

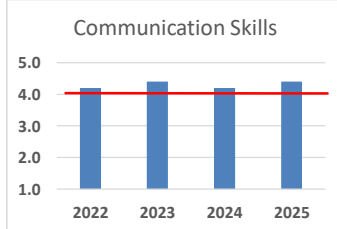



Walla Walla University School of Business

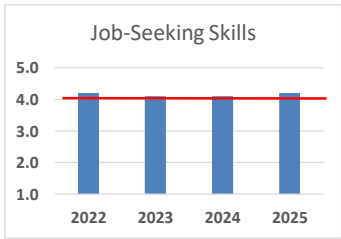

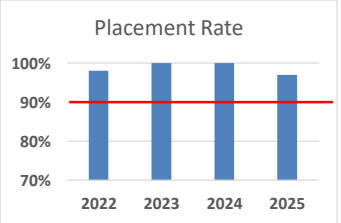
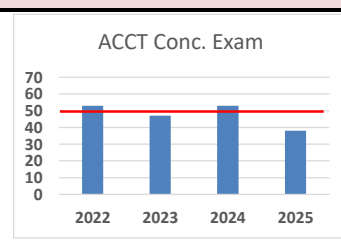
ACBSP* Outcomes Public Disclosure Report

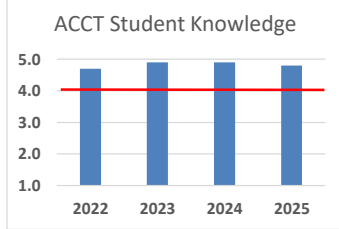
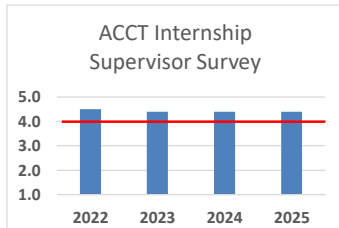
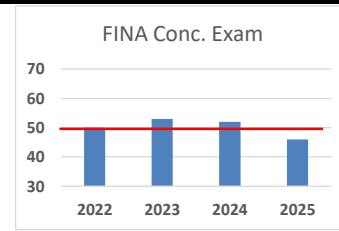
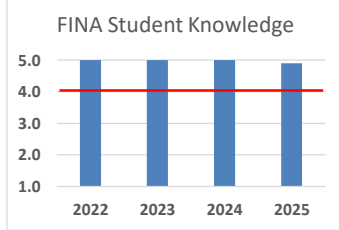
*ACBSP is the Accreditation Council for Business Schools and Programs, an international business accrediting organization that accredits the following WWU business degrees: Bachelor of Business Administration, Bachelor of Science-Major in Business Administration, and Bachelor of Arts-Major in Business Administration. Other business or business-related degrees are not accredited by ACBSP.

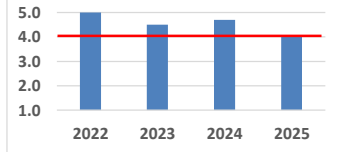
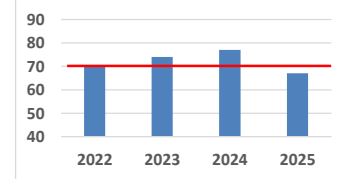
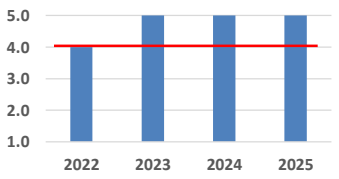
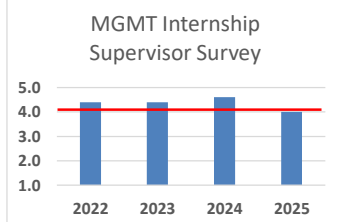
Table 4.1 - Student Learning Assessment

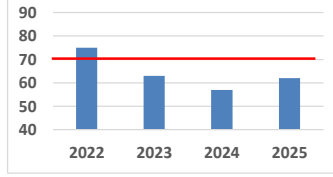
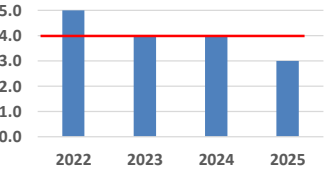
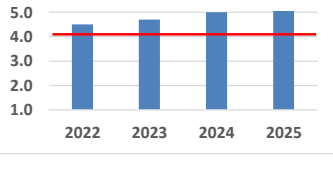
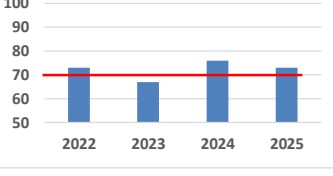
| Performance Measure | What is your measurement instrument or process? | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | |
|--|--|---|--|--|--|------|------|------|------|------------|------|-----|------|-----|------|-----|------|-----|
| | (Indicate type of instrument: direct, formative, internal, comparative). | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| Bachelor of Business Administration | | | | | | | | | | | | | | | | | | |
| BBA BUSINESS CORE - Learning Objective 1: Students will learn the core business knowledge and skills needed for entry-level jobs in business | | | | | | | | | | | | | | | | | | |
| MAJOR FIELD TEST (MFT) IN BUSINESS - KNOWLEDGE OVER BUSINESS CORE - OVERALL PERCENTILES | | | | | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | |
| Students will demonstrate knowledge of core functional areas of business by achieving a 3-year moving average percentile of at least 70 or better on the Major Field Test (MFT) in Business. | External, summative, comparative. All graduating seniors take the Major Field Test (MFT) as part of their capstone course requirement (Strategic Management) | Results for the first three years met the benchmark but not for the latest year. The trend is negative. | We are concerned about the declining trend, especially the score for the latest year, which doesn't meet our benchmark. The class of 2025 had an usually low GPA compared to prior years and also many students boasted of "blowing the exam off." The 2025 results might be a one-off, but the trend is concerning. | We will increase senior orientation about the purpose / importance of the MFT test and also begin attaching the test results to a portion of the grade in the capstone course, which may help minimize the chance of students "blowing the exam off." We will also administer the exam earlier in the year, not the last part of spring when students are tired and less caring. | <div>MFT Percentile - Overall</div> <table><tr><th>Year</th><th>Percentile</th></tr><tr><td>2022</td><td>93</td></tr><tr><td>2023</td><td>85</td></tr><tr><td>2024</td><td>85</td></tr><tr><td>2025</td><td>69</td></tr></table> | | | | Year | Percentile | 2022 | 93 | 2023 | 85 | 2024 | 85 | 2025 | 69 |
| Year | Percentile | | | | | | | | | | | | | | | | | |
| 2022 | 93 | | | | | | | | | | | | | | | | | |
| 2023 | 85 | | | | | | | | | | | | | | | | | |
| 2024 | 85 | | | | | | | | | | | | | | | | | |
| 2025 | 69 | | | | | | | | | | | | | | | | | |
| SENIOR SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS | | | | | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level job market | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark for two years and were just shy of the benchmark for the other two years. | Seniors generally felt they had a good or excellent foundation in business knowledge and skills. | Hire qualified teachers with real-world experience who are serious about teaching the knowledge and skills needed in the marketplace. Assess regularly the needs of employers for entry-level positions. Create real-world, project-based learning opportunities. | <div>Student Knowledge/Skills</div> <table><tr><th>Year</th><th>Score</th></tr><tr><td>2022</td><td>4.2</td></tr><tr><td>2023</td><td>3.9</td></tr><tr><td>2024</td><td>3.9</td></tr><tr><td>2025</td><td>4.0</td></tr></table> | | | | Year | Score | 2022 | 4.2 | 2023 | 3.9 | 2024 | 3.9 | 2025 | 4.0 |
| Year | Score | | | | | | | | | | | | | | | | | |
| 2022 | 4.2 | | | | | | | | | | | | | | | | | |
| 2023 | 3.9 | | | | | | | | | | | | | | | | | |
| 2024 | 3.9 | | | | | | | | | | | | | | | | | |
| 2025 | 4.0 | | | | | | | | | | | | | | | | | |
| FIVE-YEAR ALUMNI SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS | | | | | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level job market | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark. | Alumni generally felt that preparation in business communication skills was very good to excellent. | See comment above for actions. | <div>Student Knowledge/Skills</div> <table><tr><th>Year</th><th>Score</th></tr><tr><td>2022</td><td>4.2</td></tr><tr><td>2023</td><td>4.1</td></tr><tr><td>2024</td><td>4.1</td></tr><tr><td>2025</td><td>4.2</td></tr></table> | | | | Year | Score | 2022 | 4.2 | 2023 | 4.1 | 2024 | 4.1 | 2025 | 4.2 |
| Year | Score | | | | | | | | | | | | | | | | | |
| 2022 | 4.2 | | | | | | | | | | | | | | | | | |
| 2023 | 4.1 | | | | | | | | | | | | | | | | | |
| 2024 | 4.1 | | | | | | | | | | | | | | | | | |
| 2025 | 4.2 | | | | | | | | | | | | | | | | | |

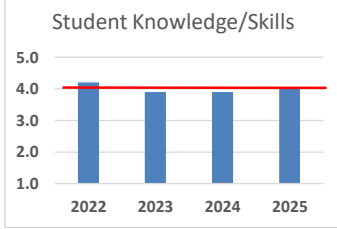
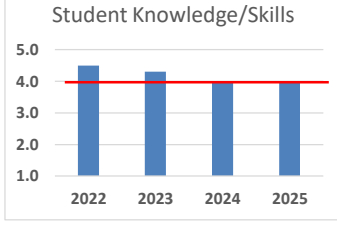
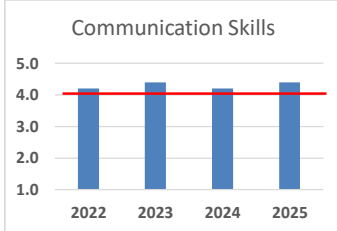
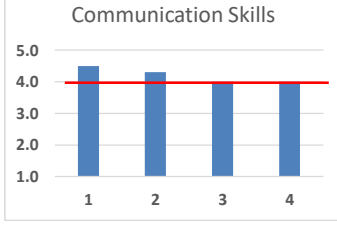
| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | |
|--|--|--------------------------------------|---|---|---|------|-------|------|-----|------|-----|------|-----|------|-----|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | |
| BBA BUSINESS CORE - Learning Objective 2: Students will learn to communicate business information clearly and effectively. | | | | | | | | | | | | | | | |
| SENIOR SURVEY - BUSINESS COMMUNICATIONS SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared to make business reports and presentations | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark. | Seniors generally felt they received good or excellent preparation in business communications. | We will offer more sections of business communications class this coming year to reduce class size and allow teachers to give more individualized input. Encourage all teachers to utilize Grammarly for writing submissions. Work toward requiring presentations by individual students or student teams in all classes. |  <table><caption>Communication Skills Data</caption><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.2</td></tr><tr><td>2023</td><td>4.4</td></tr><tr><td>2024</td><td>4.2</td></tr><tr><td>2025</td><td>4.4</td></tr></tbody></table> | Year | Score | 2022 | 4.2 | 2023 | 4.4 | 2024 | 4.2 | 2025 | 4.4 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.2 | | | | | | | | | | | | | | |
| 2023 | 4.4 | | | | | | | | | | | | | | |
| 2024 | 4.2 | | | | | | | | | | | | | | |
| 2025 | 4.4 | | | | | | | | | | | | | | |
| FIVE-YEAR ALUMNI SURVEY - BUSINESS COMMUNICATION SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): prepared to make business reports and presentations | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results didn't met benchmark. | Alumni generally felt that preparation in business communication skills was good or acceptable. | See comment above for actions. |  <table><caption>Communication Skills Data</caption><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>3.9</td></tr><tr><td>2023</td><td>3.7</td></tr><tr><td>2024</td><td>3.7</td></tr><tr><td>2025</td><td>3.8</td></tr></tbody></table> | Year | Score | 2022 | 3.9 | 2023 | 3.7 | 2024 | 3.7 | 2025 | 3.8 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 3.9 | | | | | | | | | | | | | | |
| 2023 | 3.7 | | | | | | | | | | | | | | |
| 2024 | 3.7 | | | | | | | | | | | | | | |
| 2025 | 3.8 | | | | | | | | | | | | | | |
| BBA BUSINESS CORE - Learning Objective 3: Students will learn sufficient knowledge about, and appreciation for, high ethics and integrity in business. | | | | | | | | | | | | | | | |
| SENIOR SURVEY - KNOWLEDGE AND APPRECIATION FOR HIGH ETHICS AND INTEGRITY | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): fostered integrity and ethical values. | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark in all years. | Seniors generally felt they received good or excellent preparation in ethics. | Ethics cases are being increasingly integrated across the curriculum. The business program adopted an Honor Code, which is recited and pledged by students at the start and end of each school year. We are creating a new integrity policy to address use and abuse of AI. We will devote one colloquium each year to integrity in academics and the work place. |  <table><caption>Ethics & Integrity Data</caption><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.6</td></tr><tr><td>2023</td><td>4.5</td></tr><tr><td>2024</td><td>4.7</td></tr><tr><td>2025</td><td>4.5</td></tr></tbody></table> | Year | Score | 2022 | 4.6 | 2023 | 4.5 | 2024 | 4.7 | 2025 | 4.5 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.6 | | | | | | | | | | | | | | |
| 2023 | 4.5 | | | | | | | | | | | | | | |
| 2024 | 4.7 | | | | | | | | | | | | | | |
| 2025 | 4.5 | | | | | | | | | | | | | | |
| FIVE-YEAR ALUMNI SURVEY - KNOWLEDGE AND APPRECIATION FOR HIGH ETHICS AND INTEGRITY | | | | | 2022202320242025 | | | | | | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): fostered integrity and ethical values | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark for all years. | Alumni generally felt that preparation in ethics was excellent or very good. | See comment above. |  <table><caption>Ethics & Integrity Data</caption><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.4</td></tr><tr><td>2023</td><td>4.3</td></tr><tr><td>2024</td><td>4.3</td></tr><tr><td>2025</td><td>4.2</td></tr></tbody></table> | Year | Score | 2022 | 4.4 | 2023 | 4.3 | 2024 | 4.3 | 2025 | 4.2 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.4 | | | | | | | | | | | | | | |
| 2023 | 4.3 | | | | | | | | | | | | | | |
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| 2025 | 4.2 | | | | | | | | | | | | | | |




| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends |
|---|---|---|--|---|---|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | |
| BBA BUSINESS CORE - Learning Objective 4: Students will learn adequate job-seeking skill and have adequate resources for successful placement. | | | | | |
| SENIOR SURVEY - KNOWLEDGE AND RESOURCES FOR SUCCESSFUL PLACEMENT | | | | | 2022202320242025 |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): learn job-seeking skills for successful placement | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met the benchmark in all four years. | Students generally felt that preparation in job-seeking skills was very good or excellent. However, because of their insecurities, we suspect that students will never feel they have had enough exposure or resources in this area. | Job seeking skills is covered in Business Communications course, which we will be offering in more sections to reduce class size and enhance coverage. We will lobby univ. administration to reinstate an Employer Relations Coordinator in the Career Center. Our new dean is working an initiative to increase career mentorships with alumni and others in industry. |  |
| FIVE-YEAR ALUMNI SURVEY - KNOWLEDGE AND RESOURCES FOR SUCCESSFUL PLACEMENT | | | | | 2022202320242025 |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): learn job-seeking skills for successful placement | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results did not meet benchmark. | Alumni generally felt that preparation in job-seeking skills was good to very good, and in one year excellent. | Job seeking skills is covered in Business Communications course, which we will be offering in more sections to reduce class size and enhance coverage. We will lobby univ. administration to reinstate an Employer Relations Coordinator in the Career Center. Our new dean is working an initiative to increase career mentorships with alumni and others in industry. |  |
| PLACEMENT RATE IN JOBS OR GRADUATE SCHOOL | | | | | 2022202320242025 |
| At least 90% of graduates will find employment in their fields or be accepted into graduate schools within 12 months of graduation. | Surveys and internal records of placement information | Results exceed benchmark for all years. | Placement rates have remained fairly steady and strong. | See comment above. |  |
| BBA-ACCOUNTING CONCENTRATION - Learning Objective 1: Students will learn the knowledge and skills needed for entry-level jobs in accounting | | | | | |
| ACCOUNTING CONCENTRATION EXAM - KNOWLEDGE OVER CONCENTRATION SUBJECTS | | | | | 2022202320242025 |
| Graduating seniors will demonstrate knowledge of concepts covered in the ACCT concentration by answering at least 50% of the questions correctly. | Internal, summative. The concentration exams are created by teachers within each concentration of the BBA degree. The 50-question exams attempt to measure how well seniors remember the content of all the required courses in their concentrations. The ACCT exam is of CPA Exam intensity so students do well to get at least half the questions correct without any study, which is better than the average CPA exam score across the land. | Results met benchmark for two of the four years. The latest year's score is concerning. | The declining trend might be explained by a declining average GPA of accounting students, especially in the latest year. | Periodically revise exam to reflect updated course coverage and tweak courses to address any weaknesses indicated in concentration test results. Adjust curriculum to content on CPA Exam. |  |

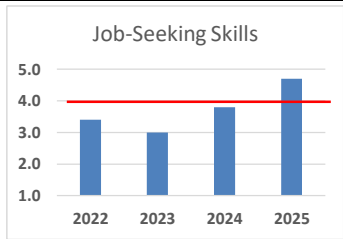
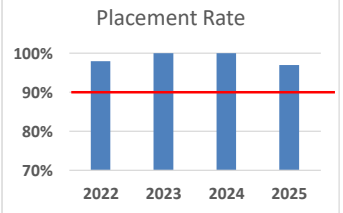
| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | |
|--|--|--|--|--|--|------|-------|------|-----|------|-----|------|-----|------|-----|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | |
| SENIOR SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS IN ACCOUNTING | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level jobs in accounting. | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark for all years. | Accounting students felt they had a very good or excellent foundation in accounting knowledge and skills. | Ensure that teachers uphold academic rigor in accounting. Adjust accounting curriculum to reflect new content on the CPA Exam. | <div>ACCT Student Knowledge</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.7</td></tr><tr><td>2023</td><td>4.9</td></tr><tr><td>2024</td><td>4.9</td></tr><tr><td>2025</td><td>4.8</td></tr></tbody></table> | Year | Score | 2022 | 4.7 | 2023 | 4.9 | 2024 | 4.9 | 2025 | 4.8 |
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| 2022 | 4.7 | | | | | | | | | | | | | | |
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| 2024 | 4.9 | | | | | | | | | | | | | | |
| 2025 | 4.8 | | | | | | | | | | | | | | |
| BBA-ACCOUNTING CONCENTRATION - Learning Objective 2: Students will learn real-world accounting knowledge and skills by participating in an internship | | | | | | | | | | | | | | | |
| ACCOUNTING INTERNSHIP SUPERVISOR SURVEY - INTERN WORK SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Intern supervisors will rate interns at least 4 on a 5-point scale that measures supervisor satisfaction over key work attributes. | External, summative, comparative. Survey of intern supervisors. (Scale: 5=Outstanding; 4=Very Good; 3=Average; 2=Marginal; 1=Unsatisfactory) | Results met benchmark for all years. | Internship supervisors felt that interns were well prepared and exhibited very good or outstanding work skills on the job. | Monitor internship surveys for areas in which work skills or knowledge need improvement. | <div>ACCT Internship Supervisor Survey</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.5</td></tr><tr><td>2023</td><td>4.4</td></tr><tr><td>2024</td><td>4.4</td></tr><tr><td>2025</td><td>4.4</td></tr></tbody></table> | Year | Score | 2022 | 4.5 | 2023 | 4.4 | 2024 | 4.4 | 2025 | 4.4 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.5 | | | | | | | | | | | | | | |
| 2023 | 4.4 | | | | | | | | | | | | | | |
| 2024 | 4.4 | | | | | | | | | | | | | | |
| 2025 | 4.4 | | | | | | | | | | | | | | |
| BBA-FINANCE CONCENTRATION - Learning Objective 1: Students will learn the knowledge and skills needed for entry-level jobs in finance. | | | | | | | | | | | | | | | |
| FINANCE CONCENTRATION EXAM - KNOWLEDGE OVER CONCENTRATION SUBJECTS | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will demonstrate knowledge of concepts covered in the FINA concentration by answering at least 50% of the questions correctly. | Internal, summative. The concentration exams are created by teachers within each concentration of the BBA degree. The 50-question exams attempt to measure how well seniors remember the content of all the required courses in their concentrations. FINA students take at least 3 upper div. courses in ACCT, which are tested at CPA Exam intensity, so obtaining 50% overall without study is doing well, which is better than the average CPA exam score across the land. | Results for the two of four years met the benchmark. | Most finance students demonstrate satisfactory knowledge over finance. | Periodically revise exam to reflect updated course coverage and tweak courses to address any weaknesses indicated in concentration test results. | <div>FINA Conc. Exam</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>50</td></tr><tr><td>2023</td><td>53</td></tr><tr><td>2024</td><td>52</td></tr><tr><td>2025</td><td>46</td></tr></tbody></table> | Year | Score | 2022 | 50 | 2023 | 53 | 2024 | 52 | 2025 | 46 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 50 | | | | | | | | | | | | | | |
| 2023 | 53 | | | | | | | | | | | | | | |
| 2024 | 52 | | | | | | | | | | | | | | |
| 2025 | 46 | | | | | | | | | | | | | | |
| SENIOR SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS IN FINANCE | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level jobs in finance. | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark for all years. | Finance students felt they had a very good or excellent foundation in Finance knowledge and skills. | Ensure that teachers uphold academic rigor and keep course content current. | <div>FINA Student Knowledge</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>5</td></tr><tr><td>2023</td><td>5</td></tr><tr><td>2024</td><td>5</td></tr><tr><td>2025</td><td>4.9</td></tr></tbody></table> | Year | Score | 2022 | 5 | 2023 | 5 | 2024 | 5 | 2025 | 4.9 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 5 | | | | | | | | | | | | | | |
| 2023 | 5 | | | | | | | | | | | | | | |
| 2024 | 5 | | | | | | | | | | | | | | |
| 2025 | 4.9 | | | | | | | | | | | | | | |

| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | |
|--|---|---|--|--|--|------|-------|------|-----|------|-----|------|-----|------|-----|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | |
| BBA-FINANCE CONCENTRATION - Learning Objective 2: Students will learn real-world finance knowledge and skills by participating in an internship | | | | | | | | | | | | | | | |
| FINANCE INTERNSHIP SUPERVISOR SURVEY - INTERN WORK SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Intern supervisors will rate interns at least 4 on a 5-point scale that measures supervisor satisfaction over key work attributes. | External, summative, comparative. Survey of intern supervisors. (Scale: 5=Outstanding; 4=Very Good; 3=Average; 2=Marginal; 1=Unsatisfactory) | Results met benchmark for all years. | Internship supervisors felt that interns were well prepared and exhibited very good or outstanding work skills on the job. | Monitor internship surveys for areas in which work skills or knowledge need improvement. | <div>FINA Internship Supervisor Survey</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>5.0</td></tr><tr><td>2023</td><td>4.5</td></tr><tr><td>2024</td><td>4.7</td></tr><tr><td>2025</td><td>4.0</td></tr></tbody></table> | Year | Score | 2022 | 5.0 | 2023 | 4.5 | 2024 | 4.7 | 2025 | 4.0 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 5.0 | | | | | | | | | | | | | | |
| 2023 | 4.5 | | | | | | | | | | | | | | |
| 2024 | 4.7 | | | | | | | | | | | | | | |
| 2025 | 4.0 | | | | | | | | | | | | | | |
| BBA-MANAGEMENT CONCENTRATION - Learning Objective 1: Students will learn the knowledge and skills needed for entry-level jobs in management. | | | | | | | | | | | | | | | |
| MANAGEMENT CONCENTRATION EXAM - KNOWLEDGE OVER CONCENTRATION SUBJECTS | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will demonstrate knowledge of concepts covered in the MGMT concentration by answering at least 70% of the questions correctly. | Internal, summative. The concentration exams are created by teachers within each concentration of the BBA degree. The 50-question exams attempt to measure how well seniors remember the content of all the required courses in their concentrations. | Results for the all years except the last year met the benchmark. | Most MGMT students demonstrate satisfactory knowledge over management content. | Periodically revise exam to reflect updated course coverage and tweak courses to address any weaknesses indicated in concentration test results. | <div>MGMT Conc. Exam</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>70</td></tr><tr><td>2023</td><td>74</td></tr><tr><td>2024</td><td>77</td></tr><tr><td>2025</td><td>67</td></tr></tbody></table> | Year | Score | 2022 | 70 | 2023 | 74 | 2024 | 77 | 2025 | 67 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 70 | | | | | | | | | | | | | | |
| 2023 | 74 | | | | | | | | | | | | | | |
| 2024 | 77 | | | | | | | | | | | | | | |
| 2025 | 67 | | | | | | | | | | | | | | |
| SENIOR SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS IN MANAGEMENT | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level jobs in MGMT. | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark for all years. | MGMT students felt they had a very good to excellent foundation in MGMT knowledge and skills. | Ensure that teachers uphold academic rigor and keep course content current. Introduce more case studies and project-based learning. | <div>MGMT Student Knowledge</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.0</td></tr><tr><td>2023</td><td>5.0</td></tr><tr><td>2024</td><td>5.0</td></tr><tr><td>2025</td><td>5.0</td></tr></tbody></table> | Year | Score | 2022 | 4.0 | 2023 | 5.0 | 2024 | 5.0 | 2025 | 5.0 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.0 | | | | | | | | | | | | | | |
| 2023 | 5.0 | | | | | | | | | | | | | | |
| 2024 | 5.0 | | | | | | | | | | | | | | |
| 2025 | 5.0 | | | | | | | | | | | | | | |
| BBA-MANAGEMENT CONCENTRATION - Learning Objective 2: Students will learn real-world management knowledge and skills by participating in an internship | | | | | | | | | | | | | | | |
| MANAGEMENT INTERNSHIP SUPERVISOR SURVEY - INTERN WORK SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Intern supervisors will rate interns at least 4 on a 5-point scale that measures supervisor satisfaction over key work attributes. | External, summative, comparative. Survey of intern supervisors. (Scale: 5=Outstanding; 4=Very Good; 3=Average; 2=Marginal; 1=Unsatisfactory) | Results met benchmark for all years. | Internship supervisors felt that interns were well prepared and exhibited very good or outstanding work skills on the job. | Monitor internship surveys for areas in which work skills or knowledge need improvement. | <div>MGMT Internship Supervisor Survey</div>  <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.4</td></tr><tr><td>2023</td><td>4.4</td></tr><tr><td>2024</td><td>4.6</td></tr><tr><td>2025</td><td>4.0</td></tr></tbody></table> | Year | Score | 2022 | 4.4 | 2023 | 4.4 | 2024 | 4.6 | 2025 | 4.0 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.4 | | | | | | | | | | | | | | |
| 2023 | 4.4 | | | | | | | | | | | | | | |
| 2024 | 4.6 | | | | | | | | | | | | | | |
| 2025 | 4.0 | | | | | | | | | | | | | | |

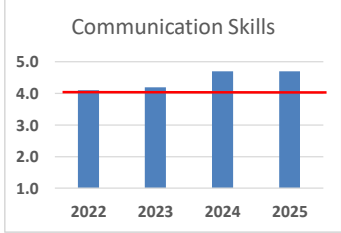
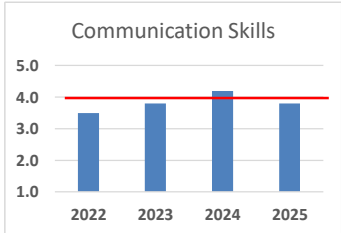


| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | |
|--|---|--|--|--|--|------|------------|------|-----|------|-----|------|----|------|----|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | |
| BBA-MARKETING CONCENTRATION - Learning Objective 1: Students will learn the knowledge and skills needed for entry-level jobs in marketing. | | | | | | | | | | | | | | | |
| MARKETING CONCENTRATION EXAM - KNOWLEDGE OVER CONCENTRATION SUBJECTS | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will demonstrate knowledge of concepts covered in the MKTG concentration by answering at least 70% of the questions correctly. | Internal, summative. The concentration exams are created by teachers within each concentration of the BBA degree. The 50-question exams attempt to measure how well seniors remember the content of all the required courses in their concentrations. | Results for three years did not met the benchmark. | MKTG students demonstrated knowledge over marketing subjects but there is significant room improvement. | Periodically revise exam to reflect updated course coverage and tweak courses to address any weaknesses indicated in concentration test results. A change in marketing faculty may be factor. Dean will work with new teacher to increase effectiveness of instruction. | <div><div>MKTG Conc. Exam</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>2022</td><td>75</td></tr><tr><td>2023</td><td>63</td></tr><tr><td>2024</td><td>57</td></tr><tr><td>2025</td><td>62</td></tr></table></div> | Year | Score | 2022 | 75 | 2023 | 63 | 2024 | 57 | 2025 | 62 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 75 | | | | | | | | | | | | | | |
| 2023 | 63 | | | | | | | | | | | | | | |
| 2024 | 57 | | | | | | | | | | | | | | |
| 2025 | 62 | | | | | | | | | | | | | | |
| SENIOR SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS IN MARKETING | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level jobs in MKTG. | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark except in most recent year. | There were a limited number of surveys submitted so we can't read too much into these figures, except that 2025 was a rough year due the loss mid-year of a popular marketing teacher. | Hire qualified teachers with real-world experience who are serious about teaching the knowledge and skills needed in the marketplace. Assess regularly the needs of employers for entry-level positions. Create real-world, project-based learning opportunities. | <div><div>MKTG Student Knowledge</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>2022</td><td>5</td></tr><tr><td>2023</td><td>4</td></tr><tr><td>2024</td><td>4</td></tr><tr><td>2025</td><td>3</td></tr></table></div> | Year | Score | 2022 | 5 | 2023 | 4 | 2024 | 4 | 2025 | 3 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 5 | | | | | | | | | | | | | | |
| 2023 | 4 | | | | | | | | | | | | | | |
| 2024 | 4 | | | | | | | | | | | | | | |
| 2025 | 3 | | | | | | | | | | | | | | |
| BBA-MARKETING CONCENTRATION - Learning Objective 2: Students will learn real-world marketing knowledge and skills by participating in an internship | | | | | | | | | | | | | | | |
| MARKETING INTERNSHIP SUPERVISOR SURVEY - INTERN WORK SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Intern supervisors will rate interns at least 4 on a 5-point scale that measures supervisor satisfaction over key work attributes. | External, summative, comparative. Survey of intern supervisors. (Scale: 5=Outstanding; 4=Very Good; 3=Average; 2=Marginal; 1=Unsatisfactory) | Results met benchmark for all years. | Internship supervisors felt that interns were well prepared and exhibited very good or outstanding work skills on the job. | Monitor internship surveys for areas in which work skills or knowledge need improvement. | <div><div>MKTG Internship Supervisor Survey</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>2022</td><td>4.5</td></tr><tr><td>2023</td><td>4.7</td></tr><tr><td>2024</td><td>5</td></tr><tr><td>2025</td><td>7</td></tr></table></div> | Year | Score | 2022 | 4.5 | 2023 | 4.7 | 2024 | 5 | 2025 | 7 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.5 | | | | | | | | | | | | | | |
| 2023 | 4.7 | | | | | | | | | | | | | | |
| 2024 | 5 | | | | | | | | | | | | | | |
| 2025 | 7 | | | | | | | | | | | | | | |
| Bachelor of Arts, Business Administration Major | | | | | | | | | | | | | | | |
| BA BUSINESS CORE - Learning Objective 1: Students will learn the core business knowledge and skills needed for entry-level jobs in business | | | | | | | | | | | | | | | |
| MAJOR FIELD TEST (MFT) IN BUSINESS - KNOWLEDGE OVER BUSINESS CORE - OVERALL PERCENTILES | | | | | 2022202320242025 | | | | | | | | | | |
| Students will demonstrate knowledge of core functional areas of business by achieving a 3-year moving average percentile of at least 70 or better on the Major Field Test (MFT) in Business. | External, summative, comparative. All graduating seniors take the Major Field Test (MFT) as part of their capstone course requirement (Strategic Management) | Results for the three years met the benchmark but not for one year. The trend is negative. | We are concerned about the declining trend over the last decade. | We will increase senior orientation about the purpose / importance of the MFT test and also begin attaching the test results to a portion of the grade in the capstone course, which may help minimize the chance of students "blowing the exam off." We will also administer the exam earlier in the year, not the last part of spring when students are tired and less | <div><div>MFT Percentile - Overall</div><table><tr><th>Year</th><th>Percentile</th></tr><tr><td>2022</td><td>73</td></tr><tr><td>2023</td><td>67</td></tr><tr><td>2024</td><td>76</td></tr><tr><td>2025</td><td>73</td></tr></table></div> | Year | Percentile | 2022 | 73 | 2023 | 67 | 2024 | 76 | 2025 | 73 |
| Year | Percentile | | | | | | | | | | | | | | |
| 2022 | 73 | | | | | | | | | | | | | | |
| 2023 | 67 | | | | | | | | | | | | | | |
| 2024 | 76 | | | | | | | | | | | | | | |
| 2025 | 73 | | | | | | | | | | | | | | |

| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | |
|---|--|---|---|---|--|------|-------|------|-----|------|-----|------|-----|------|-----|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | |
| SENIOR SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level job market | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark for all years. | Seniors generally felt they had a good or excellent foundation in business knowledge and skills. | Hire qualified teachers with real-world experience who are serious about teaching the knowledge and skills needed in the marketplace. Assess regularly the needs of employers for entry-level positions. As much as possible, create real-world, project-based learning opportunities. | <div><div>Student Knowledge/Skills</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.5</td></tr><tr><td>2023</td><td>4.3</td></tr><tr><td>2024</td><td>4.0</td></tr><tr><td>2025</td><td>4.0</td></tr></tbody></table></div> | Year | Score | 2022 | 4.5 | 2023 | 4.3 | 2024 | 4.0 | 2025 | 4.0 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.5 | | | | | | | | | | | | | | |
| 2023 | 4.3 | | | | | | | | | | | | | | |
| 2024 | 4.0 | | | | | | | | | | | | | | |
| 2025 | 4.0 | | | | | | | | | | | | | | |
| FIVE-YEAR ALUMNI SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level job market | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark. | Alumni generally felt that preparation in business communication skills was very good to excellent. | See comment above for actions. | <div><div>Student Knowledge/Skills</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.5</td></tr><tr><td>2023</td><td>4.3</td></tr><tr><td>2024</td><td>4.0</td></tr><tr><td>2025</td><td>4.0</td></tr></tbody></table></div> | Year | Score | 2022 | 4.5 | 2023 | 4.3 | 2024 | 4.0 | 2025 | 4.0 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.5 | | | | | | | | | | | | | | |
| 2023 | 4.3 | | | | | | | | | | | | | | |
| 2024 | 4.0 | | | | | | | | | | | | | | |
| 2025 | 4.0 | | | | | | | | | | | | | | |
| BA BUSINESS CORE - Learning Objective 2: Students will learn to communicate business information clearly and effectively. | | | | | | | | | | | | | | | |
| SENIOR SURVEY - BUSINESS COMMUNICATIONS SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared to make business reports and presentations | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark. | Seniors generally felt they received good or excellent preparation in business communications. | We will offer more sections of business communications class this coming year to reduce class size and allow teachers to give more individualized input. Encourage all teachers to utilize Grammarly for writing submissions. Work toward requiring presentations by individual students or student teams in all classes. | <div><div>Communication Skills</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.0</td></tr><tr><td>2023</td><td>4.5</td></tr><tr><td>2024</td><td>4.0</td></tr><tr><td>2025</td><td>4.5</td></tr></tbody></table></div> | Year | Score | 2022 | 4.0 | 2023 | 4.5 | 2024 | 4.0 | 2025 | 4.5 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.0 | | | | | | | | | | | | | | |
| 2023 | 4.5 | | | | | | | | | | | | | | |
| 2024 | 4.0 | | | | | | | | | | | | | | |
| 2025 | 4.5 | | | | | | | | | | | | | | |
| FIVE-YEAR ALUMNI SURVEY - BUSINESS COMMUNICATION SKILLS | | | | | 2022202320242025 | | | | | | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): prepared to make business reports and presentations | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark for all four years. | Alumni generally felt that preparation in business communication skills was very good to excellent. | See comment above for actions. | <div><div>Communication Skills</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>4.5</td></tr><tr><td>2023</td><td>4.3</td></tr><tr><td>2024</td><td>4.0</td></tr><tr><td>2025</td><td>4.0</td></tr></tbody></table></div> | Year | Score | 2022 | 4.5 | 2023 | 4.3 | 2024 | 4.0 | 2025 | 4.0 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 4.5 | | | | | | | | | | | | | | |
| 2023 | 4.3 | | | | | | | | | | | | | | |
| 2024 | 4.0 | | | | | | | | | | | | | | |
| 2025 | 4.0 | | | | | | | | | | | | | | |

| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends |
|--|--|--------------------------------------|--|---|--|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | |
| BA BUSINESS CORE - Learning Objective 3: Students will learn sufficient knowledge about, and appreciation for, high ethics and integrity in business. | | | | | |
| SENIOR SURVEY - KNOWLEDGE AND APPRECIATION FOR HIGH ETHICS AND INTEGRITY | | | | | 2022202320242025 |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): fostered integrity and ethical values. | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark in all years. | Seniors generally felt they received good or excellent preparation in ethics. | Ethics cases are being increasingly integrated across the curriculum. The business program adopted an Honor Code, which is recited and pledged by students at the start and end of each school year. We are creating a new integrity policy to address use and abuse of AI. We will devote one colloquium each year to integrity in academics and the work place. |  |
| FIVE-YEAR ALUMNI SURVEY - KNOWLEDGE AND APPRECIATION FOR HIGH ETHICS AND INTEGRITY | | | | | 2022202320242025 |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): fostered integrity and ethical values | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark for all years. | Alumni generally felt that preparation in ethics was excellent or very good. | See comment above. |  |
| BA BUSINESS CORE - Learning Objective 4: Students will learn adequate job-seeking skill and have adequate resources for successful placement. | | | | | |
| SENIOR SURVEY - KNOWLEDGE AND RESOURCES FOR SUCCESSFUL PLACEMENT | | | | | 2022202320242025 |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): learn job-seeking skills for successful placement | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark for all years. | Students generally felt that preparation in job-seeking skills was very good or excellent. However, because of their insecurities, we suspect that students will never feel they have had enough exposure or resources in this area. | Job seeking skills is covered in Business Communications course, which we will be offering in more sections to reduce class size and enhance coverage. We will lobby univ. administration to reinstate an Employer Relations Coordinator in the Career Center. Our new dean is working an initiative to increase career mentorships with alumni and others in industry. |  |

| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | |
|--|---|---|--|---|--|------|-------|------|-----|------|------|------|------|------|-----|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | |
| FIVE-YEAR ALUMNI SURVEY - KNOWLEDGE AND RESOURCES FOR SUCCESSFUL PLACEMENT | | | | | 2022202320242025 | | | | | | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): learn job-seeking skills for successful placement | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark for one of the four years, but fairly close in two other years. | Alumni generally felt that preparation in job-seeking skills was good to very good, and in one year excellent. | See comment above. | <div><div>Job-Seeking Skills</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>2022</td><td>3.4</td></tr><tr><td>2023</td><td>3.0</td></tr><tr><td>2024</td><td>3.8</td></tr><tr><td>2025</td><td>4.7</td></tr></table></div> | Year | Score | 2022 | 3.4 | 2023 | 3.0 | 2024 | 3.8 | 2025 | 4.7 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 3.4 | | | | | | | | | | | | | | |
| 2023 | 3.0 | | | | | | | | | | | | | | |
| 2024 | 3.8 | | | | | | | | | | | | | | |
| 2025 | 4.7 | | | | | | | | | | | | | | |
| PLACEMENT RATE IN JOBS OR GRADUATE SCHOOL | | | | | 2022202320242025 | | | | | | | | | | |
| At least 90% of graduates will find employment in their fields or be accepted into graduate schools within 12 months of graduation. | Surveys and internal records of placement information | Results exceed benchmark for all years. | Placement rates have remained fairly steady and strong. | See comment above. | <div><div>Placement Rate</div><table><tr><th>Year</th><th>Rate</th></tr><tr><td>2022</td><td>98%</td></tr><tr><td>2023</td><td>100%</td></tr><tr><td>2024</td><td>100%</td></tr><tr><td>2025</td><td>97%</td></tr></table></div> | Year | Rate | 2022 | 98% | 2023 | 100% | 2024 | 100% | 2025 | 97% |
| Year | Rate | | | | | | | | | | | | | | |
| 2022 | 98% | | | | | | | | | | | | | | |
| 2023 | 100% | | | | | | | | | | | | | | |
| 2024 | 100% | | | | | | | | | | | | | | |
| 2025 | 97% | | | | | | | | | | | | | | |

| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends |
|--|--|---|--|--|---|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | |
| Bachelor of Science, Business Administration Major | | | | | |
| BS BUSINESS CORE - Learning Objective 1: Students will learn the core business knowledge and skills needed for entry-level jobs in business | | | | | |
| MAJOR FIELD TEST (MFT) IN BUSINESS - KNOWLEDGE OVER BUSINESS CORE - OVERALL PERCENTILES | | | | | |
| Students will demonstrate knowledge of core functional areas of business by achieving a 3-year moving average percentile of at least 70 or better on the Major Field Test (MFT) in Business. | External, summative, comparative. All graduating seniors take the Major Field Test (MFT) as part of their capstone course requirement (Strategic Management) | Results for the first year only. The trend is negative. | We are concerned about the declining trend, especially the score for the latest year, which doesn't meet our benchmark. The class of 2025 had an usually low GPA compared to prior years and also many students boasted of "blowing the exam off." The 2025 results might be a one-off, but the trend is concerning. | We will increase senior orientation about the purpose / importance of the MFT test and also begin attaching the test results to a portion of the grade in the capstone course, which may help minimize the chance of students "blowing the exam off." We will also administer the exam earlier in the year, not the last part of spring when students are tired and less caring. | <div> <div>2022</div> <div>2023</div> <div>2024</div> <div>2025</div> </div> <div> <div>79</div> <div>64</div> <div>55</div> <div>43</div> </div> |
| | | | | | |
| SENIOR SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level job market | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark for all years but a the trend is declining. | Seniors generally felt they had a good or excellent foundation in business knowledge and skills. | Hire qualified teachers with real-world experience who are serious about teaching the knowledge and skills needed in the marketplace. Assess regularly the needs of employers for entry-level positions. As much as possible, create real-world, project-based learning opportunities. | <div> <div>2022</div> <div>2023</div> <div>2024</div> <div>2025</div> </div> <div> <div>4.3</div> <div>4.3</div> <div>4.2</div> <div>4.1</div> </div> |
| | | | | | |
| FIVE-YEAR ALUMNI SURVEY - PREPARATION IN KNOWLEDGE AND SKILLS | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): prepared in the knowledge & skills needed for entry-level job market | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark. | Alumni generally felt that preparation in business communication skills was very good to excellent. | See comment above for actions. | <div> <div>2022</div> <div>2023</div> <div>2024</div> <div>2025</div> </div> <div> <div>4.5</div> <div>4.7</div> <div>4.3</div> <div>4.7</div> </div> |
| | | | | | |

| Performance Measure | What is your measurement instrument or process? (Indicate type of instrument: direct, formative, internal, comparative). | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends |
|--|--|--|--|--|---|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | |
| BS BUSINESS CORE - Learning Objective 2: Students will learn to communicate business information clearly and effectively. | | | | | |
| SENIOR SURVEY - BUSINESS COMMUNICATIONS SKILLS | | | | | 2022202320242025 |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): prepared to make business reports and presentations | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark in all years. | Seniors generally felt they received very good to excellent preparation in business communications. | We will offer more sections of business communications class this coming year to reduce class size and allow teachers to give more individualized input. Encourage all teachers to utilize Grammarly for writing submissions. Work toward requiring presentations by individual students or student teams in all classes. |  |
| FIVE-YEAR ALUMNI SURVEY - BUSINESS COMMUNICATION SKILLS | | | | | 2022202320242025 |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): prepared to make business reports and presentations | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark in only one year. | Alumni generally felt that preparation in business communication skills was acceptable to very good. | See comment above for actions. |  |
| BS BUSINESS CORE - Learning Objective 3: Students will learn sufficient knowledge about, and appreciation for, high ethics and integrity in business. | | | | | |
| SENIOR SURVEY - KNOWLEDGE AND APPRECIATION FOR HIGH ETHICS AND INTEGRITY | | | | | 2022202320242025 |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): fostered integrity and ethical values. | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results met benchmark in all years. | Seniors generally felt they received very good to excellent preparation in ethics. | Recent hires for for business ethics teachers are high quality. Ethics cases are being increasingly integrated across the curriculum. The business program adopted an Honor Code, which is recited and pledged by students during colloquium. We devote one colloquium each year to integrity in academics and the work place. |  |
| FIVE-YEAR ALUMNI SURVEY - KNOWLEDGE AND APPRECIATION FOR HIGH ETHICS AND INTEGRITY | | | | | 2022202320242025 |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): fostered integrity and ethical values | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark in all years except one. Positive trend. | Seniors generally felt they received good or excellent preparation in ethics. | See comment above. |  |

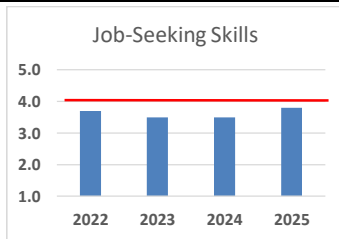
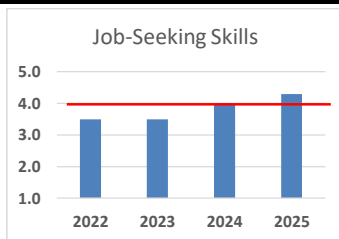
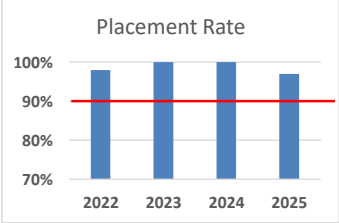
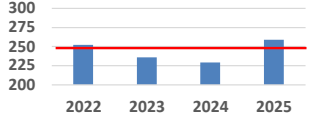
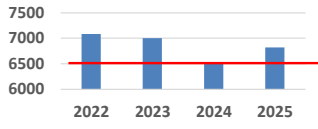
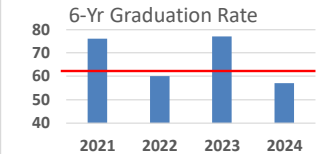
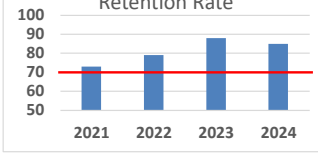
| Performance Measure | What is your measurement instrument or process? | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | |
|---|--|---|--|---|--|------|-------|------|-----|------|------|------|------|------|-----|
| | (Indicate type of instrument: direct, formative, internal, comparative). | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | | | |
| Measurable goal. What is your goal? | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | |
| BS BUSINESS CORE - Learning Objective 4: Students will learn adequate job-seeking skill and have adequate resources for successful placement. | | | | | | | | | | | | | | | |
| SENIOR SURVEY - KNOWLEDGE AND RESOURCES FOR SUCCESFULL PLACEMENT | | | | | 2022202320242025 | | | | | | | | | | |
| Graduating seniors will rate at least a 4 on a 5-point scale (very good or excellent): learn job-seeking skills for successful placement | Internal, summative. Annual survey of graduating seniors. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) . Used 3-year moving average due to low number of survey respondents in some years. | Results did not meet benchmark, but were close. | Students generally felt that preparation in job-seeking skills was very good or excellent. However, because of their insecurities, we suspect that students will never feel they have had enough exposure or resources in this area. | Job seeking skills is covered in Business Communications course, which we will be offering in more sections to reduce class size and enhance coverage. We will lobby univ. administration to reinstate an Employer Relations Coordinator in the Career Center. Our new dean is working an initiative to increase career mentorships with alumni and others in industry. | <div><div>Job-Seeking Skills</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>3.7</td></tr><tr><td>2023</td><td>3.5</td></tr><tr><td>2024</td><td>3.5</td></tr><tr><td>2025</td><td>3.8</td></tr></tbody></table></div> | Year | Score | 2022 | 3.7 | 2023 | 3.5 | 2024 | 3.5 | 2025 | 3.8 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 3.7 | | | | | | | | | | | | | | |
| 2023 | 3.5 | | | | | | | | | | | | | | |
| 2024 | 3.5 | | | | | | | | | | | | | | |
| 2025 | 3.8 | | | | | | | | | | | | | | |
| FIVE-YEAR ALUMNI SURVEY - KNOWLEDGE AND RESOURCES FOR SUCCESSFUL PLACEMENT | | | | | 2022202320242025 | | | | | | | | | | |
| Five-year alumni will rate at least a 4 on a 5-point scale (very good or excellent): learn job-seeking skills for successful placement | Internal, summative, comparative. Annual survey of 5-year alumni. (Scale: 5=Excellent; 4=Very Good; 3=Acceptable; 2=Poor; 1=Fail) Used 3-year moving average due to low number of survey respondents in some year. | Results met benchmark in two of the four years. Positive trend. | Alumni generally felt that preparation in job-seeking skills was acceptable to very good. | See comment above. | <div><div>Job-Seeking Skills</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2022</td><td>3.5</td></tr><tr><td>2023</td><td>3.5</td></tr><tr><td>2024</td><td>4.0</td></tr><tr><td>2025</td><td>4.3</td></tr></tbody></table></div> | Year | Score | 2022 | 3.5 | 2023 | 3.5 | 2024 | 4.0 | 2025 | 4.3 |
| Year | Score | | | | | | | | | | | | | | |
| 2022 | 3.5 | | | | | | | | | | | | | | |
| 2023 | 3.5 | | | | | | | | | | | | | | |
| 2024 | 4.0 | | | | | | | | | | | | | | |
| 2025 | 4.3 | | | | | | | | | | | | | | |
| PLACEMENT RATE IN JOBS OR GRADUATE SCHOOL | | | | | 2022202320242025 | | | | | | | | | | |
| At least 90% of graduates will find employment in their fields or be accepted into graduate schools within 12 months of graduation. | Surveys and internal records of placement information | Results exceed benchmark for all years. | Placement rates have remained fairly steady and strong. | See comment above. | <div><div>Placement Rate</div><table><thead><tr><th>Year</th><th>Rate</th></tr></thead><tbody><tr><td>2022</td><td>98%</td></tr><tr><td>2023</td><td>100%</td></tr><tr><td>2024</td><td>100%</td></tr><tr><td>2025</td><td>97%</td></tr></tbody></table></div> | Year | Rate | 2022 | 98% | 2023 | 100% | 2024 | 100% | 2025 | 97% |
| Year | Rate | | | | | | | | | | | | | | |
| 2022 | 98% | | | | | | | | | | | | | | |
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| 2024 | 100% | | | | | | | | | | | | | | |
| 2025 | 97% | | | | | | | | | | | | | | |

Table 7.1.b: Educational and Business Process Management

| Performance Measure | What is your measurement instrument or process? | Analysis of Results | | | | | | | |
|--|---|---|--|--|---|------|------|------|------|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | |
| Measurable goal. What is your goal? | (Indicate type of instrument: direct, formative, internal, comparative). | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) | | | | |
| ENROLLMENT - BUSINESS MAJORS | | | | | | | | | |
| The number of business and joint majors will exceed 250 each year. | Enrollment data from the Academic Records Office, based on the 10th day of each fall quarter. | Results met the goal for two of the four years. | Many factors affecting enrollment are beyond the control of the business program, such as demographics, COVID, perceived value of college degree, etc. For 2023 and 2024, enrollment was affected by low freshmen class numbers during COVID. Enrollment has rebounded somewhat in 2025. | Hire two student workers to increase prospective student interactions; Increase social media stories and news; Increase newsletter and recruiting materials to prospective students and parents; Connect with guidance counselors at local non-Christian high schools; Revamp the dept. webpage and add video content | | 2022 | 2023 | 2024 | 2025 |
| | | | | | | 252 | 236 | 229 | 259 |
| | | | | |  | | | | |
| | | | | | | | | | |
| STUDENT CREDIT HOURS | | | | | | | | | |
| The number of student credit hours for the department will exceed 6,500 each year, which reflects in part our outreach to non-business majors in courses such as personal finance and management | Enrollment data from the Academic Records Office, based on the 10th day of each fall quarter. | Although the results met the benchmark for each year, the trend is down | Total SCHs generated in each of the last few years was affected by the COVID enrollment downturn. However, we see a rebounding trend that should bring us back to pre-COVID levels. | Make the personal finance class online-asynchronous to remove time-conflict barriers and make it available for any major to enroll; Work with other academic departments to create joint classes; Increase the number and flexibility of business-related minors offered to enhance attractiveness to non-business majors. | | 2022 | 2023 | 2024 | 2025 |
| | | | | | | 7087 | 7000 | 6525 | 6821 |
| | | | | |  | | | | |
| | | | | | | | | | |
| GRADUATION RATES (students who completed their bachelor degrees) | | | | | | | | | |
| The graduation rate from WWU (% of students finishing degree in 6 years) will exceed the national average of 62% over same four-year period (starting years 2015-2018). | Internal records kept by the Academic Records Office and Office of Institutional Research. | Results met the benchmark for two of the four years. | Results are quite volatile from year to year. The average over the four years was above the benchmark. | Advisors will meet twice a quarter with advisees; Start underclassmen mentorship program, especially targeting high-risk students. Submit progress reports for all at-risk students to the Office of Mentoring & Retention. | | 2021 | 2022 | 2023 | 2024 |
| | | | | | | 76 | 60 | 77 | 57 |
| | | | | |  | | | | |
| | | | | | | | | | |
| RETENTION RATES (returned 2nd year to same institution) | | | | | | | | | |
| The fall-to-fall freshmen retention rate will be at least 70% (national average of 69% over same four-year period) | Internal records kept by the Academic Records Office and Office of Institutional Research. | Results for met the benchmark for all years. | National first-year retention rates over the same period averaged about 69%, while the average rate in our business program was 81%. | Create a freshmen mentoring program in which an upperclassman is paired with each new student; Establish a student advisory council to solicit suggestions for improvement from students, including freshmen. Advisors will meet twice a quarter with advisees; Submit progress reports for all at-risk students to the Office of Mentoring & Retention. | | 2021 | 2022 | 2023 | 2024 |
| | | | | | | 73 | 79 | 88 | 85 |
| | | | | |  | | | | |
| | | | | | | | | | |