



2024-2025

ANNUAL ASSESSMENT REPORT

Business Analytics MS

CARRIE MCCRAY

MISSION AND INTRODUCTION	2
INTRODUCTION	2
PROGRAM MISSION STATEMENT	2
ALIGNMENT TO INSTITUTION MISSION	2
STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM	3
PROGRAM STUDENT LEARNING OUTCOMES	3
CURRICULUM MAP	4
MEASURES AND RESULTS	4
PARTICIPATION IN ASSESSMENT	5
ACTION ITEMS AND USE OF RESULTS	5
GEN ED	5
NSSE FOCUSED ACTIVITIES	6
CONCENTRATIONS	6
CONCENTRATION INFORMATION	6
FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP	6
SCHOLARSHIP AND RESEARCH	6
FACULTY AWARDS AND HONORS	7
TEACHING SUPPORT AND MONITORING TEACHING QUALITY	7
PROGRAM DATA: STUDENT EXPERIENCE	8
ENROLLMENT AND RECRUITMENT	8
RETENTION	8
CURRICULUM/COURSE RETENTION AND SUCCESS	9
COMPLETION	9
COURSE EVALUATION DATA	9
STUDENT ADVISING	10
STUDENT AWARDS AND ACHIEVEMENTS	10
PROGRAM ANALYSIS	10
SWOT ANALYSIS	10
INDUSTRY AND PROGRAM TRENDS	11
SENIOR EXIT SURVEYS	11
RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS	11

2024-2025 Assessment Narrative on Findings

Business Analytics (MS)

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.).

Narrative:

The Master of Science in Business Analytics (MSBA) program is a STEM-designated program housed under the School of Business & Technology at William Woods University. This 30-credit-hour program combines data analytics with business concepts and impactful communications to help students become successful analysts with excellent potential for professional growth. The program consists of ten courses.

Program Mission Statement

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

Narrative:

The MSBA program introduces students to a blend of advanced data analytics, business intelligence, machine learning, artificial intelligence, and related concepts. Through a carefully curated curriculum, informed by industry needs and collaboration with experienced analytics faculty, we aim to cultivate skilled analysts prepared to excel in dynamic and evolving professional environments.

Alignment to Institution Mission

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

Narrative:

The MSBA program prepares students for various positions in organizations across all industries. Our program's mission aligns with the university's mission effectively by focusing on profession-oriented education and preparing learners for success.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes 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.

Narrative:

All the MSBA program objectives are aligned with the program's mission. No changes have been made to these outcomes over the course of this cycle.

100% of the students who were assessed have met these outcomes.

Program Mission:

The MSBA program introduces students to a blend of advanced data analytics, business intelligence, machine learning, artificial intelligence, and related concepts. Through a carefully curated curriculum, informed by industry needs and collaboration with experienced analytics faculty, we aim to cultivate skilled analysts prepared to excel in dynamic and evolving professional environments.

The following objectives help us accomplish the program mission by incorporating courses focusing on industry needs for advanced data analytics, business intelligence, machine learning, artificial intelligence, and related skills.

MSBA.1	Identify the fundamental concepts and technologies for business intelligence, analytics, and big data.
MSBA.2	Understand the role and importance of data and artificial intelligence in organizational decision-making.
MSBA.3	Conduct Statistical Analysis using Python and R languages.
MSBA.4	Apply machine learning algorithms and other techniques to conduct predictive analysis.
MSBA.5	Create effective dashboards and/or visuals to communicate analyzed data.
MSBA.6	Develop and present an original business analytics case in written and/or oral forms.

Evidence:

- [Business Analytics \(MS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [MS Business Analytics Annual Assessment 2022-2024](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

The MSBA curriculum map is attached as evidence and can be found at the following link.

<https://planning.watermarkinsights.com/institution/9d66bb57-c9f3-40c5-8a41-3a4ad834913d/orgs/8f4cef39-884b-4f65-b5c6-5361792bd9a0/curriculum-maps/54984e6b-0bbd-455a-a299-6768a49a5742>

No changes have been made to the curriculum map, pathway or degree requirements over the course of this cycle.

Evidence:

- [Curriculum Map Business Analytics\(MS\)](#)

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?
2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

The measures we've chosen to assess the outcome of this program and their rationale are as follows:

SBA 570 Final Grades: This is a comprehensive course that explores the role of artificial intelligence, machine learning, and data analytics in effectively executing various organizational functions and achieving organizational goals. The different assignments in this course provide students with a broad understanding of business analytics and serve as valuable tools for assessing the outcomes of this program.

Capstone/Practicum project results for SBA 595: In the SBA 595 course, students collaborate with a real-life organization to apply the knowledge acquired from various courses in this program. This serves as an effective measure to evaluate whether students have grasped the concepts and developed the skills targeted by the six outcomes of this program.

This program began in Fall 2023 and is relatively new. In the last cycle, only three students graduated, and all three have met the objectives of the program, as assessed by the measures discussed above.

These measures were not changed during the last cycle, and we are not planning to change them for the next cycle.

Evidence:

- [Business Analytics \(MS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

The program faculty provides the results of the measures we use for the assessment of this program.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

This is a relatively new program, started in 2023, and all students have met the objectives in this cycle. Since it was the first year of the program, no action items were recommended in the last cycle.

Evidence:

- [Business Analytics \(MS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

This is a graduate program, and general education requirements do not apply to it.

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

N/A

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

This program doesn't have any concentrations.

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

Dr. Gulsebnem Bishop, one of our core adjunct faculty members in the Business Analytics program, has published a book. Bishop, G. (2025). Cybersecurity Culture (1st ed.). CRC Press. <https://doi.org/10.1201/9781003368496>

Dr. Miriam O'Callaghan Co-Presentation with Jennifer Bigler on Global Perspectives on Gender Disparities in the Construction Industry: Challenges, Nuances, and Collaborative Solutions, delivered at the IPER & CII MP's International Conference, Bhopal, India, June 29, 2024.

Dr. Miriam O'Callaghan presented (virtually) on 'Navigating Human Dynamics and Relationships at Work' delivered to the faculty and students of Engineering and Technology at Jagran Lakecity University, Bhopal, India, February 13, 2025.

Faculty Awards and Honors

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

Narrative:

Dr. Miriam O'Callaghan was nominated for the Beaumont Dads' Distinguished Professor Award this year.

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

Last year, our budget did not allow us to attend any professional development events. However, the university organized the following workshop for professional development purposes:

The Power of Reflection: Finding Joy in Your Teaching Practice

Facilitator: Eric Fournier, Ph.D. Director of Ed. Development, Washington University in St. Louis

When: Thursday, May 8th, 10:30 -Noon

Where: Burton 006

Program Data: Student Experience

Enrollment and Recruitment

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

Narrative:

Here are the enrollment trends for this program:

Fall 2024	Fall 2023
16	3

Compared to institutional trends, these enrollments are on the lower side. However, from 3 enrollments in 2023 to 16 in 2024, we can say the program has grown.

The enrollments in the spring of 2023-2024 were six, and in the Spring of 2024-2025, they rose to 17.

During this cycle, we struggled with marketing all programs since we were unable to fill the positions in our marketing department.

Evidence:

- [Business and Technology Department Report Full](#)

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

Student retention remained in an acceptable range over the course of the review cycle.

Evidence:

- [Business and Technology Department Report Full](#)

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

As our program enrollments have increased, our courses are also enrolled in higher numbers than the previous year. At the end of the spring last year, we had six students, and at the end of spring of 2025, we have 17 students in this program.

Overall, students' success in our courses is satisfactory, and since the program is still in its second year, we do not have enough data to analyze trends.

Evidence:

- [Fall 2024 Course Enrollments](#)
- [Spring 2025 Course Enrollments](#)

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.

Narrative:

Three students are graduating from the program.
The completion rates been in line with expectations.
No exit surveys were used over the course of this cycle.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

Students consistently report satisfaction with program faculty and provide positive feedback on teaching effectiveness.

Negative feedback highlighted issues with some faculty not providing timely feedback or responding promptly to students' emails. Communication and discussions with the respective faculty members resolved these issues.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

We have graduate online advisors who work directly with students to help them create their degree plans and register for their courses.

Student Awards and Achievements

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

Narrative:

No student awards or achievements are available to report in this cycle. The program has a limited number of students, and only three are graduating this year.

Program Analysis**SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths: five-week expedited schedules, industry-focused skill-based curriculum, highly qualified faculty, and an affordable program.

Weaknesses: lack of marketing and recruitment support.

Opportunities: The field of business analytics is growing rapidly, and an increasing number of students are pursuing similar degrees.

Threats: Many institutions offer similar degrees, necessitating strong marketing of our program to the target audience.

Industry and Program Trends

Senior Exit Surveys

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

Narrative:

No exit surveys were administered during the last cycle.

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

No recommendations were provided in the previous report. The program was still in its inaugural year.