

Business Administration

Program Review, October 2025



WILLIAM WOODS
UNIVERSITY

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2024 Program Review (2019-2023)

Business Administration (BS)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).
2. Discuss any changes in the focus of the program over the cycle of this review.

Narrative:

1. The Business Administration program at William Woods University is designed to provide students with a solid foundation in business principles, theories, and practices. The program is designed to meet the needs of students pursuing careers in business, management, or entrepreneurship.
2. The program will disengage from its ACBSP accreditation when it expires in Spring 25.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle?
2. Why were these changes made?
3. Are any revisions planned?

Narrative:

At William Woods University, our undergraduate business administration degree program is dedicated to empowering students with the knowledge, skills, and values necessary to succeed in a rapidly changing global business environment. Our mission is to provide a comprehensive and inclusive education that prepares students to become innovative, ethical, and responsible leaders who can drive positive impact in their communities and organizations.

1. This is the first mission statement for the undergraduate Business Administration program.
2. Creating a mission statement for the program is a crucial first step in achieving our vision of "the best undergraduate business administration program in the Midwest."
3. Revisions are planned in the Spring 25 in conjunction with the university strategic planning effort.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

Program Mission Statement: At William Woods University, our undergraduate business administration degree program is dedicated to empowering students with the knowledge, skills, and values necessary to succeed in a rapidly changing global business environment. Our mission is to provide a comprehensive and inclusive education that prepares students to become innovative, ethical, and responsible leaders who can positively impact their communities and organizations.

The mission of the Business Administration (BAD) program at William Woods University closely aligns with the institution's overall mission in several key areas:

1. Student-Centered Learning Environment: Both WWU and the BAD program emphasize a student-centered approach. While the university mission broadly promotes a supportive learning environment, the BAD program specifically seeks to empower students by equipping them with practical business skills and ethical values, catering to their success in the business world.
2. Inclusion and Comprehensive Education: The university values inclusion, and the program reflects this by offering a comprehensive education that prepares students for a diverse, globalized business environment. The BAD program's emphasis on inclusivity aligns well with the university's commitment to fostering a welcoming atmosphere.
3. Creativity and Innovation: The institution promotes creativity while the BAD program prepares students to become innovative leaders. The focus on creativity and innovation aligns with the BAD program's goal of producing adaptable, forward-thinking graduates who can contribute fresh ideas and ethical practices to the business field.
4. Intellectual Inquiry and Professional Preparation: The university values intellectual inquiry and professional preparation, and the business program reinforces these by offering a curriculum that encourages critical thinking, ethical decision-making, and professional readiness. This ensures that students are knowledgeable and well-prepared for the demands of the modern business environment.

Overall, the BAD program mission supports the institution's mission by fostering an inclusive, supportive, and profession-oriented educational experience that prepares students for meaningful careers as responsible and effective leaders.

Service to the University (Contribution to Campus Climate)

1. What programming and organizational support are offered by the program that benefits the greater student population?
2. Does the program support on-ground/OLC General Education Courses?
3. Highlight any cross listed courses with other programs
4. Highlight any interdisciplinary programming or activities

5. Identify student enrichment programming that could include volunteer opportunities, field trips, workshops... (does not have to be specific to the program, but is beneficial to students on campus)

Narrative:

1. William Woods Collegiate-DECA

Collegiate DECA is an international professional organization open to all students. Its goal is to increase valuable leadership development skills, networking skills, and essential professional skills for future careers. The organization focuses on topics such as marketing, management, and entrepreneurship, with the added excitement of both state and international competitions. Though it can benefit any major, Collegiate DECA is an exceptional resource for those pursuing a business degree.

2. The Business Administration core requirements include several courses that may also apply to general education requirements:

ECN 251 Macroeconomics-Q

ECN 252 Microeconomics-Q

BUS 214 Business Ethics-U

BUS 329 Managerial Ethics-U

MAT 114 Elementary Statistics-M

3. None

4. None

5. DECA

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes and Results

1. Describe how these Outcomes (Objectives) pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

2. Describe the extent to which students in the program have met these outcomes. Include a 5-year picture of the student outcomes with corresponding data that reflect the success or struggles in assessment.

Narrative:

The mission of William Woods University's undergraduate Business Administration degree program is to provide a comprehensive and inclusive education that prepares students to become innovative, ethical, and responsible leaders who can drive positive impact in their communities and organizations within a rapidly changing global business environment. The listed outcomes (objectives) align closely with this mission, fostering the knowledge, skills, and values necessary for success. Below, I explain how each outcome pertains to the mission and address whether changes have been made to these outcomes during the current cycle (2025), based on available information.

Alignment of Outcomes with the Program's Mission

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

- Alignment with Mission: This outcome supports the mission's emphasis on preparing students for a global business environment by equipping them with the ability to understand and analyze economic trends and phenomena. It fosters critical thinking and innovation by enabling students to apply economic theories to real-world scenarios, a key skill for responsible leadership.
- Mission Connection: The focus on economic analysis aligns with preparing students to drive positive impact through informed decision-making in dynamic markets.

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

- Alignment with Mission: This outcome directly supports the mission's goal of comprehensive education by developing students' financial literacy and analytical skills. Proficiency in financial statement analysis and market research prepares students to make data-driven decisions, a hallmark of innovative and responsible leadership.
- Mission Connection: It ensures students can contribute to organizational success and community impact through sound financial strategies.

3. BUS.3: Analyze and interpret human dynamics in a business context.

- Alignment with Mission: Understanding human dynamics is essential for ethical and inclusive leadership. This outcome fosters skills in managing teams and stakeholder relationships, aligning with the mission's focus on preparing students to lead responsibly and inclusively in diverse business settings.
- Mission Connection: It supports the development of leaders who can navigate interpersonal and organizational challenges to create positive change.

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

- Alignment with Mission: Effective communication is critical for innovative and ethical leadership. This outcome ensures students can articulate ideas, persuade stakeholders, and build cohesive teams, directly supporting the mission's emphasis on leadership and community impact.
- Mission Connection: It equips students to inspire and collaborate, driving organizational and societal progress.

5. BUS.5: Utilize computer-related applications as a business decision-making tool.

- Alignment with Mission: In a rapidly changing global business environment, technological proficiency is vital. This outcome equips students with the tools to leverage technology for decision-making, supporting innovation and efficiency in leadership roles.
- Mission Connection: It prepares students to adapt to technological advancements, enhancing their ability to lead effectively.

6. BUS.6: Integrate all the various business principles, concepts, and methods.

- Alignment with Mission: This outcome embodies the mission's commitment to a comprehensive education. By integrating knowledge across business disciplines, students are prepared to approach challenges holistically, fostering innovation and leadership.
- Mission Connection: It ensures students can apply interdisciplinary insights to create impactful solutions in organizations and communities.

Changes to Outcomes in the 2025 Cycle

No changes for the undergraduate Business Administration program have been changed or updated during the 2025 cycle. The program's structure, as described in sources like the William Woods University website, continues to emphasize a curriculum focused on critical thinking, communication, ethics, and leadership, which aligns with these outcomes.

(https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/bachelors_business_admin/index.html)

(https://www.williamwoods.edu/academics/online/bs_bus_admin.html)

Why No Changes?

- Consistency with Mission: The existing outcomes comprehensively cover the skills and values outlined in the program's mission (innovation, ethics, leadership, and global preparedness). They remain relevant to the needs of a rapidly changing business environment, as evidenced by the program's focus on real-world applications, internships, and global perspectives.

(https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/bachelors_business_admin/index.html)

- Accreditation Standards: The program is currently accredited by the Accreditation Council for Business Schools and Programs (ACBSP), which requires outcomes to align with rigorous educational standards. The current outcomes likely meet these standards, reducing the need for immediate changes. Abandoning ACBSP accreditation will require some additional way to show the program is meeting program objectives.

(<https://www.williamwoods.edu/academics/BusinessPrograms/index.html>)

- Program Stability: The undergraduate Business Administration program, both on-campus and online, is well-established and frequently ranked for quality and affordability. The lack of reported changes suggests that the outcomes continue to support successful student preparation, as evidenced by alumni testimonials about career readiness.

(https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/bachelors_business_admin/index.html)

(https://www.williamwoods.edu/academics/online/undergraduate/online_bachelors_business_admin/index.html)

- Focus on Continuous Improvement: While no specific changes to these outcomes are noted, the program's structure allows for flexibility (e.g., concentrations in accounting, marketing, or entrepreneurial leadership) and practical experiences (e.g., internships, DECA competitions). This suggests that updates may occur within coursework or delivery methods rather than the core outcomes themselves.

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/bachelors_business_admin/index.html)

Additional Notes

- Program Strengths Supporting Outcomes: The program's emphasis on hands-on experiences (e.g., internships, client-based projects, and DECA competitions) and faculty with real-world experience reinforces the outcomes' alignment with the mission. These elements ensure students can apply theoretical knowledge practically, preparing them for leadership roles.

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/bachelors_business_admin/index.html)

<https://www.williamwoods.edu/academics/BusinessPrograms/index.html>)

- Student Feedback: Alumni testimonials highlight the program's success in developing skills like report writing, decision-making, and career planning, which correspond to outcomes BUS.4 and BUS.5. This suggests the outcomes are effective in achieving the mission's goals.

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/bachelors_business_admin/index.html)

- Future Considerations: If the program seeks to adapt to new trends (e.g., AI in business or ESG frameworks), outcomes like BUS.5 (technology) could be expanded in future cycles, but no such changes are currently documented.

Evidence:

- [Business Administration \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Business Administration Annual Assessment 2019-2020](#)
- [Business Administration Annual Assessment 2020-2021](#)
- [Business Administration Annual Assessment 2021-2022](#)
- [Business Administration Annual Assessment 2023-2024](#)
- [Business Administration Annual Assessment 2022-2023](#)

Assessment Measures

1. Discuss the measures (rubric evaluation - tool used to gather information) you've selected or developed to measure for each Outcome (Objective).
2. Why were these measures chosen?
3. Were any measures or assessment instruments changed over the course of this cycle? Why or why not?
4. Note any action items related to assessment measures that will be changed moving forward due to the review of assessment data.

Narrative:

Consolidated Business Administration Assessment Measures Summary 2019-2024

1. Measures for Each Outcome

The William Woods University Business Administration program evaluates eight objectives (BUS.1–BUS.8) using direct and indirect measures in BUS 206, BUS 450 (formerly BMT 499), Senior Showcase, and Student Performance Review (SPR) across 2019–2024.

● Direct Measures:

- **Peregrine Tests (BUS 206, BUS 450):** Assess economics (BUS.1), accounting/finance (BUS.2), marketing (BUS.3), leadership (BUS.4), management (BUS.5), ethics/legal (BUS.6), MIS/statistics (BUS.7), and composite scores (BUS.8). Inbound (freshmen) and outbound (seniors) tests show improvement (e.g., 2019-2020: economics +17 points, marketing +37 points; 2023-2024: economics +24.14 points, accounting +25.54 points).
- **CompXM (BUS 450):** Simulation for BUS.1–BUS.7, targeting ≥50th percentile (e.g., 2019-2020: 57.5%; 2020-2021: 58%).
- **Class Assignments (BUS 450):** Presentations (post-2022, previously business plans) require ≥80% scores (e.g., 2023-2024: 90.9% average).
- **Business Administration Test (SPR):** Junior vs. sophomore scores (≥60% average) for all objectives (e.g., 2023-2024: juniors 66.6%, sophomores 60.4%).

● Indirect Measures:

- **External Evaluation (BUS 206, BUS 450):** Rubrics compare final reports, expecting BUS 450 scores ≥15% higher (e.g., 2019-2020: ≥15%; 2020-2021: ≥16%).
- **Senior Showcase:** Business plans scored ≥7/10 (e.g., 2019-2020: 8.3–9.7/10; 2023-2024: 8.9–9/10).
- **Focus Groups (SPR):** Senior feedback emphasizes constructive suggestions (met annually, with virtual learning focus in 2020-2021).

2. Why Measures Were Chosen

- **Peregrine Tests:** ACBSP-aligned, standardized, and benchmarked nationally for discipline-specific assessment.
- **CompXM:** Simulates real-world application for practical skills.
- **Class Assignments/Senior Showcase:** Rubric-based evaluations ensure objective assessment of communication and integration.
- **SPR Tests:** Monitor early progress for curriculum adjustments.
- **Focus Groups:** Provide qualitative insights for program improvement.

3. Changes to Measures

- **2019-2021:** Consistent measures with COVID-19 adjustments (e.g., virtual Senior Showcase in 2020-2021).
- **2022-2023:** BMT 499 merged into BUS 450, shifting to presentation-based assessments for consistency across delivery modes.
- **2023-2024:** No changes; measures effective (e.g., 90.9% presentation scores).

Rationale: The 2022-2023 shift enhanced standardization and communication focus. Stability in 2023-2024 reflects measure reliability.

4. Action Items

- **CompXM Data:** Address 2023-2024 data gaps with faculty training/coordinator.
- **Final Reports:** Centralize data collection to resolve 2023-2024 issues.
- **SPR Scores:** Boost lower 2023-2024 scores (juniors 66.6%, sophomores 60.4%) via BUS 206 revisions.
- **Focus Groups:** Formalize with structured surveys for actionable feedback.
- **Presentation Rubric:** Refine to address 2023-2024 low minimum scores (60%).

Evidence:

- [Business Administration \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Curriculum Map

1. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? (Upload Program Checklist)
2. Why or why not?
3. Explain how the program sequence of courses is designed and why it is laid out in that way? (scaffolding)

Narrative:

1. No changes to this pathway or degree requirements throughout this cycle.
2. With a new chair of the BAD program, we have not been ready to consider pathway or degree requirement changes during this cycle.
3. Few prerequisites exist within the BAD core course requirements. BUS 235 Intro to Finance is a prerequisite for BUS 415 Corporate Finance since BUS 415 builds on the introductory financial concepts presented in BUS 235. ACC 240 Accounting I is a prerequisite for ACC Accounting II for the same reasons. BUS 450 Business Policies and Procedures require students to be in senior standing with no specific course prerequisites. Business program students are not typically scheduled for BUS 450 until their last semester before graduation. This ensures all essential introductory and, most if not all, reinforcement business courses are completed before this capstone course. This also allows flexibility for seniors to remain on track for graduation if course rotations or transfer credits do not exactly align in time.

Concentrations

1. If the program has concentrations, please upload the concentration data.
2. Speak to the enrollment distribution of students within the concentrations and any impact

on course rotation.

3. Include strategies or processes for retention and recruitment within the concentration.

4. Explain the value of each concentration and how they enhance the skills students need to be successful in the field.

Narrative:

Please see the attachment that summarizes each of the seven concentrations and their benefits/advantages.

Evidence:

- [Business Admin Concentrations](#)

Course Descriptions

1. Highlight any changes to course descriptions that have occurred over the identified timeframe. (upload a pdf of the course descriptions)

Narrative:

All course descriptions are found in the 23-24 course catalog. No significant changes to course descriptions during the identified time frame.

Curriculum Delivery

1. Does online enrollment impact enrollment in the campus enrollment?

2. If the program has an online component, explain how the program coordinates schedules and curriculum between the two modalities.

Narrative:

1. In a general sense, online enrollment impacts campus enrollment minimally. There are three identified ways online courses draw from online classes. First, online courses are used for on-ground students if on-ground course rotations do not support timely graduation. Secondly, students may want to take advantage of a lighter on-ground course load and add a short-term online course to catch up or get ahead of their program of study. Student-athletes frequently use this method, adding online courses in their offseason to take lighter loads during their season. Finally, some students would instead take select online courses to avoid particular on-ground instructors.

2. Within the business school, the Executive Dean and Chairs assess the previous academic year to determine whether modifications to course offerings are needed in preparation for the next academic year. We take a holistic approach to determining the best mix of online and on-ground course rotations to support our on-ground and online business students. These assessments are not tied to specific timelines but rather are continually discussed

throughout the academic year with an awareness of catalog deadlines for the next academic year.

Evidence:

- [Business Enrollment 24](#)

Participation in Assessment

1. Discuss faculty participation in program assessment
2. How involved are faculty and what is their responsibility for the assessment of the program.

Narrative:

1. Faculty Participation in Program Assessment

At William Woods University (WWU), the undergraduate business administration program, part of the School of Business and Technology, operates within a robust assessment framework designed to ensure student learning and program quality. Faculty participation in program assessment is a cornerstone of this process, reflecting the university's commitment to academic excellence and continuous improvement. The assessment process is structured to involve faculty actively, leveraging their expertise to evaluate student outcomes and enhance the business programs.

- Juried Assessment Approach: WWU employs a juried assessment approach, where faculty who are knowledgeable in specific fields but not directly teaching the assessed criteria evaluate student work. This method ensures objectivity and utilizes faculty expertise to provide high-quality feedback on student learning outcomes. For the business school, this means faculty assess areas such as critical decision-making, quantitative modeling, and leadership skills, which are central to the curriculum. To date, this process at the program level has been informal and not adequately documented in a formalized manner.

(https://www.williamwoods.edu/faculty_and_staff/institutional_research/assessment/undergraduate/index.html)

- Active Engagement with Technology: The adoption of the VIA assessment management system and eventually Watermark, integrated with WWU's learning management systems (Moodle, Jenzabar and now Brightspace (D2L)), has significantly boosted faculty participation. Business faculty appreciate the system's ease of use, which allows them to conduct course-level and general education assessments without manual data exports. This streamlined process has led to full participation across all concentrations, enabling comprehensive data collection on student learning. The business school faculty have embraced this technology, particularly for assessing practical skills like financial statement analysis and business communication. (<https://www.watermarkinsights.com/case-study-using-eportfolios-to-drive-student-and-faculty-engagement-at-william-woods-university/>)

- Culture of Assessment: WWU fosters a strong culture of assessment, reinforced by active faculty involvement. Faculty in the business school participate in assessing both course-level and program-level outcomes, ensuring that the curriculum aligns with industry demands and

accreditation standards, such as those set by the Accreditation Council for Business Schools and Programs (ACBSP). This culture is evident in the business school's ability to document evidence of student learning and evaluate outcomes achievement campus wide.
(<https://www.watermarkinsights.com/case-study-using-eportfolios-to-drive-student-and-faculty-engagement-at-william-woods-university/>)(<https://mba.reviews/MBA/william-woods-university/>)

- Recent Results: The implementation of Via and Watermark has yielded significant results, with WWU achieving systematic course-level assessment in all undergraduate programs within a year of its adoption. For the business school, this translates to robust data on student performance in concentration areas like accounting, finance, marketing, and management. Faculty participation has been pivotal in this success, as their active involvement has eliminated previous issues of low participation, providing a solid foundation for future program improvements.
(<https://www.watermarkinsights.com/case-study-using-eportfolios-to-drive-student-and-faculty-engagement-at-william-woods-university/>)

2. Faculty Involvement and Responsibilities in Program Assessment

Faculty in the WWU School of Business and Technology are deeply involved in the assessment process, with clearly defined responsibilities that ensure the quality and relevance of the business programs. Their involvement spans oversight, execution, and application of assessment results to drive curricular enhancements.

- Oversight and Coordination: The Curriculum Committee and the Associate Dean of Academic Assessment oversee the general education assessment, which includes components relevant to the business curriculum, such as communication and critical thinking. Faculty from the business school contribute to this committee, helping to design assessment practices and establish a three-year cycle for evaluating general education areas. This ensures that business-related skills are assessed regularly and systematically.
(https://www.williamwoods.edu/faculty_and_staff/institutional_research/assessment/undergraduate/index.html)

- Execution of Assessments: Business school faculty are responsible for conducting both course-level and program-level assessments. They use tools like Via and Watermark to evaluate student work against predefined learning outcomes, such as the ability to construct financial statements using Excel and QuickBooks or to apply the management concepts of planning, controlling, organizing, and leading. Faculty also participate in juried assessments, providing expert evaluations of student performance in areas outside their direct teaching responsibilities, which enhances the objectivity of the process.
(https://www.williamwoods.edu/faculty_and_staff/institutional_research/assessment/undergraduate/index.html)(https://www.williamwoods.edu/academics/online/undergraduate/online_bachelors_business_admin/index.html)

- Curriculum Development and Improvement: Faculty use assessment data to inform curriculum revisions and program improvements. For example, the business school has aligned course-based outcomes with program objectives, ensuring that skills like ethical decision-making and entrepreneurial leadership are effectively taught and assessed. Faculty mentors work closely with students on advanced projects, such as capstone courses and

https://www.williamwoods.edu/faculty_and_staff/institutional_research/docs/chea-student-achievement.pdf

This ensures more recent and relevant information is accessible to stakeholders.

- Note on Criterion 6.5: The program lacked a required table for Common Professional Component (CPC) coverage, and it was unclear if students had adequate CPC knowledge. Action: The program is adopting Peregrine modules to level non-business majors for the MBA program, ensuring that students meet CPC requirements regardless of their undergraduate background. This addresses accreditation concerns and strengthens the program's alignment with industry standards.

2. Curriculum Revisions:

- Replacement of Courses: Assessment results highlighted the need for more career-oriented courses to build essential skills. Action: The program replaced BUS 324 (Personal Finance) with BUS 235 (Introduction to Finance) and added BUS 430 (Strategic Management) to the Management concentration. These changes aim to better prepare students for professional success by aligning the curriculum with current industry demands.

- Impact: The revised courses are designed to enhance students' practical skills and career readiness, directly addressing feedback from assessment data indicating a need for more relevant coursework.

3. Marketing and Admissions Enhancements:

- Assessment results pointed to the need for improved marketing materials to highlight program strengths. Action: The Dean met with the Director of Marketing and VP of Enrollments to incorporate faculty suggestions, emphasizing unique components like internships, DECA, and ThinkTank. The Business Department updated flyers (e.g., BS_Business_Admin_2024.pdf) and continues to promote accomplishments on the Business Programs LinkedIn portal.

- Impact: These efforts aim to attract more students by showcasing the program's strengths, addressing enrollment goals, and improving visibility. Faculty also support admissions through direct engagement with prospective students during campus visits and Woods 101 events.

4. Enhancing Student Engagement and Assessment Practices:

- NSSE Objectives Implementation: Following the 2022 NSSE results discussion, faculty incorporated specific practices to enhance student learning:

- In accounting courses, participatory exercises and projects (e.g., financial statement analysis in ACC 430) were introduced to improve students' ability to explain course material (NSSE 1C).

- Management and leadership courses implemented "Manager of the Week" and group leader roles (e.g., in BUS 351 and LDR 201) to foster empathy and understanding of diverse perspectives (NSSE 2E).

- Projects like the adaptive leadership framework in LDR 220 and business plan development in BUS 206 were added to deepen analytical skills (NSSE 4C) and evaluate decision-making (NSSE 4D).

- Impact: These changes have led to positive student feedback, with students expressing increased responsibility and deeper understanding of course material, as noted in the document. The focus on practical, collaborative projects aligns with assessment findings emphasizing the need for active learning.

5. Addressing Student Feedback from Focus Groups:

- Qualitative comments from focus groups (SPR assessment measure) provided constructive suggestions for improvement. Action: The program reviewed these comments to identify areas for enhancement, such as updating course materials and improving faculty feedback (as noted in student survey responses on pages 77-90).

- Impact: While specific actions taken in response to focus group feedback are not detailed, the document indicates that the goal of receiving more constructive than negative suggestions was met, suggesting that the program is using this feedback to guide ongoing improvements.

How Assessment Results Drove Improvement

- Peregrine Test Results: The significant improvement in Peregrine outbound scores compared to inbound scores (e.g., 24.14 points for economics, 25.54 for accounting, 20.95 for finance) demonstrates that the curriculum effectively enhances student knowledge. These results validate the program's teaching methods and informed the decision to adopt Peregrine modules for MBA students to ensure consistent CPC knowledge.

- Senior Showcase and External Evaluations: High scores (8.9 and 9 out of 10) on final business plans by outside evaluators indicate strong student performance in integrating business principles (BUS.8). The consistent increase in these scores over four years reflects ongoing improvements in curriculum and pedagogy driven by prior assessment feedback.

- Business Administration Test Scores: Juniors scoring 6.2 percentage points higher than sophomores (66.6% vs. 60.4%) confirms progress in student learning. However, lower-than-expected overall scores prompted a goal to increase scores in the upcoming year, indicating a commitment to continuous improvement based on assessment data.

- Student Retention and Graduation Rates: The assessment results showed that retention (67%) and graduation rates (70% for freshmen, 72% for transfers) met faculty expectations. This data supports the program's focus on retention strategies, such as student recognition initiatives (e.g., Students in Spotlight) and good teaching practices, which were informed by past assessments.

- Student Survey Feedback: The qualitative feedback from students (pages 77-90) highlighted issues like outdated materials, inconsistent syllabi, and lack of professor feedback. While not all issues have been resolved, the program's acknowledgment of these concerns (e.g., in focus group summaries) suggests that assessment results are driving efforts to update course materials, improve syllabus clarity, and enhance faculty engagement.

Summary of Impact

The assessment results have been instrumental in identifying strengths and weaknesses in the Business Administration program, leading to targeted actions that enhance accreditation

compliance, curriculum relevance, marketing efforts, student engagement, and overall program quality. By addressing accreditation conditions, revising courses, improving marketing, and incorporating student feedback, the program has made measurable strides in improving student learning outcomes and aligning with institutional and industry standards.

Evidence:

- [BS Business Admin 2024](#)
- [Business Administration \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

General Education

1. • How does program coursework expand on the skills learned in General Education curriculum?

Narrative:

The undergraduate business administration coursework builds on the foundational skills learned in a General Education (Gen Ed) curriculum by applying them in a more specialized, career-oriented context. Overall, the business administration curriculum tailors Gen Ed skills to practical, professional scenarios in business, refining and expanding on these foundational competencies to prepare students for the workplace. The following is how Gen Ed skills are expanded upon in the Business Administration program:

1. Communication Skills

- Gen Ed: Courses like English and public speaking focus on writing, argumentation, and effective oral communication.
- Business Program: These skills are expanded through business writing, presentations, and case studies, where students learn to craft reports, pitch ideas, and present data professionally for diverse audiences.

2. Critical Thinking and Problem Solving

- Gen Ed: Subjects like philosophy, math, and the sciences encourage logical reasoning, analysis, and evidence-based conclusions.
- Business Program: In business courses, critical thinking is applied to real-world scenarios such as market analysis, strategic planning, and decision-making under uncertainty, requiring a balance of analytical rigor with creativity.

3. Quantitative and Analytical Skills

- Gen Ed: Math and statistics courses provide foundational quantitative literacy and understanding of data.
- Business Program: Business courses in finance, accounting, and economics build on these foundations, introducing financial modeling, budget analysis, and quantitative methods in business contexts.

4. Ethics and Social Responsibility

- Gen Ed: Courses in ethics or humanities explore moral reasoning and social impacts of individual and collective actions.
- Business Program: Business ethics courses focus on corporate responsibility, ethical decision-making in a business setting, and navigating ethical dilemmas in the workplace.

5. Global and Cultural Awareness

- Gen Ed: History, sociology, and global studies introduce students to diverse cultures, histories, and global systems.
- Business Program: Courses in international business or global economics build on this awareness, examining how cultural differences and global market dynamics impact business strategies and operations.

6. Research Skills

- Gen Ed: Introductory research courses in the sciences or social sciences teach students how to gather, evaluate, and synthesize information.
- Business Program: In business, students apply these skills to market research, competitive analysis, and industry-specific case studies, emphasizing data-driven insights for business planning.

7. Collaboration and Leadership

- Gen Ed: Group projects across disciplines develop basic teamwork and collaborative skills.
- Business Program: Team-based assignments in business courses focus on leadership, project management, and resolving group conflicts, preparing students for team-based professional environments.

Faculty Qualifications, Activities and Scholarship

Faculty Specialization

1. Discuss the scholarship and research content of the faculty in the program, being sure what their specialization brings to the program.
2. Explain the core features of the program based on the current faculty.
3. How could the program be expanded (new courses, areas of specialization, etc.)?
4. How might additional instructional members allow the program to expand and/or change the focus of the program curriculum?

Narrative:

1. The Executive Dean of the business school is the most distinguished scholar among the faculty, specializing in organizational behavior and management. While there is limited active research among the business school faculty, the program benefits from substantial professional experience. For example, the accounting professor is a Certified Public Accountant (CPA) with 15 years of experience in the private sector, bringing a practical

perspective that enriches the academic study of accounting and bookkeeping. Additionally, the professor of management and leadership draws on 27 years of military experience, providing valuable real-world insights that enhance the study of management, leadership, ethics, and communication.

2. The program's core features are an emphasis on experiential learning and a practical approach to preparing students for the workforce.

3. The core business administration courses are adequate as currently established. A human resources concentration could add significant value to the program. This is supported by data from the U.S. Bureau of Labor Statistics, which projects an 8% increase in demand for HR Specialists from 2023-2033. <https://www.bls.gov/ooh/business-and-financial/human-resources-specialists.htm>

4. Additional instructors in the business school would allow further diversity of perspective in the department. Additionally, most instructors are teaching overloads, which limits the ability of faculty to pursue scholarship and research.

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

The accounting professor was selected as professor of the year for the 23-24 academic year.

Faculty Workload

1. Summarize the workload and responsibilities of faculty.
2. What actions are you taking to avoid faculty overload?
3. % of course load is taught by program faculty vs adjunct
4. % of courses covered by full time faculty
5. % of courses covered through faculty overload

Narrative:

1. The workload and responsibilities of business school faculty at William Woods University typically include the following key components:

1. Teaching Responsibilities:

- Faculty members often teach multiple courses (4-6) each semester, covering undergraduate and potentially graduate levels.
- Course preparation, grading, advising students, and maintaining office hours are significant aspects of the teaching role.
- Faculty may be expected to incorporate real-world applications, case studies, and experiential learning into their teaching.

2. Research and Scholarship:

- While the research expectations at WWU is less intensive than at research-focused institutions, faculty are encouraged to engage in scholarly activities, including publishing articles, presenting at conferences, or conducting applied research relevant to the business community as time allows.

3. Service to the University:

- Faculty typically serve on committees, contribute to curriculum development, and participate in departmental planning and assessment activities.
- Mentoring students and advising student organizations may also be part of their service duties.

4. Community Engagement and Professional Development:

- Faculty are often expected to build connections with local businesses, support community outreach programs, and foster partnerships for internships and collaborative projects.
- Staying current in their field through professional development is encouraged.

5. Administrative Tasks:

- Faculty may take on administrative roles such as program coordinators or department chairs, requiring additional time for oversight, reporting, and faculty support.

2. To reduce faculty overload, we focus on balancing teaching, research, and service responsibilities. We are attempting to adjust teaching loads by reducing the number of courses or credit hours assigned, particularly for faculty with heavy administrative duties. Additional support staff, such as teaching assistants and adjunct instructors, are being hired when allowed to alleviate burdens. Professional development opportunities and resources are encouraged. Informal and formal assessments and feedback mechanisms among the business school team help identify workload issues.

3. - 81% Fall 24 on-ground (17/21) course load taught by program faculty vs. adjunct.

- 94% Spring 25 on-ground (16/17) course load taught by program faculty vs. adjunct.

4. 81% Fall 24 on-ground; 94% Spring 25 on-ground

5. 19% Fall 24; 24% Spring 25

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle?
2. How does this compare to institutional trends or similar programs on campus?
3. Describe recruitment efforts or goals such as increased enrollment or diversity.
4. Have these initiatives been successful?

Narrative:

1. Per the attached Program Activity Report, the B.S. in Business Administration has averaged 146 enrollees over the five-year evaluation period. Worth noting is the significant increase in

total enrollment numbers (on-ground and online) from 172 in Fall 2023 to 253 in Fall 2024. This represents a 47% increase from Fall 2023 to Fall 2024 and a 114% increase from Fall 2019 to Fall 2024.

2. Institutional trends for other undergraduate programs within the School of Business and Technology follow from Fall 2019 to Fall 2023:

- Accounting: 26% increase
- Cybersecurity: 578% increase
- Sport Management: 750% increase
- Management and Leadership: 1025% increase
- BAS Workforce Management: 117% increase

3. Heavy effort has been placed on improving the overall quality of the business administration program at the individual course level. A significant portion of recruitment is conducted by all members of the School of Business and Technology to convert undecided students to business administration of other School of Business program. Information sharing with the WWU admissions team on changes and additions occurs on a semester basis.

4. The School of Business and Technology is the fastest growing school on campus, and all business programs benefit from this fact. More can be done specifically for the undergraduate business administration program to include setting enrollment targets, implementation of a business school advisory council, targeted marketing, and partnerships.

Evidence:

- [BUS Program Activity Sheet](#)

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. What strategies are program faculty using to raise retention rates within the program?

Narrative:

1. Retention rates for the undergraduate business administration program over the evaluation period follow:

- 2019-2020: The program has a 100% retention rate compared to the University rate of 75.9%, a 65.4% graduation rate for new students compared to the University rate of 55.4%, and a 100% graduation rate for transfer students compared to the University rate of 70.4%.

- 2020-2021: During the 20/21 academic year, 32 majors graduated as did 23 minors. The program's graduation rate was 65.40%, which is higher than the University rate of 49.80%. Program retention was 77.70% which is in line with the University's retention rate. The persistence numbers are expected and in line with University averages.

- 2021-2022: During the 21/22 academic year, 40 majors graduated as did 7 minors. The program's graduation rate was 70% which is higher than the University's graduation rate. Program retention was 80% which is in line with the University's retention rate. The persistence numbers are expected and in line with University averages.

- 2022-2023: During the 22/23 academic year, 38 majors graduated as did 13 minors. The programs retention rate is 94.4 compared to 85.5 for the overall university's retention rate. The persistence numbers are expected and in line with University averages.

- 2023-2024: Fall to fall retention for first-time freshmen and entering transfer business administration students were 67% for the Fall 2022 to Fall 2023 semesters. Six-year graduation rates for the most recent cohort reported to IPEDS shows the first-time freshmen business administration students at a 70% graduation rate, while entering transfer business administration students has a graduation rate of 72%. The total number of business administration degrees granted was reported in the 2023-2024 IPEDS Completions survey as 28. These numbers are what the business faculty expected for the program. For more information and charts, please visit the following link:
https://www.williamwoods.edu/faculty_and_staff/institutional_research/docs/chea-student-achievement.pdf

Conclusion: Student retention did remain at an acceptable range when applying the standard of exceeding the university retention average. Moving forward, simply exceeding the university retention average is a low mark and should adjust to exceed peer institution business administration programs.

2. For this assessment period, faculty have concentrated on offering high-quality courses. Moving forward, however, a more deliberate plan to raise retention rates is warranted.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program. (upload course enrollment spreadsheet)

2. Reflect on the success of the students within the courses over the designated time frame.

- Highlight some completion or withdrawal and failure rates in the core courses.
- Were these in line with expectations? (we will need to provide this data)

3. For programs with dual modalities, reflect on the success of students within the courses over the designated time frame.

- Highlight some completion or withdrawal and failure rates in the core courses.
- Were these in line with expectations? (we will need to provide this data)

Narrative:

1. Specific course enrollment trends are unavailable. Individual course enrollment is available in the attachment.

2. Success in the courses overall is defined simply as passing the course. Feedback from students indicates consistent issues with economics courses where student evaluations consistently score below, and sometimes well below, 4.0 on a 5.0 scale.

Evidence:

- [Business Enrollment 24](#)

Completion

1. How many students are graduating from the program?

Have the completion rates been in line with expectations?

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle. (programs will need to do annual exit surveys to capture this data)

Narrative:

1. As reflected in the 2019-2024 Business Administration (BAD) Annual Assessments annotated throughout this assessment, business administration students exceed the university graduation rate as follows:

- 2019-2020: 65.4% BAD completion, 55.4% WWU completion
- 2020-2021: 65.4% BAD, 49.8% WWU
- 2021-2022: 70% BAD, WWU not available
- 2022-2023: 38% BAD, WWU not available
- 2023-2024: 70% BAD, WWU not available

2. Information is unavailable.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses?

2. Highlight any trends or insights that came from course evaluations over the course of the cycle. (data will have to be available)

Narrative:

1. The business school faculty as a whole average around 4.5 and greater for courses that fall within the business administration courses. There are exceptions that fall primarily under economics, but corrective training is ongoing. Evidence that summarizes the 24-25 academic year student evaluations is attached.

Positive feedback from evaluations:

- Love this course!

- Amazing professor who actually gives students applicable knowledge for the outside world as well as personal relationships.
- This class was a good way for me to learn how to operate when I join the workforce.

Negative feedback from evaluations:

- condense the slides a little.
- I feel like not everyone can learn straight from slides. There should be other ways he could try to get his class to learn more efficiently. It has been hard to learn in this class when everything is straight from slides and then he expects us to know exactly what we read without showing or giving more examples of how it was done. Not everyone's strong suit is math so breaking it down before we are supposed to do it would be nice.
- It's really hard to understand what's going on in this class and it is especially hard to understand anything from slides

Evidence:

- [Business Administration](#)
- [Fall2425MidtermEvaluation_BusinessAdministration](#)
- [Fall2425TraditionalSurvey_BusinessAdministration](#)
- [OnlineFall22425Undergraduate_BusinessAdministration](#)
- [OnlineSurveysSummer22324_BusinessAdministration](#)

Student Advising

1. Describe the advising process for your program?
2. What strategies and structures are in place to facilitate a successful advising period?
3. What is the optimal ratio of advisees to adviser for the program?
4. Explain any other processes to increase the effectiveness of the current advising procedure.

Narrative:

1. The advising process for the business administration program involves assignment of business students to primarily two instructors: the Chair of the BAD program and the other primary instructor of BAD courses. The Executive Dean is also actively advising business students, but not specifically the declared BAD students. Some faculty from other schools are beginning to advise declared business students due to the volume of students declaring business as their major.

2. Active engagement with students throughout the academic year facilitates successful advising periods. Each business faculty member varies in their approach to advising as dictated by their own preferences and the preferences and personalities of their advisees. The most significant structure in place for advising is the established advising timeframe to prepare students for registration each semester.

3. The optimal ratio of advisees to adviser as established by the Business School Executive Dean is 25:1. This is an appropriate goal, but not exactly possible with the amount of students in the business administration program and number of faculty on staff to support them.

4. A more deliberate process that manages the flow of students through advisors is warranted. Undeclared freshmen should be assigned advisors outside the business school until they declare expressly for the business administration program. Once declared, they can be put "in the queue," so to speak, to be placed with a business administration advisor as upperclassmen graduates.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

2019-2020:

William Woods University team named Missouri Collegiate DECA Chapter of the Year for fourth consecutive year. Featured in the Woods Publications were Stephanie Almazan '23 and Nina McKee '19, Back row, left to right: Jade Schmedding '22, Mary Aguado '22, Ben Schmiemeier '21, Elizabeth Tamborski '22. Karyna Sagalai '20, a native of Krivoy Rog, Ukraine, won first place in the competition that included students from 40 colleges and universities across the nation. The business faculty nominated Karyna for the Faculty of the Year Award. The business faculty nominated Darren Wilson for the Business Student of the Year.

2021-2022:

Abby Prather-Turner was honored as the 2022 Cockrell Award winner. Twenty-five students were inducted into Delta Mu Delta International Honor Society for Business when the WWU chapter was chartered.

2022-2023:

Kassidy Phillips-2023 A.O. Duer Scholarship Award.
Eight students were inducted into Delta Mu Delta International Honor Society for Business. This new group of students creates a session plan for the 25 students that were inducted at the initial start of the organization.
Jessica Keihloz and Natalie Thomas were selected as the SBT Poster Spotlight students. These students are selected after the completion of their junior year based upon their academic performance by the SBT faculty. Once selected a poster displaying the student is made and displayed for the following school year in the building of the SBT.
Distinguished Scholar Award SMG Emilio Beltran-Ruiz
Distinguished Scholar Award Accounting Allyson Mahoney
Distinguished Scholar Award Cybersecurity Elyse Lavender
Distinguished Scholar Award BAD Isaiah Buse

2023-2024:

The William Woods Chapter of Collegiate DECA won Chapter of the Year at the Missouri State Conference for the 8th year in a row in 2023-24.

- Shannon Jones took 1st place in Entrepreneurship Operations (both in online testing and the event competition)
- Hannah Weidler took 2ed place in the Travel and Tourism Event
- Allyson Hollrah took 4th place in the Entrepreneurship Operations Event
- Lubos Polacko took 4th place in the Corporate Finance Event
- Maria Ortiz Rozo took 4th place in the Financial Accounting Event
- Caroline McCurren and Hannah Weidler took 4th place in the Marketing Communications Event
- Caroline McCurren took 5th place in Restaurant and Food Service Mgt, Event
- Jonathan Stewart took 5th place in Financial Accounting Event
- Haley Herrington took 5th place in Entrepreneurship Operations Event

We nominated three business students for recognition as Outstanding Students for 2024 for Alumni Awards. The students in this program won all three nominations we submitted:

1. Tom Gehring – Senior Class
2. Caroline McCurren – Junior Class
3. Shannon Jones – Sophomore Class

Micheal Bhat was selected for the Graduate Bridge Program at the WWU MBA Program.

Janiece McLure got selected for the Graduate Bridge Program at WWU MBA Program.

Samantha Poehlmann got selected for the Graduate Bridge Program at WWU MBA Program.

Clubs and Co-Curricular

1. Does your program support any clubs and co-curricular activities that contribute to positive student experiences?
2. How does this contribute to the program?
3. To the campus experience of students?

Narrative:

1. The business school as a whole actively supports the collegiate DECA program.

2. From 2019 to 2024 the WWU Collegiate DECA Chapter won the Missouri Collegiate DECA Chapter of the Year for the 6th straight year. To accomplish this our chapter had to complete a Leadership Passport. We were the only chapter in the state to complete all aspects of the passport for the past 6 years.

3. A student example of the quantity and quality of student experience follows:

Student name: Shannon Jones

Required elements: Volunteer at least ten (10) hours for community service.

Develop a list of at least three (3) academic goals and career goals for the next 5 years.

Craft a resume or update your LinkedIn profile and submit to your chapter advisor or chapter president for feedback.

Submit at least one article to DECA Direct Online. www.decadirect.org/submit-articles

Subscribe to Collegiate DECA Direct Weekly emails. www.deca.org/deca-direct-weekly

Attend at least one (1) "One Diamond" call and share your experience with your chapter. (deca.org/onediamond)

Academically Prepared: Attend at least one (1) academic webinar, seminar or workshop at

your college.

Organize a competitive events exam study group with the DECA members from your chapter. Share it and tag @collegiatedeca on social media.

Attend a guest lecture by a scholar or industry leader and write a reflection. Describe activity in the online submission form. Collegiate DECA has helped me to be academically prepared by challenging me to go far above and beyond what is required in the classroom. There is a wealth of knowledge that is tested on the DECA exams, and when I have taken them in years past, I have pulled from every store of knowledge that I have from coursework and work experience to earn the top exam score 2 years in a row at my association. DECA has helped me to be academically prepared by giving me another reason to appreciate and retain the things that I learn in my courses, because they are useful in the real world.

Community Oriented: Volunteer 10+ hours of community service, in addition to the 10 required hours.

Participate in an association or school-sponsored community service project.

Attend a student-organization fair hosted by your school.

Table for your Collegiate DECA chapter at a campus-wide student organization fair or similar event.

Help organize or participate in a chapter project in cooperation with another student organization on your campus.

Professionally Responsible: Visit your campus career services center or attend a career fair. Speak about DECA at a non-chapter meeting (such as a civic organization or other student organization).

Share about your professional journey (former or current internships or jobs) and its relation to Collegiate DECA on LinkedIn and tag DECA Inc.

Write about your Collegiate DECA experience on LinkedIn and tag DECA Inc.

Experienced Leader: Hold an elected chapter or association leadership position.

Participate in a mentorship program as a mentee or mentor.

Attend a community or campus-based seminar/event about leadership or complete an online leadership course. DECA has done so much to prepare me to be an experienced leader by demanding so much leadership from me. My chapter had only 2 members outside of myself when I took on the role of president, and there was a lot of work that needed to be done in order for me to keep our chapter healthy. Taking on my first year as chapter president, I could see the perseverance it took to bring me to that stage again. I took my office with only two returning members in the face of a ten-member minimum to maintain our charter. The challenge began with recruitment, engagement, and retention. By the time competition season was approaching, my new challenge was training and registering our largest team in recent memory of fourteen competing members. The organization, planning, and administrative work that it takes to maintain a healthy chapter are not for the faint of heart. In addition to this, my university has greatly increased the expectations for communication and planning from student organizations, and DECA prepared me to be able to meet these and take them in stride. I know that I can take these skills and translate them into any situation in the future where people need to be organized and directed towards a common goal, so that we can all achieve at our highest level.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

This SWOT analysis highlights strengths in practical experience and personal faculty engagement, while identifying areas for growth in research, networking, and specialized offerings. It suggests ways the program could remain competitive and adaptive to industry trends.

Strengths

- Experienced Faculty: The program features an accomplished, published academic scholar as its leader and faculty with extensive real-world experience, including a CPA with private-sector experience and a professor with a significant military leadership background. This provides students with a practical, applied perspective on business concepts.
- Focused Faculty Expertise: The Executive Dean's substantial scholarship in organizational behavior and management brings academic rigor and specialized knowledge to the program.
- Small Class Sizes: Smaller classes allow for more personalized attention, closer faculty-student relationships, and individualized mentorship.
- Ethics and Leadership Emphasis: With faculty bringing military and professional ethics experience, the program offers a strong foundation in leadership and ethical decision-making, which are critical in today's business environment.

Weaknesses

- Limited Active Research: With fewer faculty members actively engaged in research, the program lacks the latest insights from academic business studies, potentially limiting students' exposure to cutting-edge theories.
- Smaller Program Size: The smaller size of the business administration program may limit course variety, specialized tracks, or elective options compared to more prominent business schools.
- Limited Networking Opportunities: As a smaller institution, the program may have fewer alumni or industry connections, which could impact students' internship and job placement opportunities.

Opportunities

- Industry Partnerships: Building stronger relationships with local businesses could expand internship and job opportunities for students, allowing faculty to bring in guest speakers and practitioners from the field.
- Enhanced Research Initiatives: By encouraging and supporting more faculty research, the program could deepen its academic offerings and attract students interested in practical and theoretical business aspects.

- Online or Hybrid Course Offerings: Expanding course delivery options, especially for working or off-campus students, could attract a broader range of students and increase program enrollment.
- Specialized Certifications and Workshops: Offering certifications in high-demand areas like project management, digital marketing, or data analytics could enhance students' job readiness and appeal to employers.

Threats

- Competitive Business Programs: Larger universities with extensive business programs and resources may draw prospective students away from William Woods.
- Rapidly Changing Business Environment: As technology and globalization reshape the business world, the program may face challenges in keeping its curriculum current without active faculty research or industry feedback loops.
- Economic Pressures on Higher Education: Rising costs and shifting demographics could impact enrollment, requiring the program to differentiate itself more strongly to attract new students.
- Shift Toward Specialized Business Degrees: As employers increasingly seek graduates with specialized skills, the broad-based business administration program may face challenges in positioning itself as relevant for students looking to specialize in finance, marketing, or data analytics.

Campus Facility and Resources

1. Provide an analysis on how adequate the spaces that are most used by the program on campus (laboratories, office space, classrooms/LMS, etc.).
2. Please discuss any updates or modifications to the facility or resources available to the program that have impacted student learning.
3. Recommendations to Improve Facilities and Resources

Narrative:

1. The Burton Business Building's spaces are currently adequate as far as classroom availability, size, and office space are concerned. Moving to Brightspace as the LMS was great and adequately supports student learning.
2. No significant updates or modifications have occurred during this evaluation period.
3. A complete renovation is the most glaring and pressing need for the Burton Building. The building decor is severely outdated and does not reflect modern business facilities or student generational expectations for a professional business program.

Library Report

* Upload the Library report provided by the University Library

1. Please describe the usage of library resources.
2. How do faculty and students feel the library meets the program's needs?

Narrative:

1. The library is a great resource for professor professional development and research.
2. Students seem indifferent about the many resources available, but to be fair are not driven to the library for research projects.

Evidence:

- [Collection Analysis for Business Administration 2025](#)

Cost Analysis

1. What was the annual budget for the program for the past 5 years?
2. How was the budget spent? (breakdown of budget expenses)

Narrative:

1. The undergraduate business administration program did not have a dedicated budget allocated over this assessment period. The program fell under the School of Business and Technology budget as shown in the attachments.
2. The budget was spent as indicated in the attachments.

Evidence:

- [SBT Budget 2019-2020](#)
- [SBT Budget 2020-2021](#)
- [SBT Budget 2021-2022](#)
- [SBT Budget 2022-2023](#)
- [SBT Budget 2023-2024](#)

Specialty Accreditation

Does the program hold specialty accreditation?

If yes, please include the name of the accrediting body and upload the most recent accreditation letter. (description of the data points – describe the accreditation cycle– identify any points of concern noted on the most recent accreditation)

Narrative:

The Accreditation Council for Business Schools and Programs (ACBSP) currently accredits the undergraduate Business Administration program.

Industry and Program Trends

Analysis of the Discipline

1. Provide context for the status of the discipline today.
2. What are some emerging trends in this discipline across the country?
3. What is happening in the industries related to this discipline?

Narrative:

1. Business administration remains one of the most popular undergraduate fields of study, driven by its broad applicability, versatility, and the demand for business skills across nearly every industry. However, today's business environment is rapidly evolving, shaped by several key trends and challenges influencing how business administration programs are structured and delivered. Business administration education today is moving toward a more specialized, ethical, and technology-driven focus while remaining responsive to global dynamics and the need for practical, hands-on experience. By adapting to these trends, business administration programs aim to prepare graduates to thrive in complex and rapidly changing business environments.

2. Emerging trends in business administration reflect shifts in technology, societal expectations, and the evolving job market. These emerging trends demonstrate a shift towards a more dynamic, tech-focused, and socially aware approach to business education, preparing graduates to meet the challenges of a rapidly changing business landscape. Business programs are increasingly equipping students with hard and soft skills, ensuring they're ready to lead in collaborative, digital, and globally connected environments.

3. Industries related to business administration are experiencing rapid change driven by technological advancements, shifts in consumer expectations, and increasing regulatory pressures. These trends are reshaping the roles and responsibilities of business administration professionals, making skills in technology, sustainability, flexibility, and cross-functional leadership more valuable than ever. As industries evolve, business administrators are needed to manage change and drive innovation and strategic growth in a complex, digital, and globally interconnected world.

Comparison to Similar Programs at Peer Institutions

1. Identify and discuss how similar programs compare to your program in terms of size, curriculum and any relevant attributes.

Narrative:

Degree Completion by Institution - 2023

Compare degree completions and associated market data among your comparison group. Tuition & Fees data provided by IPEDS.

INSTITUTION	DEGREE COMPLETIONS	GROWTH % YOY	MARKET SHARE	UNDERGRADUATE TUITION & FEES	GRADUATE TUITION & FEES
William Woods University (Fulton, MO)	79	- 30.09%	62.2%	\$28,860	\$13,800
Bachelor's Degree	28	- 34.88%	22.0%	-	-
Master's Degree	51	- 27.14%	40.2%	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's degree	No Data	No Data	No Data	-	-
Evangel University (Springfield, MO)	27	+ 17.39%	21.3%	\$27,192	\$8,754
Bachelor's Degree	27	+ 22.73%	21.3%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's degree	No Data	No Data	No Data	-	-
Westminster College (Fulton, MO)	21	- 12.50%	16.5%	\$34,188	\$0
Bachelor's Degree	21	- 12.50%	16.5%	-	-
Master's Degree	No Data	No Data	No Data	-	-
Doctor's Degree	No Data	No Data	No Data	-	-
Associate's degree	No Data	No Data	No Data	-	-

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees?
2. Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

We are planning to implement over the next cycle.

Graduate/Alumni Feedback on the Program

1. What were some positive and negative feedback received from alumni?
2. Highlight any trends or insights that came from alumni feedback over the course of the cycle.

Narrative:

We are planning to implement over the next cycle.

Recommendations from Previous Program Reviews

1. Summarize recommendations from previous PRs, describe how those recommendations were applied throughout this cycle.

Narrative:

Summarized Recommendations from Business Administration program 2019-2024:

1. Enhance Marketing Materials and Strategies:

- Collaborate with marketing and enrollment leadership to emphasize program strengths (e.g., internships, DECA, ThinkTank) in promotional materials.
- Continue leveraging the Business Programs LinkedIn portal to showcase achievements and engage stakeholders.

2. Support Admissions Efforts:

- Maintain faculty engagement with prospective students through campus visits and Woods 101 events to boost recruitment.

3. Update Promotional Content:

- Revise and distribute updated flyers (e.g., BS_Business_Admin_2024.pdf) to reflect current program offerings.

- Prioritize significant updates to the program's website, ensuring information is current, accessible, and effectively highlights program strengths.

Industry Relevance and Employment

1. How do your student learning outcomes align with industry needs?

Narrative:

The student learning outcomes in the Business Administration Program align well with current industry needs, as they equip graduates with core analytical, financial, interpersonal, and technological skills that are increasingly in demand. The following student learning outcomes collectively prepare graduates to meet the technical and interpersonal demands of modern industry. They develop a well-rounded skill set that is adaptable, making graduates well-suited for the dynamic and interdisciplinary nature of today's business environments.

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

- Alignment with Industry Needs: This objective develops students' ability to understand and apply economic theories to practical business situations, which is essential for making informed strategic decisions. Employers value employees who can interpret market trends, understand economic cycles, and anticipate changes in consumer behavior. These skills are critical in fields like market research, financial analysis, and business strategy, where economic literacy supports better forecasting and strategic planning.

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

- Alignment with Industry Needs: Proficiency in financial data analysis and interpretation is essential for roles in finance, accounting, and management, where assessing a company's financial health and market position is crucial. Skills in ratio analysis and familiarity with financial statements are foundational for budget management, investment decision-making, and evaluating company performance, making this outcome highly relevant across finance, corporate strategy, and investment sectors.

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

- Alignment with Industry Needs: Understanding human dynamics within a business setting aligns with the need for interpersonal and management skills, especially in roles requiring teamwork, leadership, and employee relations. With a strong focus on diversity, equity, and inclusion (DEI) today, industries value graduates who can effectively analyze team dynamics, navigate workplace relationships, and contribute positively to organizational culture. This is particularly relevant for human resources, management, and leadership roles.

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

- Alignment with Industry Needs: Clear communication, persuasive skills, and teamwork are critical soft skills that employers across all industries prioritize. The ability to convey complex ideas, persuade stakeholders, and foster collaboration is essential in sales, customer relations, project management, and leadership roles. In today's competitive and

collaborative work environments, strong communicators can effectively lead, negotiate, and resolve conflicts, all of which are vital to business success.

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

- Alignment with Industry Needs: Proficiency in business software and analytical tools (e.g., Excel, financial modeling software, CRM systems) is highly valuable as industries increasingly rely on digital tools to inform decisions. This outcome ensures students are prepared to use data-driven insights, making them more effective in roles that require operational analysis, data interpretation, and technology-based decision-making. In finance, marketing, and operations, such skills are fundamental to staying competitive and optimizing performance.

6. Integrate all the various business principles, concepts, and methods.

- Alignment with Industry Needs: The ability to synthesize knowledge from multiple business disciplines (such as finance, marketing, management, and operations) is essential for strategic roles where professionals must consider the big picture and align various functions toward organizational goals. This holistic approach is highly valued in executive roles, project management, and consulting, where cross-functional understanding and integrative thinking lead to innovative solutions and strategic insights.

Employment Outlook

1. Describe employment outlook for the degree.

2. What types of employment would constitute working "in the field?"

3. Are there changes to program offerings and activities that would improve the employment outlook for graduates?

Narrative:

1. According to the U.S. Bureau of Labor Statistics, overall employment in business and financial occupations is projected to grow faster than average from 2023 to 2033. On average, about 963,500 openings are projected each year in these occupations due to employment growth and the need to replace workers who leave the occupations permanently (<https://www.bls.gov/ooh/business-and-financial/>).

2. There are 24 occupations listed with the U.S. Bureau of Labor Statistics that would constitute working "in the field" (<https://www.bls.gov/ooh/business-and-financial/>).

3. Offering a Human Resources concentration that includes courses such as compensation and benefits (number four on the U.S. Bureau of Labor Statistics), and Labor Relations (number 13 on the list) would significantly improve the employment outlook for graduates.

External Review

Executive Summary

General observations and comments are provided as to how the program aligns with and supports the University mission and curriculum, the quality of student learning and the achievement of student learning outcomes, the qualifications and achievements of faculty, the student experience, the state of facilities, the value of online resources and supports (if relevant), on-campus resources, financial resources, and how the program is responding to trends within the larger perspective of the program field.

Narrative:

The Business Administration program at William Woods University demonstrates strong alignment with institutional values and has made progress in improving academic quality, curriculum design, and student outcomes. However, gaps exist in strategic planning, curriculum relevance, faculty development, and stakeholder engagement. The decision to withdraw from ACBSP accreditation puts greater pressure on internal quality assurance mechanisms, necessitating a structured and transparent plan for continuous improvement. This report offers an overview of key strengths, identifies challenges, and proposes targeted recommendations.

Commentary

Reviewers provide comments about the program strengths and challenges.

Narrative:

Mission & Strategic Alignment

Strengths:

- Strong alignment with William Woods University's broader mission emphasizing ethical leadership, applied learning, and global preparedness.
- Clear focus on student-centered values and public good.
- Annual tracking of student success metrics such as job placement.

Weaknesses:

- The mission statement is new and not yet fully embedded across channels.
- Limited documented stakeholder input (for example, employers, alumni) in shaping the mission.
- Absence of a clear strategic plan tied to future trends and enrollment goals.

Curriculum Design & Pedagogy

Strengths:

- Core curriculum includes high-impact practices (for example, Strategic Management, simulations).
- Use of experiential learning (co-curricular competitions such as DECA, capstones) supports real-world application.
- Flexible delivery modes (hybrid, online) improve accessibility.

Weaknesses:

- Lack of courses addressing emerging areas like artificial intelligence in business, sustainability, and environmental, social, and governance (ESG) frameworks.
- Limited global content: only a small portion of courses integrate international business cases.

Faculty Qualifications & Resources

Strengths:

- The majority of faculty hold terminal degrees or professional certifications.
- Strong faculty-student engagement, with accessible office hours.
- Faculty participate in assessment activities and program-level updates.

Weaknesses:

- Professional development, especially in digital pedagogy, is underutilized.
- Insufficient number of full-time faculty with high teaching loads and overloads may hinder quality advising and faculty retention.
- Lack of adequate funding for faculty professional development efforts.

Student Learning & Assessment

Strengths:

- Use of multiple assessment tools (for example, Peregrine, Comprehensive Exam (CompXM), senior showcases).
- Rubric-based assessments show strong critical thinking outcomes.
- Alumni surveys reflect high satisfaction with career preparation.

Weaknesses:

- Limited use of assessment results for curriculum redesign.
- No public benchmarks or outcome targets available.
- No long-term tracking of alumni or 5-year graduate employment data.

Continuous Improvement & Institutional Effectiveness

Strengths:

- Evidence of curriculum responsiveness (for example, course updates).
- Use of platforms like Watermark supports data-informed decisions.

Weaknesses:

- No formalized contingency plan for enrollment or market shifts.
- No explicit mention of allocated funds for outreach activities to promote and grow the program.
- Dependence on informal processes without external accreditation oversight.

Recommendations

Comments provide future direction for the faculty to use to improve student learning. Evaluative feedback is offered, as well as suggestions to improve any aspect of the program. Recommendations that require no new resource as well as those that do are welcome, alongside identifying areas for program development based on market/industry demands not yet identified by the university or program faculty. The report may include recommendations that have been shown to be effective elsewhere.

Narrative:

Mission & Strategic Planning

- Display the mission and student outcome data prominently on the website.
- Involve alumni, students, and industry partners in biennial mission reviews.
- Develop a public-facing strategic plan with annual updates.

Curriculum

- Launch short, modular courses (for example, artificial intelligence for Business, Sustainability Analytics).
- Revise syllabi to integrate more international case studies.
- Encourage active learning practices across more courses.

Faculty Development

- Arrange training for all faculty to complete digital pedagogy.
- Reduce overload by hiring new faculty to improve workload balance.
- Launch a hiring plan to increase faculty diversity.
- Allocate funds for faculty development (e.g., travel to conferences, fee for publishing in open-access journals).

Assessment & Data Use

- Establish clear, published benchmarks for each learning outcome.
- Link assessment data to curriculum changes via dashboards (for example, Tableau).
- Track and report long-term alumni data via partnerships like the National Student Clearinghouse.

Retention & Student Success

- In addition to early alert systems for at-risk students, expand advising capacity by having more “in-house” advisors to maintain quality with growing enrollment.

Accreditation & Quality Assurance

- Develop a rigorous internal benchmarking framework to replace ACBSP standards.
- Conduct regular external program reviews even without formal accreditation.

Program Response to External Review

Program Response

After the External Report is submitted, the Program faculty will respond to any comments where the reviewer has noted need of improvement or where additional explanation is needed. The faculty response will also include a response to the recommendations of the reviewer and their action plan to move forward with recommendations, or what is needed for the program to move forward with a recommendation. This response is added to the report and submitted to Academic Council for final review.

Narrative:

The decision to withdraw from ACBSP accreditation places greater emphasis on internal quality assurance mechanisms, requiring a structured and transparent plan for continuous improvement. The school recognizes this need and is actively implementing measures that, while different from Peregrine testing, will provide robust program assessment. For example, we are developing an internal Business Administration assessment exam that both freshmen and seniors will take. This will allow us to measure skills at entry and exit, identifying growth and gaps in student learning.

We acknowledge the limited documented stakeholder input (such as employers and alumni) in shaping the mission. This is a challenge faced across other programs at the university as well. Tracking alumni requires significant resources, and the university is in the process of implementing a better system, which our school will adopt as soon as it becomes available. In the meantime, we have been monitoring student employment outcomes through LinkedIn to ensure that the program is supporting graduates in achieving gainful employment.

While the absence of a formal strategic plan tied to future trends and enrollment goals was noted, this has not been a pressing issue for us, as this program is among the most highly enrolled at William Woods. That said, improved retention strategies may strengthen outcomes, but such efforts must be developed in collaboration with university leadership, as major retention initiatives remain under their purview.

Regarding courses in emerging areas such as artificial intelligence, sustainability, and ESG frameworks, we would like to clarify that our instructors are already integrating AI and technology-related content into classes, though this was not highlighted during the review meeting.

On global content, it is accurate that only a limited number of courses currently use international business cases. This is largely due to the cost of purchasing such cases. As the university has moved toward increased reliance on open educational resources (OER) to reduce expenses for students, access to international case materials has been affected.

During the recent curriculum revision aligned with the five-week course format, the timeframe did not allow for full incorporation of assessment results into curriculum changes. Future revisions will prioritize more direct integration of assessment data.

We currently do not have resources to track five-year graduate employment data or systematically collect alumni outcomes, but as noted, once the university provides the infrastructure, we will begin collecting this information.

Finally, while we do not maintain a formalized contingency plan for enrollment or market shifts, nor do we require designated outreach funds for this program, we note that reliance on informal processes without external accreditation oversight may appear to be a limitation. However, it is important to recognize that many comparable programs at peer institutions also operate successfully without external accreditation.

The reviewer's recommendations are acknowledged and will be carefully considered within the scope of our existing constraints and limitations.

Academic Council Review

Academic Council Response

Academic Council will review the report in its entirety and come together to discuss any remaining questions or concerns. The council will highlight noted areas of improvement for program focus. Issues of resources are discussed if additional resources are needed to implement improvements noted by the Reviewer, the faculty or Academic Council.

Narrative:

AC Review: Business

Strengths:

- The report was thoughtful with well-developed discursive responses throughout.
- Through demonstration of the connection of the program with university mission and outcomes.
- The student testimonial related to student activities/ role of DECA is a strong component.
- Clubs and Co- Curriculars are well documented and supported related to student engagement.
- The retention of students was documented.
- Action items and use of results-action items were clearly stated with a clear solution used.
- The program provides solid documentation for actions related to assessment (focus groups, etc.).
- Curricular changes are based on assessment results.

Challenges:

- The report lacks consistency in several areas and leads the reader to wonder which details are correct (objectives for the program, GE objectives).
- The program seems to focus on assessments into two courses which could minimize the perceived value of content learned in other courses.
- The longitudinal assessment of student success is not articulated in a way that the reader can see where students score over time. It is not the reader's role to go back and read through the past 5 years' reports to show the success and challenges of students on the Peregrine or other assessments. Seeing the data from Student focus groups, the student survey, and such would be helpful. The assessments are listed, but the data is not provided in an easy to digest format.
- The program notes that technology is rapidly changing; however, curriculum does not reflect innovation in cutting-edge technology.
- While the program provided data on measures, there is little to no interpretation of the data informing the reader of the meaning. The narrative around the data is missing, and the context for the reader as to how to interpret the data is not complete.
- There is a lack of clarity on the reason the program withdrew specialized accreditation, and the nature of the accreditation status is back and forth in the report. This should be clearly spelled out, moving forward.
- The links to webpages for the university are all broken and should probably be replaced with pdf exports of the evidence that is being cited.

Action Items:

- The program should look at integrating more hands-on learning opportunities in the classroom and identify where (if possible) the program could add a hire. Review what area of curriculum would be the most beneficial across the curriculum.
- The program needs to assist in long-term tracking or employment data for graduates.
- Review of the curriculum to ensure that we are relevant to changing times. Emergent technologies and practices should be integrated into the curriculum when available. This is not specific to AI in the workforce, but all aspects of emerging technologies are important.

- Continue to focus on program improvements and course rigor to improve student test scores on SPR.
- The program needs to address the decision to withdraw from ACBSP – why that decision was made- and evaluate over the next five years to see if the university is in a better position to support reinstating the partnership? It feels important to the program and should be revived when possible – not when an arbitrary time is reached.
- Increased PD on emerging technologies – this can be done cost effectively through virtual and remote conferences.
- Review the current program and faculty roles and propose what role/content area would be the best for the program to meet its needs.
- The building, Burton, is beyond program control, but it must be updated to compete with similar programs at similar institutions.
- Formalize the assessment function of faculty as the juried assessment approach is briefly described as part of the program of assessment. If this is the path forward without the Peregrine, this should be clarified and outlined front and center for the program's assessment plan.