



Master of Business Administration Program Review 2020-2021

PROGRAM REVIEW 2020-2021	3
MASTER OF BUSINESS ADMINISTRATION.....	3
PROGRAM PROFILE	3
INTERNSHIP & PLACEMENT	8
FACULTY & RESOURCES.....	39
ASSESSMENT PLANNING.....	45
ASSESSMENT DATA.....	47
EXTERNAL REVIEW.....	50
CONCLUSIONS AND RECOMMENDATIONS.....	56
ACADEMIC COUNCIL REVIEW	59
APPENDIX:	65

Program Review 2020-2021

Master of Business Administration

Program Profile

History

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

The Master of Business Administration (MBA) program was initially offered in the fall of 1993 on the main campus in Fulton, Missouri and at selected extended site locations following a cohort model. The MBA program was housed in the Graduate and Adult Studies Division. Owing to initial success at the main campus and extended locations, the MBA program began being offered across the state of Missouri and was particularly strong in locations such as Columbia, Jefferson City, Fulton and Hannibal, Missouri. Cohorts were also taught as locations such as Warrenton, Mexico and Sikeston, Missouri.

In 2014, the MBA-in-5 program began being offered on the main campus in Fulton, Missouri. This program allows undergraduate students to enroll in graduate level (MBA) course work during their senior year of study. Also in 2014, the MBA program began being offered online. As more students shifted to online studies and owing to trends in higher education, many cohort locations became unsustainable and were subsequently closed as on-ground enrollments dropped.

In January of 2018, the University restructured its academic divisions which included forming the School of Business and Technology (SBT) and bringing the MBA program under this school. At that time, the SBT conducted a review of the MBA program which included input from program stakeholders. Based upon this review, the MBA program was revised increasing the total credit hours required for graduation from 30 to 36, adding a second finance course and a statistics and research methods course and adding two emphasis areas (Small Business and Global Business).

Since 2018, the MBA program has had several Program Managers which has proven difficult from an administration standpoint. However, enrollment has remained constant and we now have a committed Program Manager who will only strengthen the program.

Program Mission

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

University Mission:

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

School of Business and Technology Vision and Mission:

Vision:

Creating paths to success through knowledge and integrity.

Mission:

To develop students who are passionate about the world they live in and the work they do.

To provide our students with the knowledge they need to be successful in their professional pursuits.

To show integrity in all we do and develop students of character.

MBA Program Mission:

Provides an intimate, collaborative experience which produces professionals who are considerate contributors to a broader and diverse community.

Student Demographics**Student Demographic Reflection**

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

The MBA program has previously been designed around a cohort model, primarily offered at extended site locations. At around the 14/15 academic year, there was a significant drop in cohorts being offered and by the end of the 17/18 academic year there were only three on-ground cohorts, those being in Fulton, Columbia and Jefferson City, Missouri. During the 14/15 academic year, the MBA program began being offered online which reduced the attractiveness of on-ground courses for working adults which comprise the majority of MBA students. Prior to 2015, there was a larger downward trend in enrollment, change of -40.4% from 10/11 to 14/15, compared to the past five years which have seen a -21.2% decline.

It is noted in the student demographics that total declared majors is calculated as of the fall census. If read correctly, this would not account for students entering the program during the spring one and two terms nor students entering the program during the summer one and two terms. This may skew some of the data.

While concerning in regards to the decline over the past five years, the online program has averaged 158 students enrolled per year and has kept the MBA program viable. The migration period between on-ground and online offerings have been challenging regarding student enrollments but the magnitude of decline has been halved and we project growth as new opportunities are pursued.

In the 17/18 academic year, the MBA program was revised eliminating the old cohort model which limited student enrollment to one course per term thus limiting the time to degree for on-ground and online students. Additionally, mandatory course sequencing was eliminated which added more flexibility for students. This enabled students to enter the program during any term throughout the academic year.

In the 17/18 academic year the MBA program was moved under the School of Business and Technology which allowed for better oversight from full-time faculty.

The MBA-in-5 program (now the Graduate Plus Program) was revised to expand opportunities for interested students outside of the School of Business and is now also available to online students. Since 2015, 65 students have entered the MBA-in-5 (Graduate Plus Program).

With regards to graduation data, we did not receive data for the years covered by this report however, the data we did receive indicates that the MBA program's graduation rate trends with University's graduate level program rates (although at a lower rate).

Student_Demographics.docx

Student Demographic Chart

William Woods University Assessment Data						
Program: MBA						
		15/16	16/17	17/18*	18/19	19/20
Declared Majors	Incoming Students ¹	24	19	62	42	43
(As of fall census)	Total	189	142	169	142	149
	Graduate Enrollment	1,171	1,103	1,403	1,367	1,280
						-24.9%
						16.7%
Concentrations						
	Small Business			1	1	
	Global Business			4	7	
	Accounting	0	0	0	0	
	Advertising and Marketing	1	0	0	0	
	Ag. Business	0	0	0	0	
	Health Management	2	0	0	0	
	Human Resources	3	1	0	0	
	Leadership	0	0	0	0	
	Management	0	0	0	0	
	Marketing	1	0	0	0	
	Public Relations	0	0	0	0	
Number of Cohorts		13	11	0	0	
Graduated Majors						
(9/1-8/30)		116	92	73	56	
Graduation Rate:²		12/13	13/14	14/15	15/16	
Graduate College		91.1%	87%	81%	61.7	
Program		78.4%	79.50%	63.20%	66.7	

*Program under SBT in January of 2018

¹ = students new to the program in the fall semester

² = % of students graduating or obtaining a certificate from program within
earning more than one degree are excluded from the analysis

Concentrations

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

		William Woods University				
		Assessment Data				
Program: MBA		14/15	15/16	16/17	17/18*	18/19
Concentrations						
Small Business					1	1
Global Business					4	7
Accounting	0	0	0	0	0	0
Advertising and Marketing	0	1	0	0	0	0
Ag. Business	0	0	0	0	0	0
Health Management	3	2	0	0	0	0
Human Resources	6	3	1	0	0	0
Leadership	3	0	0	0	0	0
Management	0	0	0	0	0	0
Marketing	0	1	0	0	0	0
Public Relations	4	0	0	0	0	0
Total Enrollment	16	7	1	5	8	

Concentrations Attachment

If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

Concentraton_data.xlsx

Program Demographic Data

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

Reflection on Program Enrollment Data

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

Note: Per the Associate Dean of Assessment, program demographic data has not been collected in the past for graduate programs.

Over the past five years, there has not been a robust plan for the MBA program. Students who may be struggling were contacted concerning poor grades, probation, possible suspension and so forth at the end of each term. In 2018, student progress issues were reported through Owls Alert and currently OwlsAware.

However, with the hiring of a new MBA program manager, development of such a plan is in progress. We are now working with the program advisor to develop a tracking system for those students that stop out more than two terms so they can be contacted. A student advisory council is being formed to advise the program manager of the strengths, weaknesses and opportunities of the program. Also, the council will address any student needs that will help facilitate learning. The MBA program manager is also reviving the business advisory council which was limited in scope between 2018 and 2019 due to turnover in full-time staff and manning shortages. The purpose of this council is to provide the program director with insights to the current needs in broader business field. This council also advises in the areas of curriculum, ensuring the program curriculum is current with trends in the industry.

ACBSP accreditation also ensures that the program is aligned with industry standards for curriculum and that the program supports student retention through qualified faculty, communication and engagement.

Additional Program Resources

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

[BUS_552_Syllabus.rtf](#)

Advising

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

Currently faculty do not advise students in the MBA program. Once a student is accepted into the MBA program they are assigned to a full-time advisor (currently Kaitlyn Callahan) who meets with the student and provides them with their degree plan. During this meeting the course curriculum is discussed and they are provided a copy of their course curriculum plan. Going forward, students are responsible for registering for each of their courses until completion of the program. The graduate school advisor periodically (every 8 weeks) conducts audit checks in an effort to track whether or not students are progressing through the program. The rationale behind this method is to give graduate students a sense of ownership and responsibility for achieving their degree without feeling institutional pressure. The current graduate advisor has approximately 150 advisees in the MBA program.

This manner of advising is adequate and not out of the norm for graduate students at other Universities if the advisor is dedicated to a specific program. However, such advisors will not typically advise this many students. Additionally, Kaitlyn advises for the online MHA program and the online cybersecurity, business administration, workforce development (sunset program), management and leadership, paralegal, interpreting, nursing, undecided and associate of arts programs.

Internship & Placement

Student Internship Demographics

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

The MBA program does not require an internship. The majority of students enrolled in the program are working adults and the program focuses on enhancing their professional knowledge for advancement in their occupations or to pursue career change opportunities.

MBA Graduate Plus students (formerly MBA-in-5 students) will typically have completed an internship program during their undergraduate studies. However, not all undergraduate disciplines may require an internship.

[Program_Review_Internship_Chart.docx](#)

Internship Data Upload

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

Internship Placements

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

N/A

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the “Field” of study with this program? Please define what it means for students to be employed ‘within the field’ of the professional discipline

The MBA program provides students with advanced knowledge across the business discipline and as such, a variety of positions in management are available to graduates. For most students, the purpose for obtaining a MBA is to advance in their organizations into upper management/leadership positions. For some students a MBA provides the business knowledge they need to support their technical skills. Examples include health care providers, attorneys and other technical occupations who typically find themselves having to manage their practice.

Job opportunities for MBA graduates include:

- Business partner
- Entrepreneur
- Financial manager
- Health services manager
- High-end management consultant
- Marketing manager
- Sales manager
- Information technology director
- Supply chain and logistics manager

Specific examples of MBA graduates include the Director of Workforce Development for the State of Missouri, the Assistant Director of the College of Optometry at the University of Missouri, the Client Relations Representative/Account Executive for PayCom.

Graduate Placement Data

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

Some examples of MBA graduates include the Director of Workforce Development for the State of Missouri, the Assistant Director of the College of Optometry at the University of Missouri St. Louis, the Client Relations Representative/Account Executive for PayCom.

The MBA Program Manager is developing a plan to better track graduates' career progress.

Graduate Placement Data

Please upload your demographic data on program graduates.

Program Curriculum

Curriculum: Rotation

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

BUS 524 CS	Economics for Managers	4			4	4		2		Cancelled	4	
BUS 524 FUL	Economics for Managers	13			9			24		6		
BUS 538	Accounting for Managers	27			50	31	25	34	22	29	13	10
BUS 538 JC	Accounting for Managers	3								4		2
BUS 538 CS	Accounting for Managers	6					4			7		
BUS 538 FUL	Accounting for Managers	10			Moved OL			10		10		
BUS 539	Legal Environment of Business, Government and Society	19			21	24	24	22	13	25	11	15
BUS 539 JC	Legal Environment of Business, Government and Society	4								Cancelled		4
BUS 539 CS	Legal Environment of Business, Government and Society	4		3			4					5
BUS 539 FUL	Legal Environment of Business, Government and Society	11			12			10				10
BUS 542	Finance	21			29	28	20	16	19	16		
BUS 542 CS	Finance	4					4					
BUS 542 FUL	Finance	9					9					
BUS	Manageri	22			22	23	25	19	24	22	11	26

545	al Ethics												
BUS 545 CS	Managerial Ethics	4				6			3				2
BUS 545 FUL	Managerial Ethics	18					15			21			
BUS 550	Introduction to Global Business	5			Cancel led	Cancel led	Cancel led	Cancel led	5				
BUS 552	Business Strategies	19		25	25	25	24	18	11	Cancel led	11	9	
BUS 552 JC	Business Strategies	4									4		
BUS 552 CS	Business Strategies	0			Moved OL								
BUS 552 FUL	Business Strategies	10		8			11						
BUS 560	Statistics and Research Methods	18		25	23	20	20	13	9				
BUS 560 FUL	Statistics and Research Methods	0			Moved OL								
BUS 560 CS	Statistics and Research Methods	4					4						
BUS 563	Management in Cross-Cultural Contexts	3		Cancel led	Cancel led	3	5	2	3				
BUS 566	Financial Decisions	16		16	25	17	14	18	24	12	8	13	
BUS 566 JC	Financial Decisions	5								4		5	
BUS 566 CS	Financial Decisions	4				4			3				
BUS 566 FUL	Financial Decisions	11				12	12		10			10	
BUS 569	Entrepreneurial Planning and	9			Cancel led	1	5	5	13	10	25	7	

	Design											
BUS 569 JC	Entrepreneurial Planning and Design	4									4	
BUS 569 CS	Entrepreneurial Planning and Design	4									4	
BUS 569 FUL	Entrepreneurial Planning and Design	5									5	
BUS 573	International Business and Marketing	3			4	1	Cancelled	3	Cancelled	Cancelled		
BUS 580	Management Systems	16			20	25	22	14	11	24	11	2
BUS 581	Business Planning and Design	8			Cancelled	4	4	7	5	21		
BUS 581 CS	Business Planning and Design	4								4		
BUS 581 FUL	Business Planning and Design	10								10		
BUS 585	Integrated Studies in Business Administration	11			22	11	7	4				
BUS 585 CS	Integrated Studies in Business Administration	0			Moved OL							
BUS 585 FUL	Integrated Studies in Business Administration	0			Moved OL							
BUS 590	Applied Case Project	7		1	3	7	8	10	5	11	8	13
BUS 590	Applied Case	5							5			4

JC	Project										
BUS 590 CS	Applied Case Project	3							3		3
BUS 590 FUL	Applied Case Project	10							10		9

The chart above shows enrollment by course in the MBA program from the Spring 1 term of 2018 through the Fall 1 term of 2020. On-ground courses are identified by location as: JC-Jefferson City, CS-Columbia and FUL-FUL. Courses without alpha identifiers are online course offerings.

On-ground course offerings at the Jefferson City and Columbia locations have not met enrollment goals and as of Fall, 2019 MBA courses have not been taught at the Jefferson City location. The Columbia location shows slightly better enrollment numbers but overall enrollments have not increased for several years. Courses offered at the Fulton campus have stable enrollments primarily owing to students enrolled in the Graduate Plus Program.

Regarding online course offerings, the following courses have not met enrollment goals: BUS 550, BUS 563, and BUS 573. Each of these courses are in the Global Business emphasis which has not seen large numbers of students. Additionally, BUS 569, BUS 581, and BUS 590 are courses in the Small Business emphasis area and have seen lowering enrollments as a result.

The core courses in the MBA program show increases in enrollment numbers over the past couple of years and enrollment sizes are adequate in each of the core MBA courses.

Data prior to 2018 is included in the graph below and shows average class size among all courses taught during this time period (2013-1024 to 2017-2018) of nine.

crs_cde	short_crs_title_1	loc_cde	crs_enrollment	yr_cde	yr_desc
BMT 505 01 OLC	Over/Hth Cr Mng	WEB	1	1314	2013-2014 Academic Year
BMT 517 01 433	Hum Res/Org Beh	C433	9	1314	2013-2014 Academic Year
BMT 517 01 438	Hum Res/Org Beh	C438	17	1314	2013-2014 Academic Year
BMT 520 01 OLC	Emp Law/Lbr Rel	WEB	4	1314	2013-2014 Academic Year
BMT 536 01 OLC	Appl Ldrshp Thr	WEB	4	1314	2013-2014 Academic Year
BMT 538 01 407	Acct For Mgrs	C407	13	1314	2013-2014 Academic Year
BMT 539 01 430	Business Law	C430	4	1314	2013-2014 Academic Year
BMT 546 01 OLC	PR Campaigns	WEB	9	1314	2013-2014 Academic Year
BMT 552 01 411	Mkt Rsrch Decis	C411	23	1314	2013-2014 Academic Year
BMT 552 01 416	Mkt Rsrch Decis	C416	6	1314	2013-2014 Academic Year
BMT 552 01 420	Mkt Rsrch Decis	C420	19	1314	2013-2014 Academic Year
BMT 552 01 421	Mkt Rsrch Decis	C421	5	1314	2013-2014 Academic Year
BMT 552 01 421	Mkt Rsrch Decis	C421	5	1314	2013-2014 Academic Year
BMT 552 01 421	Mkt Rsrch Decis	C421	5	1314	2013-2014 Academic Year
BMT 552 01 423	Mkt Rsrch Decis	C423	11	1314	2013-2014 Academic Year
BMT 552 01 425	Mkt Rsrch Decis	C425	13	1314	2013-2014 Academic Year
BMT 552 01 432	Mkt Rsrch Decis	C432	7	1314	2013-2014 Academic Year
BMT 565 01 413	Entrepreneurshp	C413	0	1314	2013-2014 Academic Year
BMT 565 01 413	Entrepreneurshp	C413	0	1314	2013-2014 Academic Year
BMT 565 01 413	Entrepreneurshp	C413	0	1314	2013-2014 Academic Year

BMT 566 01 406	Fin Decisions	C406	12	1314	2013-2014 Academic Year
BMT 566 01 408	Fin Decisions	C408	4	1314	2013-2014 Academic Year
BMT 566 01 418	Fin Decisions	C418	10	1314	2013-2014 Academic Year
BMT 569 01 413	Entrprn/Mrkt Dv	C413	6	1314	2013-2014 Academic Year
BMT 569 01 413	Entrprn/Mrkt Dv	C413	6	1314	2013-2014 Academic Year
BMT 569 01 413	Entrprn/Mrkt Dv	C413	6	1314	2013-2014 Academic Year
BMT 590 01 398	Appl Case Proj	C398	7	1314	2013-2014 Academic Year
BMT 590 01 398	Appl Case Proj	C398	7	1314	2013-2014 Academic Year
BMT 590 01 404	Appl Case Proj	C404	6	1314	2013-2014 Academic Year
BMT 590 01 404	Appl Case Proj	C404	6	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	MAIN	10	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	MAIN	10	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	MAIN	10	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	MAIN	10	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	MAIN	10	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	MAIN	10	1314	2013-2014 Academic Year
BMT 580 01 443	Managmt Systems	WEB	9	1314	2013-2014 Academic Year
BMT 517 01 439	Hum Res/Org Beh	C439	7	1314	2013-2014 Academic Year
BMT 519 01 OLC	Lgl Asp/Hth Car	WEB	2	1314	2013-2014 Academic Year
BMT 523 01 OLC	Intgr Mrkt Comm	WEB	7	1314	2013-2014 Academic Year
BMT 524 01 411	Econ For Busine	C411	21	1314	2013-2014 Academic Year
BMT 524 01 413	Econ For Busine	C413	6	1314	2013-2014 Academic Year
BMT 524 01 416	Econ For Busine	C416	6	1314	2013-2014 Academic Year
BMT 524 01 420	Econ For Busine	C420	21	1314	2013-2014 Academic Year
BMT 524 01 421	Econ For Busine	C421	6	1314	2013-2014 Academic Year
BMT 524 01 423	Econ For Busine	C423	11	1314	2013-2014 Academic Year
BMT 524 01 425	Econ For Busine	C425	12	1314	2013-2014 Academic Year
BMT 524 01 432	Econ For Busine	C432	7	1314	2013-2014 Academic Year
BMT 527 01 OLC	HR/Hlth Srv Mng	WEB	4	1314	2013-2014 Academic Year
BMT 530 01 OLC	HR Dev&Training	WEB	2	1314	2013-2014 Academic Year
BMT 533 01 OLC	Bldg/Mng Brand	WEB	9	1314	2013-2014 Academic Year
BMT 538 01 411	Acct For Mgrs	C411	21	1314	2013-2014 Academic Year
BMT 538 01 416	Acct For Mgrs	C416	6	1314	2013-2014 Academic Year
BMT 538 01 420	Acct For Mgrs	C420	21	1314	2013-2014 Academic Year
BMT 538 01 421	Acct For Mgrs	C421	6	1314	2013-2014 Academic Year
BMT 538 01 423	Acct For Mgrs	C423	11	1314	2013-2014 Academic Year
BMT 538 01 425	Acct For Mgrs	C425	13	1314	2013-2014 Academic Year
BMT 538 01 432	Acct For Mgrs	C432	7	1314	2013-2014 Academic Year
BMT 539 01 422	Business Law	C422	7	1314	2013-2014 Academic Year

BMT 539 01 433	Business Law	C433	9	1314	2013-2014 Academic Year
BMT 539 01 438	Business Law	C438	15	1314	2013-2014 Academic Year
BMT 539 01 439	Business Law	C439	7	1314	2013-2014 Academic Year
BMT 543 01 OLC	Compens & Benef	WEB	4	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	C443	14	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	C443	14	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	C443	14	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	C443	14	1314	2013-2014 Academic Year
BMT 545 01 443	Mgrial Ethics	C443	14	1314	2013-2014 Academic Year
BMT 545 01 446	Mgrial Ethics	C446	12	1314	2013-2014 Academic Year
BMT 545 01 446	Mgrial Ethics	C446	12	1314	2013-2014 Academic Year
BMT 545 01 446	Mgrial Ethics	C446	12	1314	2013-2014 Academic Year
BMT 545 01 446	Mgrial Ethics	C446	12	1314	2013-2014 Academic Year
BMT 545 01 446	Mgrial Ethics	C446	12	1314	2013-2014 Academic Year
BMT 545 01 448	Mgrial Ethics	C448	7	1314	2013-2014 Academic Year
BMT 545 01 448	Mgrial Ethics	C448	7	1314	2013-2014 Academic Year
BMT 545 01 448	Mgrial Ethics	C448	7	1314	2013-2014 Academic Year
BMT 545 01 448	Mgrial Ethics	C448	7	1314	2013-2014 Academic Year
BMT 545 01 448	Mgrial Ethics	C448	7	1314	2013-2014 Academic Year
BMT 545 01 450	Mgrial Ethics	C450	8	1314	2013-2014 Academic Year
BMT 545 01 450	Mgrial Ethics	C450	8	1314	2013-2014 Academic Year
BMT 545 01 450	Mgrial Ethics	C450	8	1314	2013-2014 Academic Year
BMT 545 01 450	Mgrial Ethics	C450	8	1314	2013-2014 Academic Year
BMT 545 01 450	Mgrial Ethics	C450	8	1314	2013-2014 Academic Year
BMT 552 01 413	Mkt Rsrch Decis	C413	6	1314	2013-2014 Academic Year
BMT 552 01 422	Mkt Rsrch Decis	C422	7	1314	2013-2014 Academic Year
BMT 552 01 422	Mkt Rsrch Decis	C422	7	1314	2013-2014 Academic Year
BMT 552 01 422	Mkt Rsrch Decis	C422	7	1314	2013-2014 Academic Year
BMT 552 01 430	Mkt Rsrch Decis	C430	4	1314	2013-2014 Academic Year
BMT 552 01 430	Mkt Rsrch Decis	C430	4	1314	2013-2014 Academic Year
BMT 552 01 430	Mkt Rsrch Decis	C430	4	1314	2013-2014 Academic Year
BMT 554 01 OLC	Feedbck/Imprvmn	WEB	3	1314	2013-2014 Academic Year
BMT 566 01 407	Fin Decisions	C407	14	1314	2013-2014 Academic Year
BMT 567 01 OLC	Adv Tpcs Ldrshp	WEB	2	1314	2013-2014 Academic Year
BMT 569 01 422	Entrprn/Mrkt Dv	C422	7	1314	2013-2014 Academic Year
BMT 569 01 422	Entrprn/Mrkt Dv	C422	7	1314	2013-2014 Academic Year
BMT 569 01 422	Entrprn/Mrkt Dv	C422	7	1314	2013-2014 Academic Year
BMT 569 01 430	Entrprn/Mrkt Dv	C430	4	1314	2013-2014 Academic Year

BMT 569 01 430	Entrprn/Mrkt Dv	C430	4	1314	2013-2014 Academic Year
BMT 569 01 430	Entrprn/Mrkt Dv	C430	4	1314	2013-2014 Academic Year
BMT 569 01 433	Entrprn/Mrkt Dv	C433	9	1314	2013-2014 Academic Year
BMT 569 01 433	Entrprn/Mrkt Dv	C433	9	1314	2013-2014 Academic Year
BMT 569 01 433	Entrprn/Mrkt Dv	C433	9	1314	2013-2014 Academic Year
BMT 569 01 438	Entrprn/Mrkt Dv	C438	13	1314	2013-2014 Academic Year
BMT 569 01 438	Entrprn/Mrkt Dv	C438	13	1314	2013-2014 Academic Year
BMT 569 01 438	Entrprn/Mrkt Dv	C438	13	1314	2013-2014 Academic Year
BMT 580 01 OLC	Managmt Systems	WEB	13	1314	2013-2014 Academic Year
BMT 580 02 OLC	Managmt Systems	WEB	11	1314	2013-2014 Academic Year
BMT 590 01 406	Appl Case Proj	C406	12	1314	2013-2014 Academic Year
BMT 590 01 406	Appl Case Proj	C406	12	1314	2013-2014 Academic Year
BMT 590 01 407	Appl Case Proj	C407	14	1314	2013-2014 Academic Year
BMT 590 01 407	Appl Case Proj	C407	14	1314	2013-2014 Academic Year
BMT 590 01 408	Appl Case Proj	C408	4	1314	2013-2014 Academic Year
BMT 590 01 408	Appl Case Proj	C408	4	1314	2013-2014 Academic Year
BMT 590 01 418	Appl Case Proj	C418	10	1314	2013-2014 Academic Year
BMT 590 01 418	Appl Case Proj	C418	10	1314	2013-2014 Academic Year
BMT 517 01 443	Hum Res/Org Beh	MAIN	8	1314	2013-2014 Academic Year
BMT 539 01 443	Business Law	MAIN	8	1314	2013-2014 Academic Year
BMT 505 01 OLC	Over/Hth Cr Mng	WEB	1	1314	2013-2014 Academic Year
BMT 517 01 443	Hum Res/Org Beh	C443	11	1314	2013-2014 Academic Year
BMT 517 01 446	Hum Res/Org Beh	C446	8	1314	2013-2014 Academic Year
BMT 517 01 446	Hum Res/Org Beh	C446	8	1314	2013-2014 Academic Year
BMT 517 01 446	Hum Res/Org Beh	C446	8	1314	2013-2014 Academic Year
BMT 517 01 448	Hum Res/Org Beh	C448	6	1314	2013-2014 Academic Year
BMT 517 01 448	Hum Res/Org Beh	C448	6	1314	2013-2014 Academic Year
BMT 517 01 448	Hum Res/Org Beh	C448	6	1314	2013-2014 Academic Year
BMT 517 01 450	Hum Res/Org Beh	C450	13	1314	2013-2014 Academic Year
BMT 517 01 450	Hum Res/Org Beh	C450	13	1314	2013-2014 Academic Year
BMT 517 01 450	Hum Res/Org Beh	C450	13	1314	2013-2014 Academic Year
BMT 519 01 OLC	Lgl Asp/Hth Car	WEB	1	1314	2013-2014 Academic Year
BMT 520 01 OLC	Emp Law/Lbr Rel	WEB	4	1314	2013-2014 Academic Year
BMT 523 01 OLC	Intgr Mrkt Comm	WEB	2	1314	2013-2014 Academic Year
BMT 524 01 422	Econ For Busine	C422	7	1314	2013-2014 Academic Year
BMT 524 01 430	Econ For Busine	C430	4	1314	2013-2014 Academic Year
BMT 524 01 433	Econ For Busine	C433	8	1314	2013-2014 Academic Year
BMT 524 01 438	Econ For Busine	C438	11	1314	2013-2014 Academic Year

BMT 524 01 439	Econ For Busine	C439	6	1314	2013-2014 Academic Year
BMT 530 01 OLC	HR Dev&Training	WEB	1	1314	2013-2014 Academic Year
BMT 536 01 OLC	Appl Ldrshp Thr	WEB	2	1314	2013-2014 Academic Year
BMT 538 01 413	Acct For Mgrs	C413	6	1314	2013-2014 Academic Year
BMT 538 01 422	Acct For Mgrs	C422	7	1314	2013-2014 Academic Year
BMT 538 01 430	Acct For Mgrs	C430	4	1314	2013-2014 Academic Year
BMT 538 01 433	Acct For Mgrs	C433	8	1314	2013-2014 Academic Year
BMT 539 01 443	Business Law	C443	9	1314	2013-2014 Academic Year
BMT 545 01 449	Mgrial Ethics	C449	10	1314	2013-2014 Academic Year
BMT 545 01 449	Mgrial Ethics	C449	10	1314	2013-2014 Academic Year
BMT 545 01 449	Mgrial Ethics	C449	10	1314	2013-2014 Academic Year
BMT 545 01 449	Mgrial Ethics	C449	10	1314	2013-2014 Academic Year
BMT 545 01 449	Mgrial Ethics	C449	10	1314	2013-2014 Academic Year
BMT 545 01 451	Mgrial Ethics	C451	8	1314	2013-2014 Academic Year
BMT 545 01 451	Mgrial Ethics	C451	8	1314	2013-2014 Academic Year
BMT 545 01 451	Mgrial Ethics	C451	8	1314	2013-2014 Academic Year
BMT 545 01 451	Mgrial Ethics	C451	8	1314	2013-2014 Academic Year
BMT 545 01 451	Mgrial Ethics	C451	8	1314	2013-2014 Academic Year
BMT 545 01 OLC	Mgrial Ethics	WEB	19	1314	2013-2014 Academic Year
BMT 546 01 OLC	PR Campaigns	WEB	2	1314	2013-2014 Academic Year
BMT 552 01 433	Mkt Rsrch Decis	C433	9	1314	2013-2014 Academic Year
BMT 552 01 433	Mkt Rsrch Decis	C433	9	1314	2013-2014 Academic Year
BMT 552 01 433	Mkt Rsrch Decis	C433	9	1314	2013-2014 Academic Year
BMT 552 01 438	Mkt Rsrch Decis	C438	13	1314	2013-2014 Academic Year
BMT 552 01 439	Mkt Rsrch Decis	C439	6	1314	2013-2014 Academic Year
BMT 554 01 OLC	Feedbck/Imprvmn	WEB	2	1314	2013-2014 Academic Year
BMT 566 01 411	Fin Decisions	C411	21	1314	2013-2014 Academic Year
BMT 566 01 413	Fin Decisions	C413	6	1314	2013-2014 Academic Year
BMT 566 01 416	Fin Decisions	C416	6	1314	2013-2014 Academic Year
BMT 566 01 420	Fin Decisions	C420	21	1314	2013-2014 Academic Year
BMT 566 01 421	Fin Decisions	C421	5	1314	2013-2014 Academic Year
BMT 566 01 423	Fin Decisions	C423	11	1314	2013-2014 Academic Year
BMT 566 01 425	Fin Decisions	C425	13	1314	2013-2014 Academic Year
BMT 566 01 432	Fin Decisions	C432	7	1314	2013-2014 Academic Year
BMT 569 01 439	Entrprn/Mrkt Dv	C439	8	1314	2013-2014 Academic Year
BMT 569 01 439	Entrprn/Mrkt Dv	C439	8	1314	2013-2014 Academic Year
BMT 569 01 439	Entrprn/Mrkt Dv	C439	8	1314	2013-2014 Academic Year
BMT 569 02 OLC	Entrprn/Mrkt Dv	WEB	18	1314	2013-2014 Academic Year

BMT 580 01 OLC	Managmt Systems	WEB	16	1314	2013-2014 Academic Year
BMT 580 02 OLC	Managmt Systems	WEB	11	1314	2013-2014 Academic Year
BMT 580 03 OLC	Managmt Systems	WEB	16	1314	2013-2014 Academic Year
BMT 590 01 411	Appl Case Proj	C411	21	1314	2013-2014 Academic Year
BMT 590 01 411	Appl Case Proj	C411	21	1314	2013-2014 Academic Year
BMT 590 01 416	Appl Case Proj	C416	6	1314	2013-2014 Academic Year
BMT 590 01 416	Appl Case Proj	C416	6	1314	2013-2014 Academic Year
BMT 590 01 420	Appl Case Proj	C420	21	1314	2013-2014 Academic Year
BMT 590 01 420	Appl Case Proj	C420	21	1314	2013-2014 Academic Year
BMT 590 01 421	Appl Case Proj	C421	5	1314	2013-2014 Academic Year
BMT 590 01 421	Appl Case Proj	C421	5	1314	2013-2014 Academic Year
BMT 590 01 423	Appl Case Proj	C423	11	1314	2013-2014 Academic Year
BMT 590 01 423	Appl Case Proj	C423	11	1314	2013-2014 Academic Year
BMT 590 01 425	Appl Case Proj	C425	13	1314	2013-2014 Academic Year
BMT 590 01 425	Appl Case Proj	C425	13	1314	2013-2014 Academic Year
BMT 590 01 432	Appl Case Proj	C432	7	1314	2013-2014 Academic Year
BMT 517 01 449	Hum Res/Org Beh	C449	10	1314	2013-2014 Academic Year
BMT 517 01 451	Hum Res/Org Beh	C451	6	1314	2013-2014 Academic Year
BMT 517 01 OLC	Hum Res/Org Beh	WEB	10	1314	2013-2014 Academic Year
BMT 520 01 OLC	Emp Law/Lbr Rel	WEB	3	1314	2013-2014 Academic Year
BMT 527 01 OLC	HR/Hlth Srv Mng	WEB	2	1314	2013-2014 Academic Year
BMT 533 01 OLC	Bldg/Mng Brand	WEB	3	1314	2013-2014 Academic Year
BMT 536 01 OLC	Appl Ldrshp Thr	WEB	2	1314	2013-2014 Academic Year
BMT 538 01 438	Acct For Mgrs	C438	11	1314	2013-2014 Academic Year
BMT 538 01 439	Acct For Mgrs	C439	6	1314	2013-2014 Academic Year
BMT 539 01 446	Business Law	C446	8	1314	2013-2014 Academic Year
BMT 539 01 448	Business Law	C448	6	1314	2013-2014 Academic Year
BMT 539 01 450	Business Law	C450	11	1314	2013-2014 Academic Year
BMT 543 01 OLC	Compens & Benef	WEB	3	1314	2013-2014 Academic Year
BMT 545 01 445	Mgrial Ethics	C445	10	1314	2013-2014 Academic Year
BMT 545 01 445	Mgrial Ethics	C445	10	1314	2013-2014 Academic Year
BMT 545 01 445	Mgrial Ethics	C445	10	1314	2013-2014 Academic Year
BMT 545 01 445	Mgrial Ethics	C445	10	1314	2013-2014 Academic Year
BMT 545 01 445	Mgrial Ethics	C445	10	1314	2013-2014 Academic Year
BMT 545 01 453	Mgrial Ethics	C453	10	1314	2013-2014 Academic Year
BMT 545 01 453	Mgrial Ethics	C453	10	1314	2013-2014 Academic Year
BMT 545 01 453	Mgrial Ethics	C453	10	1314	2013-2014 Academic Year
BMT 545 01 453	Mgrial Ethics	C453	10	1314	2013-2014 Academic Year

BMT 545 01 453	Mgrial Ethics	C453	10	1314	2013-2014 Academic Year
BMT 545 01 OLC	Mgrial Ethics	WEB	16	1314	2013-2014 Academic Year
BMT 546 01 OLC	PR Campaigns	WEB	3	1314	2013-2014 Academic Year
BMT 552 01 443	Mkt Rsrch Decis	C443	12	1314	2013-2014 Academic Year
BMT 552 01 OLC	Mkt Rsrch Decis	WEB	17	1314	2013-2014 Academic Year
BMT 565 01 443	Entrepreneurshp	C443	0	1314	2013-2014 Academic Year
BMT 566 01 430	Fin Decisions	C430	4	1314	2013-2014 Academic Year
BMT 567 01 OLC	Adv Tpcs Ldrshp	WEB	2	1314	2013-2014 Academic Year
BMT 569 01 443	Entrprn/Mrkt Dv	C443	12	1314	2013-2014 Academic Year
BMT 569 01 446	Entrprn/Mrkt Dv	C446	8	1314	2013-2014 Academic Year
BMT 569 01 448	Entrprn/Mrkt Dv	C448			

Curriculum: Delivery Mode

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

When the MBA program was moved online there were still several extended site locations offering the MBA program in Missouri however, these locations were losing ground to other University's online program options so an overall decline in enrollments was occurring. We have seen a reduction in on-ground enrollment in the MBA program as the online program has grown but we do not see this as a detriment and while enrollments were declining we are now seeing more stability in overall enrollment numbers as the online program continues to mature and curriculum deliver is improved.

Currently, we offer the MBA on-ground at the Columbia, Missouri extended location site where we have three students pursuing the program via on-ground instruction. We also offer the program on-ground at the main campus, primarily through the Graduate Plus Program and here, enrollment is fairly stable at 12-15 new Plus Program students per academic year. Our online program currently has approximately 138 students so is a much larger program and most courses have enrollments between 12 - 25 students.

Curriculum: Revision

Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

The MBA program was revised during the 17/18 academic year owing to several factors. First, the on-ground cohort model was being replaced by online learning however, the cohort course sequence model was being followed in the online program which was inflexible for online learners. Second, students in the program were not fully engaged in the business plan portion of the program, which made up a large portion of the curriculum, when it was changed from a team project to an individual assignment. Finally, ACBSP reporting indicated that the program had been changed little since its inception and thus, a review was warranted which led to updates in the program.

Changes made to the program included:

1. Eliminating the overarching program assignment "Business Plan" and replacing it with an integrated studies capstone course.
2. The following courses were added to the program: BUS 500-Management and Leadership, BUS 542-Finance, BUS 5**
3. Two emphasis areas were added to the program allowing students the flexibility to choose a standard 36 credit hour MBA or an MBA with emphasis area (Small Business or Global Business) at 45 credit hours.

4. Modification of program pre-requisite requirements which reduced the pre-requisite requirements by three credit hours. Students must have completed an undergraduate course in accounting and an undergraduate course in economics.

Curriculum: Shared Curriculum

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

N/A

During the 2017-2018 academic year, the following courses were used in the Master of Health Administration (MHA) program: BUS 542-Finance and BUS 560-Statistics and Research Methods. When a new MHA Program Manager was hired in 2018-2019 he revised the MHA program, removing the BUS courses from the requirements for the MHA. Including these courses in the MHA did not have a noticeable impact on class size, need for faculty overload, added course sections or rotation changes. Likewise, removing them from the MHA program has not had a negative impact to date.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

INSTRUCT OR	CRS CODE	COURSE TITLE	DAYS	TIME	LOCATION	CAPACITY	SEATS OPEN	ENROLLMENT	
Spring 1 18 (8 JAN - 2 MAR)									
Jane Roesti	BMT 517 01 474	Human Resources & Organizational Behavior	W	6:00-10:00 p.m.	BUR 103	25	16	9	
Dewey Crepeau	BMT 517 01 473	Human Resources & Organizational Behavior	TH	6:00-10:00 p.m.	COLUMBIA	25	20	5	
Joann Perkins	BMT 538 01 472	Accounting for Managers	TH	6:00-10:00 p.m.	JC	25	23	2	
Scotty Allen	BMT 539 01 475	Legal Environment of Business, Government and Society	TU	6:00-10:00 p.m.	TBA	25	21	4	
Garry Kornrumpf	BMT 566 01 470	Financial Decisions	TU	6:00-10:00 p.m.	TBA	25	22	3	
Tom Luckenbill	BMT 566 01 471	Financial Decisions	W	6:00-10:00 p.m.	TBA	25	15	10	
							Total Enr:	33	
Spring 2 18 (5 MAR - 27 APR)									
Tom Luckenbill	BMT 524 01 475	Economics for Managers	TU	6:00-10:00 p.m.	TBA	25	21	4	
Dewey Crepeau	BMT 539 01 473	Legal Environment of Business, Government and Society	TBA	6:00-10:00 p.m.	COLUMBIA	25	20	5	
Scotty Allen	BMT 539 01 474	Legal Environment of Business, Government and Society	W	6:00-10:00 p.m.	BUR 102	25	15	10	

Ken Lyle	BMT 545 01 477	Managerial Ethics	TH	6:00-10:00 p.m.	COLUM BIA	25	23	2	
Garry Kornrumpf	BMT 566 01 472	Financial Decisions	TH	6:00-10:00 p.m.	JC	25	23	2	
Christophe Larivee	BMT 590 01 470	Applied Case Project	TU	6:00-10:00 p.m.	TBA	25	21	4	
Christophe Larivee	BMT 590 01 471	Applied Case Project	W	6:00-10:00 p.m.	TBA	25	16	9	
							Total Enr:	36	

Summer 1 18 (30 APR - 22 JUN)

Vernan Pierce	BMT 524 01 473	Economics for Managers	TH	6:00-10:00 p.m.	COLUM BIA	25	21	4	
Tom Luckenbill	BMT 524 01 474	Economics for Managers	W	6:00-10:00 p.m.	BUR 102	25	19	6	
Bill Wells	BMT 569 01 475	Entrepreneurial Planning and Design	T	6:00-10:00 p.m.	JEFF CITY	25	21	4	
Todd Larivee	BMT 590 01 472	Applied Case Project	TH	6:00-10:00 p.m.	TBA	25	22	3	
							Total Enr:	17	

Summer 2 18 (25 JUN - 17 AUG)

Cancelled low enrollment	BMT 517 01 477	Human Resources & Organizational Behavior	TH	6:00-10:00 p.m.	COLUM BIA	25	24	1	
Dr. Vernan Pierce	BMT 552 01 475	Business Strategy	T	6:00-10:00 p.m.	JEFF CITY	25	21	4	
Dr. Vernan Pierce	BMT 569 01 473	Entrepreneurial Planning and Design	TH	6:00-10:00 p.m.	COLUM BIA	25	21	4	
David Forster	BMT 569 01 474	Entrepreneurial Planning and Design	W	6:00-10:00 p.m.	BUR 102	25	20	5	
							Total Enr:	14	

Fall 1 18 (20 AUG - 12 OCT)

Mardy Leathers, ABD	BUS 500 01 FUL	Management and Leadership	W	6:00-10:00 p.m.	BUR 105	25	13	12	
Garry Kornrumpf	BUS 538 01 475	Accounting for Managers	T	6:00-10:00 p.m.	JEFF CITY	25	21	4	
Garry Kornrumpf	BUS 538 01 COL	Accounting for Managers	TH	6:00-10:00 p.m.	COLUM BIA	25	22	3	
Cancelled low enrollment	BUS 539 01 477	Legal Environment for Business, Government and Society	TH	6:00-10:00 p.m.	COLUM BIA	25	25	0	
Dr. Tom Luckenbill	BUS 581 01 473	Business Planning and Design	TH	6:00-10:00 p.m.	COLUM BIA	25	21	4	
Dr. Catherine	BUS 581 01 474	Business Planning and Design	W	6:00-10:00 p.m.	BUR 102	25	15	10	

Zacharias								
							Total Enr:	19
Fall 2 18 (15 OCT - 7 DEC)								
Cancelled low enrolment	BUS 524 01 477	Economics for Managers	TH	6:00-10:00 p.m.	COLUM BIA	25	25	0
Garry Kornrumpf	BUS 538 01 473	Accounting for Managers	TH	6:00-10:00 p.m.	COLUM BIA	25	21	4
Dr. Randy Gilliland	BUS 538 01 474	Accounting for Managers	W	6:00-10:00 p.m.	BUR 102	25	15	10
Dr. Stephen Forsha	BUS 545 01 FUL	Managerial Ethics	W	6:00-10:00 p.m.	BUR 105	25	4	21
Dr. Randy Gilliland	BUS 566 01 475	Financial Decisions	T	6:00-10:00 p.m.	JEFF CITY	25	21	4
							Total Enr:	39
Spring 1 19 (7 JAN - 1 MAR)								
Mr. Ken Lyle	BUS 500 01 COL	Management and Leadership	TH	6:00-10:00 p.m.	COLUM BIA	25	21	4
Dr. Scotty Allen	BUS 517 02 FUL	Human Resources & Organizational Behavior	W	6:00-10:00 p.m.	BUR 105	25	4	21
Dr. Tom Luckenbill	BUS 566 01 473	Financial Decisions	TH	6:00-10:00 p.m.	COLUM BIA	25	22	3
Dr. Tom Luckenbill	BUS 566 01 474	Financial Decisions	W	6:00-10:00 p.m.	BUR 102	25	15	10
Dr. Matt Sveum	BUS 590 01 475	Applied Case Project	T	6:00-10:00 p.m.	JEFF CITY	25	20	5
							Total Enr:	43
Spring 2 19 (4 MAR - 26 APR)								
Dr. Vernan Pierce	BUS 524 02 FUL	Economics for Managers	W	6:00-10:00 p.m.	FULTON	25	1	24
Dr. Catherine Zacharias	BUS 545 01 COL	Managerial Ethics	TH	6:00-10:00 p.m.	COLUM BIA	25	22	3
Dr. Tom Luckenbill	BUS 590 01 473	Applied Case Project	TH	6:00-10:00 p.m.	COLUM BIA	25	22	3
Dr. Matthew Sveum	BUS 590 01 474	Applied Case Project	W	6:00-10:00 p.m.	BUR 102	25	15	10
							Total Enr:	40
Summer 1 19 (29 APR - 21 JUN)								
Dr. Scotty Allen	BUS 517 01 COL	Human Resources & Organizational Behavior	TH	6:00-10:00 p.m.	COLUM BIA	25	24	1
Dr. Lee Bailey	BUS 539 01 FUL	Legal Environment for Business, Government and Society	W	6:00-10:00 p.m.	FULTON	25	15	10

							Total Enr:	11	
Summer 2 19 (29 APR - 21 JUN)									
Dr. Tom Luckenbill	BUS 524 01 COL	Economics for Managers	TH	6:00-10:00 p.m.	COLUMBIA	25	23	2	
Dr. Lee Bailey	BUS 538 01 FUL	Accounting for Managers	W	6:00-10:00 p.m.	FULTON	25	15	10	
							Total Enr:	12	
Fall 1 19 (19 AUG - 11 OCT 19)									
Mardy Leathers, ABD	BUS 500 01 FUL	Management and Leadership	W	6:00-10:00 p.m.	FULTON	25	8	17	
Dr. Lee Bailey	BUS 538 01 COL	Accounting for Managers	W	6:00-10:00 p.m.	COLUMBIA	25	21	4	
Dr. Scotty Allen	BUS 539 01 COL	Legal Environment for Business, Government and Society	TH	6:00-10:00 p.m.	COLUMBIA	25	21	4	
Dr. Catherine Zacharias	BUS 552 01 FUL	Business Strategies	TH	6:00-10:00 p.m.	FULTON	25	14	11	
							Total Enr:	21	
Fall 2 19 (14 OCT - 6 DEC)									
Mr. Paul Logue	BUS 542 01 FUL	Finance	W	6:00-10:00 p.m.	FULTON	25	16	9	
Dr. Stephen Forsha	BUS 545 01 FUL	Managerial Ethics	W	6:00-10:00 p.m.	FULTON	25	10	15	
Dr. Tom Luckenbill	BUS 560 01 COL	Statistics and Research Methods	TH	6:00-10:00 p.m.	COLUMBIA	25	21	4	
							Total Enr:	19	
Spring 1 20 (6 JAN - 28 FEB)									
Mardy Leathers, ABD	BUS 500 01 CS	Management and Leadership	TH	6:00-10:00 p.m.	Columbia	25	21	4	
Dr. Scotty Allen	BUS 517 01 FUL	Human Resources & Organizational Behavior	W	6:00-10:00 p.m.	Fulton	25	9	16	
Mr. Paul Logue	BUS 542 01 CS	Finance	TH	6:00-10:00 p.m.	Columbia	25	21	4	
Dr. Tom Luckenbill	BUS 566 01 FUL	Financial Decisions	W	6:00-10:00 p.m.	Fulton	25	13	12	
							Total Enr:	36	
Spring 2 20 (2 MAR - 24 APR)									
Dr. Matthew Sveum	BUS 524 01 FUL	Economics for Managers	W	6:00-10:00 p.m.	Fulton	25	16	9	
Dr. Miriam	BUS 545	Managerial Ethics	TH	6:00-10:00	Columbi	25	19	6	

O'Callaghan	01 CS			p.m.	a				
Dr. Tom Luckenbill	BUS 566 01 CS	Financial Decisions	TH	6:00-10:00 p.m.	Columbia	25	21	4	
							Total Enr:	19	
Summer 1 20 (27 APR - 19 JUN)									
Cancelled	BUS 517 01 CS	Human Resources & Organizational Behavior	TH	6:00-10:00 p.m.	COLUM BIA	25	25	0	
Dr. Tom Luckenbill	BUS 539 01 FUL	Legal Environment for Business, Government and Society	W	6:00-10:00 p.m.	FULTON	25	13	12	
Moved Online	BUS 552 01 CS	Business Strategies	TH	6:00-10:00 p.m.	COLUM BIA	25	25	0	
Moved Online	BUS 560 01 FUL	Statistics and Research Methods	W	6:00-10:00 p.m.	FULTON	25	25	0	
							Total Enr:	12	
Summer 2 20 (22 JUN - 14 AUG)									
Dr. Tom Luckenbill	BUS 524 01 CS	Economics for Managers	TH	6:00-10:00 p.m.	COLUM BIA	25	21	4	OwlNet
Moved Online	BUS 538 01 FUL	Accounting for Managers	W	6:00-10:00 p.m.	FULTON	25	19	6	
Moved Online	BUS 585 01 CS	Integrated Studies in Business Administration	TH	6:00-10:00 p.m.	COLUM BIA	25	24	1	
Moved Online	BUS 585 01 FUL	Integrated Studies in Business Administration	W	6:00-10:00 p.m.	FULTON	25	24	1	
							Total Enr:	12	
Fall 1 20 (24 AUG - 16 OCT)									
Dr. Mardy Leathers	BUS 500 01 FUL	Management and Leadership	W	6:00-10:00 p.m.	FULTON	25	13	12	
Dr. Scotty Allen	BUS 539 01 CS	Legal Environment for Business, Government and Society	TH	6:00-10:00 p.m.	COLUM BIA	25	22	3	
Dr. Thomas Trice	BUS 552 01 FUL	Business Strategies	W	6:00-10:00 p.m.	FULTON	25	17	8	
							Total Enr:	15	
Fall 2 20 (19 OCT - 11 DEC)									
Dr. Tom Luckenbill	BUS 542 01 FUL	Finance	W	6:00-10:00 p.m.	FULTON	25	17	8	
Dr. Stephen Forsha	BUS 545 01 FUL	Managerial Ethics	W	6:00-10:00 p.m.	FULTON	25	14	11	
Dr. Miriam O'Callaghan	BUS 560 01 CS	Statistics and Research Methods	TH	6:00-10:00 p.m.	COLUM BIA	25	23	2	

								Total Enr:	21	
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Online MBA Course Offering:

INSTRUCTOR	CRS CODE	COURSE TITLE	CAPACITY	SEATS OPEN	ENROLLMENT
Spring 1 18 (8 JAN- 2 MAR)					
Lee Bailey	BMT 517 01	Human Resources & Organizational Behavior	25	12	13
Anthony Clark	BMT 524 01	Economics for Managers	25	11	14
Becky Stocker	BMT 545 01	Managerial Ethics	25	14	11
Paul Sturgis	BMT 552 01	Business Strategies	25	16	9
Tom Luckenbill	BMT 566 01	Financial Decisions	25	12	13
				Total Enr:	60
Spring 2 18 (5 MAR - 27 APR)					
Deborah Wilson	BMT 538 01	Accounting for Managers	25	15	10
Scotty Allen	BMT 539 01	Legal Environment of Business, Government and Society	25	10	15
Becky Stocker	BMT 545 01	Managerial Ethics	25	10	15
Paul Sturgis	BMT 569 01	Entrepreneurial Planning and Design	25	13	12
Calvin Nobles	BMT 580 02	Management Systems	25	13	12
Vernan Pierce	BMT 590 01	Applied Case Project	25	12	13
				Total Enr:	77
Summer 1 18 (30 APR - 22 JUN)					
Lee Bailey	BMT 517 01	Human Resources & Organizational Behavior	25	11	14
Anthony Clark	BMT 524 01	Economics for Managers	25	3	22
Casey Berndt	BMT 527 01	Human Resources Management in Healthcare	25	3	22
Paul Sturgis	BMT 545 01	Managerial Ethics	25	19	6
Becky Stocker	BMT 552 01	Business Strategies	25	14	11

Deborah Wilson	BMT 566 01	Financial Decisions	25	17	8
Eric Brown	BMT 580 01	Management Systems	25	14	11
				Total Enr:	94

Summer 2 18 (25 JUN - 17 AUG)

Deborah Wilson	BMT 538 01	Accounting for Managers	25	12	13
Lee Bailey	BMT 539 01	Legal Environment of Business, Government and Society	25	14	11
Stephen Forsha	BMT 545 02	Managerial Ethics	25	20	5
Vernan Pierce	BMT 569 01	Entrepreneurial Planning & Design	25	0	25
Eric Brown	BMT 580 01	Management Systems	25	17	8
Becky Stocker	BMT 590 01	Applied Case Project	25	17	8
				Total Enr:	70

Fall 1 18 (20 AUG - 12 OCT)

Dr. Daphne Banks	BUS 500 01	Management and Leadership	25	2	23
Dr. Deborah Wilson	BUS 517 01	Human Resources & Organizational Behavior	25	4	21
Dr. Anthony Clark	BUS 524 01	Economics for Managers	25	6	19
Dr. Monty McNair	BUS 552 01	Business Strategies	25	25	0
Dr. Tom Luckenbill	BUS 566 01	Financial Decisions	25	13	12
Dr. Linda Duke	BUS 573 01	International Business and Marketing	25	24	1
Eric Brown, ABD	BUS 580 01	Management Systems	4	0	4
Eric Brown, ABD	BUS 580 02	Management Systems	25	22	3
Dr. Vernan Pierce	BUS 581 01	Business Planning and Design	25	4	21
				Total Enr:	104

Fall 2 18 (15 OCT - 7 DEC)

Dr. Deborah Wilson	BUS 538 01	Accounting for Managers	25	10	15
Dr. Deborah Wilson	BUS 538 02	Accounting for Managers	25	11	14
Dr. Lanny Richmond	BUS 539 01	Legal Environment for Business, Government and Society	25	0	25
Dr. Vernan Pierce	BUS 542 01	Finance	25	9	16
Dr. Sehba Husain	BUS 545 01	Managerial Ethics	25	3	22

Dr. Jimmie Flores	BUS 550 01	Introduction to Global Business	25	22	3
Dr. Paul Sturgis	BUS 569 01	Marketing Decisions	25	15	10
Eric Brown, ABD	BUS 580 01	Management Systems	25	5	20
Dr. Anthony Clark	BUS 590 01	Applied Case Project	25	14	11
				Total Enr:	82
Spring 1 19 (7 JAN - 1 MAR)					
Dr. Vernan Pierce	BUS 500	Management and Leadership	25	1	24
Dr. Sehba Husain	BUS 517	Human Resources & Organizational Behavior	25	2	23
Dr. Matthew Sveum	BUS 524	Economics for Managers	25	9	16
Dr. Linda Duke	BUS 552	Business Strategies	25	14	11
Dr. Paul Sturgis	BUS 560	Statistics and Research Methods	25	18	7
Dr. Paul Sturgis	BUS 563	Management in Cross-Cultural Contexts	25	22	3
Dr. Vernan Pierce	BUS 566	Financial Decisions	25	1	24
Cancelled	BUS 573	International Business and Marketing	25	25	0
Dr. Deborah Wilson	BUS 581	Business Planning and Design	25	20	5
				Total Enr:	113
Spring 2 19 (4 MAR - 26 APR)					
Dr. Deborah Wilson	BUS 538	Accounting for Managers	25	3	22
Dr. Cathy Zacharias	BUS 539	Legal Environment of Business, Government and Society	25	12	13
Dr. Vernan Pierce	BUS 542	Finance	25	6	19
Dr. Sehba Husain	BUS 545	Managerial Ethics	25	1	24
Dr. Paul Sturgis	BUS 550	Introduction to Global Business	25	20	5
Dr. Stephen Forsha	BUS 560	Statistics and Research Methods	2	0	2
Dr. Paul Sturgis	BUS 569	Marketing Decisions	25	12	13
Eric Brown, ABD	BUS 580	Management Systems	25	14	11
Dr. Anthony Clark	BUS 590	Applied Case Project	25	5	20
				Total Enr:	129

Summer 1 19 (29 APR - 21 JUN)					
Dr. Vernan Pierce	BUS 500	Management and Leadership	25	1	24
Dr. Miriam O'Callaghan	BUS 517	Human Resources & Organizational Behavior	25	10	15
Dr. Matthew Sveum	BUS 524	Economics for Managers	25	11	14
Dr. Catherine Zacharias	BUS 552	Business Strategies	25	7	18
Dr. Anthony Clark	BUS 560	Statistics and Research Methods	25	12	13
Dr. Paul Sturgis	BUS 563	Management in Cross-Cultural Contexts	25	23	2
Dr. Tom Luckenbill	BUS 566	Financial Decisions	25	7	18
Dr. Linda Duke	BUS 573	International Business and Marketing	25	22	3
Dr. Deborah Wilson	BUS 581	Business Planning and Design	25	18	7
				Total Enr:	114

Summer 2 19 (24 Jun - 16 Aug)

Dr. Deborah Wilson	BUS 538 01	Accounting for Managers	25	1	24
Dr. Deborah Wilson	BUS 538 02	Accounting for Managers	25	15	10
Dr. Tom Luckenbill	BUS 539	Legal Environment for Business, Government and Society	25	3	22
Dr. Tom Luckenbill	BUS 542	Finance	25	9	16
Dr. Miriam O'Callaghan	BUS 545	Managerial Ethics	25	6	19
Cancelled	BUS-550	Introduction to Global Business	25	25	0
Dr. Linda Duke	BUS 569	Marketing Decisions	25	20	5
ABD Eric Brown	BUS 580	Management Systems	25	11	14
Dr. Stephen Forsha	BUS 585	Integrated Studies in Business Administration	25	21	4
Dr. Anthony Clark	BUS 590	Applied Case Project	25	15	10
				Total Enr:	124

Fall 1 19 (19 Aug - 11 Oct)

Dr. Stephen Forsha	BUS 500 02	Management and Leadership	25	3	22
Dr. Scotty Allen	BUS 517	Human Resources & Organizational Behavior	25	11	14
Dr. Matthew	BUS 524	Economics for Managers	25	4	21

Sveum					
Dr. Catherine Zacharias	BUS 552	Business Strategies	25	1	24
Dr. Paul Sturgis	BUS 560	Statistics and Research Methods	25	5	20
Dr. Paul Sturgis	BUS 563	Management in Cross-Cultural Contexts	25	20	5
Dr. Anthony Clark	BUS 566	Financial Decisions	25	11	14
Cancelled	BUS 573	International Business and Marketing	25	25	0
Dr. Tom Luckenbill	BUS 581	Business Planning and Design	25	21	4
				Total Enr:	124

Fall 2 19 (14 Oct - 6 Dec)

Dr. Lee Bailey	BUS 538	Accounting for Managers	25	0	25
Dr. Catherine Zacharias	BUS 539	Legal Environment for Business, Government and Society	25	1	24
Dr. Tom Luckenbill	BUS 542	Finance	25	5	20
Dr. Lanny Richmond	BUS 545	Managerial Ethics	25	0	25
Cancelled	BUS 550	Introduction to Global Business	25	25	0
Dr. Linda Duke	BUS 569	Marketing Decisions	25	20	5
Eric Brown, ABD	BUS 580	Management Systems	25	3	22
Dr. Jimmie Flores	BUS 585	Integrated Studies in Business Administration	25	18	7
Dr. Anthony Clark	BUS 590	Applied Case Project	25	17	8
				Total Enr:	136

Spring 1 20 (6 JAN - 28 FEB)

Dr. Deborah Wilson	BUS 500	Management and Leadership	25	4	21
Dr. Scotty Allen	BUS 517	Human Resources & Organizational Behavior	25	4	21
Dr. Matthew Sveum	BUS 524	Economics for Managers	25	4	21
Dr. Catherine Zacharias	BUS 552	Business Strategies	25	0	25
Dr. Paul Sturgis	BUS 560	Statistics and Research Methods	25	5	20
Dr. Stephen Forsha	BUS 563	Management in Cross-Cultural Contexts	25	22	3

Dr. Anthony Clark	BUS 566	Financial Decisions	25	8	17
Dr. Linda Duke	BUS 573	International Business and Marketing	25	24	1
Dr. Deborah Wilson	BUS 581	Business Planning and Design	25	21	4
					133
Spring 2 20 (2 MAR - 24 APR)					
Dr. Lee Bailey	BUS 538	Accounting for Managers	25	0	25
Dr. Deborah Wilson	BUS 538	Accounting for Managers	25	19	6
Dr. Catherine Zacharias	BUS 539	Legal Environment for Business, Government and Society	25	1	24
Dr. Anthony Clark	BUS 542	Finance	25	0	25
Dr. Tom Luckenbill	BUS 542	Finance	25	22	3
Dr. Miriam O'Callaghan	BUS 545	Managerial Ethics	25	2	23
Cancelled	BUS 550	Introduction to Global Business	25	25	0
Dr. Linda Duke	BUS 569	Marketing Decisions	25	24	1
Eric Brown, ABD	BUS 580	Management Systems	25	0	25
Eric Brown, ABD	BUS 580	Management Systems	25	18	7
Dr. Jimmie Flores	BUS 585	Integrated Studies in Business Administration	25	14	11
Dr. Anthony Clark	BUS 590	Applied Case Project	25	18	7
					157
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-	25	23	2

		Cultural Contexts			
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
					158

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	BUS 566	Financial Decisions	25	9	16

Luckenbill					
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	5	20
Dr. Deborah Wilson	BUS 538 02	Accounting for Managers	25	15	10
Dr. Catherine Zacharias	BUS 539	Legal Environment for Business, Government and Society	25	7	18
Dr. Mitchell Miller (New)	BUS 542 01	Finance	25	4	21
Dr. Tom Luckenbill	BUS 542 02	Finance	25	9	16
Dr. Miriam O'Callaghan	BUS 545	Managerial Ethics	25	8	17
Dr. Rob Shah (New)	BUS 550	Introduction to Global Business	25	22	3
Cancelled	BUS 569	Marketing Decisions	25	25	0
Eric Brown, ABD	BUS 580	Management Systems	25	12	13
Dr. Jimmie Flores	BUS 585	Integrated Studies in Business Administration	25	3	22
Dr. Stephen Forsha	BUS 590	Applied Case Project	1	1	0
					140

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

MBA_Program_Checklist.pdf

Master of Business Administration (1819) Online Campus

ID: _____ Name: _____

Start Date: _____

Advisor: _____

Prerequisite Course	Credit	Semester Completed	Notes	
ECN 251: Macroeconomics or ECN 252: Microeconomics	3			
BMT 240: Principles of Accounting 1	3			

Required Courses	Credit	Semester Completed	Notes
BUS 500: Management & Leadership	3		
BUS 517: Human Res & Organizational Behavior	3		
BUS 524: Economics for Managers	3		
BUS 538: Accounting for Managers	3		
BUS 539: Legal Environment for Business, Gov't & Soc.	3		
BUS 545: Managerial Ethics	3		
BUS 542: Finance	3		
BUS 552: Business Strategies	3		
BUS 560: Statistics & Research Methods	3		
BUS 566: Financial Decisions	3		
BUS 580: Management Systems	3		
BUS 585: Integrated Studies in Business Administration	3		
Small Business Emphasis: 9 credit hours (Optional)			
BUS 569: Marketing Decisions	3		
BUS 581: Business Planning and Design	3		
BUS 590: Applied Case Project for Small Business	3		
Global Business Emphasis: 9 credit hours (Optional)			
BUS 550: Introduction of Global Business	3		
BUS 563: Management in Cross-Cultural Contexts	3		
BUS 573: International Marketing	3		

Course Description

Upload program course descriptions from the most current Academic Catalog.

BUS 500 - Management and Leadership

This course provides an overview of management and leadership theory necessary to be successful in management positions. Students will analyze classic and emerging theories in management and leadership and apply them to practice.

BUS 517 - Human Resources & Organizational Behavior

This course provides an overview of individual and group behavior within the context of an organization. The course will follow the basic outline of reviewing organizational behavior from a human resources perspective.

BUS 524 - Economics For Managers

This course will provide students with a general overview of basic economic concepts and their practical application to issues confronting them as managers, business leaders, business owners, employees, voters, and consumers in the marketplace. Throughout this course, students will practice the economic way of thinking by analyzing both micro and macro-economic concerns of society as a whole. Prerequisite: Undergraduate Economics (3 Credits)

BUS 538 - Accounting For Managers

A study of financial statement preparation and analysis, accounting information systems and accounting principles as they apply to managers with emphasis placed on operations, investing and financial functions within the enterprise. Prerequisite: Undergraduate Accounting (3 Credits)

BUS 539 - Legal Environment of Business, Government and Society

This course will provide the opportunity for students to explore the legal environment of business and government. Students will analyze elements of the law pertaining to business and evaluate managerial issues confronting organizations from a legal perspective.

BUS 542 - Finance

The course will introduce and reinforce basic finance principles such as time value of money, internal rate of return on a project and capital structure. Students will also focus on the interpretation of financial statements from the perspective of a manager.

BUS 545 - Managerial Ethics

This course is designed to immerse the student in organizational ethical decision-making processes and issues, as well as an introduction to basic leadership theory and its role in ethical decision-making within organizations. This course is designed as an application-oriented ethics course.

BUS 550 - Introduction to Global Business

The purpose of this course is to acquaint the student with the characteristics of globalization, how major international institutions facilitate globalization and the overall arguments for and against globalization. An analysis will be conducted of the methods that could be implemented to positively affect people who are negatively affected by globalization.

BUS 552 - Business Strategies

This course provides students with the knowledge needed to guide organizational actions and advance management innovation. Students will examine near and long-term strategic planning concepts, engage in strategic decision-making processes, and create implementation plans.

BUS 560 - Statistics and Research Methods

Students will be introduced to topics such as statistical analysis, hypothesis testing, correlations and regression analysis. Quantitative and Qualitative research methods will also be explored to inform business decision-making.

BUS 563 - Management in Cross-Cultural Contexts

This course examines the influence of culture in organizations. Students will consider cultural differences and similarities found across diverse work groups. Issues and challenges confronting global managers will be explored.

BUS 566 - Financial Decisions

The purpose of this course is to understand and utilize quantitative methods for financial decision-making within the firm. Students will analyze issues in capital budgeting, capital structure and working capital management. Prerequisite: BUS538 and BUS542

BUS 569 - Marketing Decisions

Students will analyze the implications of marketing decisions such as product design, promotional methods, and distribution on business outcomes. Students will explore marketing decisions faced by new and emerging businesses and implement strategic marketing plans.

BUS 573 - International Business & Marketing

This course begins by providing material describing the institutions and the operations of businesses operating internationally. With this descriptive material as a background, the salient features of the international economy-and of selected individual countries-will be highlighted as determining the environment of international operations. Next, specific managerial policies and practices-in the areas of planning, etc.-will be examined and expanded or modified to meet the new, broader, international situation. Finally, the problems-and opportunities-of operating in different cultures will be confronted.

BUS 580 - Management Systems

This course will provide an overall vision, framework and pedagogy to understanding information systems in the workplace. It will provide students an essential core of guiding Information Systems principles to use as they face the career challenges ahead. The application of these principles to solve real-world problems is driven home throughout each class. The ultimate goal of the course is to develop effective, thinking, action-oriented employees by instilling them with principles to help guide their decision-making actions. In addition, the course will give students exposure to a number of online Web 2.0 tools. The goal is to allow students the opportunity to experience first-hand how these tools could be effective communication devices for collaboration in business today.

BUS 581 - Business Planning and Design

This course will help students perceive and define problems and opportunities important to new business models and to devise plans for solutions and implementation. This course emphasizes the need for and development of viable business strategies.

BUS 585 - Integrated Studies in Business Administration

As the culminating course of the MBA program, students will be required to demonstrate comprehensive knowledge of the theories, concepts and practical applications presented throughout their course of study. Students will analyze and prepare a comprehensive solution to complex business issues. Prerequisite: Completion of all core MBA courses.

BUS 590 - Applied Case Project for Small Business

In this course, students will develop their business proposals into a final, viable business plan. Students will defend their business plan to a panel of business professionals.

Summary of Teaching Effectiveness

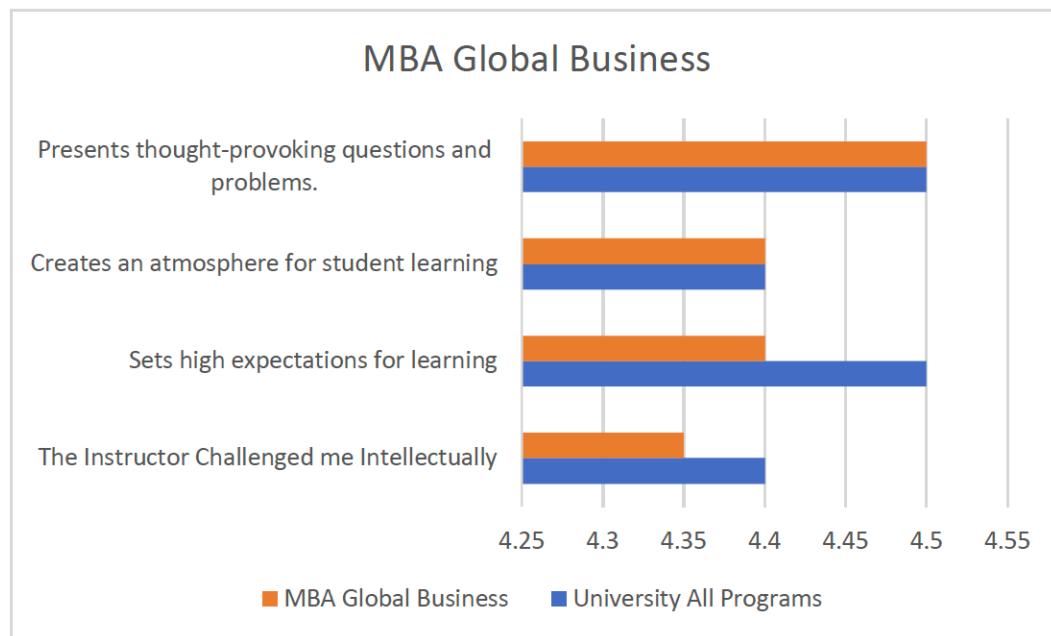
This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

[MBA_Global_Business_EOC_Data.pdf](#)

[MBA_Small_Business_EOC_Data.pdf](#)

MBA Global Business: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

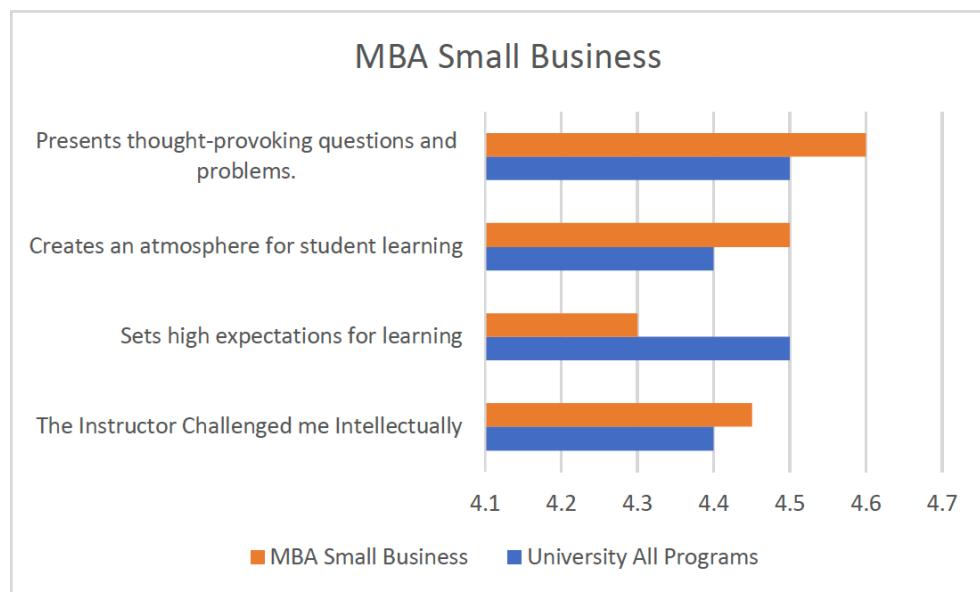
N=267

58% Response Rate

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

MBA Small Business: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=308

55.3% Response Rate

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

Faculty Response to Teaching Effectiveness

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

Data presented is inaccurate and presented.

The MBA with Global Business emphasis was introduced in 2018 and to date has had enrollments as follows:

FA 18: 7 students

SP 19: 6 students

SU 19: 6 students

FA 19: 9 students

SP 20: 9 students

SU 20: 2 students

FA 20: 7 students

The N=267 is not accurate and thus, we cannot trust that the responses accurately reflect the experience of students in this emphasis area.

The MBA with Small Business emphasis was introduced in 2018 and to date has had enrollments as follows:

FA 18: 1 students

SP 19: 1 students

SU 19: 1 students

FA 19: 0 students

SP 20: 1 students

SU 20: 0 students

FA 20: 1 students

The N's are not accurate and thus, we cannot trust that the responses accurately reflect the experience of students in this emphasis area. However, if we assumed the reflections were accurate, there is minimal (.05 to .2) difference in the ratings which does not provide evidence that further reflection is needed regarding the graphs presented.

We do follow standards for ACBSP accreditation with the MBA program and the last major ACBSP accreditation document may be found

at: https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/index.html (ACBSP Documentation XLS). Additionally, the MBA program manager has established an advisory board and student advisory board to identify among other things, areas of improvement in instruction, curriculum and academic rigor.

Faculty & Resources

Physical Facilities

Physical Space/Resources

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

The program is delivered on the main campus in the Burton Building, at the Columbia extended site location, and via online learning. No specialized spaces are required however, Burton, Rm. 105 is often used and it has been upgraded. The upgrade to Burton, Rm. 105 has been well received by faculty and students and provides a professional space in which to conduct classes and engage in collaborative work.

Students may also use the Think-Tank, located on the top floor of the Burton building. This is a collaborative space with three collaboration pods where students can work on group projects.

Upgrades to Physical Space/Resources

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

The only upgrades (which are significant) have been in Burton, Rm. 105. Over the 2019/2020 academic year, that room has been remodeled by Student Life to support the Director of Ethics and Global studies and this is a room that is often

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

Although we have a small footprint at the Columbia location, we believe the move to the new facilities there have been positive.

Recommendations to Improve Resources

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

Using the upgrades made to Burton, Rm. 105 as a template and replicating in other rooms typically used in the MBA program (Burton, Rm. 216) would improve the experience for our students and faculty. Additionally, we are excited to see the online learning management system move to D2L and believe this will have a large and positive impact on our online students' learning experience. The eventual move of on-ground courses to the same LMS will alleviate the need for students to navigate between two LMS platforms and will add better continuity between on-ground and online learning. This is especially important for our Graduate Plus Program students who currently utilize OwlNet for their on-ground courses and Moodle for their online courses.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

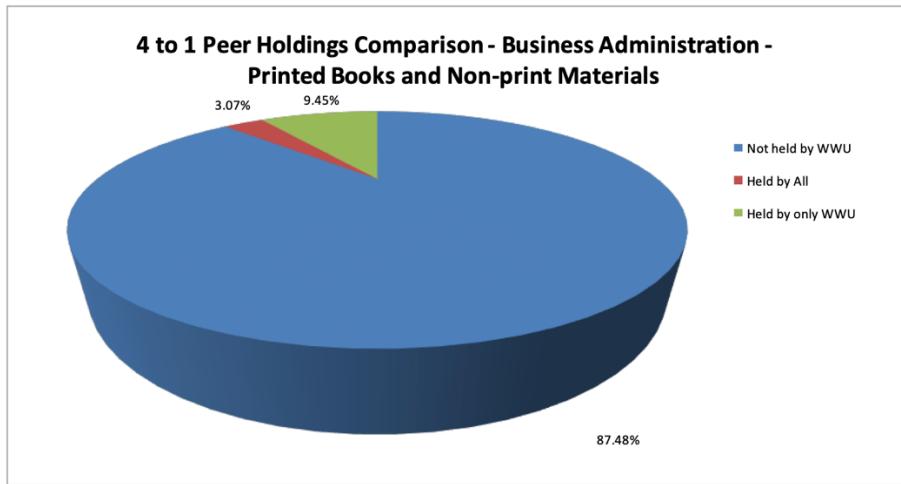
We need investment in video-conference technology in the classrooms so we can continue to increase collaboration opportunities for our students. Stronger Wifi and upgrades to technology in each classroom is desperately needed. The lack of smart technology and strong connectivity is a detriment to our program and places us behind our competitors. We should strive to become an Apple University to support emerging technologies.

Library Resources:

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

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

Libraries Used for Comparison: [Stephens College](#), [Columbia College](#), [Westminster College](#), [Central Methodist University](#)



Business as a discipline is taught at WWU at both the undergraduate and graduate levels and requires both up-to-date and basic library materials. This is a difficult discipline for the acquisition of print monographic materials, primarily

because there is very little activity on the part of business faculty in selecting print resources and there is no one on the library staff with expertise in this area. Research materials in business are available primarily through databases, such as *Business Source Premier*, and *Lexis Nexis Academic*. In addition, there are business titles in the ebook collection from Ebsco. All these resources are available through *Woods OneSearch*.

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

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

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

Faculty teaching in the MBA program are satisfied with library resources. As this is primarily an online program taught by faculty not typically located on the main campus, the use of library databases (EBSCO Host, Business Source Premier) is the primary means of obtaining additional/support materials. Likewise for our online students who make up the majority of our student population, the use of library databases is the most common use of library resources.

Students have assignments in several courses that require them to utilize library databases to locate journal articles and other resources and the library staff have been very helpful in helping students who have difficulty in navigating the systems. We think it is important for MBA students to be able to search for and locate specific documents as they would in their professions so we will continue to have such assignments in our course work.

Library Report

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

Business_Administration_2020_9_2_.doc

Faculty and Staff Resources

Faculty

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

Full-time Faculty:

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

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

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

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

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

Adjunct Faculty:

Anthony Clark, Adjunct Instructor, Ph.D. in Resource and Development Economics from the University of Missouri. Twenty years of part-time teaching with WWU.

Thomas Luckenbill, Adjunct Instructor, J.D. and MBA with emphasis in Finance from the University of Missouri. Twenty-three years of part time teaching with WWU.

Faculty Curriculum Vitae

Attach current Vitae for all full time Faculty

Dr._Matthew_Sveum_s_updated_CV.pdf

Dr._Miriam_O_Callaghan_s_CV_2020Fall.docx

Dr._Stephen_Forsha_s_Updated_CV.pdf

EricBrown_CV.docx

Trice_s_Vitae_rev_9_12_20.pdf

Adjunct Faculty Curriculum Vitae

Attach current Vitae for all adjunct faculty in the program.

Dr._Anthony_Clark_s_Updated_CV.pdf

Dr._Catherine_Zacharias_s_CV.pdf

Dr._Deborah_Wilson_s_Updated_CV.doc

Dr._Flores_s_Updated_CV.docx

Dr._Kathryn_Tvorik_s_CV.pdf

Dr._Lanny_Richmond_s_updated_CV.doc

Dr._Lee_Baileys_Updated_CV.doc

Dr._Linda_Dukes_s_CV.docx

Dr._Mitichell_Miller_s_updated_CV.pdf

Dr._Paul_Sturgis_s_Updated_CV.docx

Dr._Scotty_Allen_s_CV.docx

Dr._Tom_Luckenbill_s_Updated_CV.docx

Dr._V._Davis_s_updated_CV.pdf

Updated_CV_DaphneBanksResume_Oct_202020.pdf

Dr._Mardy_Leathers_updated_CV.docx

Dr._Mohammad_R._Zomorodian_s_CV.pdf

How many staff are designated to support the program?

3

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes

No (selected)

Staff

Are issues with staffing impacting student learning?

Yes (selected)

No

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty.

Please include academic years Fall 2013 through Spring 2018

The School of Business and Technology can report information from January of 2018 when the MBA program came under the School. We do not have teaching data prior to that time as annual/program assessments were not completed/available for review. However, we believe this comparative data would show a marginal increase in full-time faculty teaching in the MBA program as more full-time faculty are now engaged with the program and are qualified to teach at the graduate level.

From 2018 until the fall of 2020, 64 courses were taught on-ground at one of our extended site locations. Of those, 14 were taught by full-time faculty (22% of taught courses) and 50 courses were taught by adjunct faculty (78% of taught courses). During this same time period, 146 courses were taught online. Of those, 42 were taught by full-time faculty (29% of taught courses) and 104 courses were taught by adjunct faculty (71% of taught courses).

Of all courses taught from January 2018 through the fall of 2020, 27% were taught by full-time faculty and 73% were taught by adjunct faculty.

MBA Taught Courses January 2018 - December 2020			
Online / On-Ground	Full-time faculty	Adjunct Faculty	Total courses taught
On-ground Courses Taught	14	50	64
Percentage Taught	22%	78%	
Online Courses Taught	42	104	146
Percentage Taught	29%	71%	
Total Courses Taught	56	154	210
Percentage Taught	27%	73%	

Faculty Reflection on Teaching Load Distribution

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

All faculty teaching in the MBA program must hold relevant terminal degrees to satisfy HLC and ACBSP teaching qualifications. This eliminates several full-time faculty within the School of Business and Technology from consideration to teach in the MBA program. Additionally, faculty within the School typically meet their contractual loads by teaching on-ground, undergraduate courses so any courses taught within the MBA program will typically be course overloads and we do not require full-time faculty to pick up overloads. We will assign a full-time faculty member who is academically qualified to an on-ground MBA course if needed to make their contractual load. To date, this has not been an issue.

Another reason our percentage of full-time faculty to adjunct faculty appears low is the volume of courses taught to qualified full-time faculty. Currently, we have six full-time faculty who are qualified to teach at the graduate level. With a small pool of qualified full-time faculty who's teaching focus is on traditional undergraduate students, we will always have a low percentage of full-time faculty teaching in the program. That being said, the percentage has increased in the past two years as we have increased our number of full-time faculty with terminal degrees. In 2018, we had two full-time

faculty who were academically qualified and today we have have six. The School has made a concerted effort to hire full-time faculty who hold appropriate terminal degrees and our goal is to have 100% doctoral qualified faculty in the next three to five years.

We do not believe these percentages have a negative impact on our students or the program. Adjunct faculty teaching in the MBA program are all doctoral qualified and vetted in the same manner as our full-time faculty, they must meet both HLC and ACBSP qualification standards. Several of our adjunct faculty are full-time faculty at other institutions and all bring academic expertise and professional experience to their courses.

Recommendation on Personnel

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

As faculty do not advise in this program, the addition of another academic advisor would help students within the MBA program. This is important to online students who have limited connections to the main campus and this is primarily through their advisor. An additional advisor would also aid in retention/engagement efforts by allowing advisors to offer more personalized service to students.

Financial Analysis of the Program

Cost Per Major

This number is from the Academic Dean Report on Program Prioritization.

Financial Analysis by Program

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

The program's operating budget is set annually at \$750.00.

At the time of this report, the School of Business and Technology has not received the Program Prioritization report for the MBA program. However, tuition for a graduate student is \$1,125.00 per course so a student who graduates with the MBA (without concentration) will provide \$13,500.00 in tuition. Faculty are compensated at \$625.00 per course, plus \$100.00 for holding a doctoral degree and an added \$125.00 per student for courses with five or more students. Average course size in the online MBA program is approximately 15 students. This relates to an average tuition of \$16,875.00 per course. Average compensation for a faculty member would be \$2,600.00 providing an average net profit per course of \$14,275.00 not accounting for other costs that may be associated with offering a course.

Instructional Expenses

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

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

During the five year review period, 239 outbound tests were completed in the on-ground capstone course at a cost of \$10,755.00.

During the five year review period, 108 outbound tests were completed in the online capstone course at a cost of \$4,860.00.

Total cost for the program was \$15,615.00 for an average yearly cost of \$3,123.00 during the review period.

Non Instructional Expenses

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

Annual cost for ACBSP accreditation for the MBA program is \$983.33

Assessment Planning

University Objectives

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

University Learning Objectives:

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

BUS 500-Management and Leadership

BUS 524-Economics for Managers

BUS 538-Accounting for Managers

BUS 542-Finance

BUS 560 Statistics and Research Methods

BUS 566 Financial Decisions

BUS 569-Marketing Decisions

BUS 580 Management Systems

BUS 581-Business Planning and Design

Ethics: Students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society.

BUS 500-Management and Leadership

BUS 545-Managerial Ethics

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

BUS 500-Management and Leadership

BUS 517-Human Resources & Organizational Behavior

BUS 563-Management in Cross-Cultural Contexts

Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

BUS 500-Management and Leadership

BUS 539-Legal Environment for Business, Government and Society

BUS 550-Introduction to Global Business

BUS 573-International Marketing

BUS 585-Integrated Studies in Business Administration

BUS 590-Applied Case Project for Small Business

Master of Business Administration (MBA) Program Objectives:

P1: Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement. **(Aligns with University Learning Objective: Ethics)**

P2: Demonstrate a working knowledge of current business technology. **(Aligns with University Learning Objective: Major Field Competence)**

P3: Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies. **(Aligns with University Learning Objectives: Self-Liberation and Lifelong Learning)**

P4: Create sound business strategies based on research and analysis. **(Aligns with University Learning Objective: Major Field Competence)**

P5: Analyze the effects of economic policies on domestic and international business. **(Aligns with University Learning Objective: Major Field Competence)**

P6: Interpret financial data to support managerial decision-making. **(Aligns with University Learning Objective: Major Field Competence)**

The MBA courses as well as the MBA program objectives align with the University Learning Objectives as can be seen above. BUS 500-Management and Leadership provides an overview of major management and leadership concepts and portions of this course speak to each of the University Learning Objectives.

The majority of courses and program objectives align with the University Learning Objective: Major Field Competence. As a professional, quantitatively focused degree, this is to be expected.

This program utilizes a master course concept and all course objectives align with the MBA program objectives and the MBA mission statement.

Institutional_Learning_Outcomes.docx

Program 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

Program Assessment Matrix

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

When the MBA program was brought under the School of Business and Technology, the culminating project in the capstone course was the assessment document along with an outbound Peregrine examination. Additionally, ACBSP accreditation includes benchmarks that evaluate all aspects of the program and this accreditation speaks to the overall strength of the MBA program. However, we recognize weaknesses in assessing the program at the point of exit and are reviewing best practices to embed assessment across the program in an efficient manner that complements with ACBSP accreditation reporting requirements. The new MBA program manager has this as a priority and we are in discussions on program modifications that will strengthen the University assessment processes.

Assessment Matrix

If your program already has a working document for the program matrix, please upload it here. No need to reproduce it in the text box.

Master of Arts in Organizational Leadership		OBJ 1	OBJ 2	OBJ 3	OBJ 4	OBJ 5	OBJ 6	Assessment Artifact	Measurement
BUS 500	Management and Leadership	I	I	I, R	I	I	I		
BUS 517	Human Resources & Organizational Behavior	I		R	R				
BUS 524	Economics for Managers	R			R	M	R		
BUS 538	Accounting for Managers	R			R	R	R		
BUS 539	Legal Environment for Business, Government and Society	M		R	R	R			
BUS 542	Finance				R	R	R		
BUS 545	Managerial Ethics	M		R					
BUS 552	Business Strategies			M	M				
BUS 560	Statistics and Research Methods	R	I		M		R		
BUS 566	Financial Decisions				R	R	M		
BUS 580	Management Systems			M					
BUS 585	Integrated Studies in Business Administration							Peregrine Examination and Final Project Report	80% of students will score at or above the national average on the Peregrine examination. 80% of students will produce a business plan that indicates they have mastered the MBA program objectives on the Final Project Report.
		A	A	A	A	A	A		

I = Introduced, R = Reinforced, M = Mastered, A = Assessed

- Obj 1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
- Obj 2 Demonstrate a working knowledge of current business technology.
- Obj 3 Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.
- Obj 4 Create sound business strategies based on research and analysis.
- Obj 5 Analyze the effects of economic policies on domestic and international business.
- Obj 6 Interpret financial data to support managerial decision-making.

Assessment Data

Annual Assessment Report 2019-2020

[MBA_Annual_Assessment_2019_2020.pdf](#)

Annual Assessment Report 2018-2019

[mba_annual_assessment_2018_2019.pdf](#)

Annual Assessment Report 2017-2018

Annual Assessment Report 2016-2017

Annual Assessment Report 2015-2016

Snapshot on Assessment (5-year)

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

The following are a list of the MBA Program objectives:

- P1: Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.**
- P2: Demonstrate a working knowledge of current business technology.**
- P3: Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.**
- P4: Create sound business strategies based on research and analysis.**
- P5: Analyze the effects of economic policies on domestic and international business.**
- P6: Interpret financial data to support managerial decision-making.**

The MBA program currently uses two assessment points to identify whether or not the program is meeting its objectives. Students' final projects are assessed in the final capstone course of both the traditional MBA Program (36 hours with no emphasis area) as well as for those students whom select an emphasis area (45 hours). The final projects while subjectively scored, are used as a means of assessment. Therefore, the grading criteria for these projects assess students' knowledge related to each of the 6 program objectives. Additionally, students must take an outbound Peregrine test. This test which is also a requirement of ACBSP accreditation is used as a secondary quantitative means of assessing whether or not the MBA Program is meeting program objectives (P1, P2, and P6). Attached are the 5 previous years of MBA students' scores from the Peregrine test. Each attached spreadsheet captures different comparison data as well as overall average test scores.

The first spreadsheet is an external comparative analysis of our MBA student scores compared to the average scores of other University Institutions of similar structure and size, schools that are accredited by the Higher Learning Commission, students in MBA Program similarly structured with both online and on ground course as well as schools that are ACBSP (<https://acbsp.org/page/accreditation-overview>) accredited within our region (5). Based on the comparative analysis date the program over the course of the past five years has been successful in meeting these objectives as it relates to students' knowledge.

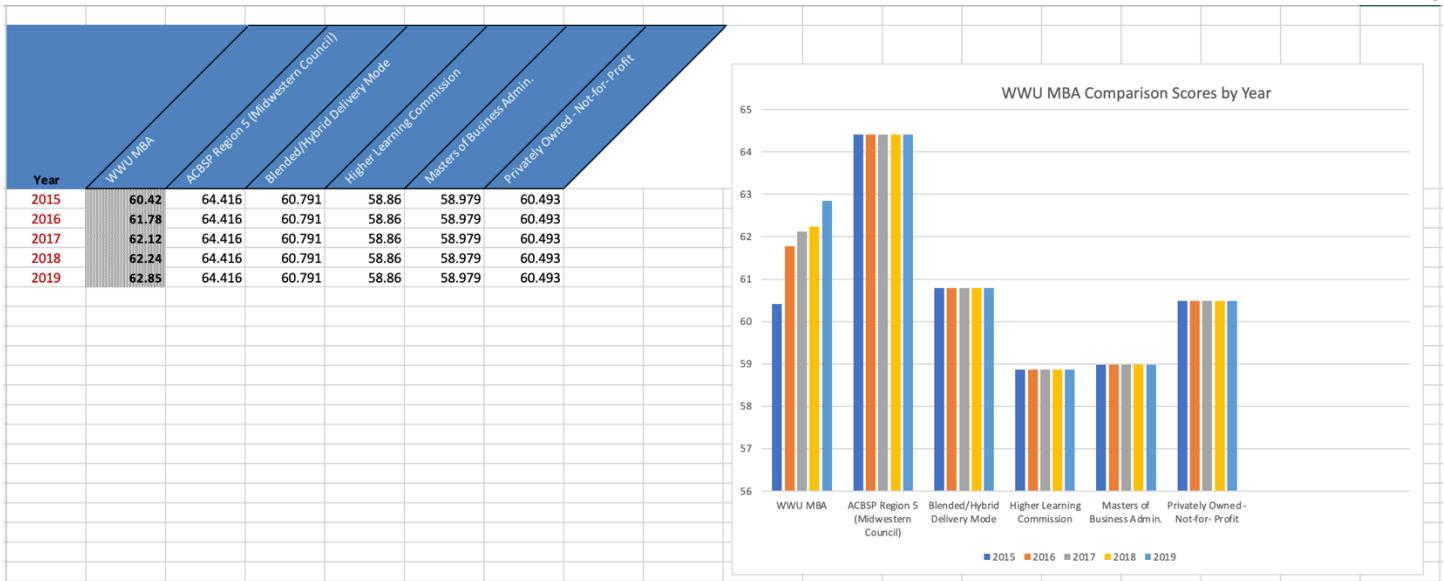
The second spreadsheet titled "MBA Total 5-year averages" shows the average scores of MBA students over the past five years related to each of the Peregrine 13 testing areas (Accounting, Business Ethics, Business Finance, Business Leadership, Economics, Macroeconomics, Legal Environment of Business, Management, Human Resources, Operations, Organizational Behavior and Marketing). As shown in the graph, each year from 2015 to 2019, students have increased their overall average testing scores.

The third spreadsheet titled "MBA Peregrine 5-year average of all comparison categories" compares external averages of the 13 categories to our MBA students' test scores over the past five years. The chart indicates our students test performance has maintained a consistent average in the upper 50 percentile of MBA Programs and Universities of similar size and structure as well as other ACBSP accredited institutions, and online and on ground MBA Programs.

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

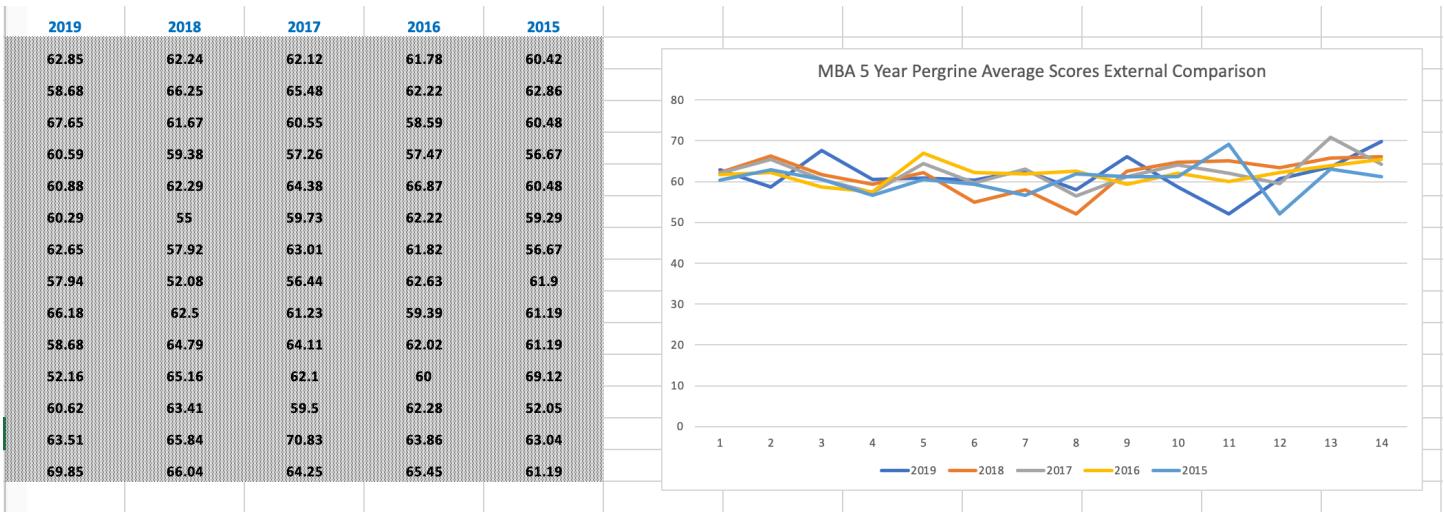
By Year External Comparison Scores



MBA Total 5-year Averages



MBA Peregrine 5-Year Average of All Comparison Categories



Analysis on Assessment

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

The assessment process is focused in the capstone course with students completing an outbound Peregrine examination and a capstone project which is used to assess the program. Details of which can be found in the attached annual assessment reports. This process is under review and while ACBSP requires a capstone course, additional assessment areas will be developed. These include revising BUS 500-Management and Leadership to become a requisite course for the program. Students will complete an in-bound Peregrine examination in this course. Additionally, in BUS 552-Business Strategies will serve as a mid-point assessment course in which students complete a business analysis focused on P3, 4, and 5. Finally, students will continue to have an out-bound Peregrine examination and capstone project in the capstone course.

Full-time faculty who teach in the MBA program have input on the assessment process and adjunct faculty are asked to provide input on course re-design and review of final capstone projects. The Program Manager has established a student advisory board and a business advisory board. Finally, ACBSP accreditation assesses the health of the MBA program to include curriculum, faculty and resource allocation.

External Review

External Review for Program Evaluation

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

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

1.1 History of the program is succinct, but detailed. (-300 words)

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

Adequate History (2).

Seems to be on a path for improvement.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Exemplary (3).

Very clear mission of the program and aligns well with the university's mission statement.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Adequate (2).

Due to declining enrollments the program was responsive to offering online courses and now enrollment seems to be more stable, although still in a declining trend. Cohort model may limit some enrollment and the program might want to consider a non-cohort program at some point to possibly increase enrollments.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Adequate (2).

Graduation rates have declined over the past five years; however, the program has made significant changes (such as being moved under SBT) that may translate into enrollment gains. The implementation of tracking students with issues, the student advisory council, and the hiring of the MBA program manager have set this program up for success.

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Needs Improvement (1).

The recommendation is needs improvement due to the advising load on the current, single MBA advisor. She also advises in several other programs and it could be that additional staff would help, especially with high-risk students.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Needs Improvement (1).

The MBA program does not currently have full-time faculty advising in the program. The previous answer referred to increasing advising staff since one person advising all students in the MBA program is inadequate.

1.7 Comprehensive accounting of graduates in internship placements.

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

Not applicable.

The program does not require internship; most graduates have an undergraduate business degree where they may have completed an internship.

1.8 Provides detailed description of possible employment positions for graduated students.

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

Adequate (2).

Possible employment positions should be aligned better with course objectives and actual courses taught (perhaps add positions including Human Resource Manager or Leadership Consultant).

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

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

Needs Improvement (1).

The current MBA program director has identified the need for better post-graduation data collection.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.

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

Adequate (2).

Course rotation is followed adequately with few independent study courses; the concerning issue is the cancellation of courses (due to enrollment) and how this affects MBA students in the cohort (concentration) rotation.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

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

Adequate (2).

The report details sizes and number of sections of classes and is adequate; an external assessment of ongoing demand seems to be needed to accurately access whether or not the Columbia onground MBA should be continued.

2.3 Course offerings appear appropriate for the needs of the program.

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

Adequate (2).

Course offerings appear to be appropriate for the needs of the program; the revision of the degree requirements to include a more global capstone course (rather than the Businesss Plan Class formerly offered) seems to meet the needs of a greater number of students across all the emphasis areas.

2.4 Discussion on curriculum changes based on assessment are clearly explained and complete.

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

Adequate (2).

The justification for the curricular changes is clearly explained and is adequate.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.

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

Adequate (2).

The rationale for the changes in curriculum were adequate.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

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

Exemplary (3).

All five full-time faculty have experience teaching in MBA programs and have responded well to changes in the program.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

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

Exemplary (3).

Course descriptions are specific and detailed.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.

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

Adequate (2).

The improvements in teaching spaces was detailed and seems adequate.

3.2 Summarizes the physical space available to the program.

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

Adequate (2).

Improvements in the physical space were detailed and seem adequate for the number of stuents in the program.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.

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

Needs Improvement (1).

Requests for enhanced WiFi and online course offering system seem to be the most pressing issue to enhance student learning.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.

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

Adequate (2).

Deficiencies in expert library staff seem to be the largest problem which needs to be addressed. The library holdings and online resources are adequate.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

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

Exemplary (3).

The full-time faculty are specifically qualified to teach in the program with their credentials; also, since all adjuncts have their terminal degree they too are qualified.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.

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

Adequate (2).

With respect to staffing, it is evident that additional staff to advise is needed as well as assistance from a point person at the library (to better help students with their targeted research). A sound rationale for this was provided.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.

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

Adequate (2).

The report provided adequate rationale and recommendations to improve the deficiencies.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

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

Not Evidenced (0).

Cost per major was not provided; however, overall financial aspects were identified and are in line with the size and the needs of the program.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

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

Adequate (2).

Learning outcomes and assessment measures were clearly articulated and explained.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

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

Adequate (2).

Learning outcomes and assessment measures were clearly articulated and explained.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

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

Adequate (2).

The standards for performance were clearly identified.

4.4 The student learning objectives are appropriate for the specific discipline.

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

Exemplary (3).

Exemplary learning objectives but in order to test these objectives the program needs a pre-test.

4.5 Includes a longitudinal view of assessment for each program learning outcome.

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

Needs Improvement (1).

In order to accurately conduct longitudinal assessment to evaluate each program learning outcome, pre-tests need to be conducted.

4.6 Discussion on the assessment process over the 5-year span.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

Needs Improvement (1).

Pre-tests are needed in order for the Peregrine assessment to be meaningful.

External Reviewer Summary Statements

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

Responsiveness to declining enrollments and building the online presence have been two of the program's strengths.

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

A higher than "average" percentage of full-time faculty as compared to adjunct faculty is one distinctive feature, as is the fact that all adjunct faculty teaching in the program have their terminal degree.

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

Overall, the addition of a staff person (or even part-time) to help advise all MBA students and a better assessment program (including a pre-test) would, if implemented, address two of the areas of concern.

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

Since the program is no longer a cohort-based program, opportunities for expansion seem evident since students can take classes in any order and at any speed. The online MBA courses seem to have the most potential for growing.

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

The MBA program has undergone major changes in the last 5 years including changing the structure of the program (to a non-cohort program), eliminating the Business Plan assessment and instead offering the Capstone Course and the Peregrine Assessment, added tighter credentialing requirements for faculty. It is my opinion that the program is on track to continue making positive changes and follow market trends.

Conclusions and Recommendations

Program Response to the External Review Report

Response

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

1.5 Program advising loads are appropriately delegated throughout the program & 1.6 Program has clearly articulated advising processes followed by all faculty within the program: The reviewer rated this as "Needs Improvement and Inadequate." In the reviewer's opinion the MBA Program should have an independent advisor for the program. They believe this would significantly improve tracking retention, enrollment and greatly improve engagement with students as they come into the program and throughout their time in the program. Currently, the MBA Advisor also advises for all online programming in both the undergraduate and graduate programs. This is a significant assignment, which consumes much of their time ensuring schedules are set and course loads are properly assigned. This leaves little time for the advisor to engage with students and/or to follow up with them unless there is a problem. As it stands the current Advisor has done an amazing job thus far. Additionally, they have started working hand in hand with the MBA Program Manager to start collecting significant data related to enrollment and retention of MBA students.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation: The reviewer rated this area "Needs Improvement", however, they noted that this area has started to be addressed with the onboarding of a full-time MBA Program Manager. Additionally a Student Advisory Board has been formed that consists of currently enrolled students as well as students that have recently graduated. The MBA Program Manager is also working closely with the Advisor and Admissions to develop a database of all students currently enrolled in the program and those that graduated in the last five years. Finally, the MBA Program Manager has begun utilizing social media (LinkedIn) to connect with past graduates of the William Woods University MBA Program. This strategy has already shown promise with the connection of more than 15 graduates from the program.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning: The reviewer rated this area "Needs Improvement." However, with the change of the online learning platform from Moodle to D2L in Spring of 2021, this particular area has been addressed and will substantially improve students' learning experience. The internet speed and connectivity for on-ground students continues to be a challenge even more so due to COVID-19, with some students electing to do coursework online even though they could attend an in person class and alleviate some of the stress put on the network. Understanding that any upgrades to internet services for on-ground students would come with a substantial cost, it is understandable that this is something that may have to be addressed in the future.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning: This area was rated "Needs Improvement" by the reviewer. The reviewer suggested more expert staff to assist students could enhance their learning experience and research skills. They found that the library holdings and electronic library resources were more than adequate.

4.5 Includes a longitudinal view of assessment for each program learning outcome & 4.6 Discussion on the assessment process over the 5-year span: The reviewer rated this areas "Needs Improvement." Both of these areas are currently being evaluated. Just as the reviewer suggested, it is the intention of the MBA Program Manager to move from the currently structured one assessment point (Capstone Course), to a three assessment points structure starting Fall 2021. In Fall 2021, all students entering the program will take the "Peregrine" exam in their first course BUS500 (Management and Leadership). This course will also become a prerequisite course. There will also be a mid curriculum written assessment in BUS552 (Business Strategies) that will assess students' ability to apply concepts they have learned to a real world project. Finally, students will continue to complete their capstone project and the "Peregrine" exam in their final course BUS585 (Integrated Studies in Business Administration), this will allow us to now have comparative data of pre-entry and post-exiting of the program.

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

One of the most significant strengths of the MBA program is the institutional knowledge and longevity of the faculty that teach in the program. While this is a recognized strength, the MBA Program Manager realizes this strength must be balanced and carefully assessed to ensure it does not stifle creativity and innovation from being implemented. An additional strength of the program is the fact that all of the faculty teaching in the program have terminal degrees as well as real world experience in the areas they instruct. Lastly, the hiring of a full-time Program Manager will quickly become a significant strength of the program. This has already started to manifest itself through active student engagement with

both online and onground students, which has the potential to increase both retention and enrollement. Additionally, the Program Manager has started working with the marketing and promotional staff in an effort to expand the program's footprint in the regional area. Having someone dedicated to the program full-time sends a message to students that the university is committed to the success of the program and promotes stability.

The Plus Program is also a significant strength of the MBA Program. The Plus Program, which was origionallyy structured to allow undergraduate students majoring in business to take graduate courses starting their junior year (for those that meet the qualification) offords students the opportunity to complete their undergraduate degree and graduate degree in five years and acts as a significant feeder system to the onground portion of the MBA Program. Additionally, the Plus Program was expanded in Fall of 2021, to allow undergraduate students (both onground and online) from any discipline to apply to enter the Plus Program (MBA) if they meet the prerequisite qualifications. This expansion of the program offers the opportunity to grow the overall program but specifically our onground footprint since on-campus Plus Program students have to take their first few core courses onground.

Finally, our accreditation with ACBSP is another strength of the program. Being an accredited program through ACBSP signifies to those seeking an MBA degree that our program and curriculum are comparable (if not better) to any of the regionally competing institutional markets. It also means we have met all of the standards ACBSP requires of all Business Programs (e.g. course offerings, advisory boards, data collection, qualified faculty, continuous improvement, etc.).

Program Identified Challenges

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

Because of the limitation of the learning platform "Moodle" as it relates to uploading videos, open chat functions and breakout rooms students had to conduct most of their collaborative work via text or other outside means. This limited students from connecting with their peers in a meaningful way and learning from them so the online program has been somewhat isolated for students. Now that the institution is moving to D2L, this will significantly enhance our students learning and engagement by allowing them upload videos of themselves, work on collaborative projects together in real time and several other functions that were not available through the Moodle platform. This is an important step forward for all programs and the MBA program will benefit from this University initiative.

Another challenge of the MBA program is the growth of the onground portion of the program. Our onground student population has significantly decreased in the last five years, specifically at our satellite campus locations. Classes sizes in some cases at these locations have been as small as 1 student. This is both financially ineffective and does not present the best learning environment for our students. Serious scrutiny regarding continuing to offer courses at these sites will be considered over the next year. These satellite locations also present challenges to find faculty to teach at them as well as marketing of the program in these locations. All of which would require financial resources which may not be feasible.

The MBA Program Manager is working closely with the Director of Strategic Partnerships to identify alternate opportunities such as international student requirement, exchange programs and corporate partnerships. We anticipate such alternative collaborations to yeild positive results.

Action Plan

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

There are a few identifiable changes that will implemented immediately based on the information in this report:

1. Starting in the Fall of 2021, the program will move from 1 assessment point criteria to a 3 assessment point criteria. Students will take the "Peregrine" exam in the first course (BUS500). They will also be assessed at the mid curriculum point and given a written assignment that will assess students' ability to apply concepts they have learned at this stage of the program to a real world case. This assessment will take place in BUS552 (Business Strategies). Finally, students will complete their capstone project in their final class as well as take the "Peregrine" exam once again to assess students scores compared to when they first entered the program.
2. BUS 500 (Management and Leadership) will become a prerequisite/requisite course offered every term. The rationale behind this change is to develop this course into a foundational course for the program that will better prepare students with foudational information needed to be successful throughout the program. Students will also

take the Peregrine exam in this course for assessment purposes. This will allow the program to gauge students' knowledge related to different areas of business when entering the program. This will also allow us to track the number of new students entering the program. Since the program has been traditionally open enrollement, which allows students to enter the program and take any course in the curriculum, having this course as prerequisite/requisite not only helps us track student enrollement but it also provides us the opportunity to set a

Program Profile

n of students in the program.

3. At the start of Fall 2021, a Student Advisory Board (SAB) as well as a Business Advisory Board (BAB) will be in place. The SAB will serve as a platform for student to provide feedback related to areas of the curriculum they really find beneficial and the areas of the program they think could be revised. They will also serve as a bridge to our alumni body and marketing component for the program. The BAB, will review course curriculum and provide feedback that helps us better design our curriculum to meet the ever changing needs of businesses in the 21st century. Furthermore, the BAB's purpose will be to ensure our curriculum provides students with those skills and knowledge needed to make them attractive candidates once they complete the program as well as help them increase their skills and opportunities for promotion while going through the program. Both of these boards also assist in meeting some of our ACBSP accreditation requirements.
4. The MBA Program Manager has also started to collaborate with the Director of Strategic Partnerships (Dr. Tvorik), to develop corporate partnerships as a means of further growing the program. Additionally, working with the Director of Strategic Partnerships, we are looking at different ways to create strategic partnerships with community colleges that offer business courses. If successful, these partnerships could develop a feeder system that net enrollement gains for both the School of Business and the University with possible matriculation into the Graduate Plus Program and MBA program. Additionally, the Director of Strategic Partnerships is finalizing a partnership with an agency in Asia that will recruit and assist in admissions processing for Asian students to enter our online MBA program. Once in place, this initiative could lead to additional partnership opportunities such as reccruiting students to our main campus.
5. Finally, there has been a lack of interest shown in the emphasis areas. Specifically as it relates to the **"Small Business Emphasis."** Therefore, it has been determined this emphasis area will be sunset beginning in the fall of 2021. The other emphasis areas **"Global Business"** will be evaluated over the next year and other emphasis areas of business will be considered based upon market opportunities and capabilities within the School of Business and Technology. Elimination of the "Small Business Emphasis" is cost beneficial and will preclude one or two students picking this empahsis area, resulting in tutorial classes and cancelled courses over low enrollments.

Academic Council Review

Academic Council Evaluation for Program Review

3=Exemplary

2=Adequate

1=Needs Improvement

0= Not Evidenced

1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	3
Comments: clearly explained and detailed		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments: little is detailed on retention other than advising roles, a retention plan would benefit the program. Program changes need some stability before impacts are clear.		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments: The program manager is new to the program so it is anticipated that this will develop as he adjusts to the program and gets a better handle on the issues and concerns.		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments:		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	2
Comments: Advising is managed through an online advisor who works with all online students; the advisor is not specific to the MBA program.		
1.7	Comprehensive accounting of graduates in internship placements	0
Comments: the MBA does not require internship placements.		
1.8	Provides detailed description of possible employment positions for graduated students.	2
Comments: a generic description of what students can do with an MBA is provided in the report.		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2
Comments: The program provides a brief discussion on employment after completion, but it is not complete. The Program Manager has it listed as an action item.		
Curriculum		

2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments: there are several courses that are tutorial due to not meeting the minimum 5 student enrollment, but they are required to teach out cohorts in Jefferson city and Columbia. It is expected that in the future this will not be the case as those cohorts are finishing.		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments: Noted curriculum changes, but they are too recent to know of any impacts to the outcomes on student learning or retention of learners.		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments: program is eliminating the concentrations due to lack of interest.		
2.4	Issues involving curriculum clearly explained	2
Comments:		
2.5	Discussion on curriculum changes based on assessment	2
Comments:		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
Comments: End of course survey data was misunderstood – the data is representative of all students who took the courses included on the checklist for the program, so while there are only a handful of students with a declared concentration between Global and Small business, the data includes all students taking MBA courses. In the future this will only reflect MBA without concentrations.		
2.7	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	2
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.2	Summarizes the physical space available to the program	2

Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments: Program stated needing conferencing software and better WIFI capabilities in the program as a need.		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments: Again, mentions the need for an academic advisor		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	1
Comments: This is a weakness in the report that the program cannot control. It is a data point that the university is working on correcting. But the program did not fully discuss the Peregrine and Accreditation expenses.		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
Comments: Provides a narrative that aligns curriculum to the University Learning Outcomes		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	2
Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2

Comments:		
4.4	The student learning objectives are appropriate for the specific discipline.	2
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	2
Comments: Data from external testing is provided in an easy to follow 5-year chart. Assessment of student learning in course-based assessment was not outlined independent of the individual annual assessment reports.		
4.6	Discussion on the assessment process over the 5-year span.	2
Comments: New Program Director who does not have knowledge of the processes over the past 5 years, but some explanation was provided. The program needs to examine course-based assessment as there is some discrepancy on the matrix and what was submitted.		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	2
Comments: The report was thorough and detailed in suggestions on improvement		
5.2	Response to the external review is complete and detailed	3
Comments: The program spent a lot of time responding to the comments of the external reviewer.		
Conclusion		
6.1	Strengths of the program are discussed	2
Comments:		
6.2	Challenges of the program are discussed.	2
Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	2
Comments:		

Strengths:

- The program faculty are a definite strength, using individuals who represent various aspects of the Business profession who are still working in the field is a great benefit to the student.
- The program has a clear vision moving forward and some great ideas on how to make the program more streamlined by eliminating the concentrations that were not popular with students.
- The flexibility of the program is also a noted strength. Students can take courses in a rotation that works for their own situation.

Challenges:

- While the program has decent enrollments, the numbers are declining and declining enrollments impact the teaching rotation and impact the engagement of the classroom.
- The lack of a dedicated advisor is seen as a challenge by the program faculty and director.

Action Plan:

- The program needs to identify a plan to attract additional students to the program. The declining enrollments are problematic.
- The program needs to look at avenues for better tracking of alumni moving forward.
- The program needs to examine the need for a pretest for the MBA as many of the students took the Peregrine less than a year before for their undergraduate degree and the time between testing is minimal.
- The program needs to look at how they can include some course-based assessments and use the Peregrine as a supplement to their assessment instead of the entire function of assessment. Questions about assessment noted, as only Peregrine data was shown.

Appendix:

Annual Assessment Report

MBA 2015-2016

Lee Bailey, JD, CPA

Annual Assessment Report

Program Profile

	2014-2015	2015-2016
Majors (total, majors 1,2,3)	119	176
Minors		
Concentrations		
Full Time Faculty	0	0
Part Time Faculty	Numerous – 50 Approximately	Numerous - Approximately 50

Program Delivery (HLC 3A3)

Traditional on-campus No

Online Program Yes

Evening Cohort Yes

Analysis:

Enrollment for the MBA program is 176 students. 83 are evening students and 93 are online. This is a 27% increase for on-ground cohorts and a 72% increase for online students. Overall, the program has grown by 47%. In the past few years we have experienced a decline in our enrollment due to the onslaught of online MBA programs that are now available to rural communities. In 2013 we saw the effects of these numerous online programs and decided to create an MBA degree for online delivery. The online program was launched in 2014 and since that time our numbers have been steadily increasing. We are almost back to our pre-2014 enrollment.

Student Retention for the MBA program is excellent because it is a program that is completed in approximately 18 months. This is a program designed for working adults who desire to earn a master's degree. Since the students are more mature and the program is shorter than the traditional undergraduate programs, retention is high. The MBA is beneficial to students in obtaining promotions and transfers. Also, quite often the employer reimburses the student for the cost of tuition. All of these factors contribute to the retention rate.

Degree completion is near 100% for the same reasons listed above. Enrollment had declined in the evening sections previously offered in rural areas due to online options. The enrollment is now increasing as WWU's online MBA program is becoming well-known. This means we have fewer cohorts for the evening program, but more students in the online program.

Outside Accreditation:

The MBA program was granted accreditation by the ACBSP in the Spring of 2015. This accreditation was granted with two conditions; to increase the number of qualified faculty that teach in the MBA

program and to continue the assessment activities with Peregrine Academic Services in order to create more consistent assessment data. The Quality Assurance Report that is due in February 2017 will indicate improvement has been made in both of these areas of concern.

Program Action Items

Action Item #1 – Continue to improve the assessment process.

Action Item #2 – Determine between online and on ground assessment data.

Program Objectives: (from most recent Assessment Plan)

1. Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
2. Demonstrate a working knowledge of current business technology.
3. Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.
4. Create sound marketing strategies based on research and analysis.
5. Analyze effects of economic policies on domestic and international business.
6. Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.

Program Assessment Plan (Section A)

Academic Year	2015-2016
Program	Master of Business Administration
Faculty	Lee Bailey, JD, CPA, Linda Duke, DBA, Linda Davis, Ph. D., Steve Huenneke, Ph.D. and various adjuncts.
Program Mission Statement	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.

Program Objectives Matrix

Courses	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
BMT 545	X - IRM					
BMT 580		X - IR				

BMT 517			X - IR			
BMT 539	X - IRM					
BMT 569				X - IRM		
BMT 552		X-R	X-R	X - RM		X-I
BMT 524					X - IRM	
BMT 538		X-R				X - RM
BMT 566	X-R					X - RM
BMT 590	X - M	X - M	X - M	X - M	X - M	X - M

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Program Objectives and Assessment Strategies

Objective 1	Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.
Benchmark	A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the economic factors that are present. 80% of students will perform at or above the national average on the External Summative Assessment Exam.
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 2	Demonstrate a working knowledge of current business technology.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.
Benchmark	A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present information using a variety of technology. 80% of students will perform at or above the national average on the External Summative Assessment Exam.
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 3	Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.
Benchmark	A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the organizational culture and underlying structure of management and leadership strategies. 80% of students will perform at or above the national average on the External Summative Assessment Exam.
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 4	Create sound marketing strategies based on research and analysis.
Methods	Capstone Project External Summative Assessment Exam that can be compared to other MBA programs in the United States.

Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for marketing strategies that are based on research and analysis.</p> <p>80% of students will perform at or above the national average on the External Summative Assessment Exam.</p>
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 5	Analyze the effects of economic policies on domestic and international business.
Methods	<p>Capstone Project</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	<p>A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and showing a consideration for the global economic factors that may be present.</p> <p>80% of students will perform at or above the national average on the External Summative Assessment Exam.</p>
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Objective 6	Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.
Methods	<p>Capstone Project</p> <p>External Summative Assessment Exam that can be compared to other MBA programs in the United States.</p>
Benchmark	A successful Capstone Project is one that shows the student has considered all of the major factors that should be examined in order to compile and present

	<p>this analysis and showing an aptitude for financial decision making and presentation.</p> <p>80% of students will perform at or above the national average on the External Summative Assessment Exam.</p>
Sample Information	
Who	BMT 590 instructors / Dean of Graduate Business Programs
When	Week 7 of each BMT 590 course

Rubric Used for MBA Program Assessment

MBA Assessment Rubric – 2015 and 2016

Objectives	Exemplary 7 – 10	Proficient 4 – 6	Insufficient 0 – 3
------------	---------------------	---------------------	-----------------------

Analyze ethical and legal issues in business policies and develop recommendations for improvement.			
Demonstrate a working knowledge of current business technology.			
Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.			
Create sound marketing strategies based on research and analysis.			
Analyze the effects of economic policies on domestic and international business.			
Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.			

MBA – Entrepreneurial Leadership

EXTERNAL ASSESSMENT OF CAPSTONE PROJECTS

Exemplary - Over 60% - Student's work exceeds the expected level of accuracy, completeness and professionalism.

Proficient - 40% to 59% - Student's work meets all expectations of accuracy, completeness and professionalism.

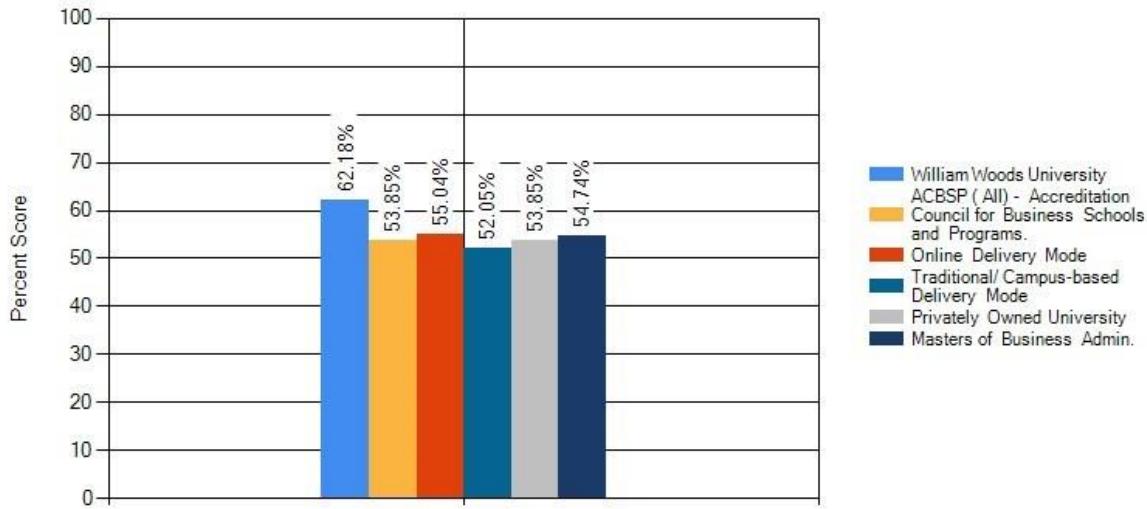
Insufficient - Below 40% - Student's work does not meet all expectations of accuracy, completeness and professionalism.

	2015	2016
Objective 1	42%	53%
Objective 2	42%	58%
Objective 3	43%	48%
Objective 4	37%	52%
Objective 5	22%	51%
Objective 6	50%	46%

The numbers listed in the chart above indicate that of all capstone projects reviewed, the program objectives were not always met at an acceptable level for Objectives 4 and 5 during 2014-2015, however, our scores improved during 2015 – 2016.

Peregrine Assessment Results:

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total



8.33% Difference with the ACBSP (All) - Accreditation Council for Business Schools and Programs.

7.14% Difference with the Online Delivery Mode Aggregate.

10.13% Difference with the Traditional / Campus-based Delivery Mode Aggregate.

8.33% Difference with the Privately Owned University Aggregate

7.44% Difference with the Masters of Business Admin. Aggregate

In order to address **Action Plan #2**, we have determined that the Peregrine Academic Assessment Exam results for 2015-2016 for *online* MBA students averaged 61.48. MBA students who completed their program in the *traditional* setting (face-to-face) scored on average 62.51. The online students scored just under the traditional setting students, but the difference was not enough to indicate a concern.

Analysis of Assessment:

The data from the Peregrine Assessment Exams indicates that WWU students are performing at a slightly higher level in every category than students from colleges and universities accredited by the ACBSP, higher than students who are in online and traditional campus based deliveries from privately owned universities.

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

Analysis of the assessment results will be conducted during the Business Advisory Council meeting to be held in October of 2016. Assessment results will be reviewed by alumni and faculty to determine the Program Action items for 2016-2017.

Program Changes Based on Assessment:

Last year our assessment results indicated lower than acceptable levels for Objectives 4 and 5. These objectives relate to economics and finance.

Faculty who reviewed these results believed that Objective 4 and 5 **were not** well represented within the requirements for the capstone project. Due to the fact that the students are performing well on the Peregrine Assessment Exam in the area of economics and marketing, no changes will be made at this time to the MBA program.

This year the capstone projects were assessed by external evaluators and the results indicated an increase in the performance of all program objectives except for Objective #6 – which pertains to the construction of pro forma financial statements to accurately interpret financial data to support managerial decision making.

Additional tools that are available to students to assist in constructing financial statements will be explored such as score.org templates, Live Plan, which is an online product that students could purchase to assist with the creation of statements and other similar products.

General Education Assessment:

The campus faculty for the undergraduate division of WWU voted in 2015 to reorganize the content areas of general education into four main components. They are:

Critical Analysis
Creative Expression
Quantitative Inquiry
Society and the Individual

These content areas are reinforced and mastered within the MBA program in the following courses:

Critical Analysis -	BMT 569, BMT 539
Creative Expression -	BMT 552
Quantitative Inquiry -	BMT 538, BMT 566, BMT 590
Society and the Individual -	BMT 524, BMT 545, BMT 517

Program Activities:

Assessment activities for the MBA program are conducted through Peregrine Academic Services during the Capstone course BMT 590. Capstone course projects are assessed each summer. Other assignments will also be assessed in 2016-2017 with the addition of LiveText, an assessment software product that will enable WWU to pull assignments straight from OwlNet and the Moodle to be assessed.

Senior Achievement Day Presentations:

N/A to this program.

Service Learning Activities:

The program mission does not include Service Learning activities.

Program Sponsored LEAD Events:

The students in this program are not eligible for LEAD points.

Faculty Accomplishments:

None

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

Lacee Floyd	Financial Advisor at Rowland Carmichael Advisors, CFP
Blake Eastwood	Program Manager, Missouri Manufactured Housing Department

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate
Learning Outcomes	<input checked="" 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
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 checked="" type="checkbox"/> Measures relate to program learning outcomes. <input checked="" 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.

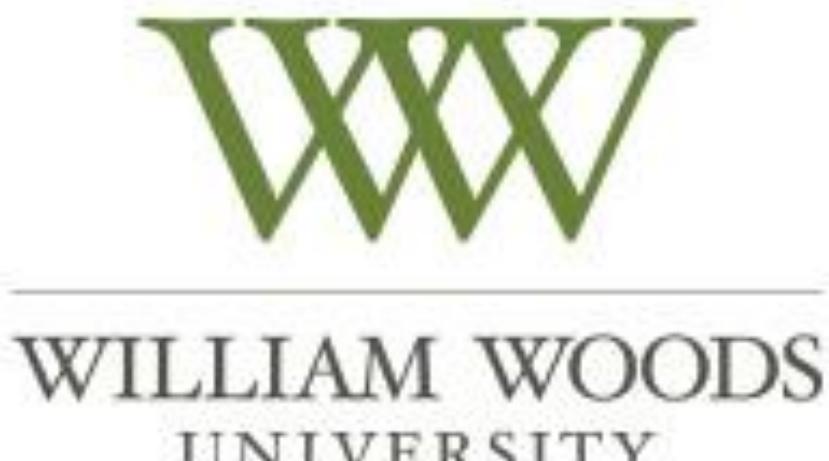
Assessment Results	<input checked="" type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input checked="" type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input checked="" 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 recognized.	<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.
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input checked="" type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.
Actions to Improve Learning and Assessment	<input checked="" type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input checked="" type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.

Additional Comments:

The demographic numbers don't add up on the overlap in the number for 2014-2015? I know that the masters cohorts start 8 different groups a year and you all graduate a lot through, but are these numbers off of Dr. Sturgis's information? There is a huge difference between 260 students on the 14-15 report for the academic year 14-15 and the 119 number listed in the 15-16 report for the enrollment of 14-15?

In the assessment matrix, there are not classes marked for assessment. I know this is not the case as the program has already built the assessment matrix in the new LiveText AIS system and there are multiple measures of assessment for each student learning objective. It was simply left off of this document. This type of issue will be eliminated with the new system as well.

It is nice to see the percentages of success shifting positive on the capstone project as well as the competitive scores on the Peregrine exam.



MBA Annual Assessment 2016-2017

ANNUAL ASSESSMENT 16-17

Graduate Annual Assessment	3
Master of Business Administration	3
Program Profile	3
Program Objectives	5
Curriculum Map	6
Assessment Findings	8
Program Activities	15

Graduate Annual Assessment

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.

Program Demographics

Total Enrollment 2015-2016

189

Incoming Students 2015-2016

24

Total Enrollment 2016-2017

Incoming Students 2016-2017

Program Assessment Data Sheet*Upload the Assessment Data sheet from Institutional Research*

Data_from_Paul____MBA_Graduate_Assessment.xlsx

Reflection on Demographic Data*Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.*

Enrollment for the MBA program is 176 students. 83 are evening students and 93 are online. This is a 27% increase for on-ground cohorts and a 72% increase for online students. Overall, the program has grown by 47%. In the past few years we have experienced a decline in our enrollment due to the onslaught of online MBA programs that are now available to rural communities. In 2013 we saw the effects of these numerous online programs and decided to create an MBA degree for online delivery. The online program was launched in 2014 and since that time our numbers have been steadily increasing. We are almost back to our pre-2014 enrollment.

Student Retention for the MBA program is excellent because it is a program that is completed in approximately 18 months. This is a program designed for working adults who desire to earn a master's degree. Since the students are more mature and the program is shorter than the traditional undergraduate programs, retention is high. The MBA is beneficial to students in obtaining promotions and transfers. Also, quite often the employer reimburses the student for the cost of tuition. All of these factors contribute to the retention rate.

Degree completion is near 100% for the same reasons listed above. Enrollment had declined in the evening sections previously offered in rural areas due to online options. The enrollment is now increasing as WWU's online MBA program is becoming well-known. This means we have fewer cohorts for the evening program, but more students in the online program.

Program Delivery

Cohort
OnLine
Hybrid
Cohort and OnLine (selected)

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 is due February 2017.

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
ACBSP-2009.4	Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.
MBA.1	Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.
MBA.2	Demonstrate a working knowledge of current business technology.
MBA.3	Evaluate an organization.
MBA.4	Create sound marketing strategies based on research and analysis.
MBA.5	Analyze effects of economic policies on domestic and international business.
MBA.6	Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.

Curriculum Map

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

MBA Program

	BMT 517	BMT 524	BMT 545
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.			
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.			I, R, M
MBA.2 Demonstrate a working knowledge of current business technology.			
MBA.3 Evaluate an organization.	I, R, A, M		
MBA.4 Create sound marketing strategies based on research and analysis.			
MBA.5 Analyze effects of economic policies on domestic and international business.		I, R, M	
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.			

	BMT 569	BMT 580	BMT 590
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.			M, A
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.			M, A
MBA.2 Demonstrate a working knowledge of current business technology.		I, R	M, A
MBA.3 Evaluate an organization.			M, A
MBA.4 Create sound marketing strategies based on research and analysis.	I, R, M		M, A
MBA.5 Analyze effects of economic policies on domestic and international business.			M, A
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.			M, A

	BMT 552	BMT 538	BMT 539
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.			
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.			I, R, M
MBA.2 Demonstrate a working knowledge of current business technology.	R	R	
MBA.3 Evaluate an organization.	R		
MBA.4 Create sound marketing strategies based on research and analysis.	R, M		
MBA.5 Analyze effects of economic policies on domestic and international business.			
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.	I	R, M	

	BMT 566
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.	
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.	R
MBA.2 Demonstrate a working knowledge of current business technology.	
MBA.3 Evaluate an organization.	
MBA.4 Create sound marketing strategies based on research and analysis.	
MBA.5 Analyze effects of economic policies on domestic and international business.	
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.	R, M

Assessment Findings

Assessment Findings for the Assessment Measure level for MBA Program

<p>ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institutions academic programs. Each business school or program is responsible for developing its own outcomes assessment program.</p>					
Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	During the 2016-2017 academic year, a total of 89 MBA students graduated from the program. Each were assessed in by completing a standardized, computerized assessment exam during their last course in the MBA program. WWU Students scored an overall average of 62.9%. Other ACBSP Schools scored 54.9%, Traditional/Campus-based Schools scored 52.9%, Privately Owned Colleges scored 53% and Publicly Owned Institutions scored 51.4%.		
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the MBA program objectives. been met yet? Met	During the 2016-2017 academic year each MBA graduate (89) was required to complete a capstone project. A sample of 10% of these projects were reviewed by external evaluators. The results of these reviews indicated that over 80% of our students are performing at or above the proficient level.	MBA_External_Reviewers_Summary_2017.docx	

MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.				
Assessment Measures	BMT 590			
	Assessment Measure	Criterion	Summary	Attachments of the Assessments
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the ethical, legal and overall considerations of modern business. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewrs_Summary_2017.docx
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	WWU MBA students scored an average of 60% on the legal and ethical portions of the Peregrine Academic Assessment Exam.	

MBA.2 Demonstrate a working knowledge of current business technology.					
Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	This objective is not measured through Peregrine Academic Services Assessment Exam.		- Refine Assessment Tool: Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the technological considerations of modern business. been met yet?	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewers_Summary_2017.docx	

MBA.3 Evaluate an organization.						
Assessment Measures						
	BMT 517	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
Direct - Class Assignment	Has the criterion 80% of the students will produce a final paper in BMT 517 that indicates they have mastered the concepts of organizational culture and structure of modern business. been met yet?					
BMT 590						
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet?		Peregrine Assessment Exam results indicated that our students scores averaged 70.8% as compared to the national average of 58.7%.			
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the organizational culture and underlying structure considerations of modern business. been met yet?		External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.		MBA_External_Reviewrs_Summary_2017.docx	

MBA.4 Create sound marketing strategies based on research and analysis.					
Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	Peregrine Assessment Exam results indicate that our students scores averaged 66.3% as compared to the national average of 57.5%.		
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the ability to create sound marketing strategies based on research and analysis. been met yet?	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewrs_Summary_2017.docx	

MBA.5 Analyze effects of economic policies on domestic and international business.					
Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	Peregrine Assessment Exam results indicate that our students scored an average of 61.9% on the economics section as compared to the national average of 54%.		
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the concepts of economic policies and how they affect domestic and international businesses. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewrs_Summary_2017.docx	

MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.					
Assessment Measures	BMT 590				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Met	Peregrine Assessment Exams results indicate that our students averaged 67.5% on the accounting portion and 58.2% on the finance section of the exam. This is above the national average of 55.6% and 48.5% respectively.		
	Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the creation and interpretation of financial statements which support managerial decision-making. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective	MBA_External_Reviewers_Summary_2017.docx	

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	MBA.2 Demonstrate a working knowledge of current business technology.					
Legend	A					
Course/Event	BMT 590					
Assessment Measure	Direct - External Testing					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.
Improvement Type	Summary					
Refine Assessment Tool	Since this objective is not measured through Peregrine Academic Assessment Exams, an additional assessment tool should be added to our processes. Most likely this will mean a revision of the BMT 580 course.					

Assessment List

Program Activities

Student Accomplishments

MBA students in 2016-2017 have performed very well in both the Peregrine Academic Assessment Exams and the Capstone Project external reviews.

This year we developed an award for one student each year who had exhibited exemplary skills in when creating the capstone project or business plan. Julie Houseworth was the recipient of the Capstone Excellence Award for 2016. She created a business plan for a business called Dinner Solutions. The students were nominated by faculty who taught the capstone course during the year, BMT 590. Then several members of administration were asked to review the nominations and rate them in order to select the best.

Faculty Accomplishments

Alumni Accomplishments

Recent graduates only

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

During the Fall and Spring semesters of the 2016 -2017 academic year faculty were given the opportunity to complete professional development on our main campus. Sessions offered were focused on the pedagogy of online programs.

Professional Development

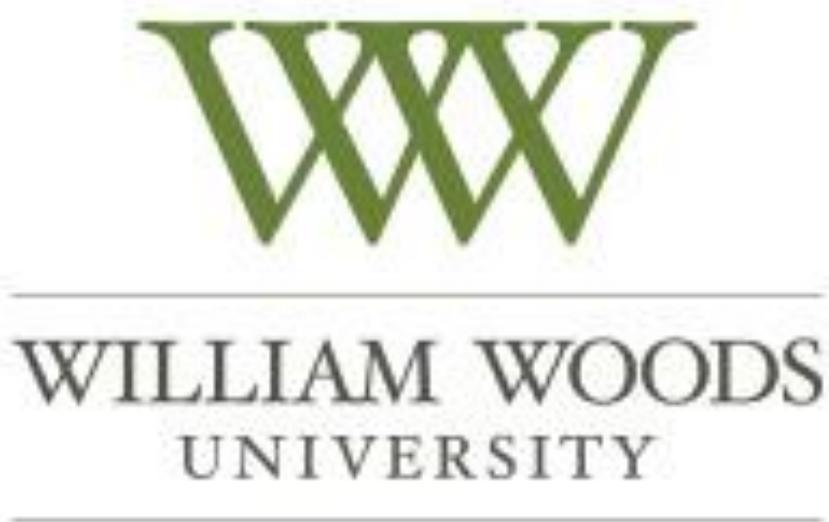
Assessment Rubric

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"/>
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 learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<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 recognized.	<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"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<input type="checkbox"/>
Actions to Improve Learning and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<input type="checkbox"/>

Additional Comments: Assessment of student learning should consist of more than just the Peregrine assessment. If there were a business plan or another touchpoint to see where students are doing well or struggled, it would give the program time to correct the mistakes. If only looking at student success at the end, it is too late to fix.



**Master of Business Administration Annual Assessment
2017-2018**

ANNUAL ASSESSMENT 17-18

Master of Business Administration Annual Assessment 2017-2018	1
Graduate Annual Assessment 17-18.....	3
Master of Business Administration.....	3
Program Profile	3
Program Objectives	4
Curriculum Map.....	5
Assessment Findings.....	6
Program Activities	15
Assessment Rubric:.....	15

Graduate Annual Assessment 17-18

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.

Program Demographics

Total Enrollment 2016-2017	Total Enrollment 2017-2018
189	129
Incoming Students 2016-2017	Incoming Students 2017-2018
24	6

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

MBA1.xlsx

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

Enrollment for the MBA program is 129 students, 63 of which are transfer students. In the past few years we have experienced a decline in our enrollment due to the onslaught of online MBA programs that are now available to rural communities. In 2013 we saw the effects of these numerous online programs and decided to create an MBA degree for online delivery. The online program was launched in 2014 and since that time our online numbers have been steadily increasing however, we have seen a decrease in on-ground enrollments.

Student Retention for the MBA program is strong, averaging 86.7%, because it is a program that is completed in approximately 18 months. This is a program designed for working adults who desire to earn a master's degree. Since the students are more mature and the program is shorter than the traditional undergraduate programs, retention is high. The MBA is beneficial to students in obtaining promotions and transfers. Also, quite often the employer reimburses the student for the cost of tuition. All of these factors contribute to the retention rate.

Degree completion is near 80% which is down from a high of almost 90% in 09/10. Enrollment had declined in the evening sections previously offered in rural areas due to online options. The enrollment is now increasing as WWU's online MBA program is becoming well-known. This means we have fewer cohorts for the evening program, but more students in the online program.

Program Delivery

Cohort
Online
Hybrid
Cohort and Online (selected)

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 February 2017. The next review report will be due in 2019.

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
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Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

MBA Program(Imported)

	BMT 517	BMT 524	BMT 545	BMT 580	BMT 590	BMT 552	BMT 538	BMT 539	BMT 566
ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.					A, M				
MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.			I, R, M		M, A			I, R, M	R
MBA.2 Demonstrate a working knowledge of current business technology.				I, R	M, A	R	R		
MBA.3 Evaluate an organization.	I, R, A, M				M, A	R			
MBA.4 Create sound marketing strategies based on research and analysis.					M, A	R, M			
MBA.5 Analyze effects of economic policies on domestic and international business.		I, R, M			M, A				
MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.					M, A	I	R, M		R, M

Assessment Findings

Assessment Findings for the Assessment Measure level for MBA Program

ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institutions academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	During the 2017-2018 academic year, a total of 58 MBA students completed the outbound Peregrine Assessment Examination. Fifty-seven percent of all WWU MBA students scored above the national average of the 50% percentile. Seventy-eight percent of online students scored above the national average and 48% of on ground students scored above the national average.	Outbound_MBA_Peregrine_Scores_1718.xlsx	<ul style="list-style-type: none"> - Refine Assessment Tool: The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives. - Curriculum Revision: The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the MBA program objectives. been met yet? Met	During the 2016-2017 academic year each MBA graduate (89) was required to complete a capstone project. A sample of 10% of these projects were reviewed by external evaluators. The results of these reviews indicated that over 80% of our students are performing at or above the proficient level.	MBA_External_Reviewrs_Summary_2017.docx	

MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the ethical, legal and overall considerations of modern business. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewrs_Summary_2017.docx	
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	During the 2017-2018 academic year, a total of 58 MBA students completed the outbound Peregrine Assessment Examination. Fifty-seven percent of all WWU MBA students scored above the national average of the 50% percentile. Seventy-eight percent of online students scored above the national average and 48% of on ground students scored above the national average.	Outbound_MBA_Peregrine_Scores_1718.xlsx	Refine Assessment Tool: The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives. - Curriculum Revision: The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.

MBA.2 Demonstrate a working knowledge of current business technology.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	During the 2017-2018 academic year, a total of 58 MBA students completed the outbound Peregrine Assessment Examination. Fifty-seven percent of all WWU MBA students scored above the national average of the 50% percentile. Seventy-eight percent of online students scored above the national average and 48% of on ground students scored above the national average.	Outbound_MBA_Peregrine_Scores_1718.xlsx	
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the technological considerations of modern business. been met yet?	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.		

MBA.3 Evaluate an organization.

Assessment Measures

BMT 517				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% of the students will produce a final paper in BMT 517 that indicates they have mastered the concepts of organizational culture and structure of modern business. been met yet?			

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment	During the 2017-2018 academic year, a total of 58 MBA students completed the outbound Peregrine Assessment	Outbound_MBA_Peregrine_Scores_1718.xlsx	Refine Assessment Tool: The Peregrine exam needs to be reviewed as it fits within the assessment plan of the

	Exam. been met yet? Not met	Examination. Fifty-seven percent of all WWU MBA students scored above the national average of the 50% percentile. Seventy-eight percent of online students scored above the national average and 48% of on ground students scored above the national average.		MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives. - Curriculum Revision: The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the organizational culture and underlying structure considerations of modern business. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewers_Summary_2017.docx	

MBA.4 Create sound marketing strategies based on research and analysis.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	During the 2017-2018 academic year, a total of 58 MBA students completed the outbound Peregrine Assessment Examination. Fifty-seven percent of all WWU MBA students scored above the national average of the 50% percentile. Seventy-eight percent of online students scored above the national average and 48% of on ground students scored above the national average.	Outbound_MBA_Peregrine_Scores_1718.xlsx	- Refine Assessment Tool: The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives. - Curriculum Revision: The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to

				better align them with the revised program and program objectives.
Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the ability to create sound marketing strategies based on research and analysis. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewrs_Summary_2017.docx	

MBA.5 Analyze effects of economic policies on domestic and international business.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	During the 2017-2018 academic year, a total of 58 MBA students completed the outbound Peregrine Assessment Examination. Fifty-seven percent of all WWU MBA students scored above the national average of the 50% percentile. Seventy-eight percent of online students scored above the national average and 48% of on ground students scored above the national average.	Outbound_MBA_Peregrine_Scores_1718.xlsx	<ul style="list-style-type: none"> - Refine Assessment Tool: The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives. - Curriculum Revision: The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.

Direct - Portfolio Review	Has the criterion 80% of the students will produce a business plan that indicates they have mastered the concepts of economic policies and how they affect domestic and international businesses. been met yet? Met	External reviews indicated that 90% of our MBA students were performing at a proficient level for this objective.	MBA_External_Reviewrs_Summary_2017.docx	
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MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.

Assessment Measures

BMT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% of the students will perform at or above the national average on the Peregrine Academic Assessment Exam. been met yet? Not met	During the 2017-2018 academic year, a total of 58 MBA students completed the outbound Peregrine Assessment Examination. Fifty-seven percent of all WWU MBA students scored above the national average of the 50% percentile. Seventy-eight percent of online students scored above the national average and 48% of on ground students scored above the national average.	Outbound_MBA_Peregrine_Scores_1718.xlsx	<ul style="list-style-type: none"> - Refine Assessment Tool: The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives. - Curriculum Revision: The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.
Direct - Portfolio	Has the criterion 80% of the students will produce a	External reviews indicated that 90% of our MBA students were performing at	MBA_External_Reviewrs_Summary_2017.docx	

Review	business plan that indicates they have mastered the creation and interpretation of financial statements which support managerial decision-making. been met yet? Met	a proficient level for this objective		
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Improvement Narrative List

Assessment Findings for the Assessment Measure level

ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

Improvement Narrative	BMT 590	
	Improvement Type	Summary
	Refine Assessment Tool	The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives.
	Curriculum Revision	The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.

MBA.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.

Improvement Narrative	BMT 590	
	Improvement Type	Summary
	Refine	The Peregrine exam needs to be reviewed as it fits within the assessment plan of

	Assessment Tool	the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives.
	Curriculum Revision	The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.

MBA.3 Evaluate an organization.		
Improvement Narrative	BMT 590	
	Improvement Type	Summary
	Refine Assessment Tool	The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives.
	Curriculum Revision	The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.

MBA.4 Create sound marketing strategies based on research and analysis.		
Improvement Narrative	BMT 590	
	Improvement Type	Summary
	Refine Assessment Tool	The Peregrine exam needs to be reviewed as it fits within the assessment plan of the MBA program. Currently, it is used to provide a broad average of overall performance when finer data is available that can better address the program objectives.
	Curriculum Revision	The MBA underwent a major revision that will go into effect during the 18/19 academic year. The SBT will monitor the program and assessment tools to better align them with the revised program and program objectives.

MBA.5 Analyze effects of economic policies on domestic and international business.									
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MBA.6 Construct pro forma financial statements to accurately interpret financial data to support managerial decision-making.									
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Assessment List

Program Activities

Student Accomplishments

MBA students in 2017-2018 performed very well on the Capstone Project external reviews.

Faculty Accomplishments

Better tracking of faculty accomplishments is warranted. Aligning the MBA program under the School of Business and Technology and the recent addition of a new MBA Program Manager will help in this area.

Alumni Accomplishments

Recent graduates only

Better tracking of recent alumni and their accomplishments is warranted. Aligning the MBA program under the School of Business and Technology and the recent addition of a new MBA Program Manager will help in this area.

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

During the Fall and Spring semesters of the 2017 -2018 academic year faculty were given the opportunity to complete professional development on our main campus. Sessions offered were focused on the pedagogy of online programs and academic integrity.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric:

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 checked="" 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 checked="" type="checkbox"/> Specific measures are clearly identified <input checked="" type="checkbox"/> Measures relate to program learning outcomes. <input checked="" 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"/>
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 learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input checked="" type="checkbox"/> A majority of learning outcomes assessed annually. <input checked="" type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input checked="" type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> <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"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<input type="checkbox"/>
Actions to Improve Learning and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action. <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<input type="checkbox"/>

Additional Comments: Need to spread out the assessment into a few core courses and not only rely on the Peregrine for assessment.



WILLIAM WOODS
UNIVERSITY

MBA Annual Assessment 2018-2019

MASTER OF BUSINESS ADMINISTRATION	3
PROGRAM PROFILE	3
PROGRAM OBJECTIVES	5
CURRICULUM MAP	6
ASSESSMENT FINDINGS	7
PROGRAM ACTIVITIES	7
ASSESSMENT RUBRIC	8

Graduate Annual Assessment 18-19

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.

Program Demographics

Total Enrollment 2018-2019

189

Total Enrollment 2017-2018

129

Incoming/Transfer Students 2018-2019

24

Incoming/Transfer Students 2017-2018

62

Concentrations 2018-2019

If your program contains concentrations, or an emphasis area, please list the concentrations and the number of students identified within each concentration.

Graduating Students

Total Graduated 2017-2018

73

Total Graduated 2016-2017

68

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

MBA1.xlsx

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 129 students, 63 of which are transfer students. In the past few years we have experienced a decline in our enrollment due to the onslaught of online MBA programs that are now available to rural

communities. In 2013 we saw the effects of these numerous online programs and decided to create an MBA degree for online delivery. The online program was launched in 2014 and since that time our online numbers have been steadily increasing however, we have seen a decrease in on-ground enrollments.

Student Retention for the MBA program is strong, averaging 86.7%, because it is a program that is completed in approximately 18 months. This is a program designed for working adults who desire to earn a master's degree. Since the students are more mature and the program is shorter than the traditional undergraduate programs, retention is high. The MBA is beneficial to students in obtaining promotions and transfers. Also, quite often the employer reimburses the student for the cost of tuition. All of these factors contribute to the retention rate.

Degree completion is near 80% which is down from a high of almost 90% in 09/10. Enrollment had declined in the evening sections previously offered in rural areas due to online options. The enrollment is now increasing as WWU's online MBA program is becoming well-known. This means we have fewer cohorts for the evening program, but more students in the online program.

Program Delivery

Cohort
Online
Hybrid
Cohort and Online (selected)

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 February 2017. The next review report will be due in 2022.

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?

Marketing Attachments

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.

Faculty Load Attachment

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

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

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

MBA Program

Assessment Findings

Assessment Findings for the Assessment Measure level for MBA Program

No Assessment Findings Recorded as the Curriculum Map was not completed.

Improvement Narrative List

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.

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.

MBA students in 2018-2019 performed very well on the Capstone Project external reviews.

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

Better tracking of faculty accomplishments is warranted. Aligning the MBA program under the School of Business and Technology and the recent addition of a new MBA Program Manager will help in this area.

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

Better tracking of recent alumni and their accomplishments is warranted. Aligning the MBA program under the School of Business and Technology and the recent addition of a new MBA Program Manager will help in this area.

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.

During the Fall and Spring semesters of the 2018 -2019 academic year faculty were given the opportunity to complete professional development on our main campus. Sessions offered were focused on the pedagogy of online programs and academic integrity.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

	Assessment is Below Expectations	Assessment Meets the Expectations of the University	Assessment Reflects Best Practices	NA
Mission Statement Clearly Articulated	The mission statement is minimal at best.	The mission statement for the program clearly articulated and aligned with the University mission.	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.	N/A
Reflection on Demographic Data	The program does not reflect on retention/graduation data in a detailed way.	The program provides a basic reflection/graduation on the retention data provided.	The program provides a detailed description on the retention numbers. The program provides new ideas on to improve retention or articulates how they plan to retain students.	N/A
Defines External Accreditation Standards	The program fails to provide any accreditation information.	The program provides a basic explanation of the accreditation organizations in the field.	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	N/A
Marketing Materials analysis	The program fails to provide discussion or review of the marketing materials	The program provides a basic discussion on the materials that are used to market the program.	The program reviewed several marketing materials with detailed discussion on the positives and	N/A

			negatives.	
Analysis of Faculty Teaching load	The program did not provide a discussion teaching load	The program provided some discussion on faculty loads	The program provided evidence and clear discussion on the load for faculty.	N/A
Curriculum Map Alignment	The curriculum map is not complete	The curriculum map is complete	The curriculum map is detailed and complete.	N/A
Assessment of Objectives	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.	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.	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.	N/A
Changes to Curriculum	The program does not articulate any changes to curriculum with detail or evidence.	The program articulates changes to the curriculum with minimal evidence or rationale	The program articulates curricular changes with a strong rationale and evidence base.	N/A
Assessment Findings	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	N/A
Improvement Narrative	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	N/A
Analysis of Assessment	The program provided no analysis of the assessment process as a whole	The program provided a discussion on the overall assessment process.	The program provided a robust discussion on the overall assessment process that was detailed and thorough.	N/A
Faculty and Student Accomplishments	The program provided little to no data on students, alumni, faculty accomplishments.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided detail updates on successes on Students, Alumni and Faculty with added information	N/A

			explaining the kinds of success that were experienced.	
PD Opportunities and Development	The program provided little to no discussion on the provided PD opportunities	The program provided a listing of PD opportunities available to the faculty.	The program provide a listing and supplemental information on the PD opportunities made available to faculty.	N/A



**WILLIAM WOODS
UNIVERSITY**

MBA Annual Assessment 2019-2020

MASTER OF BUSINESS ADMINISTRATION	3
PROGRAM PROFILE	3
PROGRAM OBJECTIVES	5
CURRICULUM MAP	7
ASSESSMENT FINDINGS	8
PROGRAM ACTIVITIES	15
ASSESSMENT RUBRIC:	16

Graduate Annual Assessment 2019-2020

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 2018-2019

189

Total Enrollment 2019-2020

129

Graduating Students

Total Graduated 2018-2019

65

Total Graduated 2019-2020

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?

At the time this report was submitted we had not received a Program Assessment Data Sheet.

Enrollment for the MBA program is 129 students. The online program was launched in 2014 and since that time our online numbers have been steadily increasing however, we have seen a decrease in on-ground enrollments.

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 had declined in the evening sections previously offered in rural areas due to online options. The enrollment is now increasing as WWU's online MBA program is becoming well-known. This means we have far fewer students in on-ground courses as opposed to online courses.

This program has room for growth as an online offering and with program revisions and the hiring of a new Program Manager, we anticipate growth in online enrollments. Additionally, we are 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.

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?

We are working with Ashley Brown to develop better marketing tools for this program. We are also working with her to raise awareness of the MBA program to a larger demographic as our online program should attract students from across the country.

We are conducting virtual meetings with potential students owing to COVID disruptions but would like to continue this option for our online students as we return to normal operations.

We would like to see updated student testimonials from recent graduates (within the past five years) and, we would like these to be in video format instead of text.

We would also like to see a video, "Message from the Program Manager" added to the webpage.

There is a separate web page for on-ground and online offerings but these landing pages contain the same information so we believe we could simplify the webpage by only having a single page that speaks to on-ground and online options.

Marketing Attachments

MBA_Web_Page.docx

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:

Eric Brown, ABD (12 credit hours in a full semester)

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

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

Dr. Vernan Pierce (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.

MBA_Faculty_and_courses_taught_1920.xlsx

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

<p>MBA 2018.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.</p> <p>Assessment Measures</p>																								
<table border="1"> <thead> <tr> <th>BUS 585</th><th></th><th></th><th></th><th></th></tr> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> <tbody> <tr> <td>Direct - External Testing</td><td>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</td><td>On average, students scored above the 50th percentile on the specific sub-sections of the Peregrine test.</td><td>MBA_Peregrine_Outbound_Results_2020.xlsx</td><td></td></tr> <tr> <td>Direct - Research Paper</td><td>Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final Project Report. been met yet? Met</td><td>All students scored above the 80th percentile on this assignment.</td><td></td><td>- Curriculum Revision: We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.</td></tr> </tbody> </table>					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	On average, students scored above the 50th percentile on the specific sub-sections of the Peregrine test.	MBA_Peregrine_Outbound_Results_2020.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	All students scored above the 80th percentile on this assignment.		- Curriculum Revision: We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.
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<p>MBA 2018.2 Demonstrate a working knowledge of current business technology.</p> <p>Assessment Measures</p>														
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BUS 585														
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Measure			Assessments	
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile). been met yet? Not met	On average, students scored above the 50th percentile on the Peregrine test.	MBA_Peregrine_Outbound_Results_2020.xlsx	- Revision of Program Objectives: As there is not a direct sub-section on the Peregrine measuring technology, we are not satisfied with this measure. This program objective will also be reviewed as only one course in the program speaks to use of technology.
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	All students scored above the 80th percentile on their final project report.		- Revise Assignment for Assessment: We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.

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	On average, students scored above the 50th percentile on the specific sub-sections of the Peregrine test.	MBA_Peregrine_Outbound_Results_2020.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	All students scored above the 80th percentile on this assignment.		- Revise Assignment for Assessment: We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback

				should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.	
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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	On average, students scored above the 50th percentile on the Peregrine test.	MBA_Peregrine_Out bound_Results_2020.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				

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	On average, students scored above the 50th	MBA_Peregrine_Out bound_Results_2020.xlsx		

	Peregrine test than the national average (50 percentile) in the areas of economics, economics: macroeconomics and economics: microeconomics. been met yet? Met	percentile on the specific sub-sections of the Peregrine test.		
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	All students scored above the 80th percentile on this assignment.		- Revise Assignment for Assessment: We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.

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	On average, students scored above the 50th percentile on the specific sub-sections of the Peregrine test.	MBA_Peregrine_Outbound_Results_2020.xlsx	
Direct - Research Paper	Has the criterion Students will score above the 80th percentile on their BUS 585 Capstone Final	All students scored above the 80th percentile on this assignment.		- Revise Assignment for Assessment: We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final

	Project Report. been met yet? Met			scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.
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Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	MBA 2018.1 Analyze ethical and legal issues in business policies and procedures and develop recommendations for improvement.					
Legend	A					
Course/Event	BUS 585					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.
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Standard/Outcome	MBA 2018.2 Demonstrate a working knowledge of current business technology.					
Legend	A					
Course/Event	BUS 585					
Assessment Measure	Direct - External Testing					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revision of Program Objectives</td> <td>As there is not a direct sub-section on the Peregrine measuring technology, we are not satisfied with this measure. This program objective will also be reviewed as only one course in the program speaks to use of technology.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revision of Program Objectives	As there is not a direct sub-section on the Peregrine measuring technology, we are not satisfied with this measure. This program objective will also be reviewed as only one course in the program speaks to use of technology.
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Standard/Outcome	MBA 2018.2 Demonstrate a working knowledge of current business technology.					
Legend	A					
Course/Event	BUS 585					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.
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Standard/Outcome	MBA 2018.3 Evaluate an organization's culture and underlying structure to develop effective management and leadership strategies.					
Legend	A					
Course/Event	BUS 585					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	We need to investigate what we view as inflated scored on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.
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Standard/Outcome	MBA 2018.5 Analyze the effects of economic policies on domestic and international business.	
Legend	A	
Course/Event	BUS 585	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Met	

Findings		
Improvement Narrative		
Improvement Type	Summary	
Revise Assignment for Assessment	We need to investigate what we view as inflated scores on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.	

Standard/Outcome	MBA 2018.6 Interpret financial data to support managerial decision-making					
Legend	A					
Course/Event	BUS 585					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td><td>We need to investigate what we view as inflated scores on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.</td></tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	We need to investigate what we view as inflated scores on the assessment assignment. The assignment builds throughout the course so attention to faculty feedback should elevate final scores but scores were significantly higher for all students so either faculty members are not evaluating assignments properly or the assignment itself has a design issue.
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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.

As a graduate program, there are not assessment day activities. No changes in the assessment process was made from last year to this.

An issue we experienced was the removal of the MBA program manager earlier in the academic year which hindered the School's ability to dedicate proper time to monitoring and making adjustments from the previous year's assessment. We have a new MBA program manager coming on-board in July, 2020 and he will be conducting a complete review of the program to include current assessment procedures.

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. Stephen Forsha:

- Served as dissertation chair for three doctoral students at Webster University.
- Published, "Psychological coping strategies: influences on academic integrity" in the College Student Journal.
- Presented, "Perceptions of Athlete/Coach Leader Member Exchange and Influences on Organizational Citizenship Behaviors, a study of USGAA clubs" at the 2019 Midwest Academy of Management Annual Conference

Dr. Miriam O'Callaghan:

- Published her second book, "Conscio-Smart".

Dr. Matthew Sveum:

- Research proposal accepted by the U.S. Census Bureau and IRS.
- Paper under review for publication examining the effects of franchisee-ownership on performance in hotels.

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

Mardy Leathers completed his doctoral studies in April, 2020.

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 University 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:

Annual Assessment Rubric 2018

25.000 pts 83.33%

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement is minimal at best. 	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>There is an issue in the data pull that calculates the graduation rate for the graduate programs. The overall enrollment numbers were provided in the share drive, but the ability retain students degree completion was not complete data. WE are working on improving that information.</p>			
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program fails to provide any accreditation information. 	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is detailed and complete. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is complete 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is not complete 	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>In a Masters program this is not as critical as in an undergraduate program. The program is using assessment that is accepted by the industry accreditation standard, so it is acceptable to the university.</p>			
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>Decisions on curricular changes are discussed with data backing up the decision. Some is from the Peregrine outside assessment and some is from the final project. Assignment revision is the main adjustment moving forward noted for the program.</p>			

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				

Anthony S. Clark
2531 Elm Forest Court
Wildwood, MO 63011
636-686-8877 (cell)
E-mail: imanthonyclark@hotmail.com

EDUCATION

Ph.D., Resource and Development Economics, University of Missouri-Columbia, Department of Agricultural and Applied Economics, 2007
Specialization Areas: Environmental and Natural Resource Economics, Regional Economics, Land-Use Change Modeling
M.A., Economics, University of Missouri-Columbia, 1996
B.S., Business Administration (emphasis in Economics), University of Missouri-Columbia, 1994
A.A., Jefferson College, 1993

PROFESSIONAL/ACADEMIC EXPERIENCE

Professor of Economics & Business/Program Coordinator of Business, St. Louis Community College, St. Louis, MO, August 2017-present
Center for Teaching & Learning Coordinator, January 2019-present
Acting Department Chair/Associate Professor of Economics, St. Louis Community College, St. Louis, MO, August 2010-August 2017
Associate Professor of Economics/Economics Department Chair/Director, Institute for Study of Economics and the Environment (ISEE), Lindenwood University, St. Charles, MO, July 2008-July 2010
Assistant Professor of Economics/Program Manager of MBA-level Economics, William Woods University, Fulton, MO, August 2000-May 2008
Research Assistant, Department of Agricultural and Applied Economics, University of Missouri, Columbia, August 2004-December 2007
Adjunct Instructor, Moberly Area Community College, 1999-2000
Regulatory Economist, Missouri Department of Economic Development-Public Service Commission, Jefferson City, MO, December 1996-August 2000
Teaching Assistant, University of Missouri, Columbia, MO, 1995-1996

TEACHING INTERESTS

Courses Taught: Principles of Macroeconomics (online and in-class), Principles of Microeconomics (online and in-class), Introduction to Business Administration (online and in-class), Elementary Statistics (online and in-class), Personal Finance (online), Financial Decisions (online), Principles of Marketing (online), MBA Managerial Economics (online and in-class), Sustainability (online), International Trade, International Business, Natural Resource and Environmental Economics, Sports Economics, Entrepreneurship, Intermediate Microeconomics, Comparative Economic Systems, Money and Banking, Freshmen Orientation

AWARDS

Governor's Award for Excellence in Teaching – 2019

PUBLICATIONS

What's Your STEM? – Book, Adams Media (Simon & Schuster), 2017
(coauthored with R. Sawah)

Economics and How It Shapes Our Lives – Book, Zephyros Press, 2016

The Everything STEM Handbook – Book, Adams Media, 2015 (coauthored with R. Sawah)

“Simulating future residential property losses from wildfire in Flathead County, Montana” – Book chapter in *Advances in Environmental Research*, Vol. 33, Nova Science Publishers 2014 (coauthored with T. Prato, T. Paveglio, Y. Barnett, R. Silverstein, M. Hardy, M. Keane, R. Loehman, D. Fagre, T. Venn and K. Stockmann)

“Free Trade Agreements and Other Preferential Trade Arrangements” – Book chapter in *Gale Business Insights Handbook: Global Business Law*, Gale Cengage Learning 2013

“Improving Simulation of Land Use Change Caused in a Region of the Rocky Mountain West” – Book chapter in *Land Use: Planning, Regulations and Environment*, Nova Science Publishers 2012 (coauthored with T. Prato, Y. Barnett and T. Paveglio)

“The Political Institutional Determinants of Land-Use Change and Sprawl” – *Theoretical and Empirical Researches in Urban Management*, 5: 5-18, August 2010

“Cash for Clunkers: Did It Work or Not?” – *The Confluence*, Spring/Summer 2010 (coauthored with A. Najjar and R. Wiedner)

“Evaluating Potential Wildlife Impacts of Future Land Development Adjacent to Protected Areas” – *George Wright Forum: The George Wright Society Journal of Parks, Protected Areas & Cultural Sites*, 25:70-88, December 2008 (coauthored with T. Prato and Y. Barnett)

“Evaluating Alternative Economic Growth Rates and Land Use Policies for Flathead County, Montana” – *Landscape and Urban Planning*, 83:327–339, December 2007 (coauthored with T. Prato, Y. Barnett and K. Dolle)

Book review: “*The Mind of the Market: Compassionate Apes, Competitive Humans, and Other Tales from Evolutionary Economics*” by Michael Shermer – *Journal of International and Global Studies*, 2(1):134-136, November 2010

Book review: “*Spin-Free Economics: A No-Nonsense, Nonpartisan Guide to Today's Global Economic Debates*” by Nariman Behravesh – *Business Economics*, 45(3):224-225, 2010

Book review: “*Three Lectures on Post-Industrial Society*” by Daniel Cohen – *Social Science and Modern Society*, 47(3): 269-271, May/June 2010

PUBLICATIONS (CONT.)

Book review: “*Capital Ideas: The IMF and the Rise of Financial Liberalization*” by J.M. Chwieroth – *Journal of International and Global Studies*, 1(2): 163-165, May 2010

Book review: “*Happiness: A Revolution in Economics*” by Bruno Frey – *Social Science and Modern Society*, 46 (3):297-299, May/June 2009

You Can Be a Businessperson, Too – Children’s book, iGlobal Educational Services, 2016

You Can Be an Entrepreneur, Too – Children’s book, iGlobal Educational Services, 2016

“Working Hard/Earning \$\$\$” – lesson in the book *100 Lessons Dads Need to Teach Their Sons*, WonderDads Publishing 2013

“Saving and Spending Responsibly” – lesson in the book *100 Lessons Dads Need to Teach Their Sons*, WonderDads Publishing 2013

“Making a Budget and Sticking to It” – lesson in the book *100 Lessons Dads Need to Teach Their Sons*, WonderDads Publishing 2013

“Managing Time Wisely” – lesson in the book *100 Lessons Dads Need to Teach Their Sons*, WonderDads Publishing 2013

OTHER PROJECTS

“Active Learning Techniques in the Higher Ed Classroom” – presentation at American University College in Skopje, North Macedonia, October 2019

“Teaching Fair Trade in an Economics Principles Course” – presentation at Robert Morris University Teaching Economics Conference, February 2014 (with L. Selders)

“Teaching the Financial Crisis and Its Aftermath” – presentation at Robert Morris University Teaching Economics Conference, February 2011

“Economic Impact Analysis of the River City Rascals” – survey and regional economic analysis conducted for a semiprofessional sports team, October 2010

Textbook reviewer for *Managerial Economics, 2e* by William Boyes, Southwestern Publishing, April 2010

“Assessing the Impact of the Car Allowance Rebate System (CARS or ‘Cash for Clunkers’) on a Regional Economy: A Case Study of St. Charles County, MO” – paper presentation for the Missouri Economics Conference, March 2010 (coauthored with A. Najjar and R. Wiedner)

OTHER PROJECTS (CONT.)

“Low-Tech Techniques for Increasing Student Engagement in Undergraduate Economics Courses” – presentation at Robert Morris University Teaching Economics Conference, February 2010

“A Panel Discussion on CEO Compensation” – panel organizer and discussant, Lindenwood University, February 2009

“Understanding the Financial Crisis” – panel organizer and moderator, Lindenwood University, October 2008

“The Residential, Commercial, and Industrial Development (RECID) Model: Methodology and Results” – presentation to Flathead Landscape Analysis Group, October 2007

“Assessing Ecological Impacts of Landscape Change in Montana’s Flathead County” – coauthor of presentation for Western Agricultural Economics Association Conference, June 2006

“Estimating Gender-differentiated Impacts of IMF and World Bank Stabilization Programs” – coauthor of paper presented at the Missouri Valley Economics Association Annual Meeting, October 2000

Microeconomics workbook, co-editor for Carmen Menezes, UMC Department of Economics, 1996

Expert witness: “In the Matter of Southwestern Bell Telephone Company’s Tariff to Revise P.S.C. No. 40, Wireless Interconnection Service” (TT-97-524)

Expert witness: “In the Matter of the Investigation into the Earnings of Seneca Telephone Company and Goodman Telephone Company” (TR-98-373)

Expert witness: “Investigation into Various Issues Related to the Missouri Universal Service Fund” (TO-98-329)

Expert witness: “In the Matter of Chariton Valley Telephone Corporation’s Complaint Against Southwestern Bell Telephone Company for Terminating Cellular Compensation” (TC-98-251, et al.)

Expert witness: “In the Matter of the Implementation of Number Conservation Methods in the St. Louis Area” (TO-98-14)

Expert witness: “In the Matter of Alma Telephone Company’s Filing to Revise Its Access Service Tariff, P.S.C. MO No. 2” (TT-99-428, et al.)

Expert witness: In the Matter of the Petition of Sprint Communications Company L.P. for Arbitration of Unresolved Interconnection Issues Regarding XDSL with Southwestern Bell Telephone Company” (TO-99-461)

COMMITTEES

Online Education Advisory Committee (STLCC), 2018-present
Diversity Committee (STLCC), 2018-present
College Senate (STLCC), 2018-present
Global Education Committee (STLCC), 2010-present
Curriculum Committee (STLCC), 2018-2019
Wellness Advisory Committee (STLCC), 2013-2015
College Academic Council (STLCC) 2013-2014
Florissant Valley Academic Council (STLCC), 2012-2014
Service Learning Advisory Committee (STLCC), 2010-2017
Faculty Research Committee (LU), 2009-2010
New Faculty Mentor Committee (WWU), 2006-2007
Curriculum Committee (WWU), 2002-2005
President's Concert and Lecture Series Committee (WWU), 2000-2002
Strategic Planning Committee (WWU), 2002-2004
Multiple Hiring Committees at Multiple Campuses

OTHER PROFESSIONAL SERVICE

Business Club Advisor, 2012-present
Assisted with planning and hosting Midwest Institute for International and Intercultural Studies Conference, St. Louis Community College–Florissant Valley, March 2012
Moderated panel discussion featuring students from the Middle East, St. Louis Community College–Florissant Valley, April 2011
Served as outside reviewer for William Woods University Business and Economics Program Assessment, 2010
Assisted in establishing economics major, Lindenwood University, 2008
Assisted in preparing assessment report of undergraduate economics program for accreditation procedures, Lindenwood University, 2008-2009
Organized series of guest lectures featuring economists and policy experts speaking on various topics, Lindenwood University, 2008-2009
Secured funding for activities of research/outreach institute, 2008-2009
Guest lectured in undergraduate natural resources management course–topic: “New Institutional Economics and Applications to Natural Resources Management,” University of Missouri-Columbia, 2006
Developed a January-term special topics course on the financial crisis, Lindenwood University, 2009
Served as faculty advisor for the business fraternity Phi Beta Lambda, William Woods University, 2002-2007

PROFESSIONAL AFFILIATIONS/ CONFERENCES/TRAINING

Missouri Valley Economics Association – current member
National Business Education Association – current member
Journal of International & Global Studies – reviewer, 2009
NSF-funded research project “Assessing and Adaptively Managing Wildfire Risk in the Wildland-Urban Interface for Future Climate and Land Use Changes” – consultant, 2008-2012

PROFESSIONAL AFFILIATIONS/ CONFERENCES/TRAINING (CONT.)

Center for Teacher Effectiveness, Train the Trainer Conference, May 2012
QM Training for Online Instruction, April 2012
Missouri Valley Economics Association Annual Meeting, October 2009
Missouri Economics Conference, April 2009
Grant Writing USA, Proposal Writing Workshop, April 2009
Federal Reserve Bank of St. Louis Teaching Professor's Conference
Teaching Economics Conference, Robert Morris University, 2006, 2010, 2011
USML Focus on Teaching and Technology Conference, 2012
League of Innovations Learning Summit, 2013

MEDIA APPEARANCES

WalletHub, website with national audience – provided interview regarding coffee prices, September 2019
KMOX Radio, St. Louis, MO – Featured guest in radio interview regarding devaluation of the dollar, July 2008
LUTV, St. Charles, MO, *Business Watch* – Hosted television program (ten episodes) featuring expert guests discussing economic and business issues
LUTV, St. Charles, MO, *Political Reason* – Appeared as guest on a series of twelve television interviews focusing on various economic issues, 2008-2009
City of Florissant Television, Florissant, MO – Appeared as guest in interview with Florissant mayor regarding current state of the U.S. economy, August 2009
Numerous television/radio appearances and newspaper interviews regarding telecommunications issues in Missouri, 1996-2000

VOLUNTEER/COMMUNITY ACTIVITIES

Junior Achievement, volunteer instructor of basic financial literacy for elementary-aged children, 2013-present
The Bridge Fair Trade Market, volunteer presenter and store worker, 2015-present
International Institute of St. Louis, volunteer mock job interviewer for refugees, 2016-present
St. Louis Storytelling Festival Steering Committee, 2014-present
St. Louis International Film Festival, volunteer usher, 2015
Mankind Project-St. Louis, Multicultural Coordinator, 2013-2014
Operation Frontline, volunteer instructor of basic financial literacy courses for disadvantaged individuals, 2008-2011
Presentation to International Business Class, Lindenwood University; Race and Ethnicity Class, St. Louis Community College; and Mehlville High School, “An American’s ‘Inside’ View of Arab-Muslim Culture,” 2011
Produced anti-smoking jingles used by Missouri Department of Health in Statewide Anti-Tobacco Campaign, 2002-2003



WILLIAM WOODS
UNIVERSITY

6/18/2020

Catherine Zacharias
7509 Wellford Ct
Columbia, MO 65203

Dear Catherine Zacharias:

I am pleased to offer you an appointment as a William Woods University adjunct faculty member. Your appointment involves teaching the following course:

Please note for online non-cohort courses that payment is based on final course enrollment after the add/drop period. If the terms and conditions outlined herein and the supplemental terms and conditions contained on the reverse side of this letter are acceptable, please sign and return the original upon receipt. (Keep a copy for your records.)

Return original, signed contract(s) via email, fax (573-592-1656) or mail to the address at the bottom of the contract, Attn.: Christy Dry, AB108. Please keep the copy for your files. If you have questions regarding your contract please contact the office of the Human Resources, Christy Dry at christy.dry@williamwoods.edu or by phone at 573-592-4308.

Sincerely,

Acceptance,

Catherine N. Zelhars

Faculty Member

Dr. Aimee Sapp
Vice President, Dean of Academic Affairs

6/22/2020

Date

211896

Supplemental Terms and Conditions

Appointments

- 1) Adjunct appointments are final. Final appointments are made for classes in existing cohorts with confirmed enrollments.

Eligibility for Subsequent Appointment

- 1) Adjunct faculty members in the Graduate Evening and Online Programs are required to participate in one Faculty Development Seminar annually (calendar year) and per the requirements of each division taught to maintain eligibility for subsequent teaching appointments/assignments. Also, the university must have your most current formal transcripts and a resume on file

Class Meetings

- 1) The accelerated study model employed by the University extends to individual classes as well as the entire degree sequence. Thus, class schedule disruptions result in degree sequence disruptions and effect Federal and Higher Learning Commission compliance. Consequently, class meetings must be conducted in conformance with the published class schedule. Instructors may not cancel or alter the class meeting schedule without prior approval of the Graduate College. If cancellation is permitted, notification of cancellation must be accompanied by immediate rescheduling of the class within the overall class calendar (that is, a class must be rescheduled prior to the last class scheduled for a course). Cancellation is permitted only in exceptional circumstances. Instructors should hold class sessions for the scheduled time. If the syllabus does not provide sufficient work, you should contact the appropriate Dean for suggestions. Requests regarding schedule adjustments or cancellation are to be made to the Vice President and Dean of the Graduate College.
- 2) Cohort site/location changes are not allowed, per Higher Learning Commission guidelines. Requests may be submitted for consideration and will be addressed after careful review. All end of course surveys are continually monitored to assure suitable learning environments for student and adjunct faculty members alike. William Woods University reserves the right to investigate all site/location requests.

Academic Regulations

- 1) Adjunct faculty members are required to be conversant with the academic regulations of the University

Honorarium

- 1) Course grades must be submitted electronically via Owlnet to the Registrar's office within one (1) week of the last day of the course. Extra pay for large classes will be based on number of students on final grade list.
- 2) A signed contract and payroll information forms must be on file in the Office of Human Resources in order for the payment to be issued.

Debbie Wilson, D.M.

2621 Due West Circle, NW.
Debbiewilson229@gmail.com

Kennesaw, GA 30152
Cell (678) 316-5599

Education:

D.M. (2015), Colorado Technical University, Colorado Springs, CO. (Global Leadership).

M.S. (2012), Liberty University, Lynchfield, VA. (Accounting)

M.B.A. (2001) Regis University, Denver, CO (Management)

B.S. (1994) Christian Brothers University, Memphis, TN (Accounting)

Published Research:

Wilson, D. (2015). *A phenomenological study on a master of business administration from the perspectives of mba graduates working in a multinational organization*. Proquest. Retrieved from <http://search.proquest.com.ctu.idm.oclc.org/dissertations/docview/1686128281/7408599B7EC14EAFPQ/1?accountid=26967>

Academic & Administrative Experience:

Nexford University, Faculty Chair of Business Programs/Associate Professor (2018 – 2020) Washington, DC

- Primary responsibility: Research (In-field, pedagogy, and leadership), Teaching online via video conferencing, and Committee Work (department and university levels)
- Instructional Design: Changes to current courses and designing new courses
- E-learning and distance education courses for certification, associate, undergraduate, and MBA programs
- Course development (Subject Matter Expert)
- Recruit, retain, oversee, and evaluate faculty
- Provide synchronous and asynchronous communication
- Grade summative and formative assessments
- Student outreach
- Participate in activities supporting the University's strategic plan

California Intercontinental University, Lead Chair, (2017 – Present)

- Faculty Development
- Professor for Online Adjunct Undergraduate, Graduate, and DBA Courses
- Subject Matter Expert
- Faculty Mentor
- Dissertation Chair
- Dissertation Committee Member

William Woods University, Fulton, MO, Online Adjunct Graduate Instructor, (2016-Present)

- Professor for Online Adjunct Graduate Courses

Southern New Hampshire Univ., Manchester, NH, Online Adjunct Instructor (2013-Present)

- Professor for Online Adjunct Undergraduate Courses

Chattahoochee Technical College, Marietta, GA, Adjunct Instructor (2012 -Present)

- Professor for online, face to face, and hybrid Associate Courses

Allied American University, Laguna, CA, Online Lead Faculty (2011 -2016)

Colorado Technical University, Colorado Springs, CO, Online Adjunct Instructor (2009 – 2015)

- Professor for Online Adjunct Undergraduate Courses

University of Phoenix Online, Phoenix, AZ, Online Faculty (2009 – 2015)

Personal Attributes

- Educated in business, global leadership/international business, and accounting; well versed in the application of business objectives to technology principles and their application to business.
- Highly competent, outcomes driven with exceptional organizational skills.
- Extraordinarily responsive, attentive and precise communication with students and peers.
- One on one engagement with students.
- Thoroughly enjoy teaching – I bring my passion into the online classroom.
- Learning platform experiences – NEO, Blackboard, Bright Space, Moodle, Canvas, and IBoard.
- Experienced using Turn It In, My Accounting Lab, Cengage, Pearson, Connect, Word, Excel, and PowerPoint.

Professional Management Positions

Accounting Analyst

GE Money Alpharetta, GA

2006 - 2008

Assigned to an international team between the United States and India. Assisted India on US accounting policies and oversaw their work on a daily basis. Reviewed monthly service invoices for assigned clients to ensure compliance with client program agreements. Reviewed and tracked manual journal entries to ensure compliance with Generally Accepted Accounting Principles. Maintained client database, contracts, and service agreements as well as standard accounting policies. Performed detailed variance analysis identifying trends, account relationships, and accrual to actual comparisons.

Controller

Sivica Homes Roswell, GA

2004 - 2005

Prepared financial statements and ensured compliance based on Generally Accepted Accounting Principles. Set up Timberline Accounting System, including job cost reporting. Supervised accounts payable, accounts receivable, and payroll. Performed new employee orientation. Monitored actual performance against forecast reporting. Entered all journal entries, reconciled accounts, and closed out the period. Prepared year- end audit statements. Performed special projects for the certified financial officer as needed.

Assistant Controller

Centex Homes Alpharetta, GA

2000 - 2003

Reviewed and submitted the financial reporting package and supplemental schedules to the corporate office according to established time frames. Supervised staff accountants and trained all personnel in proper job costing. Prepared payroll and performed new employee job orientation for all employees of the Atlanta division. Visited job sites to ensure proper safety compliance issues. Monitored actual performance against original projections. Established budgets for land development and homeowner's associations. Prepared year-end audit statements. Performed special projects for the controller as needed.

Organizations

Academy of Management

Association for Non-Traditional Students in Higher Education (ANTSHE)

Academy of International Business

Community Service & Leadership

- Chairman of Faculty Affairs Committee and member of Senate at Allied American University
- Nominated for Educator of the year for 2012 at Colorado Technical University by business dean.
- Forsyth County Georgia Special Olympics, Volunteer.
- Online host volunteer for NorthStar Church.
- Organizer of Cards for Compassion Group



Dr. Jimmie Flores

PhD, DM, PMP®, PMI-RMP®, PMI-SP®, PMI-ACP®, PMP®, CAPM®, CSM®, CSPO®, CSP®, A-CSM®, SSB, SPHR®, GPHR®, Security+, ITIL® Expert

25930 Peregrine Ridge
San Antonio, Texas 78260
drjimmieflores@gmail.com

210-601-1996 (Home)
210-601-1996 (Mobile)
jimmie.flores (Skype)

EDUCATION

University of Phoenix, Phoenix, AZ

- Doctor of Management in Information Systems and Technology (3/2009)

Fielding Graduate University, Santa Barbara, California

- Ph.D. in Human and Organizational Development (10/2006)
- M.A. in Human and Organizational Systems (8/2005)

Regis University, Denver, Colorado

- M. Ed. in Curriculum, Instruction, & Assessment (4/2009)
 - *Using Web 2.0 Technologies in Higher Education*
- M.S. in Nonprofit Management (8/2006)
- M.S. in Management (7/2006)
 - *Area of Emphasis: Organizational Leadership: Project Leadership & Management*
- M.S. in Computer Information Technology (5/2003)
 - *Area of Emphasis: Management of Technologies*
 - *Professional Project: Database Technologies in Website Design*

DeVry University, Chicago, IL

- M.S. in Educational Technology (12/2008)

University of St. Thomas, Houston, Texas

- M.B.A. Areas of concentration: Finance and Marketing (12/1992)

St. Mary's University, San Antonio, Texas

- B.B.A. Major: Corporate Financial Management (8/1990)

HIGHER EDUCATION TEACHING EXPERIENCE

Campbellsville University, (2017-Present)

- Teach Business, Project management and IT courses (*residencies and online*)

William Woods University, (2016-Present)

- Teach Business and Management courses (*online*)

Our Lady of the Lake University, (2008-2015)

- Associate Professor in Management and Information Technology
- Nonprofit Management Coordinator
- Developed comprehensive online program for Nonprofit Management

Alamo Community College, San Antonio, Texas (1997 - 2008)

- Taught Marketing, Management, Finance and MIS classes

Houston Community College, Houston, Texas (1992-1995)

- Taught Marketing, Management, Finance and MIS classes

PROFESSIONAL CERTIFICATIONS

Certification	Authorizing	Since
Co-Active Professional Coaching – Fundamentals	Co-Active	2020
Co-Active Professional Coaching – Fulfillment	Co-Active	2020
Co-Active Professional Coaching – Balance	Co-Active	2020
Co-Active Professional Coaching – Process	Co-Active	2020
Co-Active Professional Coaching – Synergy	Co-Active	2020
Training from the BACK of the Room (TBR)	Sharon Bowman	2019
TBR Trainer Certification Course (TCC)	Sharon Bowman	2019
AgileShift® Certificate	PeopleCert	2019
Advanced-Certified Scrum Master (A-CSM)	Scrum Alliance	2019
Certified Agile Leadership Credential I	Scrum Alliance	2019
Certified ScrumMaster (CSM)®	Scrum Alliance	2013
Certified Scrum Product Owner (CSPO)®	Scrum Alliance	2015
Certified Scrum Professional (CSP)®	Scrum Alliance	2015
COBIT® 5 Foundations	APMG Int'l	2014
Credentialed as Approved Training Organization (ATO)	Axelos	2014
ITIL® Foundations v4	Axelos	2019
ITIL® Foundations v3	Axelos	2010
ITIL® Intermediate – IT Continual Service Improvement (CSI)	Axelos	2014
ITIL® Intermediate – IT Planning, Protection, and Optimization (PPO)	Axelos	2014
ITIL® Intermediate – IT Service Strategy (SS)	Axelos	2015
ITIL® Intermediate – IT Service Design (SD)	Axelos	2015
ITIL® Intermediate – IT Service Transition (ST)	Axelos	2015
ITIL® Intermediate – IT Release, Control, and Validation (RCV)	Axelos	2015
ITIL® Intermediate – IT Service Offerings and Agreements	Axelos	2016
ITIL® Intermediate – IT Operational Support and Analysis	Axelos	2016
ITIL® Intermediate – IT Service Operation (SO)	Axelos	2016
ITIL® Intermediate – IT Managing Across the Lifecycle (MALC)	Axelos	2016
PRINCE2® Foundation	Axelos	2014
Global Professional in Human Resources (GPHR)®	HRCI	2017
Senior Professional in Human Resources (SPHR)®	HRCI	2017
Approved Registered Education Provider (R.E.P.)	PMI	2013
Project Management Professional (PMP)®	PMI	2008
PMI-Risk Management Professional (PMI-RMP)®	PMI	2012
PMI-Professional in Business Analysis (PMI-PBA)®	PMI	2016
PMI-Scheduling Professional (PMI-SP)®	PMI	2013
PMI-Agile Certified Practitioner (PMI-ACP)®	PMI	2013
PMI-Portfolio Management Professional (PfMP)®	PMI	2018
Certified Associate in Project Management (CAPM)®	PMI	2012
Senior Certified Professional (SCP)®	SHRM	2015
Six Sigma Black Belt (SSBB)	Kaplan	2010

WORK EXPERIENCE

Kool Derby Academy, San Antonio, Texas (2008 - Present)

Business Owner / Corporate Trainer

- Provide corporate training in the areas of Project Management, ITIL, and Agile
- Serve as Program Manager guiding a global team
- Developed and taught the following courses to business clients:
 - Certified ScrumMaster (CSM)[®] from Scrum Alliance
 - Project Management Essentials
 - Project Management Intermediate
 - Project Management Certification (PMP)[®]
 - Certified Associate in Project Management (CAPM)[®]
 - PMI-Agile Certified Practitioner (PMI-ACP)[®]
 - Project Management Advantage
 - Project Management for Nonprofit Organizations
 - Project Management for Higher Education
 - Information Technology and Infrastructure Library (ITIL)[®] v4
- Create web-based training courses for clients, such as training program for RackSpace and City of San Antonio.

Right Sports, Inc., San Antonio, Texas (01/2001 to 12/2007)

Chief Financial Officer (CFO), Director of Human Resources, and Project Manager

- Served as Project Manager to create customized web-driven platforms for collegiate conferences.
- Managed database design, web page design, and network architecture.
- Directly involved with assigning the specific resources for projects, developed and defined projects, monitored quality assurance, and met stakeholder requirements.
- Business specialty was in creating customized web-driven applications for collegiate conferences nationwide, including the Big 12, Conference USA, Big East, and Pacific-10.
- Launched Officiating.com project, the most prominent website geared to sports officials worldwide.
- Serviced 65% of the potential market, and were considered the industry leaders because of our focus on interactive web platforms driven by dynamic database designs which give users more control.

USAA, San Antonio, Texas (1999-2001)

IT Staff Analyst

- Assigned as IT Project Lead for various internal assignments.
- Managed an \$11.5M Information Technology (IT) budget.
- Delivered high-level presentations to top management.
- Provided analytical, technical, and administrative expertise in the life cycle of information technology solutions and systems software.
- Consulted with business partners to understand current and future business needs requiring a technology solution.
- Assisted in the development of business and technical criteria to be used in the evaluation of products in the marketplace.
- Applied a broad understanding of system environments, databases, and utilities in analyzing, designing, developing, testing, debugging, and implementing new systems or modifications to existing systems.
- Identified and analyzed system and application problems. Based on that analysis,

- determined best possible solutions, developed tests, and implemented fixes.
- Guided and fostered growth of peers and less experienced associates through mentoring program.

OTHER WORK EXPERIENCE

- *NCAA Men's Basketball Referee*: Officiated in Mountain West, Big XII, and Sun Belt, Western Athletic, and Southland conferences – worked the Great Alaska Shootout in Anchorage.
- *Revenue Accountant*: Employed at Shell Oil Company as Revenue Accountant.
- *Licensed Insurance Agent*: Employed at Prudential (Series 6, 63, and Group I).

PUBLICATIONS

- *Demystifying Prescriptive Analytics Frameworks and Techniques* (2020), by Selva Lakshmanan, Madasamy Sornam, Jimmie Flores. Link: <http://www.ijitee.org/wp-content/uploads/papers/v9i6/F4546049620.pdf>
- *Project Leadership 101: Drown them in Transparency*. ScrumAlliance.org. Article Link: goo.gl/eSSQLY
- *Improving the Asynchronous Online Learning Environment Using Discussion Boards*, i-manager's Journal of Educational Technology (2015).
- *The Learning System for PMP Exam Preparation*, contributing author. Holmes Corporation (2015).
- *Nonprofits get a 'Wake-up Call' in the Financial Crisis*, Nonprofit World (2010).
- *How to Become a Proficient Online Learner: Powerful and Proven Strategies Designed To Help You Earn a 4.0 GPA* (2004).
- *The Effective Entrepreneur*, 2003.
- *Overcoming the FTE Mentality* (also in audio CD version), 2003.
- *Officiating Excellence: Practical and Proven Expert Knowledge Designed to Elevate Your Game Immediately*, (2003).
- *How to Market Your Basketball Officiating Skills*, 1995.
- Published 100+ articles at Officiating.com.

PRESENTATIONS / LECTURES

- Colorado State University, Global Campus - Commencement speaker (June 2015).
- San Antonio City South Chamber of Commerce Leadership Academy – Served as Guest Speaker on the topic of *Leading Groups and Teams: Secondary / Higher Education* (2008).
- Presented lecture regarding *Latino Talent* book written by Dr. Robert Rodriguez (2008).
- Auto Dealers of America Convention: Served as keynote speaker and presented topic, *Staying Connected to Your Customers* (2006).
- International Special Events Society: Served as guest speaker and presented the following topics: *Using Web as a Competitive Advantage*.

Workshops and Conferences

- Global Scrum Gathering – Shanghai, China (August 2020)
- Global Scrum Gathering – Vienna, Austria (October 2019)
- Global Scrum Gathering Austin held on Austin, Texas. (May 2019)
- Global Scrum Gathering – Prague (November 2015)

RESEARCH ACTIVITIES

- *NCAA Men's Officiating Program (2008-2009)*: Selected by the NCAA men's officiating national coordinator to conduct a first-ever nationwide survey regarding coach's perceptions of the officiating program. My role was lead researcher, and consisted of identifying the 344 points-of-contact, collecting the data, and assisting in data analysis. I presented the findings to the coordinators of officials at the 2009 Final Four in Detroit, Michigan.
- *National Research Center (NRC)*: Served as Advisory Council member on a grant regarding a study to examine the leadership and communication process of supervisors from a variety of U.S. industries during the financial crisis of 2008-2009.
- *Dissertation Committee*: Served on dissertation committee of Dr. Matthew Gonzalez. Topic: *Perceptions of Trusted Advisors among Special Event CEOs*.
- *Dissertation Committee*: Served on dissertation committee for Pakaj Mital. Topic: *Exploring how leadership beliefs, education, culture, and behavioral differences impact customer service in global business*.
- *NCAA Women's Officiating Program (2006)*: Working with the NCAA women's officiating national coordinator, researched the evaluation variables most appropriate to identify the 96 referees qualified to work the NCAA women's post-season tournament. My role consisted of measuring the validity of the variables, writing the instrument guidebook, and serving as an officiating subject matter expert (SME).

AWARDS, SPECIAL RECOGNITION, & HONORS

- Maintained 3.86 GPA in graduate level courses.
- Completed more than 300 hours as an online student.

MEMBERSHIPS AND SUBSCRIPTIONS

- Project Management Institute (PMI)
- Scrum Alliance
- Society for Human Resource Management (SHRM)

GLOBAL QUALIFICATIONS

- Created and manage a global team spanning India and The Philippines. The effort includes training the team in their home countries.
- Global Professional in Human Resources (GPHR) certification training. Attended the certification training in Toronto, Canada (11/2/2008 to 11/5/2008).
- Travels include the following locations: Argentina, Brazil, Belgium, Canada, China, Colombia, Czech Republic, England, France, Greece, Hungary, Italy, India, Mexico, Panama, Prague, South Korea, Spain, Sweden, The Philippines, Uruguay, Vietnam, Venezuela, and across the United States, including Alaska and Hawaii.

RESEARCH INTERESTS

- Benefits of project management to small business owners
- Implementation of Agile Scrum in a global environment
- Review of technological tools that improve individual performance

OTHER SKILLS

- Fluent in Spanish (reading and writing)
- Excellent knowledge of MS Word, Excel, PowerPoint, Access, FrontPage, Project and Visio
- Business knowledge of programming languages, including HTML and PHP
- Avid reader of books and listener of audio books in my field

PERSONAL

- Enjoy spending time with family/friends, exercising, traveling, and reading (listening) to motivational books.
- Volunteer as usher for local church and serve in the following ministries:
 - Adoration, Community, Theology, and Service (ACTS)
 - LoveStrong (focused on strengthening marriages)
 - Hospitality (usher)

Kathryn Tvorik, DBA

714-909-6968

drkattvorik@gmail.com - [linkedin.com/in/drkattvorik](https://www.linkedin.com/in/drkattvorik)

An educator and consultant with over 20 years of experience teaching and training in secondary and university levels: hybrid, traditional lecture classrooms, and online environments. Compassionate and dedicated to improving methodologies, student experiences, academic curriculum, and syllabi creation. Team Lead and contributor on various academic and extra-curricular committees. Fortune 100 and 500 management, sales, and training positions add value to Business Ethics, Organizational Leadership and Management.

- Online/Remote
- Leadership & Team Building
- Training & Development
- Compliance Management
- Distance Learning Environment
- Performance Analysis
- Research
- Group Facilitation
- Sales & Business Development

Adjunct Faculty

William Woods University, Fulton, Missouri April 1, 2020-present

- International Business Development; Course Development for newly approved Master of Arts in Organizational Behavior; Instructor for MBA BUS 517 Human Resources and Organizational Behavior.

Faulty/Adjunct Professor

Concordia University, Irvine, California January 2016-June 2018

Courses: Business Ethics, Organizational Leadership & Behavior

- Produced, created, and presented lectures, course materials designed from Harvard Business Review case studies and relevant research.
- Developed innovative curriculum and syllabi within university guidelines.

Faculty/Advisory Board

International American University, Los Angeles, California Jul 2015 – June 2018

Courses: Strategic Management, Knowledge Management, Managerial Decision Making, Innovation & Marketing Management (Mgmt)

Achievements:

- Responsible as Faculty Lead with Business Partner for Nepal, India, and provide guidance and mentoring to the 48 international students. Produce lesson plans, instruct courses, mentor students, and dissertation chair.
- Appointed as Lead Instructor for Comprehensive Exam (Comps Exam) unit. Restructured the Comps Exam course and syllabus to international students. Instrumental in setting rubric guidelines as evaluation tool to include key points for Comps exam second course. Served as Dissertation Chair.
- Achievements in enhancing learning methods, academic syllabi, and encouraging fun discussions. Appointed to Advisor Board for undergraduate and graduate program development.
- Delivered workshop for executive management on communication, team leadership, and delegation.
- Highly adept in fostering business relationships in Hong Kong, Vietnam and Malaysia, and was invited as Guest Lecturer with Phuong Dong University, contributed to positive business alliance.

Faculty Instructor/ Mentor/Trainer

Corinthian Colleges Inc., Everest University Online Division, Apr 2007 –April 2015

Sold to Zenith Education Group, (Jan 2015)

Courses: Business Mgmt, Let's Talk Business, Introduction (Intro) to Business, Intro to Business Enterprise, Intro to HR, Mgmt Today, Strategic Mgmt, Strategic Planning for Business, Contemporary Mgmt

Achievements:

- Demonstrated ability to perform under pressure with analytical skills in completing complicated projects timely, and translating findings into non-complicated terms. Documentation conducted via CRM software.
- Taught and instructed online classes of 38 to 40 students per class, evaluated their assignments, provided feedback and follow-up sessions. Conducted classes on E-College platform.
- Boosted student retention rate year on year, and successfully reached the required grading, documentation, and telephone deadlines. Provided guidance and support to underperforming and absent students via Skype.
- Facilitated and delivered training for university staff and mentored faculty and undergraduates.
- Instructor of the Year 2010-2011 awarded from 1,500 faculty nation-wide.

Faculty, Faculty Trainer & Student Mentor

Concordia University, Jan 2007 – Dec 2013

Kathryn Tvorik

Page 2 of 2

Baker College Online Division, Jan 2007 – Dec 2013

Substitute Teacher (2005 – 2007) at ♦ *Garden Grove Unified School ♦ Huntington Beach Union High School*

Long Beach Unified School District (Franklin Middle School ♦ Stephen's Middle School), Aug 2002 – May 2004

Courses: E-Commerce, Internet Banking, Intro to Business, Marketing Research, Management & Supervision, Management Through Technology, Marketing Management, Small, Business Management, Organizational Behavior, Strategic Management

Achievements:

- Curriculum development at Concordia University, served on steering committee member, hiring board, and involved in intercollegiate Marymount College Ethic's Bowl competition.
- Taught English for 7th and 8th grade students. Collaborated with District Office in district-wide best practices for English lessons; English Language Development (ELD) Lit. IV. Implement essay-grading samples and evaluation rubric guidelines for middle school teachers district-wide standardization.

Sales Representative

McDougal Littell a Houghton Mifflin Company, Dec 1998 – Jun 2001

- Successfully represented publishing company in state-wide textbook adoptions within 37 school districts and schools. Textbook adoptions for Math, History, English, Social Studies and Foreign Language.
- Demonstrated strategic planning and sales forecasting skills while generating sales of US\$1 million per year, and was recipient of “One Million Dollar Award” each year. Contributed in providing training to sales force.

Faculty

ABC Unified School District (Gahr High School ♦ Cerritos High School), Aug 1997 – Jul 1998

- Produced high achiever students by applying student-centered instruction. Taught Business III individualized technology applications to college bound students, and English to 9th and 10th grade students.
- Coached and mentored Team for Student Leadership Program.

Manager Association Relations

IC System, Inc., Jul 1991 – Oct 1995

Manager, Association Relations (Sep 1992 – Oct 1995)

- Accountable for 300 client accounts covering massive geographical areas of the United States extending from East to West coast. Provided leadership and training to sales teams.
- Reduced business losses by cost saving measures, and increased territory performance resulting in increased territory performance of 50%.
- Conducted educational presentations to various group members of account receivable management, ranging from groups of three to up to 500 participants.

Field Sales Trainer (Jun 1992 – Sep 1992)

- Developed and implemented field operations and sales training. Increased work performances by delivering across levels of training courses for new and existing sales personnel. Contributed to development of sales manual on procedures and system production training. Promoted to Association Relations Manager.

Sales Representative (Jul 1991 – Sep 1992)

- Achieved a significant 120% territory performance increase and was placed as the No.1 in the national sales force for 1991 – 1992. Awarded as “Salesperson of the Month” on a number of occasions.
- Recipient of President’s Club Award. Promoted to Field Sales Trainer due to consistently high performance.

EDUCATION, CREDENTIAL & PUBLICATION

Doctor of Business Administration, Argosy University, Orange, CA, 2010 – 2015

Master of Science in Management, Indiana Wesleyan University, Marion, IN, 2005 – 2006

Graduate Courses, California State University, Fullerton, CA, 1997 – 1998, 2001 & 2004

Bachelor of Science in Business Administration, University of La Verne, Laverne, CA, 1992 – 1995

Paralegal Certificate, Cerritos College

Professional Clear Teacher Credential, Mar 2002 – Apr 2007/April 2007-2012

Member of **Sigma Beta Delta**, by invitation, 2013

Schwartz-Tvorik, Kathryn (2015). **Indirect Costs to Organizations Resulting from the Sarbanes Oxley Act**,

Published Dissertation, ProQuest#375253, ISBN #978-1-339-38089-6

LANNY DWIGHT RICHMOND II

223 W. 33rd Pl.

North Little Rock, AR 72118

Phone: (501) 539-1698

Email: ldrichmond@ualr.edu

EDUCATION

William H. Bowen School of Law, Little Rock, AR

Juris Doctor

Degree Awarded May 2015

- *Honors:*

- *Magna cum laude* graduate
- Class Rank 10/123 – Top 8.25%
- Research, Writing, and Advocacy Top Paper
- Criminal Law Top Paper
- Workman’s Compensation Top Paper

Arkansas State University, Jonesboro, AR

Degree Awarded May 2012

- Bachelor of Science – Double Major in Finance and Marketing Management

- *Honors:*

- Cumulative GPA of 3.62
- *Cum laude* graduate
- Department Honors Marketing Management

BAR MEMBERSHIP

Supreme Court of Arkansas, Bar No. 2015137, admitted 9.09.2015

United States District Court, Eastern and Western Districts of Arkansas

United States Court of Appeal, Eighth Circuit

EMPLOYMENT

Arkansas Municipal League

- Legal Counsel January 2020 - Present
- Code and Legal Counsel September 2016-Dec. 2019
- Staff Attorney
 - 37.5 hours worked per week, or more as needed.
 - Advised cities and towns on the legality of their actions.

- Specifically their compliance with state and federal laws; Including most EEOC laws; Title VII, FMLA, FLSA, ADA, etc.
- Reviewed city ordinances for compliance with Arkansas and Federal laws.
- Drafted legislation, contracts, ordinances, and other technical legal documents.

• Litigation Clerk: May 2013 – May 2015

- Worked 20 hours per week, with occasional variations.
- Worked primarily defending constitutional claims and employment discrimination lawsuits brought against municipalities.
- Worked drafting various briefs for Arkansas state courts, Eighth Circuit District courts, and for the Eighth Circuit Court of Appeals.

University of Arkansas at Little Rock December 2013 – February 2014

• Research Assistant to Theresa Beiner:

- Worked roughly 10 hours per week on project.
- Researched changes in employment and labor law in the Eighth Circuit Court of Appeals for the year 2013.
- Helped prepare a publication and presentation for a Continuing Legal Education class.

Upward Bound at Arkansas State University June 2012

• Classroom Support:

- Worked 20 hours per week.
- Worked directly with a high school educator for 6 weeks to help prepare underprivileged high school students for college.
- Assisted in implementing and grading math related projects, tests, and quizzes. Provided academic support for the students during class hours.

ADJUNCT POSITIONS

William Woods University

- Online Adjunct Professor May 2016-Present
- Business Law, Legal Aspects of Healthcare Admin., Negotiations, and Managerial Ethics.

PROFESSIONAL PRESENTATIONS, SELECTED WORKS

Human Resource and Finance Officers: State And Federal Leave Time And Pay Requirements – June 2018, Arkansas Municipal League Annual Convention

Avoiding Lawsuits Panel – July 2016, Arkansas Municipal League Summer Conference.

Speech in the Schoolroom – August 2016, Teachers Law Day, Arkansas Bar Association.

Civil Liability for Police Officers – December 2016, Criminal Justice Institute, 7-hour class on civil liability faced by police officers.

Substance Abuse In The Workplace – June 2017, Arkansas Municipal League Annual Convention

The First Amendment after Reed v. Town of Gilbert – 2015, 2016 Arkansas City Attorney's Association; 2016 Arkansas Planners Association Spring Conference.

Medical Marijuana Practical Solutions – June 2017, Arkansas City Attorneys Association Annual Meeting.

Police Academy – Fall 2017, Little Rock Training Division

Unkempt Properties, Dilapidated Houses and Out Of State Property Owners: Tools To Make Your City or Town Clean and Safe

State and Federal Time and Pay Requirements - June 2018, Arkansas Municipal League Annual Convention

Human Resources and Personnel Matters – Fall 2018, Arkansas Municipal League Officials' Certification Course

Managing Your Workforce of the Future – October 2018, National League of Cities

Medical Marijuana and City Planners - American Planners Association, October 2019, Quad State Conference

Drug Testing, Discrimination, and Legislative Update – Jan. 2020, Arkansas Fire Chiefs Winter Conference

Employee Section Onboarding and Everything in Between – March 2020, ACCRTA Regional Meeting

PROFESSIONAL REFERENCES

Arkansas Municipal League

- John Wilkerson
- 301 W. 2nd St
- P.O. Box 38
- North Little Rock, AR, 72115
 - Legal Counsel for Arkansas Municipal League
 - Phone: (501) 374-3484 ext. 126
 - Email: jwilkerson@arml.org

William H. Bowen School of Law

- Professor Theresa M. Beiner
- 1201 McMath Ave.
- Little Rock, AR 72202
 - Bowen School of Law Associate Dean of Academic Affairs
 - Phone: (501) 324-9961
 - Email: Tmbeiner@ualr.edu

Arkansas State University

- Professor Shane Hunt
- P.O. Box 970
- State University, AR 72467
 - Dean of the College of Business
 - Phone: (870) 972-3035
 - Email: shunt@astate.edu

Lee Bailey, JD, CPA

717 Downing Court, Fulton, MO 65251
573-826-8881, leolabailey123@gmail.com

Education

Juris Doctor – 2009

William Howard Taft University
Santa Ana, CA

Master of Arts – Human Resources Management – 2003

Webster University
St. Louis, MO

Bachelor of Arts – Accounting – 1992

William Woods University
Fulton, MO

Certification

Certified Public Accountant 1996 to Present

Awarded by the Missouri State Board of Accountancy
Certificate No. 019183

Experience

2018 -Present

Associate Professor of Accounting
Lincoln University
Jefferson City, MO

2018-Present

Owner/Accountant
Callaway Business Services
Fulton, MO

2019

Adjunct Faculty
Columbia College
Columbia, MO

2014-2017

Dean, Graduate Business Programs
2005 – 2018
Professor of Accounting
William Woods University
Fulton, MO

Courses Taught

Accounting for Managers BMT 538, BUS 538

Overview of cost and managerial accounting for small businesses.

Principles of Accounting I and II

An exploration of financial accounting concepts and principles used in decision making processes by various types of businesses including sole proprietors, partnerships and corporations.

Intermediate Accounting I and II – ACC 312 and ACC 322

These courses include an in-depth study of the core concepts that form the conceptual framework for accounting as well as preparation of complex financial statements and a study of major accounting issues related to assets, liabilities, stockholder's equity, revenue and expenses.

Advanced Accounting - ACC 430

The class explores complex accounting topics including consolidated financial statements and multinational accounting concerns.

Auditing – ACC 441

This is an introduction to the basic underlying theories of the auditing profession. The history of auditing up to and including modern-day changes such as the Sarbanes Oxley Act.

Income Taxation – ACC 319

This class provides an introduction to income tax preparation and explores the history of our tax system including the social effects of income tax regulations.

Accounting for Payroll – ACC 321

This class was created in 2009 to further the skills needed by accounting graduates in the preparation and accounting for payroll.

Accounting Information Systems – ACC 412

Employers are now requiring our graduates to be able to utilize complex tasks available in Excel. This course deepens the student's knowledge of Excel, beyond the basics. It also broadens the student's understanding of the types of users of financial information.

Cost/Managerial Accounting – ACC 343

This class teaches the students how to utilize the information that accountants prepare for management. The differences specific to accounting for manufacturers is also explored as well as budgeting and cost-volume-profit relationships.

Managerial Ethics _ BMT 545

This course is the first course in the MBA program sequence. It provides the students with a solid basis of business ethics and introduces them to the types of conflicts that managers must confront.

Committee Service

Curriculum Committee – Lincoln University 2018 to Present

Search Committee – Legal Counsel – Lincoln University Fall 2018

Admissions Committee – Graduate Business Programs – 2010-2016

HLC Criteria 2 Committee – 2014-2016

HLC Criteria 1 Committee – 2005 - 2007

Personnel Committee – 2008-2011

Online Committee – 2008-2010

Graduate Academic Council – 2014 -2016

New Programs Committee (ad hoc) – 2015-2016

People Centered Strategic Planning Committee – 2010- 2013

Faculty Selection Committee - 2008

Other Service

- **Treasurer, Board of Directors of Kingdom Projects, Inc. 2017 – 2019**
- **ACBSP – served as Champion for the accreditation process for the Business Division which resulted in gaining accreditation for undergraduate and graduate business programs and a separate accreditation for the undergraduate accounting program. – 2013 - 2015**
- **Dissertation Committees – 2014 – 2016**
- **Served as Secretary/Treasurer for Kingdom Christian Academy – 2010 - 2012**
- **Served on MBA capstone panels – 2009 - 2013**
- **Teaching for Outreach Division in West Plains, Kirksville, Hannibal, Columbia and Jefferson City – 2006 - 2016**
- **Served as Program Manager for the MBA Accounting courses 2006 - 2012**
- **Implemented external summative assessment exams through the National Occupational Testing Institute for accounting students – 2009 -2012**
- **Implemented external summative assessment exams through Peregrine Academic Services for accounting undergraduate majors and MBA students. -2014**
- **Created an Employee Handbook for Kingdom Projects, Inc. – 2005**
- **Maintained CPA license 1996 - 2017**

Other Professional Experience

2001 – 2005

Director of Human Resources

City of Fulton
Fulton, MO

1998-2001

Director of Human Resources and Marketing

Callaway Community Hospital
Fulton, MO

1995 – 1998

Business Manager

Missouri Girls Town
Kingdom City, MO

1992 – 1995

Assistant to the Vice President of Fiscal Affairs

William Woods University
Fulton, MO

Publication Interests

- Human Resources/Accounting related challenges for non-profit and governmental entities such as compensation, benefits, and internal control.
- Simulation material for accounting students to demonstrate how financial analysis can be used in managerial decision making.

References

Betsy Tutt, Ph.D.

Betsy.tutt@williamwoods.edu

**Retired – Vice President of the Graduate College
William Woods University
One University Ave.
Fulton, MO 65251**

Linda Duke, D. Mgmt.

DukeL@LincolnU.edu

**Lincoln University
820 Chestnut
Jefferson City, MO 65105
573-681-6081**

Marilyn Bartley

marilyn@serveinc.net

**Finance Director
Serve, Inc.
4901 County Road 304
Fulton, MO 65251
573-642-6388**

Curriculum Vitae

Linda Duke

Lincoln University
School of Business, Stamper Hall #113
820 Chestnut St.
Jefferson City, MO 65101
dukel@lincolnu.edu

Residence:
2501 Norbury Drive
Columbia, MO 65202
573.639.0196 Cell
LindaLDuke@gmail.com

EDUCATION

D.Mgt 2013, Management, Webster University, George Herbert Walker School of Business & Technology, St. Louis, MO,
Areas: Management/Organizational Behavior
Interests: The changing culture of today's businesses and employees

MBA 1999, William Woods University, Fulton, MO.1999
Areas: Marketing & Management

BA 1989, Marketing, Columbia College, Columbia, MO. 1989
Areas: Marketing

Extensive online teaching experience, curriculum development, accredited online class development, Quality Matters Certified. Current platform use is Canvas, experience with many others.

TEACHING EXPERIENCE

Lincoln University, 2017 to Present Associate Professor of Business & Marketing Undergraduate:

MKT 309, Advertising Principles
MKT 321, Principles of Marketing
MKT 410, Social Media Marketing (online)
MKT 345, Consumer Behavior
MKT 415 International Marketing
MKT 421, Marketing Research
MKT 488/489 – Marketing Media Capstone Class

Prior Public Relations teaching which is included in the current capstone class I teach.
Years of experience in teaching business communications (up to date) classes.

All classes taught both online and in seat.

Developed online classes for the LU online marketing degree.

Certified in Quality Matters, Online Development

Experienced in-Blackboard, Canvas, Moodle, D2L, Connect, Angel, etc.

Graduate School:

Graduate Council Member
Faculty Graduate Advisor

MKT 526 Marketing Planning & Strategy MKT 595 Social Media Strategies

William Woods University, 2007 to August 2017 Promoted to Associate

Business Professor Jan. 2017 Hired as Instructor, promoted to Assistant Professor Undergraduate:

Principles of Management (Bus 351) in class and online

Principles of Marketing (BUS 321) in class and online

Organizational Behavior (BUS 421) in class

Business Communications (BUS 332) in class and online

Public Relations (BUS 428) in class

Retail Management (BUS 307) in class and online Graduate:

Entrepreneurship/Marketing Planning and Development (BMT 569) in class and online

Integrated Marketing Communications (BMT 523) online

Public Relations Campaigns (BMT 546) online

Building and Managing Strategic Brands (BMT 533) online

Founding Advisor for WWU Collegiate DECA Organization, which has been very successful.

First Faculty involved in preparation and travel with students to enter PITCH competitions

Heavy advising load (per request of students)

Strong Committee Work and Volunteer Participation

Moberly Area Community College, 2005 to 2007

Instructor

Undergraduate:

Intro to Business (BUS 100)

Business Organization & Management (BUS 112)

Human Resource Management (BUS 113)

Principles of Marketing (BUS 105)

Business Communication (BUS 150)

Bus Law I & II (BUS 120 & 121)

Columbia College, 2005 to 2009 Adjunct, stopped to

pursue doctorate Undergraduate:

Principles of Management (MGMT 330)

Principles of Marketing (MKTG 310)

Retail and Strategy Management (MKTG 327)

Marketing Management (MKTG 478)

Northwest Missouri State University, 2001 to 2005 Instructor

Undergraduate:

Principles of Management (54-313)

Principles of Marketing (54-330)

Promotion (54-332)

Managerial Communication (54-310)

BUSINESS AND OTHER RELEVANT EXPERIENCE

Premium Standard Farms, Princeton, MO & Kansas City, MO

July 2000–July 2001

Training Specialist

Educated management and future management on interviewing, performance appraisals, employee discipline-
Coordinated all training seminars for management trainees, for both small and large groups

Consulting, Bethany, MO

Dec. 1999–2002

Hired as a consultant for Central Programs, Inc. to create and implement management structure, policies, and guidelines

Consulting, Bethany, MO

2002-2003

Hired as a consultant for Central Programs, Inc. to create and implement consistent business communications, polices, and business letters for use by management

Consulting, Bethany & Cainsville, MO

2002–2003

Hired as a consultant for the Bank of Cainsville, to create management policy manual.

Missouri Employers Mutual Insurance Company, Columbia MO Jan. 1994–Dec. 1999

Trainer for employees and team leaders/management new employees

Facilitated training and development of new employees in the startup phase of the business and assisted in developing policy manuals for management

Hallmark Cards, Kansas City, MO

1989–1994

Management relations associate to ensure management training, communications, and introduction of foreign management arriving at the Kansas City Regional Headquarters

State Farm Insurance, Columbia, MO

1980–1989

Different positions including both underwriting and claims training of employees. Worked with a team to create effective employee training seminars

Cole Hardware, Bethany, MO

Family owned business in which I was able to begin gaining business, management, and entrepreneurship experience at a very young age

RESEARCH, PRESENTATIONS AND/OR PUBLICATIONS

Research and Presentation:

Duke, L (2020) “*Communication Crisis Management and Recovery Plan-Post COVID-19.*”

Research and presentation via Zoom (COVID-19) for Florida State University, Panama City, Florida, Communications Department.

Professional development consult/presentation regarding implanting experiential learning into the classroom for assisting local business’ recovery post COVID-19.

Dissertation:

Duke, L (2013) “*The Relationships Between Collegiate DECA Commitment, Mentoring and Perceived Career Commitment. A Study of How Team-Based and Experiential Learning for University Students Increases Student Career Success.*”

Duke, L. & Palmer, J. (2014) “Relationships between Students’ Psychological Capital, Mentoring and Career Commitment.” *Regional Business Review*, May, Vol. 33: 45–61.

Major Works in Progress (working titles):

“Changing U.S. Business Culture Post COVID-19. Please DO NOT shake my hand.”

“Experiential Learning-Does it Belong in Today’s Higher Academia?”

“Relations Between Faculty Mentoring and Student Psychological Capital, Self-efficacy and Perceived Career Commitment” (Presentation of topic at a conference completed with feedback gathered, active working draft of completed paper)

“Is There a Relationship Between Social Identity and Perceived Career Commitment? (working paper, initial draft and statistics completed)

“An Interactive Classroom Exercise: Demonstrating the Significance of Perception(s), Value and Pricing. Developed for Undergraduate Students” (Presentation of topic at a conference completed, feedback gathered, second draft completed)

Research Interests:

“Organizational Behavior of faculty when a university is experiencing ‘The Death Spiral’”

“The Expectations and Culture of Today’s Business Graduates in their chosen careers”

“Teaching Styles...Does Anything Interest Today’s Students?”

“How Does Today’s Student Perform in Today’s Work Force?”

CONFERENCE PRESENTATIONS (ACADEMIC)**Organizational Behavior Teaching Conference (OBTC)**

Palmer, J. & Duke, L. (2014) *Implementing Team Projects with Local Corporations in Management and Marketing Classrooms: Developing Student Voice to Communicate Results and Opportunities to Managers.* Palmer, J. Presenter, June 6–11, 2014 Vanderbilt University, Nashville, TN.

Midwest Academy of Management

Palmer, J. & Duke, L. (2014) *Relationships between Faculty Mentoring and Student Psychological Capital, Self-efficacy and Perceived Career Commitment.* Duke, L. Presenter, Oct. Milwaukee, WI.

Duke, L. (2014). *An Interactive Classroom Exercise: Demonstrating the Significance of Consumer Perception(s), Value, and Pricing developed for Undergraduate Business Student.* Milwaukee, WI.

CONFERENCE PRESENTATIONS (PROFESSIONAL)

Duke, L. (2007–present) Numerous business presentations to sororities, fraternities, City of Fulton, MO., Columbia, MO., Rotary Clubs, Kiwanis Organizations, etc.

Kenkel, C., Duke, L. & Jones, B. (2005). “Résumés.” Missouri School Counselor’s Association, Lake of the Ozarks, MO.

Duke, L. (2006) “Résumés.” Future Business Leaders of America, Lake of the Ozarks, MO.

Duke, L. (2006) “Résumés and Interviewing.” Future Business Leaders of America, Columbia, MO.

Duke, L. (2005) "Cover Letters for Success." Future Business Leaders of America Omaha, NE.

Duke, L. (1999–2002) Numerous business specific presentations for employees and salespeople of Central Programs, Inc.

CONSULTING

Duke, L. (2002–2003). Hired as a consultant for the Bank of Cainsville, to create management policy manual.

Duke, L. (1999–2002). Hired as a consultant for Central Programs, Inc. to create and implement management structure, policies, and guidelines.

Duke, L. (1999–2002). Hired as a consultant for Central Programs, Inc. to create and implement consistent business communications and business letters for use by management.

GRANTS AND AWARDS

Student Project Lab

Davis, L. & Duke, L. (2014). Successfully obtained a grant (\$6000) to design, develop, and construct a student project room incorporating new technology to enhance student project development.

Individual Student Study Lab

Davis, L. & Duke, L. (2014). Successfully obtained grant (\$3000) to develop, design, and construct an individual student study lab involving new technology to enhance student project development.

Alpha Chi Omega Award

Duke, L. (2014). Nominated for Most Distinguished Faculty WWU

Collegiate DECA International Advisor Award

Duke, L. (2012). Featured Advisor and Award in the Collegiate DECA International Magazine

Most Inspirational Teacher

Duke, L. (2003). Awarded Most Inspirational Teacher, NWMSU

SERVICE LEARNING

Service learning projects are often included in senior level classes such as Organizational Behavior. At this level of academia, students have gained extensive knowledge from prerequisite classes and engages this knowledge toward implementation of actual business needs, providing students with "real world" experience. This enhances their portfolios and makes them a more attractive and experienced hire for future employers. These projects change to accommodate the needs of specific clients each time, but can include managing employees, efficient use of scheduling employees, employee reviews, efficient use of team leaders, examining the organizational culture and creating proposals and time lines for change/issues discovered, usability testing for management of products and services etc.

The Wallstreet Group: (2018) Capstone class of top marketing and journalism student completing a business proposal for client base expansion.

Thompson Health Center: (2017) Capstone class of top marketing and journalism students completing a marketing research project and public relations project for the center.

Macher Swim School: (2016) Public Relations class did a complete media kit (both paper and electronic) for this business and partnered with the MIS department to complete their website.

The Brick District: (2015) Proposal done for the City of Fulton, MO to identify and promote the culture of the district, its management, and its participants. Including creating a mission statement. Fulton, MO.

Kingdom Project Retail Store: (2013) Complete overhaul of the management of their retail store, including time studies, number of employees needs for each task, training, promoting and managing employees, etc. Fulton, MO.

Kingdom Project Inc.: (2012) Proposal and study completed advising of management training, management hours, organizational behaviors, with suggestions and samples of positive changes to be effectively implemented, including building a website, LinkedIn account, and Facebook as added management responsibilities. Fulton, MO.

MBA in 5: (2008, 2012) Reviewed and implemented training schedules, workshops, and assessment of curriculum vitae/degree requirements for management of MBA adjunct faculty. WWU Fulton, MO.

Clothes Cupboard, Retail Store: (2011) Proposal and study completed advising of management hours, organizational behavior, with suggestions and samples of positive changes to be effectively implemented, including building a website, LinkedIn account, and Facebook as added management responsibilities. Fulton, MO.

Recycling Project: (2010) Managing the student workers, their work schedules and collection of recycled material campus wide for efficient recycling on campus. WWU Fulton, MO. **Missouri Jr. Golf Association:** (2009) Managing the scheduling of the summer junior golf program along with scheduling of employees/management for liability and supervision purposes of the workshops. Jefferson City, MO.

Scholarship Program: (2008) Implemented management forms, timelines, and requirements to utilize the evaluation of business students and their eligibility for business department scholarships. WWU Fulton, MO.

PROFESSIONAL MEMBERSHIPS

Management/Marketing Academy

Midwest Academy of Management

REDI Entrepreneurial Committee, Columbia, MO – PITCH Competition

Fulton Entrepreneurial Committee

American Marketing Association

Collegiate DECA Advisor

Collegiate DECA International Management Event Director

UNIVERSITY SERVICE/PARTICIPATION

Student/Professional Level

- Developed Lincoln University's 1st complete online marketing courses and degree-2017 to present
- 1st faculty to offer undergraduate online courses WWU 2008 to present

- Faculty Advisor Collegiate DECA (Business Leadership Organization with competitions) MACC, WWU, LU 2005–present
- DL2, Blackboard, eCompanion, Angel, Connect and Learning House, Canvas platforms used 2001 present
- Academic Advisor NWMSU, MACC, WWU, LU 2001–present
- 2018 Collegiate DECA competition at Lake of the Ozarks, MO. (4 students) - 2018 Leadership Conference (1 student) in New York, NY.
- 2017 International Collegiate DECA competition in Arlington, VA.
- 2016 International Collegiate DECA competition in Washington, D.C. International Retail Manager over the Retail Event. (5 students).
- 2015 International Collegiate DECA competition in Orlando, FL. (4 students)
- 2015 Collegiate DECA competition at Jefferson City, MO. (33 students)
- 2014 PITCH Competition, Columbia, MO (5 students)
- 2014 International Collegiate DECA competition in Washington, D.C. (3 students)
- 2014 Collegiate DECA competition at Jefferson City, MO. (35 students)
- PITCH Competition, Columbia, MO (3 students)
- 2013 International Collegiate DECA competition in Anaheim, CA. (10 students)
- 2013 Collegiate DECA competition at Lake of the Ozarks. (40 students)
- PITCH Competition, Columbia, MO (3 students)
- 2012 International Collegiate competition in Salt Lake City, UT. (5 students)
- 2012 Collegiate DECA competition at Lake of the Ozarks. (41 students)
- 2011 International Collegiate DECA competition in Anaheim, CA. (10 students)
- 2011 Collegiate DECA competition at Lake of the Ozarks. (49 students)
- 2009 International Collegiate DECA competition in Anaheim, CA. (5 students)
- 2009 Collegiate DECA competition at Lake of the Ozarks. (48 students)
- 2008 International Collegiate DECA competition in Dallas, TX. (10 students)
- 2008 Collegiate DECA competition at Lake of the Ozarks. (48 students)
- 2007 International Collegiate DECA competition in Atlanta, GA. (10 students)
- 2007 Collegiate DECA competition at Lake of the Ozarks. (45 students)
- 2006 International Collegiate DECA competition in Dallas, TX. (3 students)
- 2006 Collegiate DECA competition at Lake of the Ozarks. (8 students)
- 2005 International Collegiate DECA competition in Orlando, FL. (3 students)
- 2005 Collegiate DECA competition at Lake of the Ozarks. (10 students)
- Judge for high school DECA 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015
- Judge for FBLA state competition contest in Columbia, MO 2005, 2006
- Search committee for new hire WWU 2011
- Multiple meetings with KOMU (local television station) that shadows class service learning projects that appear on the news WWU 2007–present
- Judge each year for the state of Missouri high school DECA competition held at Lake of the Ozarks 2007–present
- Judge for the WWU campus winter sports contest WWU 2013
- Freshman Seminar NWMSU 2003

University/Department Level:

LU:

- Completed online marketing classes and degree completion program.
- Several committees, including hiring committee for current openings.

- Advisor, LU Collegiate DECA (travel and compete with students).
- Graduate Council Member and Advisor
- Teach online for the graduate school

WWU:

- Created and published business department newsletter WWU 2014–present
- Solely put into place a quality business internship program including creating faculty and student manuals, forms, evaluations for assessment and procedures for ensuring quality and more.
- Teach and develop courses in the in the graduate school of business.
- Hold faculty luncheons to inform of upcoming business department events WWU 2007– present - Each year facilitate a refresher course for the business capstone class room course on organizational management theory, communication, and proper presentation skills WWU 2007–present
- Meet with prospective students and their parents WWU 2007–present
- Attendance/participation in all planning and development days WWU 2007–present - Hold numerous faculty workshops to inform and assist faculty on how to use the Connect platform and the new Learning House platform WWU 2007–present
- MBA Faculty Committee WWU 2007–present
- Develop MBA online courses WWU 2007–present
- Scholarship Committee WWU 2007–present
- Online teaching, undergraduate and graduate levels WWU 2007–present
- First faculty to put most business undergraduate courses online WWU 2007–present
- Meeting with prospective students and parents WWU 2007–present
- Founding advisor of the WWU Collegiate DECA organization 2007–Present
- International Collegiate DECA Management Event Coordinator 2013–present
- Online committee WWU 2007–Present
- Academic advisor-all forms online WWU 2007–present
- Committee member for WWU EdD. Dissertations (management areas) 2014
- Reviewer for *Regional Business Review* NWMSU 2014
- International Collegiate DECA Retail Management Event Coordinator 2012–2013
- Online workshop for faculty WWU 2012
- International Collegiate DECA Retail Management Event Director 2008–2011
- Personnel committee WWU 2008–2011
- Search committee for new hire, WWU 2009

MACC:

- Faculty Senate MACC 2005–2007
- Attendance/participation in all planning and development days MACC 2005–2007
- First business faculty to implement eCompanion classes MACC 2005–2007
- Online teaching MACC 2005–2007
- Collegiate DECA Advisor 2005–2007

NWMSU:

- University committees, including the hiring committee for the current senior finance position.
- Solely put into place a quality business internship program including creating faculty and student manuals, forms, evaluations for assessment and procedures for ensuring quality and more.
- Reviewer for *Regional Business Review* NWMSU 2014 to present

- Co-editor of the department's student handbook 2003–2005 NWMSU
- Attendance/participation in all planning and development days NWMSU 2001–2005
- Committee member of the academic dishonesty council 2002–2005
- Meeting with prospective students and parents NWMSU 2002–2005
- In charge of faculty planning and development days NWMSU 2004
- Chair of the academic dishonesty council NWMSU 2004
- Banner Workshop NWMSU 2004
- eCompanion Workshop NWMSU 2002, 2003
- Search committee for new hire NWMSU, 2003
- Committee, department writing standards NWMSU 2001–2003
- Academic advisor-1st year, 50+ advisees NWMSU 2001
- Advanced Blackboard Workshop NWMSU 2001

REFERENCES

Lee. Bailey, JD., CPA.

Associate Professor of Accounting
Lincoln University
School of Business
Stamper Hall
Jefferson City, MO 65101
W. 573.681.6078 C. 573.826.8881
lbbailey@lincolnu.edu

Rachel A. Sale, PhD.

Dean of Distance Learning
South Texas College
Distance Learning
Building A: 2501 W. Pecan Blvd.,
McAllen, TX 78501
W. 956.872.2576 C. 573.280.6152
rsale@southtexascollege.edu

Terry Coalter, J.D., PhD.

Associate Professor of Finance Emeritus
Regional Business Review, Editor, 2010–2020
Northwest Missouri State University
800 University Drive
2650 Colden Hall
Maryville, MO 64468
C. 816.273.2904

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MARDY L. LEATHERS, DMGT

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EXECUTIVE PROFILE

CEO of Missouri's Public Workforce Development System, Doctor of Management, international policy expert on workforce and economic policy.

- Workforce and Economic Development, Higher Education, Public Policy, Organizational Behavior, and Change Management professional.
- Accomplished executive leader, public official, higher education professional, chief budget officer, project manager, community planner, economic developer, workforce development leader, domestic and international trade developer, researcher, and policy advisor.
- Extensive expertise in executive board leadership.

PROFESSIONAL EXPERIENCE

State of Missouri – Department of Higher Education & Workforce Development

2017 – Current

State Workforce Development Director

- Oversee all aspects of the Missouri Office of Workforce Development services and activities including executive leadership, policy development, federal program compliance, program development, oversight of 324 staff members, and management of \$98 million annual operating budget.
- Oversee all federally funded public workforce development programs in the State of Missouri under the Workforce Innovation and Opportunity Act.
- Oversee 14 workforce development regions and network of 31 Job Centers located throughout the State of Missouri.
- Serve in executive leadership capacity for the development and implementation of restructuring of Missouri's public workforce development system including reorganization of the Division of Workforce Development and transition of all policies, programs, funding, assets, and personnel from the Department of Economic Development to the Department of Higher Education.
- Led the expansion and modernization of registered apprenticeship programs in Missouri including the launch of the Missouri-United Kingdom Apprenticeship Partnership, elevating Missouri to an internationally and nationally leading model for apprenticeship and work-based learning programs.
- Serve on various committees and leadership roles as a senior policy advisor in supporting the Missouri Governor's policy platform for workforce development.
- Executive Director of Missouri State Workforce Development Board
- Executive Director of Missouri Office of Apprenticeship & Work-based Learning

William Woods University

2018 – Current

Adjunct Instructor – Business Management & Leadership

- Provide seated and online instruction to undergraduate and graduate students.

East Central College Center for Workforce Development

2014 – 2017

Executive Director

- Oversee all aspects of the ECC Center for Workforce Development services and activities including program development, management of 8 staff members, and management of ~\$1 million annual operating budget, procurement and management of \$7,822,000 grant portfolio.
- Lead member of Business & Industry Center Facilities team for development of \$5,3000,000 regional industrial education and training center at East Central College.
- Planned, Managed, and Executed Annual Financial Growth of 132% and Cumulative 3 Year Growth of 428% and project lead for 3 major economic development projects employing over 324 employees and \$159.1 million in capital investment.
- Co-chair of statewide initiative to develop workforce training network among each of Missouri's Community Colleges for business and industry firms located in Missouri.

East Central College	2015 – 2017
<i>Adjunct Instructor – Business, Finance & Leadership</i>	
• Provide seated and online instruction to undergraduate students.	
• Provide instruction of Introduction to Business Course and Principles of Finance Courses.	
Crawford County, Missouri Clerk	2010 – 2014
<i>County Clerk, Chief Budget Officer, Local Election Authority</i>	
• Management of \$28 million annual operating budget, 14 departments, 106 employees.	
• Management of procurement and implementation of County-wide virtualization of IT network.	
• Management of procurement and issuance of Series 2011 Bond Issue in amount of \$4.75 million, refinancing of Series 2001, 2002 Bond Issue with savings of \$573,000 in interest costs.	
• Management of procurement and implementation of self-funded County Employee Health Benefit program.	
• Local election authority for 26 political subdivisions, 1 of 114 election authorities in Missouri.	
ICS Advisors	2010 – 2014
<i>Founding/Managing Principal</i>	
• Management of \$4.6 million acquisition project involving aerospace firm in Missouri.	
• Provided guidance and management portfolio for over \$18 million of public and private development projects.	
Cuba Development Group, Inc.	2009 – 2014
<i>President and Founder</i>	
• Management of regional community planning and economic development efforts involving 21 projects, the creation/sustaining of 315 jobs, negotiation of \$970,000 incentives, management of \$630,000 infrastructure development.	
• Led the effort for a new task force in Crawford County, Missouri for sustaining economic and community development programs in parallel to lobbying businesses and organizations to consider Crawford County, Missouri in growth, expansion, and / or launch plans.	
Westwind CDL Training Center	2005 - 2010
<i>Executive Vice President, Member Board of Directors</i>	
• Planned, Managed, and Executed Annual Financial Growth of 69% and Cumulative 4 Year Growth of 276%.	
• Develop a strategic plan to advance the company's mission and objectives and to promote revenue, profitability, and growth as an organization to meet 5 year goal of 300%	

LEADERSHIP EXPERIENCE

CompTIA Corporate Advisory Board	2019 - Current
<i>Member, Advisory Board</i>	
National Governors' Association	2018 - Current
<i>Member, State Workforce Directors' Council</i>	
National Association of State Workforce Agencies	2018 - Current
<i>Chair, Apprenticeship Affinity Group – Employment & Training Committee</i>	
STEM-STL	2018 - Current
<i>Member, Board of Directors</i>	

American Technical Education Association <i>Member, Region 3 Advisory Council</i>	2016 - 2017
Missouri Association of Workforce Development <i>Member, Board of Directors</i>	2015 - 2017
National Association of Counties <i>Missouri Representative to National Committee on Community Affairs and Development</i>	2013 – 2014
Meramec Regional Community Foundation <ul style="list-style-type: none"> • <i>Vice Chairman (2012-2014)</i> • <i>Secretary/Treasurer (2010-2012)</i> 	2010 – 2014
Cuba, Missouri Chamber of Commerce <ul style="list-style-type: none"> • <i>President (2009 - 2010)</i> • <i>Treasurer and Economic Development Committee Chairman (2008-2010)</i> 	2008 – 2010

EDUCATION

Webster University – Webster Groves, Missouri Doctor of Management (DMgt) <i>Dissertation: The influence of leadership and innovation on organizational resilience.</i>	2015 - 2020
William Woods University – Jefferson City, Missouri Masters of Business Administration (MBA)	2012 - 2014
Southeast Missouri State University - Cape Girardeau, Missouri Bachelor of Science in Political Science, Public Administration Minor: Marketing Management Masters: Masters of Public Administration (MPA) <i>Dual Coursework – 9 Hours</i>	2001 - 2005

PUBLICATIONS

Leathers, M. (2016). How to Your Workforce for Smart Manufacturing. *IndustryWeek*. 8-1.

ACCREDITATIONS AND LICENSES

LMI Institute: Labor Market Information Analyst Certification, October 2016

Six Sigma Green Belt Certification: East Central College, February 2017

AWARDS

2019 Missouri Association of Workforce Development Professional of the Year Award Recipient

2018 Missouri Association of Workforce Development Innovator Award Recipient for Innovation in Workforce Development Programs and Policies

2016 Missouri Community College Association Arena Award Recipient for Innovation in Workforce Development

PROFESSIONAL REFERENCES

Anna Hui

Director

Missouri Department of Labor and Industrial Relations – Jefferson City, Missouri

Phone: 1-202-360-6639 Email: anna.hui@dolir.mo.gov

Brian Crouse

Vice President

Missouri Chamber of Commerce and Industry – Jefferson City, Missouri

Phone: 1-573-619-4349 Email: bcrouse@mochamber.com

Stephen Forsha, D.Mgt

Associate Professor, Director - Business Programs

William Woods University – Fulton, Missouri

Phone: 1-573-680-9343 Email: Stephen.forsha@williamwoods.edu

Susanna Lawson

CEO and Co-Founder

OneFile – Manchester, United Kingdom

Phone: +44 7980 310551 Email: slawson@onefile.co.uk

Matthew A. Sveum

CONTACT INFORMATION

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Fulton, Missouri 65251

(573) 592-4438
matthew.sveum@williamwoods.edu
mattsveum.com

EDUCATION

Ph.D. , <i>Applied Economics</i> , University of Missouri	May 2016
Advisor: Michael Sykuta	
Dissertation: <i>Three Essays on the Relationship Between Franchising and Productivity</i>	
M.A. , <i>Economics</i> , University of Missouri	May 2009
B.A. , <i>Economics</i> (Magna Cum Laude), Hamline University	May 2007

CURRENT POSITION

Assistant Professor of Management and Economics William Woods University, School of Business and Technology	2018 – Present
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PAST POSITIONS

Postdoctoral Fellow University of Missouri, Division of Applied Social Sciences Division of Applied Social Sciences	2016 – 2018
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Graduate Research Fellow University of Missouri, Contracting & Organizations Research Institute	2013 – 2016
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Graduate Instructor University of Missouri, Division of Applied Social Sciences	2013 – 2016
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Adjunct Instructor University of Missouri, Trulaske College of Business (Dept. of Management) Moberly Area Community College Central Methodist University	Spring 2016 2011 – 2016 2013
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TEACHING EXPERIENCE

Principles of Microeconomics (WWU, semesterly; Moberly Area Community College, 2011 – 2016)

Principles of Macroeconomics (WWU, semesterly; University of Missouri, 2013 – 2018; Moberly Area Community College, 2011 - 2016)

Economics of Managerial Decision Making (WWU, springs; University of Missouri, 2013, 2015 – 2018)

Money and Banking (WWU, Falls; Central Methodist University, 2013)

Organizational Behavior (WWU, Fall 2018)

Advanced Microeconomics: Theory and Applications I (PhD micro) (University of Missouri, 2017)

Statistical Analysis (University of Missouri, 2015, 2016)

Strategic Management (University of Missouri, 2016)

PUBLICATIONS

Sveum, Matthew and Michael Sykuta. “The Effect of Franchising on Establishment Performance in the U.S. Restaurant Industry.” *Cornell Hospitality Quarterly*. 2019, Vol. 60(2) 104-115

WORKING PAPERS

Sveum, Matthew and Michael Sykuta. “Franchising, Ownership, Survival, and Exit.” *University of Missouri Working Paper*. (2017).

Sveum, Matthew. “Management Differences and Productivity: A Simulated Investigation into Dummy Variables in Two-Stage Data Envelopment Analysis.” *University of Missouri Working Paper*. (2016).

INVITED SEMINARS

2016-2017: University of Missouri (Population, Education, and Health Seminar Series)

2015-2016: University of Missouri (Lunch & Learn, Department of Agricultural and Applied Economics)

2014-2015: Census Bureau (Center for Economic Studies)

CONFERENCES PRESENTATIONS

Census Research Data Center Annual Conference (Los Angeles, CA), September 2017, presentation

Missouri Valley Economics Association Annual Conference (Kansas City, MO), October 2015, presentation

Census Research Data Center Annual Conference (Stanford, CA), September 2015, presentation

International Society for New Institutional Economics Annual Conference (Durham, NC), June 2014, presentation

American Agricultural Economics Association Annual Conference (Washington, DC), August 2013, poster presentation

HONORS & AWARDS

Albert R. Hagan Memorial Graduate Fellowship in Agricultural Economics, given to the top graduate student in the department, Department of Agricultural and Applied Economics, University of Missouri, 2014

Harry Gunnison Brown Graduate Student Teaching Award, Department of Economics, University of Missouri, 2008

SECURITY CLEARANCES

Special Sworn Status (SSS), U.S. Census Bureau

MEMBERSHIPS

American Agricultural Economics Association

International Society for New Institutional Economics

Missouri Valley Economics Association

SERVICE

ACBSP Accreditation Committee 2019 – Present

WWU School of Business and Technology

Graduate Studies Committee student representative 2013 – 2015

Department of Agricultural and Applied Economics

Graduate student teaching mentor 2013 – 2016

Help graduate students who are new to teaching get acclimated to teaching. Involves observing classes, giving feedback, and providing assistance on issues that arise in the classroom.

Dr. Miriam O'Callaghan

(Name changed from: Sehba Husain)

EDUCATOR | RESEARCHER | WRITER

Columbia MO 65203 • (573) 529-6437 • miriam.ocallaghan@williamwoods.edu

A prolific educator, an accomplished researcher and writer in business management, administration, and analytics domains. Renowned for highly innovative teaching approach; integrated frameworks and research models. Gained relevant professional experience during work with universities and training organizations in the USA, Australia, and India. Highly skilled in curriculum/course development, educating and teaching at all levels of university and professional business and leadership development programs. Invited presenter in various international events including NexusEQ conference at Harvard University; earned MSCEIT accreditation and EI coaching certification at Yale University campus. Published author of two books on emotional intelligence and new age leadership; published thirteen research papers in scholarly journals and conference proceedings.

KEY ACHIEVEMENTS

"Dr. Husain's character is exemplary... I support her candidacy in your institution wholeheartedly, without the slightest reservation" Dr. Abed Almala, Former Campus Dean, Stratford University USA

Published Books: O'Callaghan, M. (2019). *Conscio-Smart: How to Lead and Achieve your Total Wellbeing in Industry 4.0.* ISBN 978 0 578 53280 6; Husain, S. (2014). *Emotional Intelligence for Emerging Leaders and Entrepreneurs – Illustrating the Fortune Giants.* Partridge Publication, Penguin Random House Company. ISBN 978 1 4828 3522 9 0000;

2016: Awarded 'Faculty of the Quarter' for outstanding contribution in developing and teaching doctoral courses for the schools of business and IT at Stratford University VA, USA.

2015: Editor, International Research Journal Jagran Lakecity University: appointed as the Editor of Jagran International Journal of Contemporary Research in 2014. In one year, launched five issues (3 regular; 2 special) including research manuscripts from across the countries.

2014: Invited Professor: Stratford University Virginia USA, highly commended for her research on *Stratford School of Business Restructuring Model focused on* to gain greater differentiation of undergraduate and graduate programs.

2013: Invited Presenter: NexusEQ Conference at **Harvard University**. Presented research on Emotional Intelligence and Leadership.

2012: Awarded for Excellence in Research & Academics: by Govt. Chandrashekhar Azad College Sehore, India in UGC seminar on 'Implementation and Evaluation of Semester System in M.P nonprofessional Colleges.

2010: Awarded Maulana Azad National Fellowship for research: by University Grants Commission New Delhi, India

Appointed President SEEWDS (Society for Education and Empowerment of Weaker and Deprived Sections) Bhopal, India

Awarded 'Young Scientist' and best paper presenter: in Social and Behavioral Sciences by Madhya Pradesh Council of Science and Technology (Government of MP) Bhopal, India

Fellowship: granted for the Training of Young Scientists of Madhya Pradesh, India

2009: Member: Indian Commerce Association New Delhi, India

2006 - 2000: Number of achievements as student leader, all-rounder student, prize for punctuality, good conduct, submissiveness, hard work and discipline; won interschool debate competition with first position

KEY COMPETENCIES

Research and writing: Curious by personality, analytical approach, effectively uses data, facts and information, ability to convert ideas into frameworks and theories

Technical Skills: IQ score at 'gifted' level. Highly skilled in using technology to maximize performance. Adaptable and a quick learner.

Emotional Intelligence: Trained in this field by pioneer David Caruso. Involved in EI research for more than seven years. A renowned EI educator, known to have highly productive workplace and professional relationships. Superior social skills, inclusive and outward reaching.

Communication: Proficient in English, Hindi, and Urdu. Expressive/persuasive, negotiation, presenting; aural & through social media & technology

Conceptual/thinking skills including collecting and organizing information, problem-solving, planning and organizing, learning-to-learn skills, thinking innovatively and creatively, systems thinking

Business skills: innovative with superior enterprise and entrepreneurial skills

PROFESSIONAL EXPERIENCE

Assistant Professor of Management: William Woods University Fulton MO, USA **August 2018 – Present**

- Teaching Business Management and Administration courses to the students of undergraduate and graduate programs.
- Program Manager - Master of Arts in Organizational Leadership
- Member – WWU Curriculum Committee

Professor (Visiting Scholar): Stratford University Falls Church Virginia, USA **Feb. 2016 – June 2017**

Invited as the Professor under the category of Visiting Scholar in recognition of contributions to research, leadership development and teaching in business and leadership.

- Taught Business Management, Organizational Behavior, Organizational Change Management, Entrepreneurship, International Business, Human Resource Management, Ethics, Research, Writing, and Leadership courses to the students of graduate and doctoral programs in Business, IT, and Health Care Administration programs.
- Developed curriculum for doctoral courses in association with the in-charge(s) of the programs
- Started and continued research on leadership intelligences, excellence in leadership and competencies for leadership development

Received 'Faculty of the Quarter Award' for outstanding contribution in developing and teaching the doctoral courses. Rated 'Exemplary' by faculty leads who conducted observation in her classes.

Director, Global Research and Development: ACPI Training Pty Ltd. NSW Australia **Aug 2015-Nov 2016**

- Contributed to sound governance and leadership of ACPI Training
- Conducted research and developed frameworks to be used in specific regional markets (Internationally)
- Established Business and Marketing strategy for South and South-East Asia/Oceania
- Developed strategic partnerships with government and corporations for the delivery of services
- Facilitated training and development sessions, workshops, coaching, and seminars

Recognized for contribution to course work and leadership model. Successfully developed the Excellence Framework for individual and organization self and professional assessment. Active duty: from August 2015 to January 2016.

Senior Consultant & Coach (Contract): ACPI – Australia**April 2013 – July 2015**

- Involved in provision of executive coaching services to clients in Australia and Asia
- Researched and developed client base in India
- Designed, developed and delivered training sessions, workshops and seminars

Negotiated strategic partnership with IHF Wellness Orbitarium, India. Provided executive support to Institute of Career Certification International Retreat, Singapore.

Assistant Professor: Jagran Lakecity University Bhopal (M.P) India**July 2013 – June 2015**

- Taught business management and administration courses (including Organizational Behavior, Strategic Management, Human Resource Management, and Entrepreneurship) at graduate and post graduate levels
- Coordinated the Bachelor of Management Studies (BMS) campus program

Recognized as an innovative researcher, teacher and faculty leader. Coordinated and organized campus-based seminars on Global Engagement and Career Development. Appointed as the Editor **Jagran International Journal on Contemporary Research** (ISSN – 2320-9372).

Professor (Visiting Scholar): Stratford University Falls Church Virginia, USA**Jan – March 2014**

- Conducted the '**Action Research**' to facilitate change and introducing differentiation for Stratford Business School. Submitted 109 pages comprehensive report 'Differentiating Business School with CBRR Model' and presented it to senior leaders: *Highly acclaimed by Head of School for the depth and breadth of research that now is used as a benchmark study*
- Conducted sessions for the students of business and IT programs in the areas of behavioral dynamics, emotional intelligence, organizational behavior, productivity and performance Improvements

Assistant Professor: JICM (Jagran Institute of Communication & Management) Bhopal (M.P) India
July 2011 to June 2013

- Taught business management and administration courses at graduate and post graduate levels
- Lead, designed, and organized events/functions and co-curricular activities in campus; coordinated anti-ragging Initiatives
- Supervised postgraduate students on their research dissertations
- Coordinated the undergraduate commerce programs of the college

Associate Staff Member: Leeds Metropolitan University (United Kingdom) India Campus
to April 2013**Sept. 2012**

- Taught global business context, reward management and managing capability courses at graduate level

Visiting Faculty: CRIM, University Teaching Department Barkatullah University Bhopal, (M.P) India

Dec. 2010 to June 2011

- Taught Human Resource Management courses to MBA (Master of Business Administration) students

SIM Writer (Casual Contract): Madhya Pradesh Bhoj Open University Bhopal (M.P) India
to June 2011

July 2009

- Wrote and compiled self-instruction material (SIM) for post graduate courses in economics and management (MBA) programs

Guest Faculty: Cambridge Girls PG College Bhopal M.P India

July 2001 to August 2007

- Taught management and organizational behavior courses to PG Students
- Taught spoken English and personality development courses to the students of graduate and post graduate programs

OTHER PROFESSIONAL EXPERIENCE AND AFFILIATIONS

Accredited MSCEIT Assessor & EI Coach: Professional MSCEIT Assessor and Coach Certified by David Caruso through EI Skills and Coaching Workshop conducted at Yale University Campus, Connecticut USA, in March 2014.

Senior Member of the International Association of Computer Science and Information Technology (IACSIT): from Dec. 2012

Life Member NHRDN (National Human Resource Development Network) India: from October 2012

EDUCATIONAL QUALIFICATIONS

Degrees of PhD, MBA, M.Com and B.Com are evaluated and approved by IERF (International Education and Research Foundation USA). Qualifications declared as equivalent in level, purpose and depth to regionally accredited colleges and universities in the USA.

- **MSBA:** Master of Science in Business Analytics, Golden Gate University San Francisco CA USA. Expect graduation in April 2021.
- **Ph.D.:** Faculty of Management, Barkatullah University Bhopal India. September 2012
- **MBA:** Master in Business Administration with specialization in Human Resource Management from IGNOU (Indira Gandhi National Open University New Delhi) India. June 2008
- **M.Com:** Master of Commerce with specialization in Applied Economics & Business Management from Barkatullah University Bhopal India. May 2005
- **PGDHRM:** Post Graduate Diploma in Human Resource Management from IGNOU (Indira Gandhi National Open University New Delhi) India. Integrated with MBA program. December 2007
- **PGDIM:** Post Graduate Diploma in Management from IGNOU (Indira Gandhi National Open University New Delhi) India. Integrated with MBA program. December 2007
- **UGC – NET:** University Grants Commission India – National Eligibility Test for Lectureship in institutions of higher education. June 2012
- **B.Com:** Bachelor of Commerce with specialization in the vocational course 'computer applications in business' from Cambridge Girls College Bhopal India. College Topper & Merit Holder at University level with distinction. April 2003

- **H.S.S.C:** (Stream: Commerce) from K. K. Convent Higher Secondary School Bhopal India. March 2000

CONTINUING EDUCATION AND OTHER QUALIFICATIONS

- **Certificate Course (Verified):** 'Industry 4.0: How to Revolutionize your Business' The Hong Kong Polytechnic University (2018) (edX)
- **Certificate Course (Verified):** 'ENG102x: English Composition – Research and Writing' Arizona State University (2016) (edX)
- **Certificate Course (Verified):** 'ENG101x: English Composition' Arizona State University (2016) (edX)
- **Certificate Course (Verified):** 'Foundations of Data Analysis: Inferential Statistics' University of Texas AustinX (2016) (edX)
- **Certificate Course (Verified):** 'Foundations of Data Analysis: Statistics using R' University of Texas AustinX (2016) (edX)
- **Honor Code Certificate:** 'Inclusive Leadership Training: Becoming a Successful Leader' CatalystX (2015) (edX)
- **Certificate Course (Verified):** 'The Science of Happiness' BerkeleyX (2015) (edX)
- **Certificate Course (Verified):** 'Introduction to Psychology as Science' Georgia Institute of Technology with distinction (2013) (Coursera)
- **Certificate Course (Verified):** 'Inspiring Leadership through Emotional Intelligence' Case Western Reserve University with distinction (2013) (Coursera)
- **Certification Course:** 'Computer Operations' from Cfact Datapro Makhanlal Chaturvedi University Bhopal (2000)
- **Teacher Support Program:** BEC (Business English Certificate) - Trainer Certification to prepare students for Cambridge ESOL examination offered by British Council United Kingdom (2012)

RESEARCH PAPERS - PRESENTATIONS AND PUBLICATIONS

I have published 13 research papers in scholarly journals and conference proceedings and presented my papers in several conferences. The list of research papers presented and published will be provided if needed.

Mitchell Miller, DBA, CFP®
12605 Kettle River Pass
Boynton Beach, FL 33473
drmitchellmiller@gmail.com
Phone: (954) 328-1737

EDUCATION

- 2006 **Doctor of Business Administration**
 Concentration in finance
 Nova Southeastern University
- 1985 **Master of Business Administration**
 Corporate finance
 Pace University
- 1974 **Bachelor of Arts**
 Economics
 Brooklyn College

CERTIFICATIONS AND LICENSURE

- 1996 **CFP®** (Certified Financial Planner)
 License # 055443
- 1994 CFP Professional Education Program
 College for Financial Planning

WORK EXPERIENCE

- 1996-Present CERTIFIED FINANCIAL PLANNER®
 Provide investment advisory services and financial planning advice.
- 2017-Present University of the Cumberlands
 Adjunct Faculty
- 2013-Present Embry Riddle Aeronautical University,
 Adjunct Faculty
- 2006-Present Davenport University,
 Teaching & Learning Coordinator/Adjunct Faculty

1999-2000	KPMG, LLP <u>Business Development Manager</u> – Presented the firm's proprietary financial planning strategies to corporate executives, key shareholders and high net worth individuals. Advised partners and managers on best practices, consistent with professional management theory and relationship development skills.
1997-1999	ARTHUR ANDERSEN, LLP <u>Business Development Manager</u> – Strategically marketed the firm's healthcare consulting services nationally. Benchmarked hospital clinical performance indicators and created assessments presented to hospital presidents, CEOs, COOs, CFOs, key physicians and the firm's partners.
1993-1997	BCA FINANCIAL SERVICES, INC <u>Vice President</u> – Responsible for day-to-day marketing operations, maintained the firm's client relationships, and managed a staff of client service representatives. Increased the company's market share and negotiated new client contracts.

SCHOLARSHIP

2019	Value Style Investing Versus Growth Style Investing: Evidence from the 2002-2019 Business Cycle. <i>Journal of Accounting and Finance</i> Vol. 20(1) 2019.
2018	Active Versus Passive Investing: Evidence from the 2009-2017 Market. <i>Journal of Accounting and Finance</i> , 18(8), 2018.
2017	Stock Repurchases: Do They Add to Shareholder Value Over Time? <i>Journal of Accounting and Finance</i> , Volume 17(4), 2017.
2015	Davenport University CFP® Editorial Advisory Board
2013	Do Stocks with Dividends Outperform the Market During Recessions? <i>Journal of Accounting and Finance</i> , Issue 13(1), 2013.
2011	Do You Need an Active Fund Manager? <i>International Journal of Business, Accounting, and Finance</i> , Volume 6, Number 1, Winter 2011.

- 2006 Dissertation: Active versus Passive Investing:
 Evidence from the 1995-2002 Market Cycle. Nova Southeastern
 University, 2006, AAT 3205544.

CURRICULUM VITAE

M. REZA ZOMORRODIAN

810 Wildwood Dr. Apt, 31

Jefferson City, MO 65109

Tel: 1-301-401-4225

E-Mail: rzomorrodian@yahoo.com

EDUCATION

Ed. D. University of Massachusetts, Amherst, Massachusetts, U.S.A

Major: Economics of Education and Curriculum Studies

Dissertation: *Guidelines for Improving Efficiency in Elementary Schools in Western Massachusetts: A Data Envelopment Analysis Approach*, May 1990

M. A. Indiana University, Bloomington, Indiana, U.S.A

Major: Economics, September 1979

M. B. A. Indiana University, Bloomington, Indiana, U.S.A

Major: Quantitative Business Analysis, December 1976

B. S. National University, Tehran

Major: Economics

Thesis (with distinction): *Comparative Economic Systems in Europe*, June 1972

AREAS OF SPECIALIZATION

Quantitative Business Analysis, Statistical Analysis, Operations and Productions Management, Business Forecasting, Macroeconomic, Microeconomic, Managerial Economics

WORK EXPERIENCE

Professor, adjunct faculty, School of Business & Economics, and Department of Science, Technology & Mathematics Lincoln University
Jefferson City, MO, August 2018- Present

Courses: Statistics, Macroeconomics, Quantitative & Qualitative Methods, Money and Banking

Professor, full time faculty Graduate School of Management and Economics, Azad University, Science & Research Branch, Tehran, 2015- 2018

Courses taught: Applied Statistical Analysis with Minitab and SPSS

Professor, full time faculty, Strayer University, Maryland, May 2010- 2015

Courses taught: Quantitative Methods, Statistics, Managerial Economics, Algebra With Applications,

Professor full time faculty Graduate School of Management and Economics, Azad University, Science & Research Branch, Tehran, 2003- 2010

Courses taught: Applied Statistical Analysis; Business Forecasting; Managerial Economics

Services to the University: Chair, Department of Business Administration Doctoral Program, 2007- 2010, Chair, Department of Industrial Management, Master Program, 2005-2007

Professor, tenured full-time faculty Department of Business Administration and Economics, Massachusetts College of Liberal Arts, North Adams, Massachusetts, 1983- 2003

Courses taught: Business Statistics I and II, Macroeconomics; Microeconomics; Money, Banking and Financial Institutions; Business and Economic Statistics; Contemporary Economic Issues; Production Management; Operations Management; Financial Management; International Trade and Finance; Managerial Economics

Service to College: Business Administration & Economics Department Curriculum Committee Departmental Faculty Search Committee; Economics Recruitment Chairperson; AACSB Accreditation Committee; Ad Hoc Committee for Departmental Chairperson Evaluation; Student Affairs Committee; Academic Policies Committee; Research / Creative Project Award Committee; Vice President Selection Search Committee; Admissions assistance; Friendship Family for International Students.

Visiting Associate Professor, Graduate School of Business, Azad University, Tehran, Iran, 1997-1999

Courses Taught: Applied Statistics (Doctoral Course), Operations Management and Business Statistics (MBA Courses).

Service to the University: Department of Industrial Management Curriculum Committee; Long Range Planning Committee; Doctoral and Master Dissertation Advisory Committee.

Visiting Associate Professor, the Industrial Management Institute, Graduate and Research Division, Tehran, Iran, 1997-1999

Courses Taught: Operations Management, Applied Statistics (Graduate Courses)

Department Chair and Visiting Associate Professor, School of Business Administration, Azad University, Southern Tehran Division, 1993-1994

Courses Taught: Applied Statistics, Operations Research I & II; Macroeconomics; Microeconomics; Econometrics; Managerial Economics; Production Management

Service to the University: Department of Insurance Management Chairperson; Head of Economics Research Group.

Visiting Associate Professor, School of Business Administration, Azad University; Southern Tehran Division, 1990-1991

Courses Taught: Applied Mathematics in Management; Business Statistics; Operations Management

Service to the University: System Programming Committee, Curriculum Committee

Consultant, Curriculum Design for Mathematics and Economics, Southern Berkshire Regional School District, Math-Science Consortium, 1987

Research Graduate Assistant, Coalition for School Improvement; Graduate School of Education, University of Massachusetts, 1984-1990

Research Graduate Assistant, Graduate School, Indiana University, Bloomington, Indiana, 1979

CONFERENCES AND PRESENTATIONS

Impact of the Requirements of Planning the Administrative Transformation System On the Promotion of Administrative Health, M. Reza Zomorodian, and A. Moghadm, International Conference on Management Patterns in Progressive Era, Tehran, July 2017

Oil Price Shocks and the U.S. Stock Market, Tahmoures Afshar, Ghodratollah Arabian, and Reza Zomorodian, the International Applied Business Research Conference, San Juan, Puerto Rico, USA, March 17-20, 2008

Stock Return, Consumer Confidence, Purchasing Manager's Index and Economic Fluctuations, Tahmoures Afshar, Ghodratollah Arabian and Reza Zomorodian, The

International Applied Business Research Conference, Mazatlan, Mexico.
March 26-29, 2007

Does Consumer Confidence Forecast Consumer Spending?

Ghodratollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian, Business And Economics Society International, San Francisco, California, July 24-28, 2003

Demand Shock, Supply Shock and the Real Exchange Rate Forecasts: Error Correction Approach, Ghodratollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian, Missouri Valley Economic Association, St. Louis, Missouri, February 27-March 1, 2003 and Midwest Economics Association, St. Louis, Missouri, March 28-30, 2003

Presenting Data and Information, a One-Day Course in Boston
Boston, Massachusetts, March 12, 2003

Core Curriculum and Assessment Workshop,
Massachusetts College of Liberal Arts, North Adams, Massachusetts, June 5, 2002

Aggregate Demand and the Real Exchange Rate Forecasts: Error Correction Model Approach, Ghodratollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian, The International Applied Business Research Conference, Puerto Vallarta, Mexico, March 14-19, 2002

U.S. Defense Expenditures and The Real Dollar Exchange Rate Forecast,
Ghodratollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian, Business and Economics Society International, Los Angeles, California, July 22-26, 2000

North American Productivity Workshop
Union College, New York, June 15-17, 2000

U.S. Defense Expenditures and The Real Dollar Exchange Rate Forecast,
Ghodratollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian, American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February 17-22, 2000

Midwest Economics Association, Kansas City, Missouri, March 20-22, 1997

Berkshire Quality Group, Pittsfield, Massachusetts, October 1990

RESEARCH

“Recognizing the Effective Factors in Social Responsibility, Promotion of Saip Automobile Manufacturing Group”, Reza Najafabadi, Mehdi irannejad parizi, Mohammad Reza Zomorrodian, Zeinolabedin amini sabegh, *IOSR Journal of Business and Management*, Volume 2, Issue 6 July- August 2012, pp 9-13.

“Oil Price Shocks and the U.S. Stock Market”, Tahmoures Afshar, Ghodratollah Arabian, and Reza Zomorrodian, Presented at International Applied Business Research Conference, March 17-20, 2008. The paper received the Best Paper Award, and is published in the *Journal of Global Business Management*, volume 4 Number 2 October 2008, pp 330-337

“Stock Return, Consumer Confidence, Purchasing Manager’s Index and economic Fluctuations”, Tahmoures Afshar, Ghodratollah Arabian, and Reza Zomorrodian, Presented at International Applied Business Research Conference, March 26-29, 2007. The paper received the Best Paper Award, and is published in the *Journal Of Business & Economic Research*, Volume 5 Number 8, August 2007, pp 97-106.

“Demand Shock, Supply Shock and the Real Exchange Rate Forecasts: Error Correction Approach.” Ghodratollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian. “*Global Business and Economics Review- Anthology 2003.*”

“Does Consumer confidence Forecast Consumer Spending.” Ghodrathollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian. “*Global Business and Economics Review- Anthology 2003.*”

“U.S. Defense Expenditures and the Real Dollar Exchange Rate Forecast.” Ghodratollah Arabian, Tahmoures A. Afshar, and Reza Zomorrodian, presented at Business & Economics Society International Conference, July 22-26, 2000. The paper has been published in “*Global Business and Economics Review- Anthology 2000.*”

“Design of a Comprehensive Measurement System and Operational Assessment.” Group Research Project, Industrial Management Institute, Tehran, Iran, 1998-1999

“Evaluation of Agency Operations.” Group Research, Industrial Management Institute Organization, In Association with the Asian Productivity Organizations, Tehran, Iran 1998-1999

“Marketing Research: A Case Study for Electric Power Company.” Group Research Project, Published by Office for Public Relations and People Communications, Tehran, Iran, March 1999

“Reliability Engineering.” Elsayed A. Elsayed, Addison Wesley Longman, 1996. An Academic Text Book translated to Persian Language. Tehran, Iran, 1998-1999

Issues of School Consolidation, Economic and Non- Economic Factors of School Size, 1988

In- Service Teacher Education: A Model for School Improvement and Professional Development, 1987

Bootstraps and Federalisms, Patterns of Economic Aid, 1985
Labor Forecasting For Manpower Planning, 19

OTHER SCHOLARLY ACTIVITIES

Chair of Theory of the Firm Issues and Regional Development Session, Business and Economics Society International, Los Angeles, California, July 22-26, 2000

Discussant of Finance Session, Business and Economics Society International, Los Angeles, California, July 22-26, 2000

COMPUTER EXPERIENCE

MINITAB, DEA, SPSS

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Economic Association

American Statistical Association

National Society for the Study and Education

OMICRON DELTA EPSILON, Economics Honor Socie

REFERENCES

Dr. Nancy Ovitsky

Massachusetts College of Liberal Arts

Tel: 413-662-5306

N.Ovitsky@mcla.edu

Dr. Lawrence M. Seiford

University of Michigan

Tel: 734-764-9422

seiford@umich.edu

Dr. Abraham Kahn

Massachusetts College of Liberal Arts

Tel: 413-662-5304

BKahn@mcla.edu

Dr. Mehdi Nazer

Strayer University

Tel: 240-643-2896

Mehdi.nazer@strayer.edu

Professor Ahmad Meysami

Lincoln University

Tel: 573-681-5485

meysamia@lincolnu.edu

Paul W. Sturgis

907 Albertville Court
Kissimmee, FL 34759
paulwsturgis@gmail.com

Education

Ph.D., Sociology

May, 2008
University of Missouri

Dissertation Title: *Faith Behind Bars: The Social Ecology of Religion and Deviance in the Penitentiary*

M.A., Sociology/Criminal Justice

December, 2000
Lincoln University

B.S., Sociology

May, 1997
Lincoln University

Professional Positions

2018-present

University of Central Florida
College of Medicine
Planning and Knowledge Management Coordinator

2013-present

William Woods University
Department of Academic Affairs
Director of Institutional Research (2013-2017) and
Associate Professor of Sociology and Educational Leadership (2015-2018)
Adjunct Professor, 2018-present

2018

Palm Beach State College
Department of Social Sciences
Adjunct Instructor

2012-2013

Truman State University
Department of Society and Environment
Lecturer

2012-2013

University of Iowa
Department of Sociology
Visiting Scholar

2008-2012

University of Iowa
Department of Sociology
Visiting Assistant Professor

2005 – 2008

University of Missouri
Department of Sociology
Instructor

2008

Lincoln University
Department of Social and Behavioral Sciences
Adjunct Instructor

2003- 2005

University of Missouri
Department of Sociology
Teaching Assistant and Lab Instructor

Courses Taught

- Introduction to Sociology
- Social Problems
- Social Psychology
- Seminar on Environmental Sociology
- Structured Inequalities
- Social Institutions
- Research Methods
- Criminal Legal System
- Sociology of Criminal Punishment
- Criminology
- Deviance
- Global Criminology
- Seminar on Power in the Justice System
- Quantitative Analysis (graduate level)
- Entrepreneurial Planning and Design (online-MBA level)
- Management in Cross-Cultural Contexts (online-MBA level)
- Business Strategies (online-MBA level)
- Introduction to Global Business (online-MBA level)
- Statistics and Research Methods (online, MBA level)
- Managerial Statistics (online, undergraduate)
- Managerial Ethics (MBA level)
- Business Ethics (undergraduate)
- Dissertation Seminar
- Research Seminar
- Religion & Crime-Deviance (prepped, but not taught)

Dissertations Chaired

Kim Hawley-*Time and Student Achievement*, completed 5/16

Amanda Espinoza, *The Male Student in Relation to Non-Intact Family Poverty: Non-Cognitive Attributes of Academic Success*, completed 5/17

Eric Carlin, *A Study of Individual Professional Development Coordinators Instructional Technology Stages of Concern in Relationship to Levels of Technology Integration*, completed 5/17

Drew White, *The Impact of the Rigor/Relevance Framework on School-wide Academic Achievement and Attendance*, completed 3/18

Delores Woodhurst, *Does a 1:1 Technology Environment Improve Eighth Grade Math Achievement on the Missouri MAP Grade Level Assessment?*, completed 4/18

Jason Macy, *An Exploratory Study of the Factors Related to Levels of Trust Between Faculty and Administrators*, completed 4/18

Jamin Swift, *Iron Deficiency and Endurance Athletes*, completed 4/18

Joshua Hoener, *The Relationship between Extracurricular Activity Participation and Academic Success*, completed 4/19

Dissertations as Committee Member

Hung Yi Shen, *Teachers Perceptions about Distributed Leadership*, completed 5/15

Rose Angela Taney, *A Comparative Study of the Effect of Blended Learning vs. Traditional Teaching Methods on 9th grade Biology EOC Scores in a Single Suburban Missouri School District*, completed 8/15

Rebecca Albrecht, *Regular Education Instruction of Students with Asperger Syndrome Diagnosis as Compared to Students with Autism Spectrum Diagnosis*, completed 12/15

Robert Jerome, *The Relationship of Extracurricular Activities on the Academic Achievement of High School Students*, completed 5/16

Michael Garrett, *The Effects of School Boards of Education on the Culture of Rural School Districts*, completed 5/16

Adriane Blankinship-Johnson, *An analysis of Parental Involvement and its Effect on Student Academic Achievement*, completed 12/16

Ashley McMillian, *A Study of the Effects of Class Size on Grade Level Achievement in Grades Three to Five in Southeast Missouri School Districts*, completed 8/16

Abiathar Naaman, *Elementary Principals' Perceptions of School Uniforms in the State of Missouri*, completed 5/17

Elizabeth Washington, *Analyzing Levels of Acceptance for Standards-Based Grading among Special Education Teachers in Missouri*, completed 12/16

Chris Wilson, *Impact of an Afterschool Program on Middle School MAP Scale Scores for Math and Communication Arts, completed 12/16*

Rena Hawkins, *The Effect of Digital Literacy on Fifth Grade English Language Arts State Assessment Scores, completed 5/17*

Brandon Jones, *The Relationship between Student-Teacher Ratios and In School/Out of School Suspensions in Southeast Missouri, completed 12/16*

Yueh Chun Chiang, *A Study of the Relationship between Degree of Involvement and the Leisure Needs of Tennis Players in Taichung, Taiwan, completed 5/17*

Aaron Jones, *The Effects of a Standards Based Grading System on Student Achievement as Measured on State Standardized Test, completed 5/17*

Alicia Wilson, *Teacher Academic Optimism: Is it a Predictor of Student Achievement in Suburban Kansas City, Missouri Elementary Schools, completed 5/17*

Eric Russell, *The Perceptions between Student Achievement and Teacher Evaluations Utilizing the Rutherford Evaluation Model, completed 5/17*

Kimberly Johnson, *Barriers and Successes of Mentored First Year Rural Missouri Superintendents, completed 5/17*

Frederick Bouchard, *The Impact of High School Football on School Wide Achievement and Attendance, completed 12/17*

Rhonda Jackson, *The Story of Black, Non-Eligible, Gifted and Talented Students in Missouri, completed 12/17*

Aaron Vitt, *The Impact of High School Exit Exams on ACT Achievement, completed 1/18*

Stacie Syler, *Multi-Site Case Study of the Relationship between Leadership Styles and Climate in Alternative Schools, completed 4/18*

Christy Harrison, *Response to Intervention and English Language Learners, completed 6/18*

Publications

Paul W. Sturgis and Robert D. Baller. (2012). "Religiosity and Deviance: An Examination of the Moral Community and Antiasceticism Hypotheses among U.S. Adults." *Journal for the Scientific Study of Religion* 51(4):809-820.

Sturgis, Paul W. (2010). "Faith Behind Bars: An Explicit Test of the Moral Community Hypothesis in the Correctional Environment." *Journal of Offender Rehabilitation* 49(5):342-362.

Sturgis, Paul W. (2008). "Institutional Versus Contextual Explanations for the Growth of the Jehovah's Witnesses in the United States, 1945-2002." *Review of Religious Research* 49(3): 290300.

Presentations

2020. "Generalizability Theory and its Application to Institutional Research." Paper presented at the annual meeting of the Association of Institutional Research, virtual conference.

2012. "Religiosity and Deviance: An Examination of the Moral Community and Antiasceticism Hypotheses among U.S. Adults." Paper presented (with Robert Baller) at the annual meeting of the Midwest Sociological Society, Minneapolis, Minnesota.

2011. "Religiosity and Deviance: An Examination of the Moral Community and Antiasceticism Hypotheses among U.S. Adults." Paper presented (with Robert Baller) at the University of Iowa's Theory Workshop.

2010. "Faith Behind Bars: An Explicit Test of the Moral Community Hypothesis in the Correctional Environment." Paper presented at the annual meeting of the Midwest Sociological Society, Chicago, Illinois.

2008. "Faith Behind Bars: The Social Ecology of Religion and Deviance in the Penitentiary." Presented at the University of Iowa's Theory Workshop.

2008. "Faith Behind Bars: The Social Ecology of Religion and Deviance in the Penitentiary." Paper presented at the annual meeting of the Midwest Sociological Society, St. Louis, Missouri.

2007. "Dimensions of Religiosity among Prison Inmates." Paper presented at the annual meeting of the Midwest Sociological Society, Chicago, Illinois.

2005. "Who Becomes a Witness: Growth of the Jehovah's Witnesses in the United States, 1945-2002." Paper presented at the annual meeting of the Midwest Sociological Society, Minneapolis, Minnesota.

Professional Associations

Midwest Sociological Society (2005-2012)
Religious Research Association (2005-2008)
Association for Institutional Research (2013-present)

Professional Service

- Manuscript reviewer for:
 - *Review of Religious Research*
 - *Journal of Research in Crime and Delinquency*
 - *Journal of Offender Rehabilitation.*
- Session organizer, *Studies in Crime, Deviance, and Social Control*, annual meeting of the Midwest Sociological Society, March 2011

719 Branch Road ● Scotty L. Allen
scotty.allen@mvc.dps.mo.gov Holts Summit, MO 65043 ● (573) 301-9022 (home)
● (573) 522-4224 (work)
<https://www.linkedin.com/in/scotty-allen-bb49947/>

PROFESSIONAL LICENSES:

- STATE OF MISSOURI: Missouri Supreme Court, Admitted September 27, 2000 (Bar #49605)
 - STATE OF ILLINOIS: Illinois Supreme Court, Admitted November 8, 2001 (Bar #6274463)
 - FEDERAL: United States District Court for the Western District of Missouri; United States District Court for the Eastern District of Missouri; United States Court of Appeals for the Armed Forces; Air Force Court of Criminal Appeals

EDUCATION:

WASHINGTON UNIVERSITY SCHOOL OF LAW, St. Louis, MO

Juris Doctorate: May 2000

SOUTHWEST MISSOURI STATE UNIVERSITY, Springfield, MO

B.S.-Sec. Ed., History: May 1995

WORK EXPERIENCE:

MO VETERANS COMMISSION

Oct 2019 – Present

General Counsel; 205 Jefferson Street, 12th Floor, Jefferson City, MO 65102

- Serve as the chairman of the Missouri Bar

MO ATTORNEY GENERAL'S OFFICE

Feb 2018 – Oct 2019

Managing Attorney, Military Legal Assistance Team; P.O. Box 899, Jefferson City, MO 65102
- Created the Military Legal Assistance Team, a program consisting of five prongs: (1) free legal assistance/will workshop clinics for veterans; (2) referrals for pro bono legal services for active duty, guard and reserve personnel; (3) combating predatory commercial practices aimed at victimizing military personnel and veterans; (4) representing guardsmen experiencing employment discrimination; and (5) educating members of the Bar and the public on the rights of military members and/or the legal issues they face.

- Drafted proposed legislation and administrative regulations to improve service delivery to veterans and actively serving service members.
 - Developed the program's website, pamphlets, and press releases.
 - Planned and executed estate planning clinics for veterans at locations throughout the state.
 - Developed and presented presentations to educate members of the Bar and the public on the rights of military members and veterans, and/or the legal issues they face.

MO DEPT. OF SOCIAL SERVS, DIVISION OF LEGAL SERVS Oct 2004 – Apr 2006; Mar 2009 – Feb 2018
Deputy General Counsel; Privacy and Security Officer; 221 High Street, Rm 230, Jefferson City, MO 65101

- Served as deputy to the department general counsel and advised and represented the department on issues of statutory interpretation, personnel issues, open records law, media and legislative inquiries and departmental programs.
 - Supervised 47 attorneys and support staff in the division's litigation and privacy compliance sections. Responsible for the hiring, training, and all human resource management issues associated with said staff.
 - Served as the department's Information Privacy and Security Officer and ensured the department remained in compliance with HIPAA and other privacy mandates.

MO DEPT. OF TRANSPORTATION, CHIEF COUNSEL'S OFFICE Apr 2006 – Apr 2007

Assistant Counsel – Human Resources; Central Office; 105 W. Capitol Ave., Jefferson City, MO 65102

- Provided legal advice to the human resources, audits and investigations, controller's, community relations, equal opportunity, employee benefits and risk management divisions of MoDOT on a wide variety of issues.

- Responsible for employment litigation throughout the State at the administrative, trial and appellate levels in both state and federal courts.

UNITED STATES AIR FORCE (Active Duty and Reserves) Oct 2000 – Aug 2015

Assistant Staff Judge Advocate; 375th Airlift Wing, 101 Heritage Dr., Ste. 210, Scott Air Force Base, IL 62225

Chief, Civil Law (Active Duty) Dec 2002 – Oct 2004; (Reserves) Oct 2004 – Aug 2015

- Served as the Air Mobility Command representative to the Junior Officers' Council and as the Council's chairman for two terms.

- Served as the principle coordinator of Reserve activities for my office and supervised eight junior reservists.

- Served as hearing officer for grand jury hearings and administrative discharge boards.

- Advised Wing leadership and unit commanders on questions of law. Researched and drafted legal opinions on various procedural and substantive questions.

- Provided legal assistance for over 2,000 clients facing a variety of legal issues; drafted legal assistance articles on a variety of legal issues for publication in the base newspaper.

- Developed and implemented an attorney recruiting program that was adopted by the Judge Advocate General as the Air Force standard.

Chief, Adverse Actions

(Active Duty) Apr 2001 – Dec 2002

- Served as administrator of the busiest military justice program in Air Mobility Command, responsible for processing all courts-martials, non-judicial punishment and adverse administrative actions. Caseload included murder, rape, assault, drug trafficking, fraud, possession of child pornography, crimes against children and larceny. Personally prosecuted 18 court-martials, 275 civilian offenders in U.S. Magistrate's Court, processed 140 non-judicial punishment cases and 91 administrative discharges, and prosecuted two litigated administrative discharge boards from 2000 to 2004.

- Supervised three paralegals, a civilian court reporter and the base juvenile diversion and urinalysis programs.

OTHER MILITARY EXPERIENCE:

MISSOURI ARMY NATIONAL GUARD; U.S. ARMY RESERVES

Feb 1989 – Oct 2000

Last Duty Position: Commanding Officer; Detachment 1, B – 1/128 FA

Responsible for the care, training and wellbeing of all personnel assigned to the detachment; accountable for all detachment supplies and equipment; responsible for all the detachment did or failed to do. Served as an enlisted soldier for four years, a noncommissioned officer for two years, and a commissioned officer for six years.

PUBLICATIONS:

- Scotty Allen & Megan Waters-Hamblin, *E-Discovery: What Is It And Why It Matters to You*, Missouri Organization of Defense Lawyers, Fall 2006, at 8.
- Scotty Allen, *Who Will Serve Those Who Serve?*, St. Louis Bar Journal, April 2019.

ACTIVITIES:

- Veterans & Military Law Committee of the Missouri Bar Association, Chairman
- Legislative Review Committee of the Missouri Bar Association, Member
- Columbia Veterans Center, Advisory Board Member
- Gateway Community Veterans Engagement Board, Board Member
- Central Missouri Community Veterans Engagement Board, Board Member
- Four States Joining Community Forces Board, Board Member
- Springfield, MO Joining Community Forces Board, Board Member
- Kansas City Community Veterans Engagement Board, Board Member
- MO Veterans Commission, Veterans Innovation Task Force, Chairman of the Access to Benefits Subcommittee
- American Legion Post 639 (Springfield, MO), Member
- First Baptist Church of Jefferson City, Trustee, Sunday School teacher and Youth Worker

REFERENCES:

- Available Upon Request.

STEPHEN K. FORSHA
Curriculum Vitae
17 September 2020

William Woods University
Burton Hall, Rm. 215b
One University Avenue
Fulton, MO 65251
Tel: 573-592-4490
stephen.forsha@williamwoods.edu

EDUCATION

D.Mgt. George Herbert Walker School of Business and Technology, Webster University, 2013.
MBA, Graduate and Adult Studies, William Woods University, 2002.
BS, Financial Management, Walker L. Cisler School of Business, Northern Michigan University, 1997.

PROFESSIONAL APPOINTMENTS

2020 – Present: William Woods University, Associate Professor with joint appointment as Director, School of Business and Technology.
2018 – 2020: William Woods University, Assistant Professor with joint appointment as Director, School of Business and Technology.
2017 – 2017: William Woods University, Assistant Professor with joint appointment as Chair, Division of Business, Law, Technology and Languages and Online Program Manager – Undergraduate Business Programs.
2016-2017: William Woods University, Department of Business, Assistant Professor with joint appointment as Program Manager of Undergraduate Online Business Programs.
2011 – 2015: Webster University, Office of Academic Affairs, Campus Director with joint appointment in the George Herbert Walker School of Business and Technology.

PUBLICATIONS

Refereed Journal Articles

2017: “Tikanga Māori – lessons in leading”, Journal of Leadership, Accountability, and Ethics.
2017: “Virtue and moral development, changing ethics instruction in business education”, College Student Journal.

Manuscripts in Preparation

“Psychological coping strategies: influences on academic integrity, *accepted for publication*, College Student Journal.

“Perceptions of athlete/coach leader member exchange and influences on player organizational citizenship behaviors, a study of USGAA clubs”.

White Papers

2018: “Student Perceptions of Preparedness to Enter the Workforce”. Missouri Economic and Workforce Development Commission.

AWARDS AND HONORS

2019: Beaumont Distinguished Professor Award Nominee, William Woods University.

2018: Beaumont Distinguished Professor Award Nominee, William Woods University.

2017: Outstanding Reviewer Award, Midwest Academy of Management, Leadership and Ethics Track.

2017: Outstanding Reviewer Award, Academy of Management, Management Education Division.

2016: Finalist, Junior Faculty Scholarship, Midwest Academy of Management.

2016: Outstanding Reviewer Award, Midwest Academy of Management, Leadership and Ethics Track.

2015: Outstanding Reviewer Award, Academy of Management, Organizational Behavior Division.

INVITED TALKS

2019: “The Challenges of Leadership during Change”, Leadership Calloway-Calloway Chamber of Commerce, Fulton, Missouri.

2018: “Developing Relationships through Leadership”, Hartwig, Inc., St. Louis, Missouri.

2016: “Effective Team Leadership and Effective Team Membership”, College of Optometry, University of Missouri St. Louis, St. Louis, Missouri.

2016: “Transformational and Transactional Leadership and Implications for Leadership Development”, Leadership Development Division, National Geospatial Intelligence Agency, St. Louis, Missouri.

2016: “On Leadership: Leading Teams and Team Motivation”, Center for Workforce Development Annual Strategic Conference, East Central College, Union, Missouri.

2016: “Moral Development, Virtuous Leadership and their Influence on Organizational Culture”, Invited Lecturer, McKendree University, Scott AFB, Illinois.

2013: “The Reality of Leadership and Confronting Change”, Association of Schools and Colleges of Optometry Annual Convention, St. Louis, Missouri.

CONFERENCE ACTIVITY/PARTICIPATION

Papers Presented

- 2019: "Perceptions of Athlete/Coach Leader Member Exchange and Influences on Organizational Citizenship Behaviors, an Exploration of USGAA Clubs", Midwest Academy of Management Annual Conference, Omaha, Nebraska, October 11.
- 2018: "Defensive Pessimism and Sensemaking in High-Stress Crises", Midwest Academy of Management Annual Conference, St. Louis, Missouri, October 13.
- 2018: "Conflict and Motivation in Equine Competition", Midwest Academy of Management Annual Conference, St. Louis, Missouri, October 12.
- 2017: "Psychological Coping Strategies, Practical Reason and Influences on Academic Integrity", Midwest Academy of Management Annual Conference, Chicago, Illinois, October 20.
- 2017: "Tikanga Māori – Lessons in Leading", Philosophy of Management International Conference, St. Louis, Missouri, July 15.
- 2016: "Virtue and Moral Development, Changing Ethics Instruction in Business School Education", Midwest Academy of Management Annual Conference, Fargo, North Dakota, October 8.

Discussant

- 2015: "Decision Making and Social Behaviors", Academy of Management Annual Meeting, Vancouver, Canada, August 9.

Attendee

- 2019: Midwest Academy of Management Annual Conference, Omaha, Nebraska.
- 2018: Midwest Academy of Management Annual Conference, St. Louis, Missouri.
- 2017: Midwest Academy of Management Annual Conference, Chicago, Illinois.
- 2017: Philosophy of Management International Conference, St. Louis, Missouri.
- 2016: Midwest Academy of Management Annual Conference, Fargo, North Dakota.
- 2015: Academy of Management Annual Conference, Vancouver, Canada.
- 2014: Combat to College Conference, Illinois State University.
- 2013: Military Child Education Coalition Conference, Kansas City, Missouri.
- 2012: Society of American Military Engineers Conference, St. Louis, Missouri.
- 2012: Council of College and Military Educators Symposium, Orlando, Florida.
- 2011, 2012: Webster University Worldwide Directors Conference, St. Louis, Missouri.
- 2011: Veteran's Affairs Education Certifying Official's Conference, Rend Lake, Illinois.

CAMPUS/DEPARTMENTAL TALKS

- 2019: Success in the Classroom, presented to freshmen, transfer students, and their families, William Woods University.
- 2015 - 2018: Annual Doctor of Management Student Orientation, Webster University.

2017: Academic Integrity, presented to the Business, Law, Technology and Language Division, William Woods University.

2016: Academic Integrity, presented to the Academic Council, William Woods University.

2016: Academic Integrity, Annual Faculty Professional Development Meeting, William Woods University.

2012: Developing Effective Study Habits, Webster University.

2011, 2012: APA Formatting Seminar for Students, Webster University.

TEACHING EXPERIENCE

Doctoral Level Courses

Leadership (Summer, 2015; Spring, 2016; Spring, 2017; Spring 2019).

Management Systems Redesign (Fall, 2015).

Doctoral Dissertation Committees

Dissertation Chair: The Influence of Transformational Leadership and Management Innovation on Organizational Resilience by Mardy Leathers. Dissertation completed May 2020.

Dissertation Chair: Measuring Innovation and Leadership in Change Management by Jason Horn. Dissertation in progress.

Graduate Level Courses

Management and Leadership (Fall, 2019, Summer 2020-online).

Management in Cross-Cultural Contexts (Spring 2020)

Statistics and Research Methods (Spring, 2019).

Managerial Ethics (Spring, 2007; Summer, 2008; Spring, 2010; Fall, 2015-online; Summer, 2016-online; Summer, 2018-online; Fall, 2018-online; Fall 2018, Fall 2019, Fall 2020).

Integrated Studies in Business Administration (Summer, 2019-online).

Applied Case Project (Spring 2015-online, Fall 2020).

Human Resources and Organizational Behavior (Summer, 2015-online; Fall, 2015-online).

Management (Spring, 2013; Summer, 2013; Summer, 2014).

Undergraduate Level Courses

Leadership Theory (Summer, 2018-online, Summer, 2020-online).

Leadership Studies Capstone (Spring, 2020-online)

Business Ethics (Fall, 2018; Spring, 2019; Fall, 2019, Spring 2020, Fall 2020).

Ethics in Leadership (Spring, 2018-online, Spring 2020-online).

Adaptive Leadership (Spring 2019, Fall 2020).
Organizational Behavior (Fall, 2017; Spring, 2018).
Business Policy and Procedures (Fall, 2016; Spring, 2017).
Managerial Ethics (Fall, 2016-online; Summer, 2017-online).
Managerial Policies and Strategies (Summer, 2016-online; Summer, 2017-online).
Human Resources Administration (Spring, 2016-online; Spring, 2017-online).
Business Ethics and Social Responsibility (Spring, 2015; Summer, 2015).

Undergraduate Research Supervision

Study Supervisor: Identity, Student Athletes and Academic Success. Brian Granton (2019).
Study Supervisor: Conflict and Motivation in Equine Competition. Mikala Cecole (2018).

RESEARCH EXPERIENCE/INTERESTS

Virtue Leadership | Power in Leadership | Charismatic/Transformational Leadership |
Practical Reasoning and Ethical Decision Making

My research focuses on ethical leadership, decision making and developing ethical leaders. I also investigate the role of virtue-based orientation in leadership and its relation to organizational outcomes.

SERVICE TO PROFESSION

Reviewer:

2020: Midwest Academy of Management, Leadership and Ethics Track.
2020: Academy of Management, Organizational Behavior Division.
2019: Midwest Academy of Management, Leadership and Ethics Track.
2018: Midwest Academy of Management, Leadership and Ethics Track.
2018: Academy of Management, Organizational Behavior Division.
2017: Midwest Academy of Management, Leadership and Ethics Track.
2017: Midwest Academy of Management, Management Education Track.
2017: Academy of Management, Organizational Behavior Division, Ethics and Decision-Making.
2016: Midwest Academy of Management, Leadership and Ethics Track.
2016: Academy of Management, Organizational Behavior Division, Ethics and Decision-Making.
2015: Academy of Management, Organizational Behavior Division, Ethics and Decision-Making.

Mentor:

2016: Academy of Management, Organizational Behavior Division.

DEPARTMENT/UNIVERSITY SERVICE

Search Committee Member, Associate Dean of Student Services, 2020/
Interim MBA Program Manager, William Woods University, 2019-2020.
Academic Integrity Officer, William Woods University, 2018-2020.
Interim MHA Program Manager, William Woods University, 2018-2019.
Chair, William Woods University Academic Integrity Committee, 2017-2018.
Member, William Woods University Prior Learning Committee, 2016.
Member, William Woods University Undergraduate Online Admissions Committee, 2016.
Member, William Woods University ACBSP Accreditation Committee, 2016.
Member, Webster University, Doctor of Management Faculty Task Force, 2016.
Board Member, Webster University Academic Honesty Board, 2013 – 2015.
Committee Member, Webster University Doctor of Management Program Advisory Council, 2013 – 2014.
Sub-Committee Chair, Webster University Doctor of Management Curriculum Sub-Committee, 2013 – 2014.
Search Committee Member, Webster University Associate Vice President for Military and Government Sector Education, 2011.
Committee Member, Webster University Troops to Teachers Initiative, 2011.

EXTRACURRICULAR UNIVERSITY SERVICE

2018 - 2020: Advisor, National Society of Leadership and Success

COMMUNITY INVOLVEMENT/OUTREACH

2012 – 2015: Member, Greater Belleville Chamber of Commerce.
2012 – 2015: Member, O’Fallon-Shiloh Chamber of Commerce.

NON-ACACEMIC WORK

2019 – Present: Head Coach – Hurling, St. Louis Gaelic Athletic Club
2019 – Present: Board Member, St. Louis Gaelic Athletic Club
2017 – Present: Gaelic Athletic Association, Coach Tutor.
2018: Consultant, Hartwig, Inc.
2016 – 2017: Consultant, College of Optometry, University of Missouri St. Louis.
1989 – 2011: United States Army.

TEACHING AREAS/COURSES PREPARED TO TEACH

Doctoral Level

Leadership

Graduate Level

Leadership and Management

Managerial Ethics

Organizational Behavior

Undergraduate Level

Leadership and Management

Business Ethics

Organizational Behavior

PROFESSIONAL MEMBERSHIPS

Member, Academy of Management

Member, Irish Academy of Management

Member, Midwest Academy of Management

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<http://www.missourilegacy.com/>

THOMAS H. LUCKENBILL, J.D., M.B.A.

PROFILE Well versed attorney and instructor. I have dedicated my life and profession to helping families plan for the future and teaching the next generation of business professionals.

EXPERIENCE

PRIVATE LAW PRACTICE
LUCKENBILL LAW FIRM, LLC
COLUMBIA, MISSOURI
2002 -Present
Firm specializing in Estate Planning and Business Startups. Extensive experience with insurance and financial strategies to ensure efficient inter-generational asset transfers.

ASSOCIATE PROFESSOR
WILLIAM WOODS UNIVERSITY
FULTON, MISSOURI
1994-Present
Classes both on-ground and online for finance, economics and business law.

INVESTMENT ADVISOR REPRESENTATIVE
LIFEMARK SECURITIES CORPORATION
ROCHESTER, NEW YORK
1998-Present
Provided insurance and investment consultation services as a representative of LifeMark Securities Corp.

INSTRUCTOR
UNIVERSITY OF MISSOURI
COLUMBIA, MISSOURI
1984-1999
Teacher of the various finance and business law courses.

INSTRUCTOR
COLUMBIA COLLEGE
COLUMBIA, MISSOURI
1991-1994
Teacher of microeconomics and business finance.

DEPUTY CHIEF REGULATORY LAW JUDGE
MISSOURI PUBLIC SERVICE COMMISSION
JEFFERSON CITY, MISSOURI
1994-1998
Maintained a fair hearing process with regard to rate and service matters of major utility companies. Directed hearings under the Missouri Administrative Procedures Act. Counseled the five members of the Missouri Public Service Commission as to the appropriate dispensation of issues before it.

**ASSISTANT GENERAL COUNSEL
MISSOURI PUBLIC SERVICE COMMISSION
JEFFERSON CITY, MISSOURI**

1991-1994

Enforced Commission orders in Cole County Circuit Court and other Circuit Courts in controversial matters involving utility companies. Worked on rate cases and service area requests of utilities. I reviewed Fiscal Notes for Legislative Oversight. I worked on the yellow pages revenues issues in connection with the 1993 Staff complaint case against Southwestern Bell Telephone Company. This single issue was worth over forty million dollars per year to Missouri customers. Promoted to Senior Counsel in 1994 and managed high-profile utility cases, including the rate case of Saint Louis County Water Company.

**ASSISTANT GENERAL COUNSEL
SHELTER INSURANCE COMPANIES;
COLUMBIA, MISSOURI**

1987-1990

Reviewed domestic and international reinsurance contracts, worked with automobile policy underwriters, and counseled the company with regard to pending litigation. While attending law school I worked in the Claims Department of Shelter Insurance Companies. That employment involved the negotiation or settlement of property damage claims between companies.

EDUCATION

UNIVERSITY OF MISSOURI SCHOOL OF LAW

Columbia, Missouri

Juris Doctor Degree. May 1987. Class rank: 30/138.

Licensed in Missouri; October 1987

UNIVERSITY OF MISSOURI SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Columbia, Missouri

Master of Business Administration Degree with emphasis in Finance. December, 1987

GPA 3.67

UNIVERSITY OF MISSOURI SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Columbia, Missouri

Bachelor of Science, Degree in Business Administration. Major in Economics, May 1983

GPA 3.173 CUM LAUDE.

**COMMUNITY
AND CIVIC
ACTIVITIES**

Member of Optimist Club 1998-Present

Member of Chamber of commerce; Leadership 2000 class, governmental affairs subcommittee, small business subcommittee, and Executive Connections subcommittee.

Member and affiliate of BNI, organization dedicated to help local small business owners.

Member and Deacon at Broadway Christian Church, Columbia, Missouri.

REFERENCES

Edward Gramm
U.S. Administrative Law Judge
Social Security Administration
130 The Village, Unit 205, Redondo Beach, CA 90277
(310) 704-8396

Lee Bailey, J.D., C.P.A.
Associate Professor of Accounting
101 Stamper Hall, 824 Chestnut Street, Jefferson City, MO 65101
baileyl@lincolnu.edu
(573) 681-5487

Cindy Hicks, CPA.
Owner and operator of Donut D-light
1301 Vandiver Dr, Ste. P, Columbia, MO 65202
3301 W Broadway Business Park Ct, Columbia, MO 65203
(573) 814-2303

Vanessa Davis

DMGT, CQA, CQE, CMQ/OE, SSGB

73 Huckleberry Court
O'Fallon, MO 63368

636-978-1972 (home)
314-565-5440 (cell)
vdavis@charter.net

Experience *2020-present* *bioMérieux, Inc.* *Hazelwood, MO*

Associate Staff Quality Engineer

- Participates in regulatory and agency inspections, audits, investigations, and inquiries re: the control of manufacturing quality. Also participates in the site Internal audit and compliance review programs
- Manage, resolve, and trend department deviations, ensuring compliance of all records to quality procedures.
- Provide periodic trend reporting as required (QSMR, weekly/quarterly trending, monthly site metrics)
- Act as principal Quality contact for department risk management activities.
- Provide quality support and approval signatures for Validations, Verifications, Qualifications, and Technical Reports, as required.
- Participate in site CAPA activities, including analysis of data and trends, nonconforming material, complaints, training effectiveness, and root cause analysis. Coordinates the implementation of corrective actions and preventive measures as needed.
- Participates in the development and execution of training programs (GMP, risk analysis, statistics, etc.) as needed. Trains peers as required. Supports continuous improvement and Global projects as needed.

2018-2020 *bioMérieux, Inc.* *Hazelwood, MO*

Global Customer Support Specialist III - Industry

- Contributes to action plans for critical situations and/or contribute to task force
- Facilitates learning plans including training and coaching for subsidiaries and distributors to deliver services at customer sites
- Assess quality of training programs and proficiency level of trainees
- Contribute to the design and development tools for subsidiary and distributors to support customers and optimize local services
- Execute actions required by the project teams
- Participate and contribute to strategic projects
- Execute, advise, propose, develop and review service delivery offers and updates
- Review and contribute to operation excellence analysis and provide action plan to standardize and optimize local services
- Create and update training modules
- Contribute to continuous improvements to the current products/services, training materials and service tools.

2015-2018 *bioMérieux, Inc.* *Hazelwood, MO*

Sr. Regulatory Affairs Specialist

- Monitor Latin America and Canada product registrations and

- renewals of registration according to plan
- Preparation of regulatory files (technical documentation) and submittals for LATAM/Canada
- Assess and document change management impact activities from an international regulatory perspective
- Contribute to regulatory intelligence activities
- Document processes as necessary related to job tasks
- Prepare metrics and presentations as necessary
- Maintain international registration records in the regulatory affairs database
- Assisting Quality management with quality system audits conducted by the FDA and ISO
- Leading Corporate, North America and Internal site audits.

2001-2015

bioMérieux, Inc.

Hazelwood, MO

Associate Manager Quality Systems, CAPA Coordinator /

Lead Auditor

- Facilitating Customer On-site Audits
- Assisting Quality management with quality system audits conducted by the FDA and ISO
- Managing the North America Quality Audit Program
- Conducting Internal Auditor training, yearly ISO/Quality System refresher training, and ISO/Quality System training for New Employee Orientation
- Managing the Document Control team to ensure established processes for creating, revising, obsoleting and publishing documents are followed efficiently and seamlessly
- Establishing solid relationships with the manufacturing, R&D, Industrialization and QC areas to maintain a continued knowledge of the products developed and manufactured at the bioMérieux North American facilities including the VITEK 2 and Compact instruments, the VITEK reagent product offerings, and the BacTAlert instrument and reagents.
- Managing the CAPA program to include the main phases of the CAPA system: Planning, Measurement & Analysis, CAPA Improvement, Input to Management and training on CAPA and Nonconformance (NC) systems.
- Assigning CAPAs, reviewing responses, assisting with problem solving methods to resolve issues and tracking/reporting quality metrics.
- Planning and facilitating CAPA Review Board and Quality System Management Review meetings.
- Training CAPA program users in using problem solving tools (e.g. Cause and Effect, 5 Why's, Fishbone) for Root Cause investigations.
- Assisting with quality systems and programs in the areas of Management responsibility, auditing, quality trends, quality costs, training, validation, design controls, purchasing controls, corrective and preventive actions, process control, customer complaints, calibration, and documentation control to ensure compliance with FDA and regulatory requirements
- Developing and/or reviewing manufacturing processes, procedures, and customer communications for compliance with FDA and regulatory requirements.
- Managing and supporting improvements to the Audit Program including:

- Development and maintenance of the facility audit schedule
- Scheduling and facilitating audit team meetings
- Leading internal site and North America audits
- Establishing and/or assisting on audit teams
- Recruiting and training internal auditors
- Preparing responses to audit findings to ensure resolution of any noted deviations and closure of the audit
- Facilitating customer audits
- Participating in regulatory inspections, investigations, and inquiries
- Developed a 'standard' response package to provide to customers in lieu of completing customer paper audits
- Delivered quality management system regulation (QSR) and ISO training for the site
- Developed an online QSR presentation to streamline training and accommodate training second and third shift employees.

1997-2001 *bioMérieux, Inc.* Hazelwood, MO

Quality System Validation Specialist

- Wrote system configuration testing protocols and performed integration testing according to written protocols for all new products or changes to existing products involving instruments, disposable products, software, firmware and hardware.
- Reviewed all customer documentation and procedures for accuracy and feasibility
- Maintained and approved all final customer related documentation
- Maintained System Integration Lab departmental documentation to assure compliance to FDA and ISO standards.

1996-1997 *bioMérieux, Inc.* Hazelwood, MO

Product Application Specialist - Internal Technical Services

- Responded to and resolved customer inquiries by providing training, troubleshooting assistance, and consulting
- Maintained regulatory compliance and statistical analysis of data
- Approved communications directed to customers.

1988-1996 *St. Louis University Hospital* St. Louis, MO

Medical Technologist - Microbiology

- Taught clinical laboratory microbiology to St. Louis University Medical Technology students, Pathology residents, and Infectious Disease residents
- Performed responsibilities of Senior Technologist working in all areas of the Microbiology laboratory, including Anaerobes, Fungi, and Acid Fast Bacteriology using the VITEK organism identification instrument and the BACTEC blood culture identification instruments.

Education **Webster University** Webster Groves, MO

- Doctor of Management, 2015
- Master of Arts in Quality Management, 2004

St. Louis University St. Louis, MO

- Bachelor of Science in Medical Technology, 1982

Certifications

- ASQ Certified Manager of Quality/Organization Excellence
- ASQ Certified Quality Engineer
- ASQ Certified Quality Auditor
- ISO Lead Auditor RAB Certification
- Software Quality Engineer Certificate
- Six Sigma Green Belt Certification
- American Society of Clinical Pathologist (MT-ASCP)

**Professional
Organizations /
Adjunct**

- American Society for Quality – Senior Member
- American Society of Clinical Pathologist
- American Society of Microbiologist
- Webster University Alumni Association Executive Board President
- Webster University AAAC – Chapter Leader
- Webster University Diversity & Inclusion Committee Chairperson
- Alpha Kappa Alpha Sorority, Inc.
- William Woods University Adjunct Professor

ERIC BROWN

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7221 Castle Rock Rd.
Jefferson City, MO 65101

EDUCATION

DIT	Walden University, Doctorate of Information Technology Dissertation: "Factors that Influence Throughput on Cloud-Hosted MySQL" Committee: Dr. Case (chair), Dr. Shao	October 2020
MS	Capella University, Information Technology Specializing in Network Architecture and Design Thesis: "Keokuk High School Multimedia Lab Domain Controller and File Server"	March 2006
BS	Western Illinois University, Mathematics Education Minor in Physics	May 1995

CERTIFICATIONS

Microsoft Professional in Windows 2000 Professional (70-210)	
Microsoft Professional in Windows 2000 Server (70-215)	2002
Certified Educator in Missouri	2008
5-12 Mathematics, 5-9 Science, and 9-12 Physics	

PROFESSIONAL EXPERIENCE – TECHNOLOGY

The state of Missouri, Jefferson City, MO	2012 to 2014
Microsoft SQL Database Administrator	
• Administrate SQL Servers	
○ Monitor and troubleshoot backups.	
○ Administrate database security.	
○ Troubleshoot and suggest changes to improve database performance.	
○ Create and implement a wiki to improve documentation.	
○ Planned and migrated CIMOR – the primary database supporting the application that manages the Missouri Department of Mental Health.	
○ Plan disaster recovery for all Microsoft SQL databases for the State of Missouri.	
○ Provide customer support to developers, system administrators, and end-users.	
• Alternate Team Lead	
○ Act as a supervisor as needed.	
○ Provide guidance and suggestions to other team members.	

Linux System Administrator

- Proactively maintained and built 250+ Red Hat Linux servers supporting services for the State of Missouri.
- Manage security and access on all Linux systems.
- Manage, implement, and coordinate software and operating system updates.
- Make recommendations on system requirements.

Smallwood Technologies, Jefferson City, MO

2008 to 2012

Technician/ Project Manager

- Manage technician schedule for optimal billing.
- Troubleshoot network, hardware, and software problems on personal computers, servers, printers, and networking equipment.
- Install, maintain, and update Windows and Linux servers.
- Assist in planning network, hardware, and software upgrades and additions.
- Design and install networks for homes and businesses.
- Assist individuals with a variety of disabilities in using assisted technology.
- Design, modify, and update databases and systems in Microsoft Access, Microsoft SQL Server, MySQL, and other database systems.
- Develop customer solutions using MySQL/PHP and Microsoft Access

Tri-States Free Geek, Keokuk, IA

2007 to 2008

Founder/Director

- Founded a non-profit computer recycling and learning center.
- Establish relationships with local businesses to recycle discarded technology.
- Taught individuals of all ages how to disassemble and assemble computers, and the many different types of hardware found in computers from various manufacturers.
- Taught individuals of all ages how to install the Ubuntu operating system and troubleshoot installation issues.
- Setup local repository for Ubuntu updates with PXE boot capabilities for fast installation.

PROFESSIONAL EXPERIENCE - TEACHING**William Woods University, Fulton, MO**

August 2012 to current

Instructor, Management of Information Systems

- Courses Taught: (Bold courses indicate regular course load)
 - MIS 100 – Intro to Web 2.0
 - **MIS 225 – Database Management Systems**
 - **MIS 250 – Networking**
 - **MIS 325 – Web Design**
 - **MIS 350 – Project Management**
 - **MIS 370 – MIS Experience**
 - **MIS 425 – Enterprise Tools**
 - **MIS 450 – Systems Analysis**
 - **MIS 475 – MIS Capstone**

- ACC 412 – Advanced Productivity Tools
 - BUS 580 – Systems Management
 - **WWU 475 – Honors Research I**
 - **WWU 476 – Honors Research II**
 - Revised the syllabus to meet accreditation standards.
 - Revised syllabus and course content to include the ever-changing field of information technology.
 - Developed online courses and on-ground courses.
 - Setup, manage, and maintain servers and network in support of: Database Management Systems, Networking, Web Design, MIS Experience, and Enterprise Tools.
 - Sponsored and mentored the Student Website Advancement Team (SWAT) and acted as technical advisor.

Committees

Hiring Committee – Spring 2015, Spring 2018

Curriculum Committee – 2015-2017, Chair 2018-2019

Honors Committee – 2018-current

Ad-hoc committee to consider lecture capture – Fall 2016, Fall 2017

Southeastern Community College, Keokuk, IA

2006 to 2008

Adjunct Instructor, Business

- Taught Computer Basics, which went by several course codes over that time frame.
 - Hardware Basics
 - Internet Basics
 - Microsoft Basics
 - Traditional and non-traditional students

Keokuk High School, Keokuk, IA

2000 to 2008

Instructor, Math/Computers

- Math Courses Taught:
 - Algebra
 - Pre-Algebra
 - Consumer Math
 - Statistics
 - Computer Courses Taught
 - Web Design
 - Advanced Web Design
 - Computer Basics
 - Computer Repair
 - Networking
 - Video Production
 - Programming
 - Built video production studio and digital video editing lab.
 - Supervised students in building computers for lab use.

- Setup audio and video for large events such as graduation, special speakers, assemblies, seminars, presentations, and in-services.
- Built, administrate, and maintain Linux Terminal Services server and lab, web server, file servers, and domain controllers in support of technology courses.

PRESENTATIONS

Open Source Intelligence, DevCoMo, March 2019

Neo4J – The Graph Database, DevCoMo, August 2018.

How to Build a New Computer Lab for under \$1000, Iowa Technology in Education Conference, 2006.

Using LTSP in the Classroom, North Central Linux Symposium, 2004 & 2005.

PROFESSIONAL TRAINING

DevCoMo

Columbia, MO. Monthly since 2016

Description: Monthly meetings for a group dedicated to the art of software development.

Talks range from different programming languages, developer operations, databases, machine learning, cybersecurity, block-chain technologies, and developer experiences.

Kansas City WordCamp

Kansas City, MO, June 2019

Description: Conference for users, designers, developers and anyone else to get the most out of WordPress.

WP-Campus 2018

St. Louis, MO, June 2018

Description: Conference focused on WordPress in Higher Education.

St. Louis WordCamp

St. Louis, Mo, May 2018

Description: Conference for users, designers, developers and anyone else to get the most out of WordPress.

GraphConnect

Chicago, IL, December 2014

Description: an Introductory conference to learn about Neo4j, a No-SQL graph-based database.

PROFESSIONAL AFFILIATIONS

Electronic Frontier Foundation, 2016-Present

Member.

PROFESSIONAL SERVICE

Developers of Columbia, Missouri (DevCoMo)

Steering Committee Member – 2017-2020

COMMUNITY SERVICE

Kingdom Projects, Inc.

Board Member, Fulton, MO, 2015-2016

REFERENCES

Dr. Linda Davis, Professor

Management of Information Systems

William Woods University

Fulton, MO

Email: linda.davis@williamwoods.edu

Tammy Prater, SQL Server Supervisor – Technical Lead

Office of Administration

State of Missouri

Jefferson City, MO

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SUMMARY OF QUALIFICATIONS & PROFESSIONAL EXPERIENCE

MBA Program Manager and Associate Professor – William Woods University July 2020 –

- Oversee and direct the University's MBA program in both on-ground and online settings.
- Collaborate with the Director, Academic Dean and other campus department heads to identify, develop and implement key initiatives and programs.
- Establish and chair an external Board of Advisors for the MBA program.
- Participate in the development of assessments and evaluation of courses and the program for continuing improvement.
- Supervise all activities within the program to meet the requirements of ACBSP accreditation.
- Teach Business related coursework in classroom settings and online.
- Maintain professional development according to personal and professional need.
- Build strong relationships with the business community and represent the MBA program within and outside the University.
- Assist in recruitment efforts for the program by participating in university recruitment events and communicating with interested students.
- Responsible for maintaining relationships with alumni of the program.

Course Instructed

Business Strategies (Level 552)

Management & Leadership (Level 500)

Human Resources & Organizational Behavior (Level 517)

Business Law (Level 335)

Leadership (Level 350)

Assistant Professor: Lindenwood University – Social and Behavioral Sciences Division – Criminology and Criminal Justice August 2015 – Present

- Doctoral Committee Chairperson
- Doctoral Committee Reader
- Developed and organized yearly Criminology and Criminal Justice Summit
- Elected Faculty Council Representative
- Assessment and Retention Committee Member
- Development of effective teaching methodologies to educate traditional undergraduate students
- Utilization of a pedagogy with academic measuring tools that can assess student learning outcomes
- Mentor students in an effort to increase their leadership abilities and self-efficacy related to both academic life and personal life

- Increase students' academic knowledge by designing rigorous and diverse teaching modules and teaching strategies
- Utilization of blended (on ground and online) teaching methods, which are designed to both challenge students and prepare students for 21st century learning
- Designed challenging online criminal justice courses with real world application and structured to foster critical thinking
- Utilization of strong written projects to stimulate critical and analytical thinking
- Development of strong research projects that enhance students' academic learning outcomes
- Advise students with academic career paths in an effort to enhance future career opportunities, as well as increase efficiencies in navigating their collegiate path
- Organize criminal justice events that enhance students' learning and increase students' efficacy related to the criminal justice field
- Conduct research and curriculum mapping for the criminal justice department to align student learning outcomes with program learning outcomes

Courses Instructed

Criminal Justice Systems (Level 100)
Criminology (Level 200)
Criminal Minds (Level 300)
Victimology (Level 300)
Criminal Investigations (Level 300)
Juvenile Justice System (Level 300)
Criminal Profiling (Level 240)
Policing In America (Level 300)
Corrections (Level 300)
Leadership (Level 240)
Probation and Parole (Level 340)
Senior Seminar (Level 400)
Polygraph – Scientific Study of Polygraph (Level 240)

Interim Dean of Students and Assistant Professor of Criminal Justice: Lindenwood University – Belleville April 2017 – December 2017 (Returned to full-time role as Assistant Professor of Criminal Justice in the Division of Social Behavioral Sciences)

- Developed computerized system to accurately track and assess student residential housing
- Assisted and managed development of Student Handbook
- Restructured and realigned the Student Development and Resource Center
- Managed a \$250,000.00 departmental budget
- Enforced all Clery and Title IX policy violations
- Negotiated student healthcare center contracts
- Led restructuring of Public Safety Department and Student Counseling and Resource Center
- Managed a \$40,000.00 budget for development of Student Activity Center (LYNXS' DEAN)
- Managed and supervised 4 departments under my direct wingspan
- Constructed a proposal to present to University Board of Directors to assist in procuring donated property

- Developed programming to strengthen student engagement and service to community
- Reestablished the Student Government Association
- Worked collaboratively and established meaningful relationships with outside organizations (i.e. Rotary Club, Boy Scouts of America and Metro East High Schools)
- Worked across University-wide system as a diversity officer to ensure campus culture reflected University's strategic mission

Adjunct Professor: William Woods University – Business Administration Program
April 2016 – Present

- Course designer for the Business Administration Online Program
- 2017/2018 Program Reviewer
- Adaptive Leadership Course Designer
- Managerial Leadership Course Designer
- Developed program course culminating research projects that induced critical thinking and fostered skills that had practical application

United Way (East Side Aligned) – System Specialist, Public Safety Officer -
December 2016 – May 2017

- Support of the Metro East Police District Commission and other coalitions
- Facilitated systems change activities to reduce violent crime
- Strengthened law enforcement accountability and community relations
- Improved environmental conditions that impact public safety
- Assisted with grant writing proposal to secure funds that directly impacted public safety and neighborhood restoration
- Worked collaboratively with multiple law enforcement agencies to strategically align police enforcement strategies
- Collected and analyzed law enforcement crime data to assist in designing effective police strategies

TRIKEN Consulting, Polygraph and Private Investigation, Inc. – CEO & President
May 2015 – Present

- Co-Founder of a leading law enforcement training and pre-employment background firms
- Develop marketing strategies
- Manage business finances and corporate strategies
- Oversee consulting contracts for training seminars
- Developer and Designer of State and Nationally certified training courses for local, county, state and federal law enforcement officers
- State licensed and nationally certified forensic polygraph examiner and behavior analyst for state, federal and civilly convicted and released sex offenders
- Conduct full and partial pre-employment background investigations for local and county state law enforcement candidates and private sector businesses
- Developed leadership training for command staff leaders in Public Safety of Colleges and K-12 institutions

- Recognized Expert in interview and interrogation evidence-based practices

Training Course Development

21st Century Policing

Basic Investigator

Cultural Competency

Interview and Interrogation

Advanced Evidence-Based Interview and Interrogation

Leadership for Law Enforcement Commanders

Implicit Bias for Law Enforcement Officer “Evidence-Based Practices”

Gang and Drug Training for Youths “Illinois State Police Youth Academy”

Leadership Training for Public Safety Command Staff Officials

Certified and Licensed Law Enforcement Professional and Nationally Certified

Polygraph Examiner - September 1994 - November 2015 with experience in criminal interrogations, intelligence gathering, background investigations, surveillance, gang identification and drug apprehension, and training and development of law enforcement personnel, as well as private sector professionals. Nationally Certified Psycho-Physiological Detection of Deception Examiner and a Member of The Greater St. Louis Area Major Case Squad. Additionally, I retired with the rank of Captain and the title of Assistant Jail Superintendent of the St. Clair County Jail in Belleville, Illinois.

- Strong ability to multi-task in job area and collaborate with others to be an effective problem-solver
- Proven leadership skills by building cohesive work units and developing new strategies, protocols, and goals for new and existing divisions
- Commended for skills to work with diversified groups of individuals
- Noted for the ability to articulate in written form and verbal form
- Proven ability to motivate others while maintaining a high level of personal motivation
- Created innovative ways of teaching young law enforcement officers entering the field
- Valuable training skills and a personal desire to see an entire organization succeed
- Demonstrated a high ability to perform with or without a high level of autonomy
- Highly self-motivated and goal-oriented

Adjunct Assistant Professor: Webster University (Graduate Program) – George Herbert Walker School of Business and Technology August 2014 – August 2015

- Development of effective teaching methodologies to enhance graduate students’ practical application in strategic management and leadership management
- Properly challenged students by utilizing both comprehensive and written assignments that demonstrated understanding of course work
- Development of course curriculum that had a good balance of rigor that ensured increased knowledge for students
- Development of clear and concise course expectations

- Utilization of theoretical concepts that assisted in developing a deeper understanding of students' core knowledge base relative to strategic management

Courses Instructed

Management and Strategy (Level 5650)

Management and Leadership (Level 5000)

Adjunct Assistant Professor: Lindenwood University – Social and Behavioral Sciences 2013 – August 2015

- Development of effective teaching methodologies to educate traditional undergraduate students
- Increased students' academic knowledge by designing rigorous and diverse teaching modules and teaching strategies
- Utilization of blended (on ground and online) teaching methods, which are designed to both challenge students and prepare students for 21st century learning
- Utilization of strong written projects to stimulate critical and analytical thinking
- Development of strong research projects that enhance students' academic learning

Courses Instructed

Corrections (Level 300)

Introduction to Criminal Justice (Level 100)

Adjunct Assistant Professor – Distinguished Faculty and Program Coordinator for the Criminal Justice Department: Saint Louis University - School for Professional Studies 2008 – August 2015

- Utilization of effective pedagogy and teaching methods to educate working professionals, while enhancing students' career goals
- Improved students' knowledge base by using innovative approaches to learning
- Provided students with tools to improve their leadership skills, while enhancing their personal growth and professional growth
- Educated diverse groups of adults by challenging them intellectually within the SPS Mission Statement and by setting clear learning goals and objectives
- Used proven teaching methodologies to help augment students' learning experience while also helping them apply instructional lessons to real life
- Used multiple teaching methodologies that included strong written projects, classroom lectures, power point presentations, videos and computerized (online) learning pedagogy
- Strong and active member of the school's curriculum committee
- Online course development and facilitation

Courses Instructed

Introduction to Criminal Justice (Level 300)

Constitutional Criminal Procedures and Issues (Level 300)

Criminal Investigation (Level 300)

Juvenile Justice System (Level 300)

Justice Administration (Level 400)

Organizational Administration in Law Enforcement (Level 300)

**Correctional Officer/Patrol Deputy/Criminal Investigator/Tactical Unit
Commander/Street Crimes Unit Supervisor/Chief of Security/Assistant Jail
Superintendent - St. Clair County Courthouse:
St. Clair County Sheriff's Department 1994 – 2015**

- Supervised more than three hundred State and Federal inmates as a Correctional Officer. Managed an inmate work release program responsible for improving the living environment of St. Clair County residents
- As a Patrol Deputy initiated more than six hundred felony arrests
- Answered more than a thousand calls for service ranging from thefts, domestic violence to homicide investigations
- Resolved conflicts through problem solving techniques, both written and verbally
- Conducted criminal investigations with the purpose of apprehending subjects involved in property crimes, sexual assaults and homicides
- Expert in interviewing and interrogation of witnesses and suspects.
- Polygraphed and screened all potential applicants for employment
- Investigated over one thousand felony cases with a case closure rate above 80% (i.e. homicide, sexual assault, arson, burglary and aggravated battery)
- Developed an interviewing technique for criminal investigators, which have resulted in a high level of techniques and confessions from probable suspects
- Responsible for departmental internal investigation and supervised The Criminal Investigation Section
- Developed protocols for the Drug Tactical Unit
- Developed security protocols for the St. Clair County Courthouse while training security personnel and enhancing current security methods
- Conducted threat assessments and evaluated possible security breach points

**Youth Care Worker: Children Center for Behavior and Development 1993 – 1994
Redirected and corrected inappropriate behavior of more than forty juvenile sex offenders at a residential treatment facility. Monitoring and evaluating the threat level of each youth with regard to balancing public safety.**

- Successfully conducted numerous team teaching projects with the youth residents and members of the agency
- Worked closely with therapists to develop treatment plans to help rehabilitate juvenile sex offenders
- Produced substantial behavior changes in the youth residents through a collaborative effort of working within the team concept and the vision and goals of the organization
- Proven ability to conceptualize and transfer written documentation to practical situations to help the youth residents reduce the recidivism rate and re-enter society
- Documented in written form evaluations of each youth's behavior and therapeutic progression

Police Officer: East Saint Louis Police Department 1992 – 1993
Processed and secured inmates arrested from criminal activities. Maintained security of jail facility and visual observation of detainees who were housed in the holding area.

- Developed a higher level of professionalism in the Processing Department of the Agency
- Completed written documentation of all arrestees brought into the facility
- Certified in fingerprinting and processing procedures of detainees
- Completed State Fingerprint Cards with minimal returns for lack of clarity and errors
- Maintained all booking records and processing information of subjects brought into the facility for criminal offenses

Publications:

- Re-published (August): Trice, T. (2019), Law Enforcement Leadership Through the Eyes of a Citizen: “Why “Real” Leadership, Cultural Competency and Empathy Matter” *American Polygraph Association*, 52(2). 53-58.
- Published 2019, Illinois Chief’s Association “Command” Law Enforcement Leadership Through the Eyes of a Citizen: “Why “Real” Leadership, Cultural Competency and Empathy Matter” Criminology and Criminal Justice Students assisted in the research and writing of this article.
- Published 2018, “Human Social Pathway Theory.” In collaboration with Gourdine, C.; Edgren, J.; and Trice, T.
(accepted under revision)
- Published 2018, Illinois Sheriff’s Association Magazine: Law Enforcement Leadership Through the Eyes of a Citizen: “Why “Real” Leadership, Cultural Competency and Empathy Matter”
- Published 2018, Oklahoma State Bureau Investigation State Police Magazine
- Published 2018, Texas Polygraph Association
- September 2015, Publication Illinois Sheriff’s Association Magazine: The relationship between officers’ empathy and the public’s perception. *Illinois Sheriff’s Association*. <http://www.ilsheriff.org>

Presentations, Professional Assignments and Consulting Work

- Southern District of Illinois Federal Judge Search Committee Member (2017/2018)
- Illinois State Certified Course Design on Evidence Based Interview & Interrogation
- Board Member for the Belleville 17th Street Non-Profit Community Reform Organization
- Presenter at the American Association of Police Polygraphist (2017)
- Instructor of the Illinois Correctional Academy
- State Certified Course Designer for Theoretical Evidence Based Interview & Interrogation
- Presenter at the American Association of Police Polygraphists (2016 & 2017)
- Presenter and Panelist for Southern Illinois University at Carbondale Law School (2016)
- Nationally Certified Course Designer of 21st Century Police Training
- Course Designer of Cultural and Competence Training for Southern Illinois Law Enforcement Commission
- Nationally Certified Course Designer of Basic Interview and Interrogation
- Nationally Certified Gang and Drug Instructor
- Instructed State and Federal Law Enforcement on Gang Identification
- Certified Tactical Instructor and Threat Assessment Officer
- Conducted Threat Assessments of Middle Schools and High Schools (Cahokia, IL, East St. Louis, IL and Belleville, IL)
- Developed State Certified Course on Officer Integrity and Official Misconduct
- Developed State Certified Course on Drug Identification for officers
- Presentation on Drug Resistance Programs for Middle Schools and High Schools (Cahokia, IL, East St. Louis, IL and Belleville, IL)
- Presentation on Drug and Gang Awareness at Professional Development for Educators (Belleville, IL and East St. Louis, IL)
- Documentary of The Major Case Squad of The Greater St. Louis Area
- Informational Video for Big Brothers and Big Sisters
- Selected as Coordinator by Hoyleton Youth and Family Services to coordinate a federally funded program (Washington Park, IL)
- Instructor of management course for law enforcement supervisor and acting supervisors
- Developed Neighborhood Watch Program and Assisted with Grant Documentation (Hoyleton Youth and Family Services, 2005 – 2008)

EDUCATION

Doctor of Management
(Organizational Commitment and Psychology of Leadership)
Webster University – St. Louis, Missouri

Master of Arts, Human Resource Development
Webster University – St. Louis, Missouri

Master of Arts, Leadership Management
Webster University – St. Louis, Missouri

Master of Science Criminal Justice Administration
Lindenwood University (18 hours Completed)

Bachelor of Science, Administration of Justice/Pre-Law
Southern Illinois University of Carbondale – Carbondale, Illinois

Associates Degree, Criminal Justice
Southern Illinois University of Carbondale – Carbondale, Illinois

PROFESSIONAL DEVELOPMENT AND RECOGNITION

Alpha Phi Sigma Criminal Justice Honor Society Member
President of Illinois Polygraph Association (2017)
Nationally and Internationally Certified & Licensed Polygraph Examiner
Vice President of The Illinois Polygraph Association (2016-2017)
Chairperson and Donor for Lindenwood University's Pathways to the Future (2015-Present)
Lindenwood University – Belleville Employee of the Month (September 2016)
Recognized for Excellence in Curriculum Mapping
Assessment and Retention Champion for Criminology and Criminal Justice Students
Presenter/Panelist 2015 Southern Illinois University – Carbondale "Criminal Justice Reform"
Coordinator Illinois (St. Clair County) Teen Court Leadership Council (2015 – 2018)
Academic Advisor – Black Student Union and Gentlemen Club
2014 Distinguished Service Award – National Pan-Hellenic Council
Featured in 7 episodes of the nationally televised show "Beyond Scared Straight"
2014 Unity Lutheran Church East St. Louis "Community Service Award"
2013 Saint Louis University Distinguished Affiliate Faculty Award (School for Professional Studies)
2010 Saint Louis University - Excellence in Teaching Award (School for Professional Studies)
Saint Louis University - School for Professional Studies (SPS) Core Curriculum Advisor
2006 College of Liberal Arts Distinguished Alumni Award
2005 American Legion Illinois Top Law Enforcement Officer of the Year
2005 Deputy of the Year
Southern Illinois Law Enforcement Commission Instructor
YMCA East Board Member and Donor
Recognized for Volunteerism Work with Big Brothers/Big Sisters
Certified in Interview and Interrogation Techniques
American Polygraph Association Member
American Police Polygraph Association Member