

Annual Assessment Report

BS Business Administration

Brenda Popp, Dr. Steve Huenneke, Dr. Linda Duke and David Forster

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	106	101
Minors	73	70
Concentrations		
Accounting	14	12
Advertising & Marketing	29	26
Economics & Finance	12	15
Management	33	31
Management Info Systems	7	8
Broadcasting	5	3
Marketing	4	1
Economics	1	1
Full Time Faculty		3
Part Time Faculty		1

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.

*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

Program Delivery (HLC 3A3)

Traditional on-campus _____

Online Program _____

Evening Cohort _____

Analysis:

Program goals for student retention, persistence and degree completion are? Consider the students' "time to degree." Does the actual time to degree fit and reflect the program's expected and advertised time? If not, are there ways to align the two?

Reflection on the Demographic Data:

The data indicates that the business program has a slightly trending decrease in the retention rate in the major and within the concentrations. However, the number of majors and minors supports that the number of course offerings can remain constant to ensure the longevity of the program. The trends with the transfer students indicates a downward trend over the last 3 years. Similarly, the University retention rates had decreased for 3 years.

The BADM program's goal is to maintain or improve the retention rate to the 80% rate over the next five years. Currently, the retention rate is less than the 80% goal by about 8%. One reason for the decline maybe the increased use of adjuncts and the strain placed on the current faculty of one less FTF to advise, attend campus functions, and teach in the program. The BADM faculty hope that the MBA in 5 option and the BADM online course offerings will increase overall course enrollments and retention rates.

Outside Accreditation:

Is your program accredited by outside accreditor? If "yes", name the accrediting agency and include the cycle for accreditation review. The Business Program is accredited by ACBSP.

Is accreditation available for your program?

Are you making strides to attain accreditation? If no, why not?

Program Action Items

Action Item 1:	Curriculum change to allow students to identify basic concepts regarding the foundation for major business core courses.
Action steps:	Replace Accounting II course with a Foundations of Business course
Timeline	Assess in December and make a recommendation
Faculty Responsible	Brenda Popp, Linda Duke, Steve Huenneke, and David Forster
Evaluation	Use the results from Peregrine tests and CompXM facilitated in December, 2014 BUS 450 as the basis for our decision on the proposed curriculum change.

Action Item 2:	Collect feedback from our alumni to determine how well we are meeting our program objectives in the professional world.
Action steps:	Facilitate focus group and survey instrument
Timeline	October 23 Alumni Advisory Board Meeting and BUS 450 external evaluations
Faculty Responsible	Brenda Popp, Linda Duke, Steve Huenneke, and David Forster
Evaluation	Evaluate possible program objective changes or approaches to meeting the program objectives based on the qualitative and quantitative analysis.

Program Objectives: (from most recent Assessment Plan)

Objective 1. Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.

Objective 2. Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models and market research.

Objective 3. Analyze and interpret human dynamics in a business context.

Objective 4. Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.

Objective 5. Systematically formulate and justify personal positions in relation to management decision-making.

Objective 6. Systematically assess complex issues in relation to business ethics and legal issues. Students will be able to formulate and defend personal judgments pertaining to such issues.

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

Objective 8. Integrate all the various business principles, concepts and methods.

Program Objectives Matrix (from most recent Assessment Plan)

	Obj. 1	Obj.2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8
ACC240		I						
ACC241		I						
BUS206	I-A	IR-A	IR-A	IR-A	IR-A	IR-A	IR-A	IR-A
BUS231	I	I	I				I	
BUS321		IR	IR	IR	IR	IR	IR	IR
BUS332			IR	IRM	I			
BUS335						R		
BUS351			I	R	IR	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
ECN251	I							
ECN252	I							
MAT114	I	I						
MAT120	I	I						

Concentration: Accounting

1. Apply quantitative and qualitative skills to accounting and business problems transferring knowledge from one situation to another.
2. Evaluate issues relating to the advanced concepts of financial and managerial accounting.
3. Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.

	Objective 1	Objective 2	Objective 3
ACC312	R	I	I
ACC319	R		
ACC322	M-A	M-A	R
BUS324			M-A

Concentration: 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.
2. Apply marketing and advertising concepts to effectively implement promotional activities in making wide-ranging business decisions.

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	Objective 1	Objective 2
BUS309	RA	
BUS324		RM
BUS328	R	RA
BUS431	MA	MA
BUS461	MA	

Concentration: Economics & Finance

1. Apply economic principles and analytical concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.
2. Develop a personal financial plan integrating budgeting, taxation, risk & insurance, investing, retirement planning, and estate planning concepts.

	Objective 1	Objective 2
BUS324		R
BUS435	M-A	M-A
ECN325	R	
ECN355	R	

Concentration: 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's managers.
2. Apply and access practical financial information that enables managers to analyze various money management issues including investments, insurance, taxes, credit, and other benefits that pertain to employees and organizations.

	Objective 1	Objective 2
BUS307	RMA	RMA
BUS324		RMA
BUS421	RMA	RMA
ECN355	RMA	RMA

Concentration: Management of Information Systems

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

2. Apply and access practical financial information that enables managers to analyze various money management issues including investments, insurance, taxes, credit, and other benefits that pertain to employees and organizations.

	Objective 1	Objective 2
BUS324		R-A
MIS125	I	
MIS250	I	
MIS325	RM-A	

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1	Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.
Methods	<ol style="list-style-type: none"> 1. Peregrine test on economics for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS206 Small Business Plan (not applicable for this year) 6. BUS450: Final Business Report
Benchmark	<ol style="list-style-type: none"> 1. Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Seniors will score better than 50% compared to national averages 2. Business Administration test scores: Students will maintain at

	<p>least a 60% average.</p> <ol style="list-style-type: none"> 3. CompXM: Class average of greater than 50th percentile. 4. Business Program Alumni Board qualitative results will be more positive than negative. Business Program Alumni Board quantitative results will show an average of 3 or greater (on a Likert scale of 1 to 5). 5. BUS450: 80% of the students score 70% or above on the comprehensive final business plan
Data Collected (course specific)	In BUS450, the students enrolled in the class will complete a comprehensive final business report.
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>In BUS450: During Senior Achievement Day, faculty/outside evaluators will score the comprehensive final business plans by declared business majors using the Business Program Objective Rubric.</p> <p>The Peregrine tests will be administered during March Assessment Days (inbound) and at the end of the BUS 450 course (outbound).</p> <p>BUS 450 students will complete the CompXM every semester (fall and spring).</p> <p>Sophomores and juniors will complete the Business Administration test during March Assessment Days.</p> <p>The focus group sessions and survey instrument will be completed during the fall Business Program Alumni Board meeting.</p>
Results/Outcomes	<ul style="list-style-type: none"> • Peregrine tests: See table below for full inbound and outbound results • CompXM: See table below for full results from the fall and spring BUS 450. • Aggregated alumni focus group responses were more positive than negative. • See table below for full external and internal evaluators' assessments results
Proposed changes to the assessment process	<p>Discuss the Assessment Process, how did the data collection go?</p> <p>Upon reflection, the business faculty will increase the assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared</p>

	business majors. The benchmark will be that 80% of the students in BUS206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 2	Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models and market research.
Methods	<ol style="list-style-type: none"> 1. Peregrine test on accounting, business finance, marketing, management and quantitative research techniques for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS450: Final Business Report
Benchmark	<ol style="list-style-type: none"> 1. Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Seniors will score better than 50% compared to national averages 2. Business Administration test scores: Students will maintain at least a 60% average. 3. CompXM: Class average of greater than 50th percentile. 4. Business Program Alumni Board qualitative results will be more positive than negative .Business Program Alumni Board quantitative results will show an average of 3 or greater (on a Likert scale of 1 to 5). 5. BUS450: 80% of the students score 70% or above on the comprehensive final business plan
Data Collected (course specific)	In BUS450, the students enrolled in the class will complete a comprehensive final business report.
Data Collected	In BUS450: During Senior Achievement Day, faculty/outside

(Assessment Day, external tests, Senior Achievement)	<p>evaluators will score the comprehensive final business plans by declared business majors using the Business Program Objective Rubric.</p> <p>The Peregrine tests will be administered during March Assessment Days (inbound) and at the end of the BUS 450 course (outbound).</p> <p>BUS 450 students will complete the CompXM every semester (fall and spring).</p> <p>Sophomores and juniors will complete the Business Administration test during March Assessment Days.</p> <p>The focus group sessions and survey instrument will be completed during the fall Business Program Alumni Board meeting.</p>
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Budget needs related to the objective?	<p>Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)</p>

Objective 3	Analyze and interpret human dynamics in a business context.
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Methods	<ol style="list-style-type: none"> 1. Peregrine test on marketing and management for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS450: Final Business Report
Benchmark	<ol style="list-style-type: none"> 1. Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Seniors will score better than 50% compared to national averages 2. Business Administration test scores: Students will maintain at least a 60% average. 3. CompXM: Class average of greater than 50th percentile. 4. Business Program Alumni Board qualitative results will be more positive than negative .Business Program Alumni Board quantitative results will show an average of 3 or greater (on a Likert scale of 1 to 5). 5. BUS450: 80% of the students score 70% or above on the comprehensive final business plan
Data Collected (course specific)	In BUS450, the students enrolled in the class will complete a comprehensive final business report.
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>In BUS450: During Senior Achievement Day, faculty/outside evaluators will score the comprehensive final business plans by declared business majors using the Business Program Objective Rubric.</p> <p>The Peregrine tests will be administered during March Assessment Days (inbound) and at the end of the BUS 450 course (outbound).</p> <p>BUS 450 students will complete the CompXM every semester (fall and spring).</p> <p>Sophomores and juniors will complete the Business Administration test during March Assessment Days.</p> <p>The focus group sessions and survey instrument will be completed during the fall Business Program Alumni Board meeting.</p>
Results/Outcomes	<ul style="list-style-type: none"> • Peregrine tests: See table below for full inbound and outbound results • CompXM: See table below for full results from the fall and spring BUS 450. • Aggregated alumni focus group responses were more

	<p>positive than negative.</p> <ul style="list-style-type: none"> • See table below for full external and internal evaluators' assessments results
Proposed changes to the assessment process	<p>Discuss the Assessment Process, how did the data collection go?</p> <p>Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.</p>
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 4	Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.
Methods	<ol style="list-style-type: none"> 1. Peregrine test on business leadership for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS450: Final Business Report
Benchmark	<ol style="list-style-type: none"> 1. Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Seniors will score better than 50% compared to national averages 2. Business Administration test scores: Students will maintain at least a 60% average. 3. CompXM: Class average of greater than 50th percentile. 4. Business Program Alumni Board qualitative results will be more positive than negative .Business Program Alumni Board quantitative results will show an average of 3 or greater (on a Likert scale of 1 to 5).

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Data Collected (course specific)	In BUS450, the students enrolled in the class will complete a comprehensive final business report.
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Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 5	Systematically formulate and justify personal positions in relation to management decision-making.
Methods	<ol style="list-style-type: none"> 1. Peregrine test on management for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS450: Final Business Report
Benchmark	<ol style="list-style-type: none"> 1. Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Seniors will score better than 50% compared to national averages 2. Business Administration test scores: Students will maintain at least a 60% average. 3. CompXM: Class average of greater than 50th percentile. 4. Business Program Alumni Board qualitative results will be more positive than negative .Business Program Alumni Board quantitative results will show an average of 3 or greater (on a Likert scale of 1 to 5). 5. BUS450: 80% of the students score 70% or above on the comprehensive final business plan
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Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more positive than negative. See table below for full external and internal evaluators' assessments results
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Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 6	Systematically assess complex issues in relation to business ethics and legal issues. Students will be able to formulate and defend personal judgments pertaining to such issues.
Methods	<ol style="list-style-type: none"> 1. Peregrine test on business ethics, legal environment and management for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS450: Final Business Report
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Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)
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Objective 7	Utilize computer related applications as a business decision-making tool.
Methods	<ol style="list-style-type: none"> 1. Peregrine test on information management systems for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS450: Final Business Report
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	The focus group sessions and survey instrument will be completed during the fall Business Program Alumni Board meeting.
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more positive than negative. See table below for full external and internal evaluators' assessments results scale of 1-10.
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Objective 8	Integrate all the various business principles, concepts and methods.
Methods	<ol style="list-style-type: none"> 1. Peregrine test for freshmen (pre-test) and seniors (post-test) 2. Business Administration tests (longitudinal analysis of sophomores and juniors) 3. CompXM test (national cross-sectional ranking) 4. Business Program Alumni Board qualitative and quantitative analysis. 5. BUS450: Final Business Report
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	<p>quantitative results will show an average of 3 or greater (on a Likert scale of 1 to 5).</p> <p>5. BUS450: 80% of the students score 70% or above on the comprehensive final business plan</p>
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Budget needs	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and

related to the objective?	cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)
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Accounting

Objective 1	Apply quantitative and qualitative skills to accounting and business problems transferring knowledge from one situation to another.
Methods	<p>What methods will be used to collect the data?</p> <p>Peregrine test for freshmen (pre-test) and seniors (post-test)</p> <p>Business Administration tests (longitudinal analysis of sophomores and juniors)</p> <p>CompXM (national cross-sectional ranking)</p>
Benchmark	<p>Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year.</p> <p>Business Administration scores: Students will maintain at least a 60% average.</p> <p>CompXM: Class average of greater than 50th percentile.</p>
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<p><i>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</i></p>
Proposed changes to the assessment	Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial

process	component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 2	Evaluate issues relating to the advanced concepts of financial and managerial accounting.
Methods	Peregrine test for freshmen (pre-test) and seniors (post-test) Business Administration tests (longitudinal analysis of sophomores and juniors) CompXM (national cross-sectional ranking)
Benchmark	Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Business Administration scores: Students will maintain at least a 60% average. CompXM: Class average of greater than 50 th percentile.
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more

	<p>positive than negative.</p> <ul style="list-style-type: none"> • See table below for full external and internal evaluators' assessments results
Proposed changes to the assessment process	<p>Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.</p>
Budget needs related to the objective?	<p>Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)</p>

Objective 3	Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.
Methods	<p>What methods will be used to collect the data?</p> <p>Peregrine Test for freshmen (pre-test) and seniors (post-test)</p> <p>Business Administration tests (longitudinal analysis of sophomores and juniors)</p> <p>CompXM (national cross-sectional ranking)</p>
Benchmark	<p>What behavior or action will show that students succeed at the objective? What are the identified benchmarks that determine student success?</p> <p>Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year.</p> <p>Business Administration scores: Students will maintain at least a 60% average.</p> <p>CompXM: Class average of greater than 50th percentile.</p>
Data Collected	

(course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more positive than negative. See table below for full external and internal evaluators' assessments results.
Proposed changes to the assessment process	<p>Discuss the Assessment Process, how did the data collection go?</p> <p>Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.</p>
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Advertising and Marketing

Objective 1	Analyze, design and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.
Methods	<p>Peregrine test for freshmen (pre-test) and seniors (post-test)</p> <p>Business Administration tests (longitudinal analysis of sophomores)</p>

	<p>and juniors)</p> <p>CompXM (national cross-sectional ranking)</p>
Benchmark	<p>Peregrine tests: Students will significantly ($p <.05$) improve from their freshmen to senior year.</p> <p>Business Administration scores: Students will maintain at least a 60% average.</p> <p>CompXM: Class average of greater than 50th percentile.</p>
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more positive than negative. See table below for full external and internal evaluators' assessments results
Proposed changes to the assessment process	Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS

objective?	450. (\$125.00 per evaluator)
Objective 2	Apply marketing and advertising concepts to effectively implement promotional activities in making wide-ranging business decisions.
Methods	Peregrine test for freshmen (pre-test) and seniors (post-test) Business Administration tests (longitudinal analysis of sophomores and juniors) CompXM (national cross-sectional ranking)
Benchmark	Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Business Administration scores: Students will maintain at least a 60% average. CompXM: Class average of greater than 50 th percentile.
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on Owlnet. During Assessment

	Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Economics and Finance

Objective 1	Students will apply economic principles and analytical concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.
Methods	Peregrine test for freshmen (pre-test) and seniors (post-test) Business Administration tests (longitudinal analysis of sophomores and juniors) CompXM (national cross-sectional ranking)
Benchmark	Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Business Administration scores: Students will maintain at least a 60% average. CompXM: Class average of greater than 50 th percentile.
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more

	<p>positive than negative.</p> <ul style="list-style-type: none"> • See table below for full external and internal evaluators' assessments results
Proposed changes to the assessment process	Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 2	Students will develop a personal financial plan integrating budgeting, taxation, risk & insurance, investing, retirement planning, and estate planning concepts.
Methods	Peregrine test for freshmen (pre-test) and seniors (post-test) Business Administration tests (longitudinal analysis of sophomores and juniors) CompXM (national cross-sectional ranking)
Benchmark	Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Business Administration scores: Students will maintain at least a 60% average. CompXM: Class average of greater than 50 th percentile.
Data Collected (course specific)	
Data Collected (Assessment Day, external tests,	

Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> • Peregrine tests: See table below for full inbound and outbound results • CompXM: See table below for full results from the fall and spring BUS 450. • Aggregated alumni focus group responses were more positive than negative. • See table below for full external and internal evaluators' assessments results.
Proposed changes to the assessment process	Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on Owlnet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Management

Objective 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's managers.
Methods	<p>Peregrine test for freshmen (pre-test) and seniors (post-test)</p> <p>Business Administration tests (longitudinal analysis of sophomores and juniors)</p> <p>CompXM (national cross-sectional ranking)</p>
Benchmark	Peregrine tests: Students will significantly ($p < .05$) improve from

	<p>their freshmen to senior year.</p> <p>Business Administration scores: Students will maintain at least a 60% average.</p> <p>CompXM: Class average of greater than 50th percentile.</p>
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more positive than negative. See table below for full external and internal evaluators' assessments results
Proposed changes to the assessment process	Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on Owlnet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 2	Apply and access practical financial information that enables managers to analyze various money management issues including investments, insurance, taxes, credit, and other benefits that pertain to employees and organizations.
Methods	Peregrine test for freshmen (pre-test) and seniors (post-test) Business Administration tests (longitudinal analysis of sophomores and juniors) CompXM (national cross-sectional ranking)
Benchmark	Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Business Administration scores: Students will maintain at least a 60% average. CompXM: Class average of greater than 50 th percentile.
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more positive than negative. See table below for full external and internal evaluators' assessments results.
Proposed changes to the assessment process	Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on OwlNet. During Assessment

	Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Management of Information Systems

Objective 1	Students will be able to learn how to use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.
Methods	Peregrine test for freshmen (pre-test) and seniors (post-test) Business Administration tests (longitudinal analysis of sophomores and juniors) CompXM (national cross-sectional ranking)
Benchmark	Peregrine tests: Students will significantly ($p < .05$) improve from their freshmen to senior year. Business Administration scores: Students will maintain at least a 60% average. CompXM: Class average of greater than 50 th percentile.
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more

	<p>positive than negative.</p> <ul style="list-style-type: none"> • See table below for full external and internal evaluators' assessments results.
Proposed changes to the assessment process	Upon reflection, the business faculty increased assessment of the freshmen by adding assessment activities of BUS206. The BUS206 instructor will modify the assignment with inclusion of a financial component. Also, students will be required to submit their comprehensive small business plan on Owlnet. During Assessment Day, faculty/outside evaluators will score the previous semester comprehensive small business plans by declared business majors. The benchmark will be that 80% of the students in BUS 206 will score 50% or above on the comprehensive small business plan.
Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Objective 2	Apply and access practical financial information that enables managers to analyze various money management issues including investments, insurance, taxes, credit, and other benefits that pertain to employees and organizations.
Methods	Peregrine test for freshmen (pre-test) and seniors (post-test) Business Administration tests (longitudinal analysis of sophomores and juniors) CompXM (national cross-sectional ranking)
Benchmark	Peregrine tests: Students will significantly ($p <.05$) improve from their freshmen to senior year. Business Administration scores: Students will maintain at least a 60% average. CompXM: Class average of greater than 50 th percentile.
Data Collected (course specific)	
Data Collected (Assessment Day,	

external tests, Senior Achievement)	
Results/Outcomes	<ul style="list-style-type: none"> Peregrine tests: See table below for full inbound and outbound results CompXM: See table below for full results from the fall and spring BUS 450. Aggregated alumni focus group responses were more positive than negative. See table below for full external and internal evaluators' assessments results
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Budget needs related to the objective?	Peregrine Tests for BUS 206 and BUS 450 at \$40.00 per student and cost of 2 external evaluators for BUS 206 and 4 external for BUS 450. (\$125.00 per evaluator)

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

Table 1 represents the Peregrine inbound and outbound results from 54 BADM majors who completed the exams during 2014-2015. The inbound was administered on Assessment Day to declared BADM freshmen. The outbound was administered during the BUS 450 course in November, 2014 and April 2015. The BADM faculty think the results are accurate in

demonstrating added value in each core component. Interestingly, when looking at the comparison to other ACBSP Midwest Regions, Private Non for Profits, and Traditional, most of our students' scores were below the inbound except in Quantitative Research and Statistics. However, when comparing our outbound scores, our students were scored about the same as the comparisons groups except in Ethics and Marketing. Faculty intend to raise the Ethics score by requiring all Business majors to complete Business Ethics (see program changes below). In contrast, the COMPX score (Table 3) for f2015 illustrates students scored the highest in Marketing section. Subsequently, the faculty discuss the result and decided not to make any curriculum or course assignment changes to the Marketing academic areas.

Table 1 Peregrine Inbound and Outbound Test Results

Total Average Score	ACC	Ethic	Finance	Leadership	Econ	Info Mgmt Sysm	Legal	Mgmt	Mkt	Quant & Stats
Inbound										
35.0	32.8	34	28.4	34.8	40.0	36.8	38.8	40.0	32.4	32.4
Outbound										
50.6	58.3	48.6	47.2	50.0	50.7	58.3	53.1	52.1	42.8	44.5
Difference										
15.6	25.5	14.6	18.8	15.2	10.7	21.5	14.3	12.1	10.4	12.1

Table 2 shows the Management Test results administered to 34 students: 11 sophomores and 23 juniors on Assessment Day. The breakdown according to gender was 21 females and 13 males.

2015 Management Test Scores

Class Rank	Number of students	Average Score
Sophomores	11	68.64
Juniors	23	71.22

The average results from the Management Tests are comparable to prior years. Students score around the 70% score and juniors score higher than sophomores.

Table 3 illustrates the results from the CompXM for the BUS 450 in 6 functional areas. As indicated the spring 15 class total scores were 8.6% lower than the F14 Class.

Functional Domain	S15Class Ave	Ntl Average	F14Class Ave	Ntl Average
Accounting	53%	60%	60%	59%
Finance	56%	61%	59%	61%

Strategy	50%	63%	60%	61%
Marketing	57%	61%	63%	59%
Operations	41%	53%	54%	51%
HR	45%	59%	59%	58%
Total	52.30%		60.90%	

The average scores in each functional areas show that the fall class scored higher in Accounting, Marketing, and Operations. Whereas, the spring class did not score higher in any functional area.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

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

In May, 2014, the BAD faculty met on Wednesday, May 14th and expressed three concerns about the Peregrine scores provided under the BAD program and concentration objectives. First, the BAD Division had expressed the concern about the data collecting process. Some students had completed the outbound test when they should have completed the inbound test. After examining the list of students from the outbound test, only ten of the 23 outbound test students had a grade aligned to the test scores; two students of the 13 were freshmen with one freshman having a GPA of 1.76. Similarly, some juniors and seniors completed the inbound exam.

In response to the above concerns about the data collecting process, the fall 2014 and spring 2015 Peregrine outbound test results only included the senior business majors enrolled in BUS 450. Also, a significant percentage of students' grades were aligned to the scores. Because students in the 450 class earned points for the test, students studied for the test and took the test results much more seriously. Only freshmen were allowed to take the inbound exam and two business faculty "checked" in the students. The faculty feel that the changes in the process provided more accurate results.

The Business faculty held the Second Annual Alumni Business Council Meeting on Oct. 23rd 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.

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected.

Business Administration Major and Concentrations Revisions

On December 11, 2014, 7 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 BAC's 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.

General Education Assessment:

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 areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)

See 2013-14 Business Administration Annual Assessment Report

Program Activities:

Student Performance Day Activities (Assessment Day):

Describe the department assessment day activities. 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?

Below is a primary plan for 2015 March Assessment Days

Business Division (ACC, BADM, and MIS) - Student Performance Schedule

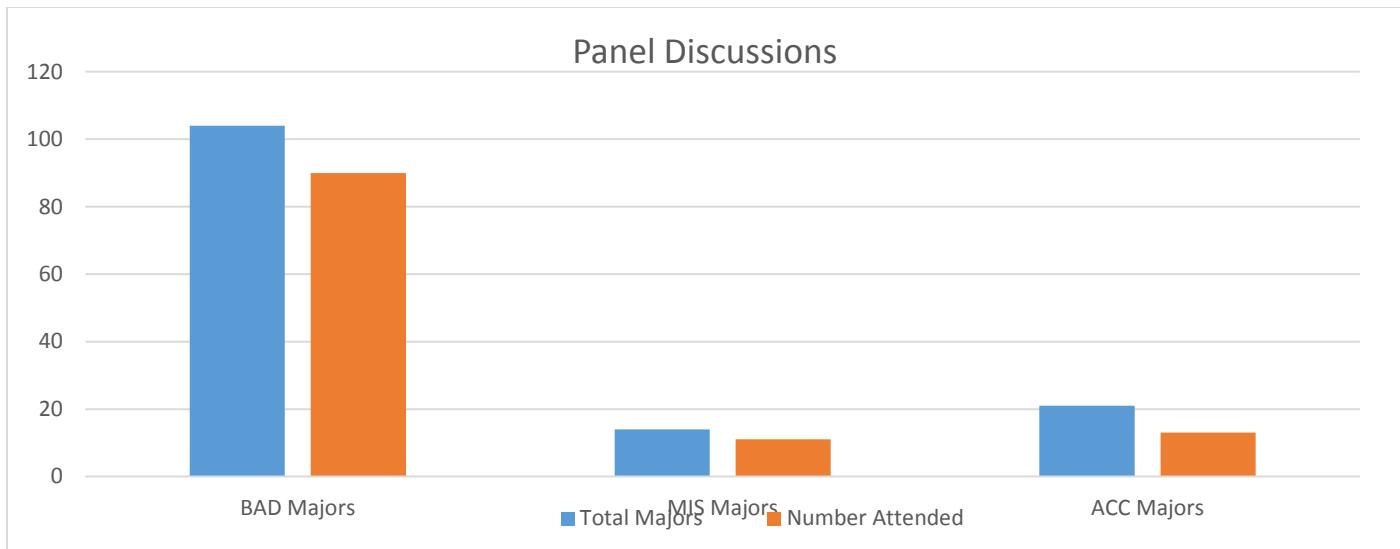
Tuesday, March 4 & Wednesday, March 5th-2015

Date	Times	Who	Activity	Location
Tuesday, March 3	8:00	Juniors Only (approx. 10)	Panel	Burton

BADM Majors	9:00 11:00 12:00 3:00	Freshman Only (approx.14) Seniors Only (approx. 15) Juniors Only (approx. 11) Seniors Only (approx. 15)	Discussion	
Wednesday, March 4	9:00 – 11:00	ACC &BADM Freshman	Peregrine Test	Burton
Wednesday, March 4	1:00 – 3:00	ACC & BADM Freshman	Peregrine Test	Burton
Wednesday, March 4	9:00 – 11:00	BADM Juniors & Sophomores	Management Test	Burton

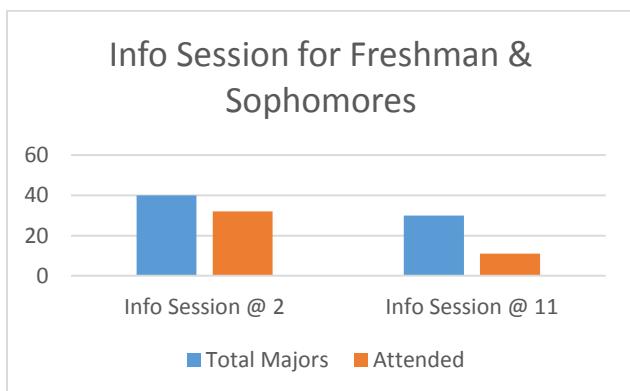
On March 3, 2015, the BADM faculty facilitated two panel discussions (See Table 4 for number of BAD majors who attended compared to total number of majors). The 9:00 session was focused on sophomores and freshmen and the 11:00 session was focused on the juniors and seniors. At each session, students from BUS 415 and 450 were required to ask prepared questions to the panel members. At the end of the report are the questions and responses uploaded from Owlnet from the 2015 Assessment Day panel discussions. Similarly, Dr. Dukes' students submitted responses to the Career Office's events. The Business faculty will use this report to decide if they want to require students to attend the events next year.

Table 4



In Table 5, the blue and orange bars are the freshman for the info session at 2 on Tuesday March 3rd. The second set of bars show the sophomores who attended the info session at 11 on Wednesday March 4th.

Table 5



Senior Achievement Day Presentations:

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities? What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's?

The Senior Achievement Day activities included an assessment of 4 teams from each semester BUS 450 students' who presented their stockholder's report and presentations. Six faculty and 2 outside evaluators attended the presentations. This provided faculty insights into how much

students have applied their areas of expertise when integrating the key components of the BAD program and concentration objectives. In addition, the BD faculty can use the outside evaluators' assessment to measure how well students meet the real world application approach in their areas of expertise.

Each semester, the evaluators filled out a qualitative survey that assessed the overall capstone project. The positive comments included that the Capstone course stresses the importance of teamwork and real world application. It forces students to look at most of the core program courses (e.g., accounting, finance, marketing, management, statistics, mathematics, communications, and technology), and not just students' area of concentration. However, the evaluators identified that the course addresses some program objectives, but does not address all the program objectives (e.g., ethics, economics, leadership, and legal). To remedy this solution, Brenda and David developed individual assignments that addressed the before mentioned program objectives. It also put pressure on the weaker students to perform and improve fair grading. As a result of last year's suggestions, evaluators received the stockholder's reports at least 2 days in advance of presentations. Next, year, we plan to use one alumni professional and one non-alumni professional.

Table 4 compares the overall mean from 2013-14 to the Table 5 overall mean for 2014-15. The results show very little, if any change between the two years. Both years do meet the goal of at least a 70% average in each objective.

Table 4 External and internal evaluators' mean for program objectives for 2013-14 semesters

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
Number	60	60	57	60	55	54	55	56
Mean	7.42	7.47	7.49	7.72	7.71	7.48	7.42	7.41

Table 5 External and internal evaluators' mean for program objectives for 2014-15 semesters

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
Number	38	38	38	38	38	38	38	38
Mean	7.58	7.18	7.05	7.45	7.84	7.47	7.89	7.74

One change the faculty plan to implement for next year is to add the BUS 206 entrepreneurship Small Business Plan report as an inbound assessment tool. Currently, the BUS 206 instructor requires students to complete a small business plan using most of the core components. On Achievement Day, the outside evaluators can randomly select 4 plans and assess them using the 8 BADM program objectives. This should quantify how much value has been added from the BUS 206 to the BUS 450 students.

Service Learning Activities:

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?

Program Sponsored 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.

The following are not LEAD events, but they are associated with extra-program activities:

Brenda Popp and Linda Davis critiqued students' resume during the Resumania Event on Nov. 10th.

Linda Davis was part of a panel discussion for the One Read book, "Boys in the Boat" held at the Columbia Public Library. In addition she also hosted a One Read event here on campus. Her SWAT group is conducting 2 usability tests both involving the OwlNet portal. Final results of the aggregated data will be presented to students and faculty.

Linda Davis reported that 18 business faculty and students attended the Sept 9th Open House for the Innovation Center in the Brick House District. Linda Duke and her Public Relations class will work with Dan Dietrich to develop a mission statement for the Brick District and/or the Show Me Innovation Center.

Using his journalism undergraduate degree, Steve Huenneke has set up the structure for advising the Hoot.

Brenda and David facilitated a LEAD event with Stephen Brock and Kevin Wingenbach presenting an alumni's perspective on applying for your first job and the first year of your first job.

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.

Linda Davis's SWAT team went to Lincoln and Omaha Nebraska from , March 11th– 12th. The students visited the Human Factors/ Usability lab at Union Pacific and the Quality Assurance/Usability Testing Center at Hudl.

WWU's Collegiate DECA Team participated in the Collegiate DECA State Competition held in February 2015 with Linda Duke. On March 15, David Forster and Linda Duke judged the Principles of Business Administration Events. This event is designed for first-year DECA members who are enrolled in introductory-level principles of marketing/business courses. From April 17th-22nd, Dr. Duke traveled with four students, Tori Brandt, Kara Eikenbary, Rochelle Garcia, and Taylor Finkel to Orlando for the International Collegiate DECA Competition. This was Dr. Duke's second year as the Director of the Marketing/Management Event for international competition.

Faculty Accomplishments:

Highlight any faculty accomplishments that supersede the normal expectations of program faculty. (Examples: journal acceptance, presentation at a national conference, off campus art show exhibit or other community/professional honor)

Steve Huenneke presented to the Missouri Valley Economic Association meeting on October 23-25. He presented one paper himself, and co-presenting another paper. He presented a paper on Paul H. Douglas, "The Economist Who Became a Superhero," and is co-presenting a paper with Brian Hoey, Director of the Missouri Highway Patrol crime laboratory, "The Economics of Backlogs".

Eric Brown attended Neo4j Graph Days conference and training on Dec. 16th. He will be learning a new database system that is becoming popular. This will provide new teaching opportunities for his database classes in the MIS concentration.

On October 9th, Steve Huenneke presented to approximately 105 auditors as part of the Central Missouri Chapter of the Institute of Internal Auditors continuing education program in Jefferson City, MO. His presentation was titled Ethics and Money. Later this month, Steve will present to the Missouri Valley Economic Association meeting on October 23-25. He will be presenting one paper himself, and co-presenting another paper. He is presenting a paper on Paul H. Douglas, "The Economist Who Became a Superhero," and is co-presenting a paper with Brian Hoey, director of the Missouri Highway Patrol crime laboratory, "The Economics of Backlogs". Back in the Burton Building, Steve has been working with the Hoot staff in preparation for the October issue release.

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David Forster and Lee Bailey attended the ACBSP regional conference in Kansas City on Thursday Oct. 16th. This is part of the preparation for the self-study submittal in December. In February, David attended the Small Business Institute 39th Annual Conference Business Professors from various schools presented papers on topics related to small businesses.

Eric Brown attended the Neo4j conference in Chicago on Dec. 12th, 2014. David Forster and Linda Davis received the "Teacher of the Month" awards from Alpha Chi Omega.

Brenda Popp completed the FEMA training on April 14th-16th. On May 7th Brenda Popp traveled to St. Louis to attend a seminar about long-term economic outlook and investments presented by a St. Louis Federal Senior Economists.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.

The Business Programs LinkedIn membership has reached over 375 members. This allows the business faculty to identify where alumni are working and what positions they have obtained in their professional careers. The following is a list of the BADM graduates from the last 5 years. We have been able to identify about 80% of our graduates.

Last Name	First Name	Company	Position
Ahrens	Kayla	MFA Incorporated	Plant Foods Accountant
Archuleta	Ilana	Missouri Wine and Grape Board	Event/Sponsorship Coordina
Baker	Gregory	Cerner Corporation	Senior Analyst
Benne	Nicole	All Med	Accounting
		First National Bank and Trust	
Bennington	Jada	Company	PC Support Technician
Biedrzycki	Emma	1851 Underground Tap & Grill	Bartender
Bowden	MacKenzie	Veterans United Home Loans	Funding Documents Coordi
Bradshaw	Corey	CenturyLink Technology Solutions	Financial Analyst
Briney	Garrett		

Brown	Michael	PDS Cortex	Programmer
Burman	Anna	Sweetwater Farms	Trail Ride Guide
Busato	Christyan	GENTER LTDA	Financial Controller
Carroll	Jennifer	Forefront Media	Junior Publicist
Clark	Ashton	State Farm	Claims Representative
Coffman	Gentry	Veterens United Home Loans	Loan Officer
Cole	Nichole	Fury Gray Photography	Photography Assistant/ Business Manager
Costanza	Danielle	WWU	Admissions Rep
Cresap	Courtney	Veterans United Home Loans	Disclosure Specialist
Davis	Amber		
Davis	Andrew	trubrain	Revenue Management
Doerhoff	Bradley		
Doig	Bridgette	Wayferry	Marketing and Sales Executive
Dos Santos	Igor	Cosin Consulting	Business Analyst
Edwards	Tanner	University of Missouri Health Care	Health Care
Faus	Amy	William Woods University	MBA Student
Fleming (Smity	Lauren	Express Scripts	Financial Analyst
Floyd	Lacee	Starr Properties	Accounting
Folak	Brenda		
Fulsom	Maryiah	The Callaway Bank	Bank Teller
Hackmann	Cody	Edward Jones	Financial Advisor
Henley	Amanda	MoDOT	Employee Development Specialist
Hobbs	Dennis	banking	
Hough	Morgan	Hillcrest Golf & Country Club	First Assistant Golf Professional
Huntoon	Lisa		
Hurst	Zachary	Cerner Corporation	System Engineer
Hutchinson	Andrea	IBM	Quality Analyst
Iller	Amanda	State Farm	Claims Processor
Jeffres	Devin	RhumbaClub inc	Operation Officer
Jeske	Matthew		
Johnson	Brianna		
Jones	Heath	ZAK Products	Financial Controller
Koselansky (Towle)	Olivia	Petland Retail	General Manager
Lamberson	Nathan	William Woods University	Student
LaRue	Amanda		
LeCuru	Lindsey		
Lifritz	Benjamin	CK Power	Territory Manager
Long	Kylie		
Lucas	Brooke	William Woods University	Student

Luebert	Kelsey	Millersburg Veterinary Hospital	Veterinary Technician
Mann	Ryan	Closed Loop Recycling	Assistant Salesforce/Marketin
Marchesi	Julie	Justice Stores, LLC	Brand Rep
Matthews	Kyle	Textron	LDP IT Infrastructure
Mayer	Robert	Stephanie Wilmsmeyer's State Farm	Insurance Account Represen
McCaffrey	Ashley	Agency	Graphic Design Associate
McElroy	Roy	Purdue University Athletics	
McMorris	Jessica		
McPherson	Marissa	MHC Kenworth	Regional Accounting Specia
Meyer	Madelynn	Lang Insurance	Graphic Designer
Mina	Matthew	Independent Contractor	Book Dealer
Murillo	Mosen	Phoenix Home Care	Administrative Office Suppo
Neudecker	Andrew	Cerner Corporation	Delivery Consultant
Nutt	Jonathon	Prokell SEO LCC	Internet Marketing Specialist
Ocheskey	Kelsey		
Otto	Adam	Lake Media	Marketing Consultant
Parenteau	Joseph	Bench Accounting	Accounting Team Lead
Parrott	Debra	Callaway Bank	Customer Care Specialist
Parry	Caleb	Bass Pro Shops	Assistant Manager in Hunting
Phillips	Tyler	Cerner Corporation	SAN Storage System Enginee
Powers	Bryan	Automatic Rain Inc	Vice President
Rackers	Jessica	Hawthorne Bank	
Ramirez	Ruben	Capitol City Group	Branch Manager Trainee
Reinert	Christopher	William Woods University	Golf Assistant Coach
Ridenour	David	MLive Media Group	Inside Sales - National Accou
Schlueter	Ashlee	Arcturis	Executive Assistant
Smith	Melissa	Ocwen Financial Corporation	Contract Management Coop
Starr	Naomi	Starr Properties	Accounting
Stawicki	Keely		
Steiniger	Matthew	Edward Jones	Financial Advisor
Strope	Cassandra	JC Law Firm	
Sweet	Ryan	Supplement Superstores	Sports Nutrition Specialist
Sweeten			
Randall	Lacey	William Woods University	Director of Student Involvem
Thoenen	Stephen	Mid Missouri Accounting Services	Accountant
Thomas	Elizabeth	Crystal farms	Assistant Horse Trainer
Thruston	Rebecca	Restaurants Professional	
Tosie	Meghan	Berkshire Hathaway Home Services	Realtor
Towle	Michael	Capture Financial	Finance Manager
Van Dolah	Ryan	Central Bank of Lake of the Ozarks	Credit Analyst

Vieth	Brittany	Chief Industries, Inc.	Cost Accountant
Waibel	Austin	Victoria Country Club	Golf Professional
Watkins	Vern	Nessi Cakes	Owner/Manager
Whitcomb	Bradley	Mortgage Returns	Business Analyst
Whitten	Kathryn		
Williams	Robert	Cerner Corporation	System Engineer
Williams	Jonathan	Midwest Computech	Director of Human Resources
Winkelmann	Jody		
Wiseman	Hannah	Department of Motor Vehicles	Clerk
Woody	Zachary	Unilever	Hair Processing Tech II
Wools	Matthew	State Farm	Regional Coordinator

2015 March Assessment Day Panel Questions and Responses

On March 3, 2015, the BADM faculty facilitated two panel discussions. The 9:00 session was focused on sophomores and freshmen and the 11:00 session was focused on the juniors and seniors. At each session, students from BUS 415 and 450 were required to ask prepared questions to the panel members. Then, each student was required to upload their responses on OwlNet by the following Thursday, March 6. These are the following questions and requested uploaded on OwlNet from the 2015 Assessment Day panel discussions.

1. Do you look at clubs and organization involvement on a potential employee's resume?

Yes. The panel said that they are looking at the person as a whole. Involvement shows well roundedness, multi-tasking abilities, motivation, teamwork, time management skills, and a life outside of school.
2. Is an MBA as important to you as experience when selecting a potential employee?

The panel said that experience trumps the MBA when two equally qualified employees are being interviewed. MBA will make you more competitive and give you more opportunities for promotion. MBAs are becoming more and more prominent in society and will more than likely help you later in life. However, at least 3/5 of the panel today did not have their MBA.
3. What is the importance of social media when searching a potential employee?

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Do not put anything on social media that you would not want your future employee to see. Employers will check your social media outlets before hiring. It is actually required at some businesses. The panel recommended LinkedIn as a great way to make connections and receive possible job offers.

4. Did you use your declared major in the jobs you applied for?

Most of the panel did not use their declared major initially after graduation when they got out into the job field. One of the panel members is self-employed and another did use her exact degree to get on the Missouri Wine and Grape board. Other individuals on the panel suggested using your major to narrow your job search and help you figure out exactly where you want to go.

5. What are beneficial habits that you use in your career today?

The panel mentioned that networking, timeliness, a strong work ethic, respect, teamwork, fairness, a consistent personality, motivation, a goal-oriented mindset, flexibility, organization, professionalism, and the willingness to learn about your company are all good habits to instill before entering your career.

6. How does your role fit into the overall success of the company?

Being their own boss, commission/sales, same values (family), marketing, financial planning.

7. How do you keep employees or yourself motivated?

Work for paycheck, family, goals, celebrations, prizes, commissions, salary, work towards future.

8. Do you have any tips for the seniors who are going out and applying for jobs?

Have an idea of what you want to do, apply everywhere, get your name out there, network, look for good companies.

9. What do you like best about your company?

Benefits, room for growth, community, values, continuing, education.

10. How do you balance work and personal life?

Make own hours, scheduling, work for company that values family.

11. How did you experience at WWU help you find your position after graduation?

Interactions with teachers, learning how to talk to adults, learning how to work in small groups.

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12. In your experience, what are some attributes of individuals who are most successful in your field?

Approachable, on time, talk to people, motivation, know the company, flexibility, multitasking, separation of work and home.

13. Does your job look at social media?

YES! Be careful what you post, use linked in to your advantage as much as possible.

14. If you had to do it all over again what would you do differently?

Be more involved. Take every chance possible to learn about the jobs that affect yours (ex. Learn graphic design for marketing).

15. Do your companies use the interview type of questions asking "describe a situation where...?"?

Yes.

16. Advice to college students about the best way to find a GOOD job right after graduating?

Utilize your internship opportunities.

17. What do you wish you would have done differently if you could go back to when you were in college?

The person would have pursued a better internship.

18. Any financial advice?

Put away money for retirement as soon as possible

19. Did you land a job that you actually wanted/enjoy right after college?

No's across the board of panel responses. The first job you get out of college will show you your passions and what you don't want to do. If you actually get your dream job right out of college then you're one out of a million. You start working right after college to explore experiences and opportunities which will lead you to what you want.

20. How valuable is a MBA when compared to work experience?

Employers want experience, end of story. To get a job, employers are wanting somebody who has had experience in a related field and can just step in to start working. The MBA plays a factor once you're trying to advance and get promotions once you're with the company that you like.

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21. What does a student being very involved with organizations in college tell an employer?

It says a lot about the person's character and their traits. If they are involved then it shows them how well you can manage your time and that you want to be involved in more than just your position.

22. How do I tell what I want to do after college with a degree in Business Administration since it's so general?

Look for your passions and interests. Do something you love and take opportunities to explore options, but be where your feet are.

23. Would you expect to be in the position or field you are now whenever you were a senior in college?

Not at all unless you had good fortune and just got lucky. You got to go with the flow and do what you're good at. I started to try and be a nurse and now I'm involved with banks so you can tell that those were on different ends of the spectrum.

24. Do you or any bosses you know check social media for future employees?

Yes, Facebook, Twitter, and LinkedIn. Use it as another resource and also use social media as a background check, especially for marketing and/or design majors. Use social media to your absolute advantage, it could be the deciding factor in some situations in getting your dream job.

25. How many jobs did it take you to get the one you have now? And are you happy with the one you have now?

Some said one to two jobs, while others said 4-5. It is all about finding the area you enjoy and from there applying to all different employers and finding the best benefits and which one you think you will enjoy the most. Stay in contact with all possible employers, do not burn bridges and keep doors open that could possibly change your future. Be flexible to new opportunities.

26. What are the most important things to have on your resume?

Use the most recent and relevant information. Some examples would be not to use summer jobs that are not relevant to your desired career unless you have no other experience. For me I should use any financial field experience I gain in the next few years. Use your GPA on your resume because if not employers may wonder why.

27. How important is it in today's work force to get your MBA?

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Depending on your study area, MBA compared to experience is not as relevant. Experience is a lot more important than receiving your MBA. The best route to take would be to get experience right after graduating and then go on to get your MBA if your employer wants you to, because in some cases they may pay you to go back to school.

28. How do you feel you compare with other employees with your William Woods Degree?

Comparable, and in some cases even better because of the experience you gain at William Woods and the interactions you have with your professors. The big projects required for classes that involve group work and so on are very helpful in the work force.

29. What do you look think is most important in a resume?

A good internship is important for a good resume but you also need involvement. Employers like seeing that someone is involved. Also, a GPA is not something that needs to be included. Employers do not normally care about GPAs.

30. Nowadays graduates find it hard to find a good job right out of college. What would be your advice to students to help make it easier?

Knowing what you want will help you decide what to look for. Also, get good internships. Internships get your foot in the door. They help you to network and make new connections. You may actually get a job at your internship too. Another thing to remember is even if you do not get a job at first, make sure you do not burn those bridges. Those connections you made in your interview could help you find a job later on down the road.

31. Would you suggest that students try to get their master's degree right away or would you suggest they work for a while to see if they need it first?

Getting your master's degree sooner is easier. It could be hard to get motivated if you wait too long after you graduate to go back. Also, a master's degree won't harm you and will actually help you with your career.

32. I heard that some believe you shouldn't put any information regarding Greek life on your resume because an employer may not be a fan of Greek life. What are your thoughts on this?

You should always add involvement and leadership roles. We haven't heard of any employers not respecting Greek life. It is just another example of commitment and involvement. Also, you will most likely handle many situations in your experience with Greek life that will help you handle situation in the professional world.

33. When looking for a job that is a good fit, what aspects did you look for?

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You are not likely going to earn a large salary right out of college. It would be wiser look for a good company to work for that offers you good benefits and has growth potential. As you work your way further down your career path, the salary should increase.

34. What programs or software do you feel business students need to use or learn more about while in school?

The panel felt that being proficient with Microsoft Excel would be a huge benefit for someone entering the business world. Being able to navigate and understand social media is important when it comes to marketing as well. Also, any experience that can be gained in IT or using computers can only help yourself in the future.

35. When faced with two equally-qualified candidates, how do you determine whom to hire?

I did not receive a response for this question.

36. What would you have done differently in college if given the opportunity?

The panel harped on internships a lot; one of the panel members was even offered a job at the place where he had his internship. They also discussed being involved with your school, as well as, picking up an extra major or minor if you can just to learn as much as possible. One panel member suggested taking more communications classes because those can only benefit you no matter what field you are going into.

37. What is one characteristic that you feel every leader should possess?

Some of the responses were to be able to understand and adapt to changes in the work environment and how to handle different people, to have high quality critical thinking skills, and to simply be organized and have a plan for certain situations.

38. If you wanted to create an environment where motivation can thrive, what's the first thing you would do?

The panel did not answer this specific question but others similar to it. The panel discusses being able to celebrate success and reward yourself and your employees for a job well done. Also, they mentioned that it truly depends on the individual.

39. What was the biggest shock when entering the real world?

The alumni panel all agreed that paying bills and student loans back was a shock to get used to. One of the alumni mentioned that it really wasn't that bad, and as long as you are organized and stay on top of things at work and work hard, it isn't that bad getting into the swing of having a real job. Other alumni said that not knowing exactly what you want to do can become a big shock when looking for work. One said to

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keep an open mind in different organizations and the last one said getting rejected by people was a shock (getting the door slammed in your face).

40. What is the importance of having your MBA in the workplace?

The alumni all agreed that having their MBA or working towards getting it, has given them a competitive edge against others in the workplace that do not have a masters.

41. What advice do you have on how to find a good job after graduation?

Knowing what you want to do is a very important thing to know when searching for a job after graduation. One piece of advice that I thought was very helpful was to look for a good company to work for, not a specific job. That way you can grow and move up in the company. Also networking and reaching out to people in your field can help you get a foot in the door, they talked about how it's all about "who you know".

42. What advice do you have on investing right out of college?

Pay yourself first was the most important thing the alumni's mentioned. Then to measure your personal risk and stick towards your goal for investing. Also to find a company that will match what you put in your 401K because it is free money, and it is an awesome way to save for retirement.

43. How important is having a LinkedIn, how much do organizations actually use LinkedIn to hire?

The alumni said "LinkedIn actually provides great opportunities for everyone including people who do freelance work. It is a great way to connect with people and organizations."

44. What habits do you have that you believe make you successful?

You have to be flexible in order to handle all of your work and other responsibilities. Keep up with news in your field. Separate your work life and home life. Always be punctual. Keep the same personality on a daily basis, you do not want to throw your coworkers a curve ball by acting different from day to day.

45. If you have not completed the MBA program do you wish you would have?

MBA's are becoming more and more important to have in order to progress and move further in your field. Having experience is more beneficial than just an MBA when applying for a job.

46. How important is social media in terms of applying for jobs?

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Social media is very important. Employers will check your LinkedIn, Facebook, and Twitter profiles when you apply for a job. You must present yourself properly when posting on social media sites. Part of a background check consists of having your profiles looked over.

47. Are you currently where you thought you would be today?

Most of the panel members said they were not where they thought they would be today. They all have had multiple jobs in the past. Each of the jobs has taught them what they like and what they do not like. Keeping the connections from each of your past jobs is important. Do not burn bridges as these contacts could be useful down the road.

48. How did you find out what you are passionate about?

Doing several different types of internships can help you find out what you are passionate about. Trying different things helps you figure out what you want to pursue in your lifetime.

49. What is the most important thing to look for in a company when trying to get hired?

Room for growth in the company.

50. What is the number one thing an employer looks for when hiring?

How involved you are and a low GPA is not the end of the world.

51. What are the main things you look for in a job?

Decide if you want to be self-employed or an employee of someone else.

Don't always look for salary; look for a good company.

Look for bonuses and the chance of moving up in the company

52. How do I get employed?

Think about the career you want to be in. Reach out to companies

Get a good internship

Who you know not what you know

Try and make lots of contacts

53. What would have changed while you were in college?

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Should have got a better internship

Pick up another major or concentration

54. What should I invest in?

401K retirement fund

Save as much as you can

Depends on your goal and the risks you want to take

55. What is one thing you would do differently if you were back in college?

I would get a better internship. Should have stayed with a major, instead of changing.

56. What are some activities that you participated in while at William Woods?

Collegiate DECA, NYC marketing trip, mock interviews

57. What is the best way to find a job?

Depends on the career that you want to pursue in. Reach out to contacts, and look into companies that have growth, get a good internship, networking, and keep contact information

58. When do think is the best time to pursue MBA?

Better right after, waited a year, but don't wait too long.

59. Do you think learning real world applications in class helped you in the real world?

Yes, SPSS and professors stories

60. What activates did you find most beneficial during your time at WWU?

DECA- For one person it help greatly after graduation

NYC marketing trip

Mock interviews at senior year

61. What real world applications did you learn at WWU then use after college?

SPSS – for one person they use it frequently at work

Stories Mr. Forester told in class actually apply to real life.

62. Do you recommend getting your masters immediately after completely you're undergraduate or waiting a few years to get experience first?

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For some students it was easier for them to complete their masters right after their undergraduate

One said to not wait more than 1-2 years or you might lose motivation to actually complete the program.

But some experience before you take the masters' program.

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/> Some disagreement between what is on the matrix and what is reported.
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> Data used is only from core courses and not inclusive of the concentration coursework.

	<p>learning.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</p>	recognized.			
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<p><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</p> <p><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</p>	<p><input type="checkbox"/> Some program faculty receive annual assessment results</p> <p><input type="checkbox"/> Faculty input about results is sought</p>	<p><input type="checkbox"/> Faculty input is not sought.</p> <p><input type="checkbox"/> Conclusions about student learning are not identified.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<p><input type="checkbox"/> Includes a lot of information from the alumni board.</p>
Actions to Improve Learning and	<p><input type="checkbox"/> A comprehensive understanding</p>	<p><input type="checkbox"/> Description of the action to improve learning or assessment is</p>	<p><input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly</p>	<p><input type="checkbox"/> No actions are taken to improve student</p>	<p><input type="checkbox"/> Many changes made to the curriculum</p>

Assessment	<p>ng of the program's assessment plan and suggestions for improvement.</p> <p><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</p> <p><input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.</p>	<p>specific and relates directly to faculty conclusions about areas for improvement.</p> <p><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</p> <p><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</p>	<p>connected to data</p> <p><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</p>	<p>learning.</p> <p><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<p>based on assessment results.</p>
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Additional Comments:

Some inconsistencies between the matrix and the assessment data reported in the detailed charts. The inconsistencies are in the concentrations only and not in any of the core courses.

Accounting Concentration: the data charts are all Peregrine, Business admin tests and the Comp x... nothing from courses, but the matrix states that Assessment will happen in ACC 322 and BUS 324 for the accounting concentration. The data charts use BUS 206 and BUS 450 for assessment, but those 2 classes are not part of the accounting concentration; they are part of the business core.

Advertising and marketing – the same as accounting... the classes listed on the matrix are not the ones in the data charts and the courses used in the data charts are not part of the concentration courses.

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This is the same with all concentrations in the business program. The concentration curriculum should be assessed based on the concentration objectives and from courses that are unique to the concentration. I like the data from the standardized tests, but there should be some internal assessment done as well. The data produced is identical for all of the 8 objectives with most of the same data in the concentrations... the concentrations should be assessed in classes specific to the concentrations and then supplemented with the external evaluations that the program does.

Accounting objective one has no data results in the actual assessment plan chart.. I am assuming it is in a chart attached to the report like it was for the Accounting program report.