

Quality Assurance Information Fall 2023

In today's higher education environment, where the public is demanding more and more accountability from higher education institutions, the College of Business is pleased to be accredited by the Accreditation Council for Business Schools and Programs (ACBSP) <http://www.acbsp.org/?page=home>. Because of this accreditation, we must demonstrate compliance with the ACBSPs accreditation standards and criteria, which allows us to reveal our commitment to continuous improvement in providing a quality business education to our students.

The ACBSP standards are drawn to a large degree from the Malcolm Baldrige National Quality award <http://www.nist.gov/baldrige/enter/education.cfm>. In demonstrating compliance with these standards, our attention is drawn to key quality dimensions such as sound strategic planning focusing on key constituent and measurement of student learning and performance.

These standards include the following:

- Leadership
- Strategic Planning
- Student and Stakeholder Focus
- Measurement and Analysis of Student Learning and Performance
- Faculty and Staff Focus
- Educational and Business Process Management

https://cdn.ymaws.com/www.acbsp.org/resource/collection/EB5F486D-441E-4156-9991-00D6C3A44ED1/ACBSP_Uniform_Standards_and_Criteria_for_Accreditation.pdf

The following pages highlight information that was submitted to the ACBSP as part of the biennial quality assurance process. It contains information on our performance as a college, including student achievement.

**Standard Three: Student- and Stakeholder-Focused Results -
Criterion 3.8**

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies business students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)

<p>(Example) Alumni Satisfaction for business programs will be at or above 80%</p>																																				
<p>Finance majors at St. Ambrose University will show improvements in their overall satisfaction with their major.</p>	<p>St. Ambrose University Finance majors participated in exit interviews given by the Finance faculty. Summative Question #2 “Again, addressing the entire major, how satisfied are you with your experience?”</p>	<p>Over the three year academic period, Finance majors shown high satisfaction with the major</p>	<p>Overall Satisfaction of Finance majors has remained fairly consistent over the years. There has been an upward trend in satisfaction in the last three years.</p> <p>The survey question answered by the students is: <i>“Again, addressing the entire major, how satisfied are you with the experience?”</i></p>	<p>Finance faculty will continue to monitor results of exit interviews, discuss meaning and incorporate changes as needed. The finance major has undergone significant changes, starting in the fall of 2017. Exit interview data was incorporated into the change. The satisfaction of students remains very high, but the department will continue to monitor the students' views to implement future changes as needed.</p>	<p style="text-align: center;">OVERALL SATISFACTION OF FINANCE MAJORS</p> <p>The chart displays the number of students interviewed and their satisfaction scores for Finance majors from 2019-20 to 2021-22. The Y-axis represents the number of students interviewed, and the X-axis represents the satisfaction score (5, 3, 1). The legend indicates the data series: 2019-20 (blue), 2020-21 (orange), 2021-22 (grey), and Average (yellow). The chart also shows the Median and Average satisfaction scores for each year.</p> <table border="1"> <thead> <tr> <th>Satisfaction Score</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>15</td> <td>17</td> <td>13</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year</th> <th>Median</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>5</td> <td>4.76</td> </tr> <tr> <td>2020-21</td> <td>5</td> <td>4.89</td> </tr> <tr> <td>2021-22</td> <td>5</td> <td>4.86</td> </tr> <tr> <td>Average</td> <td>5</td> <td>4.84</td> </tr> </tbody> </table>	Satisfaction Score	2019-20	2020-21	2021-22	5	15	17	13	3	2	1	1	1	0	0	0	Year	Median	Average	2019-20	5	4.76	2020-21	5	4.89	2021-22	5	4.86	Average	5	4.84
Satisfaction Score	2019-20	2020-21	2021-22																																	
5	15	17	13																																	
3	2	1	1																																	
1	0	0	0																																	
Year	Median	Average																																		
2019-20	5	4.76																																		
2020-21	5	4.89																																		
2021-22	5	4.86																																		
Average	5	4.84																																		

<p>As part of the University's initiative to involve all students in at least two impactful activities (e.g., internships, study abroad, research projects), COB encourages its students to pursue these activities.</p>	<p>The SAU Career Center offers a structured internship (EXPL 202) process for all students.</p>	<p>Number of COB students completing internships has grown in the last few years.</p> <p>Note: Several more COB students enrolled in MGMT 416, MKTG 399 and SLS 425 also completed internships but aren't counted in EXPL 202.</p>	<p>A significantly greater number of students could avail of internships, which improve student outcomes.</p>	<p>The COB faculty discuss the importance of internships as it relates to student success, both during their studies and after graduation, in their classes and during advising sessions. COB faculty will also develop a system to count student internships besides EXPL 202 enrollment.</p> <p>The COB will continue to explore ways to enhance experiential learning. The results going forward will be measured for further actions.</p>	<table border="1"> <caption>EXPL 202 Internships: Student Participation</caption> <thead> <tr> <th>Term</th> <th>Total SAU Internships</th> <th>COB Internships</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>9</td> <td>3</td> </tr> <tr> <td>Spring 2021</td> <td>8</td> <td>7</td> </tr> <tr> <td>Summer 2021</td> <td>20</td> <td>10</td> </tr> <tr> <td>Summer 2022</td> <td>39</td> <td>20</td> </tr> </tbody> </table>	Term	Total SAU Internships	COB Internships	Spring 2020	9	3	Spring 2021	8	7	Summer 2021	20	10	Summer 2022	39	20
Term	Total SAU Internships	COB Internships																		
Spring 2020	9	3																		
Spring 2021	8	7																		
Summer 2021	20	10																		
Summer 2022	39	20																		

<p>The COB monitors student internship work performance as measured by satisfaction of supervisor of interning students.</p>	<p>The SAU Career Center offers a structured internship process for all students. The Career Center also surveys supervisors about their satisfaction of student-intern's performance as part of its administration of EXPL 202.</p>	<p>Nearly 100% of the university's student interns receive Excellent or Good ratings on Employer Satisfaction.</p>	<p>The interns are performing as per the expectations of the employers. The preparation and structured nature of the internship process seems to be effective. The graph shows data for all Ambrose students including the College of Business</p>	<p>The College will continue to survey the employers and monitor results on an ongoing basis. Respond to any specific written or verbal comments from employers directly with students and in the curriculum where necessary.</p>	<p>EXPL 202 Internships: Employer Satisfaction</p> <table border="1"> <thead> <tr> <th>Period</th> <th>Supervisors (n)</th> <th>Good Performance (%)</th> <th>Excellent Performance (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>7</td> <td>~0.60</td> <td>~0.40</td> </tr> <tr> <td>Spring 2021</td> <td>8</td> <td>~0.12</td> <td>~0.88</td> </tr> <tr> <td>Summer 2021</td> <td>20</td> <td>~0.30</td> <td>~0.70</td> </tr> <tr> <td>Summer 2022</td> <td>32</td> <td>~0.15</td> <td>~0.85</td> </tr> </tbody> </table>	Period	Supervisors (n)	Good Performance (%)	Excellent Performance (%)	Spring 2020	7	~0.60	~0.40	Spring 2021	8	~0.12	~0.88	Summer 2021	20	~0.30	~0.70	Summer 2022	32	~0.15	~0.85
Period	Supervisors (n)	Good Performance (%)	Excellent Performance (%)																						
Spring 2020	7	~0.60	~0.40																						
Spring 2021	8	~0.12	~0.88																						
Summer 2021	20	~0.30	~0.70																						
Summer 2022	32	~0.15	~0.85																						

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
		Analysis of Results			
Performance Measure	What is your measurement instrument or process? Do not use grades.	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	

All Undergraduate Business Majors - traditional and adult (designated as ACCEL in the graph): Students should understand Business Concepts related to accounting, economics, finance, management and marketing. Business Students will score higher than our benchmark groups on the Peregrine standardized exam.

'Adult' students are those working fulltime and take classes on a parttime basis. St. Ambrose had a separate office named ACCEL to handle recruitment, advising, and otherwise supporting adult students. The office is now closed. The COB and SAU continue to recruit adult students and have advising and support services for them.

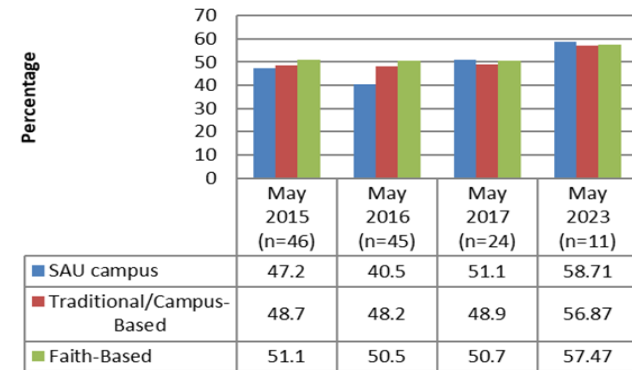
Peregrine Standardized exam. All business majors take this exam in MGMT 449, a course taken in their senior year. Direct, external assessment taken for summative and comparative purposes. (MGMT 449 was previously numbered MGMT 349.)

On average, SAU students (both traditional and adult) have improved on % correct answers from 2015 to 2023. As well, SAU students performed at or above the average for peer institutions.

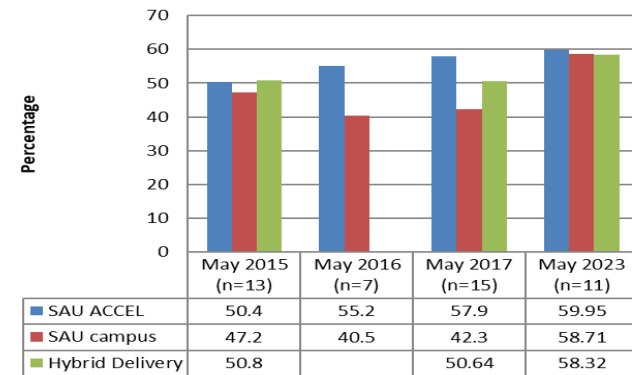
Faculty have focused efforts on business acumen (CPC or the business concepts in the curriculum) and the results show that on the Peregrine test, which is a test of business concepts, COB students have performed better compared to 2017 data. The emphasis on business concepts is bearing fruit.

Faculty are continuing to discuss the results (e.g., increase n) and draw more meaningful conclusions. Faculty are focusing on the learning outcomes particularly around each CPC and their sub-components. The College is currently reviewing the Business Core and is considering the outcomes data in making changes to the Core. The College has added an academic support specialist who will collect and review data each semester to ensure assurance of learning.

Campus Peregrine Results --Total Score % Correct



BBA Peregrine Results --Total Score % Correct



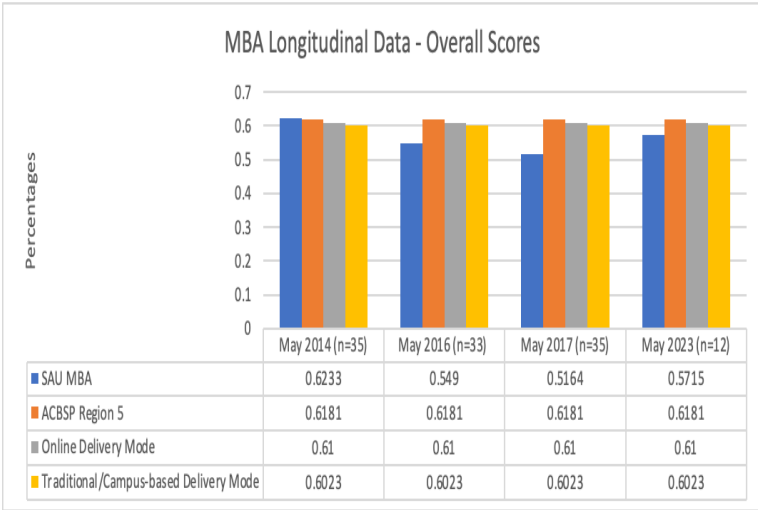
MBA: Students will be able to demonstrate business acumen through their enhanced understanding of all business areas and practices. Students shall demonstrate proficiency at the level of ACBSP Region 5 or higher on the outbound Peregrine Exam.

The Peregrine cumulative outbound scores will be used to determine progress in understanding business concepts. Students will take the outbound Peregrine exam as part of the MBA 800 capstone course. All MBA Students are assessed.

It remains that MBA students have been performing below the benchmark goal, although there is a slight up shift from 2017 to 2023.

May 2023's rise in business competencies is welcome, but below ACBSP Region 5 scores. Faculty must find ways to improve content and delivery going forward. Faculty will be examining the delivery and content of the courses, against various CPCs, in 2023-24 AY.

There were changes in personnel teaching at the MBA level due to a number of retirements, etc. in the last two years. The MBA program is taking steps to align faculty (as some leave and retire) on this key outcome measure. This is a continuing issue that receives Program leadership's attention. The declines in 2016 and 2017 are being addressed to improve overall scores.



Use critical reasoning skills to analyze and interpret data to solve complex business problems.

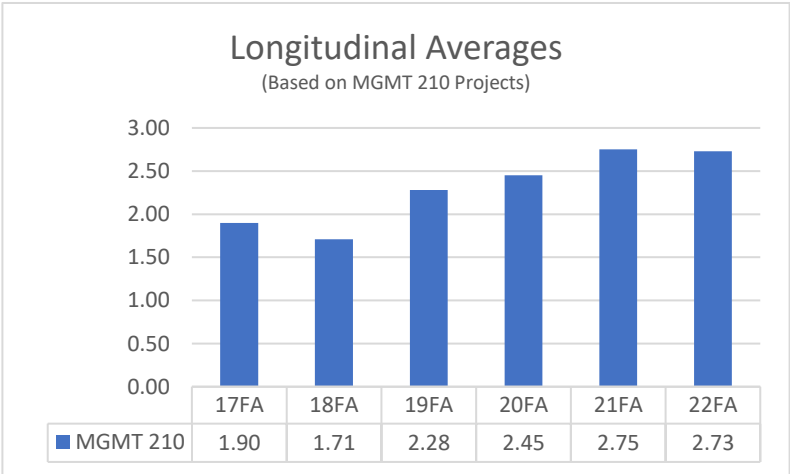
We apply a standard rubric based on AAC&U's VALUE rubrics to embedded course assignments that include some form of data collection and analysis regarding a business issue. Some assignments have been short research papers, infographic creations, and podcast presentations.

Although students have improved their critical reasoning scores over the last several years, there was dip from Fall 21 to Fall 22. Faculty have noted the change and intend to focus on this skill going forward.

Students' critical use of evidence gets better over time, but there is still room for improvement.

We have offered more analytics courses such as our new Business Analytics, People Analytics and others that help students understand the critical use of evidence. COB has engaged professors that teach business ethics (PHIL 305) to emphasize tools and perspectives to improve critical reasoning.

In addition, in the capstone course (MGMT 449, which comes later in the curriculum) faculty are using a variety of critical thinking exercises that help students integrate their overall business thinking.



Standard #5 Faculty and Staff Focus, Table 5.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Faculty and Staff Focused Results		Analysis of Results			
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
(Example) Faculty satisfaction will exceed 80%	Annual faculty satisfaction survey	Exceeded goal, however, the trend declined in 2013	Held a faculty meeting to discuss issues raised on surveys	Satisfaction increased 1%	

<p>The University will allocate sufficient funds toward travel, professional development, research studies and dues for College of Business faculty.</p>	<p>University expenditures allowed for faculty travel, professional development, research studies, and dues for College of Business faculty.</p>	<p>The college had seen an increase in these line items because of efforts to support faculty development. Since last ACBSP QA report, COB started subscription for Qualtrics to support survey research by faculty, and students.</p>	<p>Overall, the university is supportive of faculty travel, professional development, research studies, and dues. All faculty members who needed support for scholarship and professional development received it through the College or the University funds.</p>	<p>Continue to monitor this metric and advocate for additional development funds, especially as enrollment rebounds. Also, encourage faculty to fully use the funds that are allocated. Faculty will be encouraged to seek outside funding.</p>	<table border="1"> <caption>SAU Allocations for COB Faculty: Travel, Staff Development, Publications and Dues</caption> <thead> <tr> <th>Fiscal Year</th> <th>Allocation</th> </tr> </thead> <tbody> <tr> <td>FY2018</td> <td>~68,000</td> </tr> <tr> <td>FY2019</td> <td>~68,000</td> </tr> <tr> <td>FY2020</td> <td>~82,000</td> </tr> <tr> <td>FY2021</td> <td>~82,000</td> </tr> <tr> <td>FY2022</td> <td>~82,000</td> </tr> </tbody> </table>	Fiscal Year	Allocation	FY2018	~68,000	FY2019	~68,000	FY2020	~82,000	FY2021	~82,000	FY2022	~82,000
Fiscal Year	Allocation																
FY2018	~68,000																
FY2019	~68,000																
FY2020	~82,000																
FY2021	~82,000																
FY2022	~82,000																
<p>Number of scholarly, professional activities and service</p>	<p>Self-report by faculty members</p>	<p>There were over 80 instances of scholarly and professional activities and service reported by full-time faculty.</p> <p>Faculty have published in highly ranked peer-reviewed journals in Accounting, Econ, Finance, Marketing and Management</p> <p>The COB hosted the 2021 Annual Conference of the Midwest Academy of Management, with broad participation from the COB faculty and staff.</p>	<p>The COB faculty have been professionally engaged and productive in terms of publications, scholarship broadly, and professional activities.</p>	<p>College of Business will continue to encourage activity in these areas as well as advocate for additional resources to support these activities.</p>	<table border="1"> <caption>COB Faculty Scholarly and Professional Activities 2020-2022</caption> <thead> <tr> <th>Type of Activity</th> <th>Number of Activity</th> </tr> </thead> <tbody> <tr> <td>Publications</td> <td>~28</td> </tr> <tr> <td>Presentations</td> <td>~12</td> </tr> <tr> <td>Professional Activities</td> <td>~45</td> </tr> <tr> <td>University</td> <td>~62</td> </tr> </tbody> </table>	Type of Activity	Number of Activity	Publications	~28	Presentations	~12	Professional Activities	~45	University	~62		
Type of Activity	Number of Activity																
Publications	~28																
Presentations	~12																
Professional Activities	~45																
University	~62																

<p>The COB faculty will provide advising to all upperclassmen.</p>	<p>All students are assigned a faculty adviser in the College of Business.</p>	<p>Recently, the university assigned a Planning Coach from the Academic and Career Planning Office to the COB. The Planning Coach works with first year business students and business students who have not declared a specific major. Once the student declares a major, the student is assigned a faculty adviser. All upper-level students have faculty advisers. Process of assigning advisers needs to be timely. In addition, some departments have many grad students too.</p> <p>Every semester, the COB had reviewed student rosters to assign or reassign them to faculty advisers.</p>	<p>Closer coordination with the Planning Coach will improve transferring students to COB faculty advisers. Management department has many graduate students, and therefore faculty in the department carry a heavy graduate advisee load.</p> <p>When two Marketing faculty left the College, coordination with the Coach helped reassign Marketing students to Management faculty while new faculty are hired and trained in advising.</p>	<p>Continue to work with the Planning Coach to transition Business majors to the COB faculty advisers.</p>	<table border="1"> <caption>COB Faculty Advisee Numbers 22-23 AY</caption> <thead> <tr> <th>Department</th> <th>Undergraduate</th> <th>Graduate (Master/Doctoral)</th> </tr> </thead> <tbody> <tr> <td>Accounting (n=3)</td> <td>100</td> <td>5</td> </tr> <tr> <td>Economics (n=1)</td> <td>5</td> <td>0</td> </tr> <tr> <td>Finance (n=4)</td> <td>80</td> <td>0</td> </tr> <tr> <td>Management (n=8)</td> <td>100</td> <td>130</td> </tr> <tr> <td>Marketing/Sales...</td> <td>200</td> <td>0</td> </tr> </tbody> </table>	Department	Undergraduate	Graduate (Master/Doctoral)	Accounting (n=3)	100	5	Economics (n=1)	5	0	Finance (n=4)	80	0	Management (n=8)	100	130	Marketing/Sales...	200	0
Department	Undergraduate	Graduate (Master/Doctoral)																					
Accounting (n=3)	100	5																					
Economics (n=1)	5	0																					
Finance (n=4)	80	0																					
Management (n=8)	100	130																					
Marketing/Sales...	200	0																					

Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.				
		Analysis of Results			
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
(Example) Increase retention from 80% to 90% by 2020	Retention rates as reported to the VPAA every January	85% in 2015	In a positive trend for the last three years	Added additional meetings - now there are three meetings a year with business students regarding continued education and completion plans.	

<p>The College of Business will be allocated a sufficient amount of university funds to carry out its mission and pursue its goals</p>	<p>From year end budget reports: The amount of actual College of Business expenditures on programs in each of the past 5 academic years.</p>	<p>The College of Business's programs have received and utilized adequate amounts of operating funds in each of the past 5 academic years. The funds remained level over the last three years.</p>	<p>The COB has been steady if not growing in UG enrollment, with a slight decrease in grad enrollment. There were also some personnel changes due to retirements and departures in the last several years. Budgeted funds remained more or less steady through this time.</p>	<p>The College actively practices proper annual budgeting. The dean advocates for resources needed to support the College's projects. The College received support to hire a director for two of the master's programs, and the university is looking to revise and refresh two graduate programs</p>	<table border="1"> <caption>SAU Allocations for COB Faculty: Travel, Staff Development, Publications and Dues</caption> <thead> <tr> <th>Fiscal Year</th> <th>Allocation</th> </tr> </thead> <tbody> <tr> <td>FY2018</td> <td>~68,000</td> </tr> <tr> <td>FY2019</td> <td>~68,000</td> </tr> <tr> <td>FY2020</td> <td>~83,000</td> </tr> <tr> <td>FY2021</td> <td>~83,000</td> </tr> <tr> <td>FY2022</td> <td>~83,000</td> </tr> </tbody> </table>	Fiscal Year	Allocation	FY2018	~68,000	FY2019	~68,000	FY2020	~83,000	FY2021	~83,000	FY2022	~83,000																		
Fiscal Year	Allocation																																		
FY2018	~68,000																																		
FY2019	~68,000																																		
FY2020	~83,000																																		
FY2021	~83,000																																		
FY2022	~83,000																																		
<p>The College of Business will strive to increase program enrollment.</p>	<p>The "Enrollment by Major" report provided by the St. Ambrose Office of Institutional Research: Numbers represent the number of declared majors on the 20th day for the College's ACBSP accredited programs for each of the past five falls</p>	<p>While ACBSP programs remain healthy in terms of student count, and enrollment has, for the most part, been consistent.</p>	<p>The College has a dedicated group that works closely with the institutional enrollment management team on specific recruiting events. The College has anecdotal evidence that these outreach efforts to prospective students are bearing fruit.</p>	<p>Investigate new outreach efforts and recruiting strategies, especially for grad programs, and continue to monitor enrollment in the College's ACBSP accredited programs. One such outreach is to Athletics, set for 2023-24 AY.</p> <p>MBA program needs recruitment initiatives, which would be the focus</p>	<table border="1"> <caption>Total Students - COB Graduate Majors</caption> <thead> <tr> <th>Year</th> <th>Master of Accounting</th> <th>Master of Business Administration</th> <th>Master of Organizational Leadership</th> <th>Doctor of Business Administration</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>~10</td> <td>~110</td> <td>~50</td> <td>~30</td> </tr> <tr> <td>2021</td> <td>~15</td> <td>~90</td> <td>~50</td> <td>~30</td> </tr> <tr> <td>2022SP</td> <td>~15</td> <td>~90</td> <td>~50</td> <td>~30</td> </tr> <tr> <td>2022FA</td> <td>~10</td> <td>~80</td> <td>~50</td> <td>~30</td> </tr> <tr> <td>2023SP</td> <td>~10</td> <td>~65</td> <td>~45</td> <td>~25</td> </tr> </tbody> </table>	Year	Master of Accounting	Master of Business Administration	Master of Organizational Leadership	Doctor of Business Administration	2020	~10	~110	~50	~30	2021	~15	~90	~50	~30	2022SP	~15	~90	~50	~30	2022FA	~10	~80	~50	~30	2023SP	~10	~65	~45	~25
Year	Master of Accounting	Master of Business Administration	Master of Organizational Leadership	Doctor of Business Administration																															
2020	~10	~110	~50	~30																															
2021	~15	~90	~50	~30																															
2022SP	~15	~90	~50	~30																															
2022FA	~10	~80	~50	~30																															
2023SP	~10	~65	~45	~25																															

First Year Enrollment

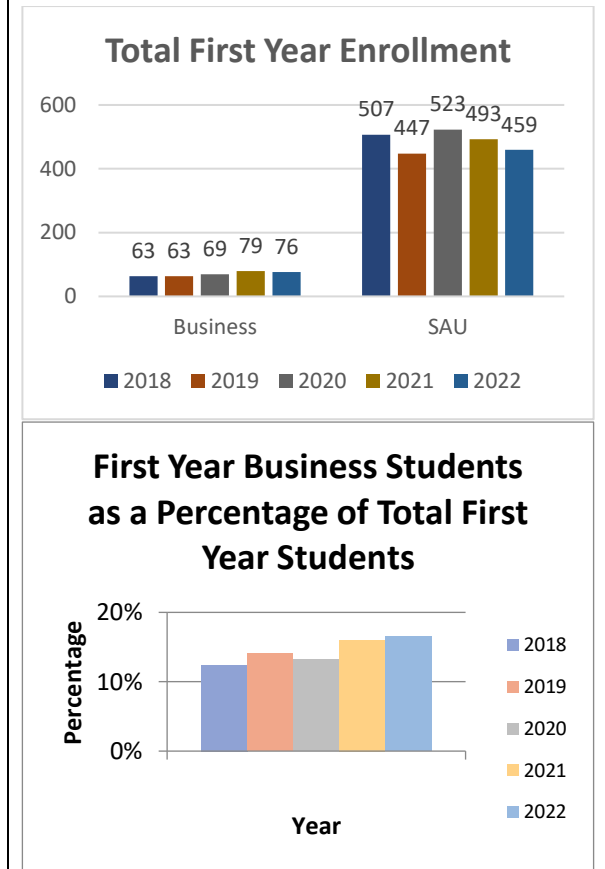
Reports generated through the St. Ambrose Office of Institutional Research. Data reveals numbers of incoming Freshmen who declared business as a major as of the 20th day along with total incoming Freshmen.

The university has experienced a downward enrollment trend, and so did the college. College of Business trends are consistent with the university but have not been as deep.

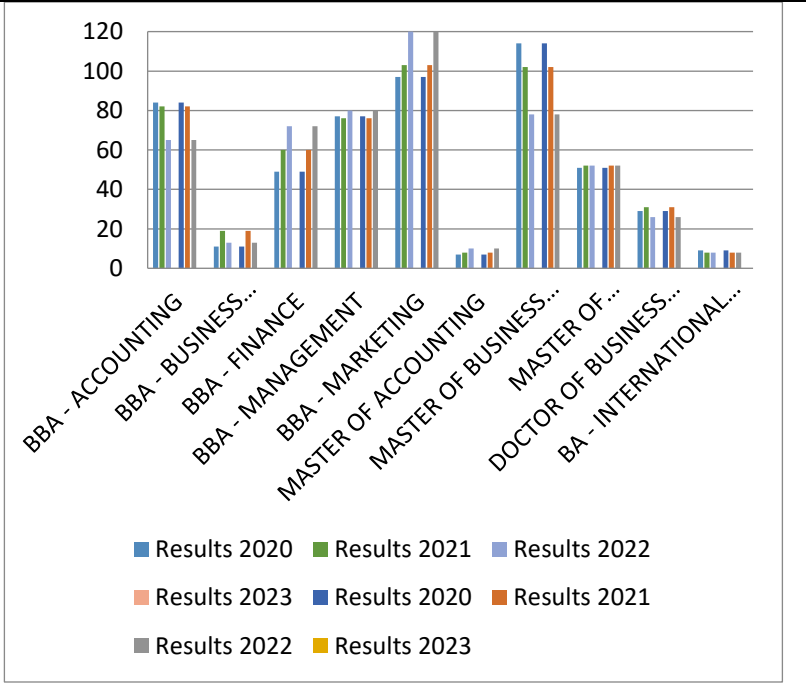
College of Business and the university recognize the declines in high school grads and the lower percentage of matriculation of high school grads, post COVID. Over the last three academic years, the college saw slight growth in UG enrollment due to dedicated faculty groups supporting university Admissions office in recruitment for the college. The college recognizes the challenges and the initiatives that are (not) working.

of the College in 2023-24.

The College will continue to do the outreach (to prospective students) work with enrollment management to further improve enrollment. Going forward, the college also has programming to build a positive culture in the student body, which should lead to retention and potential new applicants.

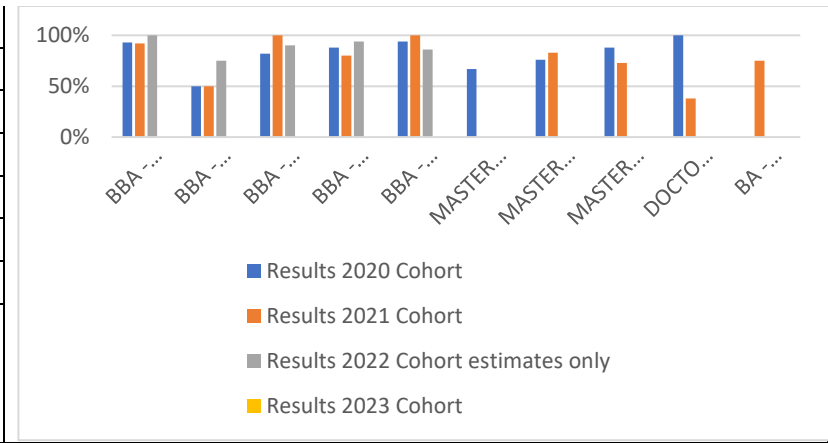


List all programs								
BBA - ACCOUNTING	80	80	80	80	84	82	65	
BBA - BUSINESS ECONOMICS	15	15	15	15	11	19	13	
BBA - FINANCE	50	55	60	60	49	60	72	
BBA - MANAGEMENT	75	80	80	85	77	76	80	
BBA - MARKETING	100	100	110	125	97	103	120	
MASTER OF ACCOUNTING	8	8	8	8	7	8	10	
MASTER OF BUSINESS ADMINISTRATION	90	104	109	83	114	102	78	
MASTER OF ORGANIZATIONAL LEADERSHIP	44	48	68	68	51	52	52	
DOCTOR OF BUSINESS ADMINISTRATION	31	30	28	25	29	31	26	
BA - INTERNATIONAL BUSINESS	12	10	7	7	9	8	8	
Retention (New FA to FA Census)	Goal 2020 = greater than %	Goal 2021 = greater than %	Goal 2022 = greater than %	Goal 2023 = greater than %	Results 2020 Cohort	Results 2021 Cohort	Results 2022 Cohort	Results 2023 Cohort
List all programs							estimates only	
BBA - ACCOUNTING	90%	90%	90%	90%	93%	92%	100%	
BBA - BUSINESS ECONOMICS	75%	75%	75%	75%	50%	50%	75%	



Graph

BBA - FINANCE	90%	90%	90%	90%	82%	100%	90%	
BBA - MANAGEMENT	85%	85%	85%	85%	88%	80%	94%	
BBA - MARKETING	90%	90%	90%	90%	94%	100%	86%	
MASTER OF ACCOUNTING	50%	50%	50%	50%	67%	0%	NA	
MASTER OF BUSINESS ADMINISTRATION	80%	80%	80%	80%	76%	83%	90%	
MASTER OF ORGANIZATIONAL LEADERSHIP	82%	82%	82%	82%	88%	73%	87%	
DOCTOR OF BUSINESS ADMINISTRATION	75%	75%	75%	75%	100%	38%	74%	
BA - INTERNATIONAL BUSINESS	NA	70%	70%	70%	NA	75%	NA	
Degrees by Program (Dec, May, Aug)	Goal 2020	Goal 2021	Goal 2022	Goal 2023	Results 2020	Results 2021	Results 2022	Results 2023
List all programs								
BBA - ACCOUNTING	20	20	20	20	18	18	23	
BBA - BUSINESS ECONOMICS	10	10	10	10	2	1	4	
BBA - FINANCE	10	10	15	15	17	12	14	
BBA - MANAGEMENT	20	25	20	23	22	20	19	
BBA - MARKETING	40	40	40	40	38	43	37	
MASTER OF ACCOUNTING	6	6	6	6	4	4	6	



MASTER OF BUSINESS ADMINISTRATION	25	50	42	38	29	44	47	
MASTER OF ORGANIZATIONAL LEADERSHIP	12	17	15	9	19	16	26	
DOCTOR OF BUSINESS ADMINISTRATION	2	2	3	5	2	4	3	
BA - INTERNATIONAL BUSINESS	0	2	1	1	0	3	1	

