



2024-2025

# ANNUAL ASSESSMENT REPORT

Business

CARRIE MCCRAY

<b>MISSION AND INTRODUCTION</b>	<b>2</b>
<b>INTRODUCTION</b>	<b>2</b>
<b>PROGRAM MISSION STATEMENT</b>	<b>2</b>
<b>ALIGNMENT TO INSTITUTION MISSION</b>	<b>2</b>
<b>STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM</b>	<b>2</b>
<b>PROGRAM STUDENT LEARNING OUTCOMES</b>	<b>2</b>
<b>CURRICULUM MAP</b>	<b>3</b>
<b>MEASURES AND RESULTS</b>	<b>3</b>
<b>PARTICIPATION IN ASSESSMENT</b>	<b>3</b>
<b>ACTION ITEMS AND USE OF RESULTS</b>	<b>4</b>
<b>GEN ED</b>	<b>5</b>
<b>NSSE FOCUSED ACTIVITIES</b>	<b>5</b>
<b>CONCENTRATIONS</b>	<b>6</b>
<b>CONCENTRATION INFORMATION</b>	<b>6</b>
<b>FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP</b>	<b>6</b>
<b>SCHOLARSHIP AND RESEARCH</b>	<b>6</b>
<b>FACULTY AWARDS AND HONORS</b>	<b>7</b>
<b>TEACHING SUPPORT AND MONITORING TEACHING QUALITY</b>	<b>7</b>
<b>PROGRAM DATA: STUDENT EXPERIENCE</b>	<b>8</b>
<b>ENROLLMENT AND RECRUITMENT</b>	<b>8</b>
<b>RETENTION</b>	<b>8</b>
<b>CURRICULUM/COURSE RETENTION AND SUCCESS</b>	<b>9</b>
<b>COMPLETION</b>	<b>9</b>
<b>COURSE EVALUATION DATA</b>	<b>9</b>
<b>STUDENT ADVISING</b>	<b>10</b>
<b>STUDENT AWARDS AND ACHIEVEMENTS</b>	<b>10</b>
<b>PROGRAM ANALYSIS</b>	<b>10</b>
<b>SWOT ANALYSIS</b>	<b>10</b>
<b>INDUSTRY AND PROGRAM TRENDS</b>	<b>12</b>
<b>SENIOR EXIT SURVEYS</b>	<b>12</b>
<b>RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS</b>	<b>12</b>

# 2024-2025 Assessment Narrative on Findings

Business Administration (BS)

## Mission and Introduction

### Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

#### Narrative:

The Business Administration program at William Woods University is housed in the School of Business and Technology. It is designed to provide students with a solid foundation in business principles, theories, and practices. The program is designed to meet the needs of students pursuing careers in business, management, or entrepreneurship.

### Program Mission Statement

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

#### Narrative:

### Alignment to Institution Mission

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

#### Narrative:

## Student Learning Outcomes Assessment and Curriculum

### Program Student Learning Outcomes

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

2. Describe the extent to which students in the program have met these outcomes.

#### Narrative:

#### Evidence:

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

## Curriculum Map

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

**Narrative:**

## Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

**Narrative:**

1. Measures selected were:

- Class Assignments/Senior Showcase: Rubric-based evaluations ensure objective assessment of communication and integration.
- SPR Tests: Monitor early progress for curriculum adjustments.
- Focus Groups: Provide qualitative insights for program improvement.

These measures were selected as a carry-over from previous assessment measures. The discontinuance of ACBSP accreditation had the downstream effect of removing Peregrine testing and the COMP XM final project in the BUS 450 Capstone.

2. New and/or updates measures are warranted.

**Evidence:**

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

## Participation in Assessment

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

## **Narrative:**

Inconsistent assessment design and tracking of the business administration program is acknowledged. The plan for the 25-26 assessment period is to collect and analyze student performance data and use results to refine courses and teaching methods.

### The Process:

1. Set Outcomes: Faculty define specific learning outcomes (e.g., mastery of financial analysis).
2. Create Assessments: Develop tools like capstone projects or standardized tests to measure outcomes.
3. Gather Data: Administer assessments and collect student performance data.
4. Analyze Data: Evaluate results to identify gaps or successes in student learning.
5. Implement Improvements: Adjust curriculum, teaching strategies, or resources based on findings.
6. Report Results: Share outcomes with program leaders and accreditation bodies (e.g., AACSB).

### Changes to Encourage Participation:

Recent efforts to boost faculty engagement include:

- Simplified Tools: User-friendly platforms for data entry and analysis (e.g., assessment management software).
- Training: Workshops on aligning assessments with AACSB standards.
- Incentives: Course release time or stipends for assessment leaders.
- Team-Based Approach: Forming faculty assessment committees for shared responsibility.
- Feedback Loops: Regular meetings to discuss assessment results and their impact.

## **Action Items and Use of Results**

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

## **Narrative:**

1. Enhance Marketing Materials and Strategies:
  - Collaborate with marketing and enrollment leadership to emphasize program strengths (e.g., internships, DECA, ThinkTank) in promotional materials.
  - Continue leveraging the Business Programs LinkedIn portal to showcase achievements and engage stakeholders.
2. Support Admissions Efforts:
  - Maintain faculty engagement with prospective students through campus visits and Woods 101 events to boost recruitment.
3. Update Promotional Content:
  - Revise and distribute updated flyers (e.g., BS\_Business\_Admin\_2024.pdf) to reflect current program offerings.

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

**Evidence:**

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

**Gen Ed**

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

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

**Narrative:**

1. BUS 214 Business Ethics, ECN 251 Macroeconomics, and ECN 252 Microeconomics are offered as general education courses. It is unknown how many students from outside the department took courses in the program to fulfill general education requirements. Question: Why is the information deemed useful?

**NSSE Focused Activities**

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

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

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

9A - Identified Key information from reading assignments.

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

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

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

**Narrative:**

2B: BUS 214 Business Ethics - every written assignment addresses societal ethical issues. The Individual General Education Case Study (attached) is an example.

2F: BUS 351 Principles of Management - One example is the concept of sensemaking was presented.

Sensemaking is a concept that refers to the process of creating understanding and meaning from the information and experiences we encounter. It is the way individuals and groups

interpret and make sense of the world around them, especially in complex and ambiguous situations. Sensemaking involves organizing information, identifying patterns, and constructing a coherent narrative to comprehend and respond to the environment.

9A: Assessed in BUS 421 Organizational Behavior - Students were required to use various documents and resources to research a country. Each student completed a written report on their chosen country. The report was developed as if preparing an American business traveler for a trip to the chosen country.

6A: BUS 324 Personal Finance - Produce a personal financial plan that incorporates the five areas of financial planning.

**Evidence:**

- [Week 8 Individual General Education Case Study](#)

## **Concentrations**

### **Concentration Information**

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

**Narrative:**

- Advertising and Marketing
- Accounting and Finance
- Cybersecurity
- Entrepreneurial Management
- Leadership
- Management
- Interdisciplinary

## **Faculty Qualifications, Activities and Scholarship**

### **Scholarship and Research**

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

**Narrative:**

Dr. Miriam O'Callaghan was recognized by the Organizational Management Journal by receiving the Best Paper Award announced at the 62nd Annual [Eastern Academy of Management](#) Meeting in Baltimore. This award was received for her article:

[Miriam O'Callaghan](#) (2024), "The impact of procedural justice on employee turnover intentions and the role of two mediators", Organization Management Journal, Vol. 21 No. 2, pp. 75-87. <https://lnkd.in/ePE5MG56>

<https://www.linkedin.com/feed/update/urn:li:activity:7329630485502951425/>

## **Faculty Awards and Honors**

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

### **Narrative:**

As noted previously, Dr. O'Callaghan was awarded the Best Paper Award by OMJ and was announced at the 62nd Annual [Eastern Academy of Management](#) Meeting in Baltimore.

[Miriam O'Callaghan](#) (2024), "The impact of procedural justice on employee turnover intentions and the role of two mediators", Organization Management Journal, Vol. 21 No. 2, pp. 75-87. <https://lnkd.in/ePE5MG56>

## **Teaching Support and Monitoring Teaching Quality**

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

### **Narrative:**

There have been some efforts to support faculty. Items that could improve university and school efforts follow:

Higher education business schools can support faculty to ensure high-quality teaching and learning through the following concise strategies:

1. Professional Development: Offer regular workshops, certifications, and training on innovative teaching methods, technology integration (e.g., learning management systems), and business education trends like experiential learning or data analytics.

2. Resources and Technology: Provide access to cutting-edge tools such as simulation software, case study databases, and AI-driven analytics for personalized student feedback. Ensure robust IT support and modern classroom facilities.

3. Mentorship and Collaboration: Establish peer mentoring programs and faculty learning communities to share best practices and foster interdisciplinary collaboration, aligning with industry-relevant teaching.

4. Workload Management: Balance teaching, research, and service responsibilities by offering course releases, flexible schedules, or teaching assistants to allow focus on instructional quality.

5. Incentives and Recognition: Reward excellence in teaching through awards, grants, or tenure considerations. Highlight faculty achievements in teaching innovation to motivate engagement.

6. Feedback and Assessment: Use student evaluations, peer reviews, and outcome-based assessments (aligned with standards like AACSB) to provide constructive feedback and guide faculty improvement.

7. Industry Engagement: Facilitate partnerships with businesses for guest lectures, real-world case studies, and internships, ensuring faculty stay connected to current industry practices.

## **Program Data: Student Experience**

### **Enrollment and Recruitment**

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

#### **Narrative:**

1. The BAD program for the 23-24 assessment period was the fastest growing, and largest, program at the university. Attached is the School of Business and Technology report.

2. No dedicated recruitment efforts have been coordinated with the admissions department.

#### **Evidence:**

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

### **Retention**

1. Has student retention remained in an acceptable range over the course of the review cycle?

2. Discuss strategies or actions that the program is doing to impact student retention within the program?

#### **Narrative:**

Retention data attached.

#### **Evidence:**

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

- [Individual Business Course Retention](#)

## **Curriculum/Course Retention and Success**

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

### **Narrative:**

See attached

### **Evidence:**

- [Individual Business Course Retention](#)

## **Completion**

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

### **Narrative:**

## **Course Evaluation Data**

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

### **Narrative:**

See attached survey information.

### **Evidence:**

- [Fall2425MidtermEvaluation\\_BusinessAdministration](#)
- [Fall2425TraditionalSurvey\\_BusinessAdministration](#)
- [OnlineFall22425Undergraduate\\_BusinessAdministration](#)
- [OnlineSurveysSummer22324\\_BusinessAdministration](#)

## **Student Advising**

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

### **Narrative:**

Face to face advising for on-ground students. Dedicated online advisors are available for online students.

## **Student Awards and Achievements**

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

### **Narrative:**

Results from DECA Students who competed at the International Collegiate DECA conference in San Francisco, CA

Shannon Jones - Entrepreneurship Operations

High Point Exam score 92 (highest in the category)

International Finalist

4th place finish in the category

Lubos Polacko - Corporate Finance

International Finalist

11th place finish in category

WWU Collegiate DECA won the Green Carpet Award for Outstanding Club of the Year: Small Membership.

## **Program Analysis**

### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

### **Narrative:**

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

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

Strengths

Experienced Faculty: The program features an accomplished, published academic

scholar as its leader and faculty with extensive real-world experience, including a CPA with private-sector experience and a professor with a significant military leadership background. This provides students with a practical, applied perspective on business concepts.

- Focused Faculty Expertise: The Executive Dean's substantial scholarship in organizational behavior and management brings academic rigor and specialized knowledge to the program.
- Small Class Sizes: Smaller classes allow for more personalized attention, closer faculty-student relationships, and individualized mentorship.
- Ethics and Leadership Emphasis: With faculty bringing military and professional ethics experience, the program offers a strong foundation in leadership and ethical decision-making, which are critical in today's business environment.

#### Weaknesses

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

#### Opportunities

- Industry Partnerships: Building stronger relationships with local businesses could expand internship and job opportunities for students, allowing faculty to bring in guest speakers and practitioners from the field.
- Enhanced Research Initiatives: By encouraging and supporting more faculty research, the program could deepen its academic offerings and attract students interested in practical and theoretical business aspects.
- Online or Hybrid Course Offerings: Expanding course delivery options, especially for working or off-campus students, could attract a broader range of students and increase program enrollment.
- Specialized Certifications and Workshops: Offering certifications in high-demand areas like project management, digital marketing, or data analytics could enhance students' job readiness and appeal to employers.

#### Threats

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

## **Industry and Program Trends**

### **Senior Exit Surveys**

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

#### **Narrative:**

The BAD program does not utilize exit surveys at this time.

### **Recommendations from Previous Annual Assessment Reports**

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

#### **Narrative:**

Serious issues in the assessment of the BAD program were identified last assessment period, and a good faith commitment was intended to address these issues and solidify the assessment of the BAD program. However, multiple events took priority and included a massive redesign of all online programs, and the removal of the university president necessitated focus on other areas.