United States University

Academic Program Review

Bachelor of Arts in Management

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I. PROGRAM OVERVIEW

A. DESCRIPTION OF PROGRAM

Introduce your program. Include its College, Concentrations, and Modalities in which the program is offered; Relationships to other USU programs if applicable. How and when accreditor approval for the program was obtained.

The Bachelor of Arts in Management (BAM) degree program introduces students to the various functional areas of business organizations: finance and accounting, human resources, marketing, and information systems. In addition, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, project management, communication, teamwork, and ethics. The program takes a scholar-practitioner approach to business education—providing students with the opportunity to both learn and apply business concepts.

The BAM program is a part of the College of Business and Management which also offers an MBA program. Students in the BAM program also complete USU's General Education program unless they are transfer students with sufficient transferable credit.

In 2011, the BAM program was approved by WSCUC for both onsite and distance education modalities and implemented in that same year.

The BAM curriculum consists of 120 semester credits with 57 general education credits, 48 core credits, and 15 concentration credits in General Management, Entrepreneurship, Human Resources, or Marketing.

Program of Study with List of Courses

General Education Requirements:

The general education component of the BAM program includes courses in communication, critical thinking, mathematics, science, social science, arts and humanities, cultural studies, information literacy, international studies, and history. The first course all students take is a College Success Skills course, which re-introduces the many working adults of the student population to the keys for being a successful student.

Year	Course Code	Course Name	Credits
1	CSS101	College Success Skills	3
	CIS120	Computer Literacy	3
	COM104	Speech	3

	ENG130	Composition and Reading	3
	MAT105	College Algebra	3
	PSY101	Introduction to Psychology	3
2	ECN101	Principles of Economics	3
	BIO150	General Biology	3
	COM105	Intercultural Communication	3
	SOC101	Introduction to Sociology	3
	COM204	Augmentation	3
	ILR201	Foundations of Information Literacy	3
3	PHI105	Introduction to Ethics	3
	CHM102	Principles of Chemistry	3
	HIS120	US History I	3
	AST101	Astronomy	3
4	HIS122	US History II	3
	POS120	International Relations	3
	ART137	Art Appreciation	3
			57

Core Course Requirements:

The BAM program requires students take 16 management core courses, which teach students the core competencies necessary for graduates who will work in business fields. The core courses provide a solid fundamental knowledge of the various functional areas of business organizations, including finance and accounting, human resources and employee management, marketing, information systems, and unit and project management. All core courses except the Capstone course must be completed before Concentration courses may be pursued. The Capstone class is the final course of the program which requires students to analyze issues and challenges for a business and propose solutions as a business expert.

Year	Course Code	Course Name	Credits
1	BUS310	Introduction to Business	3
	BUS312	Business Math	3
	BUS316	Data Analysis and Communication Tools	3
2	HRM321	Human Resources	3

	MKT321	Principles of Marketing	3
	MGT321	Organizational Behavior and Management	3
	ACT321	Accounting	3
3	MGT330	International Management	3
	MGT332	Project Management Essentials	3
	MGT333	Leading Organizations	3
	MGT334	Organizational Communication	3
	FIN335	Introduction to Finance	3
	BUS330	Introduction to Business Information System	3
	BUS331	Business Ethics	3
	BUS332	Business Law	3
4	MGT499	Capstone	3
			48

Concentrations:

The BAM program offers students four concentration options: General Management, Entrepreneurship, Human Resources, and Marketing.

Concentration – General Management:

The General Management concentration prepares students for careers that will help them to grow as managers and leaders, in any kind of business model. Students who choose to concentrate in this area will be equipped with essential management knowledge and skills required for an effective leader and manager.

Year	Course Code	Course Name	Credits
4	BUS440	Data Analysis & Decision-Making for Managers	3
	MGT441	Negotiation and Conflict Management	3
	MGT442	Leading Diverse & Dispersed Teams	3
	MGT443	Supply Chain Management	3
	MGT444	Strategic Management	3
			15

Concentration – Entrepreneurship:

This concentration is designed for students who seek to be entrepreneurs in start-up ventures, operate family businesses or work as entrepreneurial change agents within a corporate setting.

Year	Course Code	Course Name	Credits
4	BUS440	Data Analysis & Decision-Making for Managers	3
	BUS441	Small Business Management	3
	BUS442	Sales & Marketing	3
	BUS443	Business Opportunity Analysis	3
	BUS444	New Venture and E-Business	3
			15

Concentration – Human Resources

The HR Concentration prepares students for careers in the Human Resources area as a generalist, a specialist, or a manager in the functional areas of Human Resource Management.

Year	Course Code	Course Name	Credits
4	BUS440	Data Analysis & Decision-Making for Managers	3
	HRM441	Learning and Development	3
	HRM442	Workforce Planning & Performance Management	3
	HRM443	Legal Environment of HR Management	3
	HRM444	Compensation and Benefits	3
			15

Concentration – Marketing

The Marketing concentration is designed to prepare students who are interested in a marketing career. The concentration emphasizes the important roles of marketing functions and how marketing professionals can add value to the organization and a broader society.

Year	Course Code	Course Name	Credits
4	BUS440	Data Analysis & Decision-Making for Managers	3
	MKT441	Customer Service Management	3
	MKT442	Marketing Communications and Advertising	3

	MKT443	Marketing Analysis and Research	3
	MKT444	Strategic Internet Marketing	3
			15

B. PROGRAM LEARNING OUTCOMES

List the program learning outcomes and describe how they were developed; include any alignment with related educational organizations (e.g., programmatic accreditors, other national/international organizations related to the course content area). Describe relation to Institutional Mission, Vision, Values, and Outcomes. (How does this program mission align and further the mission of USU? How do Program Learning Outcomes align with USU's Institutional Learning Outcomes?). If an undergraduate program, how do the program's learning outcomes align with the core competencies required by WSCUC?

BACHELOR OF ARTS IN MANAGEMENT (BAM) PROGRAM LEARNING OUTCOMES:

1. Accurately and effectively communicate business concepts in written and oral presentations.
2. Utilize quantitative and qualitative research findings to support management decisions.
3. Demonstrate ability to utilize multiple sources of information in addressing business challenges.
4. Utilize critical and analytical skills to synthesize information and create innovative solutions.
5. Describe the ethical obligations of profit and non-profit businesses.
6. Explain how diversity of opinion and perspective impact team processes and outcomes.
7. Demonstrate knowledge of theory and practices of different organizational structures and how they support organizational goals and responsibilities.

The PLOs for the BAM program were developed in 2012 – 2013 by the Dean in collaboration with the faculty of the College of Business and Management to improve academic rigor and program viability. The PLOs were created in consideration of the University Mission and in alignment with USU's Institutional Learning Outcomes (ILOs).

The PLOs are closely aligned with the university's vision that "Our students will achieve their fullest potential to live, work and lead within the global community" and its mission in providing "professional and personal educational opportunities" that are "relevant and accessible" for students seeking skill development and content knowledge in business fields. (see https://www.usuniversity.edu/about/ for vision and mission statements).

The PLOs are aligned with the institutional learning outcomes (ILOs) established by the University faculty in 2013. The ILOs, and thus the PLOs, address the five undergraduate core competencies required by WSCUC in written communication, oral communication, quantitative reasoning, critical thinking, and information literacy, as well as additional institutional competencies in ethical

reasoning, diversity, collaboration, and mastery of knowledge.

Table 1: Alignment of Core Competencies, ILOs, and PLOs

Core Competencies	ILOs	BAM PLOs
Written and Oral Communication (2 WSCUC Core Competencies)	Communicate clearly and effectively through writing, speaking and using technology.	Accurately and effectively communicate business concepts in written and oral presentations.
Quantitative Reasoning (WSCUC Core Competency)	Apply quantitative reasoning to address complex challenges.	Utilize quantitative and qualitative research findings to support management decisions.
Information Literacy (WSCUC Core Competency)	Effectively gather, analyze and integrate information from a variety of sources. Identify	Demonstrate ability to utilize multiple sources of information in addressing business challenges.
Critical Thinking (WSCUC Core Competency)	Apply critical thinking in the research and problem-solving processes.	Utilize critical and analytical skills to synthesize information and create innovative solutions.
Ethical Reasoning (USU Core Competency)	Demonstrate ethical reasoning and actions to provide leadership as a socially responsible citizen.	Describe the ethical obligations of profit and non-profit businesses.
Diversity (USU Core Competency)	Work effectively across race, ethnicity, culture, religion, gender, and sexual orientation.	Explain how diversity of opinion and perspective impact team processes and outcomes.
Collaboration (USU Core Competency)	Work collaboratively as members and leaders of diverse teams.	Explain how diversity of opinion and perspective impact team processes and outcomes.
Mastery of Knowledge (USU Core Competency)	Exhibit mastery of knowledge and skills within a discipline.	Demonstrate knowledge of theory and practices of different organizational structures and how they support organizational goals and responsibilities.

C. PROGRAM HISTORY AND DESCRIPTION OF CHANGES SINCE LAST REVIEW

Present a brief history of the program and describe any changes since the last program review (if relevant). Document the approval of these changes.

The Bachelor of Arts in Management (BAM) was one of nine degree programs approved by WSCUC in

2011. This report represents the first program review cycle for BAM.

Since the inception of the program, there have been regular adjustments made to the program at the course level.   These changes include modifications to assignments, discussion topics, textbooks, etc. The evidence used to inform these changes in earlier years was informal and not well documented; however, they were made with the intention to improve the learning experience for the students. Within the past three years, starting from 2014, a well-documented assessment process and cycle was formalized to focus assessment at the program learning outcome level. Evidence gathered from the assessment findings to inform decision making for curriculum improvement is at the initial stage and the program is making significant strides in utilizing the information to improve the learning experience for students. (See Section IIC.)

In addition, there have been a variety of structural changes to the program. In 2013, the Dean and core faculty revamped the curriculum and program learning outcomes to improve academic rigor and program viability. In 2014, the core faculty reorganized the curriculum through a revision of course codes and numbers. This change aimed to help students better reflect progression of their course work in the program as well as to assist in advising students to enroll in the proper course sequences to effectively help them build the knowledge, skills, and competencies required according to the curriculum map. Also in 2014, a syllabus template was introduced to standardize delivery of BAM course expectations and alignments and a major effort to revise CLOs (Course Learning Outcomes) to align with assignments and PLOs was begun.

Various institutional initiatives begun in 2013 and 2014 also affected the BAM program: the implementation of using textbooks (the initial curriculum was article-based); the migration of courses from a home-grown LMS to Pearson Open Class (2013), followed within two years by another migration from the Pearson platform to Blackboard (2015), which included the redevelopment of Pearson CourseConnect courses with the assistance of an affiliate faculty and the program core faculty.

Due to scheduling challenges (low enrollment in certain concentrations), a system of course equivalences was implemented in 2016.

Appendix 1: Senate Committee minutes from 2013

Appendix 2: Course numbering Outline

II.   PROGRAM ACADEMIC QUALITY

A. STUDENTS

Discuss student demographics. What is the demographic composition (gender, ethnicity, age) of students enrolled in this program in the fall of the review year? How do these demographic characteristics align with the mission and values of USU? Discuss other indicators related to

mission/vision/values.

In 2016 Fall I session, BA Management's enrollment of 16 students contributed 7% of the total USU enrollment. The average age is 36 years old. Enrollment by gender is 50% male and 50% female. More than 60% of the enrollment by race/ethnicity is minority (Black or African American, Hispanic, or Native Hawaiian or Other Pacific Islander).

The demographic composition for the BA Management students aligns with USU's mission in the area of "special outreach to underserved groups." In comparison, for USU's total enrollment, the percentage of minority students is 35%, with international students contributing slightly over 40% to 50% at one point, the vast majority of whom enrolled in the graduate programs. That being said, the type of students that enrolled in BA Management by age and race/ethnicity directly served the mission of the institution.

Table 2: Enrollment by Gender

Gender	Count	Percent
Male	8	50%
Female	8	50%
Grand Total	16	

Table 3: Enrollment by Race / Ethnicity

Race	Count	Percent
Black or African American	5	31%
Hispanic	4	25%
Native Hawaiian or Other Pacific Islander	1	6%
White	5	31%
Nonresident Alien	1	6%
Grand Total	16	100%

Table 4: Enrollment by Age

Age Statistics	
Average	36
Min	22
Max	53

B. CURRICULUM AND LEARNING ENVIRONMENT

1. CURRICULUM MAP

Describe the curriculum map (include map as an appendix) and how the curriculum addresses the learning outcomes; Describe the levels of achievement expected at different levels of student progress through the program.

The curriculum map in Appendix 3, is organized with courses listed in the top row and program learning outcomes listed in the left-hand column. Each cell in the map, which is the cross-section of one course to one PLO, indicates the level of student achievement expected for that PLO for that course: I (Introduce), D (Develop), or M (Master). Not every cell includes a level indicator as not every PLO is addressed in any single course.

The curriculum map was created and revised in 2013-2014 based on the development of program scheduling wheels (implemented for all undergraduate programs at USU) and to align the CLOs and PLOs in a new course code and numbering system. The wheel system (four wheels roughly corresponding to four years of study--color-coded in the curriculum map) was used to organize, roughly, the mapping of the levels of outcomes the students should achieve onto sets ("wheels") of courses, which allows for some limited non-linear scheduling of the courses for individual students without disrupting their outcomes-building progress. The outcomes achievement level expected in Wheel One courses is primarily Introductory (I), Wheel 2 and 3 courses are more heavily Developmental (D), with Wheel 4 courses primarily Mastery (M).

The table below shows examples of how the curriculum map determines expected levels of achievement in each course and how the curriculum addresses the learning outcomes (the CLOs are pulled from the syllabi of the respective courses).

Table 5: PLO 1 Course Level (I, D, M) Learning Outcomes

PLO 1	CLO - Introductory	CLO - Development	CLO - Mastery
Accurately and effectively communicate business concepts in written and oral presentations.	BUS310 Introduction to Business Describe the changing domestic business and global business landscape.	MGT334 Organizational Communication Demonstrate ability to manage data and graphics for designing and delivering effective business presentations	HRM442 Workforce Planning and Performance Management Explain how the organizational behavior links between individuals and organizational groups

			that may impact employee performance

Table 6: Outcomes Alignment (ILO, PLO, CLO) with levels

Course Code / Title	ILO	PLO	CLO	Level (I, D, M)
BUS310 Introduction to Business	Communicate clearly and effectively through writing, speaking and using technology	Accurately and effectively communicate business concepts in written and oral presentations.	Explain how businesses can be organized, structured, and managed.	Introduce
ACT321 Accounting	Apply quantitative reasoning to address complex challenges.	Utilize quantitative and qualitative research findings to support management decisions.	Develop financial statements.	Develop
MGT443 Supply Chain Management	Apply critical thinking in the research and problem-solving processes.	Utilize critical and analytical skills to synthesize information and create innovative solutions.	Evaluate an organization's internal and external environment, competitive opportunities, and threats by utilizing analytical tools and various sources of strategic information.	Master

Appendix 3: BAM Curriculum Map

Appendix 4: Undergraduate Program Wheels

2. COMPARISON TO SIMILAR PROGRAMS AND/OR ASPIRANT PROGRAMS

As appropriate, discuss your curriculum in comparison to curriculum of selected other institutions and/or disciplinary/professional standards.

In general, the BAM curriculum is comparable to the selected institutions in program length,

modalities offered, and concentrations. The similar concentrations are general management, human resources, marketing, and entrepreneurship. Additionally, finance, business intelligence, and business analytic concentrations are being added in 2017 to be competitive for employment market demands. The institutions that were chosen are based on institution type (proprietary), student type (non-traditional students or adult learners), and geographic location (some are in the geographic proximity). The table below outlines the institutions, their general program information, and offered concentrations.

Table 7: Curriculum comparison with other institutions

School	Location	Type	Program Length	Program Type	Modality	Concentrations
USU	San Diego, CA	Proprietary	120 Semester Credits	Bachelor of Arts in Management	Online / On Ground	General Management, Marketing, Human Resources, Entrepreneurship
Argosy University	National / San Diego, CA	Corporation	120 Semester Credits	Bachelor of Science in Business Administration	Online / On Ground	Accounting, Finance, Healthcare Management, Human Resource Management, International Business, Marketing, Organizational Management
Ashford University	San Diego, CA	Corporation	120 Semester Credits	Bachelor of Arts in Business Administration	Online	Entrepreneurship Finance Human Resources Management Information Systems International Management Logistics Management Marketing Operations Management Project Management Public Administration Sports & Recreation Management
Grand Canyon	Phoenix, AZ	For-profit	120 Semester credits	Bachelor of Science in Business Management	Online / On Ground	N/A
National University	San Diego, CA	Nonprofit	180 Quarter	Bachelor of Arts in	Online / On Ground	Alternative Dispute Resolution, Business

			Credits	Management		Law, Economics, Entrepreneurship, Human Resource Management, Marketing, Project Management

In reviewing the required courses with the selected institutions, the BAM curriculum covers the typical course categories. The categories and courses are detailed in the table below. The information reviewed is solely based on the course subjects as published in the institutions' catalogs.

Table 8: Core course requirement comparison with other institutions

Category	USU	Argosy	Ashford	Grand Canyon	National
Intro to Business	BUS310: Introduction to Business		CGD 218 Visual Literacy in Business (3 credits)		
Math / Statistics / Data Analysis	BUS312: Business Math		BUS 308 Statistics for Managers (3 credits)	BUS-352: Business Statistics Total Credits: 4 credits	
	BUS316: Data Analysis and Communication Tools				BIM 400: Info Mgmt in Organizations
Human Resources	HRM321: Human Resources Management		BUS 303 Human Resource Management (3 credits)	MGT-434: Human Resources Total Credits: 4 credits	HRM 409B Survey in HRM & OD
Marketing	MKT321: Principles of Marketing	MKT230 Principles of Marketing (3)	BUS 330 Principles of Marketing (3 credits)	MKT-245: Principles of Marketing Total Credits: 4 credits	MKT 302A Marketing Fundamentals
		BUS365 - Marketing, Sales and Channel Management			
Organization & Management	MGT321: Organizational Behavior and Management		MGT 415 Group Behavior in Organizations (3 credits)	MGT-420: Organizational Behavior and Management Total Credits: 4 credits	ODV 420 Intro to Organizational Behavior
		MGT416	MGT 330	MGT-455:	MGT 309C Prin.

		Management Operations (3)	Management for Organizations (3 credits)	Production/Operations Management Total Credits: 4 credits	of Mgmt & Organizations
			MGT 435 Organizational Change (3 credits)		MGT 451 Production & Ops Management I
Accounting	ACT321: Accounting	ACC201 Principles of Accounting (3)	ACC 205 Principles of Accounting I (3 credits)	ACC-250: Financial Accounting Total Credits: 4 credits	
		ACC202 Principles of Management Accounting (3)	ACC 206 Principles of Accounting II (3 credits) Prerequisite: ACC 205		
		ACC415 Auditing (3)			
		ACC418 Corporate Taxation (3)			
Int'l Management	MGT330: International Management	BUS470 - Global Business Management (3)			MGT 430 Survey of Global Business
Project Management & Leadership	MGT332: Project Management Essentials	MGT402 - Project Management (3)		MGT-492: Organizational Change and Development Total Credits: 4 credits	
	MGT333: Leading Organizations	BUS320: 21st Century Leadership and Beyond (3)		MGT-410: Servant Leadership Total Credits: 4 credits	LED 400 Introduction to Leadership
				ENT-435: Intrapreneurship and Innovation Total Credits: 4 credits	
Communication	MGT334: Organizational Communication				
Finance	FIN335:	FIN401 -	BUS 401	FIN-350:	

	Introduction to Finance	Financial Management (3)	Principles of Finance (3 credits) Prerequisite: ACC 205 or ACC 208 or ACC 281	Fundamentals of Business Finance Total Credits: 4 credits	
		ACC420 - Capital Budgeting (3)			
Strategic Management	BUS330: Introduction to Business Information System	MGT334 - Data-Driven Decision Making (3)	BUS 402 Strategic Management & Business Policy (3 credits)	BUS-485: Strategic Management Total Credits: 4 credits	
		BUS499 - Business Policy and Strategic Solutions (3)			MGT 442 Strategic Business Management
Law & Ethics	BUS331: Business Ethics	BUS212 Business Law and Corporate Ethics (3)	*PHI 445 Personal & Organizational Ethics (3 credits)	BUS-340: Ethical and Legal Issues in Business Total Credits: 4 credits	MGT 400 Ethics in Law, Business & Mgmt
	BUS332: Business Law		BUS 311 Business Law I (3 credits)		LAW 304 Legal Aspects of Business I
Economics			*ECO 203 Principles of Macroeconomics (3 credits)	ECN-220: Introduction to Economics Total Credits: 4 credits	
			ECO 204 Principles of Microeconomics (3 credits)		
Capstone	MGT499: Capstone				

Compared to the core course requirements at those other universities, USU offers a well-balanced combination of quantitative and qualitative courses overall. The two areas that stand out that other institutions cover in depth based on the number of courses in the subject are organization and management and accounting. However, USU also offers two courses that those other institutions do not offer: Organizational Communication and Capstone courses. The Capstone course provides opportunity for students to integrate their cumulative knowledge of management theories and practices

learnt throughout the course work by analyzing the challenges a selected business organization faces and proposing solutions to them as a business expert.

Based on this comparison to programs offered at other universities, the core course requirements at USU are compatible with other undergraduate business programs.

3. SCAFFOLDING

Describe how the program assures that student progress is sequential and cumulative. How does the program facilitate students enrolling in courses in which initial achievement in an outcome is expected prior to enrolling in courses in which higher levels of achievement are expected.

The BAM Program does not use an official pre-requisite system; instead the curriculum is designed to scaffold learning using a scheduling wheel. In 2014, the course numbers of the 39 existing courses along with course codes and the study wheels were changed to reflect the desirable learning progression path. The resulting map determines expected levels of achievement for each course in the program as follows:

- Management core courses in Wheel 1 are meant to be at the introductory level.
    - Students will understand major functions of a business organization and their roles in business organizations.
- Core courses in Wheel 2 are also at the introductory level but the topics are more advanced and require the completion of wheel 1 classes as prerequisites.
    - Students will gain the fundamental knowledge of major functions of a business organization and managers' roles in those functions.
- Core courses in Wheel 3 are meant to be at the development level and require the completion of wheel 2.
    - Students will learn how to become an effective manager and leader in business organizations and understand how important their role is to business success.
- Wheel 4 concentration courses are meant to be at the mastery level and require the completion of wheel 3.
    - These courses will help students become an expert in each area.

Wheel 1 courses are all prerequisites to Wheel 2 courses, which are all prerequisites to Wheel 3 courses, etc. Wheel 1 and 2 courses have introductory level outcomes assigned by curricular map. Wheel 3 courses have development level outcomes. Wheel 4 courses have mastery level outcomes.

The decision to use scheduling wheels was an institutional one with the aim of increasing class sizes, and making course delivery more cost-effective while still ensuring that students' course needs are met. Even with the scheduling wheel system, challenges remain due to low enrolment:

1) When the program cannot offer certain courses due to a lack of enrollment in a course, to ensure students have a better learning experience in class (taking the class with a larger group), students are enrolled in a wheel 3 course (for example) instead a Wheel 2 course. The students

then take the needed Wheel 2 course when it is next offered.

2) Students can substitute up to two concentration courses (Wheel 4) with other concentration courses in the BAM Concentration Courses due to low enrolment in certain concentrations.

Appendix 4: Undergraduate Program Wheels

4. INTEGRATION

Describe how the courses in your program provide students with the opportunity to integrate knowledge and skills, and how achievement of integration is evaluated.

BAM courses are designed consistently across the program to allow for opportunities to integrate knowledge and skills. Weekly reading assignments, videos, and lectures help students learn the core concepts covered in each module, which are then reinforced by weekly quizzes. Class discussions and presentations allows students to integrate that information into their own active personal and communal understanding and to practice communication skills. Case studies and other projects are to help students apply the theories, concepts, and business skills learned in the class to real-world situations. The end-of-course self-reflective essay is to provide students the opportunity to assess their learning experience in the class and according to the course learning outcomes.

The main culminating assignments for each course are a mixture of authentic business assignments (business plans, for example), case studies, and research reports (focused on real-world businesses) to apply the foundational knowledge they learn from their assigned readings and discussion topics.

This approach culminates in the Capstone project which requires the student to research one company and write a business analysis report. In this report, the student is asked to make recommendations to the company as a "business expert," to pull all he or she has learned across the program of study into this culminating effort. The Capstone projects are evaluated using a rubric the measures the student's' achievement of the BAM PLOs.

Capstone Project Details:

- Students select a company and conduct research about the company to identify its business issues and challenges. Based on research, the management concepts learnt in the program, and their work experiences, students are required to propose a list of recommendations or solutions to the problems for the company.
- The objectives of this course are to integrate and solidify the student's knowledge of management theories, methods and reasoning and their application to real-life business issues.
- By completing this course, students should have achieved a mastery of the PLOs (as measured using the Capstone rubric).

5. LEARNING MODALITIES AND PREFERENCES

Describe the pedagogical approach to addressing various learning modalities and learning preferences.

We recognize that our students learn in different ways. The primary effort with the BAM program to support the academic success of diverse learners is to offer two learning modalities: online and on-ground.

Prior to 2014 Fall 1, the program offered only online courses. From 2014 Fall 2, on ground courses were offered to better serve the students who prefer learning in a face-to-face classroom format. Both online and on-ground courses are designed and taught to achieve the same CLOs and PLOs.

Online courses are designed on the Blackboard platform and divided into eight modules. Each module consists of a reading assignment, lecture presentation, and a combination of course assignments that includes a bio-introduction, discussions, writing assignments (report, case studies, and research paper), quizzes, and a self-reflective essay. Supplementary learning materials such as videos, journal articles, and others related to course content are available in online courses to help students achieve learning outcomes. Students are to meet specific due dates for each assignment, but they are not required to meeting at particular hours during the week. Online courses are customized to serve students who need a flexible study schedule while working full-time.

On ground courses are taught in physical classrooms. Each class meets three hours for two days a week for eight weeks. The coursework for each week consists of a reading assignment, lecture presentations, and a combination of course assignments that include a bio-introduction, discussions, presentations, writing assignments (report, case studies, and research paper), quizzes, and a self-reflective essay. On ground courses are designed to create a dynamic learning environment by requiring class discussions, class activities, and individual and group presentations. Face to face interactions with faculty and classmates, close communication with faculty, and hands-on assignments will help students achieve their learning outcomes.

6. STUDENT COURSE EVALUATIONS

Describe how student evaluations of courses are used in assessing academic quality. What are the results of the most recent course evaluations in your program? (Use at least the previous term's data, but you may include additional information from prior terms.) Describe any changes made in your program as the result of these evaluations.

Starting with the summer session in 2015, student evaluations of online and on-ground courses were collected through Blackboard at the end of each session. The survey requests students to evaluate course content, their learning experiences in courses, faculty, online tutoring websites, and course modalities.

The Dean, the Program Chair, and faculty can download the survey results from Blackboard. The results of the evaluations are reviewed by the Dean and Program Chair each session for opportunities to improve the student experience in each of the listed categories. For example, the student evaluation rate for the usefulness of online discussions in the course had been consistently low since the implementation of the student evaluations in summer 2015. From the Fall 1 session in 2016, the program chair began differentiating the number of discussion questions required in lower level courses (Wheel 1 and 2 courses) from higher level courses (wheel 3 and 4 concentration courses) based on this student feedback. Wheel 1 and 2 courses now have 1 discussion topic per week while wheel 3 and 4 courses have 2 discussion topics per week.

The Dean and the Program Chair also use the results of course evaluations to improve faculty pedagogical methods and to hire the right faculty member to teach each course. Faculty who receive low scores and negative feedback in the Instructor Evaluation section are not hired back to teach the course. For example, one faculty member who taught MGT443 for the Fall session in 2016 received low scores and negative feedback and so has not been invited back to teach the course.

Table 9: Course Evaluation Fall I 2016

	2016 Fall I End-of-Course Evaluation	Response Rate	Mean	SD
Course Content	Course objectives and learning outcomes were clearly described in the syllabus.	9/20 (45%)	4.56	0.53
	Textbook and materials were relevant to the course.	9/20 (45%)	4.33	0.87
	Course content, assignments, and exams were aligned with course objectives.	9/20 (45%)	4.56	0.53
	Grading criteria were systematic, clear, non-arbitrary.	9/20 (45%)	4.56	0.53
Student Experience	This course has improved my ability to think critically about the topic.	9/20 (45%)	4.22	0.83
	This course has increased my confidence about applying what I have learned.	9/20 (45%)	4.22	0.83
	This course has taught me how to continue to increase my knowledge of the subject.	7/20 (35%)	4.29	0.95
Instructor Evaluation	Instructor was well prepared, organized, and stimulated my interest in learning the subject.	9/20 (45%)	4.56	0.53
	Instructor had expert knowledge of subject matter.	9/20 (45%)	4.56	0.53

	Instructor presented material in an engaging manner that facilitated my learning.	9/20 (45%)	4.56	0.53
	Instructor encourage diverse points of view.	9/20 (45%)	4.33	0.71
	Instructor was available to answer questions and provide timely feedback.	9/20 (45%)	4.56	0.53
	Please rate your experience with BrainFuse.	9/20 (45%)	1.0	0.0
	How easy was it to access and navigate the online course or course component?	9/20 (45%)	3.78	0.44
	If you experienced difficulty or had questions about accessing or navigating your online course/course component, how easy was it to obtain assistance?	9/20 (45%)	3.56	0.53
	How effective was the online experience in facilitating your understanding of the course material?	9/20 (45%)	3.44	0.53
	Please rate the usefulness of online discussions in this course.	9/20 (45%)	2.33	1.12

Average course evaluation response rate is about 42% as shown in the table above. The Results revealed that students taking courses in the Fall 1 session in 2016 gave high scores for course content (above 4.5 out of 5 points), instructor evaluation (above 4.5 out of 5 points), and student experience (above 4.2 out of 5 points). However, students gave the lowest score to their experiences with Brainfuse, which is the online tutoring website.

Appendix 6: BAM 2016 Fall End-of-Course Evaluation

7. CO-CURRICULAR LEARNING EXPERIENCES

As applicable, describe co-curricular learning experiences and student participation in them.

Since the majority of the BAM students are online learners, the program has offered limited co-curricular learning activities.

Career service workshops have been offered each semester starting in Fall 2015 to on ground students. The workshops offer guidance in how to search for jobs, how to create resumes, and how to prepare for job interviews. In addition, the workshops educate students about the various job fields related to their concentration of study and the essential skills such as business etiquette, personal branding, and negotiation.

The university librarian offers information literacy workshops to online and on ground students. These workshops are offered each semester. The workshops educate students about how to use the university databases to research articles and how to write papers in APA format.

C. STUDENT LEARNING AND SUCCESS

1. LEARNING OUTCOMES ASSESSMENT

Discuss learning outcomes assessment for your program. Include annual results of direct and indirect assessment (include annual assessment reports in appendix). Describe the assessment process: how are program learning outcomes assessed? (Include a schedule showing which PLOs are scheduled for assessment in which year, which indicates review of all PLOs within a five-year cycle). Describe ongoing efforts by the department to respond to assessment results; what changes were made in the assessment process or in courses to improve results? (If results of any learning outcome assessment are completed prior to the final draft of this self-study, adjust this section to include those results as well.)

Program Learning Outcome Assessment Cycle and Process

The USU BAM program embraces the importance of performing systematic and ongoing evaluation of PLOs to ensure outcomes are being met and to identify any areas needing improvement. The process of assessing PLOs includes a yearly assessment of one or two of the seven PLOs which results in each PLO being reviewed every five years, according to the institution's established learning outcome assessment cycle (See Appendix 7).

The BAM program lead faculty participates in the university Assessment Task Force, which meets monthly throughout the academic year. At the beginning of an assessment year, the group meets to discuss the core competencies reflected in the scheduled ILO(s), discuss and revise as needed the institutional definition(s) of those competencies, and agree to a common institutional rubric. The program assessment lead then revises that institutional rubric to reflect the specific disciplinary needs of the PLO(s) (aligned to the ILO/competency). The program lead also plans for the assessment of the PLO(s) by selecting courses from the curriculum map from at least the M (Master) level but also an earlier (Introduce or Develop) level as well if those courses are scheduled in the coming year (not every year so far has provided an M-Level assessment opportunity). From the selected courses, assignments are chosen to provide the student evidence for assessment of the outcome.

In summer, student samples are collected by the assessment coordinator and prepared for scoring (names are removed, rubrics and scoring sheets prepared). Faculty volunteers are recruited for scoring and a norming session is held to calibrate application of the rubric to a sample of student work. Once calibrated, scoring is either done immediately (if possible, given the time available and type of evidence) or distributed amongst the scoring faculty; each sample is scored by two faculty. The assessment coordinator collects the scores, tabulates the raw data, and inserts those results into the Annual Report on Program Learning Outcomes template, which is then sent to the BAM assessment lead for completion.

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In 2014, the Deans of all four Colleges chose 80% as the benchmark for evaluating student achievement of Program Learning Outcomes (for example, 80% students at the Master-level, will score a 2 or higher on the PLO rubric).   The BAM assessment lead discusses the results of the current year's results in relation to that target with program faculty and the Dean in order to better understand the students' learning experience and to identify areas of improvement. The assessment lead records the results of these discussions and any improvement plans in the Annual Report. The Report also includes a section for providing updates on implementation of the previous year(s) improvement plans.

Having completed the Annual Report, the assessment lead shares it with the Dean and the assessment coordinator.   The Dean incorporates any agreed-upon budgetary requests in the upcoming budget. The assessment coordinator uses the report to compile with others into the Annual Institutional Report which is addressed at the Annual Summit with resulting institutional-level improvement plans submitted to the Provost for consideration.

Program Learning Outcome Assessment Results and Actions

In the 2014-2015 assessment year, Quantitative Reasoning (PLO 2) and Information Literacy (PLO 3) were assessed. Oral and Written Communications (PLO 1) were assessed in the 2015 -2016 assessment year. The full results of these assessments are provided in the annual program assessment reports in Appendix 8.

Quantitative Reasoning (PLO 2):

BUS312 Business Math, a Wheel 1 course in which quantitative reasoning skills should be introduced was used to assess Quantitative Reasoning (PLO 2). 12 students' assignments (problem sets) from the Spring 1 session in 2015 were assessed as direct evidence using the quantitative rubric which contained 4 criteria. Each criteria was scored on a range of 0-3, with benchmarking expectations set at 80% of students scoring at 1 or above. Based on the results shown in the table below, the program achieved its standards for success for this level.

Table 10: The results of Quantitative Reasoning Outcome Assessment

Criterion	0		1		2		3		Met? (80% at "1" or above)
Interpreting Data	0	0%	2	8%	16	67%	6	25%	Yes
Numerical Analysis	0	0%	0	0%	18	75%	6	25%	Yes
Numerical Problem Solving	0	0%	0	0%	20	83%	4	17%	Yes
Translating Information	0	0%	0	0%	9	38%	15	62%	Yes

Most BAM students who completed the introductory quantitative reasoning course

demonstrated their abilities to 1) interpret quantitative information; 2) use the information to make predictive conclusions; 3) calculate the mathematical solution; and 4) translate the information into mathematical symbols, graphs, and tables in business contexts with minor errors. The evidence suggested that the introductory quantitative reasoning course designed to help students achieve basic business math skills required in business and management courses serves the needs of the BAM students well.

The improvement plan based on these results was put in place that includes 1) updating course assignments for quantitative courses to make them current and relevant; 2) trying to avoid enrolling students in the high level of quantitative reasoning courses (wheel 2 & 3, i.e. ACT321 Accounting) before taking this introductory quantitative reasoning course (Wheel 1, i.e. BUS312 Business Math) ; 3) providing student support service such as tutoring tools or websites to the students who need additional support. The ongoing changes listed above have been implemented to help students obtain the quantitative reasoning skills required for the degree. For the next assessment cycle, a mid-level (wheel 2) and a high-level (wheel 3) quantitative reasoning course that represent students at the midpoint of development and the highest attainment of quantitative reasoning in the program will be selected to assess student this learning outcome.

Information Literacy (PLO 3):

Student work from MGT332 Project Management Essentials, a Wheel 3 course in which information literacy skills should be achieved at the Develop level was used to assess Information literacy (PLO 3). Three student's assignments (an Integrated Business Project Plan) were used as direct evidence from the Fall session in 2014. They were scored using the information literacy rubric which contained 3 criteria. Each criteria was scored on a range of 0-3, with benchmarking expectations set at 80% of students scoring at 2 or above. The results showed that for the Communicate Information criterion, all 3 of the 3 students achieved graduating proficiency. However, for the Select Information criterion, only 1 of 3 students achieved the expected standard and for the Cite Information criterion, 1 of 3 students did not achieve the standard. Based on the results shown in the table below, the program did not achieve its standards for all criteria for success.

Table 11: The results of Information Literacy Outcome Assessment

Criterion	0		1		2		3		Met? (80% at "2" or higher)
Select Information	0	0%	2	67%	1	33%	0	0%	No
Communicate Information	0	0%	0	0%	2	67%	1	33%	Yes
Cite Information	0	0%	1	33%	2	67%	0	0%	No

The results show that the majority of BAM students (67%) are struggling to identify appropriate

sources to use for finding business information and to evaluate the relevancy of the information for their research papers and projects. Only one third of the students in the program know how to use various sources of business information to answer research questions while most BAM students demonstrated their ability to incorporate researched information into their own ideas to answer research questions. 67% of the BAM students know how to write their papers in an APA format, including citations and references with only minor formatting errors. 33% of the students used APA format for citations and references, but inconsistently and incompletely. Students in the BAM program should have proficient information literacy skills to synthesize information from a wide variety of quality sources, interpret the information, and identify and solve business issues using information.

Due to the small sample size (n=3), any major changes based on this result need to be undertaken with caution; however, the changes outlined below clearly enhanced the student learning experience for this as well as other outcomes. An improvement plan for the select information criterion based on these results was put in place and includes 1) Review the requirement for using references in each course in the curricular map; 2) Make online information literacy tutorials and live online library assistance available in Blackboard courses; 3) Provide formal instruction sessions with the librarian through Collaborate (the web-conferencing tool in Blackboard) and in the classroom for every session; 4) Create a tab for a list of business information sources in business Blackboard courses; 5) Require business faculty to collaborate with the librarian to promote USU databases and information literacy tutorial sessions.

For the cite information criterion, several plans have been put in place that include 1) Review the requirement for using references in each course in the curricular map; 2) Require students to complete research papers or projects in APA format; 3) Require Business Faculty to collaborate with the librarian to promote USU databases and information literacy tutorial sessions focused on APA guideline for citations and references. For the next cycle, a combination of introduce-level (wheel 1) and mastery-level (wheel 3) courses with hopefully a larger sample size will be selected to assess this learning outcome.

The ongoing improvement plans for those unmet criteria listed above have been implemented. The requirement of references in the low level courses (Wheel 1 and 2) and the upper level courses (Wheel 3 and 4) has been differentiated to better scaffold the requirement: a minimum of 2 references for wheel 1 & 2 courses and a minimum 4 scholarly articles for the upper level courses. The USU librarian has provided several Information literacy online and on ground workshops to guide students in how to utilize the university databases for their coursework. Detailed information including a list of database for business and management are provided to the students on a regular basis.

Written Communication (PLO 1):

Written communication (PLO 1) was assessed in 2015 -2016. Student work from two courses

(one D-level and one M-level) were used to assess the outcome. 10 student case study analysis papers from HRM321 on ground and online courses in Fall 2015 and Spring 2016 and 8 student case study analysis papers from MGT330 online courses in Fall 2015 and Summer 2015 were assessed using the written communication rubric which contains 5 criteria. Each criteria was scored on a range of 0-3, with benchmarking set at 80% of students achieving a "1" or higher and 40% a "2" or higher for the development-level course and with benchmarking set 80% of students achieving a "2" or above for the master-level course. Based on the results shown in the table below for the development level course, the program achieved its standards for success at that level.

Table 12: The results of Written Communication Outcome Assessment for Development level

Criterion	0		1		2		3		Met? (80% at "1" or higher AND 40% at "2" or higher)
Central Message	1	5%	3	15%	10	50%	6	30%	Yes
Organization	0	0%	4	20%	9	45%	7	35%	Yes
Supporting Content	2	10%	3	15%	9	45%	6	30%	Yes
Delivery	0	0%	5	25%	12	60%	3	15%	Yes
Context & Genre	0	0%	4	20%	10	50%	6	30%	Yes

For the master level, however, the results showed in the table below that the criteria of central message, organization, supporting content, and context and genre in the rubric were not met the expected standard while the criterion of delivery was met at the expected standard.

Table 13: The results of Written Communication Outcome Assessment for Master level

Criterion	0		1		2		3		Met? (80% at "2" or above)
Central Message	1	6%	3	19%	10	63%	2	12%	No
Organization	2	12%	2	12%	9	56%	3	19%	No
Supporting Content	0	0%	6	38%	4	25%	6	38%	No
Delivery	1	6%	9	56%	6	38%	0	0%	No
Context & Genre	0	0%	2	12%	9	56%	5	31%	Yes

At the Development level, student scores in the program are meeting the standard (80% at "1" or higher AND 40% at "2"or higher) across all the written communication criteria in both on-ground and online courses. At the Master-Level, however, the scores for most of the criteria are not being met at the "at or near graduation" standard (80% of the scores at "2" or higher).

Aside from the Context and Genre criterion, which students achieved satisfactorily, each of the other 4 criteria was not met overall or in the online sample. The on-ground sample, however, met three of the four, with only Delivery (grammar, spelling, sentence structure) not being met in all modes.

The results indicate that BAM students did not demonstrate the satisfactory written communication skill that is one of the five undergraduate core competencies for WSCUC. The BAM students failed to meet the achieved level of the writing skills in regard to presenting the central message, supporting content, grammar, and organization. The writing component for which the BAM students scored lowest was grammar and supporting content. Thus these are the areas where student improvement is most needed.

In an effort to help students improve the writing criteria that were not met, the following improvement plans have been put in place:

- Review the writing assignment grading rubric with the students to emphasize the areas where student improvement is most needed.
- Provide good examples of case study analysis to the students.
- Provide opportunities to review the writing assignment in class. (via Collaborate for online courses)
- Require students to use the online writing tutoring tool, Brainfuse.
- Provide live writing tutor services.

The ongoing improvement plans for those unmet criteria listed above have been implemented for the most part. The writing assignment grading rubric is being reviewed with the students in on ground and online courses. The opportunities to review the writing assignment in classes have been provided by faculty in online and on ground courses. The online writing tutoring tool, Brainfuse, is being promoted via Blackboard platform. However, live writing tutor services, in the form of an in-house tutor, have been deferred pending budget capacity.

Oral Communication (PLO 1):

Oral communication (PLO 1) was assessed in 2015 -2016. Since there have been no oral presentation assignments required for online courses, student work from two on ground courses at the develop and master levels was used to assess the outcome. 4 student case study analysis oral presentations from HRM321 on ground in Spring 2016 and 3 student case study analysis oral presentations from MGT330 online courses in Summer 2015 were assessed using the oral communication rubric which contained 5 criteria. Each criteria was scored on a range of 0-3, with benchmarking set at 80% of students achieving a "1" or higher and 40% at "2" or higher for a development level course and with benchmarking set at 80% of students achieving a "2" or above for the master-level course. Based on the results in the table below, the program

achieved its standards for success at the develop level.

Table 14: The results of Oral Communication Outcome Assessment for Development level

Criterion	0		1		2		3		Met? (80% at "1" or higher AND 40% at "2" or higher)
Central Message	1	12%	2	25%	5	63%	0	0%	Yes
Organization	0	0%	2	25%	6	75%	0	0%	Yes
Supporting Content	1	12%	2	25%	6	63%	0	0%	Yes
Delivery	1	12%	3	38%	4	50%	0	0%	Yes
Vocabulary	0	0%	2	25%	6	75%	0	0%	Yes

Based on the results showed in the table below, that the rubric criteria of central message and organization were not met at the benchmark while the criteria of supporting content, delivery, and vocabulary were met at the expected standard for the master level.

Table 15: The results of Oral Communication Outcome Assessment for Master level

Criterion	0		1		2		3		Met? (80% at "2" or above)
Central Message	0	0%	3	50%	2	33%	1	17%	No
Organization	0	0%	3	50%	1	17%	2	33%	No
Supporting Content	0	0%	1	17%	4	66%	1	17%	Yes
Delivery	0	0%	1	17%	4	66%	1	17%	Yes
Vocabulary	0	0%	0	0%	5	83%	1	17%	Yes

This result shows that BAM students did not demonstrate the satisfactory oral communication skill that is one of the five undergraduate core competencies for WSCUC. The BAM students failed to meet the achieved level of the oral communication skills in regard to communicating the central message or in organization. and thus these would appear to be where student improvement is most needed.

To help students improve those criteria that were not met, the following improvement plans have been put in place.

- Provide more opportunities to present in lower level business online and on ground courses.
- Incorporate additional oral communication assignments in courses throughout the business core curriculum using Collaborate (the Blackboard web-conferencing tool).
- Review the oral communication grading rubric with the students to emphasize the areas where student improvement is most needed.
- Provide good examples of oral presentation to the students.

The ongoing improvement plans for those unmet criteria listed above are being implemented. More oral presentations in on ground courses were added to course assignments. Faculty review the rubric with students and provide good examples of oral presentations to the students. A plan to add oral presentations to online courses is being reviewed to implement in future sessions.

In the 2017 assessment cycle, Diversity and Collaboration (PLO 6) are scheduled to be assessed.

Appendix 7: USU Student Learning Outcome Assessment Schedule

Appendix 8: Annual Reports on BAM Program Learning Outcomes Assessment

Appendix 9: USU Learning Outcomes Assessment Rubrics

2. STUDENT RETENTION AND GRADUATION RATE TRENDS

Discuss retention and graduation rate trends (disaggregated). What are the implications of these trends? What measures have been implemented to address concerns (if any)?

The total enrollment numbers for the BAM program had been growing steadily until 2015. The significant increase in total enrollment in 2014 was contributed to by a large number of transfer students from Victory University, which was closed in early 2014. The drastic drop of retention rates in 2013-2014 and 2014-2015 shown in the table below was impacted by a large number of withdrawals mainly from those Victory transfer students. A majority of the 2014 new students coming from a single source, Victory University, enrolled in BAM. The attrition issue is more related to the source of the students than to the program itself. This is supported by the fact that 2013 retention rates (86%) were substantially higher for the program and students from the Victory University source noted were not recruited in 2013.

Most of the Victory transfer students had started taking GE courses when they were transferred into the program. A small number of those students enrolled in the program until 2016 while most of them were withdrawn from the program over the years. This has impacted the decrease in student enrollment in general. The retention rate for 2016 has improved; however, overall, this group has impacted the program's relatively low 5 year average retention rate, which is 32%.

Table 16: Student Retention Trends 2012 - 2016

Year Over Year Retention (Fall I to Fall I)	2012 Fall I	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I	5-Year Total Avg.
Retained	2	6	12	14	10	44
Not Retained	4	1	19	52	17	93
Retention Rate	33%	86%	39%	21%	37%	32%

Undergraduate students will take 4-6 years from matriculation to graduation, so 2011 and 2012 cohort graduation rates for the program are shown in the table below. The average graduation rates for the program were 41.5% while total undergraduate graduation rates were 51.5%. The program graduation rate was increased to 50% of the 2012 cohort from 33% of the 2011 cohort. Four out of the eight students who started in 2012 graduated the program in 4 years while only two out of the six students who started in 2011 completed in 5 years. The data also show that the amount of time it takes for the students to graduate has improved for the 2012 cohort, compared to the 2011 cohort. Demographic comparison of 2011 and 2012 graduation data shows a higher percentage of female graduates than male graduates. For the 2012 cohort, 75% of female students completed the program within 4 years while 25% of male students graduated within 4 years.

Table 17: Graduation Rate by Cohort

		5-Year Graduation Rate	4-Year Graduation Rate
		2011 Cohort	**2012 Cohort**
BAM	Cohort size	6	8
	Graduated	2	4
	Still enrolled	0	0
	Graduation Rate	**33%**	**50%**
Total Undergrad	Cohort size	71	64
	Graduated	41	28
	Still enrolled	1	0
	Graduation Rate	**59%**	**44%**

Table 18: Graduation Rate by Gender

		5-Year Graduation Rate	4-Year Graduation Rate
BAM		2011 Cohort	2012 Cohort
Male	Cohort size	3	4
	Graduated	1	1
	Still enrolled	0	0
	Graduation Rate	33%	25%
Female	Cohort size	3	4
	Graduated	1	3
	Still enrolled	0	0
	Graduation Rate	33%	75%

Total Undergrad		2011 Cohort	2012 Cohort
Male	Cohort size	19	19
	Graduated	11	9
	Still enrolled	0	0
	Graduation Rate	58%	47%
Female	Cohort size	52	45
	Graduated	30	19
	Still enrolled	1	0
	Graduation Rate	59%	42%

What measures have been implemented to address concerns (if any)?

Retention efforts have been implemented at both the institutional and the program level. In 2013-14, the institutional Retention Task Force recommended the creation of a first session, university success course. That year, FUN101, Fundamentals of University Success, was launched and is now CSS101, College Success Skills. Undergraduate students must take and pass the course in their first session of study at USU. In 2014-15, the Retention Task Force recommended the redesign of the computer skill class (CIS120) to focus on basic skills (removing more advanced information literacy skills) to act as a paired course with CSS101. This new version of the course was launched that Fall. In Spring 2015, a dedicated retention specialist was appointed to oversee and outreach to new undergraduate students, a position which lasted one semester. In Fall 2015, SmarterMeasure, a college readiness exam, was added to Blackboard. Students in CSS101 take the exam and discuss the results in that class. The program lead faculty and student advisor also have access to the results of the readiness exam. In Fall 2016, senior staff made end-of-year retention calls, reaching out to all current students by phone and/or email (feedback, assistance, referrals).

At the program level, the program chair has a variety of retention roles. She has served on the Retention Task Force (in 2016). She welcomes all new BAM students by phone or email. She reaches out to underperforming students, helping them to prepare academic improvement

plans with a path and timeline to graduation, holding monthly meetings with them to discuss their class schedules, degree progress, and career goals. For these students she also communicates regularly with their instructors regarding attendance and progress, taking steps to intervene when students are not performing to standard in order to assist them to successful completion of the courses. She also revises course content for the BAM courses to ensure they are current and relevant, with the aim of improving class engagement. She reviews the academic progress of each student to identify their special needs for academic improvement and enrollment in appropriate courses. She is involved in mentoring and coaching students on a regular basis by collaborating with their instructors.

The BAM program has also worked with the career services manager to provide career service workshops to help students prepare their career as well as the librarian to provide information literacy and research workshops as well as research guides and resource lists.

Improving Graduation Rates:

A university wide alumni survey is not available yet to measure their gainful employment information. However, based on personal contacts, a few graduates have continued to succeed in their employment. The data on our graduates would help us identify strengths and opportunities of the program in current and future market places so that we can help our graduates well-prepared to find their career niches in competitive job markets.

3. STUDENT SATISFACTION

Provide information here on the results of the most recent student satisfaction survey from students in your program. How have these affected program activity? Discuss the results of graduating student satisfaction surveys and/or alumni satisfaction surveys as available.

2016 survey results revealed that all BAM students were somewhat and very satisfied with educational experience and their experience with the program faculty and the university staff. The satisfaction rates for these items were 100% in 2016, which was up from 88% in 2015. In addition, all BAM students were somewhat / very satisfied with Admissions, registration, library services, the online learning management system, and the student portal. Student satisfaction rates for these services were up, compared to those in 2015. The most significant positive increase from 2015 was for the online learning management system, which received 100% in 2016 when only 35% of students reported being somewhat/very satisfied with the system in 2015. This drastic result comes from the adoption of the Blackboard learning management system in summer 2015. However, the BAM students' satisfaction rate on student support services such as academic advising, student accounts, and financial aid were down. The most significant decrease was for financial aid service, which received 40% in 2016 when 88% of students reported being somewhat / very satisfied with the service in 2015. The survey result also revealed that only 40% of the BAM students would re-enroll in the program. This rate was down to 40% in 2016 from 63% in 2015. 60% of the BAM students said they would recommend the BAM program to friends and family, this is down 3% from 2015.

Table 19: BAM Student Satisfaction Survey Results 2015 vs 2016

% of Top2box (Somewhat/Very Satisfied) including "No Opinion"	2016: Fall Collection	2016: Spring Collection	2015
Count for BAM	2	5	8
Admissions	*	100%	75%
Academic Advising	*	40%	63%
Student Accounts	*	40%	63%
Financial Aid	*	40%	88%
Registration	*	100%	75%
Library	*	100%	50%
Computer Lab	*	40%	25%
Online Course Delivery via Blackboard	*	100%	35%
Online Technical Support	*	60%	50%
Student Portal	*	100%	88%
Overall Experience with USU faculty	*	100%	88%
Overall Experience with USU staff	*	100%	88%
Overall Educational Experience	*	100%	88%
Re-enroll	*	40%	63%
Recommend	*	60%	63%

* Data not disclosed due to low count.

Table 20: USU Student Satisfaction Survey Results 2015 vs 2016

% of Top2box (Somewhat/Very Satisfied) including "No Opinion"	2016: Fall Collection	2016: Spring Collection	2015
Count for USU	76	85	115
Admissions	85%	81%	76%
Student Advocate/Academic Advising	76%	72%	67%
Student Accounts Department *	76%	68%	54%
Financial Aid Department	47%	56%	50%
Registration	72%	81%	75%
Library	75%	76%	68%
Computer Lab	42%	49%	43%
Disability Services	23%	31%	22%
Online Course Delivery via Blackboard	78%	87%	76%
Online Technical Support	57%	72%	66%
Student Portal	78%	84%	79%
Overall Experience with USU Faculty	85%	89%	82%
Overall Experience with USU Staff	86%	86%	74%
Overall Educational Experience	90%	89%	81%
Re-enroll	70%	73%	63%
Recommend	78%	79%	73%

In general, results from the 2016 Student Satisfaction Survey were positive; however, since only a few students have participated in the survey, these findings must be interpreted with some caution. Therefore, the generalizability of the results may be low. Major issues of concern primarily involve

problems with the student support services in the area of academic advising, student accounts, and financial aid. This result may have been impacted by staff reduction in those departments due to the restructuring of the university in May 2016. The program core faculty began to be more involved in student services, especially academic advising, in an effort to improve student satisfaction. In addition, the core faculty communicates with the students as well as with the staff in those service departments to identify the needs of students and meet them in a timely manner.

4. JOB PLACEMENTS AND STUDENT ACHIEVEMENTS

Discuss job placement information and student achievements as available.

The Career Services function was hired in spring 2015 and was vacant in fall 2015. The position was filled in spring 2016 and is vacant in January 2017. USU is in the initial stage of developing a career service function and to formally track employment of our graduates. Currently the employment information of our graduates is not available.

In essence, the Career Services Manager's role is to provide a variety of programs to assistant students at all stages of their development to make appropriate career choices and plans. The CSM provided student-centered leadership and direction in the following areas: career counseling and education, employment and internship assistance, career assessment testing, the dissemination of information related to employment opportunities, and employer relations.

D. FACULTY

1. FACULTY QUALIFICATIONS AND EXPERTISE

Describe faculty qualifications and expertise. Include terminal degree proportion, list of faculty specialties within the discipline (and alignment to program curriculum), and any other academic quality indicators (e.g., external funding awarded to faculty, record of professional practice, service awards and recognition, etc.). (Include current vitae of core faculty in an appendix.)

The BAM program has been managed by core faculty and Deans since the program was approved by WSCUC in 2011. Since mid-2014, a core faculty / Program Chair plays more fundamental roles in the development and delivery of the BAM curriculum. Dr. Yuki Mun, the core faculty / Program Chair, has been managing the program since 2014. Dr. Mun has nearly 20 years corporate experience, working in various business areas at global companies prior to USU. She began her career at USU as a core faculty member in mid-2014, teaching core management and marketing courses while managing the program. (See Appendix 10)

As noted in the table below, College of Business program faculty members are comprised of

individuals with diverse backgrounds in terms of academic education, expertise, and professional experience. In addition to the two program core faculty, 18 adjunct faculty members have taught business core and concentration courses in the program since 2011. 14 out of 20 faculty members have terminal degrees with extensive years of teaching and professional experiences in their expert fields. Three of those adjunct faculty members are doctoral candidates. These faculty help students exposed to a range of teaching pedagogies and to the real-life business issues managers and companies face. In general, core faculty and adjunct faculty members are sufficiently meeting the program's needs based on the results of student satisfaction survey and course evaluations.

Table 21: BAM Core and Adjunct Faculty Information

Faculty Name	Highest Degree	Subject Matter Expert Fields	Teaching / Professional Experiences (yrs)
BAM Program Chair, Yuki Mun	DBA	Management and International Marketing	25
MBA Program Chair, Jennifer Newmann	EdD	Educational Leadership	22
Alex Lazo	PhD	Management Information System	22
Jack Nasser	DBA	Strategic Management	10
Sunil Dixit	MBA	Finance / Accounting	28
Adriana Reza	JD	Business Law	13
Christopher Ewing	PhD	Philosophy / Ethics	8
Gary Letchinger	JD	Employment Law / HR	28
Jon Ragatz	MM	Marketing / Communication	40
Shelly Reynolds	PhD	Educational Leadership / HR	24
Quazi Shahriar	PhD	Economics	15
Jamiel Vadell	PhD	Philosophy / Ethics	13
Yvan Nezerwe	DBA	Finance	12
Tracy Foote	MBA, Doctoral Candidate	Leadership / HR	28
Svetlana Mitereva	PhD	Economics / Management	19
Jay Edwards	PhD	Organization and Leadership	19
Ray Bitar	PhD	Philosophy / Ethics	20
Brent Beyer	MBA	Finance / Accounting	14

Diane Law	MBA, Doctoral Candidate	Marketing	19
Doyle Young	MBA, Doctoral Candidate	HR / Organization	35

Appendix 10: Current Vitae of Core Faculty

2. DIVERSITY OF FACULTY

Include information on gender and ethnicity of faculty teaching in your program. Do the demographic characteristics of your core and adjunct faculty align with USU's commitment to diversity and the demographic characteristics of the students in your program?

Since 2011, 20 College of Business faculty (2=core, 18=adjunct) have taught BAM courses. There is limited data on BAM faculty diversity available since the majority of them did not specify their race/ethnicity. Given the data, faculty by gender is 60% male and 40% female. While 65% have not specified their race/ethnicity, the remaining identify their race / ethnicity as 25% white and 10% minority (Asian and Hispanic).

Even though we have a lack of information, the demographic composition for the BAM program faculty is fairly aligned with the demographic characteristics of the students in the program and with USU's mission in the area of "special outreach to underserved groups." Students in the program by gender are 50% female, while 40% of faculty is female. The program has 10% minority faculty (not included "Not Specified") to serve more than 60 % of minority students.

Table 22: BAM Faculty by Gender

Gender	Count	Percent
Male	12	60%
Female	8	40%
Grand Total	20	100%

Table 23: BAM Faculty by Ethnic Backgrounds

Race	Count	Percent
Asian	1	5%
Black or African	0	0%

American		
Hispanic	1	5%
Native Hawaiian or Other Pacific Islander	0	0%
White	5	25%
Not Specified	13	65%
Grand Total	20	100%

3. PROSPECTIVE FACULTY EVALUATION

What is the process of evaluating prospective core and adjunct faculty? How does the program assure that faculty assigned to courses are qualified by education and experience to provide quality instruction?

Recruitment of new faculty involves advertising job opportunities and soliciting referrals internally. The hiring process includes a phone and in person interview with the Dean and Program Chair. All candidates are assessed on teaching and advising competencies as well as fit with the program. The dean and core faculty hire the most qualified adjunct faculty based on their teaching and professional experiences, subject matter expertise, and educational background.

Core Faculty:

Only two core faculty have been hired for the BAM program in the last 5 years. The process as described in the core Faculty Handbook is as follows: once the college dean has reviewed applicants for the position, he or she forwards recommendations, with additional justification as appropriate, to the Provost who makes the final appointment decision. Upon receipt of the College Dean's recommendation, the Provost may elect to either accept the recommendation or return it to the College Dean for reconsideration.

Academic Qualifications for faculty ranks are listed in the Faculty Handbook. (See Appendix 11) For example, an Assistant Professor:

An Assistant Professor shall:
- With rare exception, hold an appropriate earned doctorate or other terminal professional degree from a recognized graduate school.
  - o Under exceptional circumstances, a Core Faculty member may be appointed to the rank of Assistant Professor without a terminal degree provided that the Core Faculty member under consideration is actively engaged in completing the appropriate

terminal degree.

    o In such cases, the responsible College Dean, in consultation with the College faculty, will make a recommendation to the Provost.

    o The Provost, in consultation with the Faculty Senate, will make the final appointment determination.

• Demonstrate ability as a teacher and mentor in higher education.

• Provide substantial evidence of professional expertise in one's area of specialization, commitment to the basic mission and goals of the University, and the potential to function as an engaged University citizen.

• Demonstrate additional strength in one of the following areas:

    o Involvement in scholarly or creative activities;

    o Involvement in service to the profession;

    o Involvement in service to the community.

• Has a maximum of five (5) years of teaching experience.

Adjunct Faculty:

The hiring process includes a phone and in person interview with the Dean and Program Chair. All candidates are assessed on teaching and advising competencies as well as fit with the program. The dean and core faculty hire the most qualified adjunct faculty based on their teaching and professional experiences, subject matter expertise, and educational background.

Academic Qualifications from Faculty Handbook (Appendix 11):

- Terminal degree appropriate for program from a regionally accredited or equivalent institution
- Three to five years relevant work experience; an appreciation of the vitality of the scholar-practitioner model of instruction
- Familiarity with higher education, curriculum planning, best teaching and administrative practices
- Dedication to the ongoing and systematic assessment of student learning
- Commitment to curriculum planning, the adoption of best teaching and administrative practices, and/or a record of teaching excellence
- LMS facility (whenever applicable); understanding of the various methods of learning
- Demonstrable commitment to student support

Appendix 11: Faculty Handbook

III.   PROGRAM VIABILITY

A. DEMAND FOR THE PROGRAM

1. ENROLLMENT TRENDS

What are the total Fall I enrollment trends for the previous 5 years (including the present year)? Is enrollment increasing, decreasing, or holding steady? What are the Fall I NEW enrollment trends for the previous 5 years (including the present year)? Is new enrollment increasing, decreasing, or holding steady? How does the enrollment information provided impact the program's ability to become/remain fiscally sustainable? What changes would be needed to improve the program's fiscal sustainability? What resources might be required to accomplish this?

Student population for the BAM program has been growing since 2011 up to 2014. In Fall 1 2013, the student population had increased to 31 in the BAM program, and then 70 students in Fall 1 2014, as shown in the table below. The significant increases occurred in early 2014 was contributed by a large number of transfer students from Victory University, which was closed in early 2014. A large number of these transferred students had withdrawn voluntarily or due to poor academic performance in 2015. A small number of those transferred students enrolled in the program until 2016 while most of them were withdrawn from the program over the years. There were handful of new students in 2015 and 2016. Some students were dropped from the program voluntarily or involuntarily. The size of the BAM program has been steadily declining over the last two years.

Table 24: 2012 to 2016 Fall I BAM Enrollment by Concentration/Specialization

Program	2012 Fall I	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I
Bachelor of Arts in Management	2	2		1	
Bachelor of Arts in Management - Entrepreneurial Leadership		2	11	6	2
Bachelor of Arts in Management - General Management	5	15	46	19	8
Bachelor of Arts in Management - Human Resources		7	11	7	5
Bachelor of Arts in Management - Marketing	1	5	2	1	1
Grand Total	8	31	70	34	16

Declining enrollment and less revenue from tuition have challenged the program in providing a dynamic learning environment to students. The program needed to offer fewer courses each session to increase class sizes and hire fewer adjunct faculty. Course scheduling for each session

has been difficult to meet students' academic needs. The program has a limited resource so that we couldn't afford new course investments.

The decline of student enrollment has been mainly due to ineffective or lack of marketing and recruitment effort. At the same time students enrolled in the program were not well enough prepared to succeed in the program. We need marketing and recruitment effort that focuses on attracting students to the programs and highlighting points students would find beneficial for choosing the program and the University. In addition, more various academic tutoring services including on-going student orientation programs would help to improve student enrollment.

2. RETENTION AND GRADUATION RATES

What are the current five-year retention rates for the prior year? How does this compare to benchmark institutions' retention rates? Are there major demographic differences between students who continue and those who do not? What data are available for graduation rates? Do the graduate demographics align with program demographics? How does the retention/graduation data provided impact the program's academic quality, particularly in relation to student demographics? If applicable, what changes would be needed to improve the retention and graduation rates? What resources might be required to accomplish this?

The average retention rates for five years were 32% as shown in the table below. Due to small cohort size, the five year average is an appropriate compared to individual year where small numbers can impact the rate vastly. The drop of retention rates in 2013 – 2014 - 2015 was impacted by a large number of withdrawals of the transferred students from Victory University. The majority of the 2014 new students from a single source, Victory University, enrolled in BAM. The main attrition issue is more related to the Victory University transfers in 2014, 2015, and with some carry over for 2016; where attendance and non-participation were the main reasons for withdrawal.

The 2013 retention rates (86%) were substantially higher for the program and students from the source noted were not recruited in 2013. A small number of those transferred students enrolled in the program until 2016 while most of them were withdrawn from the program over the years. This has impacted the decrease in student enrollment in general and retention rates up to 2015. The retention rate for 2016 has improved, however, overall, they have impacted the program's five year average retention rate.

The unique event has negatively impacted the program's retention rates especially in 2015. As shown in the table below, the BAM program retention rates were relatively low compared to other universities' overall full-time, first-time undergraduate retention rate; Argosy 34%, Grand Canyon 67%, and National 64%. The identified peer institutions' retention rate is not a direct comparison to the BAM program; however, it is a good gauge to assess where the BAM program stands.

Table 25: BAM Five-year Retention Rates (2012 – 2016)

BAM Retention rate is a measure from Fall I to Fall I re-enrollment. Students that graduated between that time frame are excluded from the calculation. E.g., the retention rate for 2012 Fall I is 33% (Out of 6 students enrolled in 2011 Fall I, 2 retained or re-enrolled).

Year Over Year Retention (Fall I to Fall I)	2012 Fall I	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I	5-Year Total Avg.
Retained	2	6	12	14	10	44
Not Retained	4	1	19	52	17	93
Retention Rate	33%	86%	39%	21%	37%	32%

Table 26: Competitors' Student Retention Rates 2015

Note: First time, full-time freshman retention rate as reported to IPEDS (fall 2014 and returned in fall 2015):

Ashford University				34%		
Grand Canyon University				67%		
National University				64%		
Argosy University (San Diego)				N/A		

For contextual purposes, the traditional 6-year graduation rate for undergraduate is not yet available. 2011 is when the BAM program was approved to offer and USU anticipates to have the 6-year graduation rate be available by middle to late 2017. Cohort 2011 and 2012 graduation rates for the program are available as shown in the table below. The average graduation rates for the program were 41.5%, which is slightly lower than 51.5% of the total undergraduate graduation rates. The program graduation rate was increased to 50% of the cohort 2012 from 33% of the cohort 2011. Four out of eight students started in 2012 graduated the program in 4 years while only two out of six student in 2011 completed in 5 years. The data also show that the amount of time it takes for the students to graduate has improved for the cohort 2012, compared to 2011. Demographic comparison of 2011 and 2012 graduation data shows a higher percentage of female graduates than male graduates. However, for the 2012 cohort, 75% of female students completed the program within 4 years while 25% of male students graduated within 4 years.

Table 27: BAM vs. USU Graduation Rates by Cohort

		5-Year Graduation Rate	4-Year Graduation Rate
		2011 Cohort	2012 Cohort
BAM	Cohort size	6	8
	Graduated	2	4
	Still enrolled	0	0
	Graduation Rate	**33%**	**50%**
Total Undergrad	Cohort size	71	64
	Graduated	41	28
	Still enrolled	1	0
	Graduation Rate	**59%**	**44%**

Table 28: BAM vs. USU Graduation Rate by Gender

		5-Year Graduation Rate	4-Year Graduation Rate
BAM		**2011 Cohort**	**2012 Cohort**
Male	Cohort size	3	4
	Graduated	1	1
	Still enrolled	0	0
	Graduation Rate	**33%**	**25%**
Female	Cohort size	3	4
	Graduated	1	3
	Still enrolled	0	0
	Graduation Rate	**33%**	**75%**

Total Undergrad		**2011 Cohort**	**2012 Cohort**
Male	Cohort size	19	19
	Graduated	11	9
	Still enrolled	0	0
	Graduation Rate	**58%**	**47%**
Female	Cohort size	52	45
	Graduated	30	19
	Still enrolled	1	0
	Graduation Rate	**59%**	**42%**

How does the retention/graduation data provided impact the program's academic quality, particularly in relation to student demographics?:

As shown in the table below, the data show female students' retention rates (34%) are higher

than male students' (30%).

Table 29: Retention Rates 2012 – 2016 by Gender

Retention rate is a measure from Fall I to Fall I re-enrollment. Students that graduated between that time frame are excluded from the calculation.

	Year Over Year Retention (Fall I to Fall I)	2012 Fall I	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I	5-Year Total Avg.
Male	Retained	1	3	4	5	4	17
	Not Retained	2	1	10	21	6	40
	Retention Rate	33%	75%	29%	19%	40%	30%
Female	Retained	1	3	8	9	6	27
	Not Retained	2		9	31	11	53
	Retention Rate	33%	100%	47%	23%	35%	34%

As shown in the table below, African American (33%) and Hispanic students (38%) have the lower retention rates than Asian (50%) and White (53%) students'.

Table 30: Retention Rates 2012 – 2016 by Race / Ethnicity
Retention rate is a measure from Fall I to Fall I re-enrollment. Students that graduated between that time frame are excluded from the calculation.

	Year Over Year Retention (Fall I to Fall I)	2012 Fall I	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I	5-Year Total Avg.
Asian	Retained	1	1	0	0		2
	Not Retained	0	0	1	1		2
	Retention Rate	100%	100%	0%	0%		50%
Black or African American	Retained	0	2	5	7	3	17
	Not Retained	1	1	8	21	3	34
	Retention Rate	0%	67%	38%	25%	50%	33%
Hispanic	Retained	1	1	5	3	1	11
	Not Retained	2	0	4	6	6	18
	Retention Rate	33%	100%	56%	33%	14%	38%
Native Hawaiian or Other Pacific Islander	Retained				1	1	2
	Not Retained				0	0	0
	Retention Rate				100%	100%	100%
White	Retained		1	1	2	4	8
	Not Retained		0	3	4	0	7
	Retention Rate		100%	25%	33%	100%	53%

The loss of students returning to their classes has caused financial loss and a lower graduation rate for the college and the University. Declining enrollment has challenged the program in providing a dynamic learning environment to students. Fewer courses each session have been offered to increase class sizes and hire fewer adjunct faculty. Course scheduling for each session has been difficult to meet students' academic needs. The program has a limited resource so

that we couldn't afford new course investments.

Due to small cohort size enrolled in the program, it is challenging to make a strong inference between retention and academic quality by students' demographics.

If applicable, what changes would be needed to improve the retention and graduation rates? What resources might be required to accomplish this?:

The goal of the program chair and the University is to increase enrollment in the program. More close collaboration between the program chair and Marketing and Admission staff would need in order to increase enrollment. The effectiveness of the marketing, recruitment, and admission process for the program needs to be reviewed to improve. Marketing and Recruitment plans for the program should be communicated with the Program Chair and supporting department such as Student Services. To improve the retention and graduation rates, consistent student support service is a must. The Program Chair plans to oversee closely the scheduled program courses each session. Faculty will provide mid-term reports of student performance and progress in the course. The Program Chair will work with Academic Advisor and verify completion plans for each student. In addition, the Program Chair continues to do the following activities;

● Serve as a task force team member for Undergraduate Retention Taskforce Team in 2017.

● Greet (welcome) new BAM students via email / phone call

● Reach out to underperforming students at earliest points.

 o Prepare academic improvement plan for these students with a path and timeline to graduation.
 o Have monthly meeting with students to discuss their class schedules and degree progress and career goals.
 o Communicate with instructors of these students regularly regarding student attendance and progress and take steps to intervene when students are not performing to standard in order to assist them to successful completion of the courses.

● Revise course content for the BAM courses to ensure they are current and relevant for improving student class engagement

● Review academic progress of each student to identify their special needs for academic improvement and to enroll appropriate courses for helping them achieve academic success.

● Involved in mentoring and coaching students on a regular basis by collaborating with their instructors.

● Provide career service workshops to help them prepare their career.

● Provide librarian service workshops to support students' course work.

3. DEVELOPMENTS IN THE MARKETPLACE

Describe and discuss developments in the profession/community/society. How does the program maintain/improve its position in the current educational and societal environment? What changes might be necessary in order to improve the program's position in the educational marketplace? What resources might be required to accomplish this?

The 6 year-old BAM program offered in online and on ground formats meets educational and societal needs in a variety of ways. According to the U. S. Department of Labor's Bureau of Labor Statistics (https://www.bls.gov/ooh/management/), overall employment of management occupations is projected to grow six (6) percent from 2014 to 2024.

Based on the NACE's Job Outlook 2015 report (https://www.naceweb.org/s01212015/job-outlook-majors-in-demand.aspx?land-surv-lp-3-spot-jomdm-02202015), finance, accounting, management, and marketing are the individual majors most in demand at the bachelor's degree levels. More than 53 percent of employers that are hiring bachelor's degree graduates intend to hire finance (57.4 percent), accounting (56.1 percent), Management (47.5 percent), and Marketing (41.7 percent). (See Figure 1.)

Figure 1: Top degrees in demand (bachelor's degree level)

Major	% of Total Respondents That Will Hire
Finance	57.4%
Accounting	56.1%
Computer Science	53.8%
Mechanical Engineering	52.0%
Business Administration/Mgmt.	47.5%
Electrical Engineering	46.6%
Information Sciences & Systems	45.3%
Marketing	41.7%
Logistics/Supply Chain	40.8%
Management Information Systems	39.0%

Source: *Job Outlook 2015*, National Association of Colleges and Employers

A business management degree in those high demand majors is highly valued in the workplace because it develops essential knowledge and skills that are crucial to every organizations' success. Some of these skills and knowledge sets involve critical thinking, writing and oral communication, information literacy, multicultural understanding, collaboration, and problem solving. The BAM program offers employment-centered concentrations that match the high demand majors listed above. The courses in the program prepare students to achieve all competencies emphasized by the WSCUC and become effective business managers that are required to today's global and diverse business organizations. The program and the College

strongly support the personal exploration and growth of our students, offering them personalized advising, mentoring, and other support services from the time they apply to the time they graduate. By completing the program, our students will pursue their career in business fields that can bring significant benefit to the community and society. Overall, the program curriculum is well designed to fit in the marketplace. More solid and effective marketing plans are needed to have a strong presence and visibility of the program in the marketplace.

B. ALLOCATION OF RESOURCES

1. FACULTY OVERVIEW

Discuss the core faculty, include the number employed by the program (giving rank and full-part time level of employment), their responsibilities, and the process by which additional core faculty may be added. Describe the faculty workload, including sufficient time for course development, administrative duties, etc. Discuss the adjunct faculty, including how many currently teach in the program, their responsibilities, and how they are incorporated into the program development and learning outcomes assessment process. Include core-adjunct and student-faculty ratios.

From 2011 to 2013, the program was managed by Deans and the BAM courses were taught by mainly adjunct faculty. A full-time core faculty for the BAM program was hired in 2014 to teach and manage the program. Assistant Professor Dr. Yuki Mun, the core faculty, currently serves as the Program Chair and plays fundamental roles in the development and delivery of the curriculum.

Primary workload of the core faculty include teaching, mentoring, and advising (60%); University and College governance (20%); scholarship and creative contribution; professional service; and community service (20%). These workloads include program assessment, oversight of curriculum, mentorship of adjunct faculty, student advising, curriculum development, peer review of faculty colleagues in the College participation on search committees for faculty and designated academic administrators, professional development, and participation in governance.

The core faculty in the program teaches more than 2-3 core business courses per 8 week session, while also performing administrative tasks to manage all BAM online and on ground courses, including adjunct faculty. She serves faculty senate subcommittees, and university / college committees and task forces. Since the program enrollment has decreased over the years, she has proactively engaged in marketing outreach activities such as community transfer fairs to support student enrollment. She was also actively involved in course developments, course scheduling, mentoring, and coaching students to ensure academic quality for student retention. The program core faculty workload has been a challenge due to unavailability of course reduction and administrative assistance. The heavy workload is mainly the result of relying

heavily on core faculty to lowering instructional costs for the program.

The detailed responsibilities of the core faculty are: (See Appendix 11: Faculty Handbook)

•Providing leadership to program faculty, particularly in modeling and ensuring adherence to program, college, and University policies and decisions;

•Leading program improvement efforts, including active contribution to and participation in the Educational Effectiveness program, academic program review, and annual student learning assessments; leading the improvement of curriculum to ensure that student needs and learning objectives are met;

•Maintaining selected programmatic accreditations and certifications;

•Recommending the selection of program faculty;

•Developing, monitoring, and executing program budgets;

•Recruiting, developing, and evaluating all program, program specialization, and associated academic certificate faculty to establish and maintain a vital academic community;

•Setting, in collaboration with program faculty and the College Dean, performance expectations for program faculty;

•Maintaining a climate that promotes creativity and intellectual innovation.

•Recommending promotion, reappointment, deferral, non-reappointment, and merit actions;

•Outreach to community and prospective students;

•Developing, updating, and disseminating any program-unique policies and procedures necessary to ensure both program excellence and compliance with College and University policies and procedures.

When the core faculty positions are approved by the President, sufficient funds should be provided to the college budget to hire core faculty. Due to the current low student enrollment, there is no immediate plan to hire an additional core faculty for the program. However, once student enrollment reaches more than 50 students, the program should consider hiring an additional core faculty.

The program has heavily relied on adjunct faculty to meet the demand for classes offered each session. 18 adjunct faculty members have taught in the program since 2011 and have played a significant role in the governance at USU. Adjunct faculty in BAM program are actively involved in meeting with, mentoring, and advising students in their courses. They consistently demonstrate a commitment to their students' personal and professional development and go above and beyond the basic expectation to ensure that students' needs are being met. The core

faculty and adjunct faculty hold meetings on a regular basis to discuss program goals, outcomes, course changes, and student performance. They have been included on a regular basis in the student learning assessment process, faculty senate subcommittees, and task forces. Some of adjunct faculty have been offered professional development support.

As shown the data in the table below, full-time equivalent (FTE) faculty in the program was 1.67 and the student to faculty ratio was 10 to 1 in 2016 Fall 1 session. FTE faculty is based on IPEDS definition, 1 full-time or 3 adjuncts is equivalent to 1 FTE.

Table 31: Core-Adjunct and Student-Faculty Ratios

2016 Fall I Session	
Total BAM Students	16
Total Number of BAM Courses offered	4
Number of Core Faculty Taught	1
Number of Adjunct Faculty Taught	2
FTE Faculty	1.67
Students to Faculty Ratio	10:1

2. FACULTY EVALUATION AND DEVELOPMENT

Describe the faculty review and evaluation process: How are core/adjunct faculty evaluated? What are the results of the most recent evaluation process? Describe the mentoring process for new and/or continuing faculty. Describe the resources provided for faculty (core/adjunct) professional and pedagogical development.

Core Faculty:

Core faculty since 2014 have been evaluated using via an annual Faculty Portfolio self-evaluation and review process. Each core faculty prepares a portfolio addressing the following domains: 1) Teaching and Advising (required), 2) Governance (required), 3-5) Scholarly and Creative Contributions, Professional Service, or Community Service (at least one). Included within the portfolio are summaries of teaching evaluations and teaching assignments, and written self-assessments of teaching, scholarship, and service with supporting documentation provided in appendices. As part of the annual performance review, each faculty meets with the Dean and/or Provost to review the portfolio. This meeting may conclude with an improvement or action plan and/or recommendation for promotion.

Adjunct Faculty:

Before 2017, adjunct faculty have been evaluated on an intermittent basis by the Dean and/or program lead faculty, usually within a session or two of the faculty member's joining the program. In the absence of a university-wide formal evaluation system, the program lead faculty monitored courses every session for consistent syllabi, faculty feedback and engagement, consistent grade reporting, and other teaching faculties our adjunct faculty would be engaged in.

Beginning in 2017, adjuncts are evaluated using a systematized self-evaluation and review process as follows:

After the first session of teaching, and thereafter once every six sessions employed, the college dean or program chair will do a written performance evaluation of the adjunct faculty members for the purpose of providing feedback and developmental guidance. The adjunct faculty member will provide a short self-appraisal for the evaluation. The written evaluation will address:

1.   A review of the instructor's adherence to the syllabi and course materials (e.g., teaching to learning outcomes, course topics)

2.   A review of the instructor's classroom management and student engagement performance (accessibility, timeliness, quality of feedback, interaction with students)

3.   A review of the end of course evaluations

4.   Other evidence of contributions to the program, college, and university (e.g., attending meetings, participation assessment activities)

5.   Responsiveness to administrative requirements (documentation requests, submission of grades, responding to communications)

The college dean or program chair will respond to the self-evaluation, after which the adjunct will have 14 days to respond. The final evaluations will be submitted to the Provost who will communicate one of the following decisions to the adjunct's supervisor and HR: hire again, hire again with mentoring, or not hire again.

New Faculty Mentoring Processes

Adjunct faculty orientation checklist:

In 2014, a core faculty at the college identified that new adjunct faculty members need support with consistent and accurate information when they are hired. The existing guidelines were located in multiple sources which make it difficult to gather and follow. New hires need to contact several departments and individuals to obtain necessary information. There was no summary of information that can be used for an easy reference. The orientation checklist was

created to mentor and support new and current adjunct faculty as it provides key contact information, teaching requirements, course policy, and procedures. The checklist was presented to the University's administrators and later was adopted by other colleges for their use. The updated checklist is currently being used for the new faculty orientation.

After orientation, new adjunct faculty work in close communication with the program chair.

Faculty Development:

Core and Adjunct Faculty have the opportunity to participate in various faculty development opportunities : Teaching Online 101 Workshop, Assessment 101, QM Coordinator, ARC Conference, to name the most prominent.

Appendix 11: Faculty Handbook

Appendix 12: New Faculty Evaluation Rubric

Appendix 13: Adjunct Faculty Orientation Checklist

3. STUDENT SUPPORT

Describe the academic and career advising programs and resources available to your students, including tutoring, supplemental instruction, basic skill remediation (if applicable), and orientation. Discuss student financial support (scholarships, etc.), support for engagement in the campus community, and for research or engagement in the community beyond campus (fieldwork, internships, etc.), if applicable.

In congruence with the USU mission to provide "professional and personal educational opportunities, with a special outreach to underserved groups...in a supportive student-centered learning environment" (USU Catalog, 2016, p. 10), USU boasts an extensive list of student support to all students, including specialized services for international learners.

Student Orientation:

All students are oriented to the college for an equal start and opportunity for success. This orientation is available online for all students to access and is provided two weeks before the student is to start classes. Due to the importance of proper preparation, USU requires this be completed or the student may risk disenrollment from courses.

New students complete two online orientations: the USU Student Orientation and the Blackboard Orientation. Students gain access to the orientations 17 days before the term start date and are expected to complete the orientations by the beginning of the term. If students do not complete the orientations, their academic adviser will contact them regarding their progress. Because these orientations are constructed as courses in Blackboard, they remain in

their Blackboard course list even after completion. The orientations remain accessible to students until graduation, so students may return at any time to refresh themselves on any orientation topic.

The USU Student Orientation is composed of 5 modules: 1) USU Software & Systems; 2) Student Services & Support; 3) Academic Resources & Learning Guidelines; 4) Financial Services & Academic Policies; 5) End-of-Orientation Survey. Each module concludes with either a reviewed button or a quiz to mark student progress. Domestic and International students are enrolled as separate groups so that each accesses only the appropriate content for their Financial Services modules.

The USU Blackboard Orientation is composed of 7 modules: 1) Getting to Know Your Blackboard Classroom; 2) Email & Communicating with Your Instructor; 3) Discussions; 4) Written Assignments; 5) Exams; 6) The Gradebook; 7) End-of-Orientation Survey. This orientation focuses on developing familiarity with the classroom platform and ease with using its tools. Students practice posting discussion posts, taking quizzes, and submitting assignments with the emphasis not on content but on where to look, point, and click.

Academic support:

Academically, students are offered a variety of tutoring services including online and in person encounters. Face to face encounters are facilitated by Student Services through instructor-led or student-led sessions. Student services can also help to assemble study groups as sought by students. Specific tutoring services are offered in English and math courses, as well as test preparation services and basic skills. Online services can be rendered through email or through the submission of a question and answer format to a tutor, or in real time through Blackboard Collaborate or Brainfuse services.

Specific academic needs of international students are also offered. Students are expected to have the ability to speak and write English at a high school level as evidenced by TOEFL/IELTS. However, additional services are offered to further assist in the mastery of the English language to facilitate student academic success through informational literacy and writing tutors.

Academic Advising:

Academic advising is available for questions on course sequencing, assisting with students with petition requests, and aiding in general questions. Core faculty at the BAM program partnered with the Academic Advisor at Student Service Department for advising students with special requests or unusual circumstance. The primary advising for class schedules is done collaboratively by the core faculty and the Academic Advisor. They identify students that are having problems in class performance and attendance and guide them throughout the session to successfully complete their course work. This effort has improved student success rate for the classes and helped to build a close relationship with students.

Career Services:

Career Services Manager (CSM) is available to all students to "actively assist in obtaining employment" (USU Catalog, 2016, p. 29). This service is provided to all students at any stage of development to assist in making appropriate career choices and plans. The CSM provides student-centered leadership and direction in the following areas: career counseling and education, employment and internship assistance, career assessment testing, the dissemination of information related to employment opportunities, and employer relations. Although employment is not guaranteed, the CSM is able to assist students in these career focused activities.

Financial Support (Financial Aid, Scholarships, etc):

USU understands the financial barriers that may limit or prevent a student from seeking or completing a degree in higher education, thus offering the Financial Aid department to assist in applying for grants, loans and scholarships. In addition to financial aid staff, written booklets are available on eligibility, procedures and programs. Grants, scholarships, loans and payment plans are available to students to help "bridge the gap between educational expenses and personal financial resources" (USU Catalog, 2016, p. 49). A work study is also available for students who demonstrate a financial need. These student positions are community-oriented and related to the student's field of study.

The Financial Aid Office has created a web link for online students that will take them through all aspects of the process including the Free Application for Federal Student Aid (FAFSA) and all internal documents and disclosures. Access to all processes related to student aid is presently available electronically to be completed remotely for all online students. Financial Aid Director and Advisor are available (in person, email, and/or telephone) to students from 8:00 am to 5:00 pm (PST/PDT) Monday through Friday.

Community Engagement:

USU history and mission emphasizes providing relevant, accessible education programs to serve underserved populations in the community. The BAM program further emphasizes community as a critical factor as it is embedded in program learning objectives. Through a curriculum organized to achieve these community based PLOs through more specific course learning objectives, learning activities throughout the curriculum include activities such as case studies or capstone projects that allow student to apply classroom learning to real-world business problems.

Library:

Students have access to the Library and the Librarian. The Library opens 5 days (M-F) a week and the first Saturday of every month. The library contains course resources and supports student's access to academic support services.

Tutoring:

USU uses Brainfuse, a 24-7 online tutoring service, which includes live tutoring as well as paper and short-question submissions. The topics include writing and math as well as business topics like accounting, finance, and economics.

4. INFORMATION AND TECHNOLOGY RESOURCES

Describe the library, information, and technology resources available to your students, including any technology resources available to support both the pedagogy in the program and/or students' needs.

Students and faculty have access to library resources, including full-text electronic databases: EBSCOhost (with CINAHL Plus and Medline Full Text), ProQuest Nursing and Allied Health Resource, and JSTOR. The library also provides links to open access sources, like OPENDOAR a global directory of repositories, and specific online Nursing resources (directories, organizations, associations, societies, and government sites). USU is also a member of the San Diego Circuit, an interlibrary loan service which includes UC San Diego, University of San Diego, San Diego State University, California State University San Marcos, the San Diego County Public Libraries, and the San Diego City Public Library.

Web link: http://www.usuniversity.edu/library/

5. FACILITIES

Describe the classroom space (including any labs) and student study spaces available to your program students.

There are 10 classrooms with seating capacity between 20 to 50. Five of the classrooms have adjustable walls that can be moved to create a large lecture hall when needed. All classrooms are equipped with a computer, projector, and sound system to enhance the teaching and learning environment. Students have access to the computer lab and the student lounge as study spaces. Additionally, students can use the classrooms when classes are not scheduled as study area.

6. FINANCIAL RESOURCES

Discuss the program's operational budget (revenues and expenditures) and trends over a 3-5 year period.

Revenue and operational expenses of the BAM program for 2015 and 2016 are shown in the appendix 14. The primary source of the BAM program revenue is student tuition. Due to the low enrollment of the program, the projected revenues of 2015 and 2016 were not met. However, instructional costs, which are the major operational expenses for the program, did not increase in 2016.

Appendix 14: BAM Operational Budget History 2015 -2016

IV.   SUMMARY REFLECTION

1. PROGRAM STRENGTHS

Considering both the program's quality and its sustainability, what are this program's strengths? How can these be used to improve the program's position academically and fiscally?

- Flexible course modality: Online and On-ground
  - o The program offers online and on-ground courses to provide flexibility to students with work and learning preferences.
- Curriculum with skill/employment-focused concentrations
  - o The program offers seven (7) concentrations including newly added three concentrations (Business Intelligence, Business Analytics, and Finance) to better prepare students for job market trends.
  - o The curriculum is designed to help students gain integrated skills throughout the program that are required for their careers in business.
- Highly qualified scholar-practitioner professional Faculty
  - o The program hires highly qualified Faculty with professional experiences to provide students with a scholar-practitioner approach business education that helps student apply the learned business theories and practices to real-life situations.
- Dedicated faculty to student success
  - o Program faculty members practice and promote the University and College's policies to support students' learning goals. They also actively engage in the University and the College's meetings and events to share the governance to support the University's mission.
- IACBE Accreditation
  - o The program is being reviewed to meet IACBE standard for IACBE accreditation.
- Growing demand for a skill-focused business curriculum

- Centrally located in Mission Valley area in San Diego.

2. PROGRAM WEAKNESSES

Considering both the program's quality and its sustainability, what are this program's weaknesses? How might these be converted to strengths?

- Small class size due to low student enrollment has been a challenge to provide more dynamic learning environment to students.

- Lack of presence in the San Diego community.
- Limited resources for student support services such as in-house tutoring services and consistent career services.
- An imbalanced core faculty workload to support students and the teaching environment.

3. PROGRAM OPPORTUNITIES

Considering both the program's quality and its sustainability, what are the program's opportunities? How can these be made realities?

- The new concentrations (Business Intelligence, Business Analytics, and Finance) that aligns with job market trends will serve well our students' needs and attract new students.
- The new partnership with Dynamic Experiential Learning (DeXL) Educational Service Provider that provides interactive learning and course content in Canvas using DeXL format with an intention to enhance student learning experiences.
- Change admission strategy from 6 intakes a year to 12 intakes a year.
- High touch student support and academic advising service provided by program faculty and student service staff will increase student.
- IACBE Accreditation initiative to strengthen academic alignment with the accreditation standards.
- Centrally located in San Diego to provide students with potential opportunity to engage business communities.

4. PROGRAM THREATS

Considering both the program's quality and its sustainability, what are the program's threats? How can these be neutralized?

- Low student retention
- Small class size
- Inconsistent Student Service
- Low visibility in the community
- Established institutions from local and national institutions that offer similar programs.
- Financial weakness of the institution
- Meeting the accreditation standards
- Ownership / Leadership change and staff attrition

5. CHANGES AND RESOURCES

Considering both the program's quality and its sustainability, what are the most important changes to be made? What are the resources required to implement change?

- Support Blackboard legacy students transfer into Canvas / DeXL curriculum. The University has decided not to renew the contract with Blackboard, which will be expired at the end of 2017. All the courses in Blackboard platform will be transferred into Canvas learning management.
  - Provide support student with on-going training for Canvas Learning Management System
  - Provide academic advising
  - Plan to hire and train adjunct faculty for Canvas LMS / DeXL learning method
- Support Blackboard course migration into Canvas / DeXL format
- Support new curriculum development in Canvas and DeXL format
  - Support course development in Canvas / DeXL format to meet transferred students' course needs.
- Support student retention efforts
  - Provide high touch student service by collaborating with student support departments and faculty
- Continue with high academic expectations and assessment of student learning outcomes

  - Improve the curriculum by implementing the improvement plans derived from the program self-study, the External Review Report, and IACBE accreditation requirement.
  - Make modification to the curriculum by implementing the improvement plans derived from the results of annual assessment of student learning outcomes to support student academic success.
  - Enroll students in the scaffolding of courses in the recommended sequence to develop their skills in a progressive and intentional manner.
  - Involve at least 1 adjunct faculty in the annual assessment process.
  - Expand adjunct faculty pool by hiring and retaining highly qualified scholar-practitioner professional Faculty
  - Maintain faculty quality and strengths by providing new hire faculty orientations and professional development opportunities and implementing new faculty performance evaluation process
  - Reduce administrative work for core faculty to focus on teaching and student academic success
- Support the institutional effort to achieve IACBE initial accreditation

- Hire one full time and a part time core faculty to support the students and program

Note: See the Section V (Improvement Plan) for the details of the resources required to implement.

V.   FUTURE GOALS AND PLANNING FOR IMPROVEMENT

2. GOALS

As part of your evidence-based plan for strengthening the program, list the goals for the next few years.

Goal 1: Support Blackboard legacy students transfer into Canvas / DeXL curriculum. The University has decided not to renew the contract with Blackboard, which will be expired at the end of 2017. All the courses in Blackboard platform will be transferred into Canvas learning management.
   o   Provide support student with on-going training for Canvas Learning Management System
   o   Provide academic advising
   o   Plan to hire and train adjunct faculty for Canvas LMS / DeXL learning method

Goal 2: Support Blackboard course migration into Canvas / DeXL format

Goal 3: Support new curriculum development in Canvas and DeXL format
   o   Support course development in Canvas / DeXL format to meet transferred students' course needs.

Goal 4: Support student retention efforts
   o   Provide high touch student service by collaborating with student support departments and faculty

Goal 5: Continue with high academic expectations and assessment of student learning outcomes

   o   Improve the curriculum by implementing the improvement plans derived from the program self-study, the External Review Report, and IACBE accreditation requirement.
   o   Make modification to the curriculum by implementing the improvement plans derived from the results of annual assessment of student learning outcomes to support student academic success.
   o   Enroll students in the scaffolding of courses in the recommended sequence to develop their skills in a progressive and intentional manner.
   o   Involve at least 1 adjunct faculty in the annual assessment process.
   o   Expand adjunct faculty pool by hiring and retaining highly qualified scholar-practitioner professional Faculty
   o   Maintain faculty quality and strengths by providing new hire faculty orientations and professional development opportunities and implementing new faculty performance evaluation process
   o   Reduce administrative work for core faculty to focus on teaching and student academic success

Goal 6: Support the institutional effort to achieve IACBE initial accreditation

Goal 7: Hire one full time and a part time core faculty to support the students and program

3. IMPROVEMENT PLAN

List the deliverables/measures, target dates, and resources required (costs and personnel) to achieve the goals listed above. As not all recommendations may be fundable in the next year, prioritize the recommendations in order of importance, demonstrating how certain activities have the greatest potential to create improvement and therefore should be accomplished and funded first.

Goal 1: Support Blackboard legacy students transfer into Canvas / DeXL curriculum. The University has decided not to renew the contract with Blackboard, which will be expired at the end of 2017. All the courses in Blackboard platform will be transferred into Canvas learning management.
  - o Provide support students with on-going training for Canvas Learning Management System
  - o Provide academic advising
  - o Plan to hire and train adjunct faculty for Canvas LMS / DeXL learning method

Deliverables/measures: Students' Academic Progress Report and Canvas course registration
Target dates: Fall II 2017 – Spring I 2018
Resources required: Registrar, Student Service, and IT support

Goal 2: Support Blackboard course migration into Canvas / DeXL format

Deliverables/measures: The number of courses available in Canvas / DexL format
Target dates: Fall I - Fall II 2017
Resources required: Personnel support (i.e. IT)

Goal 3: Support new curriculum development in Canvas and DeXL format
  - o Support course development in Canvas / DeXL format to meet transferred students' course needs.

Deliverables/measures: The number of courses developed to meet student course schedule
Target dates: 2018 - 2019
Resources required: Funds for SMEs and Instructional Course Designers (subjected to the contract with DeXL)

Goal 4: Support student retention efforts
  - o Provide high touch student service by collaborating with student support departments

and faculty

Deliverables/measures: Student Attrition rates / The results of Student Satisfaction Survey
Target dates: 2018 ~
Resources required: Support from Faculty, Student Support Departments, and IR

Goal 5: Continue with high academic expectations and assessment of student learning outcomes

- o   Improve the curriculum by implementing the improvement plans derived from the program self-study, the External Review Report, and IACBE accreditation requirement.
- o   Make modification to the curriculum by implementing the improvement plans derived from the results of annual assessment of student learning outcomes to support student academic success.
- o   Enroll students in the scaffolding of courses in the recommended sequence to develop their skills in a progressive and intentional manner.
- o   Involve at least 1 adjunct faculty in the annual assessment process.
- o   Expand adjunct faculty pool by hiring and retaining highly qualified scholar-practitioner professional Faculty
- o   Maintain faculty quality and strengths by providing new hire faculty orientations and professional development opportunities and implementing new faculty performance evaluation process
- o   Reduce administrative work for core faculty to focus on teaching and student academic success

Deliverables/measures: Student learning outcome achievement / Student retention rate / Course completion rate
Target dates: 2017~
Resources required: Funds for Faculty Professional Development and Administrative support

Goal 6: Support the institutional effort to achieve IACBE initial accreditation

Deliverables/measures: Accredited by IACBE
Target dates: 2018-2019
Resources required: COBM Budget for Faculty participation in IACBE annual conferences

Goal 7: Hire one full time and a part time core faculty to strengthen academic quality

Deliverables/measures: Hire faculty / Student learning outcome achievement / Student Retention Rate
Target dates: 2018
Resources required: Funds for additional Faculty hiring

APPENDIX

Appendix 1: Senate Committee minutes from 2013

https://drive.google.com/file/d/0BwLu1CRShBp-aFNZY3hoZmdscm8/view?usp=sharing

Appendix 2: Course Outline with New Course Sequence and Course Codes

https://drive.google.com/file/d/0BwLu1CRShBp-RFJsX0JkSXJGclU/view?usp=sharing

Appendix 3: BAM Curriculum Map 2017

https://drive.google.com/file/d/0BwLu1CRShBp-Vm5FYzM1Q3ZQcnM/view?usp=sharing

Appendix 4: Undergraduate Program Wheels

https://drive.google.com/file/d/0BwLu1CRShBp-QWRCeHhiOERJX28/view?usp=sharing

Appendix 5: BAM Capstone Research Paper Rubric

https://drive.google.com/file/d/0BwLu1CRShBp-bGxXUDVLbldGREk/view?usp=sharing

Appendix 6: BAM 2016 Fall End-of-Course Evaluation

https://drive.google.com/file/d/0BwLu1CRShBp-VUFLTXhRMkVOWG8/view?usp=sharing

Appendix 7: USU Student Learning Outcome Assessment Schedule

https://drive.google.com/file/d/0BwLu1CRShBp-b0JSbXh6QmYwTG8/view?usp=sharing

Appendix 8: Annual Report on Student Learning Outcomes BAM 2014-15 Information Literacy

https://drive.google.com/file/d/0BwLu1CRShBp-ZDEzdXBYRE1HOVE/view?usp=sharing

Appendix 9: USU Learning Outcomes Assessment Rubrics

http://www.usuniversity.edu/about/assessment/learning-outcomes-assessment-rubrics/

Appendix 10: Current Vitae of Core Faculty

https://drive.google.com/file/d/0BwLu1CRShBp-X2U4dS1BVjVvcjg/view?usp=sharing

Appendix 11: Faculty Handbook

https://drive.google.com/file/d/0BwLu1CRShBp-bHAyNlZ5ekU4R3M/view?usp=sharing

Appendix 12: Faculty Evaluation Rubric

https://drive.google.com/file/d/0BwLu1CRShBp-ZmFJbkdZSEdrdTA/view?usp=sharing

Appendix 13: Adjunct Faculty Orientation Checklist

https://drive.google.com/file/d/0BwLu1CRShBp-RV9Wa2x6WnlVeTQ/view?usp=sharing

 Appendix 14: BAM Operational Budget History 2015 -2016

https://drive.google.com/file/d/0BwLu1CRShBp-X2VHVy1lU1ZpZkE/view?usp=sharing