



WILLIAM WOODS
UNIVERSITY

MBA Annual Assessment 2020-2021

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Graduate Annual Assessment 2020-2021

Master of Business Administration

Program Profile

Program Mission

The mission of the Business Programs of William Woods University is to provide a quality, learning environment that empowers students to succeed in their professional endeavors and/or to continue their education. William Woods University's MBA provides students with the skills and techniques they will need to make an impact in a variety of business situations. The skills students will gain include the ability and willingness to take calculated risks and build smart, agile teams that deliver results.

Program Demographics

Total Enrollment 2020-2021

160

Total Enrollment 2019-2020

129

Graduating Students

Total Graduated 2020-21

48

Total Graduated 2019-2020

46

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Reflection on Demographic Data

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

Enrollment for the MBA program is 160 students, this includes MBA Plus students. The online program was launched in 2014 and since that time our online numbers have been steadily increasing. Because of this we saw a significant decrease in on ground MBA registered students. However, over the course of the past year, we have seen a significant increase in our on ground enrollment due to the number of MBA Plus students enrolling into the program. Thereby, increase the program's on ground numbers.

Student Retention for the MBA program is strong, averaging 86%. This program is accelerated and students can complete the program in 12 to 18 months. The MBA is beneficial to students in obtaining promotions and transfers and students tend to be working professionals who are more mature regarding their educational pursuits. Also, quite often employers reimburses the student for the cost of tuition. All of these factors contribute to higher retention rates.

Degree completion is near 80% which is down from a high of almost 90% in 09/10. Enrollment has continued to decline in the evening sections offered at the Columbia location and serious consideration should be given to whether or not course offering at location should continue to be offered. With our Fulton on ground offering (only a 30 minute commute) I would strongly recommend discontinuing course offerings at the Columbia location unless a marketing campaign strategy could be mounted that would result in substantial growth. With WWU's online MBA program is becoming well-known and a strategic marketing campaign started to be developed, we are seeing growth in our online

offering making up for the losses at the Columbia location. As a result of our growing online presences we have far fewer students in on-ground courses when compared to our online courses. While this is the case, we have started to see a trend upward in our on ground enrollment.

While the bulk of these students (22 over the past school year) are Plus Program Students, this is a positive trend. As more students across all degrees disciplines become more aware of the new Plus Program requirements for entry, which now allow any student(s) to apply for entry into the MBA Program as long as they have completed their Bachelors Degree and an undergraduate accounting and economics course, I believe this upward trend will continue.

Additionally, several of the MBA courses are being updated to better reflect current business trends and strategies to make the program more attractive. We are also shifting our on-ground focus from extended site locations towards corporate partnerships where we can be more precise in where we offer on-ground programs and putting a bigger emphasis on the MBA Plus Program as previously stated. Moreover, the MBA Business Advisory Board has been reinstated and has already started meeting to discuss the future direction of the program as it relates to course curriculum and offerings.

There is no doubt this program has room for growth in both the online offering and on ground offering, but must be done so in a manner that reflects the resources available. The program revisions and the hiring of a new Program Manager, as well as the strategic partnership with Istudy (A recruitment agency for students within the Asia market) that was signed off on by President Barnett in Spring of 2021, could produce exponential growth over the next couple of years.

Program Delivery

Cohort
 Online
 Hybrid (selected)
 Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes (selected)
 No

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

The MBA program was granted accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) in April 2015. The first quality review report was completed in 2017. The second quality review report was completed in 2018. The next review report will be due in 2025.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Over the course of the past school year several personnel changes took place and a restructure of the marketing and communications department was done. Since that time, several marketing strategies were accomplished. A video about the program was completed and uploaded to the main web page for the MBA Program. All of the old marketing materials were updated. The MBA Program Manager is now working closely with Jennifer Crump and her team as well as Kathy Grove to better promote the MBA Program. This collaborative effort should produce a much more consistent message about the strengths of the program and make it much more attractive for students to enroll in the program.

Marketing Attachments

Appendix

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

The attached document includes all courses taught over the past year, ONLINE and ONGROUND. Full-time faculty are highlighted in green on both tabs.

Full-time faculty loads are typically met in on-ground undergraduate courses and faculty may teach two courses (6 credit hours) over their contractual load in a semester (fall/spring). Any full-time faculty member (terminal degree holder or ABD) who do not meet their contractual load through on-ground undergraduate courses are first assigned to teach on-ground MBA courses for which they qualify. Second they are assigned to teach online MBA courses for which they qualify and finally, they are assigned to teach online undergraduate courses for which they qualify. Contractual loads for full-time faculty who taught in the MBA program were:

Dr. Stephen Forsha (6 credit hours in a full semester)

Dr. Miriam O-Callaghan (12 credit hours in full semester)

Dr. Thomas Trice (6 credit hours in a full semester)

Dr. Matthew Sveum (12 credit hours in a full semester)

Adjunct faculty are limited to a total of three courses (9 credit hours) in any one semester (summer, fall, spring) regardless of modality or level. Adjunct faculty with terminal degrees, ABD will be assigned to teach master's level courses for which they qualify before being considered to teach undergraduate courses.

Faculty Load Attachment

If you want to attach the load document you can do that here.

INSTRUCTOR	CRS CODE	COURSE TITLE	CAPACITY	SEATS OPEN	ENROLLMENT
Summer 1 20 (27 APR - 19 JUN)					
Dr. Deborah Wilson	BUS 500	Management and Leadership	25	2	23
Dr. Stephen Forsha	BUS 500	Management and Leadership	25	21	4
Dr. Miriam O'Callaghan	BUS 517	Human Resources & Organizational Behavior	25	0	25
Dr. Matthew Sveum	BUS 524	Economics for Managers	25	1	24
Dr. Matthew Sveum	BUS 524	Economics for Managers	25	22	3
Dr. Thomas Trice	BUS 552	Business Strategies	25	0	25
Dr. Paul Sturgis	BUS 560	Statistics and Research Methods	25	2	23
Cancelled	BUS 563	Management in Cross-Cultural Contexts	25	25	0
Dr. Anthony Clark	BUS 566	Financial Decisions	25	0	25
Dr. Linda Duke	BUS 573	International Business and Marketing	25	21	4
Cancelled	BUS 581	Business Planning and Design	25	25	0
					156
Summer 2 20 (22 JUN - 14 AUG)					

Dr. Lee Bailey	BUS 538 01	Accounting for Managers	25	0	25
Dr. Lee Bailey	BUS 538 02	Accounting for Managers	25	0	25
Dr. Catherine Zacharias	BUS 539	Legal Environment for Business, Government and Society	25	4	21
Dr. Tom Luckenbill	BUS 542 01	Finance	25	4	21
Dr. Tom Luckenbill	BUS 542 02	Finance	25	17	8
Dr. Miriam O'Callaghan	BUS 545	Managerial Ethics	25	3	22
Cancelled	BUS 550	Introduction to Global Business	25	25	0
Cancelled	BUS 569	Marketing Decisions	25	25	0
Eric Brown, ABD	BUS 580	Management Systems	25	5	20
Dr. Jimmie Flores	BUS 585	Integrated Studies in Business Administration	25	3	22
Dr. Anthony Clark	BUS 590	Applied Case Project	25	22	3
					167
Fall 1 20 (24 AUG - 16 OCT)					
Dr. Jim Duncan (New)	BUS 500 01	Management and Leadership	25	5	20
Dr. Deborah Wilson	BUS 500 02	Management and Leadership	25	8	17
Dr. Kathryn Tvorik (New)	BUS 517	Human Resources & Organizational Behavior	25	0	25
Dr. Anthony Clark	BUS 524	Economics for Managers	25	5	20
Dr. Catherine Zacharias	BUS 552	Business Strategies	25	0	25
Dr. Paul Sturgis	BUS 560	Statistics and Research Methods	25	0	25
Cancelled	BUS 563	Management in Cross-Cultural Contexts	25	25	0
Dr. Tom Luckenbill	BUS 566	Financial Decisions	25	9	16
Cancelled	BUS 573	International Business and Marketing	25	25	0
Cancelled	BUS 581	Business Planning and Design	25	25	0
Dr. Stephen Forsha	BUS 590	Applied Case Project	5	4	1
					149
Fall 2 20 (19 OCT - 11 DEC)					
Dr. Lee Bailey	BUS 538 01	Accounting for Managers	25	6	19
Dr. Deborah Wilson	BUS 538 02	Accounting for Managers	25	14	11
Dr. Catherine Zacharias	BUS 539	Legal Environment for Business, Government and Society	25	7	18
Dr. Tom Luckenbill	BUS 542 01	Finance	25	4	21
Dr. Mitchell Miller (New)	BUS 542 02	Finance	25	9	16
Dr. Miriam O'Callaghan	BUS 545	Managerial Ethics	25	7	18

Dr. Robin Shah (New)	BUS 550	Introduction to Global Business	25	23	2
Cancelled	BUS 569	Marketing Decisions	25	25	0
Eric Brown, ABD	BUS 580	Management Systems	25	11	14
Dr. Jimmie Flores	BUS 585	Integrated Studies in Business Administration	25	3	22
Dr. Stephen Forsha	BUS 590	Applied Case Project	1	0	1
					142
Spring 1 21 (11 JAN - 5 MAR)					
Dr. Jim Duncan	BUS 500	Management and Leadership	25	3	22
Dr. Scotty Allen	BUS 517	Human Resources & Organizational Behavior	25	2	23
Dr. Anthony Clark	BUS 524	Economics for Managers	25	5	20
Dr. Catherine Zacharias	BUS 552	Business Strategies	25	3	22
Dr. Paul Sturgis	BUS 560	Statistics and Research Methods	25	0	25
Dr. David Ratliff	BUS 563	Management in Cross-Cultural Contexts	25	23	2
Dr. Geoffrey VanderPal	BUS 566	Financial Decisions	25	10	15
Dr. Linda Duke	BUS 573	International Business and Marketing	25	19	6
Cancelled	BUS 581	Business Planning and Design	25	25	0
					135
Spring 2 21 (8 MAR - 30 APR)					
Dr. Lee Bailey	BUS 538	Accounting for Managers	25	25	0
Dr. Paul Graham	BUS 539	Legal Environment for Business, Government and Society	25	4	21
Dr. Geoffrey VanderPal	BUS 542	Finance	25	1	24
Dr. Miriam O'Callaghan	BUS 545	Managerial Ethics	25	4	21
Dr. Robin Shah	BUS 550	Introduction to Global Business	25	22	3
Cancelled	BUS 569	Marketing Decisions	25	25	0
Dr. Jorge Esparza	BUS 580	Management Systems	25	0	25
Dr. Jimmie Flores	BUS 585	Integrated Studies in Business	25	13	12
Dr. Lee Bailey	BUS 590	Applied Case Project	25	24	1
					107

Program Objectives

Standard/Outcome

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

Additional Standards/Outcomes

Identifier	Description
MBA 2018.1	Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
MBA 2018.2	Demonstrate a working knowledge of current business technology.
MBA 2018.3	Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.
MBA 2018.4	Create sound business strategies based on research and analysis.
MBA 2018.5	Analyze the effects of economic policies on domestic and international business.
MBA 2018.6	Interpret financial data to support managerial decision-making

Alignment with Institutional Objectives

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

MBA objectives align with the University objectives as follows:

MBA 1 to WWU 1, 2 and 3

MBA 2 to WWU 1

MBA 3 to WWU 1, 2, 3, 4

MBA 4 to WWU 1 and 4

MBA 5 to WWU 1, 2 and 4

MBA 6 to WWU 1 and 4

In the coming year, we will be reviewing the program objectives for the MBA program as we will have a new MBA Program Manager on board.

Curriculum Map

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

MBA Program

	BUS 500	BUS 517	BUS 524	BUS 538	BUS 539	BUS 542	BUS 545	BUS 552	BUS 560	BUS 566	BUS 580	BUS 585
MBA 2018.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.	I	I	R	R	M		M		R			A
MBA 2018.2 Demonstrate a working knowledge of current business technology.	I								I		M	A
MBA 2018.3 Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.	R, I	R			R		R	M				A
MBA 2018.4 Create sound business strategies based on research and analysis.	R, I	R	R	R	R	R		M	M	R		A
MBA 2018.5 Analyze the effects of economic policies on domestic and international business.	I		R	R	R	R				R		A
MBA 2018.6 Interpret financial data to support managerial decision-making	I		M	R		R			R	M		A

Changes to Curriculum

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

No changes have been made to the curriculum map this year.

Assessment Findings

Assessment Findings for the Assessment Measure level for MBA Program

MBA 2018.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.

Assessment Measures

BUS 585				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile) business ethics and legal environment of business. been met yet? Met	Students met the standard for ethics and legal environment.	WWU_MBA_Program_Comparison_data_2021.xlsx	
Direct - Research Paper	Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final Project Report. been met yet? Met	Students met the standard.	Screen_Shot_2021_05_05_at_3.04.36_PM.png	

MBA 2018.2 Demonstrate a working knowledge of current business technology.

Assessment Measures

BUS 585				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile). been met yet? Met	Students met this standard.	WWU_MBA_Program_Comparison_data_2021.xlsx	
Direct - Research Paper	Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final Project Report. been met yet? Met	Students met this standard.	BUS585_Final_Paper_Scores_.png	

MBA 2018.3 Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.

Assessment Measures

BUS 585				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile) management: business leadership, management and organizational behavior. been met yet? Met	Students met this standard.	WWU_MBA_Program_Comparison_data_2021.xlsx	
Direct - Research Paper	Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final Project Report. been met yet? Met	Students met this standard	BUS585_Final_Paper_Scores_.png	

MBA 2018.4 Create sound business strategies based on research and analysis.

Assessment Measures

BUS 585				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile). been met yet? Met	Students met this standard.	WWU_MBA_Program_Comparison_data_2021.xlsx	
Direct - Research Paper	Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final Project Report. been met yet? Met	Students met this standard.	BUS585_Final_Paper_Scores_.png	

MBA 2018.5 Analyze the effects of economic policies on domestic and international business.

Assessment Measures

BUS 585				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile) in the areas of economics, economics: macroeconomics and economics: microeconomics. been met yet? Met	Students met this standard.	WWU_MBA_Program_Comparison_data_2021.xlsx	
Direct - Research Paper	Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final Project Report. been met yet? Met	Students met this standard.	BUS585_Final_Paper_Scores_.png	

MBA 2018.6 Interpret financial data to support managerial decision-making

Assessment Measures

BUS 585				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile) business finance. been met yet? Met	Students met this standard.	WWU_MBA_Program_Comparison_data_2021.xlsx	
Direct - Research Paper	Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final Project Report. been met yet? Met	Students met this standard.	BUS585_Final_Paper_Scores_.png	

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide 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.

N/A

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

The MBA is a professions based education, student research, conference presentation, etc. are not requirements in this program.

Faculty Accomplishments

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

Dr. Thomas L. Trice:

- I attended several of the Professional Development events the University held throughout the school year.
- I presented at the Illinois Department of Human Services for behavioral analysis of sex offenders (March 2021).
- I presented a training on Leaderships for the Callaway County Chambers of Commerce business community (April 2021).
- I led a table-talk discussion on Diversity, Equity and Inclusion for Pedagogy and Discussion Day at the University (May 6, 2021).
- I completed a 7 week certification course on Diversity, Equity and Inclusion in the Business World from University of South Florida Muma College of Business (March thru May, 2021).
- Published article: C. Gourdine, J. Edgren, T. Trice and J. Zlatic (Winter 2020), Social Affinity Flow Theory: A New Understanding of Both Human Interaction and the Power of the Baha'i Training Institute Process: The Journal of Baha'I Studies

Dr. Stephen Forsha:

- Paper, "Psychological Coping Strategies: Influences on academic integrity" accepted for publication in the College Student Journal.

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

Dr. Miriam O'Callaghan:

- Dr. O'Callaghan is currently completing her Master's Degree in Analytics.

Dr. Paul Sturgis:

- Presented a paper (Generalizability Theory and its Application to Institutional Research) at the annual meeting of the Association for Institutional Research (AIR) last May. The same paper has been conditionally accepted for publication in AIR's journal, *Professional File*.

Dr. Scotty Allen:

- Published "Planning for the Future", an estate planning guide. August 1, 2020
- Drafted/presented "Civil Rights & Diversity" to the MO Veterans Commission, 9/29/20
- Drafted/presented "HIPAA and MO Confidentiality Laws" to the MO Area Aging Association, 10/15/20
- Drafted/presented "MO Veterans Benefits & Legal Protections" to the University of MO Veterans Symposium, 10/30/20
- Drafted/presented "Military Rights in MO" to the MO Bar Association, 11/20/20
- Drafted/presented "Testamentary Documents", an in-depth examination of various testamentary instruments, to the MO Veterans Commission, 4/14/21
- Drafted/promulgated into law 11 CSR 85-1.050, Veterans Cemetery Program, effective 4/30/21
- Drafted/presented "Assisting Military Clients", an in-depth examination of benefits and legal protections for military-affiliated persons, to the MO Bar Association, 5/4/21

Dr. Jimmie Flores:

- **Scrum Foundations Educator,**
- **Certified Agile Leader**
- **AWS Academy badge can be verified here.**
- https://www.credly.com/badges/26690c7d-7863-471f-b556-a0b12a0bd330/public_url

Dr. Mitchell Miller:

- Working paper: Equal Weighted Indices versus Market Capitalization Weighted Indices: Which index is most likely to exhibit the highest return on investment? (2021)
- Do Stocks with Dividends Outperform the Market: Evidence from the 2011-2020 Business Cycle. Journal of Accounting and Finance Vol. 20(7) 2020.

Dr. Tom Luckenbill:

- Served as a coach with Love Columbia in their extra mile program. This is a program that provides personal financial management coaching to middle and low income people. There are over 60 volunteer coaches in the program and the program has helped hundreds of individuals and families with personal financial management.

Dr. Jorge Esparza:

- Completed training in CompTIA Cloud Essentials and Cloud+ and a series of training courses in Model Based Systems Engineering.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Post-graduation, we have seen student receive significant pay raises, also a few have been promoted when they completed their MBA. We also have a few students pursuing their PhD.

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

The Univeristy holds two professional development seminars each year for adjunct faculty to attend and full-time faculty are required to complete one professional development activity each year.

School of Business and Technology professional development guidelines are attached.

Professional Development

Upload any documentation supporting the professional development offered.

SBT_Professional_Development_Guidelines.docx

Assessment Rubric:

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	All objectives are assessed by the external scores on the peregrine, I do believe the program would benefit from an assessment of their final project as a way to measure skills based on the program objectives. this would give them an internal and external assessment of their student skills.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	no decisions were discussed			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	Data was uploaded from the Peregrine testing as evidence for the program objectives. no summary of data or rationale as to how the data was used was provided. Looking at the overall program, It was clear that the objectives were met, but if you looked at the individual sections, there are areas where the program could look at curriculum and address the results.			
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	The program uploaded the data with no summary or assessment for any of the objectives.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	All areas were marked met so they did not use any Improvement Narratives			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:	Detailed information on Faculty was listed. The university needs to work on improving the strategies in which we collect that data for students.			

Appendix: Marketing Material

Home / Academics / Graduate / Business Graduate Programs / Master of Business Administration (MBA)

Master of Business Administration (MBA)



Undergraduate	+
Graduate	-
Business Graduate Programs	
Education Graduate Programs	
Online	+
Academic Catalog	+
STEM/STEAM Programs	
Education Programs	
Business Programs	
Professional Development for Educators	
A to Z Programs	

Online MBA
[Master of Business Administration \(MBA\)](#)

2021 Application Deadline
 Classes start in Aug., Oct., Jan., Mar., May and June.
 Classes start May 3rd, [apply now!](#)

[Request Info \(Graduate & Online\)](#)
[Apply Now](#)
[Attend Info Session](#)

More than a traditional MBA

The MBA is a time-honored milestone in the path to business leadership. But more and more, businesses are looking for skills that go beyond the traditional. They're looking for leaders who are driven to pursue growth in a business climate that is diverse, dynamic and demanding. The new skills include the ability and willingness to take calculated risks and build smart, agile teams that deliver results. You can expect to develop these talents as you complete the William Woods University MBA program.

The MBA program at William Woods University is accredited by the [ACBSP](#) (Accreditation Council for Business Schools and Programs) as well as the Higher Learning Commission. It's designed to fit the schedules of working professionals and can be completed in two years or less through evening courses taught in convenient locations around the state. You can expect rigorous coursework with real-world relevance, designed and taught by professionals who have proven their expertise in the corporate world. The MBA degree's strong theoretical background is balanced by an emphasis on practice that puts classroom theory to work.

To make this an investment you can count on, as long as you stay continuously enrolled, your tuition will not go up.



WILLIAM
WOODS
UNIVERSITY

Master of

Business Administration



THE WILLIAM WOODS DIFFERENCE

150 years of academic
excellence

94% of our MBA
graduates are working
or pursuing an advanced
degree

Top fields for our MBA
graduates include:

- » Educational Services
- » Health and Social
Services
- » Finance and Insurance

Top 100 Midwest
University - U.S. News
and World Report

Courses are designed to
promote collaboration
and networking

Tuition promise - no
tuition increases as long
as you stay continuously
enrolled

Meet new challenges with new skills:

The William Woods University MBA

PROGRAM OVERVIEW

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PROGRAM ADVANTAGES

This 36-credit-hour degree is available on campus, online and at convenient locations around the state. It is designed to fit the schedules of working professionals and can be completed in two years or less. No matter where or how you attend, you can expect academic excellence combined with real-world relevance. Courses are designed and taught by professionals who have proven their expertise in the business world. The degree's strong theoretical background is balanced by an emphasis on practice that puts classroom theory to work. We structure the schedule intentionally to keep students together, allowing you to develop lasting relationships with peers focused on similar career goals.

PROGRAM PERSPECTIVES

"The one thing I love most about this course is the intellectual stimulation that comes from working with professionals from so many different industries. It's invigorating."

-Dave Forster, Associate Professor of Business Programs, William Woods University



ADMISSION REQUIREMENTS

- » Completed application
- » Official transcripts (2.5 GPA or higher) sent from the college/university you graduated from
- » Three hours of undergraduate coursework in accounting and three hours in economics

TUITION AND FEES

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Master of Business Administration Courses

This 36 credit-hour MBA comprises 12 three-credit-hour courses. You may also pursue an emphasis in the areas of Small Business or Global Business.

BUS500 Management and Leadership

Analyze classic and emerging theories in management and leadership.

BUS517 Human Resources and Organizational Behavior

An overview of individual and group behavior within the context of an organization.

BUS524 Economics For Managers

Basic economic concepts and their practical application to issues confronting business leaders.

BUS538 Accounting For Managers

A study of financial statement preparation and analysis, operations, investing and financial functions within a company.

BUS539 Legal Environment of Business, Government and Society

Analyze elements of the law pertaining to business and evaluate managerial issues.

BUS542 Finance

Introduce and reinforce basic finance principles such as time value of money, internal rate of return on a project and capital structure.

BUS545 Managerial Ethics

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BUS552 Business Strategies

This course provides students with the knowledge needed to guide organizational actions and advance management innovation.

BUS560 Statistics and Research Methods

Statistical analysis, hypothesis testing, quantitative and qualitative research methods, etc.

BUS566 Financial Decisions

Understand and utilize quantitative methods for financial decision-making.

BUS580 Management Systems

The ultimate goal of the course is to develop effective, thinking, action-oriented employees.

BUS585 Integrated Studies in Business Administration

Prepare a comprehensive solution to complex business issues, and demonstrate comprehensive knowledge of the theories, concepts and applications presented throughout their course of study.

Small Business Emphasis (Optional)

9 Additional Credit Hours

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Acquaints students with the characteristics of globalization, and overall arguments for and against it.

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BUS573 International Business and Marketing

Examine international economy as well as opportunities of working with different cultures.

AT A GLANCE

WILLIAM WOODS UNIVERSITY



WILLIAM WOODS
UNIVERSITY

flourish!

ESTABLISHED

1870

Amor Omnia Vincit
(Love Conquers All)

Welcome to Fulton: the heart of Missouri, USA. We're William Woods University — a community of more than 2,200 students and faculty who challenge each other to discover, lead, and grow. For more than 145 years, our courses and opportunities have prepared students not just for careers, but for lives in a world that is dynamic, global, and rich in possibilities.



ACADEMICS

60+

academic majors and minors

fourteen

average class size

150

horses reside on campus

STUDENT LIFE

twenty+

sororities, fraternities, and honorary organizations

54

student clubs and organizations

eighteen

men's and women's varsity sports teams

81%

of the student body lives on campus all four years

FULTON, MO

225 ACRES

of campus in the heart of Missouri

fourth

best place to live in rural America

50+

local shops and restaurants



williamwoods.edu



UNIQUE OPPORTUNITIES

- Mentor-Mentee Program
- Freshman Advantage
- Center for Equine Medicine
- Career Services
- Woods Around the World
- Honors Program
- Show-Me GOLD Program
- Faculty-Student Research
- Plus One Programs:
 - Bachelor's and Master of Business Administration
 - Bachelor's and Master of Education
 - Bachelor's and Master's in Athletic Training

FACULTY EXPERIENCE

fifteen

average years our faculty spends working in their chosen industries

13:1

student-faculty ratio

FINANCIAL AID

\$5,000

LEAD award for students who live on campus and participate in student activities

100%

of students are offered financial aid

25+ scholarship opportunities

William Woods has freshman scholarships for just about every passion and excellence — from automatic awards upon acceptance based on academics and achievements to competitive merit scholarships based on academic excellence and talents.



ACADEMIC MAJORS

- Accounting
- American Sign Language – English Interpreting
- American Sign Language Studies
- Art, Studio
- Art
 - Art Education (c)
 - Photography (c)
 - Studio Art (c)
- Athletic Training
- Biology
 - Pre-Med (c)
 - Pre-Vet (c)
- Biology Education
- Business Administration
 - Accounting (c)
 - Advertising & Marketing (c)
 - Economics & Finance (c)
 - Management (c)
 - Management Information Systems (c)
- Communications
 - Digital Filmmaking (c)
 - Leadership (c)
 - Media Journalism (c)
 - Public Relations (c)
- Criminal Justice
 - Homeland and Industrial Security (e)
 - Law Enforcement and Legal Studies (e)
 - Mental Health and Counseling (e)
- Cybersecurity
- Deaf Human Services
- Educational Studies – Non-Certified (B.S.)
- Elementary Education
 - Art Education (c)
 - English (c)
 - Mathematics (c)
 - Science (c)
 - Speech and Theatre (c)
- Early Childhood Endorsement*
- English
- English Education
- Equestrian Science
- Equine Administration
- Equine General Studies
 - Art (c)
 - Equestrian Leadership (c)
 - Equestrian Studies (c)
 - Equine Media (c)
 - Equine Assisted Therapies (c)
- Exercise Science
- Graphic Design
- History
- History Education
- Interdisciplinary Studies
- Management and Leadership
- Management Information Systems
- Mathematics
- Middle-level Education
 - Art Education (c)
 - English (c)
 - Mathematics (c)
 - Science (c)
 - Social Studies (c)
 - Speech and Theatre (c)
- Occupational Therapy
- Political/Legal Studies
- Physics
- Physical Education K-12
- Pre-Engineering
- Psychology
- Special Education
- Speech/Theatre
- Education
 - Communication (c)
 - Theatre (c)
- Social Work
- Sports Management
- Theatre
 - Musician (c)
 - Performance (c)
 - Technical (c)
- Undecided

(c) Denotes concentration (e) Denotes emphasis

*Elementary Education majors must select a concentration, but can also add the endorsement for Early Childhood, if Birth to Three certification is desired.

williamwoods.edu

admissions@williamwoods.edu | 800.995.3159 | 816.252.2200



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WWU MBA students team up to find entrepreneurial success

BY VERONICA TOWNSEND | FEBRUARY 8, 2021

Some William Woods Masters of Business students quickly find entrepreneurial success after graduating from the graduate degree program at The Woods. Some even find it while still students at WWU.

Then there is the duo of Jordan Williams and Julian Taylor. One an alumnus of the WWU MBA program and the other a current student, the two teamed up recently to found an E-commerce loyalty start-up venture called Veeper. Both natives of England, the two MBA-Entrepreneurship students were able to fund their start-up when they recently secured a \$20,000 investment from Dorm Room Fund.



The new venture started when Williams had a \$200 Southwest Airlines voucher and 6000+ Chipotle restaurant points expire over the course of the pandemic. To solve the problem of expiring points and vouchers, Williams and Taylor created Veeper, which is an app that integrates with online stores and rewards customers with automatic incremental discounts that never expire.

Williams and Taylor both paid homage to the William Woods MBA program that they say helped prepare them for the challenges they experienced in the early stages of starting their company.



Jordan Williams

“It is best to be honest about what you are providing,” Williams said. “When pitching to store owners and potential investors, it is important that we do not oversell ourselves and be very clear about what problem we are solving. Having a lot of features does not always equate to more success.”

Presenting new ideas as part of their class projects to their peers and professors helped prepare them for when they had to present to investors.

“The capstone project where we had to create a business plan for a small business helped when it came time for us to make financial projections and forecasts for Veeper,” Taylor said.



Julian Taylor

One of Williams’ professors impressed with the Veeper idea was Thomas Trice, MBA Program Manager & Associate Professor School of Business and Technology.

“Jordan [Williams] and Julian [Taylor] are shining examples of the excellence related to our student’s entrepreneurial spirit in the MBA Program,” Trice said.

Working hard in the classroom paid off, as Williams and Taylor were able to secure funding from Dorm Room Fund. The Dorm Room Fund is a subsidiary company of First Round Capital and is widely recognized as the leading student-led venture capital investment firm in the world. Dorm Room Fund provides founders with a strong network of investors, world-class mentors, and a \$20,000 check.

“Being part of the Dorm Room Fund family will help us greatly. The \$20,000 will be great for us in the short term,” Williams said. “The access to the Dorm Room Fund partners and advisors, and doors they can help us open, will be far more valuable than the money in the long term.”

The next goal for Williams and Taylor is to raise additional funding and to launch the Veeper app on Shopify. They are always looking for online stores to partner with [Veeper](#). If you or someone you know owns an online store, [reach out to them at hello@veeperapp.com](mailto:hello@veeperapp.com) or visit their website www.veeperapp.com.

Due to their WWU education and their own entrepreneurial spirit, Williams and Taylor were able to start Veeper and secure funding for it. They serve as an example of how WWU students take what they learn from the classroom and successfully use it in the real world.

For more on the William Woods MBA program, visit https://www.williamwoods.edu/academics/graduate/business_graduate/mba.html

POSTED IN FEATURES • TAGGED BUSINESS, HOMEPAGE FEATURE, MBA

Author: Veronica Townsend



Veronica Townsend is a senior at William Woods University and from Jefferson City, Missouri. She is majoring in Communications with the sports communication and journalism concentrations and minoring in Sports Management. When she is not writing articles, Townsend enjoys watching sports or exploring the outdoors with her family. [View all posts by Veronica Townsend](#)

PREV

Leading national college data and analytics firm rates William Woods