



2024-2025

ANNUAL ASSESSMENT REPORT

Management MS

CARRIE MCCRAY

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2024-2025 Assessment Narrative on Findings

Management (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:

William Woods University (WWU) Master of Science in Management (MSM) program is housed within the School of Business & Technology. Dr. Miriam O'Callaghan serves as the Dean of the School, and Dr. Linda Duke is the Chair of the MSM program.

While some full-time faculty do teach in the online MSM program, the majority of instructors are highly credentialed adjunct faculty who are recognized experts in their respective fields. The program is phasing out the use of the Peregrine exam as an assessment tool but will continue to implement inbound and outbound exams to support assessment and quality assurance efforts in alignment with HLC standards.

The online graduate programs at William Woods University were established in 2013 and has WWU began offering MSM courses online in a five-week format to align with rising trends and evolving demands in the field. An initial review of these changes has revealed positive student feedback, strong academic outcomes, and high GPAs.

Continued innovative MSM opportunities include:

- A program that provides students with opportunities to earn professional certificates and short-term badges through Coursera, an online course provider. Coursera partners with universities and organizations such as Google and IBM to offer online courses, micro-credentials (short courses), and professional certificates.
- The program is a new program with continued growth expected through multiple marketing venues.
- Students have the opportunity to start the program each five weeks as the courses do not have to be taken in order.

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:

No mission statement revisions have been made.

Alignment to Institution Mission

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

Narrative:

The Master of Science in Management (MSM) degree mission is to offer a comprehensive blend of a Project Management Certification with a STEM-based curriculum, catering to the needs of professionals seeking career advancement in both domestic and international settings. By providing this dual qualification, the MSM degree aims to enhance its value and become an attractive option for those aspiring to progress in the field of management.

Program Objectives:

After completing this program, students will:

1. Apply advanced tools and techniques to excel in a diverse range of sought-after management skills.
2. Demonstrate proficiency in utilizing technology for data analysis, problem-solving, and informed decision-making in management.
3. Acquire a comprehensive understanding of business policy and strategy for effective management across various organizational and project contexts.
4. Develop a solid foundation in behavioral science to skillfully manage human-related areas, including negotiation, conflict resolution, leadership, innovation, and creative thinking.
5. Demonstrate ability to solve managerial problems and gain valuable management experience through experiential learning, real-world organizational involvement, and capstone projects.

The MSM mission statement and objectives align with the William Woods University mission statement which promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare 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:

The MSM program began in Summer 2 of 2024. As of now, MSM students have not yet taken the capstone course listed below or completed the Google Project Management Certification.

MGT 590 - Management Science Capstone

Scheduled for the final term of the program, the management science capstone course prepares students for the complexities of real-world management scenarios by applying the theoretical understanding and skills acquired across various courses in the program. A crucial component is the mandatory practicum, which involves field research and analysis of management issues to provide practical solutions aligned with the theory and practice of the management science discipline. Rubric for the MGT 590 Capstone Class is attached.

Evidence:

- [Management \(MS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Rubric for MSM MGT 590 Capstone Course](#)

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:

This program began in Summer 2 of 2024. Students have the opportunity to start the degree in any five-week term, as the courses do not need to be taken in a specific sequence. No changes have been made to the program at this time.

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 capstone course MGT 590 will be the assessment tool/measurement used for the MSM degree. The rubric is attached.

MGT 590 - Management Science Capstone

Scheduled for the final term of the program, the management science capstone course prepares students for the complexities of real-world management scenarios by applying the theoretical understanding and skills acquired across various courses in the program. A crucial component is the mandatory practicum, which involves field research and analysis of management issues to provide practical solutions aligned with the theory and practice of the management science discipline.

Evidence:

- [Management \(MS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Rubric for MSM MGT 590 Capstone Course](#)

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 capstone course will be used for assessment. The rubric is attached. There have been no changes to this new program.

Evidence:

- [Rubric for MSM MGT 590 Capstone Course](#)

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:

The MSM degree program began in Summer 2 of 2024. To date there are five students with four of the students active.

No actions have been added this is a new program as of Summer 2, 2024.

Evidence:

- [Management \(MS\) 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:

N/A. Gen Ed courses are not applicable to graduate degrees.

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. NSSE Focused Activities are not applicable in graduate programs.

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:

The Woods Global MSM Flex Program

Through the Flex program, students complete the core Master of Science in Management courses (30-credit hours) and an additional 9-credit hour concentration developed in partnership with a content specialist faculty member or the MSM Program Manager. This path allows students to develop a more personalized concentration in an area of interest.

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. 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 Lake city University, Bhopal, India, February 13, 2025.

Dr. Regina Willis: attended the Quality Matters-Missouri Conference on February 28, 2025.

Dr. Regina Willis: In April 2025, earned a certificate in Effective Teaching Practice Framework, which is offered through ACUE and endorsed by the American Council on Education

Dr. Jimmy Duncan: attended the MO-SHRM conference August 2024.

Dr. Manzoor Chowdhury: Awarded a sabbatical leave from Lincoln University to conduct research on the following topic:

Do the long-term shifts in the post-COVID economy require adjustments in Business School curriculum? – A Data-Analytic Investigation and Recommendations

Tom Luckenbill: Attended the Kansas city estate planning symposium. April 2025.

Dr. Geoffrey VanderPal:

1. VanderPal, G., & Brazie, R. (2024). Integrating Polyvagal Theory With Agile Project Management. *Journal of Organizational Psychology*, 24(1).

<https://doi.org/10.33423/jop.v24i1.6862>

2. VanderPal, G., & Brazie, R. (In Press). Using PVT To Optimize Healthcare Excellence. Cambridge University Press

Dr. Kyle Allison:

Conference Speaking:

1. Data Modeling Zone 2025 – Spoke on generative AI in data modeling

2. SAS Innovate Conference 2025 – Hosted Roundtable discussion on generative AI in data modeling

Faculty Awards and Honors

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

Narrative:

Dr. Regina Willis: In 2024, selected as Nashville State Community College's Outstanding Adjunct Faculty for the School of Business and Professional Studies.

Teaching Support and Monitoring Teaching Quality

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

Narrative:

The hiring process for all adjunct faculty in the program is extensive. The department dean and/or chair evaluate transcripts, professional experience, prior courses taught, and past evaluations to ensure that qualified faculty are appointed to the appropriate courses. Faculty credentialing sheets are completed and reviewed, listing the courses each faculty member is

approved to teach. Both a long-form credential document and a short-form credential summary are added to the faculty file for future course assignments. This information is also provided to the HR department as an additional measure to ensure faculty are teaching appropriate courses and that we maintain high-quality instruction and student experiences.

Additionally, student evaluations are completed at the end of each course. Those evaluations are reviewed by both the chair and the dean to determine if action should be taken for support of any faculty receiving negative scores and/or remarks for the course.

New faculty or existing faculty with prior issues on their evaluations receive a midterm evaluation to determine if any support needs to be offered.

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:

The program launched at WWU in Summer 2 of 2024 and is prominently featured on the university's website. In addition to the online presence, marketing materials have been developed, and detailed program information has been shared with the graduate admissions team. Despite these efforts, current enrollment remains low.

Spring 2025 Enrollment

3 Students/2 Active students

Fall 2026 Enrollment

5 Student/4 Active students

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:

The program began in Summer 2 of 2024.

Fall 2026

5 students enrolled/4 students active

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:

The program began in Summer 2 if 2024.

Fall 2025

5 students/4 active students.

At this early stage of the degree program—and with reference to the Boston Consulting Group (BCG) method of analyzing programs—the new MSM graduate degree would be classified as a *Question Mark (?)*. The program will continue to operate within the current budget allocation and is scheduled for review next year.

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:

The program began in Summer 2 of 2024 and is too new to have graduates at this time.

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:

Of the few courses that have been completed in Fall 2024 and Spring 2025, the evaluation numbers are good (all above 4.0/5.0). There are no written comments from students at this time.

Student Advising

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

Narrative:

All graduate students are advised by the graduate online advisor.

Student Awards and Achievements

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

Narrative:

N/A at this time. The program began in Summer 2 of 2024. The program consists of five-week courses and is completely online. Student awards and/or achievements would likely come from their current employer to be reported by the student.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

<p>Strengths</p> <ul style="list-style-type: none"> • STEM-Based Management Focus The program emphasizes technology-driven, STEM-oriented management skills, aligning with current industry needs and employer expectations. • Industry-Relevant, Modern Curriculum Courses span management science, systems thinking, AI, strategy, negotiation, innovation, and human behavior—offering a comprehensive, future-ready skill set. • Integrated Google Project Management Certificate Incorporating a nationally recognized professional certificate provides a dual-credential advantage that boosts employability and differentiates the program in a crowded market. • Strong Labor Market Demand U.S. Bureau of Labor Statistics projections indicate approximately 1.1 million annual management openings and above-average median wages—reinforcing program value. • ACE Credit Recommendation (12 Hours) The ACE review enhances the academic legitimacy of the Google credential and 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Reliance on External Credential (Google) Dependence on Google’s certificate structure and ACE recommendations may pose risks if external changes occur. • Perceived Breadth Over Depth Covering a wide range of topics may lead some prospective students to question the program’s specialization or depth in any single area. • STEM Classification Could Limit Appeal The STEM label may appear intimidating to students seeking a more traditional management degree. • Limited Emphasis on Experiential Learning The program description does not strongly highlight internships, capstones, consulting projects, or industry partnerships—features commonly expected in graduate management programs.
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<p>increases its attractiveness for students seeking stackable learning pathways.</p> <ul style="list-style-type: none"> • Future-Oriented Leadership Competencies <p>Emphasis on innovation, creativity, conflict management, and AI literacy prepares graduates for emerging organizational challenges.</p>	
<p>Opportunities</p> <ul style="list-style-type: none"> • Rising Demand for Tech-Literate Managers Organizations increasingly require leaders who understand AI, data analytics, and technology systems—aligning well with MSM competencies. • Employer Partnerships and Workforce Development The Google certification creates opportunities for partnerships with employers needing project management or upskilling pathways. • High ROI Marketing Strategy Strong wage and employment statistics support marketing the program as a high-value, career-advancing degree. • Expansion Into Additional Certifications Adding micro-credentials (Google Data Analytics, Lean Six Sigma, Agile/Scrum) could strengthen competitiveness and appeal. • Growth Through Online or Hybrid Formats Flexible learning modes can attract working adults, career changers, and non-traditional learners. 	<p>Threats</p> <ul style="list-style-type: none"> • Competitive Graduate Education Market Management master’s programs are widely available—often at lower cost, shorter duration, or with aggressive online marketing. • Rapid Technological Advancements AI, automation, and analytics evolve quickly; the curriculum must be continuously updated to remain relevant. • Changes to External Credential Structures Shifts in Google or ACE policies may disrupt credit alignment or the program’s marketing value. • Economic Instability and Enrollment Declines Economic downturns can decrease interest in graduate programs, especially those without licensure. • Overlap With MBA Programs Prospective students may lack clarity on how the MSM differs from an MBA, reducing its perceived distinctiveness.

SWOT Analysis: Master of Science in Management (MSM) Program at WWU

S STRENGTHS

- STEM-Based Management Focus
- Google Project Management Certification
- High Demand & Salary Potential
- Industry-Relevant Curriculum

W WEAKNESSES

- Dependence on External Certificate
- Perceived as Too Broad
- STEM Focus May Limit Appeal
- Lack of Experiential Learning

O OPPORTUNITIES

- Tech-Literate Managers Needed
- Employer Partnerships
- Expand Certifications
- Online/Hybrid Options

T THREATS

- Competitive Grad Programs
- Rapid Tech Changes
- Changes in Credential Policies
- Economic Uncertainty

EFE Matrix: MSM Program

	External Factor	Weight	Rating	Weighted Score
Opportunities (O)	• STEM-focused management demand	0.15	4	0.60
	• Industry trend: AI integration	0.10	3	0.30
	• Employer preference for certified PM	0.10	4	0.40
	• Tech-savvy faculty availability	0.05	3	0.15
	• International student interest	0.10	3	0.45
	• Partnerships with industry	0.05	3	0.30
Threats (T)	• Competition from other MSM programs	0.12	2	0.24
	• Economic slowdown affecting enrollment	0.08	2	0.16
	• Regulatory changes in higher ed	0.05	2	0.10
Total		1.0	—	3.00

Interpretation: Total Score of 3.00 – Above Average Performance

IFE Matrix: MSM Program

Internal Factor		Weight	Rating	Weighted Score
Strengths (S)	• STEM curriculum focus	0.15	4	0.60
	• Experienced, tech-savvy faculty	0.10	4	0.40
	• Strong employer partnerships	0.15	4	0.60
	• Modern online learning platform	0.10	3	0.30
	• AACSB accreditation	0.10	3	0.30
Weaknesses (W)	• Limited elective course options	0.10	2	0.20
	• High tuition costs	0.15	2	0.30
	• Lower program awareness	0.15	1	0.15
	• Slow adaptation to emerging trends	0.15	2	0.30
Total		1.0	—	2.85

Interpretation: Total Score of 2.85 – Average Internal Performance

TOWS Matrix: MSM Program

		Opportunities (O)	Threats (T)
Strengths (S)	SO Strategies	<ul style="list-style-type: none"> Use STEM-focused curriculum to attract international students Leverage tech-savvy faculty to develop emerging AI courses 	<ul style="list-style-type: none"> Use strong employer partnerships to mitigate competition from other MSM programs Promote AACSB accreditation to counter economic slowdown concerns
	WO Strategies	<ul style="list-style-type: none"> Enhance program awareness to capture growing online learning demand Expand elective courses to attract students seeking specialized skills 	<ul style="list-style-type: none"> Improve marketing and reduce tuition barriers to minimize vulnerability to competition Develop trend-responsive courses to offset slow adaptation to emerging trends
		Strengths (S)	WT Strategies

Interpretation: Total Score of 2.85 – Average Internal Performance

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:

Senior exit surveys are not administered for any of the graduate programs at this time.

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:

This is a new program that began in Summer 2 of 2024. There has not been an initial assessment at this time.