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**WILLIAM WOODS  
UNIVERSITY**

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**Business Administration Annual Assessment 2020-2021**

## Contents

Annual Assessment 2020-2021 .....	3
Business Administration.....	3
Program Profile .....	3
Program Assessment.....	5
Curriculum Map.....	9
Assessment Findings.....	12
Program Activities .....	35
Assessment Rubric .....	38

## Annual Assessment 2020-2021

### Business Administration

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

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.

#### Program Data

##### Delivery Method

Traditional On Campus  
Online  
Hybrid (selected)

##### Students Majors 2019-2020

##### Student Minors 2019-20

125

50

##### Student Majors 2020-2021

##### Student Minors 2020-2021

114

39

#### Concentrations 2019-2020

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

Accounting-1; Economics/Finance 11; Accounting and Financial Services 11; Advertising & Marketing 35; Entrepreneurial Management 21; Leadership 9; Management 26; Management Information Systems 2.

#### Concentrations 2020-2021

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

Accounting-1

Advertising & Marketing-37

Economics & Finance-3

Entrepreneurial Management-17

Management-13

Accounting and Financial Services-19

Leadership-13

Management Information Systems-2

### **Student Demographics**

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

During the 20/21 academic year, 32 majors graduated as did 23 minors. The program's graduation rate was 65.40% which is higher than the University rate of 49.80%.

Program retention was 77.70% which is in line with the University's retention rate.

The persistence numbers are expected and in line with University averages.

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

200

### **Is the Program Externally Accredited**

Yes (selected)

No

### **External Accreditation**

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

The Business Administration program received initial approval from the ACBSP accreditation body in May 2015. The business faculty received approval on the Quality Assurance Report in May 2017. This year the business faculty submitted documentation for removal of the last condition of the initial 2015 accreditation. The next Quality Assurance Report was submitted to ACBSP in February, 2019 and received notification of the removal of the condition. However, the ACBSP Board requested a new condition with updates in February 2021. Business faculty plan to submit this report as requested in January, 2021.

### **Marketing Materials**

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

The Business Faculty has met with the Director of Enrollment and Marketing several times this past year.

Subsequently, faculty have e-mailed Kathy Grovers and Ashley Brown suggestions for highlighting our programs strengths and unique components (i.e, internships, DECA, ThinkTank). In the spring 2020, several faculty developed videos that Kathy and Ashley can send to prospective students and families. We continue to highlight accomplishments on our Business Programs LinkedIn portal as an effective marketing tool for our various stakeholders.

All programs within the School of Business are coordinating Zoom meeting options for potential online and on-ground students.

The Business Department needs more updated phablets to distribute to on-campus visitors.

In August, the business faculty answered a questionnaire highlighting the program and faculty in the department (see attachment for the faculty responses).

## Marketing Material

BS\_in\_Business\_Administration\_Program\_Questionnaire\_2020\_288.14\_29\_1\_.docx

## Program Assessment

### Standard/Outcome

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

### Additional Standards/Outcomes

Identifier	Description
BUS - AFS.1	Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.
BUS - AFS.2	Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.
BUS-Advertising & Marketing.1	Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.
BUS-Advertising & Marketing.2	Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.
BUS-Entrepreneurial Leadership.1	Practice professional customer service techniques to solve problems and complaints consistently.
BUS-Entrepreneurial Leadership.2	Examine realistic management situations and problems encountered in non-profit organizations.
BUS-Entrepreneurial Leadership.3	Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.
BUS-Management.1	Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.
BUS-MIS.1	Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.
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.

<b>BUS.3</b>	Analyze and interpret human dynamics in a business context.
<b>BUS.4</b>	Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.
<b>BUS.5</b>	Systematically formulate and justify personal positions in relation to management decision-making.
<b>BUS.6</b>	Systematically assess complex issues in relation to business ethics and legal issues.
<b>BUS.7</b>	Utilize computer-related applications as a business decision-making tool.
<b>BUS.8</b>	Integrate all the various business principles, concepts and methods.
<b>LDR.1</b>	Develop a strong foundation in the theories of management and leadership.
<b>LDR.2</b>	Develop effective managerial and leadership skills
<b>LDR.3</b>	Apply leadership to personal, social, community, and organizational environments.
<b>LDR.4</b>	Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.
<b>LDR.5</b>	Analyze leading and leadership from a personal, team, organizational, and global perspective.

### Alignment to the University Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

On March 18, 2020, the Business and Accounting Departments reviewed the University Objectives and discussed our programs alignment to the University's Objectives. We reviewed our prior Business Programs' Key Strategic Objectives and developed several new ones. This is a work-in progress. The Strategic Long Term Goal minutes, uploaded under Program Activities, provide a more detailed discussion of five suggestions to our current curriculum.

Prior goals:

- 1) Maintain and strengthen accreditation relationships
- 2) Build a strong culture of ongoing, effective assessment of student learning
- 3) Seek new academic and co-curricular initiatives that serve University stakeholders.

### Suggested Revisions to Business Programs' Key Strategic Objectives

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. And D) Adapting curriculum or courses to meet changing needs and expectations of the global business environment.
2. Support the University comprehensive enrollment management strategies through A) Recruitment B) Retention and C) Student Success

### General Education Alignment to Program

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

The Business Administration Program objectives align with the 10 GE categories as follows:

- **Business Objective 4 aligns with the GE Communication-** The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of BAD students. Students enhance written communication skills in each core and concentration course through reflective writing and research papers. Students also deliver numerous presentations throughout the BAD curriculum especially in many of the team-based projects in the 300 and 400 level coursework.
- **Business Objective 2 aligns with the GE Mathematics,** - The GE requirement of math serves as a foundation for the BAD quantitative coursework. This includes BUS 206, 231, 415, 461, and 450.
- **Business Objective 3 aligns with the GE Meaning** – The meaning GE is supported throughout our curriculum where students view documentaries examining business problems, analyze the issues, and interpret the meaning. The BAD curriculum uses numerous documentaries and case studies to expand our students understanding of complex issues in order to develop a central theme with reasonable interpretations.
- **Business Objective 5 aligns with the GE Historical Perspective** – The History GE is supported throughout the BAD curriculum as students learn of the history of business problems in the US and worldwide in all courses. The finance course focuses on the history of stock markets and SEC policies in the US. Each required economics course covers the history of the US economy. Similarly, Business Law focuses on the history of the US and global legal systems.
- **Business Objective 8 aligns with the GE Critical Thinking-** Critical thinking and analytical reasoning is another necessary skill for a BAD practitioner or macro level business major. Critical thinking is expected in each course and is assessed through the BUS 450 policy analysis and upper level concentration project assignments.
- **Business Objective 5 aligns with the GE Diversity** –Diversity is a key foundation for BAD practitioner and is a mandatory component of our accreditation that is infused throughout our curriculum.
- **Business Objective 6 aligns with the GE Value/Ethics**-Value/Ethics GE is foundational to our BAD program. Ethics is a mandatory component of our accreditation. Subsequently, each core course has an ethical competent to its coursework and all students complete either BUS 214-Business Ethics-E or, BUS 329-Managerial Ethics-E.
- **Business Objective 7 aligns with the GE Creative and Aesthetic Sensibility** – Creativity as a foundation for expression and is reinforced in the foundational BUS 206 Entrepreneurship coursework. Upper level BUS coursework require students to infuse creativity and sensibility in their assignments. Some specific courses that require these skills are Business Communications, Marketing, Management, Human Relations, Salesmanship, and Advertising,
- **Business Objective 2 aligns with the GE Natural Science-** The GE requirement for natural science help BAD students to formulate hypotheses and test if their assumptions represent the population or anecdotal. These concepts are reinforced through both economics courses, statistics, corporate finance, marketing, and marketing research courses.
- **Business Objective 1 aligns with the GE Social Science**-Social Science is a foundation for BAD practice and understanding. Students in BAD must take a required 6 credit hours of Social Sciences to strengthen their understanding of group and individual behavior. All the upper level finance and economics courses have a prerequisite of 6 hours of economics. The management and marketing concentration coursework require an understanding of the basic economics theories.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## NSSE Objectives Discussed Fall 2019

### Program Alignment to NSSE Objectives

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?*

1) Jessica Manion submitted a change to the program to require the accounting students to take BUS 450 Policy and Procedure. This will allow the accounting students and business students to interact on the Capsimulation game. In the

future, Jessica may co-teach this with a business faculty. The business and accounting faculty collaborated on a test pilot for several years and observed the overall benefit from the two majors working on the same final business Capsimulation project. David Forster has collaborated with the Graphic Design faculty on the Advertising class. Both faculty coordinated their respective class times at the same time each fall semester. This allowed the Graphic Design students to work with the Advertising students in the classroom and in the Graphic Design labs. Both majors benefited from this arrangement.

2) At the 2019 Student Performance Day Career Fair, the Employers commented on the business students were lacking in their poor oral communication soft skills. They commented that students would not look at them and their voices came across very timid. The Employers felt if students could work on improving this soft skill, the students would portray higher self-confidence. The business faculty felt this was a societal problem with this generation and their reliance on texting. Consequently, business faculty developed a goal for 2019-2020 to improve our students' oral communication skills by implementing more in-class interactions. The business faculty felt it was successful because at the 2020 Student Performance Day Career Fair, Employers comments were much more positive about the students' oral communication skills. You can see the aggregated comments uploaded in the Program Activities in the BAD Annual Assessment Report.

The following are some of the course and assignments that faculty included in the fall and spring semesters for 2019-2020:

- **Stephen Forsha has reduced his BUS 214 class size from 30 to 20 students to facilitate more in-depth class discussion.**
- **Miram O'Callaghan added round table presentations in her BUS 421 course to help students learn different methods of communicating in a professional environment.**
- **Matt Sveum added regular informal discussions using the pop econ book (Everything I Ever Needed to Know about Economics I Learned from Online Dating in his ECN 252 course activities. He also added case studies assignments in his ECN 325 and ECN 251 course activities.**
- **David Forster added regular informal presentations from students concerning each part of their business plans in his BUS 206 course activities.**
- Brenda Popp added an assignment in BUS 461 that required students to visit an Employer's office and interview the employees (i.e. Whaley's, Callaway County YMCA, and Fastenal).

For the 2020-21 Academic year, business faculty are addressing the COVID-19 societal issues to their classrooms by doing the following:

Dr. Matt Sveum has worked over the summer to reformat all of his courses for the challenges of teaching in a Covid world. His courses are now designed to be able to handle continued learning even if a student gets sick or is required to quarantine. Wanting more than just a voice-over in PowerPoint, he worked to produce videos with a decent production quality. Students will watch these videos out of class, and then use course time to emphasize the material. He is using Poll Everywhere to guide discussion on the material. But since they have already been exposed to the content, these discussions can go deeper and have more student interaction than would be possible with lecture. He is proud of how these videos have turned out, and happy with how the first week of discussion went. Here is a link to the first video for ECN251/ECN252: [https://youtu.be/VxJ-wyub\\_Mg](https://youtu.be/VxJ-wyub_Mg)

Dr. Miriam O'Callaghan will be focusing more on principles of effective virtual communication in her business communication course. With COVID 19, we have learned the importance of virtual communication. She will be focusing on topics such as virtual meetings, emails, social media tools, and other online communication media. In her Principles of Management and Organizational Behavior courses, she has redesigned her final projects such as online presentation instead of on-ground presentations.

Similarly, Mrs. Popp has updated all of her assignments in Personal Finance, Corporate Finance and Marketing Research for both in-seat and online activities. She has included Zoom meetings with students to effectively communicate with online students.

Mr. Forster has responded to student feedback and put lecture outlines on OwlNet to make it easier for students to follow my lectures.

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Business Administration Program Objectives

	ACC 240	ACC 241	BMT 499	BUS 206	BUS 214	BUS 231	BUS 321	BUS 324	BUS 332	BUS 335	BUS 351	BUS 415	
<b>BUS.1</b> Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.			A, M	I, A		I		R					M
<b>BUS.2</b> Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.	I	I	A, M	I, A		I	I, R						M
<b>BUS.3</b> Analyze and interpret human dynamics in a business context.			A, M	A, I		I	I, R	R	I, R		I		
<b>BUS.4</b> Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.			A, M	A, I			I, R		I, R, M		R		
<b>BUS.5</b> Systematically formulate and justify personal positions in relation to management decision-making.			A, M	I, A			I, R	I, R	I		I, R		M
<b>BUS.6</b> Systematically assess complex issues in relation to business ethics and legal issues.			A, M	A, I	I, R		I, R			R	R		M
<b>BUS.7</b> Utilize computer-related applications as a business decision-making tool.			A, M	A, I		I	I, R						M
<b>BUS.8</b> Integrate all the various business principles, concepts and methods.			A, M	A, I			I, R				I, R		M

	<b>BUS 450</b>	<b>ECN 251</b>	<b>ECN 252</b>	<b>MAT 114</b>	<b>MIS 125</b>	<b>Senior Showcase</b>	<b>Student Performance Review</b>
<b>BUS.1</b> Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.	A, M	I	I	I		M, A	A, R, M
<b>BUS.2</b> Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.	A, M			I		M, A	A, R, M
<b>BUS.3</b> Analyze and interpret human dynamics in a business context.	A, M					A, M	A, R, M
<b>BUS.4</b> Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.	A, M					A, M	A, R, M
<b>BUS.5</b> Systematically formulate and justify personal positions in relation to management decision-making.	A, M					A, M	A, R, M
<b>BUS.6</b> Systematically assess complex issues in relation to business ethics and legal issues.	A, M					A, M	A, R, M
<b>BUS.7</b> Utilize computer-related applications as a business decision-making tool.	A, M				I	A, M	A, R, M
<b>BUS.8</b> Integrate all the various business principles, concepts and methods.	A, M					A, M	A, R, M

**Concentration-Accounting and Financial Services**

	ACC 319	ACC 412	ACC 430	BUS 403	ECN 325
<b>BUS - AFS.1</b> Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.	R	R	R, A, M	M, A	R
<b>BUS - AFS.2</b> Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.	R	R	R, A, M	M, A	R

**Concentration-Advertising/Marketing**

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

**Concentration-Management**

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

**Concentration-MIS**

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

**Concentration - Entrepreneurial Management**

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

### Concentration - Leadership

	LDR 201	LDR 345	LDR 350	LDR 450	LDR 475
<b>LDR.1</b> Develop a strong foundation in the theories of management and leadership.	I, R	I, R	I, R	M, R	M, A

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

For the 2020-21 There were not any changes to the traditional business administration curriculum map for this academic year.

### Assessment Findings

#### Assessment Findings for the Assessment Measure level for Business Administration Program Objectives

BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.				
<b>BMT 499</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.	BUS_499_average_scores.docx	
Indirect - External Evaluation	Has the criterion Peregrine tests for economics: Seniors will score better than 50% compared to national averages. Been met yet? Met	William Woods's average was 59%. National average was 52%.		
<b>BUS 206</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for economic: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. Been met yet? Met	On average, students have increased their Economic Peregrine outbound when compared to their inbound Peregrine scores by 31 points. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment Information Report under Program Activities.		

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for economics: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages. Been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 75% on the Peregrine tests in economics. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for economics: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			

  

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. Been met yet? Met	On average, students scored 8.4 and 9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. Been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. Been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

<b>BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.</b>				
<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.		
Indirect - External Evaluation	Has the criterion Peregrine tests for accounting, finance, marketing, management and quantitative research: Seniors will score better than 50% compared to national averages. Been met	All average scores met the assessment benchmark.		

	yet? Met			
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**BUS 206**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for accounting and finance: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. Been met yet? Met	On average, students have increased their Accounting and Finance Peregrine outbound when compared to their inbound Peregrine scores by 44 and 17 points, respectively. The inbound Accounting Peregrine average score was 26 and the Finance average score was 29. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment Information Report under Program Activities.		

**BUS 450**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for accounting and finance: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 70 and 46 on the Peregrine tests in accounting and finance, respectively. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for accounting, finance, marketing and management: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. Been met yet? Met	On average, students scored 8.8 and 8.3 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		
<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. Been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. Been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

BUS.3 Analyze and interpret human dynamics in a business context.				
<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.		
Indirect - External Evaluation	Has the criterion Peregrine tests for marketing and management: Seniors will score better than 50% compared to national averages. Been met yet? Met	Average scores met the assessment benchmarks.		
<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for marketing: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. Been met yet? Met	On average, students have increased their Marketing Peregrine outbound when compared to their inbound Peregrine scores by 51 points. The inbound Marketing Peregrine average score was 35. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			
<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for marketing: Students will improve from their freshmen to senior	See quantitative values for improvements under BUS 206. On average, seniors scored 86 on the Peregrine tests in		

	year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	marketing. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for marketing and management: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. Been met yet? Met	On average, students scored 9.3 and 9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. Been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative	Due to Covid changes to Student Performance Days, this was not completed this year.		

	suggestions. Been met yet? Not met		
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**BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.**

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.		
Indirect - External Evaluation	Has the criterion Peregrine tests for leadership: Seniors will score better than 50% compared to national averages. Been met yet? Met	Average scores met the assessment benchmarks.		

<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for leadership: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. Been met yet? Met	On average, students have increased their Leadership Peregrine outbound when compared to their inbound Peregrine scores by 52 points. The inbound Leadership Peregrine average score was 36. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment Information Report under Program Activities.		

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for leadership: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 88 on the Peregrine tests in leadership. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM leadership: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. Been met yet? Met	On average, students scored 9.7 and 9.1 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. Been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		

Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. Been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		
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BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.				
<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.		
Indirect - External Evaluation	Has the criterion Peregrine tests for management: Seniors will score better than 50% compared to national averages. Been met yet? Met	Average scores met the assessment benchmarks.		
<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion Peregrine tests for management: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. Been met yet? Met	On average, students have increased their Management Peregrine outbound when compared to their inbound Peregrine scores by 37 points. The inbound Management Peregrine average score was 34. See the complete Peregrine test results from 2015 to 2020 trends in the BAD Assessment Information Report under Program Activities.		

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for management: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 71 on the Peregrine tests in management. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for management: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			
<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. Been met yet? Met	On average, students scored 9.1 and 8.4 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		
<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		

	at least a 60% average. Been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. Been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

#### BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.

##### BMT 499

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.		
Indirect - External Evaluation	Has the criterion Peregrine tests for ethics and legal environment: Seniors will score better than 50% compared to national averages. Been met yet? Met	Average scores met the assessment benchmarks.		

##### BUS 206

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. Been met yet? Met	On average, students have increased their Ethics and Legal Peregrine outbound when compared to their inbound Peregrine scores by 34 and 18 points, respectively. The inbound Ethics and Legal Peregrine average scores were 39 and 42 respectively. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment		

		Information Report under Program Activities.		
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 72 and 60 on the Peregrine tests in ethics and legal environment. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for ethics and legal environment: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 12% higher than BUS 206 students on their final reports. Been met yet? Met			

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. Been met yet? Met	On average, students scored 9.7 and 8.9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will	The junior average score was 70.5% and the sophomore average score was 70.6%.		

	score better than sophomores and maintain an overall average score of at least a 60% average. Been met yet? Met	The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. Been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

#### BUS.7 Utilize computer-related applications as a business decision-making tool.

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.		
Indirect - External Evaluation	Has the criterion Peregrine tests for management information systems: Seniors will score better than 50% compared to national averages. Been met yet? Met	Average scores met the assessment benchmarks.		

#### BUS 206

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests on management information systems and statistics: Inbound tests will provide a benchmark for the value added to the	On average, students have increased their MIS and Statistics Peregrine outbound when compared to their inbound Peregrine scores by 16 and 28 points, respectively.		

	Peregrine outbound test. Been met yet? Met	The inbound MIS and Statistics Peregrine average scores were 35 and 37 respectively. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment Information Report under Program Activities.		
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Peregrine tests on management information systems and statistics: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 51 and 65, on average, on the Peregrine tests in MIS and statistics. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. Been met yet? Met	On average, students scored 9 and 8.9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. Been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. Been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

<b>BUS.8 Integrate all the various business principles, concepts and methods.</b>				
<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. Been met yet? Met	No students were in this course, so the final project was not completed.		
Indirect - External Evaluation	Has the criterion Peregrine tests' composite scores: Seniors will score better than 50% compared to national averages. Been met yet? Met	Average scores met the assessment benchmarks.		
<b>BUS 206</b>				
<b>Assessment</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement</b>

Measure			Assessments	Narratives
Direct - External Testing	Has the criterion Peregrine tests composite score: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. Been met yet? Met	On average, students have increased their Composite Peregrine outbound when compared to their inbound Peregrine scores by 33 points. The inbound Composite Peregrine average score was 36. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment Information Report under Program Activities.		

**BUS 450**

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests' composite scores: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 69 on the Peregrine tests in economics. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM composite scores: Class average of greater than 50th percentile. Been met yet? Met	See a breakdown by functional domain and the trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. Been met yet? Met			

**Senior Showcase**

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average	On average, students scored 9.3 and 9.4 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average		

	score of 7 out of 10 or better. Been met yet? Met	has been slightly increasing. See the complete report under Program Activities.		
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<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. Been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. Been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

#### **Assessment Findings for the Assessment Measure level for Concentration-Accounting and Financial Services**

**BUS - AFS.1** Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.

<b>ACC 430</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Students will score better than 80% on their team presentations been met yet? Not met	Scores from ACC 430 were not available at submission time.		

<b>BUS 403</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External	Has the criterion Accounting and Finance Services	The business faculty had planned to work on a method		

Testing	Concentration students will score 20% better than students who are not Accounting and Finance Services Concentration students on the Peregrine Accounting and Finance sections. Been met yet? Not met	to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

BUS - AFS.2 Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.				
<b>BUS 403</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Accounting and Finance Services Concentration students will score 20% better than students who are not Accounting and Finance Services Concentration students on the Peregrine Accounting and Finance sections. Been met yet? Not met	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

<b>Assessment Findings for the Assessment Measure level for Concentration-Advertising/Marketing</b>				
BUS-Advertising & Marketing.1 Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.				
<b>BUS 403</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Advertising and Marketing Concentration students will score 20% better than students who are not Advertising and Marketing Concentration students on the Peregrine Marketing section. Been met yet?	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

	Not met	academic year.		
<b>BUS 431</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion External evaluators will score students better than a level 2.5 out of 4 on the Business Programs Objectives 3,4 & 6. Been met yet? Met	External evaluators scored the students' Advertising Campaign presentation in the two highest categories.		

BUS-Advertising & Marketing.2 Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.				
<b>BUS 403</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Advertising and Marketing Concentration students will score 20% better than students who are not Advertising and Marketing Concentration students on the Peregrine Marketing section. Been met yet? Not met	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

#### Assessment Findings for the Assessment Measure level for Concentration-Management

BUS-Management.1 Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.				
<b>BUS 403</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Management Concentration students will score 20% better than students who are not Management Concentration	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of		

	students on the Peregrine Management section. Been met yet? Not met	students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		
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#### Assessment Findings for the Assessment Measure level for Concentration-MIS

BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.

<b>MIS 403</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Management Information Systems Concentration students will score 20% better than students who are not Management Information Systems Concentration students on the Peregrine Management Information Systems section. Been met yet? Not met	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

#### Assessment Findings for the Assessment Measure level for Concentration - Entrepreneurial Management

BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.

<b>BMT 475</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. Been met yet? Not met	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.				
<b>BMT 475</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. Been met yet? Not met	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.				
<b>BMT 475</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. Been met yet? Not met	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		

### Assessment Findings for the Assessment Measure level for Concentration - Leadership

LDR 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Leadership Concentration students will score 20% better than students who are not Leadership Concentration students on the Peregrine Leadership section. Been met yet? Not met	The business faculty had planned to work on a method to find the difference between the students' concentration scores and the general population of students' who completed the Peregrine test. Progress on this has been postponed until next academic year.		
Direct - Final Exam	Has the criterion Students will score an average of 80% on the final examination in LDR 475-Leadership Theory. Been met yet? Not met	Data was not available at the time of this report.		- Refine Assessment Tool: This assessment will be removed as Peregrine test score comparisons are sufficient to assess the concentration.

### Analysis of the Assessment Process

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

I have attached the overall assessment process in the 2020-2021 Annual Assessment Report uploaded under the Program Activities tab. I would like to note one significant change to our assessment process. Student Performance Days, when we have historically gathered much of the data used to assess our program, was significantly changed this year due to Covid. We typically have done a career fair which allowed our students to practice interviewing and to receive feedback from employers. We have used this feedback to assess what students do well and what they might need to focus more attention on. Since we did not have the opportunity to meet with employers this year, we were not able to update these data. We have no reason to believe that the feedback would be significantly different than the past. Additionally, Covid is likely going to contribute to differences in performance on standardized tests this year. Student fatigue and can lead to lower test performance both for freshman and seniors. This is likely to show up in the Peregrine scores and from course performance.

## Improvement Narrative List

### Assessment Findings for the Assessment Measure level

Standard/Outcome	LDR.1 Develop a strong foundation in the theories of management and leadership.					
Legend	A					
Course/Event	LDR 475					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>This assessment will be removed as Peregrine test score comparisons are sufficient to assess the concentration.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	This assessment will be removed as Peregrine test score comparisons are sufficient to assess the concentration.
Improvement Type	Summary					
Refine Assessment Tool	This assessment will be removed as Peregrine test score comparisons are sufficient to assess the concentration.					

## Program Activities

### Student Performance Review

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

As mentioned on the previous page, Student Performance Review Days were different this year. We conducted our standardized testing, but did not do any other data-gathering activities. This is a change from the past. We hope to be able to reinstitute the interviews next year. For now, we will use past data and course-generated data for our review.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

2020\_2021\_Business\_Administration\_Assessment\_Report.docx

### Senior Showcase

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

In August 2020, David Forster, Matt Sveum, Miriam O'Callaghan, and Brenda Popp submitted the following recommendations and the subsequent changes to our course activities. To support our 2020-21 recommendations, the following changes have been included in the following courses:

Dr. Matt Sveum has worked over the summer to reformat all of his courses for the challenges of teaching in a Covid world. His courses are now designed to be able to handle continued learning even if a student gets sick or is required to quarantine. Wanting more than just a voice-over in PowerPoint, he worked to produce videos with a decent production quality. Students will watch these videos out of class, and then use course time to emphasize the material. He is using

Poll Everywhere to guide discussion on the material. But since they have already been exposed to the content, these discussions can go deeper and have more student interaction than would be possible with lecture. He is proud of how these videos have turned out, and happy with how the first week of discussion went. Here is a link to the first video for ECN251/ECN252: [https://youtu.be/VxJ-wyub\\_Mg](https://youtu.be/VxJ-wyub_Mg)

In Dr. Miriam O'Callaghan will be focusing more on principles of effective virtual communication in her business communication course. With COVID 19, we have learned the importance of virtual communication. She will be focusing on topics such as virtual meetings, emails, social media tools, and other online communication media. In her Principles of Management and Organizational Behavior courses, she has redesigned her final projects such as online presentation instead of on-ground presentations.

Mr. Forster has responded to student feedback and put lecture outlines on Owlnet to make it easier for students to follow my lectures. Similarly, Mrs. Popp has updated all of her assignments in Personal Finance, Corporate Finance and Marketing Research for both in-seat and online activities. She has included Zoom meetings with students to effectively communicate with online students.

### **Assessment Rubrics**

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

### **Service Learning**

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

Yes (selected)

No

### **Service Learning Component**

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

BUS 329-Managerial Ethics-E (an optional course to BUS 214-Business Ethics-E) includes a service learning assignment.

Assignment details:

Each student will develop an individual social responsibility project that they will complete during the course. Your project should address a need in your community and include meaningful service by you to address this need. Some ideas for service include volunteering personal time to address your identified need, testifying on behalf of your supported need at public hearings, creating a YouTube video campaigning for your identified need, etc.

Examples of typical projects include: volunteering at a food pantry, reading to children in a hospital, volunteering time at animal shelters and creating a YouTube video raising awareness for an issue. Your project should be personalized to a need identified by you in your community and you should use your creativity in deciding what you will do. For this project, you cannot solicit donations, engage in fund-raising or solicit signatures to support any organization. Additionally, simple participation in charity runs/walks, donating at a blood drive, etc. will not meet the spirit of this assignment. If you wish to organize and run such an activity, that would be permissible.

If your project includes volunteering your personal time to a charity, you are expected to complete at least 3 hours of volunteer work during the term.

### **LEAD Events**

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

Design Thinking for Creativity - Dr. Miriam O'Callaghan.

Unpacking the Matrix - Dr. Thomas Trice.

Avoiding Plagiarism and Academic Dishonesty - Dr. Matthew Sveum.

Retiring Faculty Share Parting Thoughts - Mrs. Brenda Popp.

Building Wealth and Planning for Your Future - Dr. Jessica Manion.

### **Student Accomplishments**

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

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

### **Faculty Accomplishments**

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

Dr. Stephen Forsha:

Paper, "Psychological Coping Strategies: Influences on academic integrity" accepted for publication.

Reviewer for the Academy of Management-Organizational Behavior Division and the Midwest Academy of Management-Leadership and Ethics Track.

Dr. Thomas Trice:

Paper, "Social Affinity Flow Theory: A New Understanding of both Human Interaction and the Power of the Bahai Training Institute Process" published.

Scott Zimmerman:

Continues to make satisfactory progress on his doctoral studies. Named outstanding graduate for the Ed.s. in Higher Education Leadership at Regent University, class of 2021.

## Assessment Rubric

	3.00 <b>Exceeds</b>	2.00 <b>Meets</b>	1.00 <b>Falls Below Expectations</b>	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:	<p>This language feels outdated—it talks about what will be done in Jan 21, but it seems like that time would be past by the time this report was submitted. But maybe I'm confused about that?</p>			
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:	<p>Pretty good, actually, but I wish more were like that for business objective 6, where specific courses (and ideally, assignments) were identified. Not required for all objectives and could be condensed to the major four GE objectives. Or not.</p>			
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:	<p>The program has previously identified this as a weakness, but the reliance on Peregrine as an entrance and exit assessment is a little skimpy and doesn't offer data to identify where some objectives are not being taught effectively.</p>			
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:	<p>Attached data (under student performance reviews) includes data from student performance reviews, but no reflection on data. Also, no included data from assessment in other forms (mostly Peregrine, it looks like). The goal here would be to identify issues on the assessment results grid and then use data to propose changes.</p>			
Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:	<p>See above.</p>			

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <li>The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	See above.			
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <li>The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</li> </ul>	<ul style="list-style-type: none"> <li>The program completed the assessment findings for each component and provided a summary for each assessment measure.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li>The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</li> </ul>	<ul style="list-style-type: none"> <li>The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <li>The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided the schedule and a brief description of Student Performance Review with data of the results.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not provide complete explanation on Student Performance Review nor did they provide data results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <li>The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</li> </ul>	<ul style="list-style-type: none"> <li>The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no content of Senior showcase was provided.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	This field was used to talk about changes to teaching, not necessarily based on student performance assessment data. It was interesting, but not what was requested here (or addressing the issues noted above, about results and improvement narratives).			
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <li>The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided little to no description of the Co-curricular activities provided throughout the year.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <li>The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	Good data on faculty, nothing on students or alumni.			