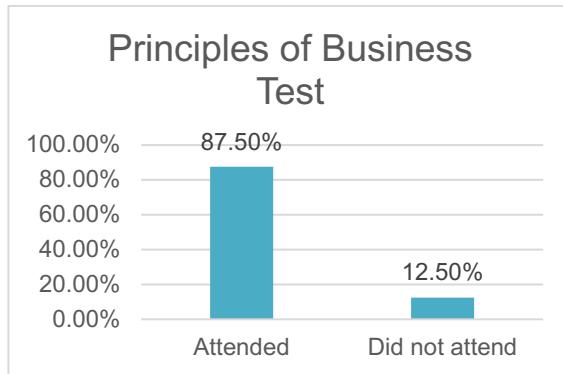
The following bar graph shows the sophomore versus junior average for the Principles of Business Test. The junior average score was 74.48% and the sophomore average score was 64.0% with a 10.4% growth.
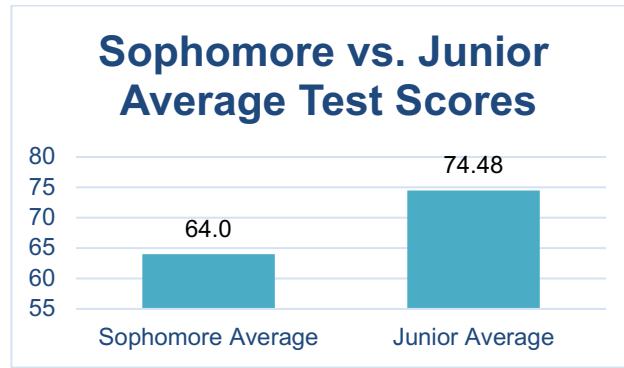
The following bar graph shows there were 23 males and 26 females participated in the test.

Gender

Female	26
Male	23
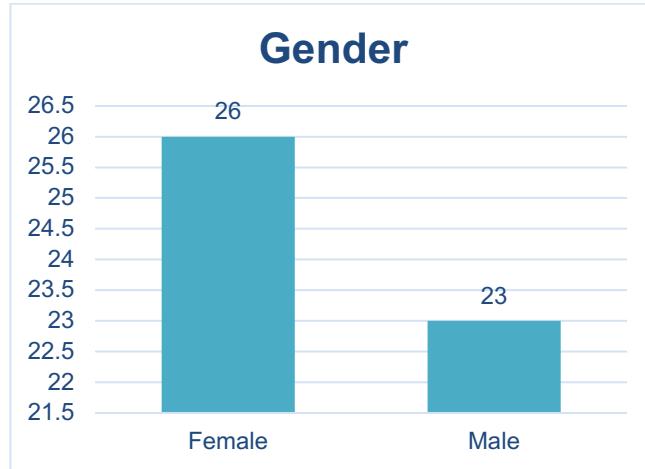
The following bar graph shows if the students had attended other colleges or universities before attending William Woods University: 16 students have transferred into William Woods, whereas 33 are native.

Transfer Students

Transferred	16
Has never transferred	33
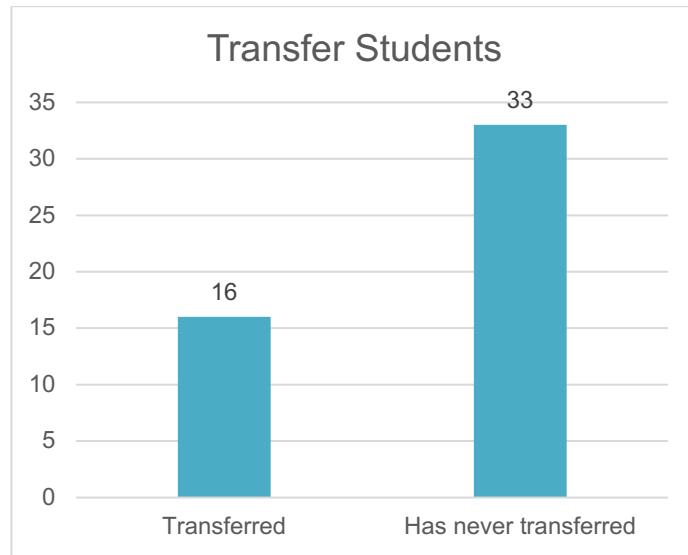
Peregrine Test Results

During the Student Performance Days, the freshmen complete the inbound Peregrine external assessment. In comparison, during the Senior Capstone classes, business students completed the outbound Peregrine external assessment. Below are the Peregrine outbound results from 2015-16 to 2018-19 by topic and by final score.

Table 1: Peregrine Outbound Results by Topic

BAD Peregrine Outbound Results by Topic	ACC	ETH	FIN	LDR	ECN	IMS	LGS	MGT	MKT	STATS	Comp
Outbound											Score
2018-19 (n=36)	65	62	61	58	57	69	64	66	72	63	64
2017-18 (n=51)	62	68	57	68	60	70	71	68	70	62	66
2016-17 (n=37)	48	54	39	43	50	51	52	53	45	42	47
2015-16 (n=33)	58	52	53	56	56	63	57	59	52	60	57

BAD Peregrine Outbound Results by Topics

The next chart and table illustrate the difference between the outbound and the inbound Peregrine test scores from 2015-16 to 2018-19 by topic and by final score. On average, students have increased their final scores by 24 points.

Table 2: Peregrine Differences between Inbound/Outbound Scores

	ACC	ETH	FIN	LDR	ECN	IMS	LGS	MGT	MKT	STATS	Score
2018-19	27	25	38	20	25	25	28	32	42	35	35
2017-18	28	31	19	29	20	26	30	30	34	31	28
2016-17	11	20	11	7	14	10	16	21	15	11	13
2015-16	20	17	25	20	20	27	20	12	18	23	20

BAD Peregrine Differences between Inbound/Outbound Scores 2015-2018
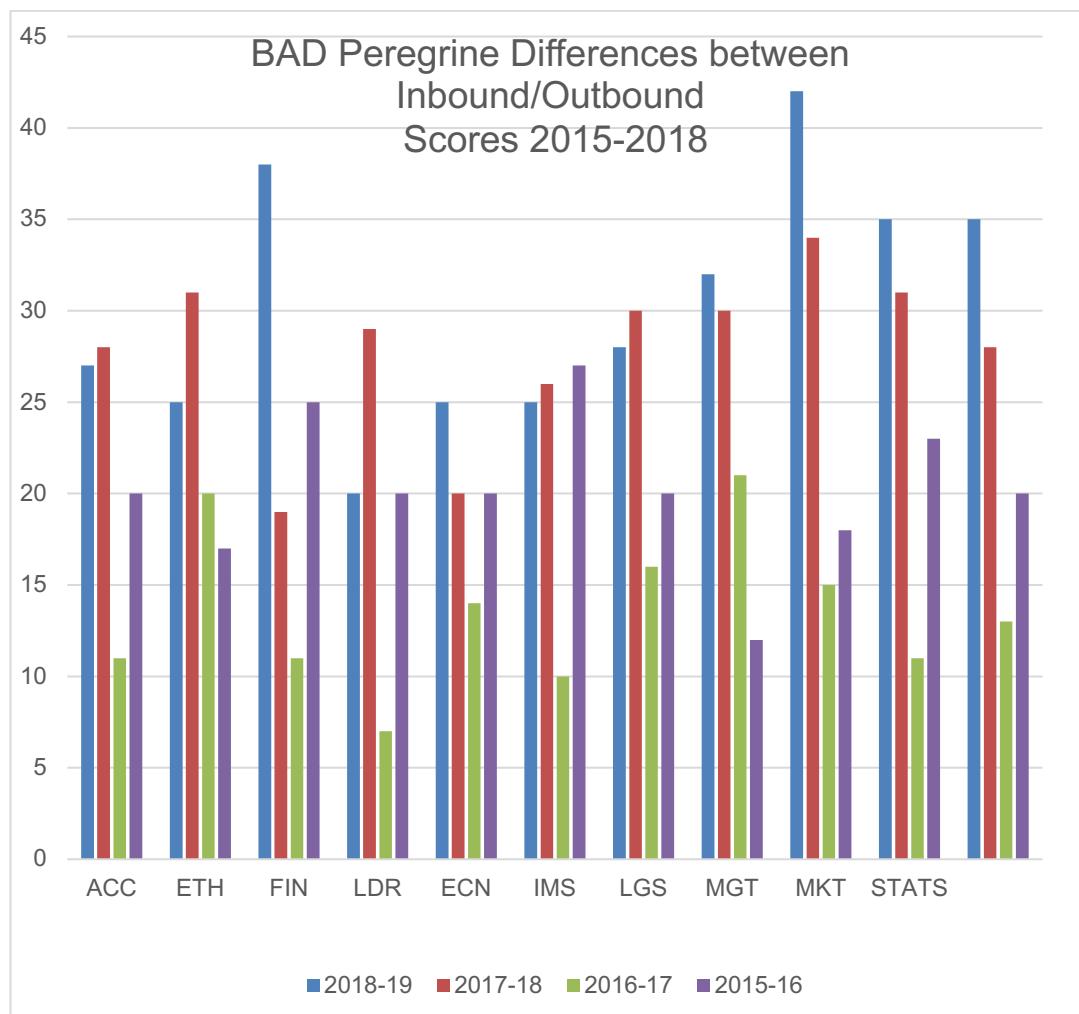
The following chart illustrates that the 22 out of 25 freshmen completed the inbound Peregrine Test.

Peregrine Test

Category	Percentage
Attended	85%
Did not attend	15%
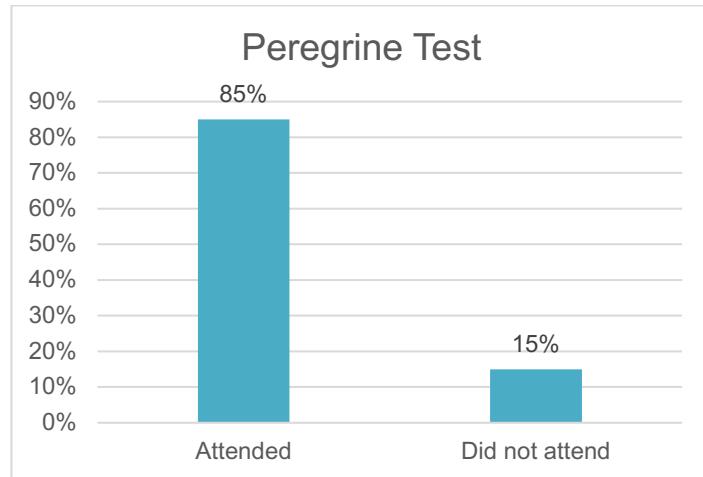
Program Informational Session

Following the peregrine test, we had a program informational session with our business freshman and sophomores. Our students participated in an informational dialogue with faculty about the Business Administration Programs with 41 of 53 students attending. The following bar graph portrays this information.

Informational Session

Category	Percentage
Attended	78.50%
Did not attend	21.50%
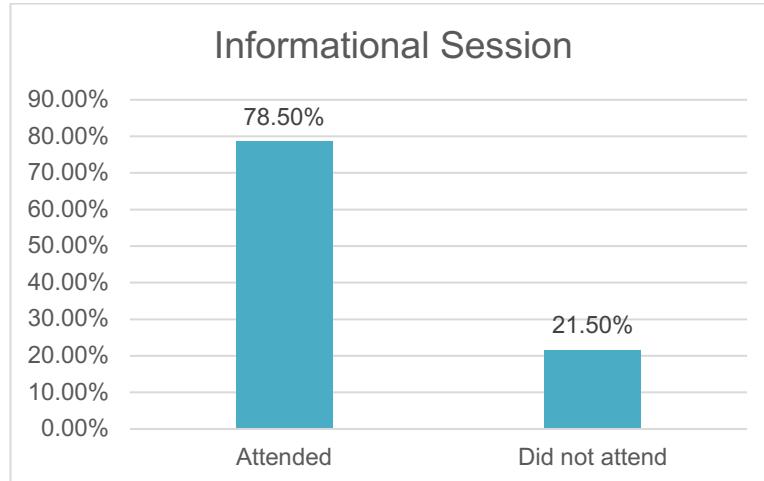
Senior Luncheon and Exit Survey

      Seniors enjoyed pizza, cookies, and drinks with their professors. After lunch, the seniors broke up into small groups and talked with business professors about things seniors liked and suggestions seniors had to make our business department better. Each senior was asked to complete an End of Program Survey. The following chart illustrates that the attendance at the Senior Luncheon was 29 out of 33 seniors.
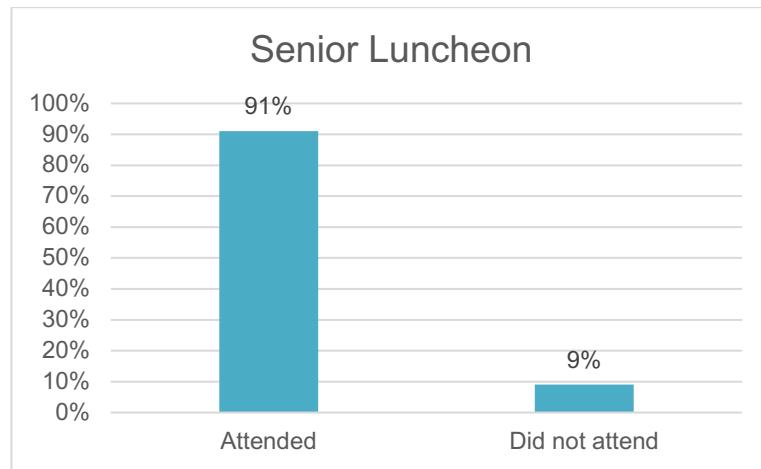
Senior Luncheon

	Attended	Did not attend
	91%	9%

The following information aggregates the information from the attendance, completed survey, and small group discussion using a School of Business and Technology End of Program Survey.

School of Business and Technology End of Program Survey
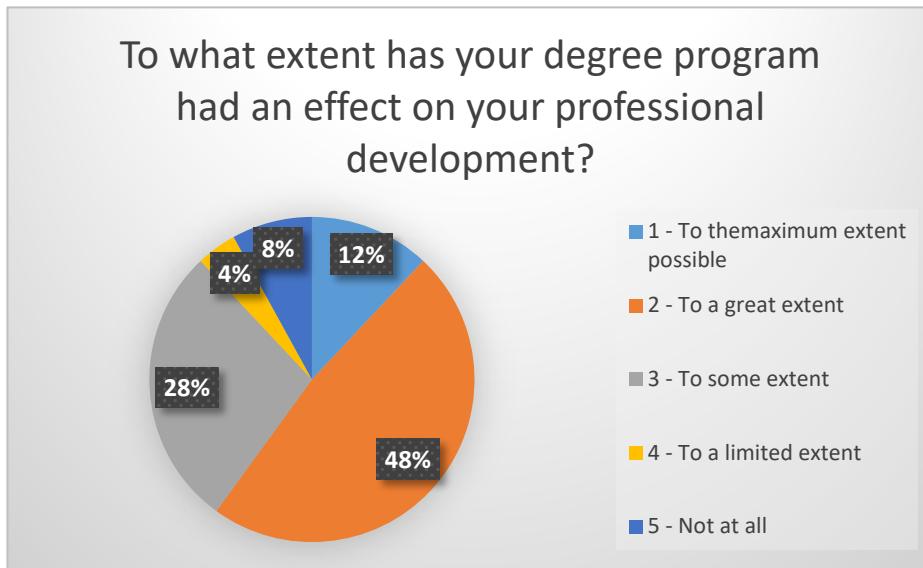
Comments:

-Events and days when people come in to speak to classes and assist students are very beneficial.

-Continue the required internship.

-Assessment/resume, req. internship, how to reach out

-Helps prepare for the real world. Some teachers hold their classes like a "meeting" setting to prepare you to be professional.

-Resume & professional dress advice.

-Internships are good.

-Internship and being in the business world have much more of a powerful effect.

-Time management, public speaking, report taking.

-Risk management and insurance.

-Going into the horse industry but it's helped me become a well-versed person.

-More interactive life like experiences.

-Professionalism as far as conducting/setting up higher level courses to have more of a work environment feel instead of a class room.

-Dr. Husain has us doing actual PR campaigns doing hand son work that we would actually do at a PR job.

-Application based classroom.

-Throughout the schools I have attended William Woods has given me the most genuine/hand on experience.

-The assessment days have been great for professionalism and resume building but that's about it.

-Lots of opportunity to learn, yearly assessment, LEAD events, etc.

-Time management

-Build communication skills.

To what extent did the degree program enhance your intellectual development?

- 1 - To the maximum extent possible
- 2 - To a great extent
- 3 - To some extent
- 4 - To a limited extent
- 5 - Not at all

(0%, 17%, 44%, 26%, 13%)
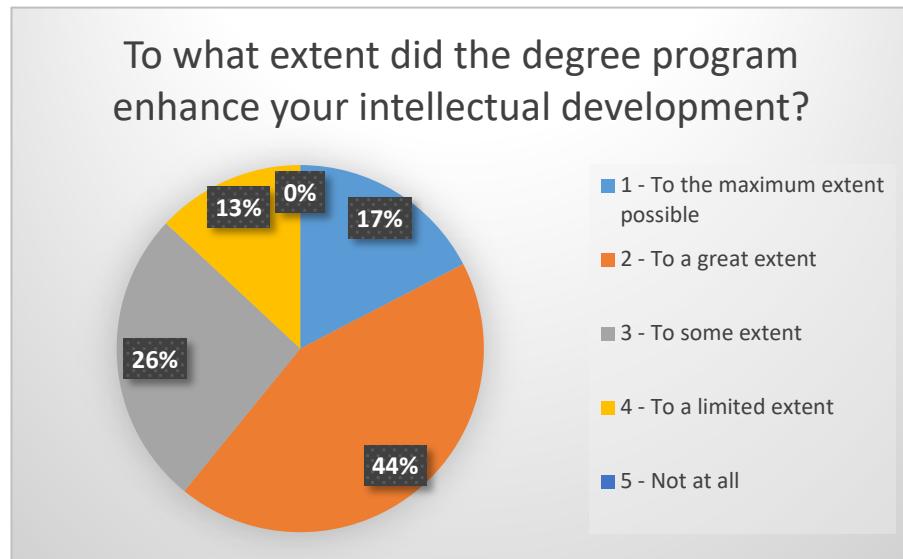
Comments:

-Continue the required internship.

-Classes relate to life after college and real-world application (ex: personal finance & risk and insurance).

-Req. internship

-A lot of real-world experience is put into classes.

-Some. I think I've learned more about people then academics.

-The program has made me want to explore business further.

-Material covered in lectures/text is extensive and has expanded my knowledge & vocabulary when it comes to the topics covered.

-To students (athletes) who struggle need to be taught skills like accountability, responsibility, etc. not everyone has those.

-Helped increase my critical thinking. Classes were difficult but the resources needed to succeed were always available.

-Good professors who are very knowledgeable, very educational. Some classes give you a look at the real world rather than just textbook.

-More projects vs. tests

-Long projects are valuable.

To what extent did the degree program affect your personal development?

Legend	
■	1 - To the maximum extent possible
■	2 - To a great extent
■	3 - To some extent
■	4 - To a limited extent
■	5 - Not at all

- 4 0%
- 22%
- 26%
- 48%
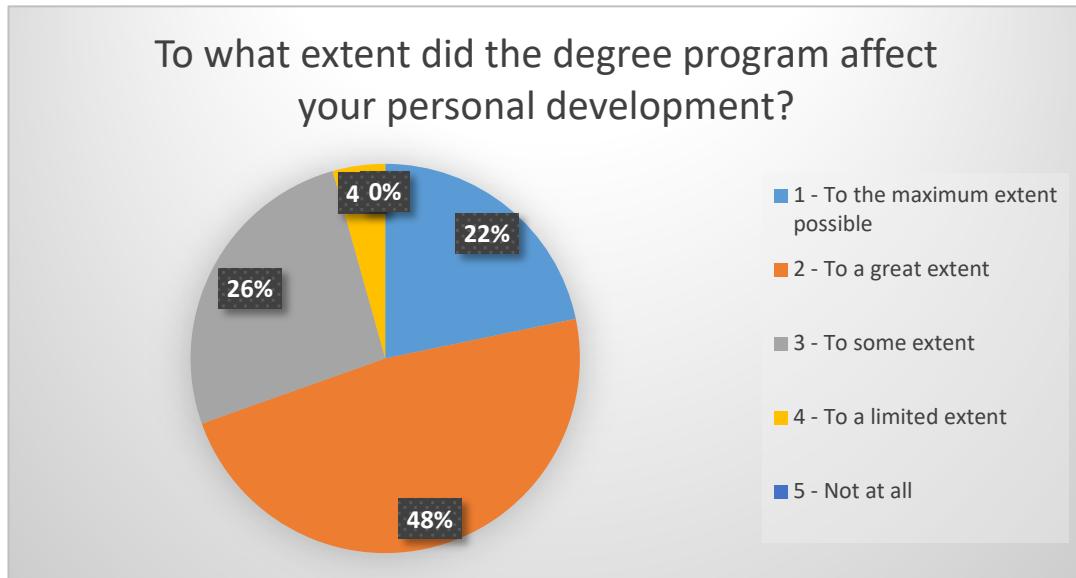
Comments:

-Continue the required internship.

-What you did and did not like.

-Helped with public speaking.

-Req. internship.

-Internship is valuable.

-Confidence, public speaking.

-More confidence in public speaking and interaction.

-WWU forced me to look at myself, what I wanted.

-Taught me public speaking, taught me accountability.

-Good amount of group interaction in classroom setting/on campus events.

-More important to apply knowledge than use the technologies.

-Job shadowing at local businesses.

-Helped me gain confidence in my knowledge and personal presentation.
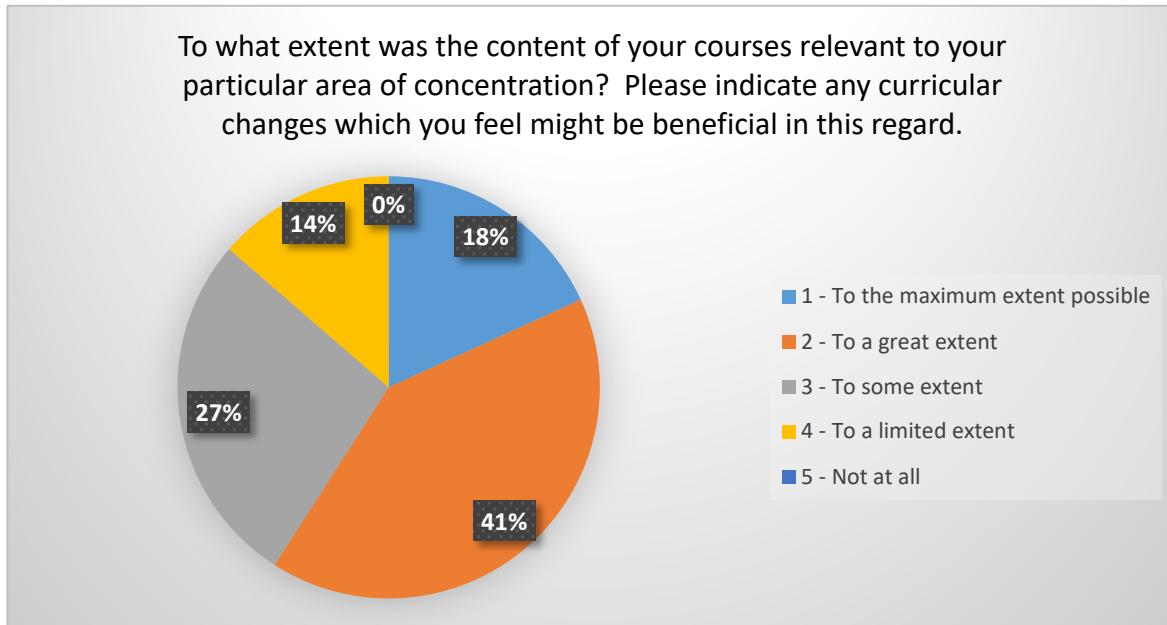
Comments:

-In several of my courses we covered supply chain management which is my desired career path.

-Accounting major: good to have required regular business classes. The accounting course load was good but I wish taxation was in class instead of online & intermediate accounting was split into 3 classes instead of 2 because there is a <u>lot</u> of information.

-With an entrepreneurial management concentration, I feel the classes are helpful, however they are not as specific/tailored to my desired career (real estate agent).

-For my concentration I feel the courses are very relevant. Creating projects such as advertising display for a company and making a PR campaign really helped to know what it will be like in the real world.

-As an accounting major it was helpful having an auditing course so you can see what you like that better than being just an accountant.

-More classes where you take charge of the class and not lecture. Be able to manage the class/info.

-Some classes were really helpful to concentrations.

-I think it would be more helpful if the accounting classes had more statement analysis and comparison to actual companies, as well as more accounting type presentation.

-I am advertising & finance concentration so both are very different in a good way.

-Only one class was close to what I wanted to do which made the rest feel pointless.

-Management concentration could have been better, more people oriented.

-Would prefer more classes focused on concentration.

-Accounting major: Core classes were expected and acceptable. I wish payroll was required and offered more often.

-Gen ed less valuable.

-No econ major.

-No comp programming.

To what extent were your instructors knowledgeable of the subject matter

- 1 - To the maximum extent possible
- 2 - To a great extent
- 3 - To some extent
- 4 - To a limited extent
- 5 - Not at all
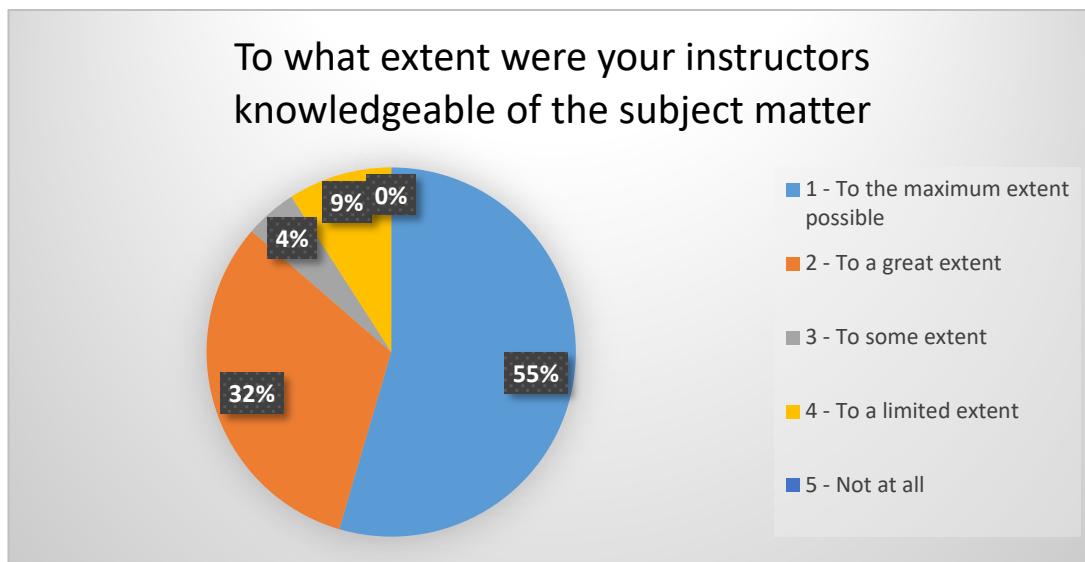
Comments:

-All of them knew the information but for some the problem rested in knowing how to <u>teach</u> the material.

-I respect all of my teachers' professional achievements and feel they are knowledgeable & well versed in their subjects.

-I feel the professors that I had at William Woods were very knowledgeable of the subjects they were teaching.

-Most of the courses I took the instructor seemed knowledgeable.

-Some teachers had years of experience and knowledge but I felt a few were just teaching straight out of the book.

-My instructors know the material <u>very</u> well.

-Always passionate and it shows.

-Some adjunct teachers were not at this level.

-Great instructors. Some don't have the delivery skills.

-They teach their subjects with passion.

-Very knowledgeable and were able to explain topics well. Some topics taught were a bit out of date (as I discovered during my internship).

-Most of the professors are very knowledgeable within area and generally ensure students learn what they need to know.
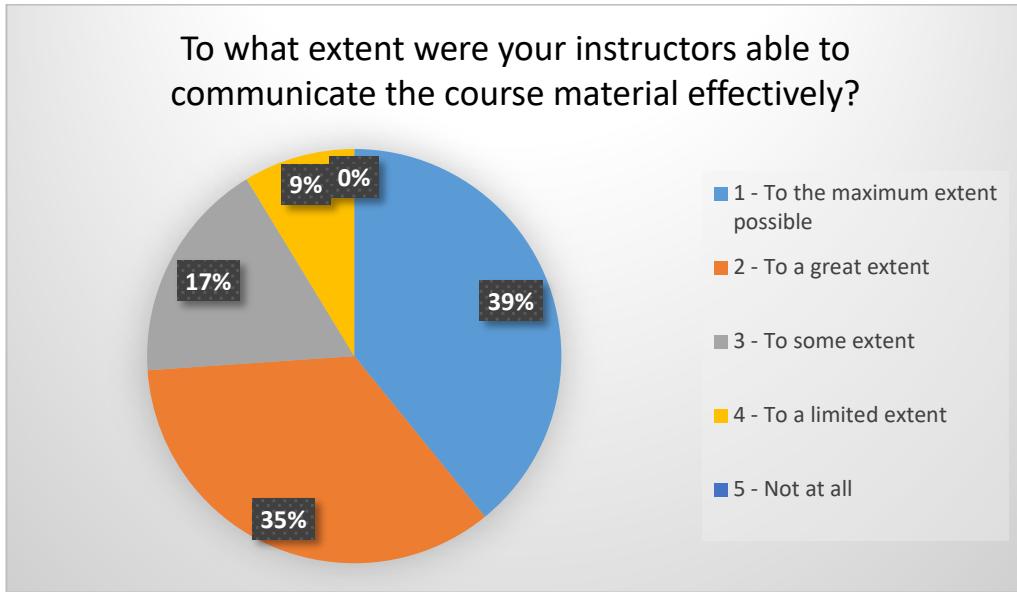
Comments:

-Instructors make sure that the class understood the material and didn't mind going over things again if needed.

-Some where fantastic at communication while newer ones were still learning the best way to teach the information.

-Teachers try to keep the class engaged even when teaching the more boring/direct materials. They are able to apply them to real world cases and what's currently happening in business.

-For the most part they communicated the material affectively, if I didn't understand at first, I could go to them and they could clear it up for me.

-My instructors were able to communicate great on the projects done but not necessarily things we would need to know out of the book.

-Would like to follow book info too – not just class info.

-Same as above, some had great knowledge and some seemed like they were learning along with us.

-My accounting classes struggled a little more to communicate the course materials effectively. I wish we had compared in class projects to real world examples and had more in-depth breakdowns of financial statements.

-I felt full time were awesome, however adjuncts in accounting program have not been passionate and it has made the program harder to enjoy.

-Know the material but tough to project.

-Some great, some not so great.

-Good use of schedules.

-Make it easy to know what you must do to succeed.

-There was a lot of simply reading the textbook or power point, whereas I wished they used more examples of real-world situations and personal experiences.

-All of the instructors I've had were very concerned about making sure students understood all the material.

How well did the University administration and office staff respond to the program needs of students? Please specify strengths and deficiencies in the administrative services provided.

- 1 - To the maximum extent possible — 36%
- 2 - To a great extent — 41%
- 3 - To some extent — 9%
- 4 - To a limited extent — 9%
- 5 - Not at all — 5%
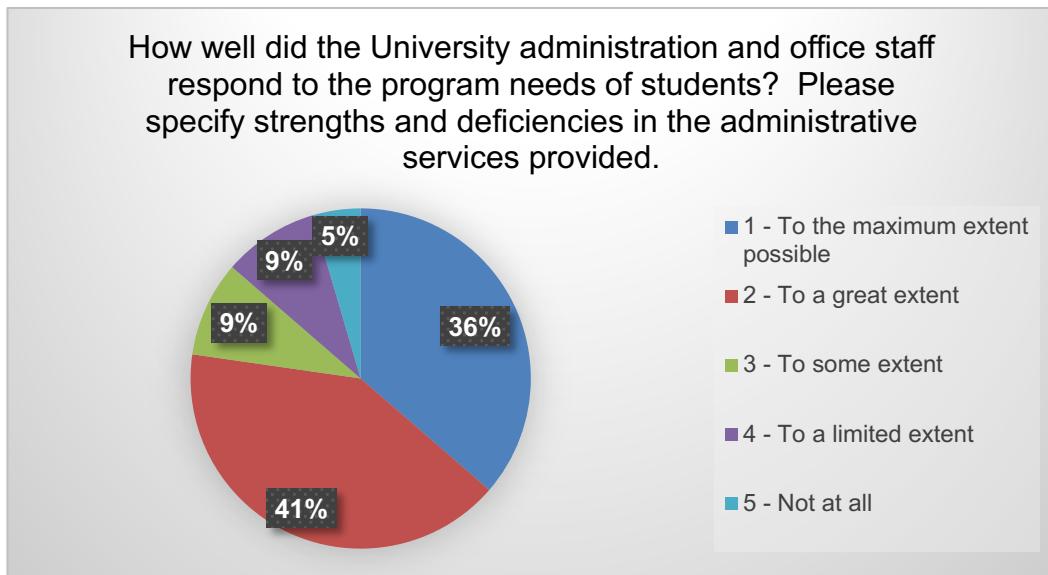
Comments:

-Made sure I got into the classes I needed to graduate!

-They were helpful when needed & responded promptly.

-I didn't have a problem with the administrative services here. They always got back to me in a timely manner.

-Never had issues.

-Financial aid is very unhelpful. Explanations are unclear and not often available.

-I feel like small classes & personal level creates a great working environment between students & staff.

-I wish courses were offered more often and that course rotations were more clearly emphasized to prevent extra semesters or missed classes.

-Great advisor – Mrs. Popp 10/10!

-I think admin needs to look at gen eds and make them relevant to majors. Gen eds are pointless.

-Academic Advisor is fantastic, they will do everything you could possibly need.

-Business department has been extremely helpful in helping me set what I wanted out of college.

-The school does a good job accommodating to student requests.

-Think Tank, office hours.

-Good at communication and willingness to help solve issues. I've always had positive experiences with them.

-I think shortening the semester to 15 weeks was a bad idea. Some classes feel too crammed, especially when the school has to be shut down due to poor weather conditions.

-WIFI is bad.

-Need computer room, student space.

-Real world connections in class.

To what extent were you oriented to the program structure and to the criteria for successfully completing your degree? Please specify the strengths and deficiencies in the advising services provided.

- 1 - To the maximum extent possible: 28%
- 2 - To a great extent: 29%
- 3 - To some extent: 14%
- 4 - To a limited extent: 24%
- 5 - Not at all: 5%
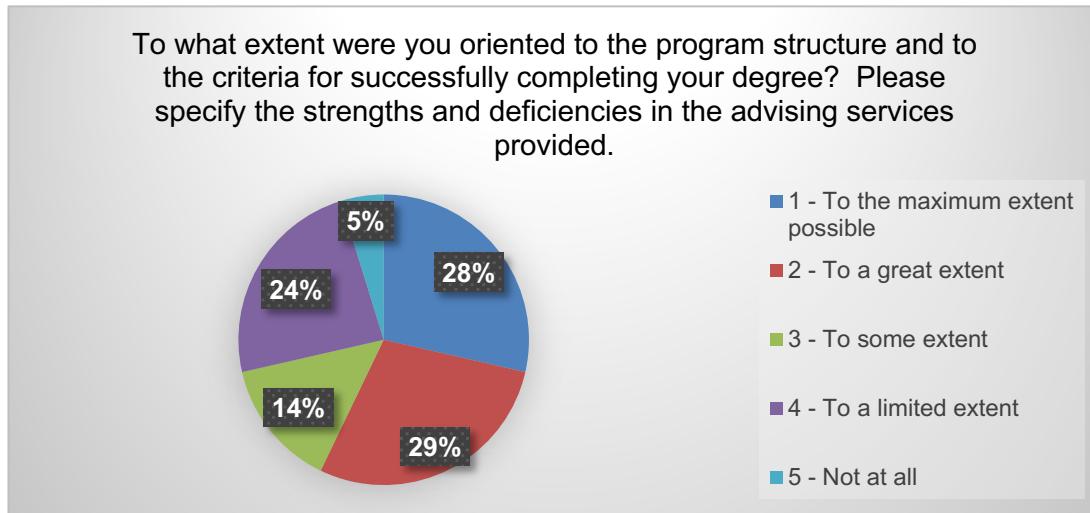
Comments:

-I felt well oriented and prepared for the curriculum structure.

-My original advisor was amazing & knew what I needed to take & what classes would be helpful. My second advisor seems to be just as helpful but I only had her for one year.

-I followed the academic checklist and only met with my advisor when needed. My questions were answered, however there was minimal added communication.

-I feel that my advisor kept me on track to graduate on time. I would recommend not having a student taking corporate finance and personal finance at the same time because it can get confusing.

-I had to switch advisors every year because of changes in the department but my last advisor did amazing and had prepared for our meeting before hand and already knew what would benefit me.

-Only meet 2 times a year. Meeting a few more times could be beneficial to ensure graduation is on track.

-I have an equine department advisor because I am a double major. I think there needs to be training for advisors to be able to have some knowledge of how all the degrees work because I feel like they only know how their department works.

-Wish classes were held more often. Sample 4-year plan would be helpful.

-Consistent accounting teachers/advisors.

-Very well. Even with a less than stellar advisor. Information is easily available and other faculty members are available.

-Maybe give the student a checklist of required classes to complete their degree.

-Too many kids have no idea what courses they need to graduate. They depend on the advisor to know all that information, when it not the advisor's degree.

-More communication between student & advisor.

-I mostly figured things out on my own. I have an advisor in the Equestrian Department so she was not as knowledgeable in the business department requirements. Any information I had questions on, I sought out help on my own.

-I am a double major, which makes things challenging. My advisor is in the equestrian department. Therefore, she is not very knowledgeable on the needs of the BAD degree. So, I've had to figure it out on my own.

-Great connection with advisors.

To what extent were library resources available for you? Please specify the strengths and deficiencies in library resources.

- 1 - To the maximum extent possible — 38%
- 2 - To a great extent — 29%
- 3 - To some extent — 14%
- 4 - To a limited extent — 9%
- 5 - Not at all — 10%
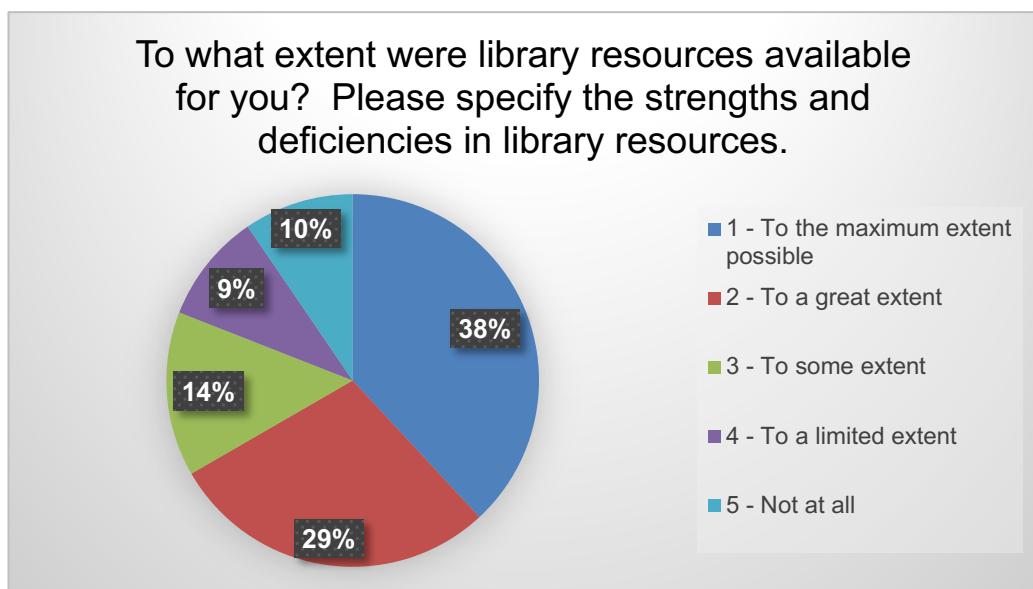
Comments:

-Limited amount of Apple computers, but plenty of computers to work on!

-Requested articles through online database which took a while to gain access.

-I don't personally use the library very much. I print from their computers every now & then. I know most students use it but I'm a commuter and use my personal computer & print.

-The online database was the only library resource used, however I never checked out a book so I can't speak to the relevance.

-I was only here for 2 years and I never checked out a book from the library. I only went to the library to work on computers.

-Great.

-Outdated, never checked out a book.

-I wish we hadn't gotten rid of the individual computer lab on the second floor of Burton. The actual library resources are very helpful.

-Didn't really use them.

-Books easily available. Financial calculators available for free.

-I'm sure it was there but I didn't utilize it very much.

-I think I've gone to the library once or twice.

-Great lib resources.

-The library is well stocked and the people there are very helpful. I consistently found helpful resources there. I typically don't use the "request" a resource, since it takes too long to get the material.

-The library is excellent. No problem there.

On a scale of 1 to 5, with 1 being the highest, how would you rate the classrooms and instructional equipment available in the classrooms? Please specify notable strengths and deficiencies in classroom facilities.

- 1 - Very high
- 2 - High
- 3 - Average
- 4 - Low
- 5 - Very Low
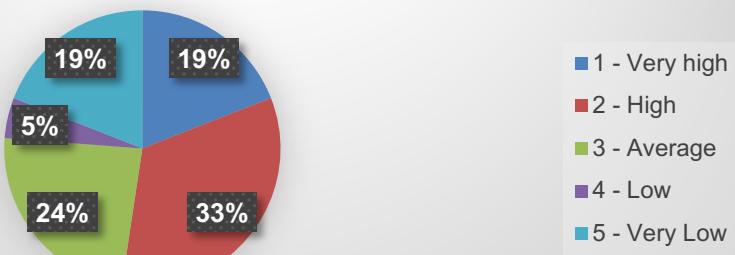
Comments:

-Not much current technology.

-Force's students to focus more on material.

-The expected equipment is available.

-Technology is sometimes not allowed in classrooms which can hurt learning.

-I feel like we are a little behind the times and have a lot of problems with our technology, WIFI, and other things. I feel like some teachers rely too much on "teaching aids" they have like connect.

-I am rather frustrated by the fact that I take an on-campus class and I still have a lot of my homework online, like in Connect, that she doesn't even go over a lot in class. I like the Connect portal but I think that if we are going to use that portal then we should go over it more in class.

-I love the smart boards and our professors use then well.

Burton is sad. Very run down and not representational of the business department. WIFI is terrible. Most rooms are very outdated.

-Perfect class conditions.

-Rooms like the Think Tank are great in regards to technology. The computers in the library and labs constantly crash and are outdated. I love the dual monitors but hesitate to use them because they crash so often.

-Issues with projectors.

-Better speakers.

-Owlnet is not user friendly.

Overall, would you rate the program as:

- 1 - Excellent — 42%
- 2 - Good — 46%
- 3 - Adequate — 8%
- 4 - Poor — 4%
- 5 - Unsatisfactory — 0%
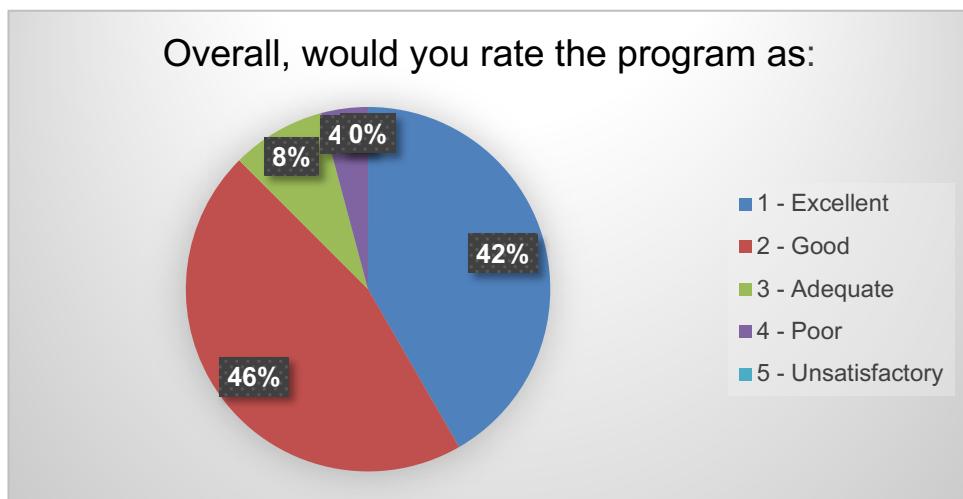
Comments:
-Some classes there is huge room for improvement that seem like a filler. But some classes are a huge help.
-Love business program.
-More real-world examples and projects in lower-level business classes.
-I enjoyed my time.
-I have learned a lot and love the program and professors. I wish I learned more practical skills and not just theory. More emphasis on what numbers mean is needed.
-Internship help is valuable.

Please provide suggestions for improving the level of instruction.

Comments:

-Incorporate real world applications in addition to lectures.

-More hands-on worksheets (instead of just tests every few weeks) so that you can check your progress along the way.

-Many teachers have taught these courses before and are aware with how long it takes students to learn certain material they follow their syllabus and state clear instructions.

-Be less strict about instruction or "you have to do this, this way" so we are able to show more creativity.

-Often rushed over material and had a hard time retaining info. More touching base with students.

-More current or real-world experiences to be applied to some classes.

-More accounting presentations. Little bit of group work might help. Compare in class things to real world companies & financial system/statement.

-Popp knows all.

-I love Popp.

-Make sure that the numbers used in problems are specified on where they came from.

-A lot of teachers are very smart but some don't teach it well.

-Clear explanation of where examples come from. Show whole question and explain where numbers come from.

-Know who you teaching do (sic). I don't think I know one person wanting to be an economist and we are learning a level that professors are at.

-None, all professors are very approachable.

-Less power points from the book.

-More discussion in class.

-Get the student engaged.

-Less group work would force all students to put forth a solid effort for a good grade.

-Particularly for accounting: use more case studies to help students understand real world application of topics. I can read a textbook on my own but cannot learn from the instructor's experiences by myself.

-I have no comments.

Fall 2018 Marketing Research Presentation and Career Fair

On Wednesday, February 20th, the business department held a presentation about the findings from the fall 2018 Marketing Research class. This presentation informed students about the importance of soft skills in the workplace and checked student's resumes. This lead perfectly into the career meet-up, which was held directly after the presentation in the Burton lobby. Business faculty sent the freshmen and sophomores from the Burton 006 for the first hour of the Career Fair and the juniors and seniors for the second hour. The Career Fair representatives were aware of this scheduling of lower-level undergraduates and upper-level undergraduates.

There were 17 different booths for students to explore, including:

- Columbia Safety and Supply
- Commerce Bank
- Fastenal
- FB Credit Services
- Northwestern Mutual
- Office of the Missouri State Auditor
- Russ Weyland State Farm Agency
- Scholastic
- Special Olympics
- SSM Health
- Veterans United Home Loans
- Whaley's Pharmacy
- Williams Keepers LLC
- WWU MBA in 5 Recruiter
- WWU Show Me GOLD program
- WWU Spanish Minor (Hannah Bolados)

There was strong attendance for this event as well. Please see the following bar graph for the attendance information.
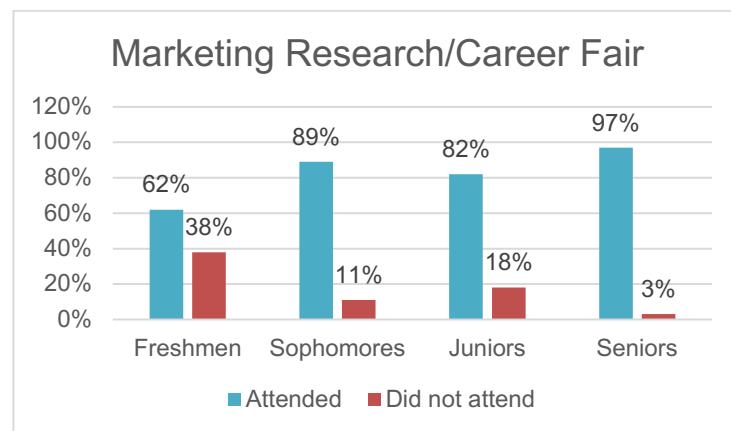
After the presentation and career fair event, the business faculty met with the career meet-up attendees for a luncheon and feedback session as part of their 2018-19 Business Advisory Council meeting. Some information that they gathered during that session was:

- Skills that were impressive about our students:
  - Well-articulated questions
  - Prepared
  - Comfortable
  - Did a wonderful job of introducing themselves
  - Professional
- Skills that our professors need to help our students improve on:
  - More insight/awareness of specific areas
  - Overall better communication skills
    - Talked too quiet/mumbled
    - Help students to annunciate better
  - More copies or resume
  - Awareness building about career opportunities
- Discussing your overall experience of this career meet-up:
  - Well planned
  - Best career event yet, better than the past
  - Wish we had a bigger spot
  - More diversity of the organizations represented
  - I like it because its smaller, you can engage individually
  - Local, conventional, great
  - Like how it was spaced out, had a great steady flow
  - Really like the format and the timing
  - Encourage students to talk individually and not in groups
  - Have students do research on the companies before the event

      Following the luncheon and feedback event, the business faculty met to evaluate what they learned from the Business Advisory Council feedback and the Student Performance Day activities. Some general observations that the faculty were:

- High percentage of students attending events
- Students are respectful
- Issues with the virtual desktops. Students using Window 7, were being kicked off. (Used desktop computers to complete student testing)
  - Labs may need to be coordinated so we do not have so many issues.
- 50% of companies are connected to WWU through alumni
- Students were emailed information regarding the entire student performance days' activities and the career meet-up. Also, faculty handed out information to the students during class time.
- Dress code was business casual. Suggestion made that students should dress business professional.
- Marketing Research Presentation – Question regarding more data analysis for that course

Some strengths that the faculty saw throughout the days were:

- Events were organized.
- Employers stated that students were asking intelligent questions. Did not feel they were forced to be there.

- Students and Employers fill out a survey. Data collected will be useful for the ACBSP Quality Assurance Report.
- Raffle drawing was effective

Some areas of improvement that the faculty saw throughout the days were:

- Some employers suggested that it needs to be in a larger place.
- Do we have a broader spectrum of employers?
- Can we have more potential employers?
- Consider changing locations.
- Suggestion made to have the Career Fair in Aldridge.
- Consider open it to online students and MBA students.
- Question – Is two days too much time? Faculty decided that two days worked well for the business students.

Some general recommendations that the faculty had were:

- Business Communication course – do resume before Career Fair.
- Written resume needs to be on heavier weight paper.
- Do a Mock Board with the resumes?
- Ask employers if they prefer a digital copy or a paper copy for the resume.
- Should we use a survey or just have a general discussion with students during the Senior Luncheon.

Career Fair Student Meet-Up Survey

Amy Dittmer, Director of Career Services asked each student who attended the Career Meet-up to complete a survey to assess the meet-up objectives.

Career Meet-up Objectives

Students who participate in Career Meet-Ups will be able to:

1. List 2-3 organizations they were able to connect with during the Career Meet-Up.
2. List names of at least 2 new contacts within their field(s) of interest.
3. Identify additional career opportunities in their field(s) of interest that they may not have been aware of before.
4. Demonstrate communication and networking skills and gain confidence in speaking with employers in their field(s) of interest.

Results:

Total of 51 Respondents
1. 100% (51/51) of respondents were able to list 2-3 organizations they were able to connect with during the Career Meet-Up.

2. 100% (51/51) of respondents were able to list names of at least 2 new contacts within their field(s) of interest.
3. Students were able to identify additional career opportunities in their field(s) of interest that they may not have been aware of before.
   - A few example are:
     - "Hospitals need to have financial employees also."
     - "I never thought of all the job opportunities for business majors within the medical field."
     - "The marketing field is broader than I thought."
     - "There are career opportunities for equine majors within the business field."
4. Demonstrate communication and networking skills and gain confidence in speaking with employers in their field(s) of interest.
   - 47% (24/51) answered: Strongly Agree
   - 45% (23/51) answered: Agree
   - 4% (2/51) answered: Neutral
   - 0% (0/51) answered: Disagree
   - 0% (0/51) answered: Strongly Disagree
   - 4% (2/51) didn't respond to question

2015-2018 Business Administration Alumni Employment Positions and Advancement

This report summarizes the data obtained from tracking the Business Administration seniors by year after graduation employment positions and advancement in their positions. This project was initiated in 2015 and has been updated in March of each subsequent year by either the Business Administrative Assistant or a student worker under the guidance of Brenda Popp. The process requires reviewing each alumnus by graduating class on the WWU Business Programs LinkedIn, recording his/her place of employment and current position in an excel sheet, and assessing if a job or the title change indicates an advancement in position. The following statistics were based from employment as of March of 2018.

The following bullet points are summarizations of the March 2019 Update:

- 35 out of 42 (80.9%) 2018 graduates recorded their place of employment and current position on LinkedIn. Of these 35 graduates, 25 (71%) are using their business degrees in their current roles.
- 11 out of 25 (44%) 2017 graduates have received a promotion from their employment by 2018 and 2 no longer have a profile on LinkedIn. Of the 23 graduates who have a LinkedIn profile, 23 (100%) are using their business degrees in their current roles.
- 9 out of 21 (43%) 2016 graduates have received a promotion from their employment by 2018 and 4 no longer have a profile on LinkedIn. Of the 17 graduates who have a LinkedIn profile, 16 (94%) are using their business degrees in their current roles.
- 16 out of 23 (69.6%) 2015 graduates have received a promotion from their employment by the year 2018 and 4 no longer have a profile on LinkedIn. Of the 16 graduates who have a LinkedIn profile, 16 (100%) are using their business degrees in their current roles.

NSSE 2017 Major Field Report

The Director of Institutional Research extracted the following information from the 2017 NSEE Major Field Report about the seniors who were declared business majors. The number of respondents were 13 out of 26 seniors (50% response rate).

1) During the current year, about how often have you done the following?
   a. Asked questions or contributed to course discussions in other ways:
      Never – 1
      Sometimes – 1
      Often – 4
      Very Often – 7
   b. Prepared two or more drafts of a paper or assignment before turning it in:
      Never – 2
      Sometimes – 5
      Often – 6
      Very Often – 0
   c. Come to class without completing readings or assignments:
      Very Often – 0
      Often – 1
      Sometimes – 6
      Never – 6
   d. Attended an art exhibit, play, or other arts performance (dance, music, etc.):
      Never – 0
      Sometimes – 8
      Often – 3
      Very Often – 2
   e. Asked another student to help you understand course material:
      Never – 2
      Sometimes – 5
      Often – 5
      Very Often – 1
   f. Explained course material to one or more students:
      Never – 0
      Sometimes – 4
      Often – 8
      Very Often – 1
   g. Prepared for exams by discussing or working through course material with other students:
      Never – 0
      Sometimes – 3
      Often – 9

Very Often – 1

h. Worked with other students on course projects or assignments:
Never – 0
Sometimes – 3
Often – 9
Very Often – 1

i. Given a course presentation:
Never – 0
Sometimes – 4
Often – 4
Very Often – 9

2) During the current school year, about how often have you done the following?

a. Combined ideas from different courses when completing assignments:
Never – 0
Sometimes – 4
Often – 4
Very Often – 5

b. Connected your leaning to societal problems of issues:
Never – 1
Sometimes – 2
Often – 8
Very Often – 2

c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments:
Never – 1
Sometimes – 9
Often – 3
Very Often – 0

d. Examined the strengths and weaknesses of your own views on a topic or issue:
Never – 0
Sometimes – 6
Often – 5
Very Often – 2

e. Tried to better understand someone else's views by imagining how an issue looks from their perspective:
Never – 0
Sometimes – 4
Often – 7
Very Often – 2

f. Learned something that changed the way you understand an issue or concept:
Never – 0
Sometimes – 3

Often – 7
Very Often – 3

   g. Connected ideas from your courses to your prior experiences and knowledge:
Never – 1
Sometimes – 1
Often – 7
Very Often – 4

3) During the current school year, about how often have you done the following?

   a. Talked about career plans with a faculty member:
Never – 0
Sometimes – 5
Often – 2
Very Often – 6

   b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.):
Never –1
Sometimes – 3
Often – 3
Very Often – 6

   c. Discussed course topics, ideas, or concepts with a faculty member outside of class:
Never – 0
Sometimes – 4
Often – 6
Very Often – 2

   d. Discussed your academic performance with a faculty member:
Never – 1
Sometimes – 3
Often – 6
Very Often – 3

4) During the current school year, how much has your course work emphasized the following?

   a. Memorizing course material:
Very Little – 1
Some – 8
Quite a Bit – 3
Very Much – 1

   b. Applying facts, theories, or methods to practical problems or new situations
Very Little – 0
Some – 3
Quite a Bit – 6
Very Much – 4

   c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts:
Very Little – 0

Some – 5
Quite a Bit – 5
Very Much – 3
   d. Evaluating a point of view, decision, or information source:
Very Little – 0
Some – 2
Quite a Bit – 8
Very Much – 3
   e. Forming a new idea or understanding from various pieces of information:
Very Little – 0
Some – 3
Quite a Bit – 6
Very Much – 4

5) During the current school year, to what extent have your instructors done the following?
   a. Clearly explained course goals and requirements:
Very Little – 0
Some – 1
Quite a Bit – 8
Very Much – 4
   b. Taught course sessions in an organized way:
Very Little – 1
Some – 2
Quite a Bit – 5
Very Much – 5
   c. Used examples or illustrations to explain difficult points:
Very Little – 1
Some – 1
Quite a Bit – 6
Very Much – 5
   d. Provided feedback on a draft or work in progress:
Very Little – 0
Some – 1
Quite a Bit – 2
Very Much – 10
   e. Provided prompt and detailed feedback on tests or completed assignments:
Very Little – 0
Some – 1
Quite a Bit – 2
Very Much – 10

6) During the current school year, about how often have you done the following?
   a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.):

Never – 0
Sometimes – 5
Often – 7
Very Often – 1

b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.):
Never – 1
Sometimes – 7
Often – 3
Very Often – 2

c. Evaluated what others have concluded from numerical information:
Never – 2
Sometimes – 6
Often – 5
Very Often – 0

7) During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?

a. Up to 5 pages:
None – 1
1-2 – 2
3-5 – 4
6-10 – 1
11-15 – 4
16-20 – 0
More than 20 – 1

b. Between 6 and 10 pages:
None – 1
1-2 – 5
3-5 – 6
6-10 – 1
11-15 – 0
16-20 – 0
More than 20 – 0

c. 11 pages or more:
None – 3
1-2 – 10
3-5 – 0
6-10 – 0
11-15 – 0
16-20 – 0
More than 20 – 0

8) During the school year, about how often have you had discussions with people from the following groups?
   a. People of a race or ethnicity other than your own:
      Never – 0
      Sometimes – 3
      Often – 5
      Very Often – 5
   b. People from an economic background other than your own:
      Never – 0
      Sometimes – 3
      Often – 4
      Very Often – 6
   c. People with religious beliefs other than your own:
      Never – 0
      Sometimes – 5
      Often – 5
      Very Often – 3
   d. People with political views other than your own:
      Never – 1
      Sometimes – 1
      Often – 6
      Very Often – 5
9) During the current school year, about how often have you done the following?
   a. Identified key information from reading assignments:
      Never – 0
      Sometimes – 4
      Often – 5
      Very Often – 4

   b. Reviewed your notes after class:
      Never – 4
      Sometimes – 3
      Often – 3
      Very Often – 3
   c. Summarized what you learned in class or from course materials:
      Never – 2
      Sometimes – 6
      Often – 3
      Very Often – 2
10) During the current school year, to what extent have your courses challenged you to do your best work?
      1 – Not at All – 0
      2 – 0

> 3 – 0
> 4 – 0
> 5 – 7
> 6 – 3
> 7 – Very Much – 3

11) Which of the following have you done or do you plan to do before you graduate?
  a. Participate in an internship, co-op, field experience, student teaching, or clinical placement intern:
     Have not Decided – 0
     Do not plan to do – 2
     Plan to do – 0
     Done or in Progress- 11
  b. Hold a formal leadership role in a student organization or group:
     Have not Decided – 1
     Do not plan to do – 2
     Plan to do – 0
     Done or in Progress- 10
  c. Participate in a learning community or some other formal program where groups of students take two or more classes together:
     Have not Decided – 1
     Do not plan to do – 6
     Plan to do – 0
     Done or in Progress- 6
  d. Participate in a study abroad program:
     Have not Decided – 1
     Do not plan to do – 10
     Plan to do – 0
     Done or in Progress- 2
  e. Work with a faculty member on a research project:
     Have not Decided – 1
     Do not plan to do – 5
     Plan to do – 2
     Done or in Progress- 5
  f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.):
     Have not Decided – 0
     Do not plan to do – 0
     Plan to do – 0
     Done or in Progress- 13

12) About how many of your courses at this institution have included a community-based project (service-learning)?
     None – 3

Some – 8

Most – 2

All – 0

13) Indicate the quality of your interactions with the following people at your institution.

   a. Students:

      1 – Poor – 0

      2 – 0

      3 – 0

      4 – 0

      5 – 5

      6 – 4

      7 – Excellent – 4

   b. Advisor:

      1 – Poor – 0

      2 – 0

      3 – 0

      4 – 1

      5 – 3

      6 – 3

      7 – Excellent – 6

   c. Faculty:

      1 – Poor – 0

      2 – 0

      3 – 0

      4 – 0

      5 – 2

      6 – 8

      7 – Excellent – 3

   d. Student services staff (career services, student activities, housing, etc.):

      1 – Poor – 1

      2 – 1

      3 – 3

      4 – 0

      5 – 0

      6 – 5

      7 – Excellent – 3

   e. Other administrative staff and offices (registrar, financial aid, etc.):

      1 – Poor – 1

      2 – 0

      3 – 1

      4 – 4

      5 – 2

6 – 3

7 – Excellent – 2

14) How much does your institution emphasize the following?

    a. Spending significant amounts of time studying and on academic work:

        Very little – 0

        Some – 2

        Quite a bit – 6

        Very much – 5

    b. Providing support to help students succeed academically:

        Very little – 1

        Some – 2

        Quite a bit – 7

        Very much – 3

    c. Using learning support services (tutoring services, writing center, etc.):

        Very little – 2

        Some – 7

        Quite a bit – 2

        Very much – 2

    d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.):

        Very little – 1

        Some – 6

        Quite a bit – 4

        Very much – 2

    e. Providing opportunities to be involved socially:

        Very little – 0

        Some – 0

        Quite a bit – 7

        Very much – 6

    f. Providing support for your overall well-being (recreation, health care, counseling, etc.):

        Very little – 0

        Some – 4

        Quite a bit – 5

        Very much – 4

    g. Helping you manage your non-academic responsibilities (work, family, etc.):

        Very little – 4

        Some – 5

        Quite a bit – 2

        Very much – 2

    h. Attending campus activities and events (performing arts, athletic events, etc.):

        Very little – 0

        Some – 1

Quite a bit – 2
Very much – 10

i. Attending events that address important social, economic, or political issues:
Very little – 0
Some – 4
Quite a bit – 5
Very much – 4

15) About how many hours do you spend in a typical 7-day week doing the following?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities):
0 hrs. – 0
1-5 hrs. – 3
6-10 hrs. – 2
11-15 hrs. – 1
16-20 hrs. – 4
21-25 hrs. – 1
26-30 hrs. – 1
More than 30 hrs. – 1

b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.):
0 hrs. – 0
1-5 hrs. – 2
6-10 hrs. – 5
11-15 hrs. – 1
16-20 hrs. – 2
21-25 hrs. – 1
26-30 hrs. – 0
More than 30 hrs. – 2

c. Working for pay **on campus**:
0 hrs. – 9
1-5 hrs. – 1
6-10 hrs. – 2
11-15 hrs. – 1
16-20 hrs. – 0
21-25 hrs. – 0
26-30 hrs. – 0
More than 30 hrs. – 0

d. Working for pay **off campus**:
0 hrs. – 9
1-5 hrs. – 0
6-10 hrs. – 0
11-15 hrs. – 2

16-20 hrs. – 0
21-25 hrs. – 2
26-30 hrs. – 0
More than 30 hrs. – 0

e. Doing community service or volunteer work:
0 hrs. – 1
1-5 hrs. – 10
6-10 hrs. – 1
11-15 hrs. – 0
16-20 hrs. – 0
21-25 hrs. – 0
26-30 hrs. – 0
More than 30 hrs. – 0

f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.):
0 hrs. – 0
1-5 hrs. – 0
6-10 hrs. – 4
11-15 hrs. – 5
16-20 hrs. – 2
21-25 hrs. – 1
26-30 hrs. – 0
More than 30 hrs. – 1

g. Providing care for dependents (children, parents, etc.):
0 hrs. – 12
1-5 hrs. – 1
6-10 hrs. – 0
11-15 hrs. – 0
16-20 hrs. – 0
21-25 hrs. – 0
26-30 hrs. – 0
More than 30 hrs. – 0

h. Commuting to campus (driving, walking, etc.):
0 hrs. – 7
1-5 hrs. – 3
6-10 hrs. – 1
11-15 hrs. – 1
16-20 hrs. – 1
21-25 hrs. – 0
26-30 hrs. – 0
More than 30 hrs. – 0

16) Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?
   Very little – 5
   Some – 5
   About half – 3
   Most – 0
   Almost all – 0

17) How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
   a. Writing clearly and effectively:
      Very little – 0
      Some – 1
      Quite a Bit – 9
      Very Much – 3
   b. Speaking clearly and effectively:
      Very little – 0
      Some – 0
      Quite a Bit – 6
      Very Much – 7
   c. Thinking critically and analytically:
      Very little – 1
      Some – 2
      Quite a Bit – 5
      Very Much – 5
   d. Analyzing numerical and statistical information:
      Very little – 1
      Some – 6
      Quite a Bit – 4
      Very Much – 2
   e. Acquiring job or work relate4d knowledge and skills:
      Very little – 1
      Some – 2
      Quite a Bit – 4
      Very Much – 6
   f. Working effectively with others:
      Very little – 2
      Some – 0
      Quite a Bit – 4
      Very Much – 7
   g. Developing or clarifying a personal code of values and ethics:
      Very little – 0
      Some – 3

Quite a Bit – 7
Very Much – 3

h. Understanding people of other backgrounds (economic, racial/ethical, political, religious, nationality, etc.):
Very little – 1
Some – 3
Quite a Bit – 5
Very Much – 4

i. Solving complex real-world problems:
Very little – 0
Some – 5
Quite a Bit – 4
Very Much – 4

j. Being an informed and active citizen:
Very little – 3
Some – 3
Quite a Bit – 3
Very Much – 4

18) How would you evaluate your entire educational experience at this institution?
Poor – 0
Fair – 1
Good – 6
Excellent – 6

19) If you could start over again, would you go to the *same institution* you are attending now?
Definitely no – 1
Probably no – 2
Probably yes – 7
Definitely yes – 3

Business Program LinkedIn

In 2014, Business faculty and the WWU Marketing Department established the Business Programs LinkedIn Account. The purpose was to develop a process to that would continuously increase the membership by helping students to join and maintain their profile on this portal. This would allow the Business Division to communicate with our alumni concerning the Business Programs activities, alumni promotions, and other communications. Some of the communications are to invite alumni to current program activities, congratulate on promotions and network for job and internship opportunities. The method for increasing the number of undergraduates into the membership is to require Business Communications students to create a profile for LinkedIn and in other upper-level classes to add discussion comments. Each month, at least one business faculty adds discussion topic to the portal.

Business Programs LinkedIn Memership 2014-2018

BUS 450 Assessment Processes

The BUS 450 Instructor facilitates five assessment processes during each semester. The processes include Career Fair participation, Peregrine Test, CompX Test, external final report and presentation assessments, and LinkedIn Profile upgrade and submission of discussion topics. The following information provides detailed information about the processes and data the instructors have collected over the past four to six years from the CompX and external assessments. The Peregrine test results and Linked data were listed in previous sections of this report.

CompX Information and Trends

The BUS 450 instructor facilitates the CompX external test at the end of the BUS 450 Policy and Procedure course as a part of the Capsimulation game. This test is ACBSP accredited, but the ACBSP Board has deemed it insufficient as our BAD program's external assessment tool. However, business faculty has found the information useful in assessing our students' knowledge by topic. For the last two semesters, the students competed amongst themselves. This is different from previous semesters when students had to compete against at least one computer team. This change in competition do not seem to make a significant difference in the overall scores.

2016-2019 CompX Trends by Topic

Legend: Accounting, Finance, Strategy, Marketing, Operations, HR
Categories: S19Class Ave, S18Class Ave, F17Class Ave, F16Class Ave
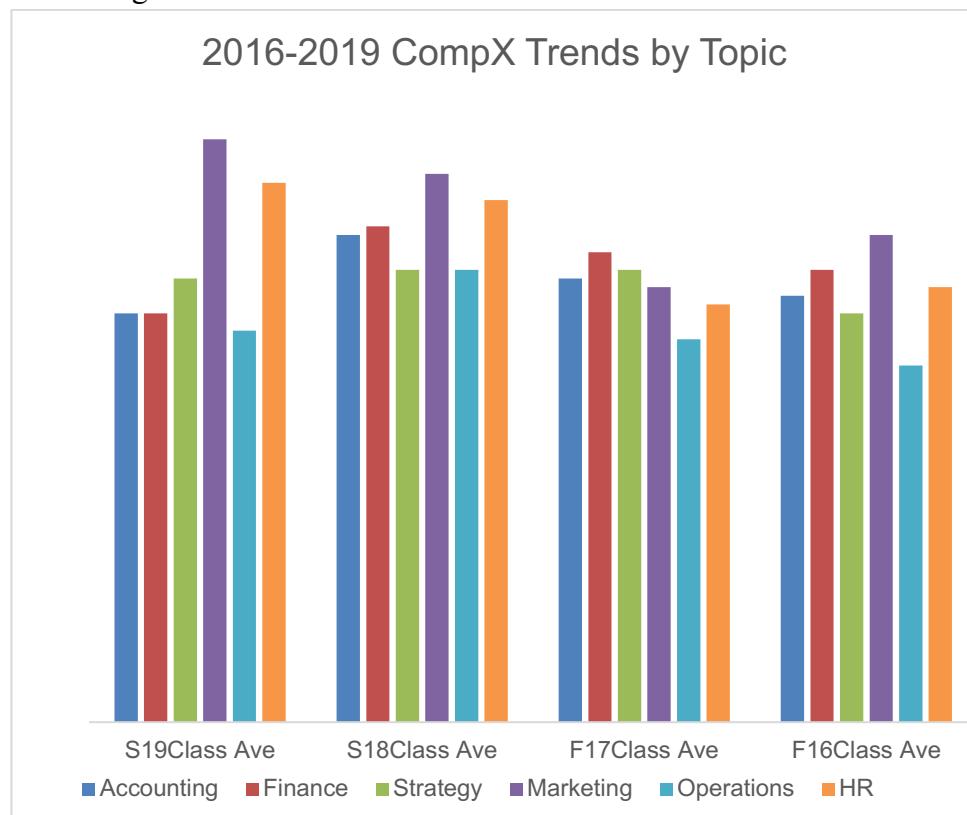
External Evaluators Assessments

The following graph illustrates the mean from the Capstone Rubrics Evaluation from 2018 and 2019 external evaluators. The rubrics reflect the Business Administration program's eight objectives. The evaluators in 2019 were the two new faculty members in Management and Economics. Interestingly, the average scores have not varied very much from the prior year.

2018 & 2019 Comparison of Business Rubrics from Capstone Presentations
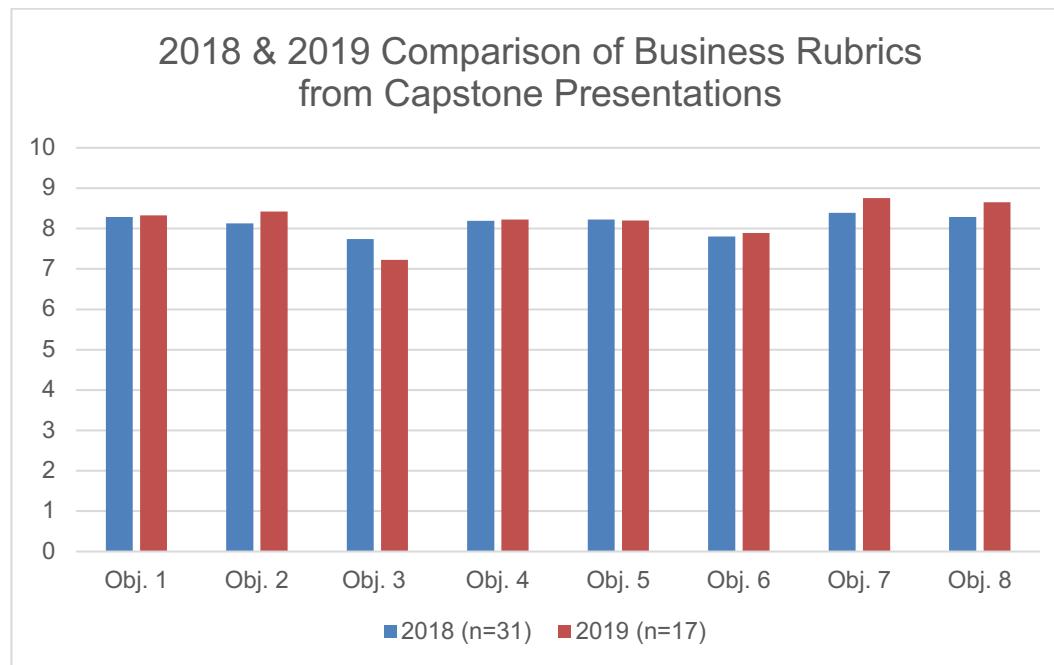
The instructors aggregated the following comments from the external evaluators according to teams:

CHESTER

Team Strength's :

- They had a very energetic presentation, and all member contributed to it. Their written plan is well done. They performed well in the simulation.
- I liked the fact that they always compared their company to the other companies.
- Good job not depending on notes.
- Had a good grasp of their competition
- Team seemed to work cohesively. All team members were in sync with each other.
- Very professionally dressed.
- Like how you all talked to so many of the points.

Areas of Improvement:

- While they performed well, they had a reluctance to take risk. They could have been more thorough in their explanation of things like economics, ethics, and HR in their paper.

- Would like to see more financial numbers .
- They need to study the aspects of their project in depth.
- While answering the questions they seemed to be all over the place.

Questions for the Team:

- Could you have been a stronger company if you would have taken on debt?
- Why didn't you want to take on debt in the recession?
- What would you change if you could do it again?
- Were you too conservative?
- Now that you are more aggressive, how long will it take you to catch Digby?
- What are your key strengths as a team?
- Why did you not pay dividends if you had so much cash?

DIGBY

Team Strengths:

- Their presentation was probably the best of the four. They seemed to have worked well together. They did very well in the simulation.
- Very professionally dressed.
- Worked effectively together.
- Well organized and disciplined.

Areas of Improvement:

- They were very afraid of debt, and they don't seem to think that they did anything wrong. They didn't really defend this stance convincingly, either.
- One group member didn't say much during the presentation.
- Two members seemed a little nervous.
- TQM chart difficult to read.

Questions for the Team:

- What do you think that you gained by not using debt? Would you change your approach if you played again?
- Why were you so conservative?
- What kept you from financing your business through debt?
- What did you find the most challenging?
- Name 3 companies that have no debt.

ANDREWS

Team Strengths:

- The paper and the presentation were both well done. The group seems to have worked together well. They did pretty well in the simulation.
- Strong R&D slides showing what products sold and stayed over the rounds.
- Strong overall graphs.
- It is an agile team, they payed attention to understand what is important to them
- Cohesive and aligned

Areas of Improvement:

- Some of the parts of their paper could be more developed.
- Need deeper analysis of all individual aspects of the project.
- Need to explain why you are changing speakers
- One student's stumbling was a distraction.
- Men could have been dressed more professionally.
- Would like to hear about sales forecasting.

Questions for the Team:

- You were riskier than the other teams, and mixed profits and debt to grow your company. You also ended up with the second smallest profit. In retrospect, was this the right growth strategy?
- If you are only in two segments then why isn't awareness not better than it was? (especially traditional)
- What are your plans?
- Can you explain "Lateral" leadership in detail? How did it work in your team?
- What is the primary focus area of your strategy (finance, marketing , or what?)
- What was your presentation only 10 minutes when you had 20 minutes available?

BALDWIN

Team Strengths:

- The team presented well and had a clearly written paper. Their slides were easy to follow.
- Everyone did a good job with their part of the presentation
- Good job answering question about low price causing product to drift.
- Team was enthusiastic and looked prepared.
- Good discussion of sales forecasting.
- Very improved on Power Point slides
- Good flow.

Areas of Improvement:

- They were the worst performers in the simulation. I'm not sure that their marketing strategy makes sense (using social media to reach Ford, for example).
- Women could have improved on being professionally dressed.
- Needed to revise their slides.
- A few minor things I would recommend to improve.

Questions for the Team:

- Do you think that using social media is the best fit to reach large industry buyers?
- How did price changes affect your sales and revenue? You sold out multiple times, do you think your prices were set correctly?
- You ended with the lowest profit and stock price. What would you do differently if you could?
- What are three important things you learned from the project?
- Would have liked team member to discuss the production and capacity issues. Not sure the student explained it clearly.

Each year, David Forster and Brenda Popp enter data from the evaluations from BUS 206 and BUS 450 into a VIA report. The comparison of the two reports illustrates the value added from when students begin the business program and complete the business program. Each May, Popp uploads copies under the Business Administration annual assessment (AIS) portal. See the Share Point portal for examples of the charts AIS produces from the aggregated data.

Internships Assessment Information

At the end of each internship, the Director of the Internship receives two surveys. One survey is from the employer and one survey is from the student (employee). The employer surveys are aggregated and charts are produced to assess how employers perceive our students. See the employer survey on this link: https://www.williamwoods.edu/forms/academics/internship_performance_form.aspx. The student surveys are aggregated and charts were produced to assess how students perceive they are using their soft skills and academic coursework. Following is an example of the employer evaluation form and an example of a chart developed from the students' evaluation. Brenda Popp keeps hard copies in her office in a file cabinet. Popp has developed charts for the most recent employer or student data. You can review what the students see on the website by clicking on https://www.williamwoods.edu/forms/academics/internship_employer_eval.aspx

EMPLOYER EVALUATION
(to be completed by the student)

Name of Employer: _____

Name of Student: _____

Part A. Please answer all the questions as honestly as you possibly can about your internship experiences on a scale of 1 to 5 **(1 being strongly disagree. 3 neutral, and 5 strongly agree)**

1. **Was adequate training provided?**

2. **Were you given assistance by staff when confronted with a problem?**

3. **I was given opportunities to exercise initiative.**

   1   2   3   4   5

4. **I was assigned a sufficient variety of tasks that support my academic program.**

   1   2   3   4   5

5. **Overall, my internship was a valuable experience.**

   1   2   3   4   5

Example of the Student Evaluation of the Internship Experience.

2016-17 Employer Evaluation by Interns

Category	Mean
EthicalDec	4.3
UsedTech	4.7
TeamWork	4.4
SolveProb	4.3
Responsillity	4.7
CommOral	4.6
CommWrite	4.2
Overall	4.8
TaskVar	4.6
Initiative	4.7
StaffAssist	4.8
Training	4.7
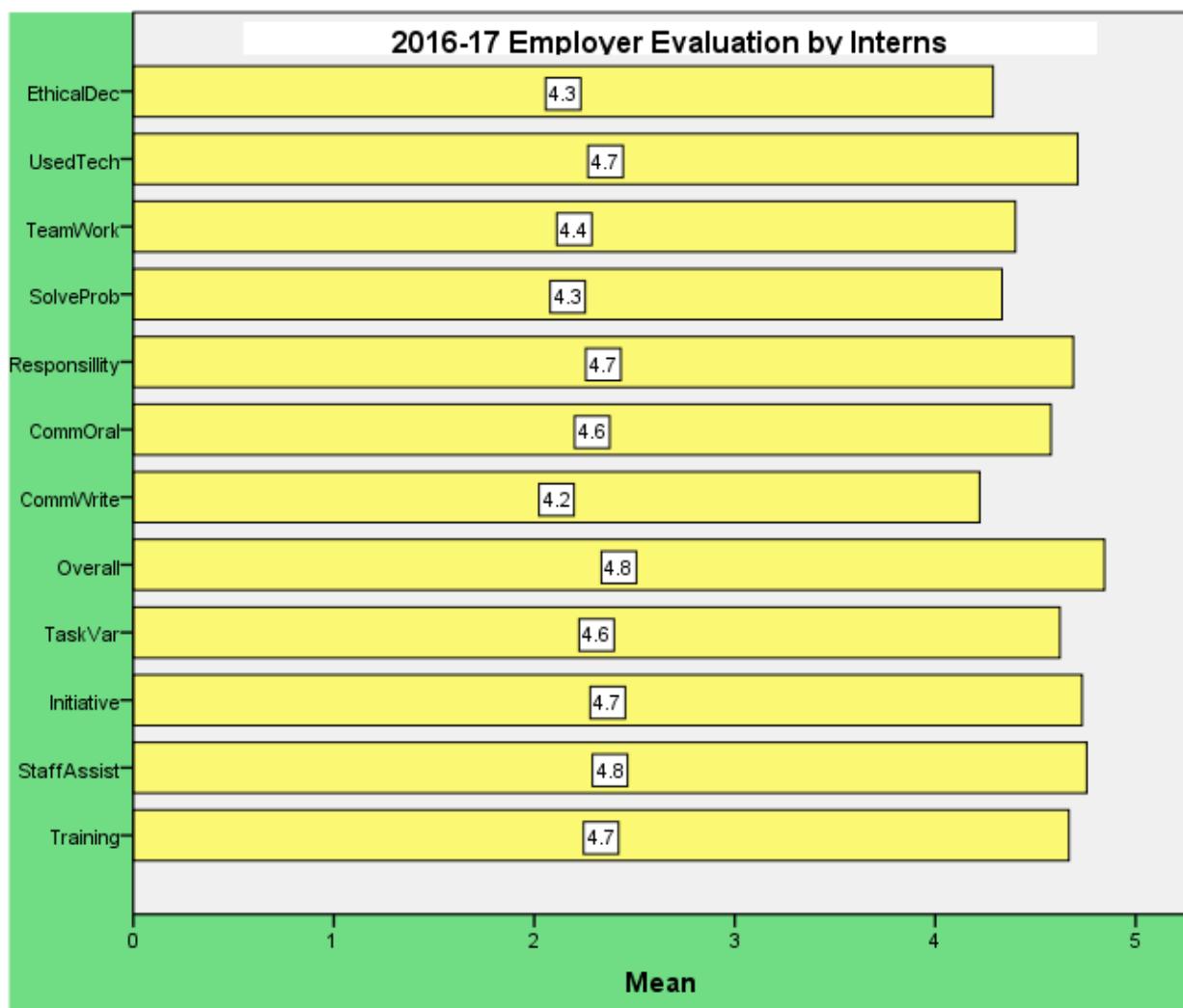
At the end of each semester, the Director of the Internship develops (student worker) a list of the completed internships, company and supervisor information, name of student with picture and responsibilities to the UIT Department. Subsequently, UIT uploads the list maintaining an electronic copy of all our internship by semester. Faculty, students and parents can access this information.

To increase the quality of our students' internship and job opportunities, a student worker sends a weekly e-mail to juniors and seniors' information about prospective internships and job opportunities. The student worker obtains this information from faculty who have received information from former employers or from Indeed research search engines. The student worker will reply to individual student requests for particular locations or concentrations. Several times throughout each semester, the e-mail will include the Business Program website with a listing of past internships (https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/docs/business_internships.pdf). This year the student workers posted pictures on the bulletin board highlighting the most recent completed internships.
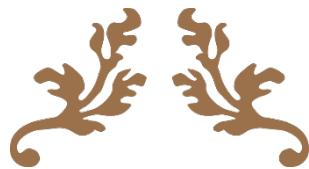
2019-20 Business Administration

Assessment Information Report May 2020

Table of Contents

Introduction

This report attempts to provide information about the processes used to produce evidence for the ACBSP Quality Assurance Reports and the Annual Business Administration Reports. The data provided should enable faculty to continue to improve the students' educational experiences.

2020 Student Performance Days Aggregated Information

During Student Performance Days on Tuesday, February 18th and Wednesday the 19th, the Business Department planned various activities for undergraduate business and accounting students and faculty. Those activities include the Principles of Business Test, Inbound Peregrine Test, Information Session, Senior Luncheon and exit survey, Panel Discussion, Career Meet Up and Business Advisory Council. The purpose of collecting this data is to provide faculty to continuously improve their respective programs.

Principles of Business Test

On Tuesday, sophomores and juniors completed the Principles of Business Test with 49 of 54 sophomores and juniors in attendance (90.7% attendance). Twenty-five males and 24 females participated in the test. Twelve students had attended other colleges or universities before attending William Woods University and 37 were native. The junior average score was 70.20% and the sophomore average score was 68.26% with only a 2% added value margin. In 2019, there was a 10.4% added value margin with Junior's average score of 74.48% and sophomores' average score of 64.0%.

Principles of Business Test

Class Rank	2015 Scores	2016 Scores	2017 Scores	2018 Scores	2019 Scores	2020 Scores
Sophomore	68.4%	67.7%	64.5%	64.6%	64.0%	68.3%
Junior	71.2%	71.8%	68.8%	68.6%	74.5%	70.2%

Peregrine Test

On Tuesday, freshmen completed the Peregrine test with 10 out of 15 business freshmen. In 2019, 22 out of 25 freshmen completed the test. At the end of each semester each senior completes the outbound Peregrine test during the BUS 450 capstone course. To provide evidence of value added to the students' knowledge, the table below illustrates the differences between the inbound and outbound tests from 2015-2020.

Differences between inbound and outbound BAD Peregrine by Topic											Score
	ACC	ETH	FIN	LDR	ECN	IMS	LGS	MGT	MKT	STATS	
2019-2020	27	26	28	18.1	17	23	25	21	37	26	25
2018-19	27	25	38	20	25	25	28	32	42	35	35
2017-18	28	31	19	29	20	26	30	30	34	31	28
2016-17	11	20	11	7	14	10	16	21	15	11	13
2015-16	20	17	25	20	20	27	20	12	18	23	20

The table below illustrates the outbound scores from 2015-2020.

	ACC	ETH	FIN	LDR	ECN	IMS	LGS	MGT	MKT	STATS	Comp
Outbound											Score
2019-20 (n=32)	65	65.9	61.3	68.1	57	71.3	71.3	64.4	74.1	62.8	66.1
2018-19 (n=36)	65	62	61	58	57	69	64	66	72	63	64
2017-18 (n=51)	62	68	57	68	60	70	71	68	70	62	66
2016-17 (n=37)	48	54	39	43	50	51	52	53	45	42	47
2015-16 (n=33)	58	52	53	56	56	63	57	59	52	60	57

Program Informational Session
Following the Peregrine test, business, accounting, management information systems and leadership and management faculty facilitated a program informational session with freshman and sophomores from each of the above majors. This year, two seniors shared what they would recommend freshmen and sophomores should do to make the most out of their academic experiences.

Senior Luncheon and Exit Survey
Thirty-three seniors enjoyed pizza, cupcakes, and drinks with their professors. After lunch, the seniors broke up into small groups and talked with business, accounting and management information system professors about what seniors liked about their respective programs and suggestions as to how to make our departments better. Each senior was asked to complete an End of Program Survey. The following information aggregates the information from the attendance, completed survey, and small group discussion using a School of Business and Technology End of Program Survey.

School of Business and Technology

End of Program Survey - 2020

1 – Not at all

2 – To a limited extent

3 – To some extent

4 – To a great extent

5 – To the maximum extent possible

1. **To what extent has your degree program had an effect on your professional development?**

			2019	**4.23**	
1	**2**	**3**		**4**	**5**
	1	**2**		**17**	**11**
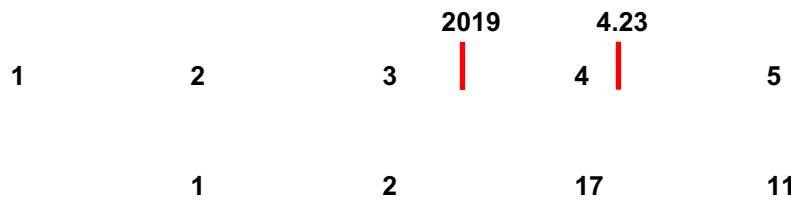
Comments:

-Confidence and teamwork.

-As an EQS student how added the major later it was good to apply practical knowledge to the horse knowledge of business. I can't expect the business classes to cover horse content, but it was very helpful to learn about bigger business concepts.

-The experience from seeing people in the field during presentations in classes are very helpful.

-Classes like policy & investments really improved my ability to work within teams. Still have to do internship, but I'm sure that will help a lot.

-Real life experience including case analysis, etc.

-When I first switched at William Woods it was my junior year and I honestly still didn't know much about the business industry.   I didn't yet have an understanding of what it was truly about.

-Classes helped me develop presentation skills, also resume reviews were helpful.

-Helped with resume building skills, group work skills, and by making classes feel like professional areas of learning.

-Internship was a huge factor for professional development. Increased number of career fairs to help obtain jobs/internships.

-Implemented adequate group projects/interview opportunities to prepare me for job.

-I wish a class would have had an assignment for building a professional resume. If a class did that then I haven't taken it.

-Helps me with real world situations.

-I think most of my classes focus more on materials than the professional aspects of a job.

-I came in as a freshman interested in the business world, but not knowing much. Now, I have confidence in my future career in marketing.

-Allowed me to become more confident in interviews, presentations, group work.

-The program allowed me to be put in contact with business professionals in the areas I'm interested in.

-Throughout my college career I felt extremely supported by each and every business department professors. Professor Popp even read over my 1st emails to employers.

-Without this program, I would not have had the opportunity to find an internship so easily. I never would have thought to intern while I was still going to school.

-In some ways this program requires us to grow professionally, other times we are babied giving us too much slack.

-No professionalism required of students in classes. Timelines/deadlines, dress, attitude language.

-I've learned how to act in a professional setting, through school and an internship.

-I learned a lot about how to talk to other professionals and be in a professional environment.

-More things on resume/PowerPoints needed.

-Helped master interview question. Put me in real job like situations.

-Professors have helped me to grow in the classroom and outside of the classroom as they have helped me with things and questions that don't relate to the coursework but are related to my degree program.

-Real life experiences: practical classes such as Policy: student-professor relations.

-It made me more understand my degree. I learned many things that I didn't know I'd be able to know.

2. **To what extent did the degree program enhance your intellectual development?**

			2019		**4.41**	
1	**2**	**3**		**4**		**5**
		3		**14**		**17**

Comments:

-Big change between freshman year and senior year. The way we think.

-I have learned new material that I have not learned. My classes push me to develop each day.

-Still feel like I have a lot to learn. Still have another semester to fill some gaps.

-Very high because you can tell the difference when you were a freshman to senior.

-At State Fair I felt like the teachers were just going through the motions but when I came here, I realized that I had a lot of catching up to do if I was going to really be ready for the "real world". Every teacher was open and helped me understand my degree.

-I lacked heavily in studying and research, this program helped me further develop these skills.

-Challenged me to think critically about concepts and theories. Covered a variety of theories on topics.

-Learning how to have time management to be able to complete and teach myself things I do not understand.

-My classes teach me a lot of skills what will be useful. A wide range of skills.

-I feel as I grew here at WWU. I have a professional attitude, resume, and communication skills that I have developed in my time here.

-Learned more real-world experiences rather than just textbook definitions.

-My teachers challenged me intellectually during every class I took.

-Most classes were challenging, but not unmanageable.

-I've learned about different things that I didn't know were involved w/the internet or w/information systems.

-I was able to grow as an individual by expanding my knowledge of the business world.

-I feel like I actually know something about my major.

-It challenged me to be more responsible on my critical thinking.

3. **To what extent did the degree program affect your personal development?**

			2019	4.11	
1	2	3		4	5
1		4		15	14

Comments:

-Better communication with teamwork.

-Classes like personal finance greatly improved my personal financial situation. Plus, there was a lot of teamwork opportunities to improve personal relationships.

-I got to meet new people and work with various groups. I believe making people work in groups has helped myself personally to get the experience of collaboration.

-Built strong relationships with classmates and teachers. Became more focal in the classroom.

-Enhance personal relationships and teamwork.

-I have been able to grow more while taking the business classes.

-Made a lot of new friends and connections in class.

-Made me mature and gave me an understanding of the real world and its issues.

-I believe I have matured a lot due to the program. Increased personal knowledge on all aspects of business.

-Helped develop team work skills through various projects/assignments that made you go out of your comfort zone sometimes to communicate w/the group.

-It has helped me having to talk to people or crowds in a professional way.

-Most of my personal development I feel like is focused on being in college in general.

-I have learned to be outgoing and a leader through open discussion class settings and group work.

-Allowed me to open up more.

-I think some classed only being offered at certain times, it can make scheduling hard. Can be overwhelming at times.

-Teachers were giving me recommendations on what books/articles to read; and what my influence my professional development.

-A lot of my classes better prepared me for public speaking.

-A lot of work was spent on public speaking, which I needed.

-Showed me areas to improve and helped me improve.

-They have helped me develop skills that I didn't know I had.

-Interpersonal skills.

-Generally, I developed my personal interest in my program and how to be more responsible.

4. **To what extent was the content of your courses relevant to your particular area of concentration? Please indicate any curricular changes which you feel might be beneficial in this regard.**

			2019	4.19	
1	2	3	4	5
1		3	12	15
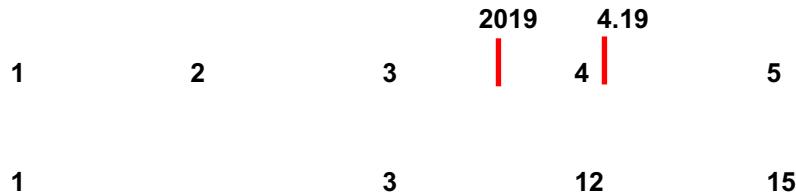
Comments:

-More Excel works.

-The curriculum was as applicable to my career as expected because the school intentionally has equestrian majors geared towards horse business. I added this major to learn larger concepts that apply to all business.

-More Excel work. Actually, taught to you. I believe all the classes I took course specific were very beneficial. I particularly didn't like my honors classes. I didn't get to take certain classes that I didn't get the chance to take. More lab work – more tech.

-More Excel & other accounting programs. As an accounting student, I feel like everything we learn is directly applicable. Professors do a good job of relating topics to certain jobs.

-I feel as if marketing wasn't as much of a focus compared to other required courses. (Marketing & Advertising).

-I think that students concentrating in marketing and advertising would benefit from more graphic design exposure. Today everything revolves around technology so I think some graphic design knowledge will help with job hunting after graduation.

-Get rid of art and science requirements for business majors.

-More Power Point.

-I feel like every class I've had I've been able to link I to the workforce.

-Business did well together with MIS.

-Management concentration only has 4 required course whereas others have 5. Could possibly introduce another.

-Upper-level (400) courses were relevant, but leading up to it they are very vague courses that don't really build a foundation for the upper-level course.

-All my business class have been, I regret my communications minor tho.

-The classes I have taken focus on projects instead of tests and this is a more real-world situation.

-I think I'm learning lots of different things for different areas, so I feel that I'm getting lots of skills.

-I feel all classes taken will be able to implement in my future career.

-Marketing research, policy, advertising all will help in the business world & equine industry.

-I wish digital marketing was implemented more in the business program. FB, Insta, Twitter basics, SEO.

-Offer a taxation class in class, not just online.

-Only 3 econ courses in economics concentration no analytics courses.

-It did a good job of teaching me the things that can be done w/a MIS degree.

-They all helped in one way or another.

-All had some use.

-I think personal finance should be a class that everyone should take on campus.

-The accounting program is in need of some changes to fit what is needed in the real world like tax and bookkeeping. Dr. Manion has been here a short time and I believe she is on top of making changes.

-Accounting courses that would use more Excel and less paper, similar to real-world situations.

-Giving the students the assignment in group and doing presentation really helped me to know what I'm learning.

5. To what extent were your instructors knowledgeable of the subject matter?

```
                                        2019   4.61
    1           2           3           4  |     |  5
                                            |     |

                2           10                  24
```
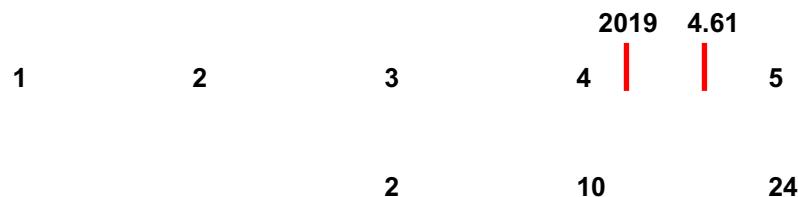
Comments:

-Along the way, all instructors knew about the subject, but sometimes experiences in real life help more to give us an example.

-Extremely focused and intelligent professors. Risk Management needs to be more interactive.

-my new Acct. instructor is much better than my previous one. All my instructors are very helpful and knowledgeable in their area.

-All full-time professors have been very knowledgeable. Early on, some adjuncts were not very helpful or available.

-Each professor was very knowledgeable.

-Mostly every instructor was very excited about their particular subject and were there for extra help when needed.

-They all know the material.

-I was always able to rely on my professors for further knowledge on my subjects.

-Very knowledgeable, small class sizes are great.

-Felt all instructors were knowledgeable on topics and had resources to answer questions they may not know.

-I love that most teachers are straight to the point.

-All my instructors have a lot of knowledge about their subjects.

-I believe I had the best instructors as I know friends at other universities didn't gain the knowledge I have received from my professors.

-Very helpful, always answered my extra questions.

-All instructors were knowledgeable of subject matter. Over-qualified.

-Some more than others, mostly communications-based issues.

-I think that the instructors I have had were very knowledgeable and did a good job relaying what they know to us.

-All my professors seemed very knowledgeable and always helpful.

-One of the non-full-time instructors made my communications class not that good.

-For really most of it they were all amazing, besides one accounting adjunct.

-Highly instructed.

6. To what extent were your instructors able to communicate the course material effectively?

2019 4.23

1	2	3	4		5
			7	13	15
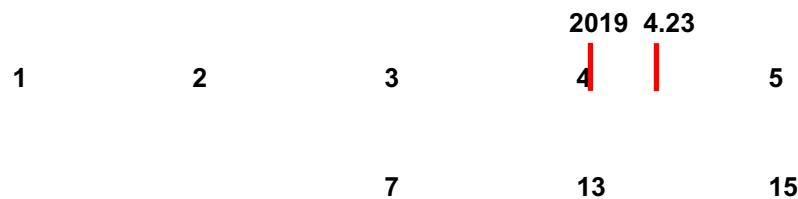
Comments:

-Great, maybe improve with some emails, but in class communication, everything is great.

-Some of the less exciting course material could have been better presented to make a more lasting impression on the students.

-Sometimes classes can get jumbled, the mix of practice & presentations are sometimes difficult to keep on track.

-A few poor adjuncts, other than that it was good.

-All professors were on the ball in terms of communication.

-I struggled a lot with my business law class with professor Paul Graham. He was extremely unorganized and our class hardly knew where we were each class. He is extremely inappropriate and I truly believe if there were any females or black people in that class that they would be extremely offended.

-My business law teacher Paul Graham could not communicate effectively. Other than that, everyone else was really good.

-Again, small classrooms helped.

-Every course had a posted syllabus but it's only talked about referred to one time per semester.

-Love the in-class projects in organizational behavior.

-Some times the communications about assignments could be more.

-I believe all instructors were clear with materials & instructions.

-Always knew what was going on and when it was due, etc.

-Sometimes in some classes I felt my professors knew a lot but couldn't quite teach the material.

-Sometimes need to slow down. If the whole class is lost don't move on.

-They told us the things we need to know and what isn't necessary.

-Some were very knowledgeable but did not always know how to communicate that knowledge in a way that we can understand.

-Adjunct professor did not use OwlNet at all.

-They are ready to take questions from students.

7. **How well did the University administration and office staff respond to the program needs of students? Please specify strengths and deficiencies in the administrative services provided.**

2019 4.11

1	2	3	4	5
1		2	19	12
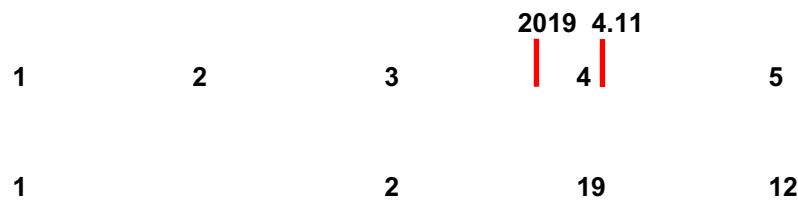
Comments:

-Great.

-Because I added the business major late, I had to compact the program into 4 semesters. The staff did a wonderful job of provide alternative options to get the program finished in a timely manner.

-It doesn't seem very great or very bad. We have what is needed, but having new computer tech for Acct. classes would prove very helpful for betterment of student development.

-Mrs. Manion tried to use Acc. software & had some issues and nobody seemed to help. No issues other than that.

-Some staff took weeks to reply & professors were very quick.

-I enjoy how much the staff of this school interact with their students.

-Always offer different solutions and options for students.

-While being a transfer I didn't know where to go and they helped a lot.

-Internet in buildings and dorms could be improved.

-Make resume & portfolio building a requirement in class.

-They supply a lot of things that we need.

-I'm not sure exactly what our program needs are.

-I never had any issues that were left unresolved by professors and they were always willing to make accommodations.

-When I had a time conflict, I was able to get put in a hybrid class so I could graduate on time.

-I always felt like the university and staff were really great about helping us when needed.

-I like how we have Amy Dittmer to look over our resumes & how in Prof. Popp's class we have to turn it in to her.

-They were basically uninvolved.

-I think anything that is needed or if help is needed, they can help w/issues that have arisen.

-They added classes that were needed to better prepare students for the real world after college.

-A lot of classes were not always offered or randomly online.

-When you communicate, they respond quickly and at the earliest convenience.

-I had plenty of problems and was always taken care of.

-They are well (sic) in helping and guiding us. They take an interest in each student concern and help them improve.

8. **To what extent were you oriented to the program structure and to the criteria for successfully completing your degree? Please specify the strengths and deficiencies in the advising services provided.**

			2019		**4.42**	
1	**2**	**3**		**4**		**5**
	1	**2**		**12**		**18**
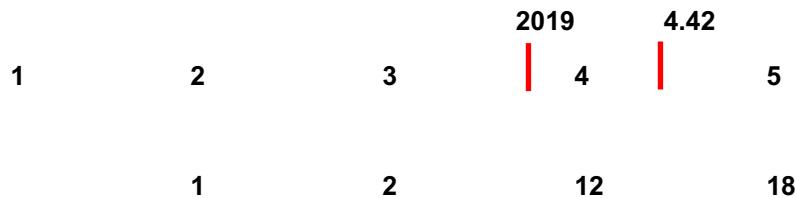
Comments:

-In my first university, my orientation was terrible, so this one is perfect.

-Because I am an equestrian that added the major late it was hard to adjust my schedule to accommodate business casual and other events like student performance days.

-Mrs. Popp is the best. She worked out everything I needed. 5 stars.

-I was always very informed about my course schedule & graduation, I was able to add a major & graduate a semester early.

-My advisor has been here for a long time meaning they were very knowledgeable & attentive to my needs.

-Brenda Popp really help me out with advising which is why I am graduating in April and not December.

-Advising was perfect. My advisor was always ready to help no matter what.

-Very successful. Completing my degree earlier than expected due to great advising.

-My advisor has helped me a lot with getting the right courses.

-I feel like I've had to figure out my classes and things mostly by myself. I've never had a 4-year plan or anything.

-I was always helped when it came to my business classes.

-Although many students don't know exactly what they're doing professionally, it would be nice to get an idea of a job & talk about courses within the business department & outside that would be beneficial.

-I always felt my advisor was great about helping me & getting me in the classes I needed to be in.

-I had to best advisor I could wish for. Professor Popp created a 4-year plan for me (where she made sure I took classes at the right time).

-I could have graduated a semester early, but I was unable to do so because they only offer the last class that I needed in the spring.

-When I came in, I had to do my own research on what I needed to take.

-I think I have been given the information that I need to succeed in the future.

-I knew a lot of the material enough to be involved so it made it easier to stick with the program.

-Advising has been great in helping me to accomplish what I want.

-I liked a lot when there were specifications for assignments on OwlNet, they were easy to find.

-I got to learn about the world and it may be hard sometimes but each time I get to understand it, it gets easier. They gave the students the time to take in what they learned.

9. **To what extent were library resources available for you? Please specify the strengths and deficiencies in library resources.**

			2019		**4.45**	
1	**2**	**3**	|	**4**	|	**5**
		2		**14**		**17**
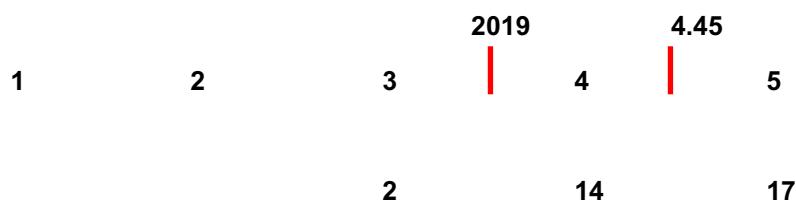
Comments:

-Faster computers.

-They were very available however; I did not use the library specifically for business content.

-They are very available, but students should receive more info. on them.

-Only time I needed it was for financial calculator.

-They met all of my needs.

-Available at all time. Any assistance needed the librarians were there to help.

-I think library should have one book on hold for every class in order to help students that might not have the money to buy books.

-I am a commuter so I am not able to be there all the time but it does help.

-Library database was great for research.

-Resources were available but believe some resources on campus are out dated.

-Library hours were never a major issue but it could be open later.

-Always access to books & computers.

-The only think I've really used the library for is the computers and these have always been available to me.

-Computers, calculators, materials were all available.

-I still don't know how to use the database but always could rent a calculator and do our Capsim rounds on the Macs (just can't print off the Macs).

-I absolutely loved an opportunity to get every book you'd like due to the library exchanges for free.

-I used the library database frequently.

-Databases are great (business source premier). Would like to have more options database resources thought.

-If I ever needed an online resource from the library, it was always available.

-Never had to use them.

-Never had to use.

-They were available but I didn't use them that much.

-Some books I wanted to get or articles to read were not available.

-It easily helped me research resources on what we need especially related to the class.

10. **On a scale of 1 to 5, with 1 being the lowest and 5 the highest, how would you rate the classrooms and instructional equipment available in the classrooms? Please specify notable strengths and deficiencies in classroom facilities.**

		2019	3.65		
1	2	3		4	5
	3	12	13	6	
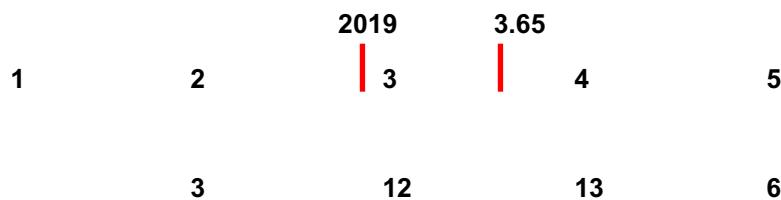
Comments:

-Really good, just improvements in the lab.

-Some of the chairs don't promote healthy posture. Desks in the classrooms are somewhat cluttered with weird leg room. (Example: room 109).

-They are efficient, but more updated technology would be great.

-Bad WiFi in certain rooms (BUR 100). A couple more printers would be nice. Technical difficulties w/projector sometimes wasted class time.

-Classrooms were adequate for course needs.

-I think that the Think Tank is great but there is always something wrong going on when I am in there. And, the WiFi here is a joke. That is important when doing homework.

-Could use an updated building more technology and better WiFi!

-We need to update classrooms because videos lag, volume sometimes is low, WiFi slow and I've seen professors having trouble logging in.

-Very intimate and not "stuffy".

-Burton is a little outdated. Think Tank is really nice especially for group projects.

-Increased technology within class could be beneficial since we see this in the business world.

-Standard equipment, projector and white board. I like the small classroom environment.

-I think the equipment in classrooms works all right, but the projectors I think could be updated.

-We needed faster WiFi and update technology.

-Can be more updated like the think tank and better computers.

-Teachers have found good online resources for students to communicate course material. Ex: Connect.

-The classrooms are pretty old, but it didn't affect my learning.

-Better/newer technologies are needed. Sometimes technology available slows down the work/progress.

-Computers in the labs are outdated, but they still work fine even though they are pretty slow most of the time.

-Equipment is out of date but instructors do their best to make it all work.

-Outdated.

-I think that the technology could be upgraded or improved on campus.

-The PCs are terrible but the internet isn't bad in Burton.

-PCs are way outdated.

-H&R Block program for tax class was not good at all in my opinion but other resources were good.

-Structure if very good, but still some professors wouldn't explore it.

-Professor provide notes/copy for the class.

11. Please provide suggestions for improving the level of instruction.

Comments:

-Do some trips to real business or companies to visit and see how everything works, how people communicate and how much pressure they have.
-Train adjuncts on OwlNet.
 -Ensure required textbooks are actually needed.
-More group work. Specific classes with presentations and practices. More lab time for Acct. majors.
-More challenging class options.
-Doing projects for grades is more effective than studying & testing over the material.
-Get rid of connect, less lectures.
-Get rid of Connect. It was just an easy grade and I haven't learned a thing from it. If I want to take the class online, I'll take it online.

-More graphic design in marketing and advertising.

-Making sure to switch up teaching styles sometimes because not everyone learns by lectures and notes.

-Add some more tax classes. Make the tax courses have to be in class not online. Online was way too easy.

-More technology, more presentations.

-I feel like going out in the community would help a bunch also bring people in more to hear what it's like.

-Assign more group projects and presentations in class vs. individual ones.

-I don't think classes should have connect. It honestly does not help the student learn and we would benefit more from more worksheets & in class quizzes where we can go over things together & learn from that.

-Maybe hiring another professor for MIS, just so classes could be offered at different times.

-Continuing implementing real world, out of the classroom learning experiences.

-The facilities could use some work.

-Everything that is hands on is good to know and do.

-Some classes are taught in a way that is only followable if you know the material already.

-MIS field could easily have another 370 class to help get more information out of class or offer any of the languages that are out there.

-Making personal finance required for all degrees. Do more for finding internships. We utilize the career services now but we should use it more. More job like setting classes.

-I feel like more in-depth courses should be offered even if not required. This gives students the opportunity to learn more about their field if they choose to do so.

-Probably not taking more adjuncts or training them better.

-Instruction are well planned and beforehand that makes the program more easier to understand.

12. Overall, would you rate the degree program as:

2019   4.38

(1) Unsatisfactory	(2) Poor	(3) Adequate	(4) Good	(5) Excellent
		2	17	15

Comments:

-Students should wait until senior year to put all information together and see how much knowledge they have now.
-The program runs smoothly and I have learned a lot.
-I love WWU and the instructors. It's a great program.
-Lack of technology. Some methods seemed outdated. Always trying to improve. Very helpful professors.
-I think with Jessica Manion as an addition the accounting program will only get better.
-Very good program overall, really enjoyed my time within the business program. Possibly partner with businesses within the state to create a strong connection (possible job opportunities & internships).
-Provides applicable knowledge for your field, as well as projects, assignments, and presentations that prepare you for your workplace.
-Very personal and extremely helpful environment. Love the hands-on experience.

-A lot of the professors in this program are very helpful. Most, if not all want to see everyone succeed so they make sure that all the business students have all the tools that they need to do so.

-Not a great reputation out in the local business area b/c of Mizzou being so good, but the program is pretty good overall. I do feel less prepared & less competitive for jobs than Mizzou students.

-I enjoy the classes and the things I am learning.

-I really like the business program and the environment around me. I feel like the accounting program needs more work to be rated as excellent.

-Overall was a really good experience spending all those 4 years here.

-They give their ability & the best of they could to help their students.

Panel Discussion

On Wednesday, approximately 80 students attended a panel discussion facilitated by Scott Zimmerman. The panel included Debbie Larue (Callaway Bank), Adam Hans and Adam McGee (Fastenal). The panel members took turns answering the following questions:

1. How many doors/opportunities did college open for you?
2. What was the most important or useful thing (experience, skill, etc.) you learned in college that has helped you the most in the workforce?
3. If you could go back in time to your college days, what would you do differently to prepare yourself for the workforce?
4. There is a lot of emphasis on "soft skills" and emotional intelligence in the workforce today. How much value do you place in these skills in your current position?
5. The next event is the Career Meet Up and interviews, do you have any advice or tips for using this opportunity to the fullest advantage?

Career Fair & Mock Interviews
On Wednesday, four accounting firms and 14 businesses participated in a Career Fair and Mock interviews. The Career Fair was held in Burton 006 from 10:00- noon. Approximately 100 students participated in the Mock interviews with more attending the Career Fair. Pictures were posted on the Business Programs Linked Portal. There were 17 Employer booths for students to explore including:

- Columbia Safety and Supply
- Commerce Bank (Carrie Allan)
- Fastenal (Adam Hans)
- Bank of Springfield (Kaitlyn Niemeyer)
- Northwestern Mutual (Ryan Hulsey)
- Office of the Missouri State Auditor
- State Farm Agency (Russ Weyland)
- Anders's CPA (Jenna Morris)
- Special Olympics (Carol Griffin)
- Cochran Head Vick & Co CPA's (Molly Hanley)
- Veterans United Home Loans
- YMCA of Callaway (Annie Conway)
- Callaway Bank (Debbie LaRue)
- Williams Keepers LLC
- Equipment Share (Debbie LaRue)

- WWU Show Me GOLD program (Scott Zimmerman)
- WWU Spanish Minor (Hannah Bolados)

At 10:30, Employer Mock interviews were held in classrooms on the first floor of the Burton Building. The interviews were primarily for the juniors and seniors. Three faculty facilitated mock interviews for freshmen and sophomores in the Think-tank. At the end of each interview, the Employer completed an eight question Assessment Rubric. The aggregated data will provide faculty areas of students' soft skills that may need to be strengthened. Selected faculty passed back the student's individual assessment form during class time the following week.

Business Advisory Council Meeting

Faculty interviewed the following Employer's at the luncheon following the Career Meet Up and Interviews as part of our Undergraduate Business Advisory Council Meeting. The luncheon was in Burton 100 from noon to 1:30.

- State Farm
- Columbia Safety
- Northwestern
- Fastenal
- Commerce Bank
- Veterans United
- Cochran Head Vick & Co CPA's
- Special Olympics
- Bank of Springfield
- Veterans United
- Callaway Bank
- Northwestern Mutual Company

Faculty will use the following information to continuously improve our business and accounting programs. The employers had the following comments about our students' strengths:

- Demonstrated preparedness, confidence, and ownership of the interviewing process.
- Personable and well-spoken.
- Prepared for the interviews and took them seriously.
- Very willing to ask the Employer questions.

The employers had the following comments about areas students could improve upon in the future:

- Importance of personality and cultural fit and how it is important for students to understand this concept.
- Better understanding of the varied career titles can be in different industries.
- More open mindedness to considering and discussing roles they're unfamiliar with.
- Students had resumes that were too long.

- Some students were under-dressed.
- Resumes: Take advantage of academic work (ex: know how to do an ad campaign or a marketing research project.)
- Soft skills: have more confidence in their experiences.
- Students need to be more self-confident. They also need to be able to fill the "lag" time in an interview with questions of their own.
- Students could prepare better by having an elevator pitch prepared for the "tell me about yourself" question.
- Students need to add in LEAD, Woods Around the World and SWAT as part of their leadership portion of their resumes.

The employers had the following comments about the overall Career Fair and Interview session:

- Overall, Employers liked interviewing our students. However, they would have liked more time at their booths with students. No one ever knows who we are so the education is important.
- Next time, the Employer would like to have a second person to come with me - better understand the format for the future.
- They were happy with how the day went and their interactions with our students.
- They thought it was very beneficial to both them and the students. Some found students that they would like to hire for internships or full-time positions.
- Overall, employers were impressed with our students. A number of our students were asked for a second interview or submit their resumes online.
- Employers asked for the break in between the mock interviews. They also wanted to have more than just 15 minutes per student interview.
- One Employer suggested to have at least 20 minutes in length with time to complete the assessment rubrics.
- They would like more control over when the interview was completed.

Faculty had the following comments about Tuesday's Student Performance Day Activities:

- I would recommend that next time we have resume review as a separate activity and not combined with the exam. Resumes are extremely important and since I had a lot of students asking for reviews, I don't think I gave them enough feedback since I did not have enough time. I think we need more than one faculty reviewing resumes.
- The tests went well. Students spent a while on them.
- The pizza lunch went well, too
- I agree with the above suggestion. I was surprised at how many of our students asked to have their resumes reviewed on Tuesday. I think we could do a lunch and review.
- I thought having the two seniors talk to the freshmen and sophomores was an effective way to transmit information about what they need to be thinking about when getting the most out of their academic experiences.
- The senior luncheon was well-attended with lots of interaction with faculty.

Faculty had comments about Wednesday's Student Performance Day Activities:

- Wednesday went well.

- I think this setup was much better than last year. The interviews seemed popular.
- Allow the employers additional time (5 minutes) to fill out the rubric between interviews
- I think employers need to be very aware that they will be facilitating mock interviews. We may want to consider the panel on Tuesday and not on Wednesday.
- If we decide to do the Career Fair, make sure that the Save the Date goes out before the middle of December.
- Faculty need to know who Amy Dittmer is inviting at that time so others can invite more employers.
- Faculty need orange "hall monitor" bands so everyone can identify their significant role in gate keeping the interviews. A little humor aside, I thought faculty did an excellent job greasing the wheels of the interviews. We receive many accolades from students, employers and faculty about how useful this event was to all three stakeholders involved in the process.

Interview Assessment Rubric Data

Faculty collected 86 interview assessment rubrics from the above listed employers. Of those collected 24 were freshman and sophomore rubrics and 62 were junior and senior rubrics. The following table illustrates the average score from the aggregated group and from each group. Overall, the upper-class average scores were better than the lower-class average scores.

Average scores for all interviews

Greeted Prof	Dressed Prof	Resume	Spoke Clearly	Eye Contact	Confident Responses	Examples	Overall
2.90	2.83	2.69	2.90	2.91	2.78	2.73	2.81

Average scores for juniors and seniors

Greeted Prof	Dressed Prof	Resume	Spoke Clearly	Eye Contact	Confident Responses	Examples	Overall
2.94	2.92	2.77	2.92	2.94	2.81	2.77	2.82

Average scores for freshmen and sophomores

Greeted Prof	Dressed Prof	Resume	Spoke Clearly	Eye Contact	Confident Responses	Examples	Overall

2.80	2.58	2.46	2.83	2.83	2.70	2.63	2.79

Employers wrote the following comments on the Students' Assessment Rubrics. Students received the original hard copies the following week in their respective classes.

The first group are comments from the Employer concerning the freshmen and sophomore interviews and the second group are comments from Employers concerning the junior and senior interviews.

Freshmen and sophomore interview comments:

- For a first-year student, Richard did a wonderful job- he maintained eye contact and answered all of my questions with enthusiasm. Well done!
- Needs to be more confident in herself and answers.
- Excellent interview for a first-year student- strong answers, great eye contact, and lots of great enthusiasm. Great job!
- More awareness to ask the interviewer questions to be sure the organization is a good fit for them.
- Great communicator, definitely puts thought into each comment.
- Really good interview. Responses were direct yet reflective. Excellent at maintaining presence during the interview. Continue to reflect on your university experiences as they relate to your future profession.
- Grant was effective at engaging in conversation and relating experiences to questions asked. Understanding weaknesses and how to overcome them was insightful work on delegation and trusting other to accomplish their tasks.
- Nice to meet you, Abby! Keep up the good work!
- Incredibly bright and thoughtful!
- Jonathan will be great! We discussed different techniques he can use to capitalize on selling his skills to future employers. Tell your story to demonstrate your skills and tie it back to how those skills will benefit the employer.
- I was SO impressed that Annika decided to do this experience even though she is dealing with multiple physical challenges- that shows great dedication. Keep up the good work and practice!
- Interview was conversational which I prefer. Responses were natural and honest, continue pushing outside your comfort zone to expand your knowledge and experience.
- Really good resume. Provided additional suggestions.
- Pleases with how the interview progressed with the good responses to inquiries. Continue to consider how your experiences in college can enhance you career goals.
- Great communication.
- Did a great job. Very personable and had good questions.
- Kind of quiet, not a whole lot of questions but was very pleasant.
- Oversized sweater, not really interview attire. Weak resume, I'm sure she had more she could have included.
- Did well but was a very short interview. Should more additional questions.
- Wore his coat the whole time. Seemed nervous.
- She was great! Can't believe she is a freshman!

Junior and senior interview comments:

- Great candidate, would like to stay in touch. She is enthusiastic and seemed to be a positive person.
- Good examples of leadership and insight into areas still needed to grow and willing to work on those.
- Confident young lady that has great awareness of who she is and the obstacles to overcome to get there.
- She is a fantastic communicator! We discussed techniques to make her delivery stronger. Tell your story to demonstrate your skills and tie back to how those skills will benefit the employer.
- Love her energy and spirit.
- Very well poised. Great leadership experience on campus- list/bullet these on resume so they stand out.
- His questions for us were great! We provided resume suggestions.
- Update resume with SWAT as a future. Elaborate on experience such as project 123.
- Very pleasant to chat with. Came prepared, asked good questions and had good discussion content.
- Confident and well present and prepared. Enjoyed meeting her very much. Would stay in touch. Did make note to elaborate on food service on resume, LOVE seeing that on resumes.
- He has a great plan. He is working on how to accomplish his goals. He will be successful in whatever he chooses to do with his life.
- She will be a valuable employee for her chosen employer. Good handshake and eye contact. Good questions and presented herself well
- Best candidate/interview today. Very well prepares and confident. Definitely want to stay in contact with him. Thank you for being so well prepared and engaged.
- Great interviewer! Great personality. Did not leave resume.
- Interested in helping doing an internship in Jeff city with Special Olympics.
- Resume needs work, very confusing. Introduced well. Needs more confidence.
- Great interviewer. Has a bright future. Would be a great employee and fit into many environments. Would consider her for a job position.
- Great job!
- Listens intently, great vision, very thoughtful
- Great interviewer!
- Reformat interview to one page
- Very good interaction. Honest and very personable.
- Impressive, bright, confident, beautiful young lady who will be an asset to a company.
- Outstanding and impressive young man. Enjoyable interview. This young man with be successful in life!
- Turn your busy comment into a positive and create the ability to say no
- Did well. Need to be more confident in herself and her answers.
- Elaborate on what you are passionate about and how to best deliver. Even if it's quiet leadership
- Really easy to talk to/good examples he provided. Love the internship connection to what he wants to do long-term.
- Personable. Good work ethic from college sports.
- One of the best candidates today. Confident and humble, easy to talk to, thank you for being well prepares. Would love to stay in contact with her!

- His resume needs some work. Better formatting.
- Suggestion: add LinkedIn to resume, but rest of resume looks awesome!
- Super passionate, go getter.
- Portrayed her willingness to learn and passion for working with athletes.
- He had printer trouble-handled it well and came without resume and went well despite that. Made most of it. Not super professionally dressed (polo), seemed worried about his hair☺
- He will be awesome! Just needs to refine his delivery and really emphasize the unique skills he has. Tell a story and tie back to the skills you bring to the employer.
- Excellent with responses.
- He was well poised throughout the interview. Advice I provided was to not downplay experiences that he has had (customer service, tennis team, SWAT) use each of these experiences and what he learned to respond to questions.
- Very relatable, very thoughtful, great vision.
- Self-started and confident. Easy to see within the interview.
- Please apply for our momentum program!
- I was impressed that he already has a plan! Seemed very prepared!
- Resume errors and formatting (less sentences and more bullet points)
- Involvement/org.
- We connected with this student several years ago on campus. She presents very well and will do well in the endeavor/career she chooses.
- Very awesome candidate! Seems very interested and intrigued. Enjoyed talking with her.
- Great job!
- More eye contact
- Reformat resume (one page, take off old employment information, smaller font)
- More involvement, great job!

Career Meet-Ups Assessment

Amy Dittmer, Director of Career Services collected the following data during the Career Meet-UP.

Students who participate in Career Meet-Ups will be able to:

5. List 2-3 organizations they were able to connect with during the Career Meet-Up.
6. List names of at least 2 new contacts within their field(s) of interest.
7. Identify additional career opportunities in their field(s) of interest that they may not have been aware of before.
8. Demonstrate communication and networking skills and gain confidence in speaking with employers in their field(s) of interest.
9. You had the opportunity to practice interviewing and gain feedback with professionals.

Results:

Total of 51 Respondents
5. 100% (14/14) of respondents were able to list 2-3 organizations they were able to connect with during the Career Meet-Up.
6. 100% (14/14) of respondents were able to list names of at least 2 new contacts within their field(s) of interest.
7. 93% (13/14) Students were able to identify additional career opportunities in their field(s) of interest that they may not have been aware of before.
8. Demonstrate communication and networking skills and gain confidence in speaking with employers in their field(s) of interest.
   - 43% (6/14) answered: Strongly Agree
   - 50% (7/14) answered: Agree
   - 7% (1/14) answered: Neutral
   - 0% (0/14) answered: Disagree
   - 0% (0/14) answered: Strongly Disagree
   - 0% (0/14) didn't respond to question
9. You had the opportunity to practice interviewing and gain feedback with professionals.
   - 71% (10/14) answered: Yes, I had an interview
   - 29% (4/14) answered: No, I did not interview

BUS 450 Assessment Processes

The BUS 450 instructor facilitates five assessment processes during each semester. The processes include Career Fair participation, Peregrine Test, CompX Test, external final report and presentation assessments, and LinkedIn Profile upgrade and submission of discussion topics. The following information provides detailed information about the processes and data the instructors have collected over the past four to six years from the CompX and external assessments. The Career Fair Peregrine test results were listed in previous sections of this report.

CompX Information and Trends

The BUS 450 instructor facilitates the CompX external test at the end of the BUS 450 Policy and Procedure course as a part of the Capsimulation game. This test is ACBSP accredited, but the ACBSP Board has deemed it insufficient as our BAD program's external assessment tool. However, business faculty has found the information useful in assessing our students' knowledge by topic. For the last four semesters, the students competed amongst themselves. This is different from previous semesters when students had to compete against at least one computer team. The following table illustrates the average class scores from 2016-2020. This change in competition did not seem to make a significant difference in the overall scores.

CompX average functional scores 2016-2020

Functional Domain	F19-S20 Class Average	F18-S19 Class Average	F17-S18 Class Average	F16-S17 Class Average
Accounting	57	47	54	49
Finance	59	47	56	52
Strategy	58	51	52	47
Marketing	60	67	57	56
Operations	52	45	48	41
HR	59	62	54	50

External Evaluators Assessments

The following table illustrates the mean from the Capstone Rubrics Evaluation from 2018 and 2019 external evaluators. The rubrics reflect the Business Administration program's eight objectives. The evaluators in 2019 spring were the two new faculty members in Economics and Management and the 2019 fall evaluators were the two new faculty members in Accounting and Leadership. Due to the COVAR-19, the 2020 spring Senior Capstone Presentations were cancelled.

2018 and 2019 BUS 450 Evaluation Rubrics									
Year	n	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8
2018 (n=31)	31	8.3	8.1	7.7	8.2	8.2	7.8	8.4	8.3
2019 S (n=17)	17	8.3	8.4	7.2	8.2	8.2	7.9	8.8	8.7
2019 F(n=12)	12	8.5	8.8	8.8	9.0	9.7	8.3	8.7	9.0

At the end of each presentation, each evaluator records his/her comments for the individual team. These comments are aggregated and distributed to each team during a feedback session. The evaluators comments are provided below.

CHESTER

Team Strengths:

- Discussed automation very well.
- Discussed finances and net earnings/inventory well.
- Traded off nicely on questions.
- They were able to bring together each department to develop a strategy that proved beneficial to the company.
- Although there were some obstacles in the beginning of the simulation the team responded by adapting to the needs of the market.
- Each team member highlighted future plans which illustrates their understanding of how current decisions effect future performance.
- Collaborative seemed to work very well as a team.
- Each member was engaged and knew their area of responsibility very well.

Areas of Improvement:

- Did not shake hands at the beginning.
- Would like to see more graphs.
- Like to see more market share information.
- 2027 current ratio 11.9:1 much too high.
- Cash could have been utilized for other investment/expansion opportunities.
- Have more energy in the presentation. You was shareholders to feel your confidence in your company.

Questions for the team:

- How do you explain the TQM strategy if encouraging participation from your employees while discouraging participation from your leadership?
- What caused sales to level out?
- What was the most challenging part of the course?
- What would you do differently?

BALDWIN

Team Strengths:

- Only team to shake hands at the beginning.
- Good response to questions.

- **Although Baldwin remained in last place throughout the simulation, they showed optimism in the future.**
- **Adjusting to changes in the market as well as the product life cycle.**
- **Finally made a profit.**
- **Presented a well outlined presentation.**
- **Members were knowledgeable about their areas and the company as a whole.**

Areas of Improvement:

- **Improve your energy. Make shareholders feel your confidence.**
- **Talk louder.**
- **Improve the areas of cash management and inventory control.**
- **Negative cash flows for 5 of the 8 rounds.**
- **Large amounts of inventory left unsold which in turn cost the company more money in storage fees.**

Questions for the team:

- **What are your plans for future rounds?**

ANDREWS

Team Strengths:

- **Andrews did an excellent job of describing how they responded to mistakes early on.**
- **I liked how they showed adjustments to a product based on the product's life cycle.**
- **Their investment into employee training proved beneficial to production and efficiency.**
- **Great job highlighting ROE trends and stock prices as a long-term advantage.**
- **Abby is a very strong speaker.**
- **Good ROE charts and other financial numbers compared to competitors.**

Areas of Improvement:

- **Did not shake hands at the beginning.**
- **Looked at the screen a lot.**
- **Colors in charts were difficult to distinguish between different companies.**
- **Improve your energy. Stockholders want to feel your excitement.**
- **I would like to see more discussion about ending financial position.**
- **I would have liked to have seen more information about CVP for each product.**

Questions for the Team:

- **Is your mission statement comparable to Emerson Electric?**
- **How do you explain the decline in market share in traditional and low end between rounds 7 and 8?**
- **You want to be the largest sensor company in the industry. How does this align to your actual mission statement?**

Business Program LinkedIn

In 2014, Business faculty and the WWU Marketing Department established the Business Programs LinkedIn Account. The purpose was to develop a process to that would continuously increase the membership by helping students to join and maintain their profile on this portal. This would allow the Business Division to communicate with our alumni concerning the Business Programs activities, alumni promotions, and other communications. Some of the communications are to invite alumni to current program activities, congratulate on promotions and network for job and internship opportunities. The method for increasing the number of undergraduates into the membership is to require Business Communications students to create a profile for LinkedIn and in other upper-level classes to add discussion comments. Each month, at least one business faculty adds discussion topic to the portal. The following table shows the overall growth of the LinkedIn Membership.

Business Programs LinkedIn Membership 2014-2020

Year	n
2014	186
2015	324
2016	435
2017	515
2018	624
2019	687
2020	767

Internship Information

The graph below represents the mean values from 104 responses from business and accounting students who completed their internships sometime during spring 2016 to summer 2019. On a scale of 1-5 (1 being the least and 5 being the most), students indicated they received strong training, staff assistance, opportunities to exercise initiative and completed a variety of tasks that supported their academic program. Overall, student indicated their internship was a valuable experience (4.7).

On average, the results show that the students indicated they had used written communication (4.2), teamwork (4.3) and ethical decision making 4.3) the least out of the 7 skills listed below. On average, students indicated they had used oral communication (4.6), had responsibilities (4.7), solved complex problems (4.7) and used technology (4.7) more than the previously mentioned skills in their internships.
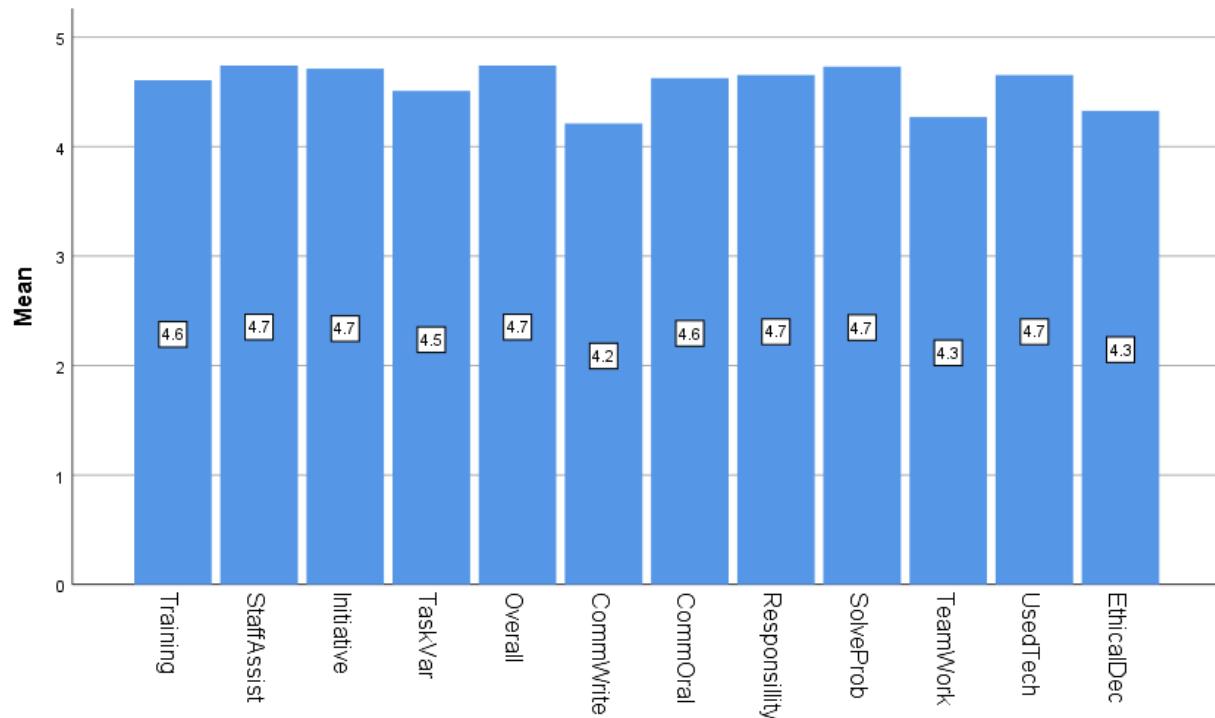
The graph below illustrates 23 employers' responses to a survey about their interns' performance from 2018-2019 on a scale of 1-5 (1 being inadequate and 5 being excellent). Employer rated appearance, dependability and courtesy with a perfect score. On average, work production (4.6) and attendance (4.7) were rated the lowest.

Category	Mean
WkProd	4.6
QualityWk	4.9
Appearance	5.0
Iniative	4.8
ConCriticism	4.8
Dependability	5.0
Cooperation	4.8
Courtesy	5.0
Judgment	4.8
Attendance	4.7
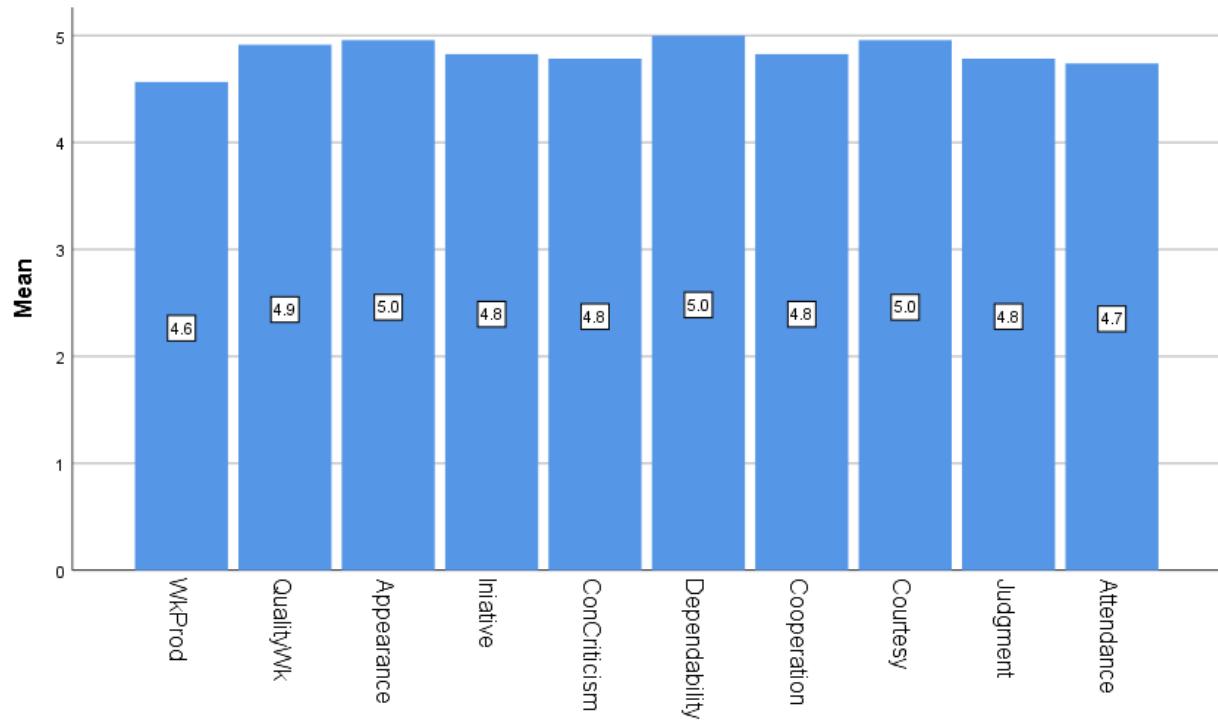
Appendix 3: 2020 Program Objective Assessment

Peregrine Outbound Test Score for Obj. 1

Outbound	Economics
2015-16 (n=32)	56
2016-17 (n=36)	50
2017-18 (n=51)	60
2018-19 (n=37)	57
2019-20 (n=33)	57
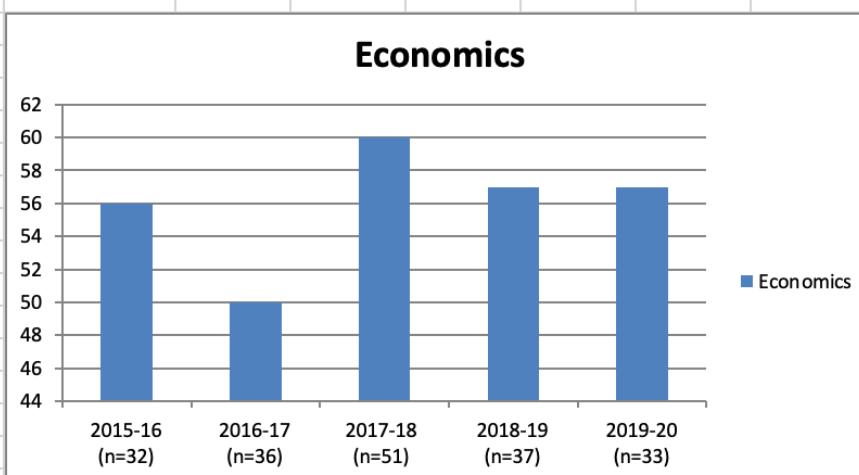
Peregrine Difference between Inbound and Outbound Average Test Scores for Obj. 1

	Economics
2015-16	20
2016-17	14
2017-18	20
2018-19	25
2019-20	17
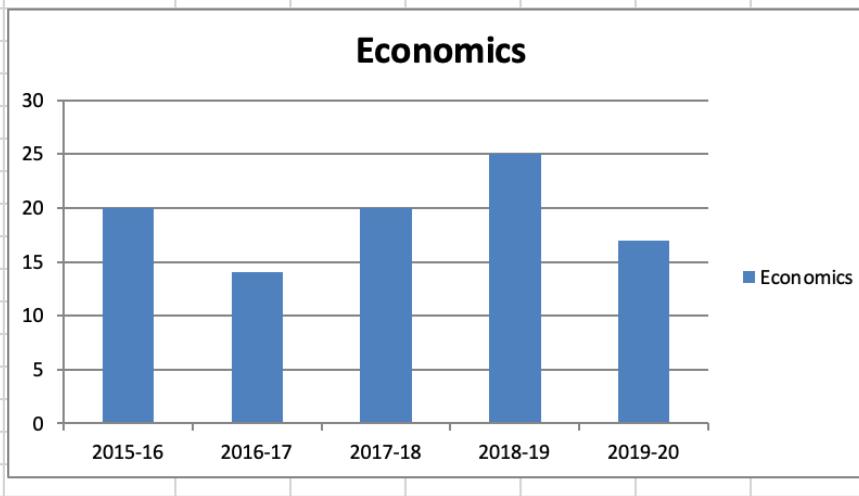
Peregrine Outbound Test Score for Obj. 2

Outbound	Accounting	Finance	Statistics
2015-16 (n=32)	58	53	60
2016-17 (n=36)	48	39	42
2017-18 (n=51)	62	57	62
2018-19 (n=37)	65	61	63
2019-20 (n=33)	66	60	63
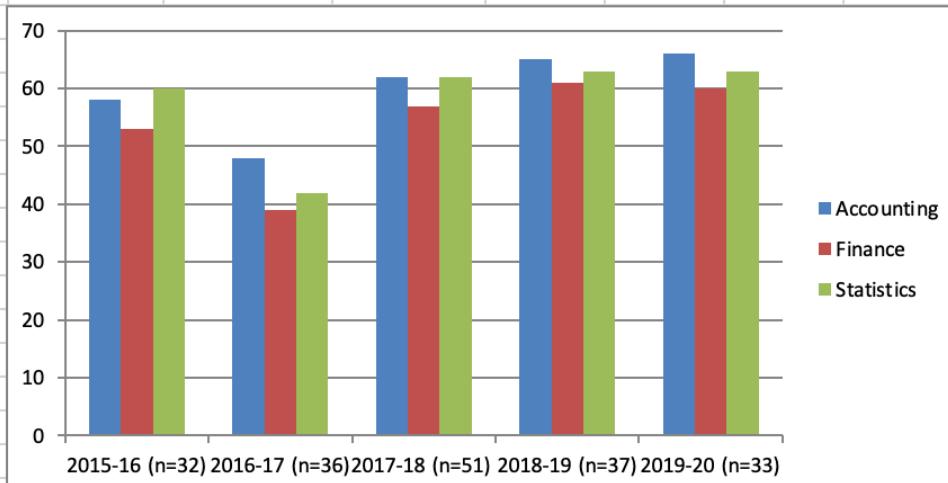
Peregrine Difference between Inbound and Outbound Average Test Scores for Obj. 2

|	Accounting	Finance	Statistics
2015-16	20	25	23
2016-17	11	11	11
2017-18	28	19	31
2018-19	27	38	35
2019-20	27	28	26
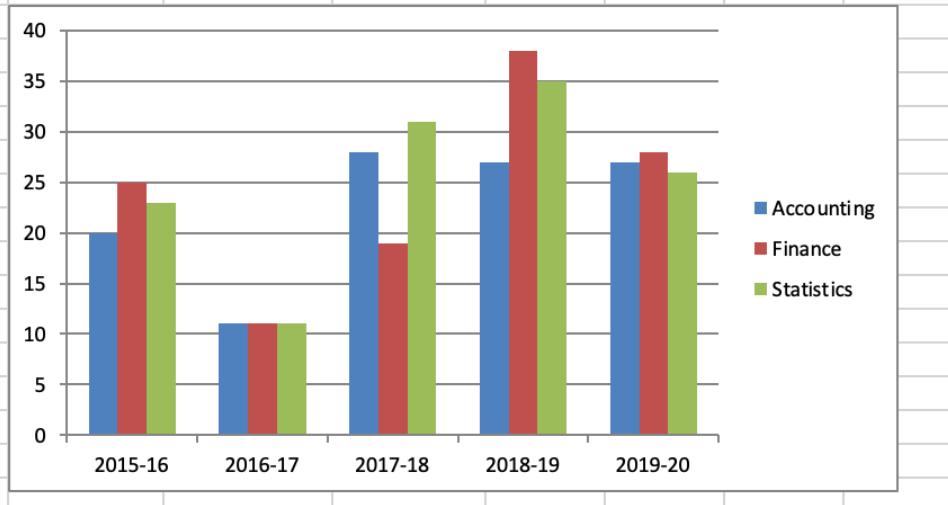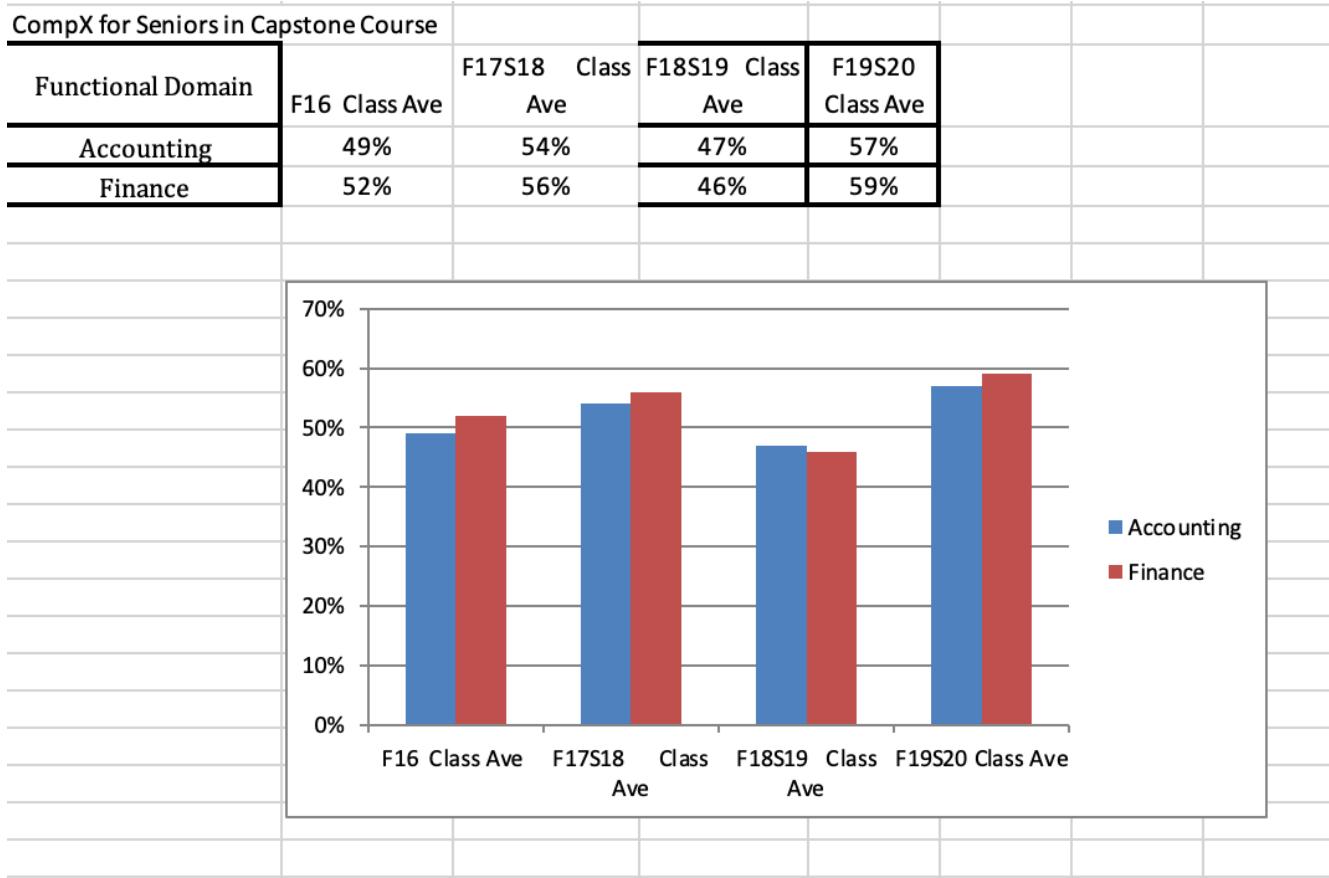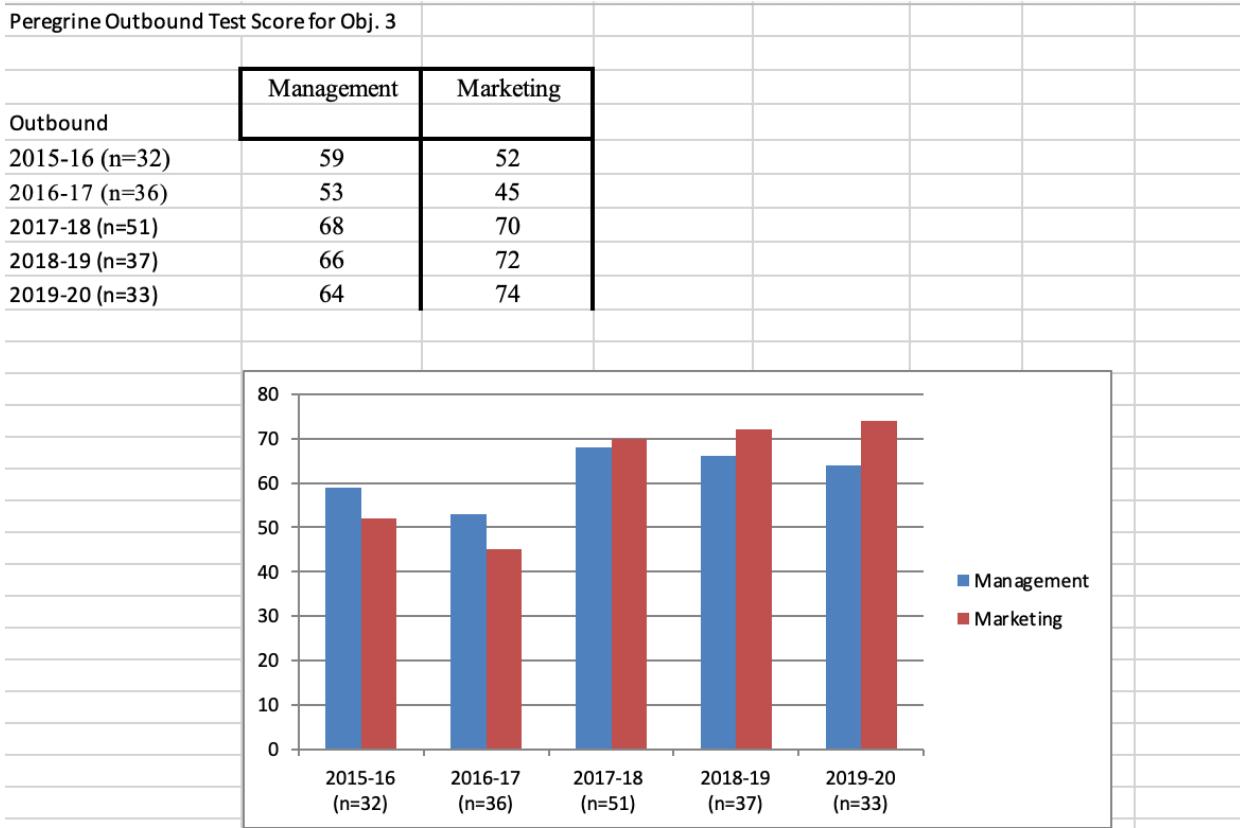
CompX for Seniors in Capstone Course

Functional Domain	F16 Class Ave	F17S18 Class Ave	F18S19 Class Ave	F19S20 Class Ave
Accounting	49%	54%	47%	57%
Finance	52%	56%	46%	59%

Peregrine Outbound Test Score for Obj. 3

Outbound	Management	Marketing
2015-16 (n=32)	59	52
2016-17 (n=36)	53	45
2017-18 (n=51)	68	70
2018-19 (n=37)	66	72
2019-20 (n=33)	64	74

Peregrine Difference btween Inbound and Outbound Average Test Scores for Obj. 3

	Management	Marketing
2015-16	12	18
2016-17	21	15
2017-18	30	34
2018-19	32	42
2019-20	21	37
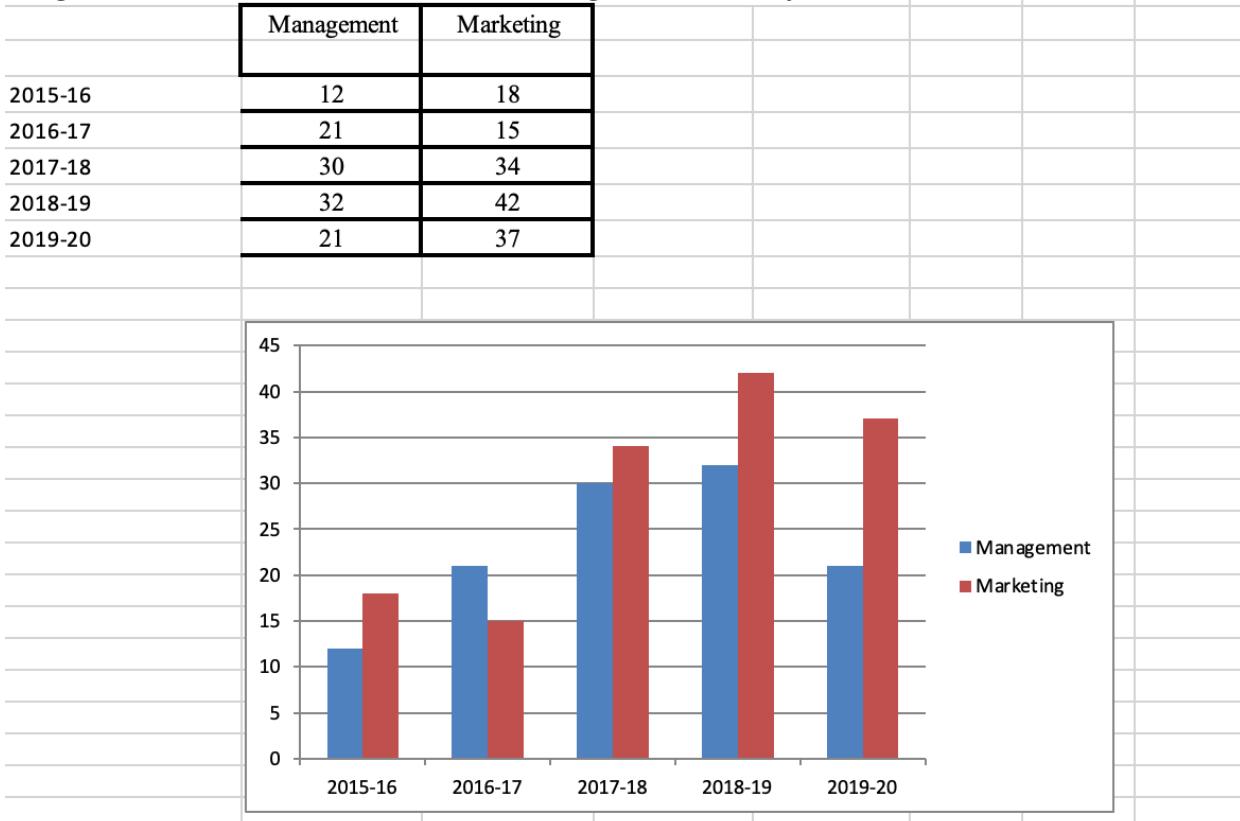
CompX for Seniors in Capstone Course

Functional Domain	F16 Class Ave	F17S18 Class Ave	F18S19 Class Ave	F19S20Class Ave
Strategy	47%	52%	51%	58%
Marketing	56%	57%	67%	60%
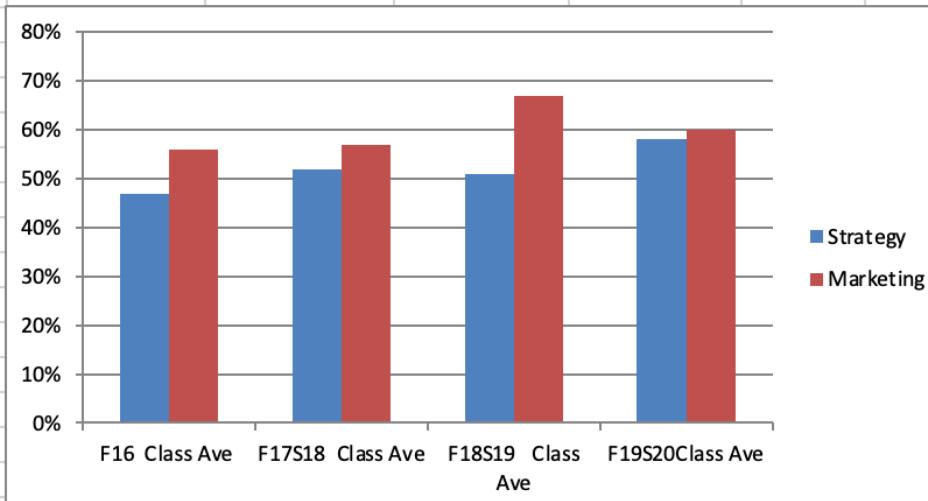
Internship Feedback

	Training	Initiative	TaskVariety	Responsibilities
2016 (n=18)	4.7	4.8	4.6	4.7
2017 (n=33)	4.6	4.6	4.5	4.6
2018 (n=26)	4.5	4.7	4.5	4.7
2019 (n=25)	4.6	4.8	4.4	4.6
2020 (n=23)	4.6	4.8	4.7	4.7
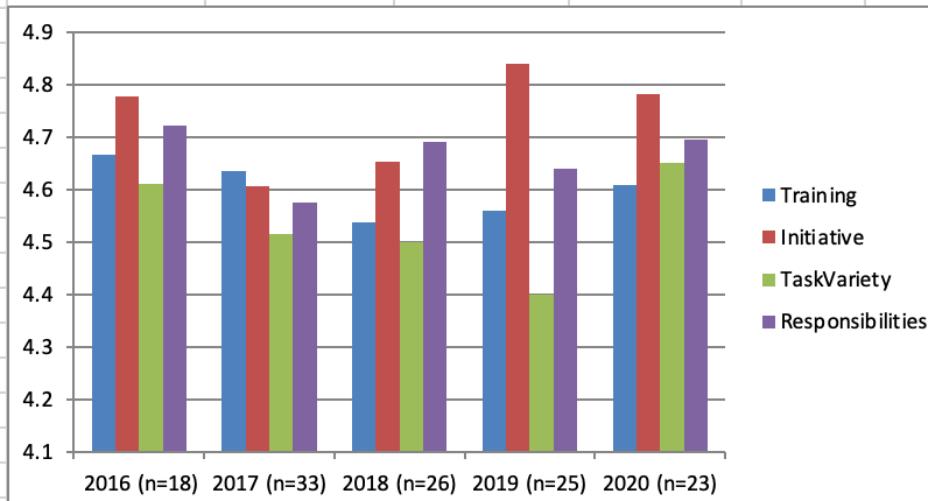
Peregrine Outbound Test Score for Obj. 4

Outbound	Leadership
2015-16 (n=32)	56
2016-17 (n=36)	43
2017-18 (n=51)	68
2018-19 (n=37)	58
2019-20 (n=33)	68

Leadership

	2015-16 (n=32)	2016-17 (n=36)	2017-18 (n=51)	2018-19 (n=37)	2019-20 (n=33)
Leadership	56	43	68	58	68
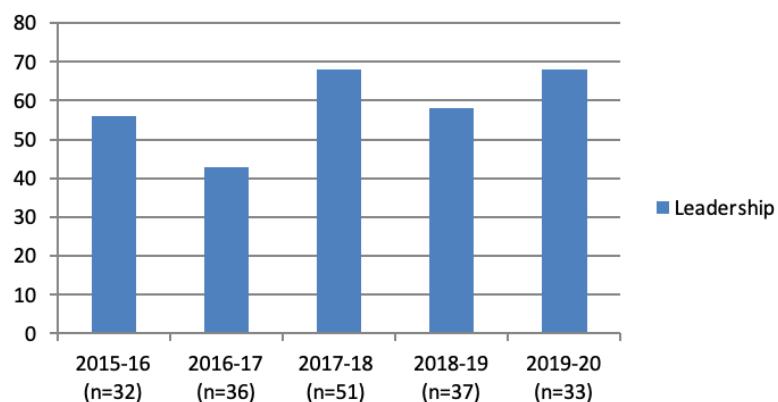
Peregrine Difference between Inbound and Outbound Average Test Scores for Obj. 4

	Leadership
2015-16	20
2016-17	7
2017-18	29
2018-19	20
2019-20	18

Leadership

	2015-16	2016-17	2017-18	2018-19	2019-20
Leadership	20	7	29	20	18
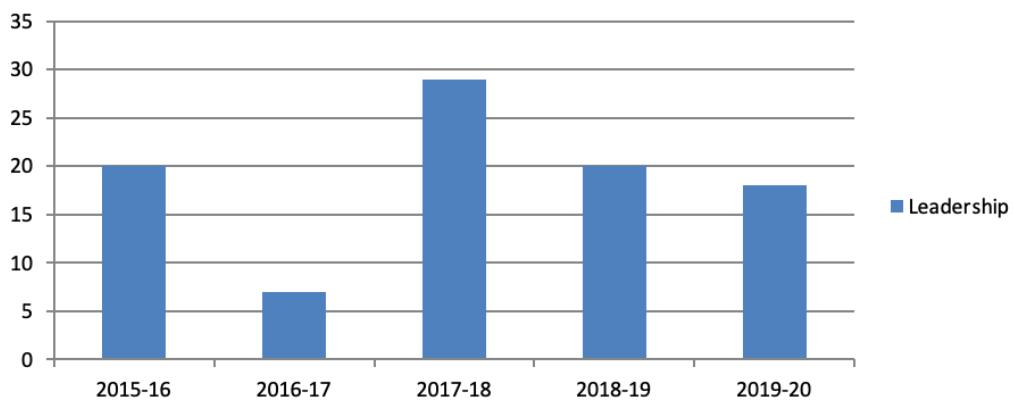
2020 Interview Data	Greeted Professionaly.	Dressed Professionally	Strong Resume	Spoke Clearly	Good Eye Contact	Confident Responses	Good Examples	Overall Interview Skills
Overall Averages (n= 66)	2.9	2.83	2.69	2.9	2.91	2.78	2.73	2.81
Jr and Sr. Ave (n =62)	2.94	2.92	2.77	2.92	2.94	2.81	2.77	2.82
Fr and Soph Ave (n= 24)	2.8	2.58	2.46	2.83	2.83	2.7	2.63	2.79
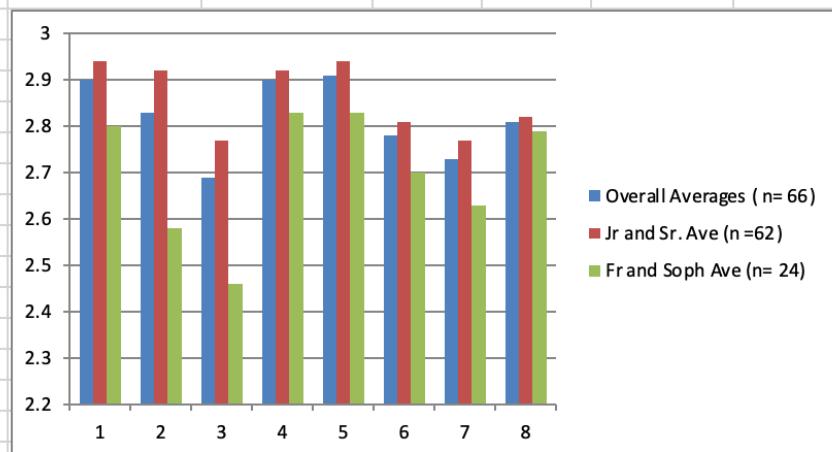
Internship Feedback	CommWriting	CommVerbal	Teamwork
2016 (n=18)	4.4	4.6	4.5
2017 (n=33)	4.0	4.5	4.2
2018 (n=26)	4.3	4.7	4.2
2019 (n=25)	4.2	4.8	4.4
2020 (n=23)	4.2	4.8	4.5
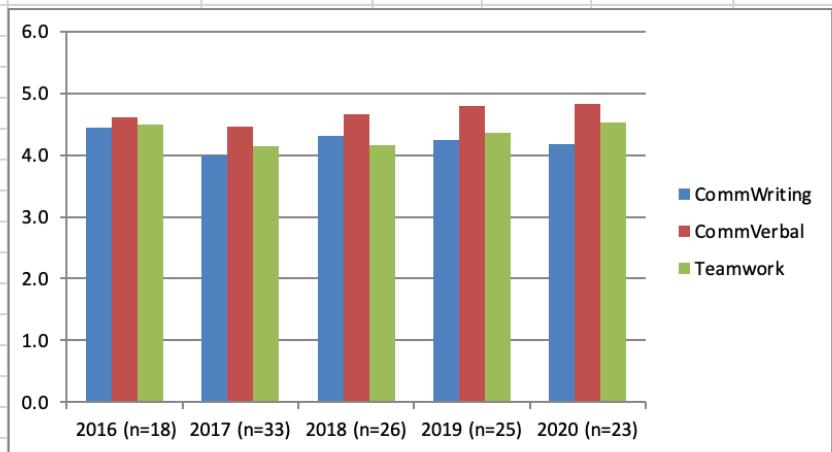
Peregrine Outbound Test Score for Obj. 5

Outbound	Management
2015-16 (n=32)	59
2016-17 (n=36)	53
2017-18 (n=51)	68
2018-19 (n=37)	66
2019-20 (n=33)	64

Management

80	
70	
60	
50	
40	■ Management
30	
20	
10	
0	
2015-16 (n=32) 2016-17 (n=36) 2017-18 (n=51) 2018-19 (n=37) 2019-20 (n=33)	
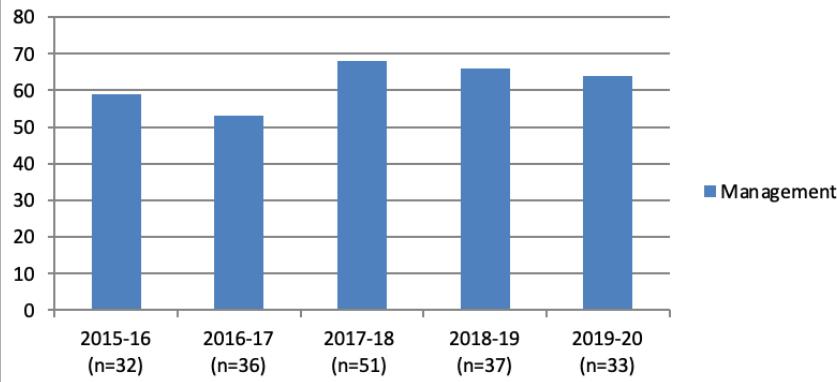
Peregrine Difference between Inbound and Outbound Average Test Scores for Obj. 5

	Management
2015-16	12
2016-17	21
2017-18	30
2018-19	32
2019-20	21

Management

35	
30	
25	
20	■ Management
15	
10	
5	
0	
2015-16 2016-17 2017-18 2018-19 2019-20	

CompX for Seniors in Capstone Course

Functional Domain	F16 Class Ave	F17S18 Class Ave	F18S19 Class Ave	F19S20Class Ave
Operations	41%	48%	45%	52%
HR	50%	54%	62%	59%

Internship Feedback	Solve Problems
2016 (n=18)	4.4
2017 (n=33)	4.3
2018 (n=26)	4.5
2019 (n=25)	4.2
2020 (n=23)	4.4
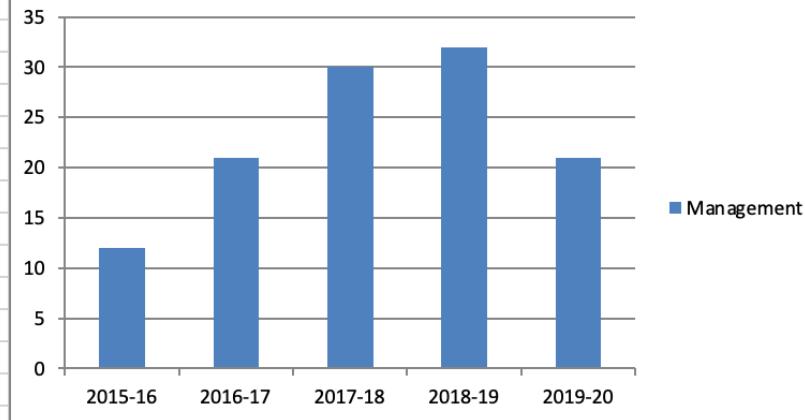
Peregrine Outbound Test Score for Obj. 6

Outbound	Ethics	Legal
2015-16 (n=33)	52	57
2016-17 (n=37)	54	52
2017-18 (n=51)	68	71
2018-19 (n=36)	62	64
2019-20 (n=32)	65.9	71.3
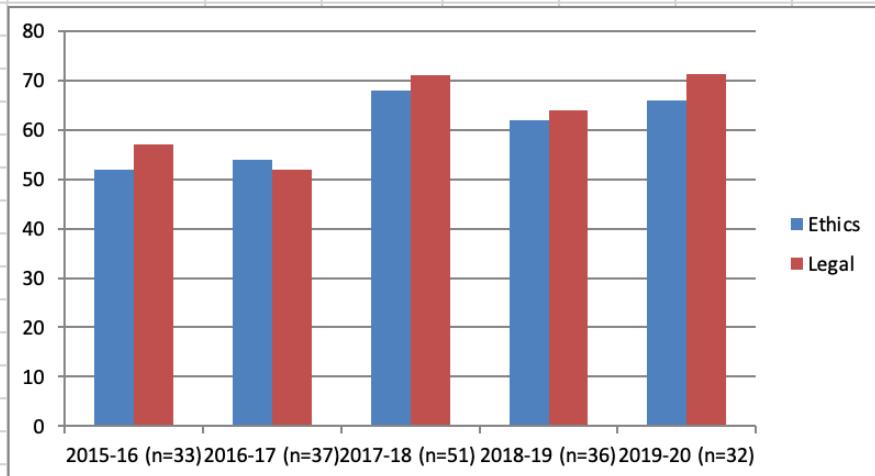
Peregrine Difference between Inbound and Outbound Average Test Scores for Obj. 6

	Ethics	Legal
2015-16	17	20
2016-17	20	16
2017-18	31	30
2018-19	25	28
2019-20	26	25
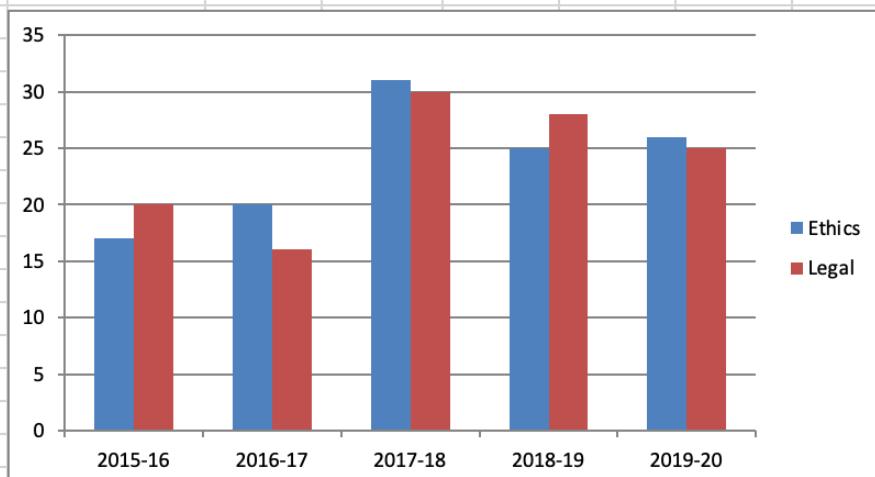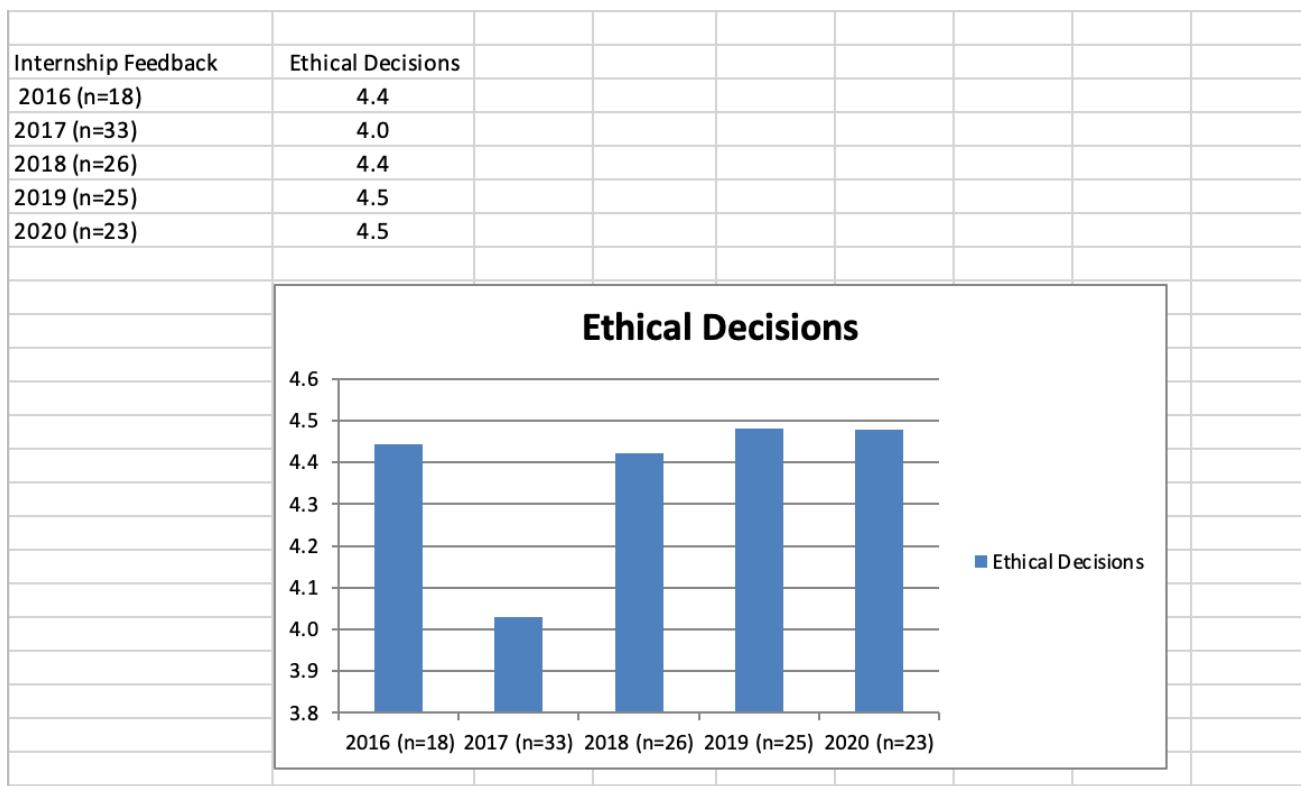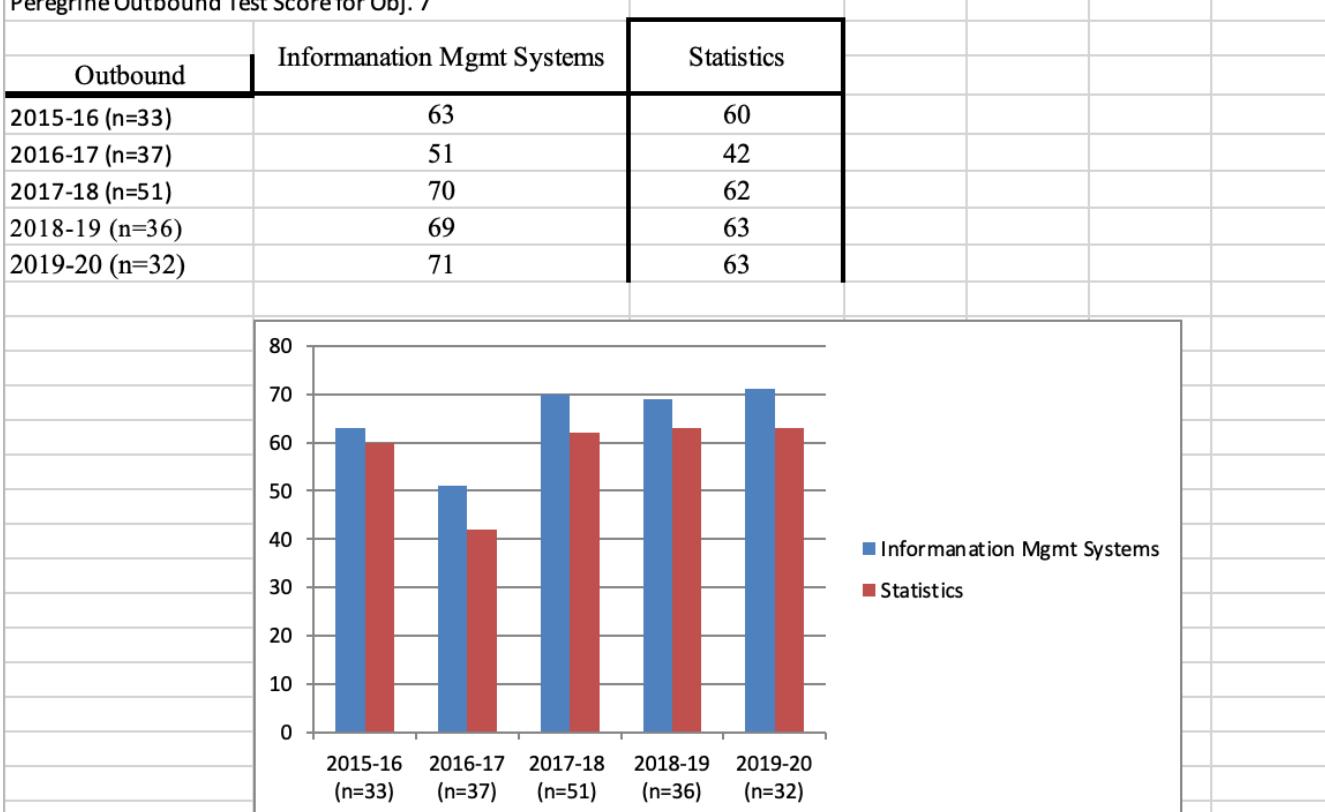
Internship Feedback	Ethical Decisions
2016 (n=18)	4.4
2017 (n=33)	4.0
2018 (n=26)	4.4
2019 (n=25)	4.5
2020 (n=23)	4.5

Ethical Decisions

Peregrine Outbound Test Score for Obj. 7

Outbound	Informanation Mgmt Systems	Statistics
2015-16 (n=33)	63	60
2016-17 (n=37)	51	42
2017-18 (n=51)	70	62
2018-19 (n=36)	69	63
2019-20 (n=32)	71	63

**Peregrine Difference between Inbound and Outbound Average Test Scores for Obj. 7**

	Informanation Mgmt Systems	Statistics
2015-16	27	23
2016-17	10	11
2017-18	26	31
2018-19	25	35
2019-20	23	26

Internship Feedback	Technology
2016 (n=18)	4.7
2017 (n=33)	4.7
2018 (n=26)	4.7
2019 (n=25)	4.5
2020 (n=23)	4.8

Technology
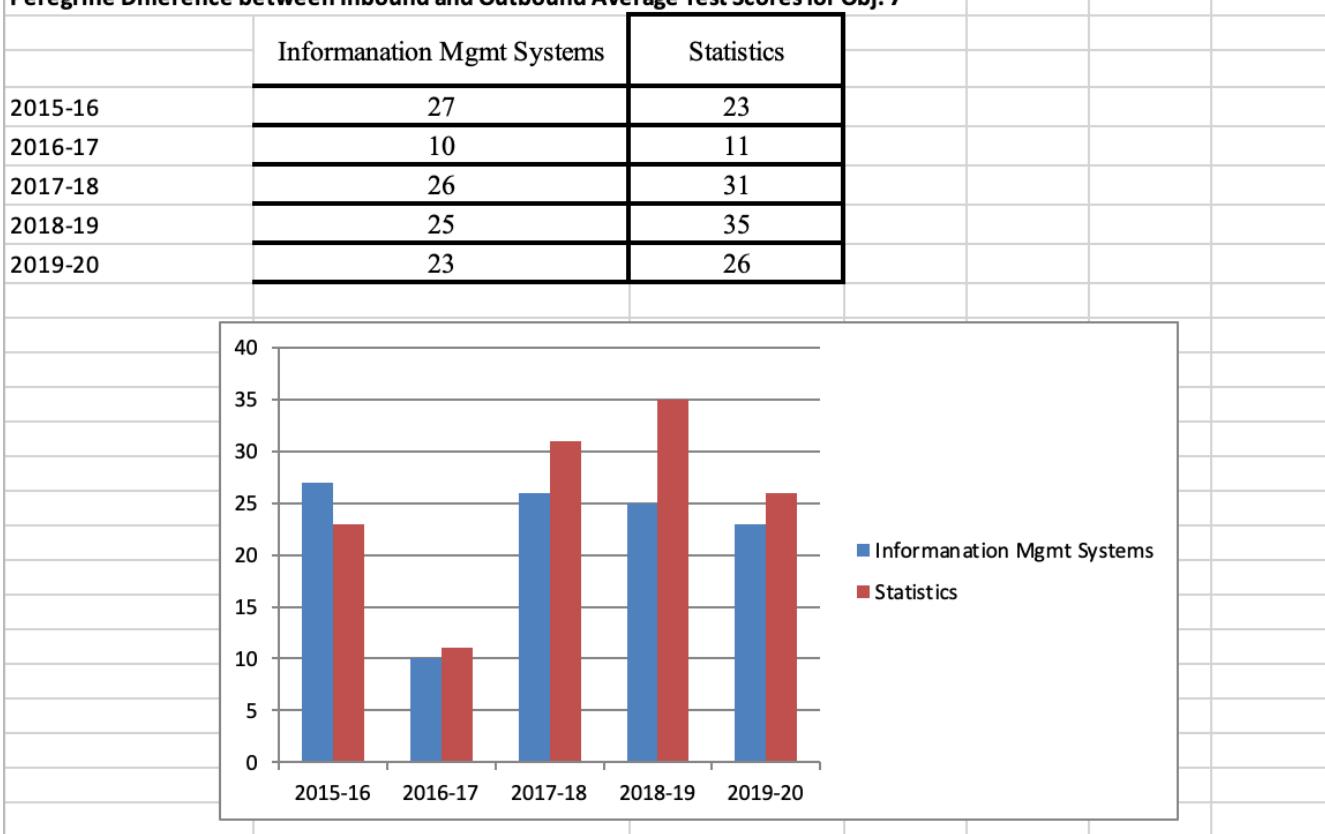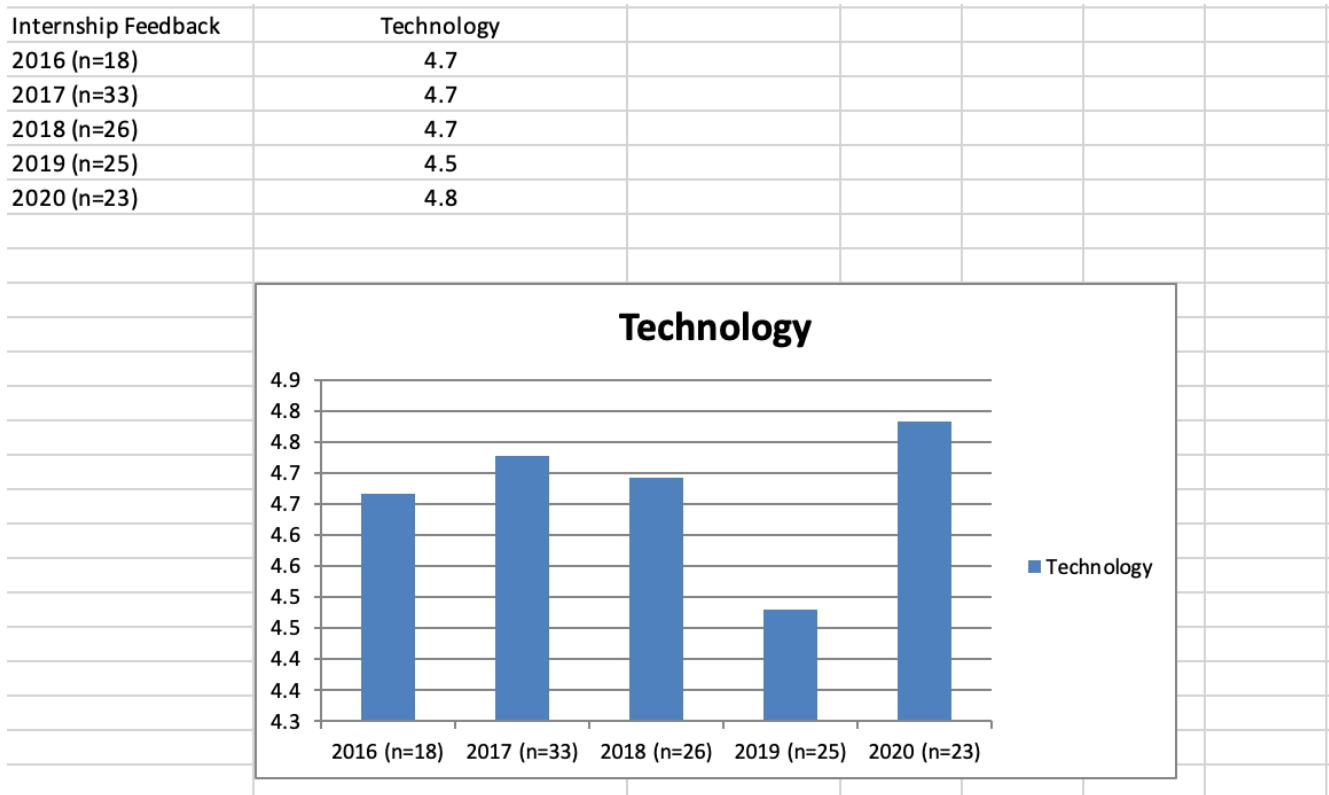
Peregrine Outbound Test Score for Obj. 8

Outbound	Composite Score
2015-16 (n=33)	57
2016-17 (n=37)	47
2017-18 (n=51)	66
2018-19 (n=36)	64
2019-20 (n=32)	66.1
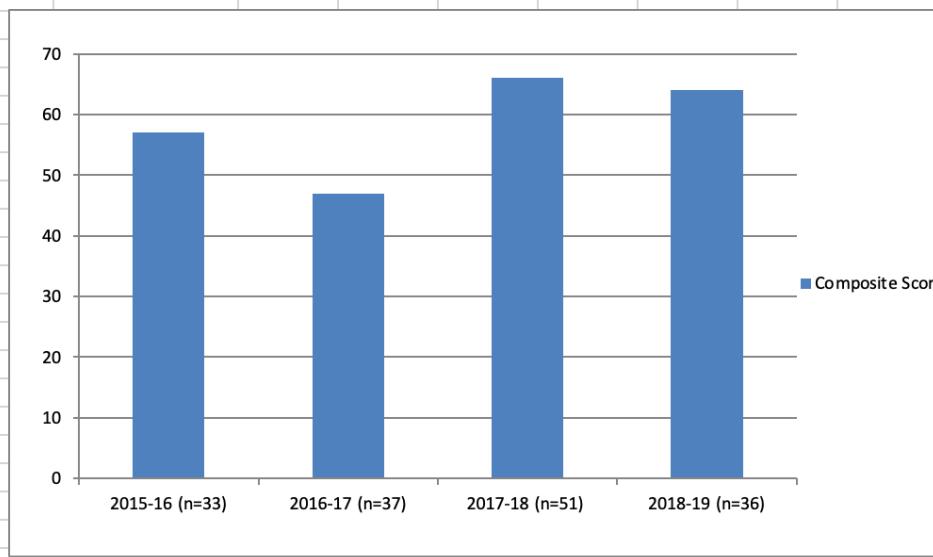
Peregrine Difference between Inbound and Outbound Average Test Scores for Obj. 8

	Composite Score
2015-16	20
2016-17	13
2017-18	28
2018-19	35
2019-20	25
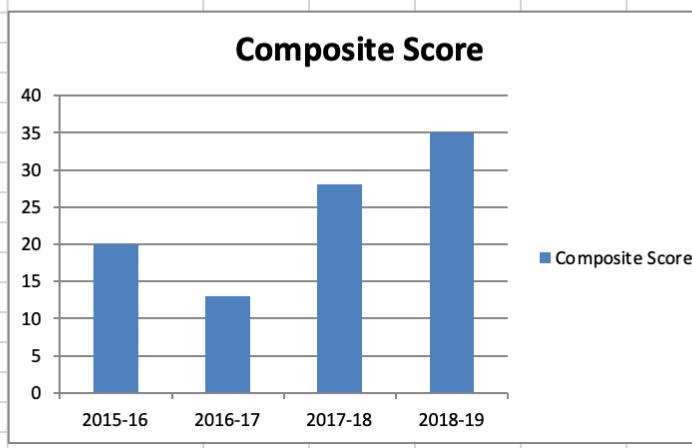
Principles of Business Test Average Scores for Sophomores and Juniors

Class Rank	2013	2014	2015	2016	2017	2018	2019	2020
Sophomore	61.30%	68.20%	68.40%	67.70%	64.48%	64.62%	64.00%	68.30%
Junior	72.50%	72.18%	71.20%	71.80%	68.67%	68.61%	74.50%	70.20%
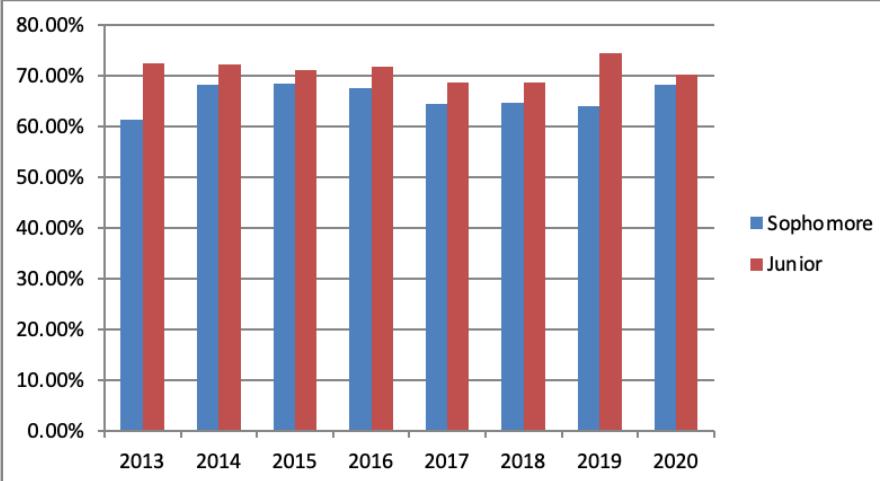
CompX for Seniors in Capstone Course

CompX Average Scores

	Composite Scores
F16-S17	49.17
F17-S18	53.5
F18-S19	53.2
F19-S20	57.5
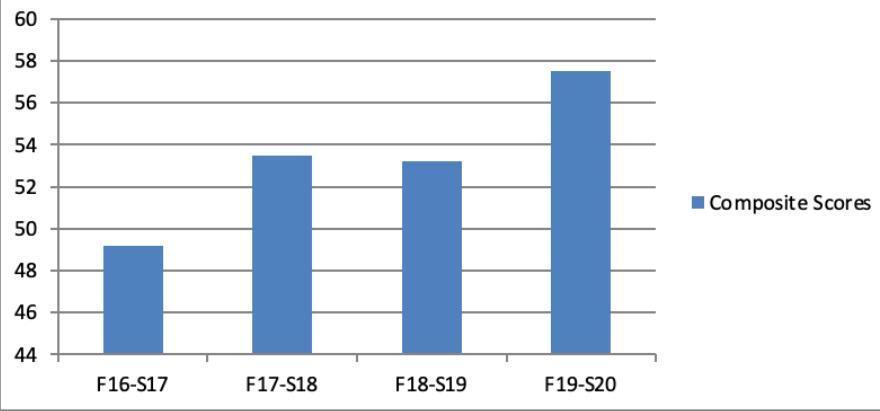
Internship Feedback	Overall
2016 (n=18)	4.8
2017 (n=33)	4.8
2018 (n=26)	4.7
2019 (n=25)	4.6
2020 (n=23)	4.8

Overall

4.9	
4.9	
4.8	
4.8	
4.7	
4.7	
4.6	
4.6	
4.5	
4.5	

2016 (n=18) 2017 (n=33) 2018 (n=26) 2019 (n=25) 2020 (n=23)

■ Overall