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WILLIAM WOODS  
UNIVERSITY

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**Business Admin Annual Assessment 2023-2024**

**BUSINESS ADMIN ANNUAL ASSESSMENT 2023-2024** **1**

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# Annual Assessment 2023-2024

## 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 2023-2024

169

##### Student Majors 2022-2023

22

##### Student Minors 2023-2024

40

##### Student Minors 2022-2023

33

#### Concentrations 2023-2024

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

Fall 2023

Accounting & Finance	26
Accounting & Financl Srv	0
Advertising & Marketing	31
Cybersecurity	2
Economics/Finance	0
Entrepreneurial Managemnt	19
Leadership	9

Leadership	0
Management	35
Management Info Systems	1
Undecided / Unknown	46

**Concentrations 2022-2023**

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

Fall 2022

Accounting & Finance	21
Accounting & Financl Srv	0
Advertising & Marketing	26
Cybersecurity	0
Economics/Finance	0
Entrepreneurial Managemnt	13
Leadership	5
Leadership	0
Management	24
Management Info Systems	1
Undecided / Unknown	9

## **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?*

Fall to fall retention for first-time freshmen and entering transfer business administration students were 67% for the Fall 2022 to Fall 2023 semesters. Six-year graduation rates for the most recent cohort reported to IPEDS shows the first-time freshmen business administration students at a 70% graduation rate, while entering transfer business administration students has a graduation rate of 72%. The total number of business administration degrees granted was reported in the 2023-2024 IPEDS Completions survey as 28. These numbers are what the business faculty expected for the program.

For more information and charts, please visit the following link:

[https://www.williamwoods.edu/faculty\\_and\\_staff/institutional\\_research/docs/chea-student-achievement.pdf](https://www.williamwoods.edu/faculty_and_staff/institutional_research/docs/chea-student-achievement.pdf)

## **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. In the last review the ACBSP placed two following conditions and notes on our accreditation.

**Condition on Standard 7:** The business unit displays information on its website but, the information has not been updated since 2018. In addition, the link is hard to find. More recent and relevant information should be published.

**Note on Criterion 6.5:** The business unit did not provide the required table for CPC coverage, and it was not evident that students were required to have CPC knowledge should they enroll in a program pursuing accreditation. Further, it is difficult to determine if the CPC has been met based upon the admissions criteria, as it appears that anyone may be admitted into the program, regardless of undergraduate understanding of CPC.

To address the condition on Standard 7, we have already uploaded the report on our website.

([https://www.williamwoods.edu/faculty\\_and\\_staff/institutional\\_research/docs/chea-student-achievement.pdf](https://www.williamwoods.edu/faculty_and_staff/institutional_research/docs/chea-student-achievement.pdf))

To address criterion 6.5, we are working on adopting Peregrine modules to enable the leveling of non-business majors for the MBA.

## **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 Dean of the school has met with the Director of Marketing and VP of Enrollments 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 flyers, a copy of which is attached here.

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

## Marketing Material

BS\_Business\_Admin\_2024.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

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.

Concentrations:

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	Systematically assess various entrepreneurial-related issues to ensure compliance with

<b>Leadership.3</b>	federal and state laws and regulations.
<b>BUS-Management.1</b>	Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.
<b>BUS-MIS.1</b>	Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.
<b>LDR.1</b>	Develop a strong foundation in the theories of management and leadership.
<b>LDR.2</b>	Develop effective managerial and leadership skills
<b>LDR.3</b>	Apply leadership to personal, social, community, and organizational environments.
<b>LDR.4</b>	Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.
<b>LDR.5</b>	Analyze leading and leadership from a personal, team, organizational, and global perspective.

### Alignment to the Institutional Objectives

*Please discuss the Program alignment to the Institutional 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.*

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

1. Strengthen our academic culture. (during the last year, we replaced the BUS 324 Personal Finance course with the BUS 235 Introduction to Finance course. We also added the BUS 430 Strategic Management course to the Management concentration, among other revisions. The revisions are made to ensure students take courses that are more career-oriented and help them build essential skills to succeed in their professions).
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. (We are working on addressing the condition on ACBSP accreditation from the previous cycle).
3. Actively seeking opportunities for faculty and student research collaboration. (our faculty members ensure students engage in enough creative and scholarly projects in different courses such as Principles of Management, Marketing, Business Communication, etc.)
4. Adapting curriculum or courses to meet changing needs and expectations of the global business environment. (during the last year, we replaced the BUS 324 Personal Finance course with the BUS 235 Introduction to Finance course. We also added the BUS 430 Strategic Management course to the Management concentration, among other revisions. The revisions are made to ensure students take courses that are more career-oriented and help them build essential skills to succeed in their professions).
5. Support the University's comprehensive enrollment management strategies through recruitment, retention, and student success. (we continuously work with admissions and marketing departments to ensure increased enrollments - our faculty meets with prospective students on a continuous basis. Good teaching practices continue to help us retain our students; we also have student recognition initiatives such as Students in Spotlight that help us retain students within the programs.)

Institutional\_objectives\_2.docx

### 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 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.

## **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.*

Our faculty is using the following practices to ensure we accomplish the objectives we shortlisted in the NSSE meeting.

1C- Explained course material to one or more students;

### **In accounting courses, the faculty incorporated:**

- participatory exercises in ACC 312 Intermediate Accounting I which every student must participate in identifying various standards setting organizations in Financial Accounting.

-participatory exercises in ACC 441 Auditing in which every student had to explain to their classmates a term, concept, classification, etc.

-a project in ACC 430 Investments & Financial Statement Analysis in which each student had to perform a financial statement analysis and then present the quantitative results of their analyses to their classmates, along with other pertinent company information.

#### **In Management and Leadership Courses, the faculty:**

- Continued the "Manager of the Week" concept in BUS 351 where the student manager of the week is responsible for explaining the coursework requirements of the week to all other students in the class. Weekly group projects also position group leaders to lead their groups through an explanation of group assignments. Positive impact is expressed from students in that they can experience responsibility for others in a low-risk environment.
- Group leader of the week is also instituted in LDR 201 also resulting in expressed positive impact from students.

2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective;

#### **ACCOUNTING COURSES:**

-By bringing together accounting majors and other business majors In BUS 450 Business Policy & Procedures, students are able to collaborate on the Capsim program and accounting students are able to gain experience and understanding of business majors perspectives.

-In ACC 319 Taxation I and ACC 379 Taxation II students investigated various perspectives through the lens of tax consequences. For example, how the Internal Revenue Code addresses low-income versus high-income wage earners, the differences in allowable tax deductions and tax credits, and the various tax benefits charitable contributions and benevolence.

#### **Management and Leadership Courses:**

- Management and leadership courses spend a lot of time on understanding others by considering different cultures, backgrounds, and experiences. Understanding the concept and usefulness of empathy and considering other people's different cultures, backgrounds, and experiences are key aspects of these courses. For example, BUS 351 dedicates six weeks to topics that include culture, group dynamics, "people first", human resources, "meeting people where they are", conflict resolution, motivating people, interviewing, hiring, and promotions. All these topics require understanding others to be an effective manager and leader.

4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts;

#### **ACCOUNTING COURSES**

-Incorporated a project in ACC 430 Investments & Financial Statement Analysis in which each student had to perform a financial statement analysis and then present the quantitative results of their analyses to their classmates, along with other pertinent company information to determine if they believe the company to be a good investment.

-In ACC 319 Taxation I and ACC 379 Taxation II students prepared multiple tax returns for both individuals and business, to understand how various tax issues impact the tax return.

#### **BUS 206 Entrepreneurship**

students develop an eight part business plan

BUS 321 Principles of Marketing students develop a five part strategic marketing plan

BUS 431 Advertising students develop an advertising campaign consisting of video ads/print ads/promotions/billboards/P-O-P

*Management and Leadership Courses:*

- Although all elements of analyzing an idea, experience, or line of reasoning are incorporated into every management and leadership course, this is demonstrated best in the final project for LDR 220 Adaptive Leadership. Students formed groups to tackle defined adaptive challenges and created an adaptive challenge framework as a guide to apply adaptive principles defined by Ronald Heifetz and Marty Linsky to real-world adaptive issues. Student impact was a deeper understanding of adaptive leadership principles and their practical application to “real-world” problems.

*4D- Evaluating a point of view, decision, or information source.*

## **ACCOUNTING COURSES**

-Investigated and researched the Internal Revenue Code in ACC 319 Taxation I and ACC 379 Taxation II.

-Researched and discussed the hierarchy of standards setting bodies in ACC 441 Auditing, including Generally Accepted Auditing Standards (GAAS), American Institute of Certified Public Accountants (AICPA), and Public Company Accounting Oversight Board (PCAOB).

*Management and Leadership Courses:*

- Specific analysis of “Leadership on the Line” by Heifetz and Linsky in LDR 220 allowed students the opportunity to evaluate the practicality of applying adaptive leadership concepts to real problems.
- Student evaluation through discussion and writing about the Mann Gulch disaster allowed students to evaluate the leader and follower decisions that led to the disaster. This assignment is present in both LDR 245 Leading Teams and BUS 351 Principles of Management. This situation is impactful in that it allows students to consider the perspectives of the leader and their followers and consider how the students might approach the problem with new knowledge they gained through that learning objective.

## 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
<b>BUS.1</b> Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.			I, A		I		R			
<b>BUS.2</b> 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				
<b>BUS.3</b> Analyze and interpret human dynamics in a business context.			A, I		I	I, R	R	I, R		I
<b>BUS.4</b> 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
<b>BUS.5</b> Systematically formulate and justify personal positions in relation to management decision-making.			I, A			I, R	I, R	I		I, R
<b>BUS.6</b> Systematically assess complex issues in relation to business ethics and legal issues.			A, I	I, R		I, R			R	R
<b>BUS.7</b> Utilize computer-related applications as a business decision-making tool.			A, I		I	I, R				
<b>BUS.8</b> 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 Showcase	SPR	BMT 499
<b>BUS.1</b> 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

<b>BUS.2</b> 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
<b>BUS.3</b> Analyze and interpret human dynamics in a business context.		A, M					A, M	A, R, M	A, M
<b>BUS.4</b> 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
<b>BUS.5</b> Systematically formulate and justify personal positions in relation to management decision-making.	M	A, M					A, M	A, R, M	A, M
<b>BUS.6</b> Systematically assess complex issues in relation to business ethics and legal issues.	M	A, M					A, M	A, R, M	A, M
<b>BUS.7</b> Utilize computer-related applications as a business decision-making tool.	M	A, M				I	A, M	A, R, M	A, M
<b>BUS.8</b> Integrate all the various business principles, concepts and methods.	M	A, M					A, M	A, R, M	A, M

### Concentration-Accounting and Financial Services

	<b>ACC 319</b>	<b>BUS 403</b>	<b>ACC 412</b>	<b>ACC 430</b>	<b>ECN 325</b>
<b>BUS - AFS.1</b> 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
<b>BUS - AFS.2</b> 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

	<b>BUS 309</b>	<b>BUS 403</b>	<b>BUS 428</b>	<b>BUS 431</b>	<b>BUS 461</b>
<b>BUS-Advertising &amp; Marketing.1</b> 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
<b>BUS-Advertising &amp; Marketing.2</b> Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.		A, M	R	R, M, A	R

### Concentration-Management

	<b>BUS 307</b>	<b>BUS 403</b>	<b>BUS 421</b>	<b>ECN 421</b>
<b>BUS-Management.1</b> 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

	<b>MIS 225</b>	<b>MIS 250</b>	<b>MIS 325</b>	<b>MIS 403</b>
<b>BUS-MIS.1</b> 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

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

### Concentration – Leadership

	<b>LDR 201</b>	<b>LDR 345</b>	<b>LDR 350</b>	<b>LDR 450</b>	<b>LDR 475</b>
<b>LDR.1</b> 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?*

N/A

## 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				
<b>BUS 206</b>				
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 24.14 points. See the evidence attached here.	BAD_Evidence_Inbound_Outbound_2023_2024.xlsx Summary_Table_Inbound.png Summary_Table_Outbound.png	
<b>BUS 450</b>				
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_drtr.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 reports. been met yet? Met	STUDENT MET THIS CRITERIA.	BAD_Peregrine_Inbound___Outbound_2022_2023.xlsx	
<b>Senior Showcase</b>				
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.		
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<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 economics: Seniors will score better than 50% compared to	Average scores met the assessment benchmarks.	Peregrine_Report_Results_2223_drtt.xlsx	

	national averages. been met yet? Met			
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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

<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 Peregrine outbound when compared to their inbound Peregrine scores by 25.54 points. On average, students have increased their Finance Peregrine outbound when compared to their inbound Peregrine scores by 20.95 points. Please see the attached files for evidence.	Summary_Table_Inbound.png Summary_Table_Outbound.png BAD_Evidence_Inbound_Outbound_2023_2024.xlsx	

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.	This data could not be obtained.		

	been met yet? Not met			
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<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.		

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	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	Capstone_Project_2223_Averages.docx	

	met yet? Met	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 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_drft.xlsx	

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

**Assessment Measures**

<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 scores in Business Leadership Peregrine outbound by 26.05 and Human Resource Management by 29.3 points when compared to their inbound by 26.85 points. See the attached files.	BAD_Evidence_Inbound_Outbound_2023_2024.xlsx Summary_Table_Outbound.png Summary_Table_Inbound.png	
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			

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External	Has the criterion Peregrine tests for marketing: Students will	Average scores met the	BAD_Peregrine_Inbound_Outbound_2022_2023.xlsx	

Testing	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	assessment benchmarks.		
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.		

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 three years, the overall average has been slightly increasing. See the complete report under Program Activities.		

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	See attached document. This goal was met.	PSOL_Comments_2023.xlsx	

	constructive suggestions than negative suggestions. been met yet? Met			
<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	

<b>Standard/Outcome</b>				
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.				
<b>Assessment Measures</b>				
<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 Marketing Peregrine outbound by 26.85 when compared to their inbound. Students have also increased their Leadership Peregrine outbound by 26.05 points when compared to their inbound. See attachments for evidence.	Summary_Table_Inbound.png Summary_Table_Outbound.png BAD_Evidence_Inbound_Outbound_2023_2024.xlsx	

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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_drftt.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	

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.		

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall	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		

	average score of at least a 60% average. been met yet? Met	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	

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 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				
<b>BUS 206</b>				

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	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 by 58.57 points when compared to their inbound Peregrine scores by 18.02 points. Please see the evidence attached.	BAD_Evidence_Inbound_Outbound_2023_2024.xlsx	

<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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_drftt.xlsx	
Direct - External Testing	Has the criterion CompXM for 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.		

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.		

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

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.		

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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: 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

<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

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 by 20.6 points when compared to their inbound Peregrine scores. See the evidence attached.	BAD_Evidence_Inbound_Outbound_2023_2024.xlsx	
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.		

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.		

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better	The junior average score was 70.5% and the sophomore average score was 70.6%.		

	than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	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.		

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 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	

<b>Standard/Outcome</b> BUS.7 Utilize computer-related applications as a business decision-making tool.				
<b>Assessment Measures</b>				
<b>BUS 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

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 Peregrine outbound when compared to their inbound Peregrine scores by 28.63 points. See the evidence attached.	BAD_Evidence_Inbound_Outbound_2023_2024.xlsx	
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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 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_drtr.xlsx	
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.		

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.		

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better	The junior average score was 70.5% and the sophomore average score was 70.6%.		

	than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	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.		

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	

<b>Standard/Outcome</b>				
BUS.8 Integrate all the various business principles, concepts and methods.				
<b>Assessment Measures</b>				
<b>BUR 206</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

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 24.45 points. See the evidence attached.	BAD_Evidence_Inbound_Outbound_2023_2024.xlsx	
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<b>BUS 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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_drft.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.		

<b>Senior Showcase</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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.		

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain	The junior average score was 70.5% and the sophomore average score was 70.6%. The current juniors scored		

	an overall average score of at least a 60% average. been met yet? Met	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.		

<b>BMT 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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

Standard/Outcome				
BUS - AFS.1 Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.				
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	According to the faculty at our school, we have not been assessing students under the BUS 403 course for about three years now. Therefore, we cannot measure this criterion at this time.		- Refine Assessment Tool: We will work on a better tool to assess this standard.
ACC 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? Met	Students' average score in their ACC 430 presentations was 92.86%. They presented their projects individually and not as groups.	ACC_430_01__FUL__Investments_Financial_Statmnt_Anlys__Spring_2324_GradesExport_2024_05_07_21_46.xlsx	

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	According to the faculty at our school, we have not been assessing students under the BUS 403 course for about three years now. Therefore, we cannot measure this criterion at this time.		- Refine Assessment Tool: We will work on a better tool to assess this standard.

## 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	According to the faculty at our school, we have not been assessing students under the BUS 403 course for about three years now. Therefore, we cannot measure this criterion at this time.		- Refine Assessment Tool: We will work on a better tool to assess this standard.
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 evaluator Linda Duke 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	According to the faculty at our school, we have not been assessing students under the BUS 403 course for about three years now. Therefore, we cannot measure this criterion at this time.		- Refine Assessment Tool: We will work on a better tool to assess this standard.

## 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

<b>BUS 403</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	According to the faculty at our school, we have not been assessing students under the BUS 403 course for about three years now. Therefore, we cannot measure this criterion at this time.		- Refine Assessment Tool: We will work on a better tool to assess this standard.

## 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

<b>MIS 403</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	According to the faculty at our school, we have not been assessing students under the MIS 403 course anymore. Therefore, we cannot measure this criterion at this time.		- Refine Assessment Tool: We will work on a better tool to assess this standard.

## 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	BMT 475 was not offered under the 22-23 official catalog. Since the course was not offered, we cannot assess students' progress under it.		- Refine Assessment Tool: We will work on a better tool to assess this standard.

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	BMT 475 was not offered under the 22-23 official catalog. Since the course was not offered, we cannot assess students' progress under it.		- Refine Assessment Tool: We will work on a better tool to assess this standard.

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	Improvement Narratives

			Assessments	
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	BMT 475 was not offered under the 22-23 official catalog. Since the course was not offered, we cannot assess students' progress under it.		- Refine Assessment Tool: We will work on a better tool to assess this standard.

### 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	The scores of the students in LDR 475 were quite high. Since we do not have internal exam scores available from students who did not have leadership concentration, we cannot say if they did better.		- Refine Assessment Tool: We need to revise this criterion. Given the design of the entire assessment in this program, it is not practical to compare students' achievement within concentrations.
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	Students scored over 80% on the final examination in LDR 475-Leadership Theory.	LDR_475_EXAM_RESULTS.png	

### 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.*

As the school's new dean, this is the first time I am working on this report. Some serious issues in the assessment process of this program have been identified, especially in the assessment of the concentrations. The criteria, as explained, cannot be practically measured with the tools that are in use.

Courses that are included in the assessment map either don't exist anymore, or the students have not been assessed under those courses for a few years now. The previous reports however, do not report this information. This year, the school will work on incorporating better ways for program assessment.

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

Standard/Outcome	BUS - AFS.1 Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.	
Legend	A	
Course/Event	BUS 403	
Assessment Measure	Direct - External Testing	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	We will work on a better tool to assess this standard.

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.	
Legend	A	
Course/Event	BUS 403	
Assessment Measure	Direct - External Testing	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	We will work on a better tool to assess this standard.

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.	
Legend	A	
Course/Event	BUS 403	

Assessment Measure	Direct - External Testing				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We will work on a better tool to assess this standard.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	We will work on a better tool to assess this standard.
Improvement Type	Summary				
Refine Assessment Tool	We will work on a better tool to assess this standard.				

Standard/Outcome	BUS-Advertising & Marketing.2 Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.				
Legend	A				
Course/Event	BUS 403				
Assessment Measure	Direct - External Testing				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We will work on a better tool to assess this standard.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	We will work on a better tool to assess this standard.
Improvement Type	Summary				
Refine Assessment Tool	We will work on a better tool to assess this standard.				

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.				
Legend	A				
Course/Event	BUS 403				
Assessment Measure	Direct - External Testing				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We will work on a better tool to assess this standard.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	We will work on a better tool to assess this standard.
Improvement Type	Summary				
Refine Assessment Tool	We will work on a better tool to assess this standard.				

Standard/Outcome	BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.
Legend	A
Course/Event	MIS 403

Assessment Measure	Direct - External Testing				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We will work on a better tool to assess this standard.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	We will work on a better tool to assess this standard.
Improvement Type	Summary				
Refine Assessment Tool	We will work on a better tool to assess this standard.				

Standard/Outcome	BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.				
Legend	A				
Course/Event	BMT 475				
Assessment Measure	Direct - External Testing				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We will work on a better tool to assess this standard.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	We will work on a better tool to assess this standard.
Improvement Type	Summary				
Refine Assessment Tool	We will work on a better tool to assess this standard.				

Standard/Outcome	BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.				
Legend	A				
Course/Event	BMT 475				
Assessment Measure	Direct - External Testing				
Assessment Findings	Not met				
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Improvement Type	Summary				
Refine Assessment Tool	We will work on a better tool to assess this standard.				

Standard/Outcome	BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.
Legend	A
Course/Event	BMT 475
Assessment Measure	Direct - Research Paper
Assessment	Not met

Findings					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We will work on a better tool to assess this standard.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	We will work on a better tool to assess this standard.
Improvement Type	Summary				
Refine Assessment Tool	We will work on a better tool to assess this standard.				

Standard/Outcome	LDR.1 Develop a strong foundation in the theories of management and leadership.				
Legend	A				
Course/Event	LDR 475				
Assessment Measure	Indirect - External Evaluation				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We need to revise this criterion. Given the design of the entire assessment in this program, it is not practical to compare students' achievement within concentrations.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	We need to revise this criterion. Given the design of the entire assessment in this program, it is not practical to compare students' achievement within concentrations.
Improvement Type	Summary				
Refine Assessment Tool	We need to revise this criterion. Given the design of the entire assessment in this program, it is not practical to compare students' achievement within concentrations.				

## 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 the student performance reviews, our students engaged in the following activities:

1. CLA Test for seniors who started as WWU freshmen, held in BUR 205, facilitated by Carrie McCray.
2. Internal Business/Accounting Exam in BUR 206 and BUR 109, for all sophomore and junior BUS and ACC students, proctored by Roman Sivkov, Jessica Manion, David Forster, and Doug Sanders.
3. Mock Interviews and Resume Reviews in BUR 101, BUR 103, BUR 203 (Think Tank), prioritizing seniors and juniors, facilitated by Scott Zimmerman and two guest interviewers in 30-minute appointment slots.
4. Cybersecurity Assessment Quiz and Additional Activities for all Cybersecurity majors in BUR 105, facilitated by Nina McKee.
5. Peregrine Exam for all BUS and ACC freshmen in BUR 206 and BUR 109, proctored by Roman Sivkov, Jessica Manion, and David Forster.
6. Mock Interviews and Resume Reviews in BUR 101, BUR 103, BUR 203 (Think Tank), prioritizing seniors and then juniors, facilitated by Scott Zimmerman and two guest interviewers in 30-minute appointment slots.

The assessments overall were satisfactory. However, we learned from mock interviews that our students need more preparation, possibly from a well-trained career specialist on how to create effective resumes and prepare for interviews.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

Student\_Performance\_Day\_Schedule\_for\_SoBT\_2024.docx

### 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?*

Two groups from the Marketing course presented at the Symposium, and one group was selected to present in the Outstanding Senior Symposium competition.

The scores of the students in the capstone course, BUS 450 are as follows:

<i>Business Objective</i>	<i>Student # 1</i>	<i>Student # 2</i>
#1	8.5	6.5
#2	8.0	9.0
#3	10.0	6.5
#4	10.0	10.0
#5	8.0	8.0
#6	10.0	6.0
#7	10.0	4.5
#8	8.5	6.0

### **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

No (selected)

### **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?*

Currently, the program is not focused on service learning. However, we will plan to incorporate it in the future.

### **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.*

DECA sponsored a Lead Event on how to write a resume under professor David Forster's supervision.

Nina McKee hosted/Sponsored 5 LEAD events for Cybersecurity Awareness Month:

Cybersecurity Awareness Month Kickoff Party (10/9/23) - provided a brief overview of Cybersecurity program activities and played Cybersecurity themed board games.

Cybersecurity Movie Night (10/10/23) - Student Project for CSS 210 – Introduction to Cybersecurity - Students watched Catch Me If You Can and completed a short survey about Cybersecurity knowledge.

Benefits of Internships (Cybersecurity Edition) (10/18/23) - Two seniors in the Cybersecurity department presented about the internships they completed.

Biometrics and Cybersecurity (10/24/23) - Student Project for CSS 210 – Introduction to Cybersecurity - Group of two students gave a short presentation and activity that described biometrics and its connection to Cybersecurity.

Project: Cyber Shield (10/25/23) - Class Project for CSS 324 – Cybersecurity & Internet Architecture - Cybersecurity class presented a short simulation that represented the importance of cybersecurity hygiene and considering what information is shared online.

Nina also hosted a Cybersecurity program field trip to the STL CyberCon hosted by University of Missouri-St. Louis (UMSL). This one-day conference included speakers from Google, CrowdStrike, Mastercard, a career fair, and poster presentations. (10/27/23).

Miriam O'Callaghan chaired the Annual Symposium, which offered nine LEAD events to the students.

### **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.*

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

- Shannon Jones took 1st place in Entrepreneurship Operations (both in online testing and the event competition)

- Hannah Weidler took 2ed place in the Travel and Tourism Event
- Allyson Hollrah took 4th place in the Entrepreneurship Operations Event
- Lubos Polacko took 4th place in the Corporate Finance Event
- Maria Ortiz Rozo took 4th place in the Financial Accounting Event
- Caroline McCurren and Hannah Weidler took 4th place in the Marketing Communications Event
- Caroline McCurren took 5th place in Restaurant and Food Service Mgt, Event
- Jonathan Stewart took 5th place in Financial Accounting Event
- Haley Herrington took 5th place in Entrepreneurship Operations Event

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

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

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

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

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

### **Alumni Accomplishments**

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

1. Zlata Shuraeva took the Racquet Sports Development Director position at Creve Coeur Racquet Club in St. Louis
2. Aaron Westurland took the Client Services Manager position at Clayton Financial Group.
3. Allyson Mahoney was selected as the University Advancement Graduate Assistant to collaborate with Advancement team members to cultivate meaningful connections with William Woods University alumni and prospective donors.
4. Cassidy Philips started a new position as an Audit Associate at Armanino LLP. San Ramon CA

### **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. Jessica Manion, Assistant Professor of Accounting, received the 2024 Louis D. Beaumont Dad's Association Distinguished Professor of the Year Award as part of the University's year-end academic honors. The award carries an honorarium and is presented annually to a faculty member who has displayed an outstanding dedication to teaching. Recipients of the award are nominated and chosen by students.

David Forster was recognized at the William Woods Employee of the Month for October 2023

Scott Zimmerman completed Ph.D. in Higher Education Leadership and Management – February 2024

Nina McKee was Employee of the Month for William Woods University for June 2023.

Nina McKee developed a proposal for a session for the Focus on Teaching and Technology Conference (FTTC) hosted by the University of Missouri - St. Louis (UMSL). The proposal is titled Points Scored and Leaderboards: Using Games to Increase Student Engagement and was submitted on Monday, April 29th, 2024. (Anticipated date of notification about whether it is accepted to the conference will be early June 2024).

Miriam O'Callaghan published two research papers:

- O'Callaghan, M. (2024). The impact of procedural justice on employee turnover intentions and the role of two mediators. *Organization Management Journal*. <https://doi.org/10.1108/omj-03-2023-1822>
- O'Callaghan, M. (2023). Can decision intelligence help organizations retain employees? Serial multiple mediation of job characteristics and meaningful work. *Cogent Psychology*, 10(1).

Dr. Stephen Forsha and Dr. Thomas Trice founded The Talon Group at William Woods University, which offers organizations personalized, evidence-based training to improve organizational effectiveness and management capabilities.

Dr. Craig Nathanson was named H.R. professional of the year (2023)- Sonoma Country Business Journal- San Francisco Bay Area.

# Assessment Rubric

<u>Clear</u>	<u>3.000 Exceeds</u>	<u>2.000 Meets</u>	<u>1.000 Falls Below Expectations</u>	<u>N/A</u>
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:	the data listed for majors in 22-23 does not seem correct? Data states 99 majors in 22-23. An overview of data is provided, no strategies for retention - recognition of the retention and graduation rate data.			
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:	the narrative on connection to Institutional Objectives is robust, but the reviewer does not see the direct alignment to the objectives connected to the mission. The 5 noted pints might be to the strategic plan?			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
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:	the program provided detailed information on class and activities related to the NSSE objectives			

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:	the curriculum map is complete, the maps for concentrations need to be updated to accurately reflect current assessment practices - several assessments were noted as discontinued.			
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:	other than the Peregrine, the assessment is sporadic			
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:	Peregrine data is present, but other data is sporadic and or missing - data on external evaluation of student work is not provided.			
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:	the program assessment was noted as a need by current faculty and the Dean - this is a plan moving forward to make changes.			
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 Information

# William Woods University

## Internal Analysis Report

<b>Assessment Period:</b>	August 1, 2023 - May 7, 2024
<b>Number of Exams (Inbound):</b>	21
Number of Exams (Outbound):	16
<b>Academic Level/Assessment Solution:</b>	Bachelors/Business Administration
<b>Aggregate:</b>	ACBSP Region 5 (Midwestern Council)
<b>Assessments:</b>	BUS206 Entrepreneurship Business Policies and Procedures

# William Woods University

Assessment Period: August 1, 2023 - May 7, 2024

Number of Exams: 37

Assessments: BUS206 Entrepreneurship  
Business Policies and Procedures

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	38.428571	43.411	25
2 Accounting	Inbound	35.714286	38.612	33
3 Business Ethics	Inbound	41.904762	44.278	38
4 Business Finance	Inbound	39.047619	38.676	61
5 Business Leadership	Inbound	33.333333	44.199	2
6 Economics	Inbound	35.238095	42.148	12
7 Economics: Macroeconomics	Inbound	34.285714	40.205	19
8 Economics: Microeconomics	Inbound	36.190476	43.966	10
9 Information Management Systems	Inbound	37.619048	46.719	13
10 Legal Environment of Business	Inbound	32.857143	44.843	2
11 Management	Inbound	41.428571	44.55	34
12 Management: Human Resource Management	Inbound	51.470588	48.905	62
13 Management: Operations/Production Management	Inbound	31.428571	41.561	9
14 Management: Organizational Behavior	Inbound	41.666667	43.05	44
15 Marketing	Inbound	41.904762	45.507	33
16 Quantitative Research Techniques and Statistics	Inbound	45.238095	40.669	77
17 Total	Outbound	63.875	62.71	53
18 Accounting	Outbound	61.25	59.484	52
19 Business Ethics	Outbound	62.5	63.525	36
20 Business Finance	Outbound	60	58.531	54
21 Business Leadership	Outbound	59.375	62.008	31
22 Economics	Outbound	59.375	60.175	43
23 Economics: Macroeconomics	Outbound	58.75	59.67	42
24 Economics: Microeconomics	Outbound	60	60.789	44
25 Information Management Systems	Outbound	66.25	68.271	31
26 Legal Environment of Business	Outbound	66.875	64.878	53
27 Management	Outbound	70	63.806	82
28 Management: Human Resource Management	Outbound	80.769231	68.139	97
29 Management: Operations/Production Management	Outbound	60.377358	60.332	44
30 Management: Organizational Behavior	Outbound	69.090909	63.145	76
31 Marketing	Outbound	68.75	66.372	63
32 Quantitative Research Techniques and Statistics	Outbound	64.375	59.317	77

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Accounting

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	35.714286	38.612536	33
2 Accounting Data Analysis	Inbound	18.518519	42.06	<1
3 Balance Sheet Analysis	Inbound	50	40.308	82
4 Compliance in Accounting	Inbound	25.806452	34.714	10
5 Dividends, Stocks, and Bonds	Inbound	48	40.358	84
6 Financial Statement Analysis	Inbound	32	32.738	52
7 Interest, Income, and Debt	Inbound	31.034483	36.319	27
8 Journal Entries	Inbound	37.5	41.507	34
9 Management of Accounting	Inbound	48	35.833	94
9 Total	Outbound	61.25	59.483974	52
10 Accounting Data Analysis	Outbound	73.684211	64.88	85
11 Balance Sheet Analysis	Outbound	36.842105	62.121	<1
12 Compliance in Accounting	Outbound	63.636364	46.479	98
13 Dividends, Stocks, and Bonds	Outbound	75	64.413	85
14 Financial Statement Analysis	Outbound	55.555556	55.788	46
15 Interest, Income, and Debt	Outbound	78.947368	58.49	98
16 Journal Entries	Outbound	66.666667	63.455	63
17 Management of Accounting	Outbound	38.095238	53.648	3

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Business Ethics

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	41.904762	44.278287	38
2 Conflict of Interest	Inbound	56.25	47.526	82
3 Corporate Ethics and Climate	Inbound	50	45.554	66
4 Discrimination	Inbound	46.428571	41.888	74
5 Ethical Climate	Inbound	16.666667	40.842	<1
6 Ethical Decision-Making	Inbound	41.935484	44.845	39
7 Ethical Issues	Inbound	48.387097	44.947	61
8 Ethical Standards	Inbound	33.333333	45.189	7
8 Total	Outbound	62.5	63.525397	36
9 Conflict of Interest	Outbound	58.333333	64.268	22
10 Corporate Ethics and Climate	Outbound	71.428571	69.238	59
11 Discrimination	Outbound	68.181818	55.705	93
12 Ethical Climate	Outbound	64	59.435	70
13 Ethical Decision-Making	Outbound	54.166667	66.578	9
14 Ethical Issues	Outbound	66.666667	64.708	57
15 Ethical Standards	Outbound	56.521739	64.453	21

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Business Finance

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	39.047619	38.675214	61
2 Asset Valuation and Inventory	Inbound	36	37.531	52
3 Balance Sheets and Financial Statements	Inbound	44.444444	38.981	75
4 Business Analysis Ratios and Calculations	Inbound	52	47.171	72
5 Interest and Dividends	Inbound	26.470588	35.962	17
6 Profit, Loss, Cash Flow, and Margins	Inbound	35.135135	35.066	50
7 Stocks and Bonds	Inbound	38.461538	41.005	37
8 Tax Rates, Taxes, and Tax Codes	Inbound	44.444444	34.843	87
8 Total	Outbound	60	58.531401	54
9 Asset Valuation and Inventory	Outbound	65.217391	57.375	79
10 Balance Sheets and Financial Statements	Outbound	71.428571	59.081	93
11 Business Analysis Ratios and Calculations	Outbound	65.217391	67.616	34
12 Interest and Dividends	Outbound	50	54.799	30
13 Profit, Loss, Cash Flow, and Margins	Outbound	42.857143	55.153	5
14 Stocks and Bonds	Outbound	65.217391	61.081	63
15 Tax Rates, Taxes, and Tax Codes	Outbound	60	54.483	71

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Business Leadership

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	33.333333	44.198777	2
2 Assessing Leadership Styles	Inbound	21.73913	43.513	<1
3 Building and Leading Teams	Inbound	41.666667	46.199	28
4 Control and Types of Leader Power	Inbound	31.034483	40.862	13
5 Employee Development	Inbound	28.571429	50.352	<1
6 Employee Motivation and Rewards	Inbound	29.62963	46.34	<1
7 Leader Expectations	Inbound	44.827586	42.062	64
8 Leader Traits and Attributes	Inbound	27.272727	44.553	3
9 Models of Leadership	Inbound	39.285714	39.303	55
9 Total	Outbound	59.375	62.008503	31
10 Assessing Leadership Styles	Outbound	57.894737	60.986	34
11 Building and Leading Teams	Outbound	42.105263	62.704	<1
12 Control and Types of Leader Power	Outbound	47.619048	60.199	4
13 Employee Development	Outbound	50	67.636	<1
14 Employee Motivation and Rewards	Outbound	78.947368	65.061	92
15 Leader Expectations	Outbound	50	53.94	29
16 Leader Traits and Attributes	Outbound	75	65.919	87
17 Models of Leadership	Outbound	72.727273	59.418	93

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Economics

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	35.238095	42.148148	12
2 Consumer Spending and Consumer Price Index	Inbound	40	34.751	79
3 Economics Trends and Forecasting	Inbound	8.3333333	41.088	<1
4 Employment and Labor Supply	Inbound	45.454545	41.998	71
5 Gross Domestic Product: Calculation, Use, Analysis	Inbound	41.176471	40.94	56
6 Inflation and Recession	Inbound	43.75	44.692	49
7 Interest Rates, Investment, and Fiscal Policy	Inbound	22.222222	37.442	<1
8 International Trade	Inbound	37.5	40.49	29
9 Microeconomic Trends and Analysis	Inbound	76.190476	44.712	99
10 Price, Cost, and Profit	Inbound	10.714286	43.286	<1
11 Spending and Saving	Inbound	28.571429	49.155	<1
12 Supply and Demand	Inbound	39.285714	38.383	53
12 Total	Outbound	59.375	60.174679	43
13 Consumer Spending and Consumer Price Index	Outbound	50	54.381	36
14 Economics Trends and Forecasting	Outbound	62.5	60.778	55
15 Employment and Labor Supply	Outbound	60	60.756	46
16 Gross Domestic Product: Calculation, Use, Analysis	Outbound	46.153846	61.224	6
17 Inflation and Recession	Outbound	69.230769	65.155	63
18 Interest Rates, Investment, and Fiscal Policy	Outbound	61.538462	55.508	74
19 International Trade	Outbound	63.636364	59.287	64
20 Microeconomic Trends and Analysis	Outbound	64.705882	63.771	50
21 Price, Cost, and Profit	Outbound	40.909091	58.759	3
22 Spending and Saving	Outbound	70	65.033	73
23 Supply and Demand	Outbound	66.666667	53.961	91

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Economics: Macroeconomics

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	34.285714	40.205128	19
2 Consumer Spending and Consumer Price Index	Inbound	40	34.751	79
3 Economics Trends and Forecasting	Inbound	8.3333333	41.088	<1
4 Employment and Labor Supply	Inbound	45.454545	41.998	71
5 Gross Domestic Product: Calculation, Use, Analysis	Inbound	41.176471	40.94	56
6 Inflation and Recession	Inbound	43.75	44.692	49
7 Interest Rates, Investment, and Fiscal Policy	Inbound	22.222222	37.442	<1
8 International Trade	Inbound	37.5	40.49	29
8 Total	Outbound	58.75	59.662162	42
9 Consumer Spending and Consumer Price Index	Outbound	50	54.381	36
10 Economics Trends and Forecasting	Outbound	62.5	60.778	55
11 Employment and Labor Supply	Outbound	60	60.756	46
12 Gross Domestic Product: Calculation, Use, Analysis	Outbound	46.153846	61.224	6
13 Inflation and Recession	Outbound	69.230769	65.155	63
14 Interest Rates, Investment, and Fiscal Policy	Outbound	61.538462	55.508	74
15 International Trade	Outbound	63.636364	59.287	64

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
Business Policies and Procedures

**Topic:** Economics: Microeconomics

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	36.190476	43.965812	10
2 Microeconomic Trends and Analysis	Inbound	76.190476	44.712	99
3 Price, Cost, and Profit	Inbound	10.714286	43.286	<1
4 Spending and Saving	Inbound	28.571429	49.155	<1
5 Supply and Demand	Inbound	39.285714	38.383	53
5 Total	Outbound	60	60.783123	44
6 Microeconomic Trends and Analysis	Outbound	64.705882	63.771	50
7 Price, Cost, and Profit	Outbound	40.909091	58.759	3
8 Spending and Saving	Outbound	70	65.033	73
9 Supply and Demand	Outbound	66.666667	53.961	91

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024

**Number of Exams:** 37

**Assessments:** BUS206 Entrepreneurship  
Business Policies and Procedures

**Topic:** Information Management Systems

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C...	Percentile Rank
1 Total	Inbound	37.619048	46.718654	13
2 Artificial Intelligence	Inbound	37.5	45.002	21
3 Data and Information	Inbound	43.478261	51.999	18
4 Executive and Decision-Support Systems	Inbound	30.434783	47.285	3
5 Expert Systems	Inbound	38.461538	43.539	31
6 Information Management Processes and Procedures	Inbound	42.857143	50.753	20
7 Internal and External Networks	Inbound	18.181818	43.35	<1
8 Simulation Analysis	Inbound	40.909091	43.827	42
9 Software and Hardware	Inbound	48	47.999	54
10 Telecommunications	Inbound	37.5	47.967	16
10 Total	Outbound	66.25	68.270476	31
11 Artificial Intelligence	Outbound	68.75	69.291	46
12 Data and Information	Outbound	66.666667	71.179	26
13 Executive and Decision-Support Systems	Outbound	68.421053	70.171	43
14 Expert Systems	Outbound	66.666667	64.114	56
15 Information Management Processes and Procedures	Outbound	61.111111	70.639	15
16 Internal and External Networks	Outbound	68.75	69.954	39
17 Simulation Analysis	Outbound	60	65.309	30
18 Software and Hardware	Outbound	58.823529	66.105	16
19 Telecommunications	Outbound	77.777778	68.167	83

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Legal Environment of Business

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	32.857143	44.843305	2
2 Antitrust	Inbound	28.571429	52.289	<1
3 Civil and Criminal Processes	Inbound	23.809524	45.54	<1
4 Consumer Protection	Inbound	38.095238	46.446	17
5 Equal Employment Opportunity	Inbound	40	40.731	48
6 Financial Regulation	Inbound	28.571429	47.887	<1
7 Government Regulation of Businesses	Inbound	45.833333	46.45	49
8 Legal Agreements and Documents	Inbound	42.857143	45.243	40
9 Liability	Inbound	26.086957	36.224	11
10 Types of Business Organizations	Inbound	24.242424	42.483	<1
10 Total	Outbound	66.875	64.878205	53
11 Antitrust	Outbound	66.666667	73.123	25
12 Civil and Criminal Processes	Outbound	77.777778	65.67	92
13 Consumer Protection	Outbound	43.75	65.834	<1
14 Equal Employment Opportunity	Outbound	70.588235	59.434	87
15 Financial Regulation	Outbound	87.5	69.785	98
16 Government Regulation of Businesses	Outbound	88.888889	69.242	99
17 Legal Agreements and Documents	Outbound	71.428571	64.846	77
18 Liability	Outbound	50	53.264	37
19 Types of Business Organizations	Outbound	44.444444	60.864	2

# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

Topic: Management

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	41.428571	44.549858	34
2 Continuous Improvement	Inbound	25	42.067	4
3 Corporate Culture and Climate	Inbound	38.888889	43.112	33
4 Cost Control	Inbound	25	45.481	<1
5 Data Analysis Tools	Inbound	28.571429	41.306	10
6 HR Manager Roles and Responsibilities	Inbound	35.294118	47.378	16
7 HR Planning	Inbound	52.941176	49.704	63
8 Individual and Group Dynamics	Inbound	41.176471	47.877	27
9 Organizational Charts and Structure	Inbound	33.333333	38.791	30
10 Organizational Mission, Vision, and Values	Inbound	52.631579	42.481	85
11 Quality Management	Inbound	45	37.924	79
12 Recruiting and Retention of Employees	Inbound	46.153846	47.066	47
13 Staffing Decisions	Inbound	66.666667	52.65	88
13 Total	Outbound	70	63.805704	82
14 Continuous Improvement	Outbound	66.666667	62.012	68
15 Corporate Culture and Climate	Outbound	60	60.993	42
16 Cost Control	Outbound	72.727273	62.774	81
17 Data Analysis Tools	Outbound	64.285714	58.248	71
18 HR Manager Roles and Responsibilities	Outbound	90.909091	68.341	99
19 HR Planning	Outbound	78.571429	67.388	92
20 Individual and Group Dynamics	Outbound	76.923077	71.644	67
21 Organizational Charts and Structure	Outbound	66.666667	57.356	83
22 Organizational Mission, Vision, and Values	Outbound	75	63.304	90
23 Quality Management	Outbound	38.461538	58.804	<1
24 Recruiting and Retention of Employees	Outbound	92.307692	64.537	99
25 Staffing Decisions	Outbound	64.285714	72.184	21

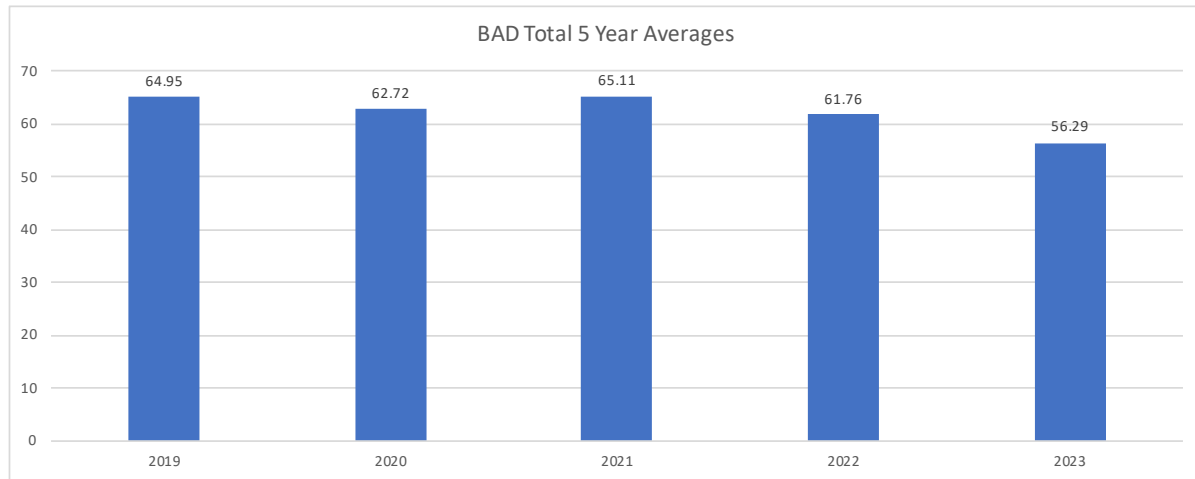
# William Woods University

**Assessment Period:** August 1, 2023 - May 7, 2024  
**Number of Exams:** 37  
**Assessments:** BUS206 Entrepreneurship  
 Business Policies and Procedures

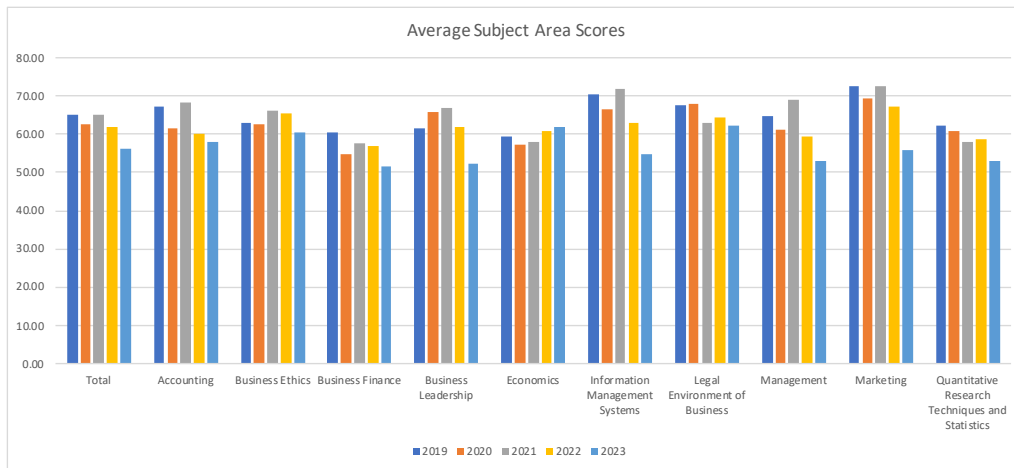
Topic: Management: Human Resource Management

Assessments	Time Line	Score	ACBSP Region 5 (Midwestern C	Percentile Rank
1 Total	Inbound	51.470588	48.929455	62
2 HR Manager Roles and Responsibilities	Inbound	35.294118	47.378	16
3 HR Planning	Inbound	52.941176	49.704	63
4 Recruiting and Retention of Employees	Inbound	46.153846	47.066	47
5 Staffing Decisions	Inbound	66.666667	52.65	88
5 Total	Outbound	80.769231	68.144926	97
6 HR Manager Roles and Responsibilities	Outbound	90.909091	68.341	99
7 HR Planning	Outbound	78.571429	67.388	92
8 Recruiting and Retention of Employees	Outbound	92.307692	64.537	99
9 Staffing Decisions	Outbound	64.285714	72.184	21

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

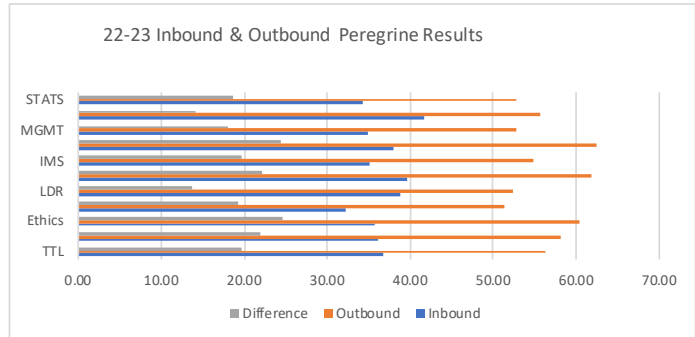
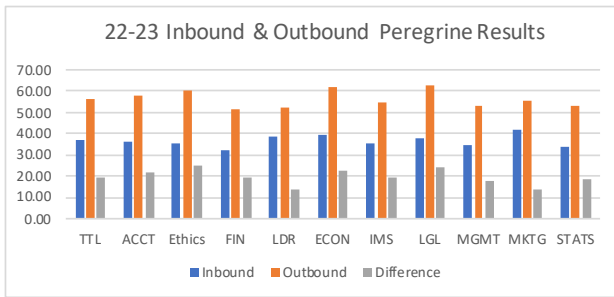


	2015	2016	2017	2018	2019	2020	2021	2022	2023 e from 19-23
1 Total	50.55	60.20	53.94	65.45	64.95	62.72	65.11	61.76	56.29 -8.66
2 Accounting	58.28	60.94	54.59	61.46	67.32	61.40	68.29	60.00	58.10 -9.22
3 Business Ethics	48.62	57.81	59.19	68.29	62.93	62.56	66.29	65.52	60.48 -2.45
4 Business Finance	47.24	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



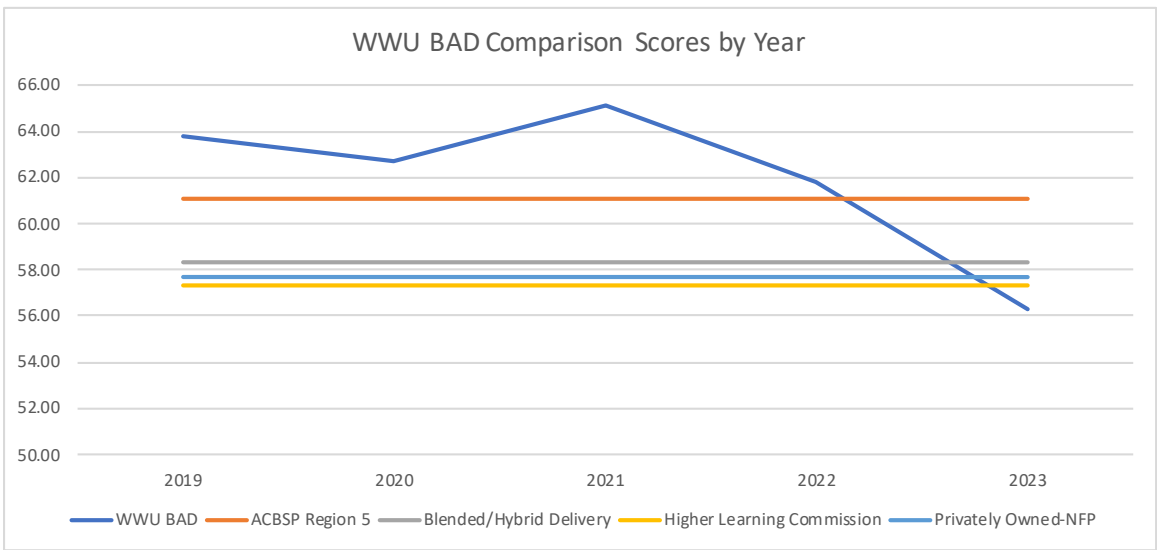
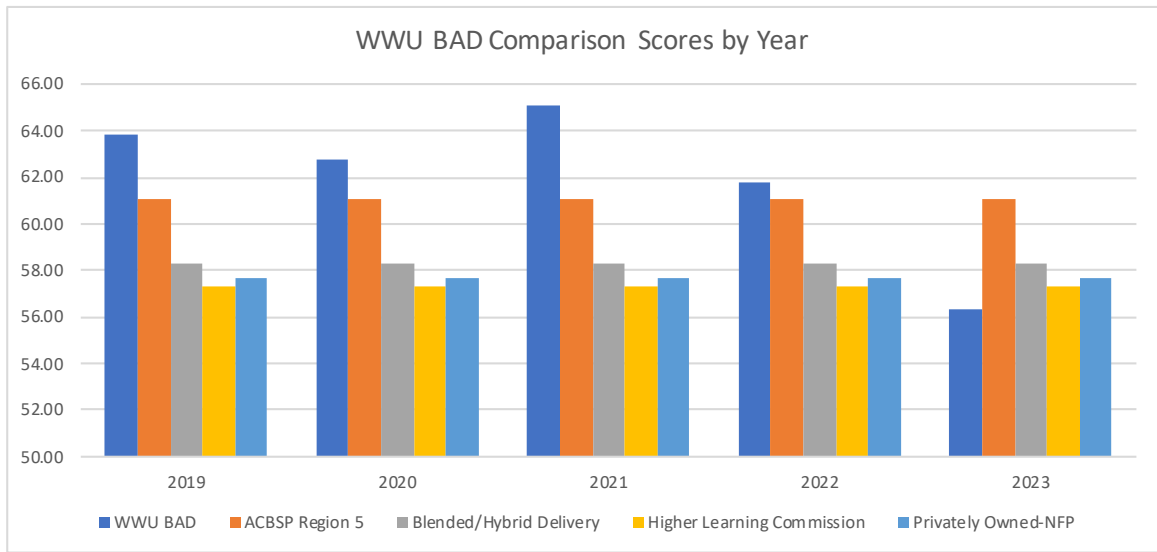
	2020	2021	2022	2023	Outbound Averages
Total	62.72	65.11	61.76	56.29	61.47
Accounting	61.40	68.29	60.00	58.10	61.94
Business Ethics	62.56	66.29	65.52	60.48	63.71
Business Finance	54.65	57.71	56.90	51.43	55.17
Business Leadership	65.81	66.86	61.72	52.38	61.69
Economics	57.21	58.00	60.69	61.90	59.45
Information Management	66.51	71.71	63.10	54.76	64.02
Legal Environment	67.91	62.86	64.48	62.38	64.41
Management	61.16	68.86	59.31	52.86	60.55
Marketing	69.30	72.57	67.24	55.71	66.21
Quantitative Research	60.70	58.00	58.62	52.86	57.54

	TTL	ACCT	Ethics	FIN	LDR	ECON	IMS	LGL	MGMT	MKTG	STATS
Inbound	36.65	36.13	35.81	32.26	38.71	39.68	35.16	38.06	34.84	41.61	34.19
Outbound	56.29	58.10	60.48	51.43	52.38	61.90	54.76	62.38	52.86	55.71	52.86
Difference	19.64	21.97	24.67	19.17	13.67	22.23	19.60	24.32	18.02	14.10	18.66

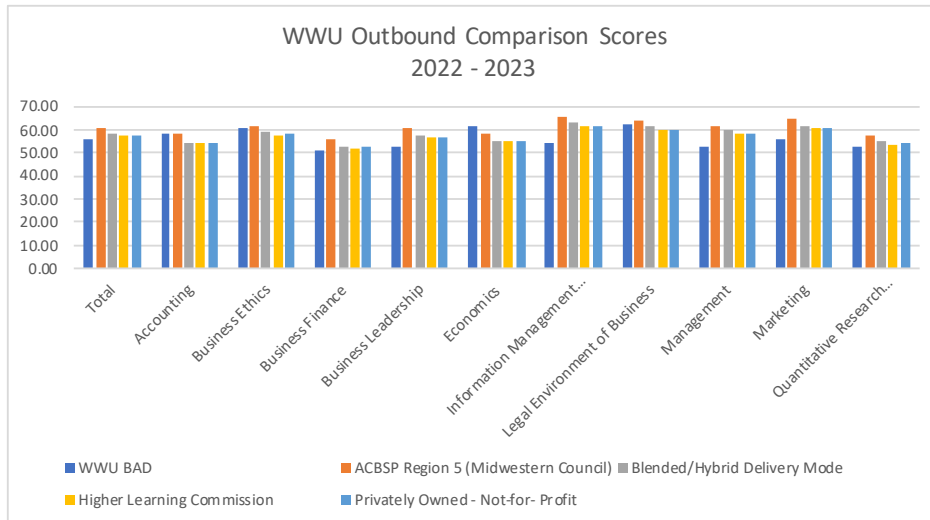


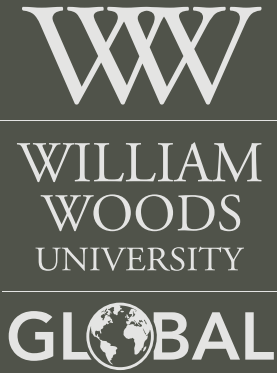
Assessments	Time Line	Score 2020	Score 2021	Score 2022	Score 2023	
1 Total	Inbound	41.20	37.00	34.13	36.65	37.243899
2 Accounting	Inbound	38.00	27.14	33.91	36.13	33.796233
3 Business Ethic	Inbound	40.00	40.00	36.09	35.81	37.973352
4 Business Finar	Inbound	33.00	31.43	32.61	32.26	32.323833
5 Business Lead	Inbound	50.00	35.71	32.17	38.71	39.149469
6 Economics	Inbound	40.00	43.57	35.22	39.68	39.61656
9 Information M	Inbound	48.00	38.57	32.17	35.16	38.476658
10 Legal Environr	Inbound	46.00	45.00	32.61	38.06	40.418303
11 Management	Inbound	43.00	35.71	35.65	34.84	37.301292
15 Marketing	Inbound	37.00	35.00	35.22	41.61	37.207574
16 Quantitative F	Inbound	37.00	37.86	35.65	34.19	36.175716

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





Online Bachelor of Science in

# Business Administration



## THE WILLIAM WOODS DIFFERENCE

Over 150 years of academic excellence

Convenient schedules designed for busy lives

100% online program

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

Transfer-friendly curriculum

ACBSP accredited program



## Preparation for Business Success

### PROGRAM OVERVIEW

This is one of the most popular online degrees at William Woods University, designed to further the ideals and values of ethics, self-liberation, and lifelong education. This program will prepare you for entrepreneurial management in the business community, whether you are working for someone else or running your own company.

You will take part in a rigorous and challenging business curriculum that includes not only the fundamentals of business administration, but customer service, non-profit management, ethics, and entrepreneurial management. You will be taught by experienced faculty, committed to supporting you every step of the way. You will have the opportunity to collaborate online with your peers, honing techniques and skills that you will apply in the workplace after graduation.

### PROGRAM ADVANTAGES

William Woods is frequently ranked among the nation's top online learning programs. We combine rigorous coursework with a student-centered, service-oriented educational environment. Our convenient, eight-week courses offer start-and-stop flexibility and affordable tuition.

*I can't say enough about the William Woods University School of Business and Technology. The professors here are not only knowledgeable but also genuinely care about their students... This level of dedication is truly exceptional.*

~David Kempker, WWU Student (Graduate Bridge Program) and Conversion Specialist, Plan Design Consultants, Inc.

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## ADMISSION REQUIREMENTS

» GPA of 2.0 or higher

**23 years old or younger:**

» High School transcripts required (or GED)

» College transcripts required (if applicable)

**24 years old or older:**

» College transcripts required (High School transcripts required if not transferring college credits)

## CREDIT REQUIREMENTS

Students are required to complete 120 distinct credits in order to earn a bachelor level degree. The required credit hours are comprised of general education and elective credits that are in addition to the program major coursework. Approved transfer credit may apply.

## 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.

## TRANSFER FRIENDLY

Whether you're already on the path to a bachelor's degree or want to build on your associate degree, William Woods University is the right place for you. Talk to an Admissions Counselor to learn more and to get a free transfer credits assessment.

## Online Bachelor of Science in Business Administration Courses

This degree is comprised of 120 credit-hours.

### ACC 240 Principles of Accounting I

An introduction to the accounting principles, focusing on the role that accounting information plays in different activities of businesses.

### ACC 241 Principles of Accounting II

Learn to interpret financial positions of a company based on their organization of the financial data, using various software tools.

### BUS 206 Entrepreneurship

A fundamental approach to managing a small firm by learning to plan, operate, direct, and evaluate a new small business.

### BUS 231 Risk Management and Insurance

Learn to handle personal and business risk by understanding terms related to the fundamental concepts of different insurance programs.

### BUS 321 Principles of Marketing

Understand concepts from the field of marketing of consumer demand, including issues of marketers from a marketing perspective.

### BUS 235 Introduction to Finance

This course introduces students to fundamental concepts of financial management, including basic financial statement and ratio analysis, leverage and capital structure, risk and return, and time value of money and discounted cash flow valuation.

### BUS 329 Managerial Ethics

Students will study the framework for the concepts, processes, and best practices associated with successful business ethics.

### BUS 332 Business Communications

Learn to develop the business/management communication process and its functions in a business environment.

### BUS 335 Business Law

Understand the fundamental principles of law in relation to business including court systems, torts, contracts, and sales.

### BUS 351 Principles of Management

Investigate management concepts on the four managerial functions of planning, organizing, leading, and controlling.

### BUS 415 Corporate Finance

Apply the concepts of financial analysis and planning, investment risk, and the time value of money to a broader management process.

### BUS 450 Business Policy and Procedures

This is a senior capstone course which synthesizes the student's academic experience in various professional business subjects taught in the business administration degree program.

### ECN 251 Macroeconomics

Introduction to monetary and fiscal policy processes, and each policy's impact on national economic performance.

### ECN 252 Microeconomics

Discover the principles of microeconomics through fundamental economic concepts, business organization forms, and introductory theory regarding exchange and price determination.

### MAT 114 Elementary Statistics

A pre-calculus introduction to statistics, including probability, variation, sampling, estimation, etc.

### MIS 125 Productivity Tools

Learn basic skills involving the applications of word processing, database, spreadsheet, presentations, and e-mail.

## Concentrations

Leadership

Entrepreneurial Management

Cybersecurity

## THE BRIDGE PROGRAM



Graduate with a master's degree one year after completing your bachelor's degree with the Bridge program at William Woods.

# Item Statistics: Final Business Plan

Class Statistics User Statistics

View By: User

## Final Business Plan Class Statistics

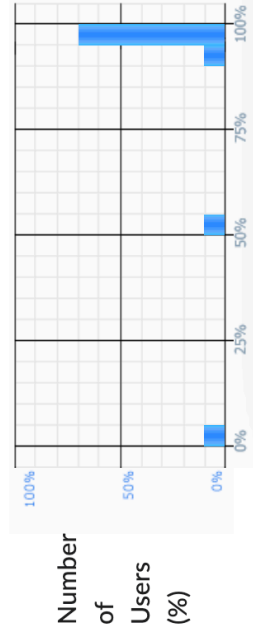
Number of submitted grades: 10 / 10

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

Mode: 96.67 %  
Median: 95.83 %

Standard Deviation: 30.45 %

## Grade Distribution

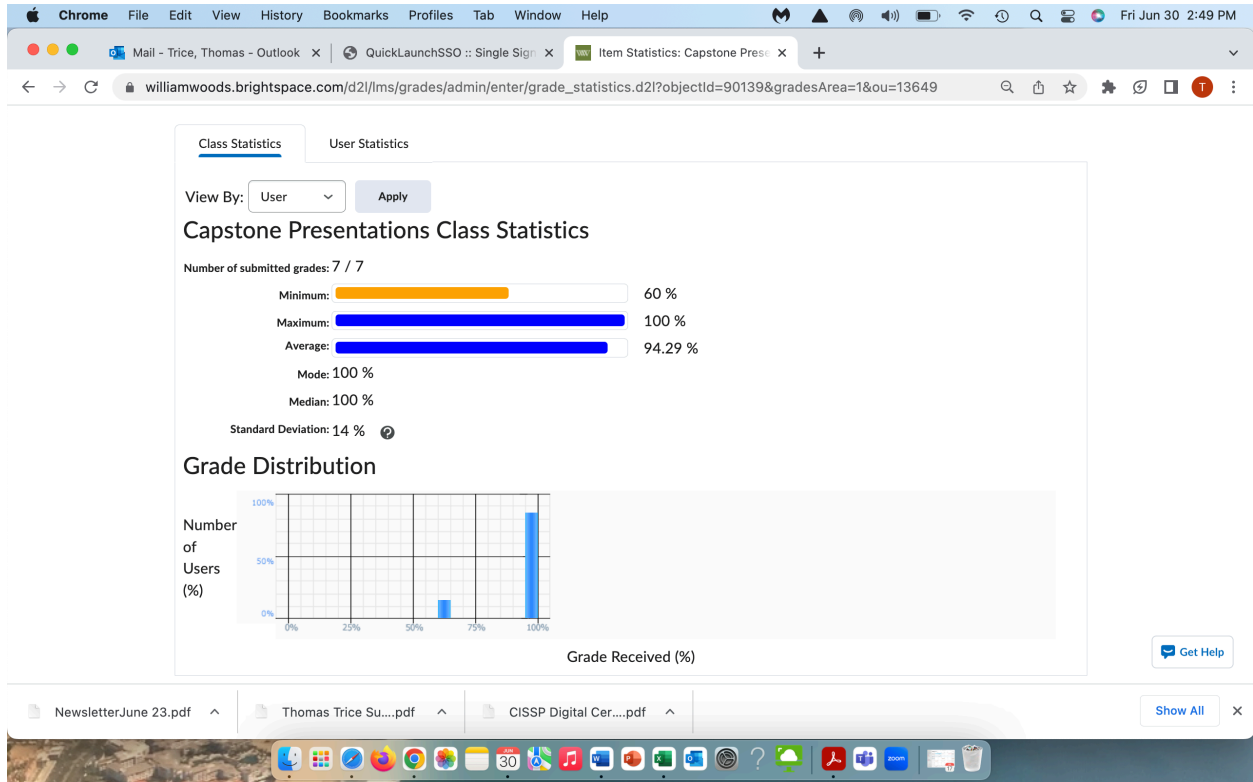


Get Help

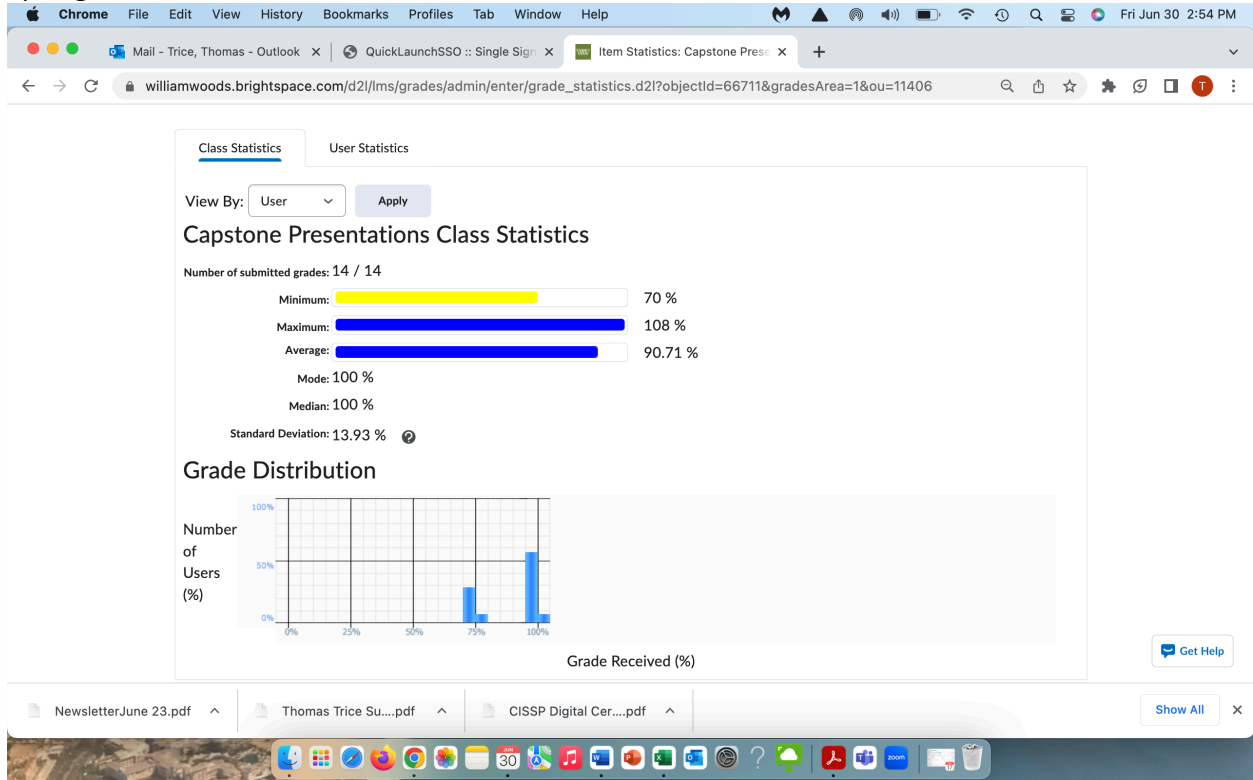
Org Defined Username	FirstName	LastName	Score	Out Of	%	Class Averag	Class Standa	IsExempt
			61	100	61%	0 %	n/a	FALSE
			75	100	75%	0 %	n/a	FALSE
			64	100	64%	0 %	n/a	FALSE
			70	100	70%	0 %	n/a	FALSE
			60	100	60%	0 %	n/a	FALSE
			45	100	45%	0 %	n/a	FALSE
			81	100	81%	0 %	n/a	FALSE
			71	100	71%	0 %	n/a	FALSE
			77	100	77%	0 %	n/a	FALSE
			87	100	87%	0 %	n/a	FALSE
			62	100	62%	0 %	n/a	FALSE
			74	100	74%	0 %	n/a	FALSE
			62	100	62%	0 %	n/a	FALSE
			29	100	29%	0 %	n/a	FALSE
			22	100	22%	0 %	n/a	FALSE
			64	100	64%	0 %	n/a	FALSE
			78	100	78%	0 %	n/a	FALSE
			72	100	72%	0 %	n/a	FALSE
			65	100	65%	0 %	n/a	FALSE
			43	100	43%	0 %	n/a	FALSE
			38	100	38%	0 %	n/a	FALSE
			38	100	38%	0 %	n/a	FALSE
			70	100	70%	0 %	n/a	FALSE
			94	100	94%	0 %	n/a	FALSE
			37	100	37%	0 %	n/a	FALSE
			53	100	53%	0 %	n/a	FALSE
			65	100	65%	0 %	n/a	FALSE
			45	100	45%	0 %	n/a	FALSE
			74	100	74%	0 %	n/a	FALSE
			81	100	81%	0 %	n/a	FALSE
			77	100	77%	0 %	n/a	FALSE
			33	100	33%	0 %	n/a	FALSE
			60	100	60%	0 %	n/a	FALSE
			75	100	75%	0 %	n/a	FALSE
			80	100	80%	0 %	n/a	FALSE
			40	100	40%	0 %	n/a	FALSE
			59	100	59%	0 %	n/a	FALSE
			37	100	37%	0 %	n/a	FALSE
			41	100	41%	0 %	n/a	FALSE
			70	100	70%	0 %	n/a	FALSE
			50	100	50%	0 %	n/a	FALSE

60.4634146

# 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

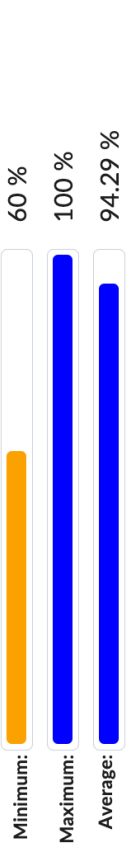
BUS 585 Syllabu....pdf Submit Project Pr....zip Trice, Thomas B....pdf 23 golf tourney fl....pdf Show All x

Class Statistics **User Statistics**

View By:

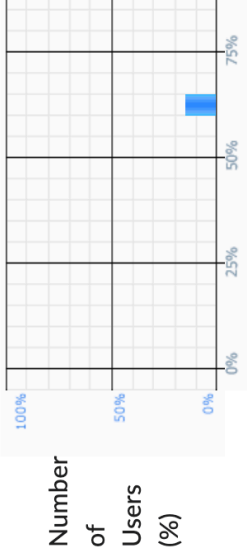
### Capstone Presentations Class Statistics

Number of submitted grades: 7 / 7



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

### Grade Distribution



Grade Received (%)

Number of Users (%)

Get Help

Enter Grades > Statistics

# Category Statistics: Examinations

Class Statistics

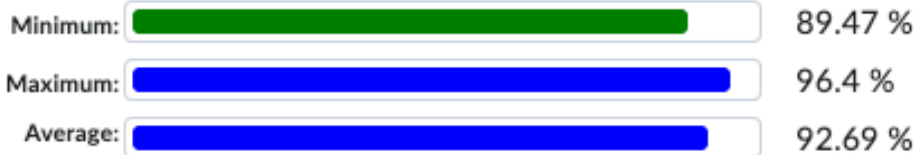
User Statistics

View By:

Apply

## Examinations Class Statistics

Number of submitted grades: 4 / 4

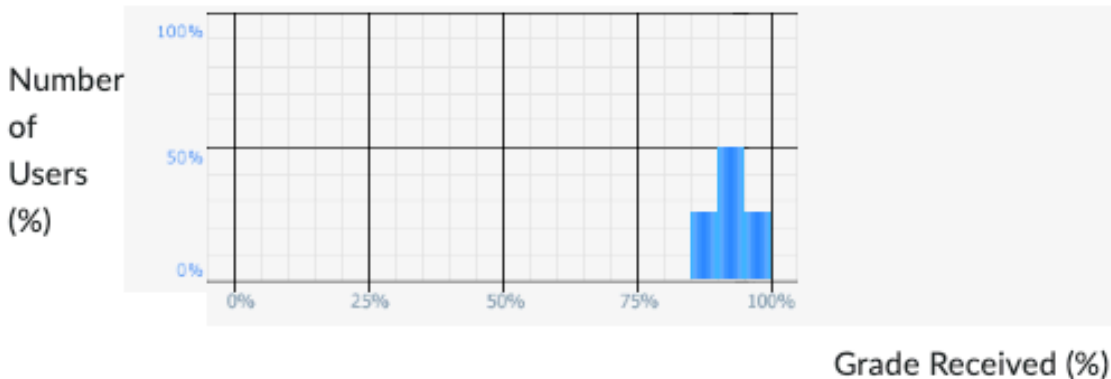


Mode: None

Median: 92.44 %

Standard Deviation: 2.87 % 

## Grade Distribution



Courses	Timeline	Program	Business Concentrations	Learner	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 Behavior	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 Behavior	Final Score	Duration (min)	Percentile Rank	
1 Business Policies and Procedures	Outbound	BS	BUS Capstone with Advertising & Marketing Concentration		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 (Online)		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 Concentration		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 Concentration		90	80	80	60	50	60	40	80	80	80	100	33.3	70	70	74	60.6	98	
5 Business Policies and Procedures	Outbound	BS	BUS Capstone with Entrepreneurial Management Concentration		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		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 Concentration		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		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 Concentration		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 Concentration		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 Concentration		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 Concentration		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 Concentration		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		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 Concentration		50	40	20	30	20	20	30	30	0	0	0	0	0	30	30	28	5.55	<1
16 Business Policies and Procedures	Outbound	BS	BUS Capstone with Advertising & Marketing Concentration		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 Concentration		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 Concentration		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 Concentration		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 Concentration		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		50	50	50	40	70	80	60	40	70	60	100	33.3	50	80	56	25.3	21	
<b>AVERAGE SCORES</b>					<b>58.1</b>	<b>60.5</b>	<b>51.4</b>	<b>52.4</b>	<b>61.9</b>	<b>57.1</b>	<b>66.7</b>	<b>54.8</b>	<b>62.4</b>	<b>52.9</b>	<b>63.5</b>	<b>52.4</b>	<b>43.3</b>	<b>55.7</b>	<b>52.9</b>	<b>56.3</b>	<b>49.6</b>	<b>52.5</b>

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



