WILLIAM WOODS
UNIVERSITY

MBA Annual Assessment 2019-2020

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 studetns with the skills and techniques they will need to make an impact in a varitety of business situations. The skills studetns 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

Programm 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 recieved 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 acceleratted 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 presice 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 contiue 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 beleive we could simplify the webpage by only having an 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 thier 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 faculy are limted 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 curriulum map this year.

Assessment Findings

Assessment Findings for the Assessment Measure level for MBA Program

---

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

Assessment Measures

BUS 585				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion Students will score higher on the Peregrine test than the national average (50 percentile) business ethics and legal environment of business. been met yet? Met	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.

MBA 2018.2 Demonstrate a working knowledge of current business technology.

Assessment Measures

BUS 585				
Assessment	**Criterion**	**Summary**	**Attachments of the**	**Improvement Narratives**

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_Ou tbound_ 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.

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_202 0.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.

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	

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.

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	

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.

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	

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.

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	

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.

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	Met

Findings	
Improvement Narrative	

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.

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	

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.

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 ealier in the academic year which hindered the School's ability to dedicate proper time to monitoring and making adjustements 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 Mangement 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-ownershiop 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 Univeristy holds two professional development seminars each year for adjunct faculty to attend and full-time faculty are required to complete one professional development activity each year.

School of Business and Technology professional development guidelines are attached

Professional Development

Upload any documentation supporting the professional development offered.

SBT_Professional_Development_Guidelines.docx

Assessment Rubric:

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	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.			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education 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.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	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.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	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.			

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