



WILLIAM WOODS
UNIVERSITY

**Business Administration Annual Assessment
2022-2023**

BUSINESS ADMINISTRATION ANNUAL ASSESSMENT 2022-2023 **1**

ANNUAL ASSESSMENT 2022-2023 **3**

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Annual Assessment 2022-2023

Business Administration

Program Profile

Program Mission Statement

Please insert your program mission statement here

William Woods University's business administration program provides an exceptional learning environment that empowers students to succeed as they continue their education or pursue professional endeavors.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

Students Majors 2022-2023

109

Student Majors 2021-2022

106

Student Minors 2022-2023

35

Student Minors 2021-2022

37

Concentrations 2022-2023

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

- Accounting - 0
- Accounting and Financial Services - 26
- Advertising & Marketing - 28
- Economics/Finance - 0
- Entrepreneurial Management - 14
- Management - 26
- Leadership - 6
- Management Information Systems - 0

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

- Accounting - 0
- Accounting and Financial Services - 22
- Advertising & Marketing - 28
- Economics/Finance - 0
- Entrepreneurial Management - 16
- Management - 25
- Leadership - 12

- Management Information Systems - 2

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

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.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

175

Is the Program Externally Accredited

Yes (selected)

No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The Business Administration program received initial approval from the ACBSP accreditation body in May 2015. The business faculty received approval on the Quality Assurance Report in May 2017. This year the business faculty submitted documentation for removal of the last condition of the initial 2015 accreditation. The next Quality Assurance Report was submitted to ACBSP in February, 2019 and received notification of the removal of the condition. However, the ACBSP Board requested a new condition with updates in February 2021. A follow up report was submitted in January, 2021 and at that time, all conditions were removed. The 2023 Quality Assurance Report was submitted to ACBSP in February.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

The Business Faculty has met with the Director of Enrollment and Marketing several times this past year. Subsequently, faculty provided suggestions for highlighting our programs strengths and unique components (i.e, internships, DECA, ThinkTank). We continue to highlight accomplishments on our Business Programs LinkedIn portal as an effective marketing tool for our various stakeholders.

We support admissions by meeting with students when they visit campus and through Woods 101 events.

The Business Department updated pamphlets to distribute to on-campus visitors but have not yet received them.

Serious updates to the website are needed and information on website pages needed.

In August, the business faculty answered a questionnaire highlighting the program and faculty in the department (see attachment for the faculty responses).

Marketing Material

031206_M_Business_Admin.pdf
031206_M_Health_Admin.pdf
031206_MA_Business_Analytics.pdf
031206_MA_Organizational_Leadership.pdf
Leadership_.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
BUS - AFS.1	Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.
BUS - AFS.2	Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.
BUS-Advertising & Marketing.1	Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.
BUS-Advertising & Marketing.2	Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.
BUS-Entrepreneurial Leadership.1	Practice professional customer service techniques to solve problems and complaints consistently.
BUS-Entrepreneurial Leadership.2	Examine realistic management situations and problems encountered in non-profit organizations.
BUS-Entrepreneurial Leadership.3	Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.
BUS-Management.1	Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.
BUS-MIS.1	Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.
BUS.1	Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.
BUS.2	Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.
BUS.3	Analyze and interpret human dynamics in a business context.
BUS.4	Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.
BUS.5	Systematically formulate and justify personal positions in relation to management decision-making.
BUS.6	Systematically assess complex issues in relation to business ethics and legal issues.
BUS.7	Utilize computer-related applications as a business decision-making tool.
BUS.8	Integrate all the various business principles, concepts and methods.
LDR.1	Develop a strong foundation in the theories of management and leadership.

LDR.2	Develop effective managerial and leadership skills
LDR.3	Apply leadership to personal, social, community, and organizational environments.
LDR.4	Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.
LDR.5	Analyze leading and leadership from a personal, team, organizational, and global perspective.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

In August of 2022, the Business and Accounting Departments reviewed the University Objectives and discussed our programs alignment to the University's Objectives. We revised the Business Administration Degree program by removing prerequisites from a number of courses. This decision was made after conferring with faculty and learning this would allow students the ability to have flexibility with course selection. We reviewed our prior Business Programs' Key Strategic Objectives and developed several new ones.

Business Programs' Key Strategic Objectives aligning with the University objectives:

1. Strengthen our academic culture.
2. Maintaining and strengthening accreditation relationships by building a strong culture of ongoing, effective assessment of student learning and institutional effectiveness for all levels and all modalities.
3. Actively seeking opportunities for faculty and student research collaboration.
4. Adapting curriculum or courses to meet changing needs and expectations of the global business environment.
5. Support the University comprehensive enrollment management strategies through recruitment, retention and student success.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

The Business Administration Program objectives align with the 10 GE categories as follows:

- **Business Objective 4 aligns with the GE Communication-** The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of BAD students. Students enhance written communication skills in each core and concentration course through reflective writing and research papers. Students also deliver numerous presentations throughout the BAD curriculum especially in many of the team-based projects in the 300 and 400 level coursework.
- **Business Objective 2 aligns with the GE Mathematics ,** - The GE requirement of math serves as a foundation for the BAD quantitative coursework. This includes BUS 206, 231, 415, 461, and 450.
- **Business Objective 3 aligns with the GE Meaning** – The meaning GE is supported throughout our curriculum where students view documentaries examining business problems, analyze the issues, and interpret the meaning. The BAD curriculum uses numerous documentaries and case studies to expand our students understanding of complex issues in order to develop a central theme with reasonable interpretations.
- **Business Objective 5 aligns with the GE Historical Perspective** – The History GE is supported throughout the BAD curriculum as students learn of the history of business problems in the US and worldwide in all courses. The finance course focuses on the history of stock markets and SEC policies in the US. Each required economics course covers the history of the US economy. Similarly, Business Law focuses on the history of the US and global legal systems.
- **Business Objective 8 aligns with the GE Critical Thinking-** Critical thinking and analytical reasoning is another necessary skill for a BAD practitioner or macro level business major. Critical thinking is expected in each course and is assessed through the BUS 450 policy analysis and upper level concentration project assignments.

- **Business Objective 5 aligns with the GE Diversity** –Diversity is a key foundation for BAD practitioner and is a mandatory component of our accreditation that is infused throughout our curriculum.
- **Business Objective 6 aligns with the GE Value/Ethics**-Value/Ethics GE is foundational to our BAD program. Ethics is a mandatory component of our accreditation. Subsequently, each core course has an ethical component to its coursework and all students complete either BUS 214-Business Ethics-E or, BUS 329-Managerial Ethics-E.
- **Business Objective 7 aligns with the GE Creative and Aesthetic Sensibility** – Creativity as a foundation for expression and is reinforced in the foundational BUS 206 Entrepreneurship coursework. Upper level BUS coursework require students to infuse creativity and sensibility in their assignments. Some specific courses that require these skills are Business Communications, Marketing, Management, Human Relations, Salesmanship, and Advertising,
- **Business Objective 2 aligns with the GE Natural Science**- The GE requirement for natural science help BAD students to formulate hypotheses and test if their assumptions represent the population or anecdotal. These concepts are reinforced through both economics courses, statistics, corporate finance, marketing, and marketing research courses.
- **Business Objective 1 aligns with the GE Social Science**-Social Science is a foundation for BAD practice and understanding. Students in BAD must take a required 6 credit hours of Social Sciences to strengthen their understanding of group and individual behavior. All the upper level finance and economics courses have a prerequisite of 6 hours of economics. The management and marketing concentration coursework require an understanding of the basic economics theories.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

The following are some of the course and assignments that faculty included in the fall and spring semesters for 2022-2023

- Stephen Forsha continues to offer BUS 214-Business Ethics in a hybrid format which integrated debate sessions to in-class activities.
- Thomas Trice added a mock trial to BUS 335-Business Law. Additionally, he utilizes real current civil or criminal cases and have students conduct in-depth research on the case and present a case brief as well as conduct oral and written arguments to capture criteria in sections 2E, 4D and 4C of the NSSE.
- David Forster continues to include informal presentations from students in his BUS 205-Entrepreneurship course.
- Scott Zimmerman has students conduct organizational analysis of real companies in BUS 351 Principles of Management. Student conduct this real-world analysis with owners and managers of the company selected. This assist with meeting all of the above criteria for the NSSE.

These course modifications have been successful as faculty have seen more engagement and improvement in competencies during each semester.

Curriculum Map

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

Business Administration Program Objectives

	ACC 240	ACC 241	BUS 206	BUS 214	BUS 231	BUS 321	BUS 324	BUS 332	BUS 335	BUS 351
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.			I, A		I		R			
BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.	I	I	I, A		I	I, R				
BUS.3 Analyze and interpret human dynamics in a business context.			A, I		I	I, R	R	I, R		I
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.			A, I			I, R		I, R, M		R
BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.			I, A			I, R	I, R	I		I, R
BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.			A, I	I, R		I, R			R	R
BUS.7 Utilize computer-related applications as a business decision-making tool.			A, I		I	I, R				
BUS.8 Integrate all the various business principles, concepts and methods.			A, I			I, R				I, R

	BUS 415	BUS 450	ECN 251	ECN 252	MAT 114	MIS 125	Senior Show case	Student Perfor Review	BMT 499
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.	M	A, M	I	I	I		M, A	A, R, M	A, M

BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.	M	A, M			I		M, A	A, R, M	A, M
BUS.3 Analyze and interpret human dynamics in a business context.		A, M					A, M	A, R, M	A, M
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.		A, M					A, M	A, R, M	A, M
BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.	M	A, M					A, M	A, R, M	A, M
BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.	M	A, M					A, M	A, R, M	A, M
BUS.7 Utilize computer-related applications as a business decision-making tool.	M	A, M				I	A, M	A, R, M	A, M
BUS.8 Integrate all the various business principles, concepts and methods.	M	A, M					A, M	A, R, M	A, M

Concentration-Accounting and Financial Services

	ACC 319	BUS 403	ACC 412	ACC 430	ECN 325
BUS - AFS.1 Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.	R	M, A	R	R, A, M	R
BUS - AFS.2 Apply economic principles and financial concepts to solve economic problems and formulate a perspective on contemporary financial regulation and monetary policy.	R	M, A	R	R, A, M	R

Concentration-Advertising/Marketing

	BUS 309	BUS 403	BUS 428	BUS 431	BUS 461
BUS-Advertising & Marketing.1 Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.	R	A, M	R	R, M, A	R
BUS-Advertising & Marketing.2 Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.		A, M	R	R, M, A	R

Concentration-Management

	BUS 307	BUS 403	BUS 421	ECN 421
BUS-Management.1 Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.	R	A, M	R	R

Concentration-MIS

	MIS 225	MIS 250	MIS 325	MIS 403
BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.	I	I	R	A, M

Concentration - Entrepreneurial Management

	ACC 319	BMT 325	BMT 475
BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.	R	R	A, M
BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.	R	R	A, M
BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.	R	R	A, M

Concentration - Leadership

	LDR 201	LDR 345	LDR 350	LDR 450	LDR 475
LDR.1 Develop a strong foundation in the theories of management and leadership.	I, R	I, R	I, R	M, R	M, A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

N/A.

Changes to the Assessment Map

Are there any changes made to the Assessment map for this academic year? If so, please describe the assessment changes made along with the rationale for why and include the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for Business Administration Program Objectives

Standard/Outcome				
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for economic: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Economic Peregrine outbound when compared to their inbound Peregrine scores by 22.3 points. See the complete Peregrine test results from 2020 to 2023 trends in the BAD Assessment Information Report under Program Activities.	BAD_Peregrine_Inbound____Outbound_2022_2023.xlsx	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for economics: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drft.xlsx	
Direct - External Testing	Has the criterion CompXM for economics: Class average of greater than 50th percentile. been met yet? Met	Data was not gathered this year due to change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final	STUDENT MET THIS CRITERIA.	BAD_Peregrine_Inbound____Outbound_2022_2023.xlsx	

	reports. been met yet? Met			
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Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 8.9 and 9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past four years, the overall average has been increasing. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 66.6% and the sophomore average score was 60.4%. The current juniors scored 6.2 percentage points higher than they did as sophomores. Overall, the scores for both groups were lower than previous years. This will be a goal for the upcoming year to increase both groups overall scores.	Business_Assessment_Exam__Users_Statistics__1_.xlsx	
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See attached document. This goal was met but provided some great insight on things that can be improved on.	PSOL_Comments_2023.xlsx	

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the online course in line with the on-ground course. The	Capstone_Project_2223_Averages.docx	

	score of 80% or higher as evaluated by their instructor. been met yet? Met	assessment now evaluates the student presentation. Student average scores were 90.9%, with a 60% being the lowest score. See attached document.		
Indirect - External Evaluation	Has the criterion Peregrine tests for economics: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drtt.xlsx	

Standard/Outcome				
BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for accounting and finance: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Accounting and Finance Peregrine outbound Peregrine scores by compared to their inbound test scores. The inbound Accounting Peregrine average score was 36.13 for the inbound and 58.10 for the outbound for a difference of 21.97 in test scores. The Finance inbound test score was 32.26 and the outbound test score was 51.43 for a difference of 19.17. See attached peregrine test scores in attached spreadsheet.	BAD_Peregrine_Inbound___Outbound_2022_2023.xlsx	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Peregrine tests for accounting and finance: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	Average scores met the assessment benchmarks.	BAD_Peregrine_Inbound____Outbound_2022_2023.xlsx	
Direct - External Testing	Has the criterion CompXM for accounting, finance, marketing and management: Class average of greater than 50th percentile. been met yet? Not met	Data was not gathered this year due to change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Not met	This data could not be obtained.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 8.9 and 9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past four years, the overall average has been increasing. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average.	The junior average score was 66.6% and the sophomore average score was 60.4%. The current juniors scored 6.2 percentage points higher than they did as sophomores. Overall, the scores for both groups were lower than previous years. This will be a goal for the upcoming year to	Business_Assessment_Exam____Users_Statistics__1_.xlsx	

	been met yet? Met	increase both groups overall scores.		
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See attached document. This goal was met but provided some great insight on things that can be improved on.	PSOL_Comments_2023.xlsx	

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the online course in line with the on-ground course. The assessment now evaluates the student presentation. Student average scores were 90.9%, with a 60% being the lowest score. See attached document.	Capstone_Project_2223_Averages.docx	
Indirect - External Evaluation	Has the criterion Peregrine tests for accounting, finance, marketing, management and quantitative research: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drtt.xlsx	

Standard/Outcome
BUS.3 Analyze and interpret human dynamics in a business context.

Assessment Measures

BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Peregrine tests for marketing: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Marketing Peregrine outbound when compared to their inbound See the complete Peregrine test results attached to this report.	BAD_Peregrine_Inbound____Outbound_2022_2023.xlsx	
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	Data was not able to be obtained for this assessment.		

BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for marketing: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	Average scores met the assessment benchmarks.	BAD_Peregrine_Inbound____Outbound_2022_2023.xlsx	
Direct - External Testing	Has the criterion CompXM for marketing and management: Class average of greater than 50th percentile. been met yet? Not met	Data was not gathered this year due to change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Not met	Data was not gathered this year due to change in faculty.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10	On average, students scored 8.9 and 9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the		

	or better. been met yet? Met	complete report under Program Activities.		
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SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 66.6% and the sophomore average score was 60.4%. The current juniors scored 6.2 percentage points higher than they did as sophomores. Overall, the scores for both groups were lower than previous years. This will be a goal for the upcoming year to increase both groups overall scores.		
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See attached document. This goal was met.	PSOL_Comments_2023.xlsx	

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the online course in line with the on-ground course. The assessment now evaluates the student presentation. Student average scores were 90.9%, with a 60% being the lowest score. See attached document.	Capstone_Project_2223_Averages.docx	
Indirect - External Evaluation	Has the criterion Peregrine tests for marketing and management: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drft.xlsx	

Standard/Outcome

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

Assessment Measures

BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for leadership: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Leadership Peregrine outbound when compared to their inbound See the complete Peregrine test results attached to this report.	BAD_Peregrine_Inbound____ Outbound_2022_2023.xlsx	

Bus 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for leadership: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drft.xlsx	
Direct - External Testing	Has the criterion CompXM leadership: Class average of greater than 50th percentile. been met yet? Not met	Data was not gathered this year due to change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Not met	BUS 450 students average a 94.6 on their final presentations compared to BUS 206 students averaging an 81.2 for a difference of 13.4. This difference is 1.6 short of the program goal.	BUS206_FALL_2023_OLC.png Fall_FULTON__2223_FINAL_PROJECT.png	

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 9.2 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 66.6% and the sophomore average score was 60.4%. The current juniors scored 6.2 percentage points higher than they did as sophomores. Overall, the scores for both groups were lower than previous years. This will be a goal for the upcoming year to increase both groups overall scores.		
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Not met	See attached document, this goal was met.	PSOL_Comments_2023.xlsx	

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the online course in line with the on-ground course. The assessment now evaluates the student presentation. Student average scores were 90.9%, with a 60%	Capstone_Project_2223_Averages.docx	

		being the lowest score. See attached document.		
Indirect - External Evaluation	Has the criterion Peregrine tests for leadership: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	BAD_Peregrine_Inbound ___ Outbound_2022_2023.xlsx	

Standard/Outcome BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Peregrine tests for management: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Management Peregrine outbound when compared to their inbound Peregrine scores by 18.02 points. The inbound Management Peregrine average score was 34.8. See the complete Peregrine test results from 2020 to 2023 trends in the BAD Assessment Information attached.	BAD_Peregrine_Inbound ___ Outbound_2022_2023.xlsx	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for management: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results _2223_drtt.xlsx	
Direct - External Testing	Has the criterion CompXM for management: Class average of greater than 50th percentile.	Data was not gathered this year due to		

	been met yet? Not met	change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Not met	Data was not gathered this year due to change in faculty.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 9.1 and 8.4 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the online course in line with the on-ground course. The assessment now evaluates	Capstone_Project_ 2223_Averages.docx	

	instructor. been met yet? Met	the student presentation. Student average scores were 90.9%, with a 60% being the lowest score. See attached document.		
Indirect - External Evaluation	Has the criterion Peregrine tests for management: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	BAD_Peregrine_Inbound____Outbound_2022_2023.xlsx	

Standard/Outcome BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Ethics and Legal Peregrine outbound when compared to their inbound Peregrine scores by 24.6. and 24.3 points, respectively. The inbound Ethics and Legal Peregrine average scores were 35.8 and 35.8 respectively. See the complete Peregrine test results from 2016 to 2021 trends in the BAD Assessment Information Report under Program Activities.	BAD_Peregrine_Inbound____Outbound_2022_2023.xlsx	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drtt.xlsx	

Direct - External Testing	Has the criterion CompXM for ethics and legal environment: Class average of greater than 50th percentile. been met yet? Not met	Data was not gathered this year due to change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 12% higher than BUS 206 students on their final reports. been met yet? Not met	Data was not gathered this year due to change in faculty.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 9.7 and 8.9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the	Capstone_Project_2223_Averages.docx	

	a final score of 80% or higher as evaluated by their instructor. been met yet? Met	online course in line with the on-ground course. The assessment now evaluates the student presentation. Student average scores were 90.9%, with a 60% being the lowest score. See attached document.		
Indirect - External Evaluation	Has the criterion Peregrine tests for ethics and legal environment: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	BAD_Peregrine_Inbound___Outbound_2022_2023.xlsx	

Standard/Outcome BUS.7 Utilize computer-related applications as a business decision-making tool.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests on management information systems and statistics: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their MIS and Statistics Peregrine outbound when compared to their inbound Peregrine scores by 19.6 and 18.6 points, respectively. The inbound MIS and Statistics Peregrine average scores were 35.1 and 34.1 respectively. See the complete Peregrine test results from 2020 to 2023 trends in the attached document.	BAD_Peregrine_Inbound___Outbound_2022_2023.xlsx	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests on management information systems and statistics: Students will improve from their freshmen to senior year by more than 15	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drtt.xlsx	

	points. Seniors will score better than 50% compared to national averages been met yet? Met			
Direct - External Testing	Has the criterion CompXM: Class average of greater than 50th percentile. been met yet? Not met	Data was not gathered this year due to change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Not met	Data was not gathered this year due to change in faculty.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 9 and 8.9 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the online course in line with the on-ground course. The assessment now evaluates the student presentation. Student average scores were 90.9%, with a 60% being the lowest score. See attached document.	Capstone_Project_2223_Averages.docx	
Indirect - External Evaluation	Has the criterion Peregrine tests for management information systems: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	BAD_Peregrine_Inbound___Outbound_2022_2023.xlsx	

Standard/Outcome BUS.8 Integrate all the various business principles, concepts and methods.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests composite score: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Composite Peregrine outbound when compared to their inbound Peregrine scores by 19.6 points. The inbound Composite Peregrine average score was 37.2. See the complete Peregrine test results from 2020 to 2023 trends in the attached document.	BAD_Peregrine_Inbound___Outbound_2022_2023.xlsx	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Peregrine tests' composite scores: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drftt.xlsx	
Direct - External Testing	Has the criterion CompXM composite scores: Class average of greater than 50th percentile. been met yet? Not met	Data was not gathered this year due to change in faculty.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Not met	Data was not gathered this year due to change in faculty.		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 9.3 and 9.4 (for fall and spring) out of 10 on the rubric for the business program objectives. For the past three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored 2.2 percentage points higher than they did as sophomores.		
Indirect - Focus Group	Has the criterion Business students' qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Not met	Due to Covid changes to Student Performance Days, this was not completed this year.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Met	BMT 499 is now BUS 450. This program change was made at the start of fall 2022, fall year to bring the online course in line with the on-ground course. The assessment now evaluates the student presentation. Student average scores were 90.9%, with a 60% being the lowest score. See attached document.	Capstone_Project_2223_Averages.docx	
Indirect - External Evaluation	Has the criterion Peregrine tests' composite scores: Seniors will score better than 50% compared to national averages. been met yet? Met	Average scores met the assessment benchmarks.	BAD_Peregrine_Inbound ___Outbound_2022_2023.xlsx	

Assessment Findings for the Assessment Measure level for Concentration-Accounting and Financial Services

BUS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Accounting and Finance Services Concentration students will score 20% better than students who are not Accounting and Finance Services Concentration students on the Peregrine	On average Accounting and Finance Services Concentration students did not score higher than other students.	Peregrine_Report_2022.xlsx	

	Accounting and Finance sections. been met yet? Not met			
ACCC 430				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Students will score better than 80% on their team presentations been met yet? Not met	Scores from ACC 430 were not available at submission time.		

Standard/Outcome BUS - AFS.2 Apply economic principles and financial concepts to solve economic problems and formulate a perspective on contemporary financial regulation and monetary policy.				
Assessment Measures				
BUS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Accounting and Finance Services Concentration students will score 20% better than students who are not Accounting and Finance Services Concentration students on the Peregrine Accounting and Finance sections. been met yet? Not met	On average Accounting and Finance Services Concentration students did not score higher than other students.	Peregrine_Report_2022.xlsx	

Assessment Findings for the Assessment Measure level for Concentration-Advertising/Marketing

Standard/Outcome BUS-Advertising & Marketing.1 Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.				
Assessment Measures				
BUS 403				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Advertising and Marketing Concentration students will score 20% better than students who are not Advertising and Marketing Concentration students on the Peregrine Marketing section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	

BUS 431				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion External evaluators will score students better than a level 2.5 out of 4 on the Business Programs Objectives 3,4 & 6. been met yet? Met	External evaluators scored the students' Advertising Campaign presentation in the two highest categories.		

Standard/Outcome				
BUS-Advertising & Marketing.2 Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.				
Assessment Measures				
BUS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Advertising and Marketing Concentration students will score 20% better than students who are not Advertising and Marketing Concentration students on the Peregrine Marketing section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	

Assessment Findings for the Assessment Measure level for Concentration-Management

Standard/Outcome				
BUS-Management.1 Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.				
Assessment Measures				
BUS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Management Concentration students will score 20% better than students who are not Management Concentration students on the Peregrine Management section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	

Assessment Findings for the Assessment Measure level for Concentration-MIS

Standard/Outcome				
BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.				
Assessment Measures				
MIS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Management Information Systems Concentration students will score 20% better than students who are not Management Information Systems Concentration students on the Peregrine Management Information Systems section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	

Assessment Findings for the Assessment Measure level for Concentration - Entrepreneurial Management

Standard/Outcome BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.				
Assessment Measures				
BMT 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	

Standard/Outcome BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.				
Assessment Measures				
BMT 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	

Standard/Outcome				
BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.				
Assessment Measures				
BMT 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	

Assessment Findings for the Assessment Measure level for Concentration - Leadership

Standard/Outcome				
LDR.1 Develop a strong foundation in the theories of management and leadership.				
Assessment Measures				
LDR 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Leadership Concentration students will score 20% better than students who are not Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	On average, students in the concentration did not score higher than other students.	Peregrine_Report_2022.xlsx	
Direct - Final Exam	Has the criterion Students will score an average of 80% on the final examination in LDR 475- Leadership Theory. been met yet? Met	Average score was 98.93% on the examination.	LDR_475_Exam_Average.docx	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

This year we encountered some issues in data gathering via the capstone course owing to changes in faculty based upon retirement from last year and the faculty member who was gathering assessment data departing at the end of the fall semester. The process of assessing the program needs to be reviewed as new faculty have been hired over the past year and additional faculty will join the School in the coming year. Additionally, the School now has a Chair of undergraduate programs who will coordinate most assessment activities.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

During Student Performance Day review, students met with the entire School of Business and Technology prior to the start of assessments. Students were divided between Seniors and Juniors and Sophomores as well as freshman groups. Seniors and Freshman took our Peregrine assessments and the Juniors and Sophomores were administered our standardized School of Business assessment. The groups were divided so we can compare students performance from the point at which they enter into the program during the middle of the program and at the end of the program. This data will be stratified and comparative analysis of these groups will be used.

The Chairs position that was developed the previous year were going to be responsible for reviewing this data and analyzing it. However, faculty of those positions were promoted and changed positions. Therefore, the data was analyzed by all the faculty and revealed that students still performed in the top 50 percentile of their comparative groups. As part of the SBT ACBSP accreditation, we compare our students scores to the Region 5 ACBSP scores as well as comparable Universities.

The data also showed a decrease in seniors' test scores in some areas of the Peregrine compared to previous years. It is theorized that since this group of students were impacted by the COVID-19 shutdown and changes to online learning.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

This year students in the capstone course presented their shareholder reports to external evaluators. Select students also presented at the Senior Symposium.

During the capstone presentations, students are assessed by external evaluators and faculty from the School of Business and Technology.

Students projects scores were assessed and resulted in an average score of 9 on a scale of 1-10. This assessment tool is going to be re-evaluated this year to consider ways to improve it.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

BUS 329-Managerial Ethics-E (an optional course to BUS 214-Business Ethics-E) includes a service learning assignment.

Assignment details:

Each student will develop an individual social responsibility project that they will complete during the course. Your project should address a need in your community and include meaningful service by you to address this need. Some ideas for service include volunteering personal time to address your identified need, testifying on behalf of your supported need at public hearings, creating a YouTube video campaigning for your identified need, etc.

Examples of typical projects include: volunteering at a food pantry, reading to children in a hospital, volunteering time at animal shelters and creating a YouTube video raising awareness for an issue. Your project should be personalized to a need identified by you in your community and you should use your creativity in deciding what you will do. For this project, you cannot solicit donations, engage in fund-raising or solicit signatures to support any organization. Additionally, simple participation in charity runs/walks, donating at a blood drive, etc. will not meet the spirit of this assignment. If you wish to organize and run such an activity, that would be permissible.

If your project includes volunteering your personal time to a charity, you are expected to complete at least 3 hours of volunteer work during the term.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

David Forster:

Sponsored LEAD EVENT along with DECA on how to use LinkedIn.

DECA held a fundraiser with Black and Gold in Fulton to raise money for the the William Woods Collegiate Chapter of DECA.

Nina McKee:

Hosted Apple Event for the LEAD program on 9/7/22 (2 sessions - total attendance 44 between both sessions)

Thomas Trice:

Held LEAD campus wide leadership event that was student research based.

Developed and cordinated the first School of Business mentor/mentee event.

Worked with students on honors research projects that were presented at campus wide events and regional conferences.

Doug Sanders:

Hosted LEAD event to recognize the 50th anniversary of the '72 Munich Games & the Black September terrorist group

Hosted 3 LEAD events this month - All Eyes on Qatar (FIFA World Cup), Sports Trivia, Deerfoot of the Diamond (Native American Heritage Month)

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

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 indcuted 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 Ward Cybersecurity Elyse Lavender

Distinguished Scholar Award BAD Isaiah Buse

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Arron Westerlund was hired by the prestigious Clayton Financial Group

Zlata Shuraeva was hired as the head tennis coach of the Clayton Mo tennis organization

The following students were accepted into the MBA Plus Program (Now known as the Bridge Program):

James Tennyson

Marta Calvo Larraz

Lauren Imler

William Gibson

Gavin Leuther

Theo Brown

Dustin Russel

Chais Paul

Tom Gehring

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Dr. Stephen Forsha:

Promoted to Associate Provost for Graduate Programs.

Member of Missouri Leadership Class of 2023.

Completed coursework at Harvard University and University Edinburgh.

Completed Google Project Management Certification.

David Forster:

William Woods Collegiate Chapter won Chapter of the Year 2022-2023 for the state of Missouri. This marks the 7th year in a row WWU has won this award. We set the state record with our 3rd straight win in 2018-2019. Each year since then we have broken our own record.

Doug Sanders:

Senior SMG students presented their semester-long consulting project to Fulton Parks & Rec (4/20).

Roman Svikov:

Attended virtual conference organized by St. Louis Federal Reserve Bank on October 18. Topic: "Telling the Great Migration Economic Story"

Attended the 20th Annual St. Louis Federal Reserve Professors Conference for professional development on November 3.

Dr. Jessica Manion:

Attended webinar for professional development offered through the Becker, "Alteryx: Data Manipulation and Descriptive Analytics"

Dr. Manion developed the course, ACC 425 Government & Nonprofit Accounting and is teaching this course for the first time at WWU this Spring 2023.

Ms. Nina McKee:

Completing her MS in Cybersecurity degree program from Maryville University.

Hosted Cybersecurity in Society panel of industry professionals for the cybersecurity majors on Performance Day (Nick Saravara - Cybersecurity Specialist for the Missouri Department of Public Safety (in-person) and Adam Johns - Director of IT for Camdenton Schools (Zoom) were panelists).

Hosted Cybersecurity Professional Development Workshop that provided a brief overview of free professional development webinars, labs, and other resources. Students also updated their LinkedIn accounts and responded to reflection / critical thinking questions during this session.

Dr. Miriam O'Callaghan:

Published new book on data analytics.

Oversaw opening of the new Masters Degree Program in Business Analytics.

Was promoted to new position of Dean for Research and Scholarship.

Dr. Thomas Trice:

Panelist for the Illinois Legislative Black Caucus.

Presented information on diversity and inclusion to faculty and staff.

Presented information on the mission and goals of the WWU Leadership Center to faculty and staff.

Completed Executive Leadership Course and University of South Florida.

Dr. Stephen Forsha, Dr. Miriam O'Callaghan and Dr. Trice assisted with getting HLC approval for the Ph.D. Program in Leadership

Mr. Scott Zimmerman:

The WWU Show-Me GOLD program had great success November 19-20, 2023 participating in the German Armed Force Proficiency Badge Event at the College of the Ozarks. Events that the Soldiers competed in included; 100 M Swim in Uniform, 11X10 M Sprint, Flexed Arm Hang, 1000M Run, Ruck March, and weapons qualification using a 9 MM pistol. Soldiers, at the conclusion of this event, were awarded either a Bronze, Silver, or Gold medal based off of their overall performance in the events listed above.

Submitted completed Air University - Associate to Baccalaureate Cooperative (AU-ABC) application. Acceptance in this cooperative program will include WWU on the approved list of colleges and universities allow Airmen to complete their four-year degree with WWU

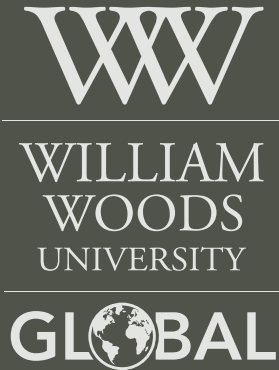
Submitted proposal and presented at the midwest region Accreditation Council for Business Schools and Programs (ACBSP) in November 2022.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

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

Appendix: Supplemental Data



Online Master of Science in

Business Analytics



THE WILLIAM WOODS DIFFERENCE

Over 150 years of
academic excellence

Schedules designed
for working
professionals

100% online in
8-week terms

Tuition promise - no
tuition increases
as long as you stay
continuously enrolled

Accreditation details
can be found online at
williamwoods.edu/
accredited

Advance your Career in Analytics

PROGRAM OVERVIEW

The Master of Science in Business Analytics curriculum combines data analytics with business concepts and impactful communications to help you become a successful analyst with excellent potential for professional growth. Whether your undergraduate degree is focused in business, accounting and finance, or technology, the MSBA from William Woods University will provide you with the tools to excel in the ever-growing field of business analytics.

PROGRAM ADVANTAGES

This STEM-designated program will provide you with the skills to:

- » Collect, process, and analyze data
- » Build statistical and machine learning models
- » Conduct data mining
- » Create data visualizations
- » Use artificial intelligence to support decision making
- » Use essential analytics tools such as spreadsheets, Python, R, and Tableau
- » Develop and present analytical reports in written, graphic, and oral forms.

“I envision data analytics, machine learning, and artificial intelligence will be the most in-demand skills by employers in the (very) near future. As data and technology disruptions are transforming businesses at an exponential rate, the need for workers well-versed in data analytics and related fields will rise significantly. Therefore, students should choose more skill-oriented degree programs to future-proof their careers. As I reflect on my own decisions as a student, earning an MS in Business Analytics degree was one of the best decisions I’ve ever made.”

~ Dr. Miriam O’Callaghan,
Author, Associate Dean of Research and Scholarship,
Program Manager for the MS in Business Analytics



ADMISSION REQUIREMENTS

- » Completed application
- » Official bachelor's degree transcripts showing a minimum 2.5 GPA from an accredited university or college.
- » Completion of Elementary Statistics course (or equivalent) prior to starting the program or taken during the first term

THE CAPSTONE ADVANTAGE

During their final term, students will complete their business analytics capstone, which is an experiential field project. As business analysts, students will work with real-life organizations studying various problems these organizations face and developing data-driven models that help the organizations solve their problems effectively and efficiently. Through this course, students will demonstrate mastery of the concepts covered in this program.

TUITION AND FEES

At William Woods University, we are committed to offering a number of payment options to help you finance your education. We strive to keep the expense to our students as low as the rising costs of providing a quality college education will allow.

We guarantee no increase in tuition once a program has begun provided the student remains continuously enrolled and the modality does not change.

Your Master of Science in Business Analytics Degree at Work

Today, business analytics is one of the most sought-after careers in the United States. According to the U.S. Bureau of Labor Statistics, the median pay for management analysts in the year 2020 was \$87,660. The employment of management analysts is projected to grow 14% from 2020 to 2030, faster than the average for all occupations. Jobs in the business analytics field include:

- » Data Analytics Manager
- » Data Scientist
- » Financial Analyst
- » Business Analyst
- » Market Research Analyst
- » Operations Research Analyst
- » Assurance Analyst
- » Database Administrator

Online Master of Science in Business Analytics Courses

This 30 credit-hour degree is comprised of 10 courses, three credit hours each.

SBA 550 Data Analytics for Business

Students will learn to use advanced statistical tools and analytics methods to synthesize, analyze, and visualize data covering different business scenarios and problems.

SBA 555 Business Intelligence

This course will present the students with detailed knowledge of the collection, analysis, and presentation of data to solve business problems. With hands-on exercises and activities, they will learn to use several BI tools and technologies and their benefits for organizations of all sizes.

SBA 560 Statistical Analysis with R and Python

This course is designed to help students develop basic R and Python skills for data analysis, and students will explore the similarities and differences between these two languages.

SBA 565 Database Management

This course is an overview of relational and non-relational database management systems (DBMS) along with techniques for the storage, manipulation, and security of data.

SBA 570 Artificial Intelligence in Decision-Making

One of the most promising applications of artificial intelligence is in organizational and business decision-making. This course introduces the emerging field of decision intelligence – using AI technologies to make optimal decisions efficiently.

SBA 575 Data Visualization

Data is important for every business, and visualization of data helps us to understand the data better. In this class, the students will learn the basics of data visualization principles and techniques, and identify problems, gathering data, and using different visualization techniques; they will interpret the findings and solve problems.

SBA 580 Big Data Analytics

Big Data Analytics is one of the fastest-growing areas today. In this class, the students will be exposed to big data concepts, tools, and techniques. Analyzing big data sets will provide solutions to businesses.

SBA 585 Machine Learning and Predictive Analytics

Students will learn to apply supervised and unsupervised learning algorithms using Python language. The emphasis will be on predictive modeling using regression, classification, and clustering techniques.

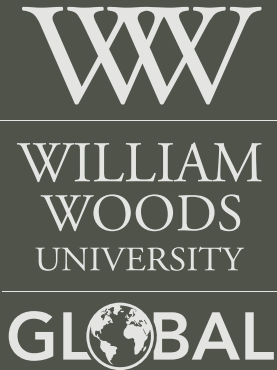
SBA 590 Information Security

This course will examine the types of information that are collected by organizations and individuals and the risks associated with storing sensitive and confidential data, as well as introduce compliance and legal considerations within different contexts to inform the security controls that should be adopted to secure critical assets.

SBA 595 Business Analytics Capstone

Students will have the opportunity to use knowledge and skills gained through various courses in this program and build projects that solve real-world business problems. Each student will complete a practicum, a field research assignment required for graduation.





Online Master of Arts in

Organizational Leadership



THE WILLIAM WOODS DIFFERENCE

Over 150 years of academic excellence

Schedules designed for working professionals

100% online

Accreditation details can be found online at williamwoods.edu/accredited

Tuition promise - no tuition increases as long as you stay continuously enrolled

Practical Skills for New World Leaders

PROGRAM OVERVIEW

Master of Arts in Organizational Leadership is one of the most sought-after degrees for candidates who aspire to reach an executive or a top-level position in an organization. While traditional MBA programs emphasize business-driven outcomes, the MA in Organizational Leadership draws from a more human-centered approach, prioritizing meaning, values and vision to unlock the fullest potential of human capital.

PROGRAM ADVANTAGES

In this program, you will learn how to analyze and apply organizational leadership theories to respond to real leadership challenges such as organizational inefficiencies, corporate culture issues, dormant productivity and more. You will gain a deeper understanding of how to instill effective leadership practices, policies and systems to enable 21st-century organizations to grow, evolve and adapt to the realities of an ever-changing, globalized world. This degree will help you develop your leadership style and learn to build highly effective teams and a culture of collaboration within an organization. All along the way, you will have an opportunity to learn from a diverse group of experienced and accomplished faculty with backgrounds and specialty areas ranging from Fortune 500 companies, military, adult learning, strategic foresight, and behavioral sciences.

"The MA in Organizational Leadership program is really close to my heart. Future-oriented leadership, strategic foresight, innovation, managing human capital, and all that is needed to lead successfully in the new world of 21st Century industry."

~ Dr. Miriam O'Callaghan,
Author, Associate Dean of Research and Scholarship,
Program Manager for the MS in Business Analytics





ADMISSION REQUIREMENTS

- » Completed application
- » Official bachelor's degree transcripts showing a minimum 2.5 GPA from an accredited university or college.

CAPSTONE REQUIREMENTS

During their final term, students will be working on their leadership capstone, which is an action based leadership project. As leadership consultants, students will develop a set of initiatives to solve leadership issues faced by a real-life organization or community. Through this course, students will demonstrate mastery of concepts covered in this program. Each course in the program consists of a number of action learning assignments through which students will learn complex problem solving, creativity, critical thinking, emotional intelligence, and other important leadership skills.

TUITION AND FEES

At William Woods University, we are committed to offering a number of payment options to help you finance your education. We strive to keep the expense to our students as low as the rising costs of providing a quality college education will allow.

We guarantee no increase in tuition once a program has begun provided the student remains continuously enrolled and the modality does not change.

Online Master of Arts in Organizational Leadership Courses

This 30 credit-hour degree is comprised of 10 courses.

ORL 505 Fundamentals of Organizational Leadership

Students will examine various concepts related to the leadership vision, leadership competencies, relationship between leaders and followers, and leadership as an integrated organizational process.

ORL 520 21st Century Organizations

Discover new ways of inventing and creating effective work systems, and examine what is changing, reasons for change, results and implications of change for future of the organizations.

ORL 525 Human Behavior and Learning

Develop various people management skills throughout the course by understanding the ways in which humans respond as individuals and interact within organizations. Students will also examine relevant readings, case studies, and research on theories of human behavior.

ORL 530 Ethics and Corporate Social Responsibility

This course emphasizes the importance of ethics and moral values including integrity, honesty, fairness, and trust. Students will learn to solve problems and make decisions ethically.

ORL 540 Organizational Communication

Students will learn effective ways to communicate with different types of parties – clients, employees, leaders, and other stakeholders, as well as learn about interpersonal and professional skills to improve their communication.

ORL 549 Organizational Change and Transformation

Students will examine their own leadership styles and learn skills that will help translate ideas into organizational results, find ways to overcome organizational stagnancy, and examine strategies for overcoming barriers to change.

ORL 570 Leadership Development

Students will compare different leadership styles and expand their own self-concept as a leader, and examine various theories of leadership development and typical challenges leaders face in the context of modern-day workplaces.

ORL 577 Strategy Development and Implementation

The strategy development and implementation process helps leaders see the big picture and find new ways for teams to contribute maximum value while operating from a more-strategic point of reference.

ORL 580 Research for Decision Making

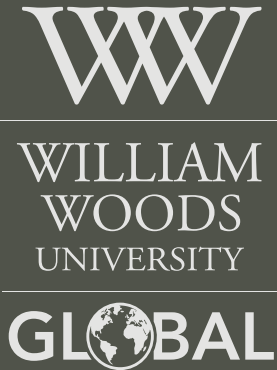
Students will develop skills to conduct research for effective decision making in the organizational context while exploring various data and information sources to find credible information.

ORL 590 Organizational Leadership Capstone

Students will generate reflection and critical thought on various leadership theories and practices while engaging in research, and completing an approved research work or service project. They will apply integrated knowledge of organizational leadership and skills that they have developed throughout this program.

Careers in Organizational Leadership

- » Directors of Diversity
- » Directors of Human Resources
- » Executive Directors
- » Healthcare Manager
- » Learning and Development Managers
- » Organizational Consultant
- » Program Managers
- » Project Managers
- » Sales Manager
- » Training and Development Manager



Online Master of

Business Administration (MBA)

Dr. Thomas Trice
Associate Professor of Business,
Dean of the School of Business and Technology



THE WILLIAM WOODS DIFFERENCE

Over 150 years of academic excellence

94% of our MBA graduates are working or pursuing an advanced degree

Top fields for our MBA graduates include:

- » Educational Services
- » Health and Social Services
- » Finance and Insurance

Courses are designed to promote collaboration and networking

Tuition promise - no tuition increases as long as you stay continuously enrolled

Gain the Knowledge Needed to Advance Your Career

PROGRAM OVERVIEW

William Woods University's MBA program differentiates itself by combining real-world experience with academic rigor. Our program offers students the opportunity to learn from experts in their field of instruction. Each of the 10 course offerings (30 hours) combines theory with real world experience and is uniquely designed to enhance students' skills and knowledge needed to compete in today's competitive business markets. Our smaller class sizes allow for a much more personable experience and connection with your classmates and the professors that teach our courses.

PROGRAM ADVANTAGES

The flexibility of the MBA Program at William Woods University is what makes it so attractive. The program offers students the opportunity to enter the program at any point during a new 8-week term. It is designed to fit the schedules of working professionals, as well as traditional students just completing their undergraduate degree, and can be completed in 12 to 18 months. No matter where or how you attend, you can expect academic excellence combined with real-world relevance. Courses are designed and taught by professionals that not only hold terminal degrees in the areas they instruct but have proven their expertise in the business world.

"The William Woods MBA program gave me and many others the opportunity to develop our business skills and knowledge. Spending two more years at William Woods was a blessing, as it gave me time to figure out my post-graduation plans, under the fantastic guidance of the program leaders and professors."

~Harry Willsher '21, MBA





ADMISSION REQUIREMENTS

- » Completed application
- » Official bachelor's degree transcripts showing a minimum 2.5 GPA from an accredited university or college.

Already started your MBA? Transfer to WWU! Up to 30% of the program's credit hours (3 courses) can be transferred in!

TUITION AND FEES

At William Woods University, we are committed to offering a number of payment options to help you finance your education. We strive to keep the expense to our students as low as the rising costs of providing a quality college education will allow.

We guarantee no increase in tuition once a program has begun provided the student remains continuously enrolled and the modality does not change.

William Woods University is a member of the *Accreditation Council for Business Schools and Programs*.



Online Master of Business Administration Courses

This 30 credit-hour MBA is comprised of 10 three-credit-hour courses.

BUS 500 Management and Leadership

Analyze classic and emerging theories in management and leadership.

BUS 524 Economics For Managers

Basic economic concepts and their practical application to issues confronting business leaders.

BUS 538 Accounting For Managers

A study of financial statement preparation and analysis, operations, investing and financial functions within a company.

BUS 539 Legal Environment of Business, Government and Society

Analyze elements of the law pertaining to business and evaluate managerial issues.

BUS 542 Finance

Introduce and reinforce basic finance principles such as time value of money, internal rate of return on a project and capital structure.

BUS 545 Managerial Ethics

Introduction to basic leadership theory and its role in ethical decision-making within organizations.

BUS 552/ORL 577 Strategy Development and Implementation

This course provides students with the knowledge needed to guide organizational actions and advance management innovation.

BUS 564 Data Analytics for Business

Students will learn to use advanced statistical tools and analytics methods to synthesize, analyze, and visualize data covering different business scenarios and problems.

BUS 580 Management Systems

The ultimate goal of the course is to develop effective, thinking, action-oriented employees.

BUS 585 Integrated Studies in Business Administration

Prepare a comprehensive solution to complex business issues, and demonstrate comprehensive knowledge of the theories, concepts and applications presented throughout their course of study.

Elevate Your Career with Your MBA!



An MBA degree earns graduates \$28,000 more annually when compared to master's-level graduates' salaries overall.



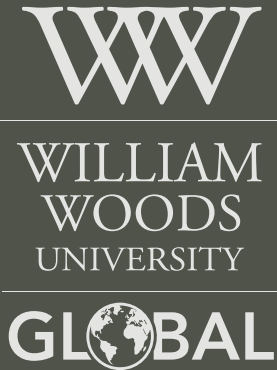
The median MBA base starting salary is \$85,000*



Jobs requiring the MBA degree specifically continue to rise, growing an average of 3.4% monthly across 2021.

*Source: EAB analysis; Lightcast; AACSB, "2019-20 BSQ Employment Module," 2020; College Scorecard, US Department of Education, Aug 2021; Dr. Rahul Choudaha et al., "2021 Corporate Recruiters Survey: Demand of Graduate Management Talent," Graduate Management Admission Council, June 2021.





Online Master of

Health
Administration
(MHA)



THE WILLIAM WOODS DIFFERENCE

Over 150 years of
academic excellence

Schedules designed
for working
professionals

100% online

Tuition promise - no
tuition increases
as long as you stay
continuously enrolled

The Bureau of Labor
Statistics estimates that
medical and health services
manager jobs will **grow
by 32% between
2020 and 2030.**

That's four times faster
than 8%, the average rate
for all professions, and
equates to around 139,600
new jobs for healthcare
administrators.

Learning for Tomorrow's Health Care Leaders

PROGRAM OVERVIEW

The transition to value-based care and population health, emergence of personalized medicine, increased use of technologies, new competitors, the demand for expanded care delivery sites, and revamped payment and public funding models are all impacting the financial performance of the health care ecosystem. Given all these health care dynamics, financial volatility, and operational complexity, what is clear is that the role of health care professionals and leaders is under evolution. The role is more valued than ever, and health care leaders must update their competency skills to build and support resilient organizations and communities.

PROGRAM ADVANTAGES

The MHA program is delivered in convenient 8-week terms offering flexibility. All courses include a weekly forum discussion relevant to the week's learning topic. This allows you to communicate and collaborate with other students and learn from your peers and faculty's personal and professional experiences.

Build leadership and administration competency as you learn to:

- » Plan, direct, and coordinate health care services
- » Manage a facility, clinical area or department
- » Analyze key leadership and management roles and functions in health care administration
- » Demonstrate skills necessary to function proficiently as a graduate learner, including planning, managing time, obtaining resources, and using technology
- » Analyze the effects of decisions made by health care administrators on the financial position and operations of the health care organization
- » Demonstrate a working knowledge of current health care technology
- » Evaluate a health care organization's culture and underlying structure to develop effective management and leadership strategies





ADMISSION REQUIREMENTS

- » Completed application
- » Official bachelor's degree transcripts showing a minimum 2.5 GPA from an accredited university or college.

TUITION AND FEES

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Already started your MBA? Transfer to WWU! Up to 30% of the program's credit hours (3 courses) can be transferred in!

Accreditation details can be found online at williamwoods.edu/accredited

YOUR ONLINE MASTER OF HEALTH ADMINISTRATION DEGREE AT WORK

Many MHA professionals work in hospitals, integrated health systems, academic medical centers, pharmaceutical and medical equipment manufacturing companies, medical insurance payers, long-term facilities, public health departments, and consulting companies. Job responsibilities and titles include:

- » Chief Executive Officer, Chief Operating Officer, and other Senior Officers
- » Hospital Administrator
- » Physician Group Administrator
- » Vice President
- » Clinical Administrator
- » Operations Directors
- » Operations Manager
- » Health Care Consultant
- » Insurance Payers Administrator
- » Health Care Line Manager (Finance, Operations, Human Resources, Information Technology, etc.)

Online Master of Health Administration Courses

The MHA is an innovative and cutting-edge program with a total of 30 credits. The MHA program is designed to meet the curriculum standards set by the National Center on Healthcare Leadership (NCHL) Competency Model 3.0, the American College Healthcare Executives (ACHE) Competency Assessment Tool, and the Medical Group Management Association (MGMA) Body of Knowledge Competency Model. The MHA courses offer the required critical learning and professional preparation to sit for certification and fellowship credentials such as:

- » American College of Healthcare Executives - ACHE - www.ache.org
- » The Healthcare Financial Management Association - HFMA - www.HFMA.org
- » Healthcare Information and Management Systems Society - HIMSS - www.himss.org
- » Medical Group Management Association - MGMA - www.mgma.com
- » National Association for Healthcare Quality - NAHQ - www.nahq.org

HLT 505 Health Care Administration

A macroscopic analysis of the health care industry and major factors influencing the U.S. health care system.

HLT 510 Population Health Mgmt and Global Health

Students analyze socioeconomic, global health, and behavioral influencers in local and global settings.

HLT 519 Policy, Legal, and Ethics Aspects of Health Care

Health care policy, ethics, tort law, criminal aspects, liability, legal reporting, and end-of-life issues.

HLT 527 Human Resources in Health Care and Organizational Development

Gain an understanding of key roles that HR professionals play in planning for workforce needs.

HLT 555 Health Care Systems Financial Management

Learn to utilize quantitative methods for financial decision-making within the health care industry.

HLT 571 Health Care Operations Management

Examine the forces and trends that affect performance outcomes within health care orgs.

HLT 575 Health Care Information Management Systems

Learn how complex systems help to improve patient care outcomes and performance.

HLT 590 Health Care Quality Management

An overview of HC quality models that incorporate methods of assessing quality and patient safety.

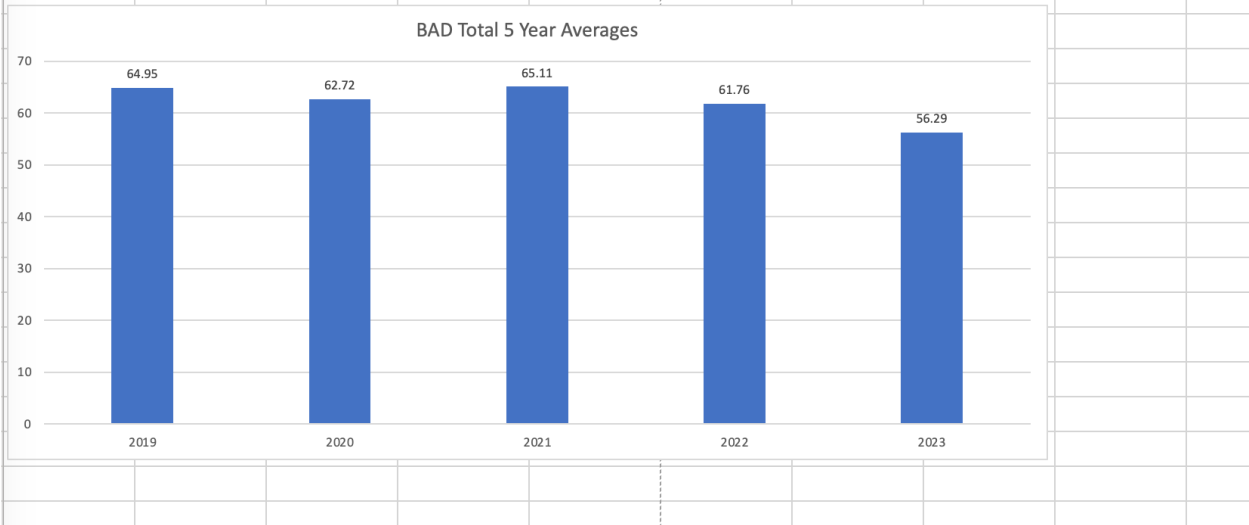
HLT 595 Health Care Strategic Planning

Strategic planning in achieving organizational performance excellence.

HLT 598 Integrated Studies in Health Administration

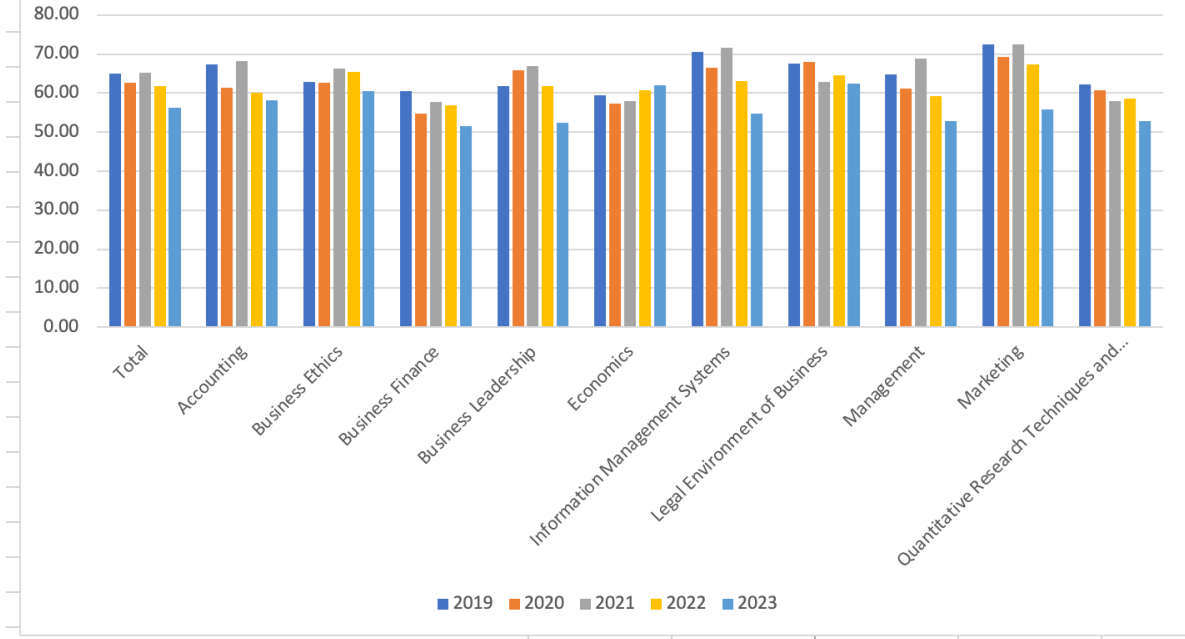
Students are to integrate the knowledge gained throughout their program of study.

2015	2016	2017	2018	2019	2020	2021	2022	2023
50.55	60.2	53.94	65.45	64.95	62.72	65.11	61.76	56.29

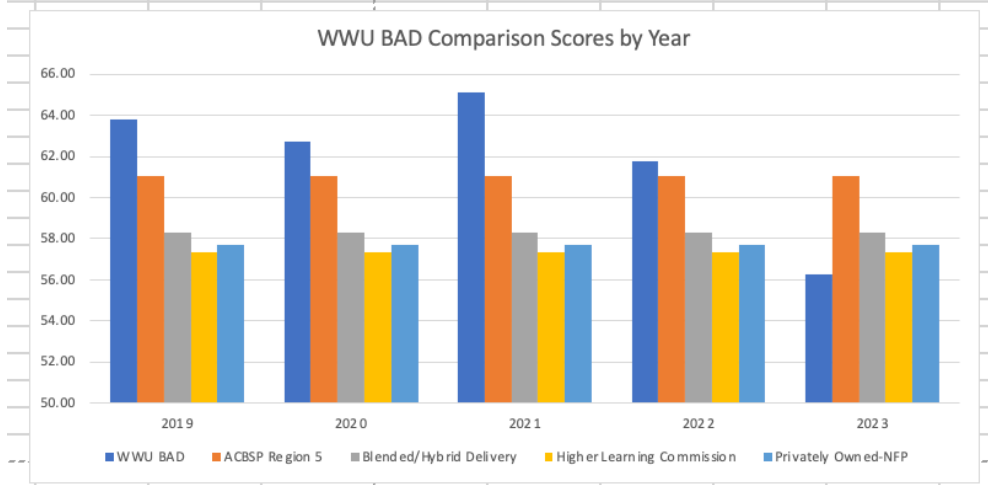
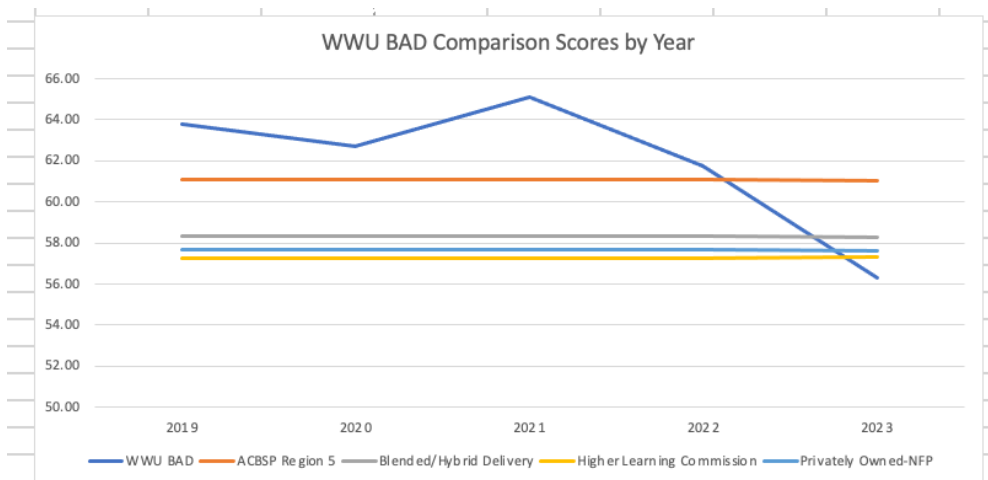


	2015	2016	2017	2018	2019	2020	2021	2022	2023 e from 19-23
1 Total	50.55	60.20	53.94	65.45	64.95	62.72	65.11	61.76	56.29 -8.66
2 Accounting	58.28	60.94	54.59	61.46	67.32	61.40	68.29	60.00	58.10 -9.22
3 Business Ethics	48.62	57.81	59.19	68.29	62.93	62.56	66.29	65.52	60.48 -2.45
4 Business Finance	47.24	56.25	46.22	57.07	60.49	54.65	57.71	56.90	51.43 -9.06
5 Business Leadership	50.00	60.63	54.05	67.80	61.71	65.81	66.86	61.72	52.38 -9.33
6 Economics	50.69	58.13	54.59	60.00	59.51	57.21	58.00	60.69	61.90 2.39
7 Information Management Systems	58.28	63.48	53.08	70.00	70.51	66.51	71.71	63.10	54.76 -15.75
8 Legal Environment of Business	53.10	61.88	58.92	70.73	67.56	67.91	62.86	64.48	62.38 -5.18
9 Management	52.07	65.94	61.08	68.05	64.88	61.16	68.86	59.31	52.86 -12.02
10 Marketing	42.76	58.44	52.43	69.27	72.44	69.30	72.57	67.24	55.71 -16.72
11 Quantitative Research Techniques and Statistics	44.48	59.13	41.15	62.06	62.31	60.70	58.00	58.62	52.86 -9.45

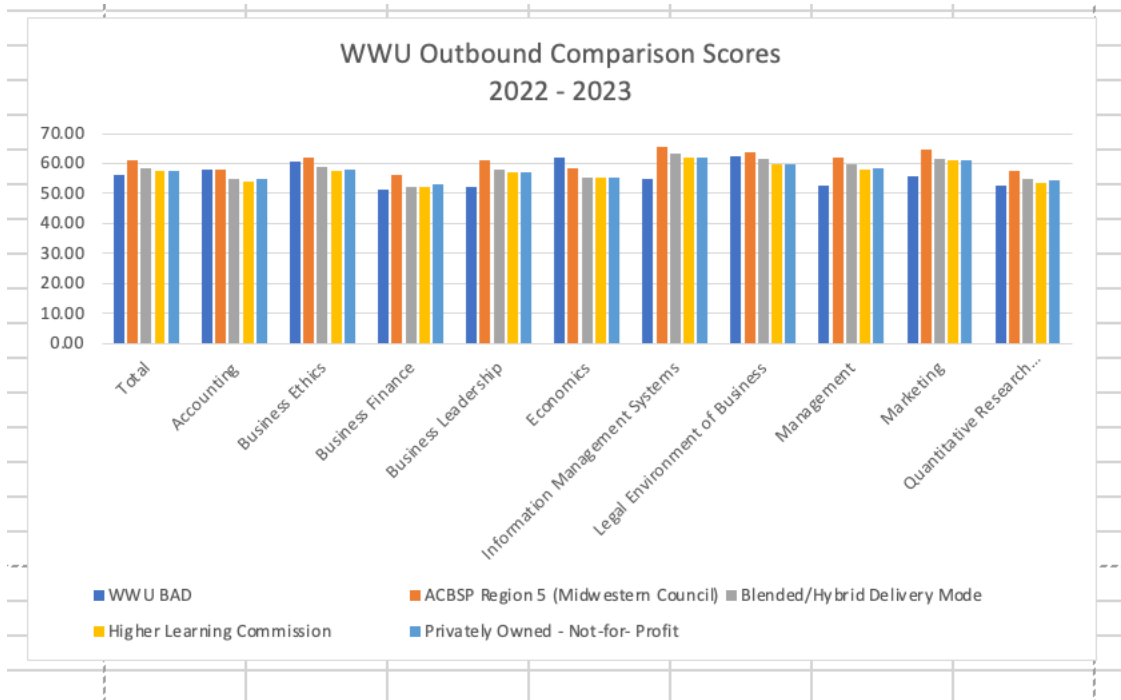
Average Subject Area Scores



Year	WWU BAD	ACBSP Region 5 (Midwestern Council)	Blended/Hybrid Delivery Mode	Higher Learning Commission	Privately Owned - Not-for-Profit
2015	50.55	58.07	55.70	53.43	55.03
2016	60.20	58.07	55.70	53.43	55.03
2017	53.94	58.07	55.70	53.43	55.03
2018	65.74	61.07	58.32	57.32	57.68
2019	63.79	61.07	58.32	57.32	57.68
2020	62.72	61.07	58.32	57.32	57.68
2021	65.11	61.07	58.32	57.32	57.68
2022	61.76	61.07	58.32	57.32	57.68
2023	56.29	61.07	58.32	57.32	57.68



Course	WWU BAD	ACBSP Region 5 (Midwestern Council)	Blended/Hybrid Delivery Mode	Higher Learning Commission	Privately Owned - Not-for-Profit
Total	56.29	61.07	58.32	57.32	57.68
Accounting	58.10	58.12	54.76	53.98	54.77
Business Ethics	60.48	61.94	59.00	57.47	58.02
Business Finance	51.43	56.31	52.39	52.06	53.05
Business Leadership	52.38	60.92	57.95	56.92	57.16
Economics	61.90	58.29	55.16	55.20	55.36
Information Management Systems	54.76	65.76	63.49	62.00	61.78
Legal Environment of Business	62.38	63.84	61.46	59.75	59.91
Management	52.86	62.03	59.67	58.12	58.45
Marketing	55.71	64.71	61.60	60.95	61.19
Quantitative Research Techniques and Statistics	52.86	57.49	54.83	53.57	54.28



Item Statistics: Final Business Plan

Class Statistics User Statistics

View By: User

Final Business Plan Class Statistics

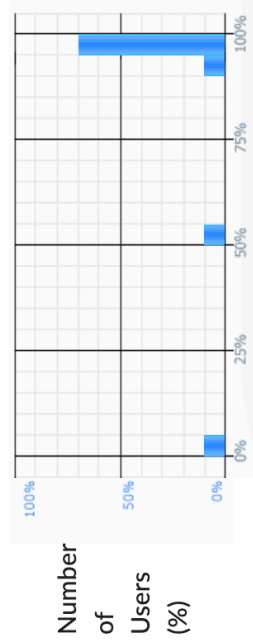
Number of submitted grades: 10 / 10

Minimum: 0 %
Maximum: 98.33 %
Average: 81.5 %

Mode: 96.67 %
Median: 95.83 %

Standard Deviation: 30.45 %

Grade Distribution

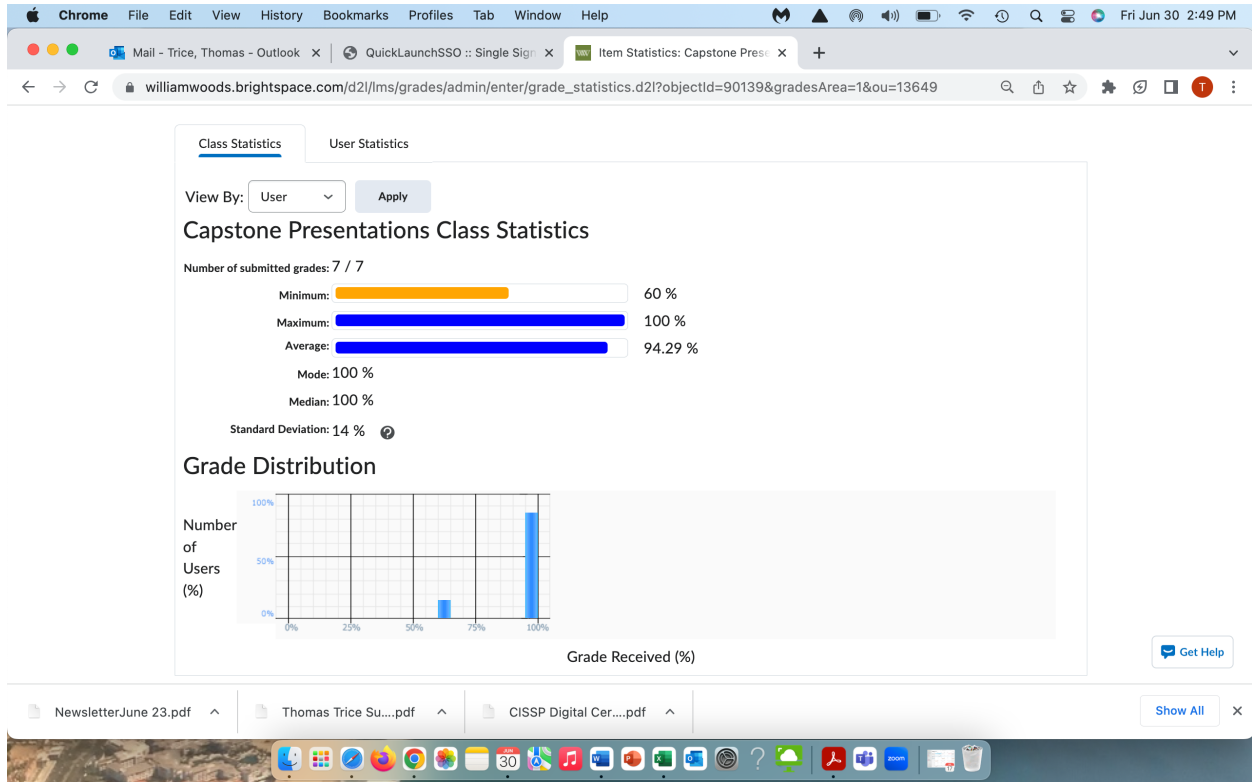


Get Help

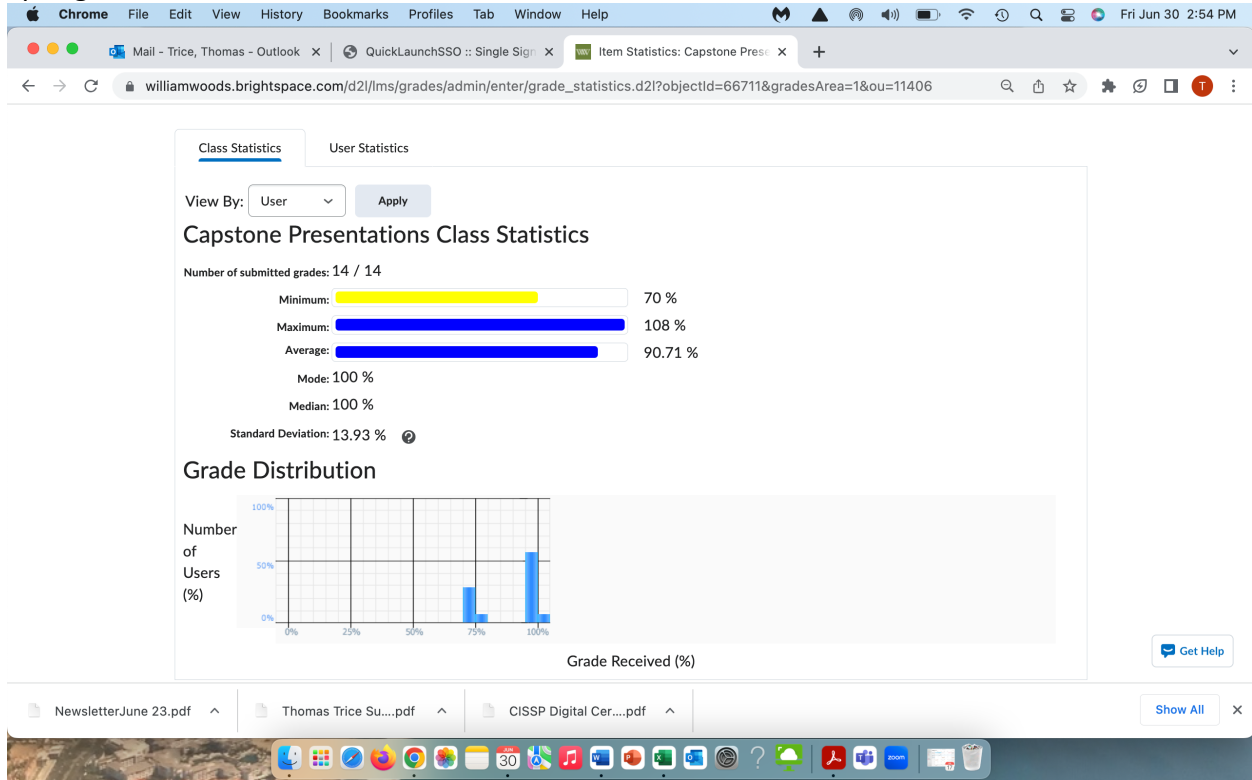
Org Defined	Username	FirstName	LastName	Score	Out Of	%	Class Averag	Class Standa	IsExempt
347565	SNAllen7686	Sam	Allen	61	100	61%	0 %	n/a	FALSE
351673	JRAnderson9	Jaterius	Anderson	75	100	75%	0 %	n/a	FALSE
348844	ACBeckwith5	Ailly	Beckwith	64	100	64%	0 %	n/a	FALSE
351415	PGBernius33	Patrick	Bernius	70	100	70%	0 %	n/a	FALSE
353019	MXBhat1260	Michael	Bhat	60	100	60%	0 %	n/a	FALSE
347963	KDBrady724	Katie	Brady	45	100	45%	0 %	n/a	FALSE
352819	TJBrown067	Theo	Brown	81	100	81%	0 %	n/a	FALSE
348148	MXCalvoLarr	Marta	Calvo Larraz	71	100	71%	0 %	n/a	FALSE
353602	ALClifford97	Lexi	Clifford	77	100	77%	0 %	n/a	FALSE
347372	ESFiler2733	Evan	Filer	87	100	87%	0 %	n/a	FALSE
352724	WRFischer2	Wyatt	Fischer	62	100	62%	0 %	n/a	FALSE
348216	ELGarrison2	Erin	Garrison	74	100	74%	0 %	n/a	FALSE
356605	TXGehring98	Tom	Gehring	62	100	62%	0 %	n/a	FALSE
351472	PXHicks6863	Paige	Hicks	29	100	29%	0 %	n/a	FALSE
355271	TDHorton707	Tyler	Horton	22	100	22%	0 %	n/a	FALSE
351463	ZXJudson917	Zach	Judson	64	100	64%	0 %	n/a	FALSE
350935	JLKeilholz36	Jessica	Keilholz	78	100	78%	0 %	n/a	FALSE
354355	RXKellar335	Rachel	Kellar	72	100	72%	0 %	n/a	FALSE
356454	KXKendrick21	Kourtney	Kendrick	65	100	65%	0 %	n/a	FALSE
353424	KLKoenig330	Karter	Koenig	43	100	43%	0 %	n/a	FALSE
353207	EXLaPosha8	Evan	LaPosha	38	100	38%	0 %	n/a	FALSE
346816	GLLeuther21	Gavin	Leuther	38	100	38%	0 %	n/a	FALSE
348070	SLMahacek5	Sydney	Mahacek	70	100	70%	0 %	n/a	FALSE
352116	JMMcClure9	Janiece	McClure	94	100	94%	0 %	n/a	FALSE
352074	BCMCGrail21	Breck	McGrail	37	100	37%	0 %	n/a	FALSE
353520	DPMcLone23	Dylan	McLone	53	100	53%	0 %	n/a	FALSE
352726	JJMukkaladyi	Jaeden	Mukkaladyil	65	100	65%	0 %	n/a	FALSE
352077	OAMurillo51	OMAR	Murillo	45	100	45%	0 %	n/a	FALSE
354002	ALOlson439	Alissa	Olson	74	100	74%	0 %	n/a	FALSE
353932	MXOrtizRozc	María	Ortiz Rozo	81	100	81%	0 %	n/a	FALSE
351602	SXPoehlman	Samantha	Poehlmann	77	100	77%	0 %	n/a	FALSE
354108	LXPolacko81	Lubos	Polacko	33	100	33%	0 %	n/a	FALSE
351338	VMPyeatt79	Vincent	Pyeatt	60	100	60%	0 %	n/a	FALSE
351452	SMRichardsc	Sarah	Richardson	75	100	75%	0 %	n/a	FALSE
348381	RXRubel454	Rebecca	Rubel	80	100	80%	0 %	n/a	FALSE
352122	MXSalamanca	Marco	Salamanca	40	100	40%	0 %	n/a	FALSE
353421	VXSchneider	Václav	Schneider	59	100	59%	0 %	n/a	FALSE
353926	NMSchwartz	Nate	Schwartz	37	100	37%	0 %	n/a	FALSE
351471	IRSchwierjoh	Ian	Schwierjohn	41	100	41%	0 %	n/a	FALSE
347612	ESSmith178	Emily	Smith	70	100	70%	0 %	n/a	FALSE
348084	VXSubert368	Vitek	Subert	50	100	50%	0 %	n/a	FALSE

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FALL 2022 On Ground



Spring 2023 On Ground



Spring 2023 OLC

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QuickLaunchSSO :: Single Sign x Item Statistics: Final Video Pre x J Status Portal - Review Docs | F x owlnet.williamwoods.edu/ICS/ x +

williamwoods.brightspace.com/d2l/lms/grades/admin/enter/grade_statistics.d2l?objectId=116635&gradesArea=1&ou=16117

Item Statistics: Final Video Presentation

Class Statistics User Statistics

View By: User Apply

Final Video Presentation Class Statistics

Number of submitted grades: 5 / 5

Minimum: C (70 %)

Maximum: A (100 %)

Average: B (87.6 %)

Mode: None

Median: A (90 %)

Standard Deviation: F (10.44 %)

Grade Distribution

Number of Users (%)

Grade	Percentage
C	20%
B	20%
A	40%
F	20%

Get Help

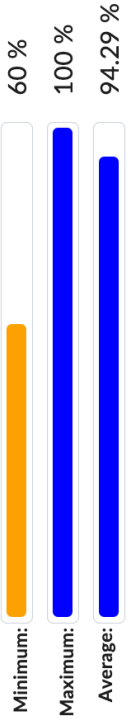
BUS 585 Syllabu....pdf Submit Project Pr....zip Trice, Thomas B....pdf 23 golf tourney fl....pdf Show All x

Class Statistics User Statistics

View By: User Apply

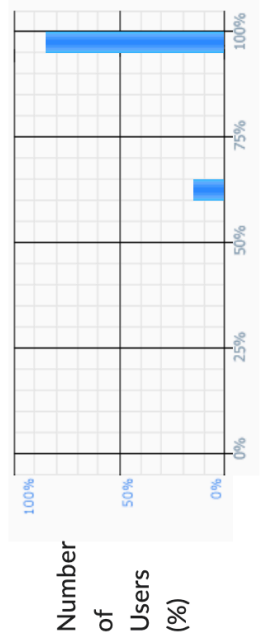
Capstone Presentations Class Statistics

Number of submitted grades: 7 / 7



Mode: 100 %
Median: 100 %
Standard Deviation: 14 %

Grade Distribution



Grade Received (%)

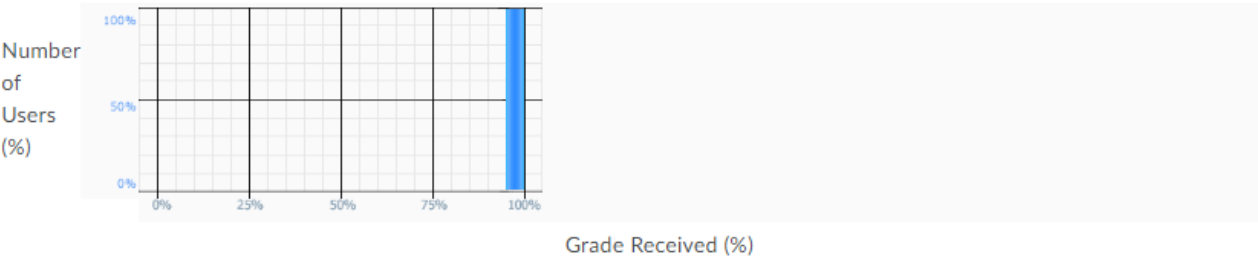
Get Help

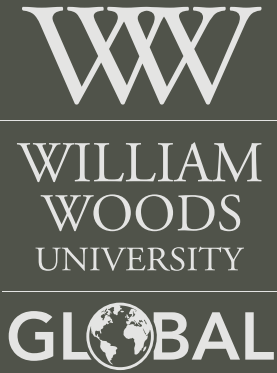
Final Evaluation Class Statistics

Number of submitted grades: 9 / 9



Grade Distribution





Online Associate of Arts in

Leadership



BUILD YOUR DEGREE

61 total semester hours earn you an A.A. degree

Of these, 43 are general education credits

18 are specific leadership credits

Practical coursework includes Adapting to Change, Leading Teams, Psychology of Leadership, and other essential modern topics

Courses work together to create a program where you can learn, grow and flourish

Transferring in existing credits may save you time in the program

Demonstrate Your Commitment, Leadership Skills and Adaptability to Today's Employers

The best way to improve your skills and prove your leadership competence? An associate degree in Leadership from a respected university program like the School of Business and Technology at William Woods University. An Associate of Arts degree shows more focus and commitment than professional development or training seminars.



Convenient 8-week courses help balance education with work/life obligations



Supportive faculty and success coaches available through the Woods Global online community



Online programs are backed by 150+ years of excellence in higher education



Educational resources for these courses are free to students (no textbook costs)





ADMISSION REQUIREMENTS

- » Completed application
- » Official transcripts from a High School, showing graduation with a minimum 2.5 GPA.

“We’ve developed a curriculum that is compelling, practical, reflective of the needs of the marketplace today, and well positioned to prepare students for the future. It’s flexible and applicable to a wide range of career goals and life situations. The courses are interesting and relatable.”

Scott Zimmerman

Instructor of Leadership and Military Studies

TUITION AND FEES

At William Woods University, we are committed to offering a number of payment options to help you finance your education. We strive to keep the expense to our students as low as the rising costs of providing a quality college education will allow.

We guarantee no increase in tuition once a program has begun provided the student remains continuously enrolled and the modality does not change.

A New Degree for a New World of Work!

Today’s government military and private sectors are challenged to do more, do it better, and do it differently – and that means employees are too.

Employers also want to see more – leadership skills, the ability to manage projects or people, and flexibility to adapt to change. No matter the industry you work in, or your years in the field, you’ll be challenged to show your leadership and adaptability to stay current and move ahead in your career.

Who should Pursue an A.A. in Leadership?

Recent high school graduates will find an A.A. in Leadership can jump start their professional life and can be an asset in any field. It can be a great fit while working part-time or pursuing other interests.

Small business owners will gain confidence to grow their business effectively by combining university education with real-world leadership practices.

Those looking to **strengthen their current career potential** will find the A.A. program to be an affordable, flexible option. This is a great way to demonstrate commitment, leadership, management and people skills to any employer, or when seeking a promotion or new position.

Career changers looking for an edge will broaden their background and learn skills that apply to any field.



Courses	Timeline	Business Concentrations	Learner	Accounting	Business Ethics	Business Finance	Business Leadership	Economics: Microeconomics	Economics: Macroeconomics	Information Management Systems	Legal Environment of Business	Management: Human Resource Management	Management: Operations/Production Management	Marketing	Quantitative Research Methods	Final Score	Potential Rank		
				Accounting	Business Ethics	Business Finance	Business Leadership	Economics: Microeconomics	Economics: Macroeconomics	Information Management Systems	Legal Environment of Business	Management: Human Resource Management	Management: Operations/Production Management	Marketing	Quantitative Research Methods	Final Score	Potential Rank		
1 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Adrian, Jacob	70	70	80	70	80	60	60	40	33.3	66.7	50	50	60	62	71	
2 Business Policies and Procedures	Outbound	BUS Capstone with Leadership Concentration (Online)	Allen, LeighAnn	90	70	50	80	80	60	90	90	100	66.7	100	90	80	80	99	
3 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Backman, Joshua	70	80	50	60	40	80	70	66.7	25	66.7	70	40	63	74		
4 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Barnvakakis, Shannon	80	70	60	70	100	80	90	70	100	66.7	100	70	70	76	99	
5 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Bauer, Ashley	80	60	80	80	40	80	90	60	75	33.3	100	90	50	72	96	
6 Business Policies and Procedures	Outbound	BUS Capstone with Leadership Concentration (Online)	Bell, Kameron	90	60	60	90	60	60	60	80	75	33.3	100	90	50	71	95	
7 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Boden, Britney	20	70	30	40	40	60	60	60	100	33.3	75	30	40	47	10	
8 Business Policies and Procedures	Outbound	BUS Capstone with Accounting & Finance Concentration	Branscum, Brady	80	50	60	40	80	60	40	60	25	33.3	0	40	40	50	20	
9 Business Policies and Procedures	Outbound	BUS Capstone with Accounting & Finance Concentration	Buerge, Jonathan	90	90	40	80	80	60	70	80	100	100	66.7	70	50	73	97	
10 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Clark, Anna	60	40	40	50	0	20	40	70	33.3	25	33.3	40	30	41	1	
11 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Copple, Amanda	50	60	40	40	20	40	60	0	75	33.3	66.7	70	40	45	5	
12 Business Policies and Procedures	Outbound	BUS Capstone with Accounting & Finance Concentration	Crutcher, Jared	0	40	10	50	60	40	20	20	33.3	25	33.3	20	40	28	0	
13 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Engbrecht, Alicia	60	30	60	70	60	100	70	40	100	75	33.3	70	40	59	58	
14 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Faherty, Benjamin	70	50	60	30	0	60	70	30	33.3	33.3	0	70	50	48	13	
15 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Fyffe, Andrew	70	60	80	70	80	40	90	70	75	66.7	100	80	80	74	98	
16 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Gonzalez, Marcus	70	70	70	80	40	60	90	90	100	100	50	70	70	74	98	
17 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Griffin, Lora	70	70	80	40	40	20	80	80	66.7	75	66.7	80	60	66	84	
18 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Hall, Ellie	70	80	100	80	100	80	80	80	100	75	66.7	80	60	80	99	
19 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Hunt, Cassidy	90	80	90	60	80	100	80	70	75	100	100	80	60	79	99	
20 Business Policies and Procedures	Outbound	BUS Capstone with Leadership Concentration (Online)	Jackson, Kristina	40	50	60	50	40	60	50	70	50	33.3	33.3	90	40	54	36	
21 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Korhammer, Bailey	50	60	30	80	60	80	60	40	66.7	50	66.7	50	70	57	49	
22 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Krause, Zach	90	90	70	70	40	80	90	90	33.3	50	100	90	70	78	99	
23 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Long, Ryan	50	70	60	60	20	20	60	70	33.3	100	75	60	50	57	49	
24 Business Policies and Procedures	Outbound	BUS Capstone with Accounting & Finance Concentration	Mahoney, Allyson	70	90	100	80	60	80	90	90	75	66.7	66.7	100	80	84	99	
25 Business Policies and Procedures	Outbound	BUS Capstone with Leadership Concentration (Online)	Massey, Ethan	60	60	70	60	60	60	80	40	33.3	33.3	50	80	70	62	71	
26 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	McElhinney, Abby	60	80	40	70	20	80	60	80	66.7	50	66.7	90	60	65	81	
27 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Niggemeier, Jack	40	70	70	80	80	40	70	80	75	66.7	100	80	80	71	95	
28 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Owens, Alex	80	50	70	50	60	20	90	70	75	100	33.3	60	50	63	74	
29 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Petry, Baylie	80	70	40	50	40	80	70	50	100	50	100	40	80	62	71	
30 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Prather-Turner, Abigail	50	60	50	60	20	60	60	90	50	33.3	100	80	70	62	71	
31 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Propst, Ayden	70	50	40	60	0	40	40	60	50	66.7	66.7	70	30	50	20	
32 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Rodgers, Kiyanna	60	80	70	70	80	100	80	70	66.7	75	66.7	70	70	73	97	
33 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Shleppov, Patrick	80	70	70	60	80	80	90	90	66.7	66.7	50	90	90	78	99	
34 Business Policies and Procedures	Outbound	BUS Capstone with Leadership Concentration (Online)	Smithburg, Shannon	70	90	100	100	80	100	90	80	100	66.7	50	80	60	83	99	
35 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	Tamborski, Elizabeth	80	70	50	50	60	80	80	80	50	66.7	100	80	90	72	96	
36 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Vomund, Jennifer	60	80	50	80	40	80	80	40	75	100	66.7	100	70	70	93	
37 Business Policies and Procedures	Outbound	BUS Capstone with Management Concentration	weber, Jackson	60	60	40	90	80	40	60	100	25	66.7	50	50	57	49		
38 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Weber, Samantha	60	70	30	60	40	60	50	40	100	33.3	50	80	50	55	41	
39 Business Policies and Procedures	Outbound	BUS Capstone with Entrepreneurial Management Concentration (Online)	Weers, Elizabeth	50	50	60	50	100	40	60	60	33.3	25	33.3	40	40	51	23	
40 Business Policies and Procedures	Outbound	BUS Capstone with Advertising & Marketing Concentration	Wimer, Alex	70	60	60	50	40	100	60	60	100	100	100	90	80	70	93	
41 Business Policies and Procedures	Outbound	BUS Capstone with Leadership Concentration (Online)	Yancey, Ashley	60	90	70	70	60	60	90	70	100	100	100	70	78	99		
				AVERAGE SCORES	65.1	66.3	59.5	64.1	55.6	62.4	69.8	64.4	69.9	69.1	67.1	71.5	59.3	64.4	68.8

Courses	Timeline	Program	Learner	Business Concentrations																	Final Score	Duration (min)	Percentile Rank
				Accounting	Business Ethics	Business Finance	Business Leadership	Economics	Economics: Macroeconomics	Economics: Microeconomics	Information Management	Legal Environment of Business	Management	Management: Human Resource Management	Management: Operations/Production Management	Marketing	Quantitative Research Techniques and Statistics						
1 Business Policies and Procedures	Outbound	BS	BUS Capstone with Advertising & Marketing Concer ballard, mackenzie	60	90	60	40	70	60	80	80	70	50	0	100	33.3	100	40	66	34.8	76		
2 Business Policies and Procedures	Outbound	BS	BUS Capstone with Leadership Concentration (Onlii Bartlett, Kelsay	30	50	50	70	80	60	100	60	90	70	100	33.3	75	50	70	62	44.7	53		
3 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Buse, Isaiah	50	40	50	60	50	60	40	80	70	90	100	100	75	50	50	59	28.7	32		
4 Business Policies and Procedures	Outbound	BS	BUS Capstone with Advertising & Marketing Concer Conaway, Alec	90	80	80	60	50	60	40	80	80	80	100	100	33.3	70	70	74	60.6	98		
5 Business Policies and Procedures	Outbound	BS	BUS Capstone with Entrepreneurial Management Cc Crockett, Kaley	60	100	80	80	90	100	80	80	90	70	100	50	66.7	90	90	83	60.2	99		
6 Business Policies and Procedures	Outbound	BS	BUS Capstone with Management Concentration Fisher, Ashlyn	20	60	50	40	50	40	60	40	60	10	33.3	0	0	30	30	39	31	<1		
7 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Kempker, David	50	80	80	80	90	80	100	60	100	60	100	33.3	50	50	70	72	76.3	97		
8 Business Policies and Procedures	Outbound	BS	BUS Capstone with Management Concentration Lovitt, Natalie	40	40	10	30	0	0	0	30	40	30	33.3	50	0	20	10	25	49.9	<1		
9 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Mahmadou, Ngoucheme	90	70	40	70	70	60	80	50	60	90	100	100	75	90	70	70	143	92		
10 Business Policies and Procedures	Outbound	BS	BUS Capstone with Advertising & Marketing Concer Mauzy, Grace	40	20	50	30	60	40	80	50	50	30	33.3	66.7	0	50	40	42	23.6	<1		
11 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Melton, Daulton	60	60	40	70	50	40	60	50	50	50	66.7	25	66.7	70	40	54	67.3	16		
12 Business Policies and Procedures	Outbound	BS	BUS Capstone with Entrepreneurial Management Cc Patel, Arron	100	60	90	80	90	80	100	90	90	90	100	75	100	80	70	84	98.9	99		
13 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Phillips, Kassidy	100	100	100	90	90	80	100	70	70	70	100	66.7	33.3	60	100	85	70.3	99		
14 Business Policies and Procedures	Outbound	BS	BUS Capstone with Management Concentration Purdy, Peyton	40	40	30	20	30	20	40	20	50	30	50	33.3	0	10	10	28	14.8	<1		
15 Business Policies and Procedures	Outbound	BS	BUS Capstone with Entrepreneurial Management Cc Robinson, Michael	50	40	20	30	20	20	20	30	30	0	0	0	30	30	28	5.55	<1			
16 Business Policies and Procedures	Outbound	BS	BUS Capstone with Advertising & Marketing Concer Sell, Devin	40	60	60	40	90	80	100	60	60	50	66.7	33.3	50	50	50	56	29.4	21		
17 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Tennyson, James	60	60	40	40	90	100	80	20	40	30	50	0	33.3	40	50	47	38.3	4		
18 Business Policies and Procedures	Outbound	BS	BUS Capstone with Entrepreneurial Management Cc Terajima, Asami	70	60	20	30	70	60	80	60	70	70	50	66.7	100	70	50	57	61.4	24		
19 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Wibberg, Whitney	50	70	20	40	40	20	60	60	40	40	0	100	33.3	50	60	47	31.9	4		
20 Business Policies and Procedures	Outbound	BS	BUS Capstone with Accounting & Finance Concentr Wimonrat, Pheemawat	70	40	60	60	50	60	40	40	30	40	50	33.3	33.3	60	30	48	46	5		
21 Business Policies and Procedures	Outbound	BS	BUS Capstone with Management Concentration Yang, Kevin	50	50	50	40	70	80	60	40	70	60	100	33.3	50	50	80	56	25.3	21		
AVERAGE SCORES				58.1	60.5	51.4	52.4	61.9	57.1	66.7	54.8	62.4	52.9	63.5	52.4	43.3	55.7	52.9	56.3	49.6	52.5		

Column1	Column2
Recommendation Answer	Comments

3 The course is lacking content. The course is based on writing, and lacks media content, lacks podcasts, lacks video lectures, lacks reading material, lacks quizzes, and grading is based on written perspectives, yet it is graded on interpretive perspectives instead of student perspectives. It was disappointing to see that the course was based entirely on the instructor posting a few questions and then students having to write information based on internet websearches of other colleges. This is an activity that could be done by the students for free and instead it was the actual course. It seemed like a pseudo pretend class that students still had to pay full tuition for to critique competing colleges websites for this online graduate course. It was perplexing that students had to pay tuition (loans or otherwise) for internet college website searches. This was for the EQE574 Equestrian Management of Resources and facilities which had nothing to do with the management of facilities or resources.

8

10 - Extremely likely

10 - Extremely likely This program was wonderful and I greatly enjoyed it.

10 - Extremely likely The program has been great. I would like to see more ASL classes being offered online as well. Some students work full time and online options are the only way of completing course work.

8 My responses are based on limited exposure to this institution - I have just started my first class.

8 I do not like online courses. The courses are good but I feel as if the online method of content delivery is flawed and in person classes are much better for content delivery and allows more discussion and knowledge to be shared that is applicable to real world situations within the degree path.

10 - Extremely likely My only critique is the choice of the Pearson for the textbooks for the program.

9

10 - Extremely likely Great program and staff!

8

3 I have had issues with the rigidity of some of the billing for this institution. We have pool funds from our district that get released at the end of the school year, for us to use, and I feel that WWU should be flexible when receiving payments for situations like this. Additionally, I have found that my current course is completely out of date. The assignments are incomplete or missing info, rubrics are unclear, and links to lesson materials are not working. This has been extremely frustrating

considering I am completely online. Thankfully the instructor has been good about these issues. This class has so far been the most disappointing. I have never been given info about financial aid, scholarships, etc. I think the university needs to revamp some stuff.

8 It has been great being here, but it has been difficult as I struggle with procrastination and motivation after being in school as long as I have and there is not a whole lot of structure. I think a little bit more structural support could help students like me. I just do not know what that would look like.

9 Communication access has been great as a deaf person.

10 - Extremely likely

10 - Extremely likely My experience has been very good. Life is demanding more of my time, so I am not making the progress I hoped for, but I will prevail!!

8 While I feel that I learned a great deal from this program, my biggest complaint is the lack of variation in assignments across most courses. More than half of the courses required weekly article summaries which were literal, unnecessary busywork.

10 - Extremely likely

10 - Extremely likely no additional comments

10 - Extremely likely NA

8 n/a

9 My experience in the program has been positive. The course work has been relevant and has allowed me to reflect and grow as an educator. My dissertation chair has been excellent. She has encouraged me and provided support whenever I needed it.

10 - Extremely likely Love this school! However, I wish facilities would be updated.

9 N/A

8

10 - Extremely likely None

5 - Neutral There is very little teaching involved in these classes, with very little interaction with instructors. There have been eight week courses with one intro post by professor on day one and NOTHING ELSE through the end of the course, other than entering grades. While there was feedback on the assignments, comparison with other students showed that the comments were exactly the same.

10 - Extremely likely None

10 - Extremely likely This school has been amazing the teachers work with you and they are understanding. My previous college I went to was not that great of an experience. I

love this school and if they offer a Master degree in my field I will most likely sign up for that program. Thank you for taking care of the students so well.

10 - Extremely likely	
10 - Extremely likely	
10 - Extremely likely	Discussion board posts are my only frustration with this program so far. We are required to reply to a certain number of other students' posts. I complete my work at the beginning of the week since that is what my schedule allows, but I often have to wait until the end of the week for other students to post so that I can reply to them. Completing my assignments depends on them - frustrating!
7	The experience has been nice. There have been some classes where the feedback was less than I desired, but for the most part, I have enjoyed my classes.
10 - Extremely likely	I liked how the pulse app and how the bright space webpage are very organized so it's easy to find the assignment and other details about the class.
8	The online program has made improvements over the past year (I'm in my fourth class). One big improvement has been adding specific dates. Overall the materials need to be updated it's clear that technology has changed since 2015 yet I see 2015 or 2019 or other dates often in course materials.
6	When I was here in 2016 My nonmanual marker class had a bunch of professor feedback. I loved it. I felt myself growing. Now I have very nice professors, (except for one) but they are more like facilitators. The growth is expected to occur through peers and I just don't think that is where it is at. I did have one professor last semester that was top notch with engagement. I really felt myself grow in her course. I was beyond disappointed with my science class professor, the lack of student example in her course, and the unwillingness to support a struggling student. I felt like the timed test were to heavily weighted. Additionally they were very hard to answer (even when I found the area in the book) additionally I couldn't find out the right answers for tests, so I couldn't even figure out what the test was looking for. The platform and the teacher left a bitter taste in my mouth. Also I don't think online learning is really from me. I don't want to learn from my peers. I prefer the professors feedback and I am realizing that courses like that are the exception not the reality. From talking to people in other online course this unfortunately seems to be the nature of the beast. it would be great if William Woods found a way to revamp and recreate this platform , to be pioneers in online undergrad programs. It's unlikely but I am planting a seed.
10 - Extremely likely	so far my experience in the ITP program at William Woods University has been great. I am currently taking my 13th course at WWU and in all of the classes I have only seriously struggled once and that was due to an unforeseen situation with an instructor and the situation was rectified immediately. We are all human and I do not resent the issue I had in only one of my courses. I would recommend this course to fellow interpreters. :)

10 - Extremely likely	I think an occasional review of the syllabus is necessary to check for grammatical errors and ensure clarity of coursework.
10 - Extremely likely	I have loved my time out William Woods, I am truly sad that my time is coming to an end. I do not meet the current requirements to earn my doctorate through William Woods and have found another program that will allow me to earn my doctorate without a dissertation. This program has been really beneficial for me career-wise. Some of the terminologies were different than what I was used to but it was not extremely difficult to understand. One professor did not grade any assignments for 6 weeks, this did make it difficult to know how I was performing as she did not grade the last weeks until after the term had ended. Other than that I do not have any complaints.
10 - Extremely likely	I really enjoyed this program. The only thing that I would like to change would be knowing my test results. When you take a test online, don't automatically see what you've gotten wrong. It would be helpful to be able to see what I had missed or done incorrectly.
10 - Extremely likely	Great program!
8	One of my biggest complaints is that assignment requirements on bright space don't match up to instructor expectations or the syllabus which makes it difficult as a student on how to prepare the assignment.
8	I HAVE A GOOD EXPERIENCE THROUGHOUT THE WHOLE PROGRAM, I'M SATISFIED THAN EXPECTED. I WILL STRONGLY RECOMMEND THIS INSTITUTION
10 - Extremely likely	
10 - Extremely likely	This was a well ran online program. If I had questions, they were answered by staff in a timely manner.
10 - Extremely likely	
9	I have enjoyed my experience at this university. It works well with my schedule with teaching and coaching. The courses have provided me with the knowledge that will help guide me when I become a building leader one day. I have recommended going through this university to my brother who is currently getting his Associate's Degree through Missouri State.
10 - Extremely likely	
10 - Extremely likely	
5 - Neutral	I am satisfied with experience I am having as an online graduate degree-seeker at the cost I am paying, but if I was fully paying tuition for this, I would be more upset with the level of feedback and types of assignments we have. For example, most professors do not leave feedback on weekly discussion posts. Considering we do that every week, the fact that we are not receiving any feedback is unacceptable. Even on our bigger assignments, I find that the feedback left on them is generic and not helpful in guiding what I can do to improve grades in the future/on other assignments. Often, the supplemental readings we are assigned are not within the last five years, which is comical to me because we (as students) are expected to only use "recent" (within the last five years) sources. Shouldn't our professors be providing us with resources that fit the same criteria?

5 - Neutral

The overall course work could have been better aligned with the work required for dissertation writing. After course work was complete, students should be ready to defend the proposal. I feel like this was the biggest weakness in the program.

10 - Extremely likely

10 - Extremely likely

I have experienced excellent professors, and some not so excellent!

6

I am filling out this survey based on the two classes that I've taken during my first semester here. The first class was horrible and the polar opposite of the second class. It's hard to judge an entire university just by these two interactions. I did send an end of the term survey in for the first class so adjustments can hopefully be made. There was minimal interaction between the teacher and students. Grading was 3 weeks behind. My emails from her went unanswered. The syllabus had wrong dates on it. It really made me question this program, even though I had heard from other interpreters that it was a good program. The next class I took was much better. Grading was on time. The instructor was very in touch. Actual lecture material was presented in videos. It felt much more like a real interactive class. I don't know what to expect from future classes but I have my trepidations. I am feeling weary about this program. I was told that some of my credits would transfer, but then they didn't, so I had to request a special evaluation to get them approved. I contacted the IT department several times to get an ID card after I filled out the form and heard nothing back for several months. It seems like it took a long time to get connected to the appropriate people through email to get my issues resolved. Once I finally got connected, however, things seem to be going more smoothly and my requests are being taken care of. I would prefer to take this survey after having completed more classes because just based on 2 terms, it doesn't seem fair that I'm filling this out now, but I am giving my honest opinion of how things are working so far. One more thing, I'm used to using Canvas because I live on the west coast and Brightspace is SO CLUNKY compared to what I'm used to. Also I've attended 3 different colleges fully online and their websites were more user friendly than WWU's website. I hope things get better.

10 - Extremely likely

9

A benefit of the online program is the flexibility it gives to someone who works full-time. This was one of the few programs I could adapt to my work and family life. I have done well in my courses due to the support from the faculty of WWU. My advisor, Mr. VanDeZande, has been excellent. He is accommodating and responsive. My professors have been wonderful. I appreciate it when I have a professor that responds to submitted work and discussion posts promptly. Because live instruction is limited, and there is no in-person experience, feedback on graded work is critical for monitoring my progress and understanding of the course material.

7

7

Overall pretty good. Some teachers were not clear in what they needed and then my grade plummeted even when I asked for help

8	This has been a good experience except I do NOT feel prepared for practicum. I am left confused on how/where to set up practicum. And getting no answers when I ask for assistance. Leaving me frustrated.
4	None
10 - Extremely likely	Love the program and networking. I do wish there was an option to test out of a class. Being in the healthcare industry as long as I have in the leadership capacity, there are more times than not, that being challenged in the program is difficult for me. However, it is nice to share knowledge with "working in the real world" with younger students that don't have any healthcare experience that are in the program.
10 - Extremely likely	I have already recommended WWU to another! And she is working on her doctorate with you. WWU has been an amazing experience. Every instructor, my advisor, the head of the programs have been phenomenal. Thank you for all that you provide for a busy person like myself!!!
8	Overall the program has been helpful; exposing me to new ideas and methods, but grounded in useful work. Once I complete this work, I hope to continue reading articles that continue to increase my knowledge and abilities. I have wondered about access to the library once I graduate, maybe this is something worth considering for William Woods alumni if it has not already been discussed. (I have not investigated this option either but assume my email will be deactivated upon graduation)
10 - Extremely likely	I've been very impressed with the quality of online instruction for the ASL English interpreting program. I appreciate that this is the only fully online program in North America and allows me to pursue my career goals when there is no option for education in my current area.
10 - Extremely likely	N/A
8	N/A
8	Very convenient...fits my work schedule well...coursework has been meaningful in my field
10 - Extremely likely	N/A
10 - Extremely likely	This has been a rewarding and challenging experience. When I started the program there was disorganization and confusion. Now I believe the university has grown and has developed a sound doctoral program. Thank you.
8	None at this time.
10 - Extremely likely	I have enjoyed this program. The professors' knowledge of Deaf culture and ASL was inspiring and I could feel their zeal and dedication to share that knowledge.

5 - Neutral

There seems to be a disconnect between the "alternative" entrance requirements for this program and the expectations of the course work. It does not seem reasonable to expect students (with no foundational interpreting courses/training and only "survival" level of language fluency) to attempt "cold" interpretations of 15+ minute full-speed TED talks. The program is definitely geared towards, and better-suited to, students transferring in from other ITP programs or who have professional interpreting experience.

If WWU is going to continue to accept students into the program through "alternative" criteria, I would suggest that either those criteria be re-evaluated, or the University include something like a "conditional acceptance" or "prep year" during which students have the opportunity to take those foundational courses (like Discourse Analysis and/or Interpreting 1 & 2). Or perhaps the University could utilize an "interpreting evaluation" instead of (or in conjunction with) the SLPI/ASLPI fluency level. To presume that language fluency automatically means someone has mastered the cognitive processes interpreting skills may not be in the best interest of the student, or the University.

I think the program is probably excellent for the students transferring in from an ITP program (including at least one practicum/internship of interpreting experience). However, I'm not sure it's meeting the needs of students who are accepted through the alternative criteria. Interestingly, students seem to be evaluated on their participation more than their actual skills. Students who complete the assignments can potentially achieve a high GPA, even though their actual interpreting skills are less than satisfactory. This puts the graduate in a very precarious situation. Additionally, if too many ill-equipped graduates try to work as interpreters, it could end up damaging the University's excellent reputation.

7 Great experience so far. Enjoy the professors who are understanding and flexible for those teachers who are teaching and coaching throughout the day and still taking online courses.

0 - Not at all likely

10 - Extremely likely

8

8

7 No comment

10 - Extremely likely It fit my time requirements, my financial requirements, and helped me achieve the degree I wanted.

10 - Extremely likely The only recommendation that I have is that because our program requires a certain set of classes, when we are accepted to the school, our schedule is set, and we are registered to take those classes in an order that they are available. It would have been beneficial to have that weight off my shoulders, and even to work through the courses with the same group, in order to feel more connected and like a community.

7	
9	Overall I am satisfied with the online courses. The professors are great at getting back to you and answering any questions you have.
6	I like the flexibility to start quickly (not having to wait until Fall or Spring only), however that comes with a disadvantage. My first course I was enrolled, wasn't necessarily the first course of the program. I felt lost from day one of the course. The professor has been very responsive, however as a full time working adult with a family, it has been difficult as I have had to figure many components out on my own or reach out to colleagues who have experienced the program in the past. I would have also liked a bit more coaching from an advisor as to how the program works and specific details relative to a doctoral program.
10 - Extremely likely	I can honestly say William Woods has a great online program. I was enrolled in another program working on my emergency management degree and there is no comparison to the knowledge I have maintained at William Woods online and in person. I really wanted my son to come there but he chose a different school, and he is happy and that is what counts. I can't wait to get my Master's from William Woods and show it off and be proud and reflect on my schooling at William Woods.
9	While everything is going great, I could see a benefit of revamping the classes that are online 100%.A lot of the syllabuses don't match for it being completely online. However, the instructors are doing a wonderful job modifying and are great examples of educational leaders they are hoping us to be! Thank you!
9	
7	
10 - Extremely likely	Some of the N/A's I entered were really an "I don't know" answer.
10 - Extremely likely	None at this time, thank you.
9	I tried to send an e-mail to the university about a question on online payments, but never got a reply.
8	Na
10 - Extremely likely	Would like more interaction from professors. Syllabus should be reviewed and updated every semester. Too much reliance on previous teaching material often not even material from the current instructor. Obvious cut and pasting in syllabus and weekly assignments, poor spelling and grammar. Outdated computer programs recommended for use in projects. Discussion boards are very rarely beneficial, yet verrrrry time consuming. With discussion boards, it feels like the students are leading the class themselves. Relating to the discussion boards, I feel if it's a class discussion, professors should be involved- more than just grading them. Also, I would like to see transparency in grading for every assignment and assessment. I think we should know how we stack up to our peers- what was the average grade, highest grade, lowest grade. This info would be motivating and also give more of a feeling of fairness. Also most classes we had to do video intros or written intros, I think professors should do these too, as a matter of courtesy.

Courses were good and sequenced well. Material covered was broad reaching and also had depth.

4	Professors are not positive and encouraging people, so far they are pesamestic and somewhat discouraging, but I'm not gonna let that stop me. I am just disappointed.
10 - Extremely likely	Overall, I have had a good experience at William Woods, I do however, wish that when receiving my student loan portion that direct deposit was offered instead a paper check. My instructors have been amazing and Dr. Kadrie gives good feedback on assignments!
7	
8	Teaching faculty have little interaction with students regarding coursework other than to grade papers and push back on discussions. Lessons are not "taught" but rather read from books. There are usually no powerpoint presentations or important notes from the teacher, which breaks from traditional method of teaching.
9	
7	The survey was hard to fill out because I had been very satisfied with my program until my final class which is a 16-week capstone project. Up until now I could understand and meet the requirements. The classes were challenging and interesting and the staff fulfilled their duties. However, the requirements of the final class are not in line with the rest of the program. The expectations are unreasonable and unclear. I am not getting the support I need despite reaching out repeatedly. Feedback for this final course is coming much too late to be useful as the next assignments are due and I still don't have feedback on the first assignments so I'm not sure if I'm on the right track. We are expected to complete statistical analyses for which we were not at all properly prepared. The final semester really left a bad taste in my mouth after an otherwise good experience.
10 - Extremely likely	I loved it here so much that I came back and am now getting my masters degree in business administration!

9 I was originally enrolled in an asynchronous online program which was primarily an online course which met once a week on Zoom. The structure of the program changed to be completely online without much communication which was frustrating because that is not what I enrolled for. However, professors have been very accommodating and have allowed my cohort to still meet on Zoom with the members of the cohort which wish to do so. I do appreciate the reputation of William Woods and the learning I have done throughout the programs. Professors are always knowledgeable, friendly, understanding, and make the learning applicable to the job I have now and the career I am looking forward to having in the future.

10 - Extremely likely I have been very pleased with the professors at William Woods. I recommend it to all of my educator friends that are looking to extend their knowledge in the field. I am so excited and proud to graduate with my DOCTORAL degree from William Woods, a well known, highly sought after university. Keep it up, WWU! ~Jocelyn Hasenohr

7 My biggest complaint around my experience with this program is the disconnect with the syllabus. I have voiced concerns with this numerous times but there have been numerous courses where the syllabus states one thing as requirements, then the professor grades totally different. When I asked the professor about the variance, I was told to basically ignore the syllabus, even though the week 1 announcement stresses importance of reviewing syllabus. As a graduate student who is paying for these courses 100%, my grades are extremely important to me. As a full time employee, I plan my time around the syllabus. Why provide them and stress importance of them if they are not true.

My other concern is the lack of variation in professors. We had one professor for numerous classes. This professor had one very specific structure of weekly discussions, then a huge final paper due the last week. It felt a little less impactful when this is the structure.

Lastly, in graduate level courses, the weekly discussion posts and more importantly the responses that require references felt redundant. This was a huge focus in bachelor coursework, however in a graduate level courses I feel like there are other more impactful avenues to ensure understanding rather than requiring responses to a discussion post.

8 none. Loved my time at the woods. Very Helpful and encouraging along the way. Thankyou

5 - Neutral The syllabi dates and times do not match up with some classes on canva. It got very confusing.

8

8	<p>My professors have been great. However, part way through the program the way the classes are being taken has changed. It is now 'optional' for the in-class portion to take place. My cohort chose to have the in-class (cohort) model when we signed on to the program. Luckily we have had professors who have agreed to this. It is unfortunate that William Woods is choosing this method as we gain so much from actual discussions with our cohort.</p> <p>In addition, the courses are many times not well organized or have outdated materials. I do not believe this is the issue of the professor. According to them, everything is loaded into BrightSpace and they use what is provided. This causes them to have little say in how the information is delivered. Because this program is taught by current or recently retired educational professionals, I believe it would benefit the students if the professors had more say in how information is shared. And that we should still have the option of the cohort model. I want to continue with my doctorate through William Woods but without human interaction, I am rethinking this option.</p>
7	N/a
10 - Extremely likely	
8	
10 - Extremely likely	<p>This program has been a breeze! There is a specific instructor that I do not think aided in my success or, in my opinion, valued my achievement, but I dealt with them knowing there was an end in sight. *You can ask specifics if it come down to it* At the end of the day though I am proud of myself for getting this degree done and will be happy to say I completed it at WWU!</p>
8	<p>I had concerns about many of the online classes not being loaded into our platform correctly prior to class beginning as well as the incorrect syllabus uploaded. I ordered the wrong book at least three times because of either the incorrect syllabus or the incorrect book listing in the store. I also had serious concern about the delay in my financial aid. I was assured that these issues would be resolved and, so far so good. I would like to see a more of a variety of classes in the program, I feel like a lot of them are focused on strategic planning and while I appreciate the instruction and knowledge, many of us are not focusing on careers that will lead us creating one. I also find it extremely difficult to do group projects in this setting and feel as if I am not really able to grasp the content in its entirety in a group project. I really enjoy the engagement, encouragement, and feedback from my instructors.</p>
8	
8	I believe that the Specialist's program needs the two capstones seperated.
10 - Extremely likely	<p>Started January of 2020. Three weeks into 2nd class, the world shut down. I think the online experience I had isn't what it is now for online students. My professors had to make it up as they went along, so just lots of discussions. It was fine by me. I liked the 14 months in length. Now I just need to finish my paper and be done. Easier said than done.</p>

4	I am uncertain how I would describe my time at William Woods University. Overall, my classes were disappointing in terms of professor accountability. I had numerous classes where the professor would not grade any material until weeks after the due date. This was problematic as I was unaware of any changes I should make to my papers. Additionally, there were times, I knew my material wasn't being read and simply given a grade. It is frustrating to work on my assignments and receive no feedback. I had a handful of courses, in particular with Bailey McCallum, that were wonderful. Assignments were graded with 48 hours with numerous tips! I would say my time at William Woods was not as I expected. I felt as though I was not challenged and had professors who did not care. My advisor has been phenomenal. Always sending positive emails, looking to help and just being there. I am leaving with many mixed emotions. However, I know the downfalls I now associate with the program are due to the professionals and their lack of interest in the students.
8	.
10 - Extremely likely	Great Job.
5 - Neutral	I think if you are doing to make doctoral student write a dissertation they should get a PHD not just an EDD. If you want to stay an EDD then they should do a project. St. Louis University's and University of Missouri does not make their students do a dissertation to complete their EDD. If they want a PHD then they must do a dissertation. If I had looked into these other programs before I started my Doctorate at WWU I would have chosen their program for my EDD.
5 - Neutral	
8	
7	
10 - Extremely likely	I wish I had a little more support during the dissertation process. Like having to attend a class a few times a month or something to help keep me motivated and writing.
10 - Extremely likely	
7	N/A
10 - Extremely likely	I found my experience to be fulfilling and worth my time and money. I am happy I chose William Woods University and would recommend this program to friends and colleagues.
9	
9	Thank you for all that you do. William Woods has been a great fit for me so far!!
5 - Neutral	
9	
9	
10 - Extremely likely	N/A

7 My decision to enroll at WWU was based on the opportunity to participate in a cohort. That understandably changed to a hybrid model. Now I feel like I am in an online course teaching myself and the professor are little more than tech support. I could have enrolled anywhere to take an online course, but my choice to enroll at WWU was due to the conversation I had with some alumni that sounded promising. The work load often seems tedious and too time consuming for working professionals. There have been instances where the course syllabus had not been updated to meet the current format of the course creating confusion. My negative comments are not directed specifically at anyone. I have learned and had some positive experiences. I am just disappointed that I am not getting the instruction from experienced professionals like I had hoped.

7
9 Very good program. Enjoyed my experience. Syllabus information needs to be updated. A lot of times the text book material was outdated or assignments did not correlate with text materials. Would appreciate more-real world examples in class settings instead of being textbook heavy. Overall enjoyed the program and classmates. For the most part, instructors were timely with email responses or clarification on grading.

5 - Neutral This program has felt a little thrown together to be completed online. Brightspace has been frustrating because the wrong things have been uploaded by tech multiple times. When taking the quantitative data class, the SPSS program never worked and tech support was awful. The courses and assessments for this program are still written as if this is an in person course. The assignments that were completed as group projects over 16 weeks in person have been made to be individual assignments completed in 8 weeks for the online course. 15-20 page papers with presentations to go along with them due every 8 weeks has been extremely overwhelming to complete alone.....not sharing the load with group members. I have completed every assignment/assessment and have good grades, but as I am in the middle of the 5th online class I feel extremely burnt out and question if I can finish the program. When I signed up for the program I thought it would be a combination of online and in person classes. I will say I have truly enjoyed every one of my professors so far during this experience.

9 My online experience has been positive. I think some professors have different expectations and that can be difficult. I would also appreciate more feedback around my submissions or some sort of rubric.

- 3 I had a massive issue my first day of class. The months leading up the start of school I had initiate all communication. My main problem was when on the first day of class I found out I did not qualify for financial aid after I had already been told I was accepted. I reached out to the financial aid office and they said I could do a payment plan or pay out right. I asked for the payment plan. They then told me the enrollment ended in February... I was notified I didn't qualify for aid March 3rd. So I tried calling my academic adviser three times and she never picked up the phone. So I left a message and emailed her asking to talk about adding an extra class to meet the credit hour requirements. I thought she'd call me back to give me options or talk it over. The Advisor simply emailed me back later that afternoon saying she added me to another class without conversing with me at all. We're four days into the first week and I still do not know if I have aid. Yet again I'll have to initiate the conversation. I am never one to complain. But to me it just makes sense if you knew you had a NEW STUDENT regardless if they are online or not that someone would contact me letting me simply know my options for classes, aid, resources, anything. I did not get any of that. I even had to reach out to you to learn I was even accepted to your school. I understand the expectations are more for on-line students but you have to understand on-line part-time students have a lot going on in their lives outside of school. Me for example, I'm active duty Navy. I would at least like to be notified to for the big things in my education. My life has a lot of moving part being in the military and it feels like you guy are working against me off of first impressions. Do you guys even have military resource program? I wouldn't know. I guess I'll call and find out myself. STU #:358705
- 10 - Extremely likely Overall this has been a great program. I only have a few classes left on my degree plan. My only point of contention is with my "online academic advisor" about a year ago, my first advisor left for another job. She was fantastic and made my experience personal. I feel like just another number with my current advisor and they have not been responsive or proactive in helping. I have sever questions about my degree plan and graduation date, they have not provided me with guidance or answers. Very disappointed with their performance. Other than that, my experience has been fantastic and I have already referred several of my peers to finish their degree with William Woods.
- 5 - Neutral There seems to be a lack of clear communication between online professors and students. Questions are not answered quickly and instructions are not always clear. Rubrics are missing or not followed. I have had this occur in almost all my courses thus far. It is very frustrating.
- 4 I understand the program only has 8 week classes for online courses, but I do wish that some classes could have been more developed and in-depth. I wish an additional variety of assignments would be added and that certain classes would be offered/required, such as Deaf Culture and ASL Grammar.
- 8 I appreciated the availability of this program. It really worked well to help me meet professional goals.

10 - Extremely likely

William Woods has provided me a great networking opportunity weekly for the past 3 years through my masters and specialist degree. It saddens me to hear that cohorts meeting in person are not continuing. That is one of my biggest reasons for loving the opportunity William Woods provides. It also is why I recommend the programs so highly to my peers. I feel like the university taking that option off the table is detrimental to educators and is a disservice to aspiring building and district leaders that want to get a true learning experience. I understand that the university may financially benefit with more seats and less teachers in the online platform. With that being said I think most educators would agree that after covid-19 online learning is not the most beneficial and is often times used as a way to just check boxes. True learning occurs face to face in most cases and William Woods has grasped that for a long time. The University has provided some great active administrators as instructors for years. My family has generational learning through the cohort program. I and many others hope to see others get the opportunity we did through cohort learning.

9

I recommend someone sinking up the syllabus and the online platform. It is a little off sometimes. Please push DESE to allow for certification in administration with a Curriculum Leadership degree.

10 - Extremely likely