

# ACADEMIC PROGRAM REVIEW:

COLLEGE OF BUSINESS, ENGINEERING,  
COMPUTER SCIENCE, AND MATHEMATICS:  
LUKENDA SCHOOL OF BUSINESS

5-YEAR REVIEW: 2019-2023  
Lake Superior State University

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## 5-Year Academic Program Review 2023

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### ACCOUNTING

**Submitted by:** *Mindy McCready*

**Date:** *12/6/2023*

**School:** *Lukenda School of Business*

**Academic Program(s):** *B.S. Accounting*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollment</b>	Freshmen: <i>7</i> Sophomores: <i>5</i> Juniors: <i>13</i> Seniors: <i>23</i>	Freshmen: <i>4</i> Sophomores: <i>7</i> Juniors: <i>15</i> Seniors: <i>25</i>	Freshmen: <i>9</i> Sophomores: <i>3</i> Juniors: <i>3</i> Seniors: <i>22</i>	Freshmen: <i>3</i> Sophomores: <i>9</i> Juniors: <i>9</i> Seniors: <i>14</i>
<b>Retention</b>	Fr to So: <i>67%</i> So to Jun: <i>63%</i> Jun to Sen: <i>79%</i>	Fr to So: <i>75%</i> So to Jun: <i>86%</i> Jun to Sen: <i>83%</i>	Fr to So: <i>0%</i> So to Jun: <i>71%</i> Jun to Sen: <i>53%</i>	Fr to So: <i>88%</i> So to Jun: <i>66%</i> Jun to Sen: <i>62%</i>
<b>Degrees Conferred</b>	11	13	15	6

### Graduate Placement Data

LSSU's accounting students continue to secure excellent entry-level jobs in the field upon graduation. Many choose to begin their careers in public accounting with local, regional or national firms. Others find employment with financial institutions, government agencies, nonprofit institutions and small businesses. Their common job titles include staff accountant, tax accountant, auditor, financial or budget analyst, accounting clerk and bookkeeper. According to the Bureau of Labor Statistics, employment of accountants is expected to grow 4% from 2022 to 2032 with approximately 126,500 jobs opening each year (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-1>).

Six months after graduation, LSSU graduates are asked to complete a survey administered by the Provost's Office regarding employment. The following table summarizes information collected from graduates of all Lukenda School of Business (LSB) programs.

	2022	2021	2020	2019
Response Rate	73.2%	79.2%	97.1%	70.0%
Employment Rate	76.2%	95.2%	75.0%	

Continuing Their Education	21.4%	23.8%	19.4%	97.6%
Employed in the Field	73.8%	83.3%	36.1%	78.3%
Average Starting Salary in the Field	\$59,919	\$36,093	\$36,000	\$43,569
Actively Seeking Employment	4.8%	0.0%	13.9%	
Employed in Michigan	81.3%	75.0%	70.4%	78.3%
Pursuing a Master's Degree	11.9%	16.7%	13.9%	16.6%
Accounting Degrees Conferred	15	13	8	
Accounting Degrees/LSB Degrees	24.2%	21.3%	19.0%	

## High Impact Practices

Through core business courses and rigorous accounting courses, students are exposed to a first-year seminar course, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships and a capstone course and project.

## Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program.

Objective: Graduates will be able to apply accounting standards to information for financial accounting, managerial/cost accounting, governmental accounting, auditing, tax and accounting information systems purposes.				
Instrument: ETS Major Field Test in Business				
Target: The mean score of accounting majors will be in the 80 <sup>th</sup> percentile or above in the "Accounting" section.				
	2019-2020	2020-2021	2021-2022	2022-2023
Goal Met	Yes	Yes	Yes	
Results	F19 – 99% S20 – N/A (Covid)	F20 – 99% S21 – 94%	F21 – 98% S22 – 97%	F22 – 7% S23 – 99%
Use of Results: Since the goal was consistently met through spring 2022, no related changes were made during the reporting period. In fall 2022, the average score of the two accounting majors who took the exam was only in the 7 <sup>th</sup> percentile. Although these students were the weakest in their graduating class, the results were still alarming. Accounting faculty are considering using a normed, summative assessment tool designed specifically for accounting majors in order to determine in which specific areas LSSU accounting students are excelling and struggling.				
Objective: Graduates will apply knowledge of international accounting issues.				
Instrument: ETS Major Field Test in Business				
Target: The mean score of accounting majors will be in the 75 <sup>th</sup> percentile or above in the "International" section.				
	2019-2020	2020-2021	2021-2022	2022-2023
Goal Met	Yes	No	No	No
Results	F19 – 99% S20 – N/A (Covid)	F20 – 51% S21 – 12%	F21 – 97% S22 – 69%	F22 – 18% S23 – 95%
Use of Results: Accounting students are not required to take an international business course as part of the core or major curriculums. Accounting faculty will continue to monitor scores in the international section to determine if requiring such a course is necessary.				

Objective: Graduates will be able to record, report and communicate accounting information relevant to internal and external users.				
Instrument: Business plan completed in BUSN 466 (Capstone Course)				
Target: 80% of accounting majors will score 85% or higher in the "Accounting" section				
	2019-2020	2020-2021	2021-2022	2022-2023
Goal Met	Yes	No	No	
Results	F19 – 80% S20 – 100%	F20 – 100% S21 – 60%	F21 – 100% S22 – 36%	F22 – 100% S23 – 100%
Use of Results: The financial statement portion of the business plan has been the most difficult for students for many years. Several students seek help from accounting faculty members for assistance. In recent years, an accounting faculty member began attending a class period of BUSN466 (when offered on campus) to help students as a group. Accounting students prepare financial statements in ACTG132 and ACTG232 but then don't do so again until they complete their business plans two years later. Accounting faculty have discussed how to include financial statement preparation in other courses.				
Objective: Graduates will apply ethical accounting practices.				
Instrument: Students completing internships must have at least one supervisor evaluation which includes an assessment of ethical conduct.				
Target: 80% of accounting majors will receive a rating of average or above in the "Ethical Conduct" section.				
	2019-2020	2020-2021	2021-2022	2022-2023
Goal Met	Yes	Yes	Yes	Yes
Results	100%	100%	100%	100%
Use of Results: Since the goal was consistently met, no related changes were made during the reporting period. Although internships are not a requirement of the program, faculty will continue to encourage accounting students to complete these valuable learning experiences.				
Objective: Graduates will work productively as a member of a team.				
Instrument: Students completing internships must have at least one supervisor evaluation which includes an assessment of teamwork abilities.				
Target: 80% of accounting majors will receive a rating of average or above in the "Teamwork" section.				
	2019-2020	2020-2021	2021-2022	2022-2023
Goal Met	Yes	Yes	Yes	Yes
Results	100%	100%	100%	100%
Use of Results: Since the goal was consistently met, no related changes were made during the reporting period. Although internships are not a requirement of the program, faculty will continue to encourage accounting students to complete these valuable learning experiences.				

## Summary of decisions, recommendations, and/or improvements concerning the



## future of the program

*Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.*

### 2019-2020

- On the senior survey completed in BUSN466 (capstone course), two accounting students indicated that their ability to work cooperatively with others was not stronger compared to their ability as freshmen.
  - Upon further analysis, it was determined that the two students who didn't feel their ability to work as part of a team improved were from the Petoskey regional center. Much of the group work is done in the common professional component course of the business programs. Regional center students take many of these course from community colleges. LSB accounting faculty determined where to best incorporate group work into upper-level accounting courses to make sure students at all campuses are given such opportunities.
- LSB accounting faculty noted that accounting students scored significantly lower in the marketing section than other sections of the business plan senior project.
  - LSB accounting faculty sought advice from marketing faculty on how to realize improvement in this area.

### 2020-2021

- The number of incoming freshmen who select accounting as a major has been decreasing in recent years.
  - Professor McCready will ask representatives from LSSU Admissions to meet with LSB faculty to discuss promotion of all LSB programs during fall semester 2021.
  - Professor McCready will ask each LSB faculty member to attend a BUSN 101 class period and discuss career opportunities available in his/her academic area.
- Many students struggle with application of accounting concepts when presented in complex contexts, especially those that require critical thinking.
  - Professor McCready is working with Becker and Surgent to incorporate CPA Exam material in two of her courses during the fall 2021 semester.
  - Professor Diaz is researching comprehensive simulations to implement in intermediate and cost accounting courses this year.
- LSB accounting students are presented with numerous internship opportunities. It has been a challenge in recent years to convince students to take advantage of these.
  - Professors McCready and Diaz will discuss the value of internships in their junior and senior accounting courses.
  - Professors McCready and Diaz will announce available internship opportunities in their accounting courses and discuss specific opportunities with individual students who they feel would be a great fit.
- Professors McCready and Diaz feel ACTG 334 (Accounting Information Systems) should be redesigned. The professors feel they do not add enough value to the online resources provided to students, and the students feel the material is too similar to that covered in MGMT280.
  - Professor McCready will look into allowing students the opportunity to become certified QuickBooks users.

- Professor Diaz will compare the topics covered in ACTG334 and MGMT280 to determine overlap.

### **2021-2022**

- Total enrollment in the accounting program has decreased each year for the last several years.
  - Professor Diaz will survey current accounting students to determine why they chose the major.
  - Professor McCready will work on reestablishing the Accounting Club.
- The CPA Exam will undergo major changes in 2024.
  - Professors McCready and Diaz will closely review LSSU's accounting program curriculum and consider updates to course requirements and objectives.
- An ongoing topic of discussion is how the transition from ACTG132/ACTG133 to ACTG232/233 is tough for many students.
  - Professor Diaz will use a comprehensive manual accounting practice set going forward in ACTG232 to help students tie together the basic accounting concepts they learned in ACTG132 and will expand on in ACTG232.

### **2022-2023**

- Accounting faculty members are concerned about declining enrollment in the program and have discussed possible reasons and remedies. Initiatives they will implement in the near future aimed at more effectively marketing the program include the following.
  - Assigning a full-time faculty member to teach ACTG132 (Principles of Accounting I) instead of an adjunct
  - Rebuild the Accounting Club
  - Survey current accounting students to ask why they chose to major in accounting
  - Invite local high school students enrolled in business courses to our campus and/or visit those high schools to discuss LSSU programs and career opportunities
- Low enrollment in upper-level accounting courses results in inefficient use of LSSU resources and may not provide for an optimal learning environment for students
  - Accounting faculty have reviewed course offerings and enrollment numbers and determined that ACTG334, ACTG427, ACTG432 and ACTG433 should be offered every other year. They will work on a plan to implement a new course rotation that causes the least amount of issues for current accounting students.

## **Rationale or justification for decisions made for the future of the program**

The following factors are significantly impacting the decisions being made about the current operation and future goals of LSSU's accounting program.

- Declining enrollment in LSSU's program and accounting programs across the nation
- Low enrollment in LSSU's 300 and 400 level accounting courses
- Number of LSSU accounting faculty members
- CPA Evolution Initiative

## Long-range future goals or plans for the program

Accounting faculty members have identified increasing enrollment in the program as the top priority for the near future. Declining accounting program enrollment is not unique to LSSU. Some of the reasons identified include the 150-hour requirement to become a CPA, the difficulty of the subject matter that requires strong analytical and mathematical skills, a perception that accounting work is boring and monotonous and a lack of awareness of career opportunities in the field. Accounting faculty members will focus on educating prospective students on the benefits of majoring in accounting (particularly at LSSU) and the wide-range of career opportunities available in the field. Specific activities to be performed are listed previously in this report.

Another major initiative identified by accounting faculty is to review program requirements and course content and outcomes to determine if revisions should be made based on changes happening in the industry. The accounting profession is being impacted by the CPA Evolution Initiative which was recently launched by the National Association of State Boards of Accountancy (NASBA) and the American Institute of Certified Public Accountants (AICPA). These bodies are implementing a new core + licensure model and will release a new Uniform CPA Exam in 2024. Students desiring to become Certified Public Accountants (CPAs) will be required to have a greater skill set, expanded competencies and increased knowledge of emerging technologies.

A longer-term goal is to research why Canadian graduates of our accounting program are having to take numerous additional undergraduate courses before becoming eligible candidates for Chartered Accountant certification. We will then determine if related changes can be made to our program in order to attract more Canadian students.

## Quality, Resources, and Support for the program

*Summarize Strengths and Weaknesses in each area.*

### **Student Learning:**

Accounting faculty members bring their public and private accounting experience into the classroom and focus on practical application through problem-based learning, case analysis and simulations. Examples of innovative methods used to engage accounting students and challenge them to reach their full potential include the following:

- Students in ACTG350 (Income Tax Practicum) prepare income tax returns electronically for community members through the IRS-sponsored Volunteer Income Tax Assistance program.
- Faculty members work with students and employers to provide internship opportunities, many of which lead to full-time employment upon graduation.
- Accounting students have the opportunity to participate in various LSSU student organizations that allow them to further explore the business world including the Accounting Club, the Investment Club and Women in Business.
- Through participation in the Accounting Club, students have the opportunity to attend the Institute of Management Accountants Student Leadership Conference.

One weakness in this area is that accounting faculty members have experienced difficulty getting students to take advantage of these opportunities in recent years.

### **Graduate Success:**

The success LSSU accounting graduates have with securing entry-level positions is discussed above. Many pursue professional certifications and pass the extremely difficult exams to become CPAs and Certified Management Accountants (CMAs). Several accounting graduates continue their studies and earn master's degrees in accounting, taxation and business administration. After gaining several years of professional experience, many LSSU accounting graduates obtain such high-level positions as controller, chief financial officer and partner in an accounting firm.

### **Academic Programming and Rigor:**

Upon graduation, LSB accounting students primarily aim to pursue graduate study, pass the CPA Exam or obtain an entry-level accounting job in the public, private, government or non-profit sectors. LSB faculty have designed the program's curriculum and objectives accordingly. Students are exposed to all the functional areas of business through completion of the Common Professional Core component (48 credits) of the program and develop an understanding of the interdisciplinary nature of business by taking courses in communications, statistics, law, policy, economics, finance, management and marketing. The major requirements component (41 credits) includes rigorous courses in financial accounting, managerial accounting, governmental accounting, accounting information systems, individual taxation and business taxation, including 29 credit hours at the 300-level and 400-level.

Students desiring to become CPAs must complete 150 hours of coursework as required by the State of Michigan. LSSU students on this path may select the 150-Hour Concentration and work with an advisor to select 26 additional credits beyond the accounting degree's required 124 credits. LSSU's accounting degree curriculum includes the courses required by the State of Michigan. Thus, students are encouraged to complete courses in other business areas that align with their academic and career objectives and help prepare them for the CPA exam. During their last semester, students will be required to complete a CPA Exam preparation course as an independent study.

The accounting program was one of six LSB bachelor degree programs to receive initial accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) in November 2014. Although not required for certification or licensing purposes by any of its programs, the LSB sought specialized accreditation to focus on the quality of its programs and to establish a formal process for ongoing evaluation and improvement. The LSB chose ACBSP because its accreditation process is uniquely focused on teaching excellence and student outcomes.

### **Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

The LSB demonstrates its commitment to quality through the employment of academically and professionally qualified accounting faculty members. These dedicated faculty members deliver a rigorous curriculum to students while actively pursuing professional development opportunities to improve their classroom performance. The accounting faculty members also perform external service activities that enhance the program's visibility and reputation.

A weakness in this area is that Professor McCready is the only LSB faculty member who teaches full-time in the Accounting program. In addition, Professor McCready dedicates significant time to serving as the chair of the LSB.

**Assessment Practices:**

LSB accounting faculty have developed formal assessment processes at both the course and program levels that include student learning objectives, measurement instruments and targets. LSSU uses the program, Nuventive Improve for assessment reporting. At the end of each semester, LSB accounting faculty enter assessment results and corresponding action plans into Nuventive Improve. They also meet to discuss program assessment data and determine how to make improvements going forward. For course assessment, accounting faculty measure student performance using a variety of methods including homework assignments, quizzes, exams and projects. For the accounting program, the major assessment tools are the Major Field Test in Business, Senior Survey, business plan senior project and internship supervisor evaluations.

**Resources / Facilities:**

The LSB is housed in Considine Hall. This state of the art building was completely renovated over several years and reopened for student, faculty and staff use in January 2015. Faculty teaching and students learning in Considine Hall benefit from spacious, modern classrooms, current technology and equipment and study and conference rooms of various sizes.

LSB students benefit from generous donors who provide numerous scholarships and funding for special projects, events and travel.

## 5-Year Academic Program Review 2023

*Due to the Dean's Office by October 27, 2023*

***This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.***

### BUSINESS ADMINISTRATION

**Submitted by:** *Marta Diaz*

**Date:** *10/29/2023*

**School:** *Lukenda School of Business*

**Academic Program(s):** *Business Administration*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollments</b>	Freshmen: <i>Unknown</i> Sophomores: <i>Unknown</i> Juniors: <i>Unknown</i> Seniors: <i>Unknown</i>	Freshmen: <i>6</i> Sophomores: <i>7</i> Juniors: <i>6</i> Seniors: <i>20</i>	Freshmen: <i>Unknown</i> Sophomores: <i>Unknown</i> Juniors: <i>Unknown</i> Seniors: <i>Unknown</i>	Freshmen: <i>8</i> Sophomores: <i>8</i> Juniors: <i>8</i> Seniors: <i>18</i>
<b>Retention as of fall 2023</b>	Fr to So: <i>Unknown</i> So to Jun: <i>Unknown</i> Jun to Sen: <i>Unknown</i>	Fr to So: <i>2 of 3, 66.7%</i> So to Jun: <i>2 of 3, 66.7%</i> Jun to Sen: <i>6 of 6, 100%</i>	Fr to So: <i>Unknown</i> So to Jun: <i>Unknown</i> Jun to Sen: <i>Unknown</i>	Fr to So: <i>5 of 9, 55%</i> So to Jun: <i>3 of 3, 100%</i> Jun to Sen: <i>4 of 10, 40%</i>
<b>Degrees Conferred</b>	Unknown	14	Unknown	11

### High Impact Practices:

Through core business courses, students are exposed to a first-year seminar course, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, internships and a capstone course and project. For example,

1. BUSN 211 – Research and Analysis – Students develop a short survey, apply descriptive statistics techniques using MS Excel, interpret their results and discuss limitations of their research. Students learn data analysis and data visualization techniques to support data-driven management decision-making. This is a collaborative project.
2. BUSN 466 Business Policy – all business students complete a business plan which includes all elements of their core education.
3. In BUSN 350, students work in groups weekly to solve legal hypotheticals. I scramble the groups so that students are working with different peers throughout the term.

## Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
<b>Program Learning Outcome Findings</b>	MFT results were consistent in most areas with at least 7 or more of 9 sections with above the national mean.	This is the Covid year. We have experienced inconsistent and declining MFT results in some areas such as IT.	We have experienced inconsistent and declining MFT results in most areas with 4-7 areas below the national mean.

## Summary of decisions, recommendations, and/or improvements concerning the future of the program

### 2019-2020

There were no changes to the core curriculum.

### 2020-2021 - Covid year

There were no changes to the core curriculum.

### 2021-2022

There were no changes to the core curriculum.

### 2022-2023

There were no changes to the core curriculum.

## Rationale or justification for decisions made for the future of the program

Regional center students continue to take lower-division level courses at the regional center. Most regional center students, who generally consist of non-traditional students, continue to choose primarily the marketing minor for their Business Administration degree. A few will choose Accounting-Finance minor.

## Long-range future goals or plans for the program

This degree continues to be the primary degree for regional center students who generally consist of non-traditional students. On-campus students who choose this degree see this degree as a general business degree and choose a minor. There are no long-range future plans for the program. It remains a popular degree.

## Quality, Resources, and Support for the program

### **Student Learning:**

Covid did not contribute positively to student learning as evidenced by the continuing lack of consistency in MFT scores overall and in some sections poor score outcomes. However, quantitative management and legal/social sections of the MFT have maintained levels above the national means in these sections. LSSU continues to improve on its delivery of online courses, implementing online teaching techniques and an online learning classroom in Considine Hall.

### **Graduate Success:**

This degree is generally the degree of choice for non-traditional students who are already working in their field of choice.

### **Academic Programming and Rigor:**

Academic rigor continues to be a challenge in delivery of online coursework in upper-division courses; however, is helped by requiring students to take test-proctored exams, either remotely or via a satellite campus' testing center. Academic programming continues to move in the direction of online learning.

### **Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

Faculty qualifications and effectiveness of instruction are reviewed annually through program review and course evaluations. Tenured faculty, probationary faculty, and adjunct instructors are peer-reviewed each semester via classroom visits, review of course evaluations, and professional development activities.

### **Assessment Practices:**

Assessment practices include TracDat-Nuventive where the program learning outcomes are reviewed annually by the business faculty.

### **Resources / Facilities:**

Resources continue to be an issue with overall declining enrollment; however, the business administration program continues to have steady enrollment as compared to Fall 2019.



## 5-Year Academic Program Review 2023

*Due to the Dean's Office by October 27, 2023*

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### ENTREPRENEURSHIP

**Submitted by:** *Robert Boston*

**Date:** *9/26/2023*

**School:** *LSB*

**Academic Program(s):** *Entrepreneurship*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollments</b>	Freshmen: <i>Fall #</i> Sophomores: <i>Fall #</i> Juniors: <i>Fall #</i> Seniors: <i>Fall #</i>	Freshmen: <i>6</i> Sophomores: <i>3</i> Juniors: <i>4</i> Seniors: <i>4</i>	Freshmen: <i>5</i> Sophomores: <i>5</i> Juniors: <i>5</i> Seniors: <i>3</i>	Freshmen: <i>3</i> Sophomores: <i>1</i> Juniors: <i>1</i> Seniors: <i>3</i>
<b>Retention as of fall 2023</b>	Fr to So: <i># Retained</i> So to Jun: <i># Retained</i> Jun to Sen: <i># Retained</i>	Fr to So: <i>100%</i> So to Jun: <i>100%</i> Jun to Sen: <i>100%</i>	Fr to So: <i>40%</i> So to Jun: <i>60%</i> Jun to Sen: <i>33%</i>	Fr to So: <i>40%</i> So to Jun: <i>40%</i> Jun to Sen: <i>100%</i>
<b>Degrees Conferred</b>				

### High Impact Practices:

The capstone class continues to be the main high impact class. Business 389 has also been enhanced to include business plan presentation to improve student soft skills.

### Quality, Resources, and Support for the program

**Student Learning:** Internships continue to be a great learning experience for the students in this program. Sometimes students must take unpaid internships or those located in different geographical areas.

**Academic Programming and Rigor:** Similar to other programs.

**Faculty Qualifications, Staffing, and Effectiveness of Instruction:** Good.

**Assessment Practices:** See attached four column report.

## 5-Year Academic Program Review 2023

*Due to the Dean's Office by October 27, 2023*

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### BUSINESS ADMINISTRATION - MANAGEMENT

**Submitted by:** *Marta Diaz*

**Date:** *10/22/2023*

**School:** *Lukenda School of Business*

**Academic Program(s):** *Business Administration - Management*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollments</b>	Freshmen: <i>Unknown</i> Sophomores: <i>Unknown</i> Juniors: <i>Unknown</i> Seniors: <i>Unknown</i>	Freshmen: <i>4</i> Sophomores: <i>5</i> Juniors: <i>8</i> Seniors: <i>21</i>	Freshmen: <i>8</i> Sophomores: <i>8</i> Juniors: <i>8</i> Seniors: <i>17</i>	Freshmen: <i>9</i> Sophomores: <i>8</i> Juniors: <i>8</i> Seniors: <i>14</i>
<b>Retention as of fall 2023</b>	Fr to So: <i>Unknown</i> So to Jun: <i>Unknown</i> Jun to Sen: <i>Unknown</i>	Fr to So: <i>2 of 2, 100%</i> So to Jun: <i>3 of 5, 60%</i> Jun to Sen: <i>8 of 10, 80%</i>	Fr to So: <i>3 of 4, 75%</i> So to Jun: <i>5 of 5, 100%</i> Jun to Sen: <i>5 of 8, 62%</i>	Fr to So: <i>6 of 8, 75%</i> So to Jun: <i>7 of 8, 87%</i> Jun to Sen: <i>7 of 11, 63%</i>
<b>Degrees Conferred</b>	Unknown	10	9	12

### High Impact Practices:

1. As part of the business core, BUSN 211 Business Statistics, MGMT 280 Management Information Systems and MGMT 371 Operations/Business Analytics courses are linked together to introduce and reinforce data-driven management decision-making.
  - BUSN 211 – Research and Analysis – Students develop a short survey, apply descriptive statistics techniques using MS Excel, interpret their results and discuss limitations of their research. Students learn data analysis and data visualization techniques to support data-driven management decision-making. This is a collaborative project.
  - MGMT 371 – Empirical Research – Students prepare an academic research paper. Students produce a review of the literature, methodology section, analyze survey

results using statistical inference techniques, interpret results, and complete a discussion section including how their results could be applied in management decision-making. This is a collaborative project.

- MGMT 280 – Students complete an individualized, comprehensive online Excel training program concluding with a remote-proctored certification exam. A certificate is awarded to the student providing evidence of tested Excel proficiency:

Beginner, Basic,

Productive or Advanced.

2. MGMT 360, MGMT 365 and MGMT 464 - Extensive use of groups for research studies/discussions and case study analysis/discussions.
3. MGMT 476 Employee Training and Development – Students develop and deliver employee training programs for local organizations in Michigan and Canada.
4. BUSN 466 Business Policy – all business students complete a business plan which includes all elements of their core education.
5. In BUSN 355, I have the students answer trivia questions that test BUSN 350 content that reinforces concepts that reappear in BUSN 355. The students answer a prompt on a notecard and submit it as an exit ticket at least once a week. The intent is to reinforce the concepts and to help the students retain information longer.
6. In BUSN 355, students present on assigned laws for 5-8 minutes. Students are required to summarize the law, discuss key rules, and share examples of how the law applies to real life or hypothetical scenarios.
7. In BUSN 350 and MGMT 451, students work in groups weekly to solve legal hypotheticals. I scramble the groups so that students are working with different peers throughout the term.
8. In MGMT 451, students are assigned a chapter case to present and explain to the class. Each student is assigned roughly 4-6 cases each term.
9. In MGMT 451, groups of students produced TikTok style reels to explain to lower classmen in BUSN 350 how to work with a legal writing structure known as IRAC.
10. In BUSN 355 and MGMT 451, students complete case briefs and written summaries with case analysis as assignments.
11. In BUSN 355, students reviewed cases and news articles regarding lawsuits filed against Amazon related to Title VII, OSHA, ADA, ADEA, and the NLRA. The subsequent class discussion allowed students to explore possible strategies to handle lawsuits as a manager or executive. It also informed them of their rights as employees.

## Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
<b>Program Learning Outcome Findings</b>	MFT results were consistent in most areas with at least 7 or more of 9 sections with above the national mean.	This is the Covid year. We have experienced inconsistent and declining MFT results in some areas such as IT.	We have experienced inconsistent and declining MFT results in most areas with 4-7 areas below the national mean.

## Summary of decisions, recommendations, and/or improvements concerning the future of the program

### 2019-2020

1. A management instructor resigned and a search began for a new management instructor.
2. No changes were made to management courses – experiential learning continue to be a goal of the management program.
3. The quantitative management instructor added a cloud-based Excel training program to MGMT 280 and case studies to certain topics covered in MGMT 371.

### 2020-2021 - Covid year

1. A new instructor was hired to teach the law courses and collective bargaining due to retirement of a long-standing law instructor. The new instructor was a licensed attorney which brought real-world experience to the classroom for students.
2. Adjunct instructors were used to teach upper-division management courses due to a failed search for a management instructor.
3. In MGMT 280, the quantitative management instructor implemented an Excel certification program to test proficiency after completion of the Excel training program. Students receive a diploma that can be used to show employers.

### 2021-2022

1. A new management instructor was hired to teach upper-division management courses. The instructor resigned after a year. Turnover in management instructors has been an on-going issue for the management program.
2. The quantitative management instructor implemented additional case studies teaching to certain topics in MGMT 371.
3. Overall scores for the MFT – IT section saw a drop consistently since Covid. The quantitative management instructor implemented study guides and a lock-down browser for exams to improve student learning outcomes in this area.

### 2022-2023

1. A new management instructor was hired to teach upper-division management courses who used “case teaching” extensively in these courses. However, student evaluations indicated that this approach is not the best approach for undergraduate students. This case study approach either requires significant improvement in delivery or abandonment for much of the course topics.

## Rationale or justification for decisions made for the future of the program

LSB uses instructional observations, advising appointments, and student evaluations for decisions on course delivery.

LSB uses enrollment and assessment data to inform curriculum development. At the time, there are no material decisions that would affect the future of the program.

## Long-range future goals or plans for the program

LSB has to re-evaluate its hiring processes including length of time it takes to hire new instructors and criteria for hiring instructors. Several of the management instructors hired immediately want to deliver upper-level division management courses in an online asynchronous format or hybrid format. Class sessions have been regularly canceled by these instructors even when the course was not scheduled as a hybrid course or for online delivery.

Many students land professional jobs despite the high turnover in management instructors. The management program is a strong program with the highest business program enrollment despite high turnover in management instructors. Contrary to the high turnover in management instructors teaching upper-level division management courses, the law and quantitative management instruction in the program has been consistent.

## Quality, Resources, and Support for the program

### **Student Learning:**

Student learning has been affected by the lack of continuity in management instructors. Covid also did not contribute positively to student learning as evidenced by the continuing lack of consistency in MFT scores overall and in some sections poor score outcomes. However, quantitative management and legal/social sections of the MFT have maintained levels above the national means in these sections.

### **Graduate Success:**

Management students have been successful as a result of their LSB education. Many students have jobs 6 months after graduation.

### **Academic Programming and Rigor:**

Academic rigor is affected by the lack of continuity of management instructors for the upper-level division management courses; however, using the same textbooks and syllabi helps in maintaining continuity in instruction. Experiential learning remains the basis for instruction in the management program; however, continuity in delivery and academic rigor is required.

### **Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

Faculty qualifications and effectiveness of instruction are reviewed annually through program review. The law and quantitative management instruction is consistent and both instructors review course delivery for continuous improvement by reviewing student evaluations and meeting with students. Both instructors participate in regular professional development including participating in communities of practice which focus on teaching.

As mentioned, continuity of management instructors is required for effective and consistent delivery of upper-level division management courses.

### **Assessment Practices:**

Assessment practices include TracDat-Nuventive where the program learning outcomes are reviewed annually by the business faculty.

### **Resources / Facilities:**

Resources continue to be an issue with overall declining enrollment; however, the management program continues to have steady enrollment as compared to Fall 2019.

## 5-Year Academic Program Review 2023

Due to the Dean's Office by October 27, 2023

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### INTERNATIONAL BUSINESS

Submitted by: [Dr. Ralf Wilhelms](#)

Date: [9/24/2023](#)

School: [Lukenda School of Business](#)

Academic Program(s): [International Business Major](#)

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: <a href="#">Fall 2</a> Sophomores: <a href="#">Fall 2</a> Juniors: <a href="#">Fall 3</a> Seniors: <a href="#">Fall 1</a>	Freshmen: <a href="#">Fall 1</a> Sophomores: <a href="#">Fall 0</a> Juniors: <a href="#">Fall 8</a> Seniors: <a href="#">Fall 1</a>	Freshmen: <a href="#">1</a> Sophomores: <a href="#">4</a> Juniors: <a href="#">Fall 1</a> Seniors: <a href="#">Fall 3</a>	Freshmen: <a href="#">Fall 2</a> Sophomores: <a href="#">Fall 3</a> Juniors: <a href="#">Fall 2</a> Seniors: <a href="#">Fall 1</a>	Freshmen: <a href="#">Fall 4</a> Sophomores: <a href="#">Fall 3</a> Juniors: <a href="#">Fall 1</a> Seniors: <a href="#">Fall 1</a>
Retention as of fall 2023	Fr to So: <a href="#">82%</a> So to Jun: <a href="#">66%</a> Jun to Sen: <a href="#">100%</a>	Fr to So: <a href="#">82%</a> So to Jun: <a href="#">66%</a> Jun to Sen: <a href="#">100%</a>	Fr to So: <a href="#">100%</a> So to Jun: <a href="#">100%</a> Jun to Sen: <a href="#">84%</a>	Fr to So: <a href="#">100%</a> So to Jun: <a href="#">66%</a> Jun to Sen: <a href="#">66%</a>	Fr to So: <a href="#">100%</a> So to Jun: <a href="#">33%</a> Jun to Sen: <a href="#">100%</a>

### Graduate Placement Data:

LSSU International Business students get rewarding jobs in their field. Employers who have hired students provide positive feedback on the knowledge base and understanding of their jobs.

We have a close to 90% placement rate with in International Business for our students for jobs and in the past 5 years 4 students continued their educational journey and were accepted and enrolled in International Business Schools Master programs.

### High Impact Practices:

High-Impact practices are particularly valuable in fields like international business, where real-world experience and a global perspective are crucial. Here are some high-impact practices we provide in the International Business Major.

### International Internships

The International Business Program established a network of organizations to provide internship opportunities abroad. The internships provide students with credits and faculty supervision to ensure that students gain valuable international work experience.

### Study Abroad Program:

The International Business program offers short term study abroad programs in Germany, Scotland, Ireland, and China. The program ensures that the study abroad experience aligns with the International Business curriculum and include courses that contribute to major requirements.

### Case Studies and Problem Based Learning

Courses are centered around Case Studies that focus on international business scenarios to provide students a hands-on understanding of the challenges and decision-making processes involved in global business operations.

Students participate in the case study competition in Canada. Students are encouraged to apply theoretical knowledge to real-world business scenarios.

### Cross-Cultural Communications

The International Business program provides content and opportunities through courses to assist students to develop essential intercultural communication and negotiation skills.

### Network

The program works on establishing a alumni network of LSSU graduates to provide access to current students to professionals in the field.

## Summary of decisions, recommendations, and/or improvements concerning the future of the program

Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.

Courses are available on a two year rotation to the students.

2019-2020

N/A – Budget

2020-2021

2021-2022

2022-2023

## Rationale or justification for decisions made for the future of the program.

LSB International business programs provide students with a broad understanding of global markets, cultures, and economies. This global perspective is valuable in an increasingly interconnected world.

The International internships or cooperative education experiences offered in the program allows



students to gain real world, ands-on experiences in international business settings.

Graduates of international business programs are well-positioned for careers in various fields, including international trade, global marketing, supply chain management, and international finance.

Demand for the international business bachelor program is demonstrated by the program course enrollment numbers presented below.

Year	International Business Law INT B375	Competing in the Global Marketplace INTB 289	International Comparative Management INTB 420	International Economics ECON 408	International Marketing INTB 486
2018-2019	19		12		
2019-2020		19		10	
2020-2021		23	13		
2021-2022		24		15	
2022-2023	12			17	

The following table shows that several international courses are electives for other programs, within the LSB.

Course	Degree	Major and Minor
INTB 486	B.S. Business Administration-Marketing	Marketing
INTB 420	B.S. Business Administration-Management	Management
INTB 375	Political Science	Pre Law
ECON 408	Finance and Economics: Bachelor of Science	Economics and Finance
INTB 289	Diversity – General Education Course	GenEd

### Long-range future goals or plans for the program

To build on student success and increase enrollment in the International Business program at Lake Superior State University (LSSU) to 20 majors and credit hours over the next 5 years, it's important to develop a strategic plan that leverages the program's strengths and aligns with its mission and goals. Here are some steps and strategies to achieve this:

1. Enhance Marketing and Outreach:
  - Develop a comprehensive marketing strategy to promote the International Business program both within and outside the university.
  - Target high school students, transfer students (expand the existing program and offer an online completion option), and current LSSU students who may be interested in pursuing a major or minor in International Business.
  - Utilize digital marketing, social media, and participation in college fairs to reach a broader audience.
2. Offer Scholarships and Financial Incentives:
  - Create scholarships and financial incentives specifically for International Business majors to attract high-achieving students.
  - Promote these scholarships through the university's financial aid office and marketing materials.
3. Expand Study Abroad Opportunities:
  - Collaborate with international universities and organizations to expand study abroad programs for International Business students.
  - Highlight the experiential learning aspect of the program and its alignment with LSSU's mission statement.
4. Engage Alumni and Industry Partners:
  - Leverage the network of alumni and industry partners to provide mentorship, internships, and job placement opportunities for students.
  - Encourage alumni success stories to serve as testimonials for the program's quality and impact on career development.
5. Service-Learning Projects
  - Establish an International Service-Learning program at LSSU.
  - The goal is to work with an international non-profit organization to create opportunities for students to get involved.

In addition:

Continuously update the curriculum to ensure it reflects the latest trends and developments in international business.

Strengthen partnerships with international companies and organizations to expand internship and cooperative education opportunities.

Engage with alumni who have successful international careers to serve as mentors and provide insights to current students.

Promote the program's successes and outcomes to attract more students who are interested in pursuing international business studies.

## Quality, Resources, and Support for the program

### **Accreditation**

Accreditation by ACBSP signifies that the program has met specific quality standards and criteria set by a recognized accrediting body. It serves as external validation that the program maintains high educational standards and meets the needs of students.

ACBSP's accreditation process, as mentioned, is particularly focused on teaching excellence and student outcomes. This indicates that the program places a strong emphasis on effective teaching methods and ensuring that students receive a high-quality education.

Seeking specialized accreditation demonstrates the program's commitment to continuous improvement. Accreditation bodies like ACBSP require programs to engage in a formal process of self-assessment and continuous evaluation, which leads to enhancements in curriculum, teaching methods, and overall program quality.

Accreditation by reputable organizations like ACBSP enhances the credibility and reputation of the program. Graduates from accredited programs are often more attractive to employers and can have a competitive edge in the job market.

Given that the program is in International Business, accreditation from ACBSP also suggests that the curriculum and educational approach are aligned with the global nature of the field, ensuring that students are well-prepared to work in international business environments.

The program benefits from LSSU's accreditation by the Higher Learning Commission (HLC). This alignment indicates that the program is integrated into the broader educational framework of the university and that it meets the standards set by the regional accrediting body.

Overall, the decision to pursue accreditation by ACBSP and HLC reflects the program's commitment to providing a high-quality education in International Business, focusing on teaching excellence, and continuously striving for improvement. It also assures students, faculty, and stakeholders that the program meets recognized standards in business education.

### **Student Learning:**

#### **Graduate Students started to work in major area at:**

- ForeSee, Information Technology and Services
- Universidad Peruana De Las Americas
- Grosse Point Public School System
- Center for Teaching and Learning in China
- Giordis House Inmobiliaria
- Sam's Club

### **Graduate Programs moved on to Graduate Programs at:**

- Hult International Business School
- Hong Kong Polytechnic University
- EDHEC Business School
- City University of Hong Kong

### **International Internships from International Business Majors**

- Donaldson Reeves Limited – Feltham, Middlesex UK
- Primotex – Risskov, Denmark
- Studija Smukums - Ventspils, Latvia
- Sandvik AB – Stockholm, Sweden – Renewable Energy
- Hampus Eriksson – Sandvik Materials Technology – The company is listed in the top 10 in the World – Sweden
- Eglis mareks Mitens – Studijia Smukrums – Latvia
- Melena Baigorria – Minikahda Club – International Coordinator – Minnesota

### **Study Abroad**

Students participated in a study abroad program with Shaoxing University in China. 10 students traveled to China for 2 month and took language and general business courses at the University.

### **Assessment Practices:**

Objective	Measurement Instrument	Target
Graduates will:		
Demonstrate an understanding of international business knowledge in the areas of management, marketing, economics and business law.	Student exit survey for international business majors	80% of students will agree or strongly agree that the objective was reached
	Term paper cultural analysis of a country – INTB389	90% of students will score proficient and above
Analyze how cultural, economic, geographical and political paradigms impact ethical issues in various international business decision processes	Student exit survey for international business majors	80% of students will agree or strongly agree that the objective was reached
	ETS Major Field Test in Business	Students with an international business major will score in the top 20% in the international business section LSSU pass rates will meet or exceed the national pass rates
Working in teams, use critical thinking to analyze and solve	Student exit survey for international business majors	80% of students will agree or strongly agree that the objective was reached

problems and effectively communicate legal issues pertaining to international business law and international business operations.	Shipping document with terms	90% of students will score 80% and above
Evaluate nature, significance and context of managerial activities as undertaken by leadership in various organizations in international business contexts.	Student exit survey for international business majors	80% of students will agree or strongly agree that the objective was reached
	Case study 1 – INTB420	80% of students will score proficient and above
Demonstrate how to function effectively in situations characterized by cultural diversity. This includes awareness of own cultural intelligence and awareness of the cultural intelligence of others.	Cultural Intelligence Test	Students will reach a mean score of 4=agree on the Cultural Intelligence Test.

The faculty of each LSB department collaborated during the 2017-2023 academic year to develop program learning outcomes, measures and targets. They presented their recommendations to the LSB Assessment Committee and the Dean for discussion and adoption. The learning outcomes assessment plan for the Business Administration – International Business: Bachelor of Science program is presented below.

International courses that are supporting program outcomes are found in the table below.

	INTB 375	INTB 389	INTB 420	INTB 486	INTB 499	ECON 408	BUSN 466
INTB_1	M	H	M	M	M	M	H
INTB_2	L	H	H	M	H	L	M
INTB_3	H	L	L	H	L	L	M
INTB_4	M	M	M	M	L	H	M
INTB_5	L	L	H	M	H	L	M

H – High (Competencies are primary focus of the course)

M – Medium (Competencies are important in the course)

L – Low (Competencies are minimally covered in the course)

INTB 375 International Business Law

INTB 389 Competing in the Global Market Place

INTB 420 Comparative International Management

INTB 486 International Marketing

INTD 499 International

Experience ECON 408

International Economics BUSN

466 Business Policy

Objective	Measurement Instrument	Target
Graduates will:		
Demonstrate knowledge of business-core subjects.	ETS Major Field Test in Business	LSB mean percent correct will equal or exceed the national mean in each assessment indicator area
Demonstrate skills in research, communications and critical thinking.	Business plan project completed in capstone course (BUSN466 – Business Policy)	At least 80% of students will earn 80% or higher

### **Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

The LSB demonstrates its commitment to quality through the employment of academically and professionally qualified faculty members. These dedicated faculty members deliver a rigorous curriculum to students while actively pursuing professional development opportunities to improve their classroom performance. The international business faculty member also performs external service activities that enhance the program's visibility and reputation. The international business faculty member's qualifications are summarized in the following table.

Faculty Member	Rank	Years at LSSU	Highest Degree	Professional Experience
Wilhelms, Ralf	Professor	15	Doctor of Business Administration International Marketing	15 years of work experience as an executive for companies with international presence

The assessment of the program highlights several aspects that demonstrate the quality of Lake Superior State University's (LSSU) Bachelor of Science in Business Administration – International Business program:

The program integrates practical application into the curriculum by having an International Business professor with industry experience. This is valuable as it helps students bridge the gap between theory and real-world practice. Examples cited, such as preparing shipping documents and engaging in international export projects, showcase the program's commitment to hands-on learning.

LSSU's International Business professor collaborates with students and employers to offer international internships and study abroad opportunities. These experiences contribute to students' cultural awareness and help them acclimatize to diverse global environments, a crucial skill for international business professionals.

The availability of various student organizations related to business, such as the Accounting Club, Investment Club, Enactus, and study abroad programs, provides students with additional avenues for exploring and expanding their understanding of the business world. Being involved in such organizations can enhance their academic experience and build valuable networks.

Involvement in faculty-led study groups to develop international marketing activities for local

products demonstrates a commitment to regional economic growth. This engagement can have positive impacts on both students and the local business community.

The consistently high mean scores of LSSU's Business students in the international section of the Major Field Test in Business are indicative of the program's effectiveness in preparing students for international business challenges. Scoring in the top 20% nationally in three out of five years is a noteworthy achievement, showcasing the quality of education provided.

These points collectively illustrate that LSSU's Bachelor of Science in Business Administration – International Business program is well-rounded and focused on providing students with not only theoretical knowledge but also practical experience, international exposure, and opportunities for personal and professional growth. These are essential attributes of a quality program in the field of international business at LSSU.

### **Assessment Practices:**

Course assessment is conducted in a timely manner each semester and annual program reviews and 5 years program reviews are compiled and reported.

### **Resources / Facilities:**

The program is not marketed for enrollment. Even with this fact, the program shows study growth over the time of 5 years.

## 5-Year Academic Program Review 2023

*Due to the Dean's Office by October 27, 2023*

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### BUSINESS ADMINISTRATION - MARKETING

**Submitted by:** Valerie Philips, Associate Professor, Marketing

**Date:** October 23, 2023

**School:** Lukenda School of Business

**Academic Program(s):** B.S. Business Administration, Marketing major)

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollments</b>	Freshmen: <i>Fall #</i> Sophomores: <i>Fall #</i> Juniors: <i>Fall #</i> Seniors: <i>Fall #</i>	Freshmen: 4 Sophomores: 8 Juniors: 5 Seniors: 9	Freshmen: 9 Sophomores: 3 Juniors: 3 Seniors: 10	Freshmen: 9 Sophomores: 10 Juniors: 10 Seniors: 10
<b>Retention as of fall 2023</b>	Fr to So: <i># Retained</i> So to Jun: <i># Retained</i> Jun to Sen: <i># Retained</i>	Fr to So: $\frac{3}{4}$ (75%) So to Jun: $\frac{5}{8}$ (62.5%) Jun to Sen: $\frac{3}{4}$ (75%)	Fr to So: 5/9 (55%) So to Jun: 2.3 (66%) Jun to Sen: 3/3 (100%)	Fr to So: 6/9 (66%) So to Jun: 6/10 (60%) <i>R</i> Jun to Sen: 10/10 (100%)
<b>Degrees Conferred</b>		3	10	3

### Graduate Placement Data:

Graduates obtain employment in their field, largely due to (a) internship experience, where worksite supervisors extend offers of employment, or the skills acquired through internships attract employers, especially in digital or mobile marketing, and (b) growing demand for marketing professionals,



particularly in more non-traditional marketing settings, reflecting how marketing messaging has changed dramatically over time.

While enrollment in the marketing major has remained relatively stable, this is projected to grow, given increased job opportunities in digital and e-marketing and greater awareness of LSB marketing projects and activities (following the end of CoVid limitations).

### High Impact Practices:

Active learning practices integrated into the B.S Business Administration - Marketing degree include first year experiences, collaborative assignments/projects, undergraduate research, diversity/global learning, capstone courses and projects, writing-intensive courses, service learning and community-based learning, public demonstration of competence, case analysis, and internships. Wherever possible, faculty connects the academic curriculum to real-world experience and application; as an example, LSB Faculty including Prof. Koral Fritz have provided opportunities to integrate cannabis business issues into discussions in marketing classes and Robert Kells, an alum, has acted several times as guest speaker as well as a facilitator for an introductory selling seminar open to students and the community. Having another Marketing alum, Kurt King, MBA, assisting students in application exercises and tutoring, was also a successful pilot project. More global issues have been introduced into the Marketing curriculum, particularly with use of the Global Brigades Kambia project, international marketing planning and event planning for actual clients, and global lecture content and a project assigned in MRKT 281, the introductory Marketing class. Increased use of technology includes Kritik peer evaluation software, the development of e-portfolios, PitchVantage presentation practice platforms, Stukent e-texts, tests and simulations, and Mentimeter anonymous question and answer platform.

### Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
<b>Program Learning Outcome Findings</b>		<ul style="list-style-type: none"> <li>Coursework is both qualitative and quantitative, which is well received by students.</li> <li>Graduates' ability to find employment in the marketing field indicates that LSB teaches curriculum and develops skills that employers want, particularly the NACE employer demands (team work, problem-</li> </ul>	<ul style="list-style-type: none"> <li>increased focus on case analysis and a synthesis project for MRKT 281</li> <li>simulation introduced in MRKT 379 - the first and only sports marketing simulation available in the USA</li> </ul>

		<p>solving, analytical/quant., oral and written communication)</p> <ul style="list-style-type: none"> <li>• Program has been reviewed over time, with adaptations made based on consumer trends relating to environmental change; program overall has made necessary adjustment to respond to changes thus far, and this ongoing evaluation and adaptation will continue.</li> <li>• Most undergraduate programs in marketing do not feature capstone courses and projects within the major; however, we do, which provides a standardized foundation for ongoing assessment of the program. (Note that the projects component of senior-level MRKT 481 and BUSN 466 accounts for about 50% of metrics.)</li> <li>• e-marketing certificate launched and appears popular</li> <li>• MFT scores that appear low in some areas (e.g., international, quantitative) possibly reflect the inadequate sample size; it is therefore not appropriate to make conclusions about the MRKT program at this time, based on the small “n.” However, the components of the MFT scores will continue to contribute to our</li> </ul>	<ul style="list-style-type: none"> <li>• more LSB oversight of student internships</li> <li>• greater accountability for team members within groups</li> <li>• individual vs team participation in simulations</li> <li>• Sports Marketing minor updated with Kinesiology collaboration</li> <li>• discussion of potential for a 100% online Marketing completion degree</li> <li>• investigation of other certificate programs in Marketing, such as Professional Selling, requiring an additional upper-level Selling class</li> </ul>
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		analysis and assessment.	
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## Summary of decisions, recommendations, and/or improvements concerning the future of the program

### 2019-2020

- research and launch of e-marketing certificate, with 2 new courses and 1 revamping existing e-marketing course

### 2020-2021

- program reviewed to reflect environmental changes with appropriate tailoring (quantitative, global, analytical, experience via internships, simulations or service learning)

### 2021-2022

- changes made to Sports Marketing Minor
- contracts for team members

### 2022-2023

- new certificates to be investigated: Personal Branding, Professional Selling?
- discussion of potential to offer Marketing completion degree completely online

## Rationale or justification for decisions made for the future of the program

Any rationale/justification would depend on enrollment impact, improved delivery of SLO's, MFT performance impact, updating curriculum to more closely reflect trends in contemporary marketing

## Long-range future goals or plans for the program

1. Enhance marketing of the program to showcase the strengths of the marketing program and build enrollment
2. Develop more certificates to add to the student's education and serve to attract non-students
3. Research new service-learning opportunities
4. Develop a 100% online Marketing completion degree, to attract regional center students and others possessing an Associate's degree
5. Engage alumni and industry partners
6. Investigate feasibility of compulsory internship experience for the program

## Quality, Resources, and Support for the program

**Student Learning:**

- delivery of SLO's appears strong among students who do submit the work
- non-participation or non-submission can skew SLO delivery

**Graduate Success:**

- excellent placement in diverse marketing fields (stylist/dresser for celebrities, inside sales, pharmaceutical sales, product management, Detroit Red Wings, semi-professional baseball league, creative directors of small firms, content marketers, hospitality management, event planning, etc.)
- lack of a central data base to track graduates

**Academic Programming and Rigor:**

- rigorous program with a required Business Plan in senior year and opportunity to complete hands-on work and community service learning not available at larger schools
- this rigor and distinctive competence needs to be more actively marketed

**Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

- Prof. Philips and Dr. Wilhelms are both seasoned professionals with many years of experience and teaching instruction

**Assessment Practices:**

- ongoing submission with frequent faculty discussions for continuous improvement

**Resources / Facilities:**

- currently adequate in Considine Hall

## 5-Year Academic Program Review 2023

*Due to the Dean's Office by October 27, 2023*

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### CANNABIS BUSINESS

**Submitted by:** *Koral Fritz*

**Date:** *9/27/2023*

**School:** *LSB*

**Academic Program(s):** *Cannabis Business*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollments</b>	Freshmen: <i>Name of program.</i> Sophomores: <i>Fall #</i> Juniors: <i>Fall #</i> Seniors: <i>Fall #</i>	Freshmen: <i>10</i> Sophomores: <i>4</i> Juniors: <i>3</i> Seniors: <i>2</i>	Freshmen: <i>16</i> Sophomores: <i>7</i> Juniors: <i>7</i> Seniors: <i>7</i>	Freshmen: <i>6</i> Sophomores: <i>10</i> Juniors: <i>10</i> Seniors: <i>7</i>
<b>Retention as of fall 2023</b>	Fr to So: <i># Retained</i> So to Jun: <i># Retained</i> Jun to Sen: <i># Retained</i>	Fr to So: <i>2/6</i> So to Jun: <i>0/1</i> Jun to Sen: <i>NA</i>	Fr to So: <i>5/10</i> So to Jun: <i>3/4</i> Jun to Sen: <i>1/3</i>	Fr to So: <i>7/16</i> So to Jun: <i>4/7</i> Jun to Sen: <i>3/7</i>
<b>Degrees Conferred</b>	0	0	0	2

### Graduate Placement Data:

- Students have left the program early to continue the cannabis industry due to promotion.
- Recent graduates are primed to enter the job market, however, local (SSM) opportunities have been limited as nearby companies become insolvent, close, and/or restructure.
- Several current students work for cultivation or retail facilities locally.

### High Impact Practices:

- This program maintains a living learning community to provide students opportunities to collaborate between the cannabis business and cannabis chemistry programs.
- This program is supported by a student group, the Cannabis Studies Club, which brings students together for industry discussions, workshops, and guest lectures.
- Students in this program complete undergraduate research and projects that culminate in a

business plan.

- Students engage in class polls, discussions, group work, and assignments to cover content in the CBUS specific courses.
- Students complete career development projects and networking activities.
- LSB Facility including, Ryan Skiera & Valerie Philips, provide opportunities to integrate cannabis business issues into discussions on marketing and human resources.
- This program is offering a study abroad option for May 2023 for students to study cannabis economics in Amsterdam.

## Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
<b>Program Learning Outcome Findings</b>	The program outcomes were drafted and shared but there is not substantive data to report on the progress as students only began to enroll in the program this year. Administration encouraged new faculty to audit and adjust the outcomes as needed.	Students are progressing to achieve the goals on the program outcomes by completing internships, creating business plans and pitch decks, and engaging with industry professionals. While several students in each class do not complete work, the students who choose to engage are demonstrating an ability to discuss the market with professional language and parse the sub issues of the industry while framing potential solutions to novel problems.	Students are completing the e-marketing certificate, receiving passing scores on business plans, and networking with industry professionals as they apply vocabulary and concepts from courses to real world and current problems. Students participate in active learning activities and engage in undergraduate research and other high impact practices.

## Summary of decisions, recommendations, and/or improvements concerning the future of the program

*Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.*

### 2019-2020

- The program was established, and a faculty member was hired to teach the cannabis business courses and advise the cannabis studies club.
- The degree audit was completed, and options were left open for possible additional classes after faculty developed the new offerings.
- Students began to enroll in the program.
- Goals were to start the program and monitor for needed adjustments and possible opportunities.

### 2020-2021

- Faculty assessed the need for an additional course to support students' knowledge of legal and compliance issues. Koral Fritz offered a special topics course to test a new class and then completed paperwork that was passed by the Curriculum Committee to add CBUS 361 to the

degree audit for B.S. Cannabis Business students. Cannabis Production Certificate students still take the original CBUS 360 course.

- The cannabis studies club grew and began expanding its reach and impact on campus by participating in Lakerpalooza, hosting regular meetings, and inviting in guest lecturers from the industry.
- The proposal for a Cannabis Studies Living Learning Community was approved, and the Dean Johnson helped secure funding for the LLC.
- Professor Bob Boston instructed CBUS 203, Cannabis Economics. The proposed change moving forward is that another professor would have an opportunity to teach the course.
- Several members of campus participated in a marketing campaign for the cannabis programs at LSSU, which included a day of filming content on campus.
- Faculty and Administration for the Cannabis Business and Cannabis Chemistry programs meet regularly to discuss issues, solve problems, and plan for the future. In those meetings, several ideas for additional courses were discussed; however, we concluded that resources are limited and we must assess the enrollment and retention of the program before adding additional courses.
- Faculty presented at and attended several industry conferences. This was anticipated and recommended to continue.
- The courses included over half a dozen guest lectures. This was recommended to continue.
- Students requested a clearer course rotation or degree map.
- The Cannabis Business Professional Advisory Board aiding in making decisions related to curriculum and coursework.

### **2021-2022**

- The cannabis studies club gained momentum in meeting attendance and campus presence while addressing issues of stigma and discriminatory policies and practices.
- The club hosted workshops on resume building, LinkedIn protocols, and other career development oriented topics.
- Faculty developed a course rotation schedule to aid in registration for degree students.
- Faculty presented at and attended several industry conferences. This was anticipated and recommended to continue.
- The courses continued to include industry professionals as guest lectures. This value-added practice was recommended to continue.
- Students requested more clarity on marketing protocols, club bank accounts, NFTS, cryptocurrency, and their ability to host events around cannabis topics on campus.
- There was a suggestion for cannabis business majors to engage in more undergraduate research presentations.
- The Cannabis Business Professional Advisory Board aiding in making decisions related to curriculum and coursework.

### **2022-2023**

- Dr. Kalchev developed and gained approval for a study abroad option to study cannabis economics in Amsterdam that may take place in May 2024 if enough students enroll in the course.
- The cannabis studies club is making a dynamic impact on campus. Several members of the club are now leaders in LSSU Student Government.
- Guest lecturers enjoy adding to the program and are included in most classes.
- When resources are available, additional elective courses would support students in this

program.

- It is recommended that there be a budget for development and purchase of Cannabis Business products, such as card stock, sweatshirts, etc., to use to promote, market, and support the program. The budget ideally would be between \$600 to \$3,000 per year.
- Further clarity on marketing expectations and restrictions are needed.
- Students have requested that courses involve site visits.
- It is recommended that more Cannabis Business Professional Advisory Board members participate in classes.
- While trends are not clear yet, retention is an area that continues to require attention.
- It is recommended to remove BIO 235 from the degree audit.

### **Rationale or justification for decisions made for the future of the program**

- With the difficulty retention at large and in this particular program presents, the focus is offering options for classes, assignments, and providing personal advising that will lead students to enroll and remain in the program.
- Many decisions have been made out of necessity to wait to see how this program changes. Since trends are not clear in the data yet, it isn't appropriate to make substantive changes. Once any trends indicate more clear issues, faculty will suggest other ways to engage.
- Removal of BIO 235 is justified because the course has not been offered on a reliable schedule for students to complete. The course has been waived on at least two business student degree audits for scheduling issues.
- The request for future budgeting for this program is supported by the need to acknowledge the time and effort that industry leaders are dedicating voluntarily to LSSU programming. Many other degrees have some type of gear, stationary, shirts, etc. to enjoy and share with others. This should be used as a marketing tool.
- The Cannabis Business Professional Advisory Board has been an asset to the program and should remain intact with regular meetings to explore changes to the markets.
- To support the program, LSSU needs to allow for and engage in more promotion of this program. There have been substantive internal hurdles to this previously preventing growth. Recommendations for more clear guidance and enthusiasm for students' efforts to promote the school are based on prior conflicts with communication and arbitrary decision making on the part of the administration.
- The proposed events for the program or the club support increasing education about cannabis, celebrating regulatory changes, and should support marketing and retention.

### **Long-range future goals or plans for the program**

- To add additional elective courses to the program.
- To add additional faculty to the program.
- To have more students engage in research projects as upperclassmen.
- To host a one-day cannabis symposium on campus.
- To promote the program through marketing materials, guest lectures, and volunteer work.
- To continue offering online class options when possible.
- To have funding for branding gear for students, faculty, and guests.
- To aid in programming and conversations that address stigma.
- To collaborate with other professors/courses to integrate cannabis examples and projects.



## Quality, Resources, and Support for the program

*Summarize Strengths and Weaknesses in each area.*

### **Student Learning:**

- Strengths: Students are enthusiastic about the opportunity to earn this degree and have real conversations that have previously been difficult to have without judgment and severe misunderstandings. Classes involve many questions no one has an answer to, and students are improving skills of proposing solutions and predicting changes that may be ahead for the national and global markets.
- Weaknesses: Students in this program have diverse needs and learning styles that make it understandable why retention may remain a problem even when enrollment spikes for this program.

### **Graduate Success:**

- Strengths: Students are securing entry level positions in the industry and advancing rather quickly if they continue with the work.
- Weaknesses: The only real weakness is the lack of history and substantive data at this time. One additional weakness impacting graduate success is the recent shifts in the Michigan cannabis market.

### **Academic Programming and Rigor:**

- Strengths: The courses evolve each term as the industry and regulations shift. The courses are supported by industry professionals from around the country who volunteer time each year to speak with students. Instructors adapt the courses based on student and observer feedback. The case studies, hypotheticals, and changes the courses include and explore require analysis and problem solving that is unique to this industry.
- Weaknesses: Instructor goals may be too high for assignments in courses. However, students do struggle to assess material at a level that reflects full comprehension and ability to apply information discussed in courses.

### **Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

- Strengths: The instructors for the program are highly credentialed and continue to develop professionally by providing talks, attending conferences, and researching upcoming areas.
- Weaknesses: The content for this program changes constantly and requires constant learning and continued education, which can be limited due to time. To add more classes for program students, LSSU would need at least one more professor in this program. The program would benefit from a seasoned industry professional who could deliver content on cannabis economics and cultivation.

### **Assessment Practices:**

- Strengths: Students are assessed in multiple ways, including quizzes, homework assignments, tests, and projects. Other activities in class including think-pair-share and polling also help assess students' progress on learning outcomes. The assessments require students to navigate multiple choice questions and respond in paragraphs to prompts related to prior class discussions. Students exercise choice and accountability in completing projects that have options and require significant time and effort. Instructors seek feedback early in the term to

adjust to student needs.

- Weaknesses: Each term several students in courses do not complete the coursework, which impacts the average for the class and makes the instructor's targets on assessments difficult to reach. Students often lose points on assessment for lack of full analysis and correlation between topics. Project instructions can be clarified, and models of quality work could be provided to aid the students.

**Resources / Facilities:**

- Strengths: LSSU is able to offer most of the CBUS specific courses online for students through the remote learning classrooms.
- Weaknesses: However, there is not always a technologically-equipped room available at the time the courses are scheduled, which requires the use of an OWL to make the class accessible via Zoom. The OWL is not the best option for operation the courses.

## 5-Year Academic Program Review 2023

*Due to the Dean's Office by October 27, 2023*

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### FINANCE AND ECONOMICS

**Submitted by:** *Robert Boston*

**Date:** *9/26/2023*

**School:** *LSB*

**Academic Program(s):** *Finance and Economics*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollments</b>	Freshmen: <i>Fall #</i> Sophomores: <i>Fall #</i> Juniors: <i>Fall #</i> Seniors: <i>Fall #</i>	Freshmen: <i>1</i> Sophomores: <i>6</i> Juniors: <i>5</i> Seniors: <i>4</i>	Freshmen: <i>0</i> Sophomores: <i>5</i> Juniors: <i>5</i> Seniors: <i>6</i>	Freshmen: <i>5</i> Sophomores: <i>3</i> Juniors: <i>3</i> Seniors: <i>6</i>
<b>Retention as of fall 2023</b>	Fr to So: <i># Retained</i> So to Jun: <i># Retained</i> Jun to Sen: <i># Retained</i>	Fr to So: <i>80%</i> So to Jun: <i>100%</i> Jun to Sen: <i>50%</i>	Fr to So: <i>0</i> So to Jun: <i>60%</i> Jun to Sen: <i>50%</i>	Fr to So: <i>80%</i> So to Jun: <i>83%</i> Jun to Sen: <i>16%</i>

### High Impact Practices:

The capstone class continues to be the largest high impact practice. Case studies are also used in a variety of classes to enhance student learning.

### Quality, Resources, and Support for the program

**Student Learning:** Integration of more case work has enhanced student learning. Lack of investment internships other than private wealth management.

**Academic Programming and Rigor:** Comparable to other programs. Could use Bloomberg terminal for those students interested in investment positions.

**Faculty Qualifications, Staffing, and Effectiveness of Instruction:** Good

## 5-Year Academic Program Review 2023

*Due to the Dean's Office by October 27, 2023*

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### SMALL BUSINESS ADMINISTRATION

**Submitted by:** *Marta Diaz*

**Date:** *10/29/2023*

**School:** *Lukenda School of Business*

**Academic Program(s):** *Small Business Administration*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollments</b>	Freshmen: <i>Unknown</i> Sophomores: <i>Unknown</i> Juniors: <i>Unknown</i> Seniors: <i>Unknown</i>	Freshmen: <i>0</i> Sophomores: <i>4</i> Juniors: <i>1</i> Seniors: <i>0</i>	Freshmen: <i>1</i> Sophomores: <i>1</i> Juniors: <i>2</i> Seniors: <i>0</i>	Freshmen: <i>1</i> Sophomores: <i>0</i> Juniors: <i>0</i> Seniors: <i>0</i>
<b>Retention as of fall 2023</b>	Fr to So: <i>Unknown</i> So to Jun: <i>Unknown</i> Jun to Sen: <i>Unknown</i>	Fr to So: <i>1 of 1, 100%</i> So to Jun: <i>1 of 2, 50%</i> Jun to Sen: <i>0 of 1, 0%</i>	Fr to So: <i>N/A</i> So to Jun: <i>1 of 4, 25%, 2 students graduated</i> Jun to Sen: <i>0 of 1, 25% (Student graduated)</i>	Fr to So: <i>0 of 1, 0%</i> So to Jun: <i>0 of 1, 0%</i> Jun to Sen: <i>0 of 2, 0%</i>
<b>Degrees Conferred</b>	Unknown	7	6	2

### High Impact Practices:

Through core business courses, students are exposed to a first-year seminar course, writing-intensive courses, collaborative assignments and projects, ePortfolios, undergraduate research, diversity/global learning, internships and diversity/global learning. For example,

1. MGMT 280 – students complete a 16 week Excel training program and earn a diploma indicating their tested- proficiency
2. MGMT 360 – students are exposed to case study analysis.

## Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
<b>Program Learning Outcome Findings</b>	Management, business communications, and technology assessments suggest students are performing well and are achieving student learning outcomes, graduating with workplace skills in demand.	Management, business communications, and technology assessments suggest students are performing well and are achieving student learning outcomes, graduating with workplace skills in demand.	Management, business communications, and technology assessments suggest students are performing well and are achieving student learning outcomes, graduating with workplace skills in demand.

## Summary of decisions, recommendations, and/or improvements concerning the future of the program

*Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.*

### **2019-2020**

There were no changes to the core curriculum.

### **2020-2021 - Covid year**

There were no changes to the core curriculum.

### **2021-2022**

There were no changes to the core curriculum.

### **2022-2023**

There were no changes to the core curriculum.

## Rationale or justification for decisions made for the future of the program

Enrollment in this program remains low as it has been for the last several years.

## Long-range future goals or plans for the program

Very few LSB students pursue an associate degree through working on a bachelor degree concurrently. Thus, the LSB structured its programs so student are not required to take any courses for the associate degree that are not also required for the bachelor

degree. There are no future plans to change this approach.

## **Quality, Resources, and Support for the program**

### **Student Learning:**

Students continue to achieve the learning outcomes and development marketable skills in Excel, business communications and management.

### **Graduate Success:**

Since the students in this program generally continue on to a bachelor degree, success after graduation is achieved.

### **Academic Programming and Rigor:**

Academic programming and rigor continue as the courses in this program also are required in the bachelor degree programs.

### **Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

Faculty qualifications and effectiveness of instruction are reviewed annually through program review and course evaluations. Tenured faculty, probationary faculty, and adjunct instructors are peer-reviewed each semester via classroom visits, review of course evaluations, and professional development activities.

### **Assessment Practices:**

Assessment practices include TracDat-Nuventive where the program learning outcomes are reviewed annually by the business faculty.

### **Resources / Facilities:**

Resources continue to be an issue with overall declining enrollment; however, the small business administration program continues to have low enrollment as compared to Fall 2019.

## 5-Year Academic Program Review 2023

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### AS – TECHNICAL ACCOUNTING

**Submitted by:** *Mindy McCready*

**Date:** *12/6/2023*

**School:** *Lukenda School of Business*

**Academic Program(s):** *Associate in Technical Accounting*

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollment</b>	Freshmen: <i>0</i> Sophomores: <i>1</i> Juniors: <i>0</i> Seniors: <i>0</i>	Freshmen: <i>0</i> Sophomores: <i>1</i> Juniors: <i>0</i> Seniors: <i>0</i>	Freshmen: <i>0</i> Sophomores: <i>0</i> Juniors: <i>0</i> Seniors: <i>1</i>	Freshmen: <i>0</i> Sophomores: <i>0</i> Juniors: <i>0</i> Seniors: <i>1</i>
<b>Retention</b>	Fr to So: <i>0%</i> So to Jun: <i>N/A</i> Jun to Sen: <i>N/A</i>	Fr to So: <i>N/A</i> So to Jun: <i>100%</i> Jun to Sen: <i>N/A</i>	Fr to So: <i>N/A</i> So to Jun: <i>0%</i> Jun to Sen: <i>N/A</i>	Fr to So: <i>N/A</i> So to Jun: <i>N/A</i> Jun to Sen: <i>N/A</i>
<b>Degrees Conferred</b>	0	0	1	2

Note: The table above includes enrollment and retention data for students whose primary major was Technical Accounting.

### Graduate Placement Data

Lukenda School of Business (LSB) Technical Accounting graduates who do not continue on to the accounting bachelor degree program successfully obtain entry-level positions in the accounting field with small businesses and non-profit institutions as bookkeepers, clerks and assistants.

### High Impact Practices

Through general education, core business and upper-level accounting courses, students are exposed to a first-year seminar course, writing-intensive courses, collaborative assignments and projects, undergraduate research and diversity/global learning.

### Summary of Annual Assessment Updates

2019-2020:

LSB faculty use assignments in three required courses (ACTG132, BUSN231, ACTG421) to measure

student achievement of program outcomes. During this academic year, only one Technical Accounting student took one of these courses each semester. They both achieved the target for ACTG132. This is the first year accounting faculty were able to separate results for Technical Accounting students. They will continue this practice going forward.

2020-2021:

There was only one student whose primary major was Technical Accounting this academic year. She did not take any of the three classes from which assignments are used to measure program learning outcomes. Professors McCready and Diaz instead focused on the assessment methods used to measure the associate program's learning outcomes. They discussed whether the current practice of solely using course-embedded assessment was effective. LSB faculty also use a nationally normed standardized test and a capstone course project for their bachelor programs. Implementing these measurement tools along with a portfolio of student work were ideas discussed.

2021-2022:

There was only one student whose primary major was Technical Accounting this academic year. He took one course (BUSN231) during the academic year from which assignments are used to measure program learning outcomes. The student did very well on the assignment and in the course. Professors McCready and Diaz had no concerns or suggested changes to the program based on the limited data available this year. Professors McCready and Diaz revisited the topic of using national normed standardized tests, capstone course projects and portfolios of student work as alternatives to course-embedded assessment. They concluded that they will continue to think about assessment methods but won't make changes currently due to the program's low enrollment.

2022-2023:

There was only one student whose primary major was Technical Accounting this academic year. He took one course (ACTG421) from which assignments are used to measure program learning outcomes. The student did very well on the assignments and in the course. Professors McCready and Diaz had no concerns or suggested changes to the program based on the limited data available this year. Professors McCready and Diaz revisited a discussion had in previous years on whether the current practice of using only course-embedded assessment was effective. The LSB is piloting Peregrine Global's Business Administration Assessment for its bachelor degree programs in fall 2023. Professor McCready mentioned that this assessment instrument can be used for various degree levels. Professors McCready and Diaz concluded that they will continue to think about different assessment methods for the Technical Accounting program but refrain from making changes currently due to the program's low enrollment.

## Summary of decisions, recommendations, and/or improvements concerning the future of the program

**Significant Data Trend:** Enrollment in this program has been low during the last several years.

**Analysis:** Very few LSB students pursue an associate degree without working on a bachelor degree concurrently. Thus, the LSB structured its programs so students are not required to take any courses for associate degrees that are not also required for bachelor degrees. Most business bachelor degree-seeking students who select an associate degree do so to receive Tuition Incentive Program (TIP) funding. Students from other programs of study may add Technical Accounting or Small Business Administration to develop business skills needed to achieve their career goals. Since they provide opportunities for students across campus without requiring significant additional resources, it makes sense for the LSB to continue offering associate degree programs.



## Long-range future goals or plans for the program

In the near future, accounting faculty will work on ensuring graduates of the Technical Accounting program remain employable in the ever-changing business world. Possible additions to the program include certifications in QuickBooks and Excel. Accounting faculty will research what skills are in demand and seek insight from LSB Professional Advisory Board members.

## Quality, Resources, and Support for the program

*Summarize Strengths and Weaknesses in each area.*

### **Student Learning:**

Accounting faculty members bring their public and private accounting experience into the classroom and focus on practical application through problem-based learning, case analysis and simulations. Examples of innovative methods used to engage accounting students and challenge them to reach their full potential include the following:

- Students in ACTG350 (Income Tax Practicum) prepare income tax returns electronically for community members through the IRS-sponsored Volunteer Income Tax Assistance program.
- Faculty members work with students and employers to provide internship opportunities, many of which lead to full-time employment upon graduation.
- Accounting students have the opportunity to participate in various LSSU student organizations that allow them to further explore the business world including the Accounting Club, the Investment Club and Women in Business.

One weakness in this area is that accounting faculty members have experienced difficulty getting students to take advantage of these opportunities in recent years.

### **Graduate Success:**

Many Technical Accounting students continue studying at LSSU to achieve their ultimate goal of earning a bachelor degree in accounting. Others successfully obtain appropriate positions in the field as described previously in this report.

### **Academic Programming and Rigor:**

The Technical Accounting program is designed for those who desire a working knowledge of accounting in order to obtain an entry-level position in an accounting-related field or continue their accounting education. As such, students complete 26 credits from accounting courses in the financial, cost, taxation and information systems areas. Students are exposed to other functional areas of business through courses (13 credits) in business communications, business law, economics and finance. Technical Accounting students must also complete 24 credits from general education courses. This associate program is transferable into the four-year accounting bachelor program.

### **Faculty Qualifications, Staffing, and Effectiveness of Instruction:**

The LSB demonstrates its commitment to quality through the employment of academically and professionally qualified accounting faculty members. These dedicated faculty members deliver a rigorous curriculum to students while actively pursuing professional development opportunities to improve their classroom performance. The accounting faculty members also perform external service activities that enhance the program's visibility and reputation.

A weakness in this area is that Professor McCready is the only LSB faculty member who teaches full-time in the Accounting program. In addition, Professor McCready dedicates significant time to serving as the chair of the LSB.

### **Assessment Practices:**

LSB accounting faculty have developed formal assessment processes at both the course and program levels that include student learning objectives, measurement instruments and targets. LSSU uses the program, Nuventive Improve for assessment reporting. At the end of each semester, LSB accounting faculty enter assessment results and corresponding action plans into Nuventive Improve. They also meet to discuss program assessment data and determine how to make improvements going forward. Accounting faculty measure student performance using a variety of methods including homework assignments, quizzes, exams and projects.

### **Resources / Facilities:**

The LSB is housed in Considine Hall. This state of the art building was completely renovated over several years and reopened for student, faculty and staff use in January 2015. Faculty teaching and students learning in Considine Hall benefit from spacious, modern classrooms, current technology and equipment and study and conference rooms of various sizes.

LSB students benefit from generous donors who provide numerous scholarships and funding for special projects, events and travel.

## 5-Year Academic Program Review 2023

Due to the Dean's Office by October 27, 2023

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### INTERNATIONAL BUSINESS CERTIFICATE

Submitted by: [Dr. Ralf Wilhelms](#)

Date: [9/24/2023](#)

School: [Lukenda School of Business](#)

Academic Program(s): [International Business Certificate](#)

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>
Degrees Conferred	N/A	N/A	N/A	N/A	N/A

Note: The data reflex the number of students that are Primary enrolled in the International Business Certificate Program.

Students select the certificate as an added option to their major and those students are not captured in the enrollment data.

### Graduate Placement Data:

LSSU International Business students get rewarding jobs in their field. Employers who have hired students provide positive feedback on the knowledge base and understanding of their jobs.

### High Impact Practices:

High-Impact practices are particularly valuable in fields like international business, where real-world experience and a global perspective are crucial. Here are some high-impact practices we provide in the International Business Major.

### Case Studies and Problem Based Learning

Courses are centered around Case Studies that focus on international business scenarios to provide students a hands-on understanding of the challenges and decision-making processes involved in global business operations.

Students participate in the case study competition in Canada. Students are encouraged to apply theoretical knowledge to real-world business scenarios.

#### Cross-Cultural Communications

The International Business program provides content and opportunities through courses to assist students to develop essential intercultural communication and negotiation skills.

#### Network

The program works on establishing a alumni network of LSSU graduates to provide access to current students to professionals in the field.

### Summary of Annual Assessment Updates:

See minutes for the annual meeting for International Business agenda.

### Summary of decisions, recommendations, and/or improvements concerning the future of the program

Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.

Courses are available on a two-year rotation to the students. Budget:

This data is not available to faculty.

### Rationale or justification for decisions made for the future of the program.

LSB International business certificate program provides students with a broad understanding of global markets, cultures, and economies. This global perspective is valuable in an increasingly interconnected world.

Graduates of international business certificate programs are well-positioned for careers in various fields, including international trade, global marketing, supply chain management, and international finance.

Demand for the international business certificate program is demonstrated by the program course enrollment numbers presented below.

Year	International Business Law INT B375	Competing in the Global Marketplace INTB 389	International Comparative Management INTB 420	International Economics ECON 408	International Marketing INTB 486
2018-2019	19		12		
2019-2020		19		10	
2020-2021		23	13		
2021-2022		24		15	
2022-2023	12			17	

The following table shows that several international courses are electives for other programs, within the LSB.

Course	Degree	Major and Minor
INTB 486	B.S. Business Administration-Marketing	Marketing
INTB 420	B.S. Business Administration-Management	Management
INTB 375	Political Science	Pre Law
ECON 408	Finance and Economics: Bachelor of Science	Economics and Finance
INTB 289	Diversity – General Education Course	GenEd

### Long-range future goals or plans for the program.

To build on student success and increase enrollment in the International Business program at Lake Superior State University (LSSU) to 20 majors and credit hours over the next 5 years, it's important to develop a strategic plan that leverages the program's strengths and aligns with its mission and goals. Here are some steps and strategies to achieve this:

1. Enhance Marketing and Outreach:
  - Develop a comprehensive marketing strategy to promote the International Business program both within and outside the university.
  - Target high school students, transfer students (expand the existing program and offer an online completion option), and current LSSU students who may be interested in pursuing a major or minor in International Business.
  - Utilize digital marketing, social media, and participation in college fairs to reach a broader audience.
2. Engage Alumni and Industry Partners:
  - Leverage the network of alumni and industry partners to provide mentorship, internships, and job placement opportunities for students.
  - Encourage alumni success stories to serve as testimonials for the program's quality and impact on career development.

**In addition:**

We must change the policy that you need to be fully admitted to the university to take course work and be able to receive a Certificate in International Business. This is a policy that prohibits adult learners from entering in the program. Attracting adult learners and providing the certificate to companies to internationalize employees' skills and was one of the key motivations for the program.

Continuously update the curriculum to ensure it reflects the latest trends and developments in international business.

Strengthen partnerships with international companies and organizations to expand internship and cooperative education opportunities.

Engage with alumni who have successful international careers to serve as mentors and provide insights to current students.

Promote the program's successes and outcomes to attract more students who are interested in pursuing international business studies.

## Quality, Resources, and Support for the program

### Accreditation

Accreditation by ACBSP signifies that the program has met specific quality standards and criteria set by a recognized accrediting body. It serves as external validation that the program maintains high educational standards and meets the needs of students.

ACBSP's accreditation process, as mentioned, is particularly focused on teaching excellence and student outcomes. This indicates that the program places a strong emphasis on effective teaching methods and ensuring that students receive a high-quality education.

Seeking specialized accreditation demonstrates the program's commitment to continuous improvement. Accreditation bodies like ACBSP require programs to engage in a formal process of self-assessment and continuous evaluation, which leads to enhancements in curriculum, teaching methods, and overall program quality.

Accreditation by reputable organizations like ACBSP enhances the credibility and reputation of the program. Graduates from accredited programs are often more attractive to employers and can have a competitive edge in the job market.

Given that the program is in International Business, accreditation from ACBSP also suggests that the curriculum and educational approach are aligned with the global nature of the field, ensuring that students are well-prepared to work in international business environments.

The program benefits from LSSU's accreditation by the Higher Learning Commission (HLC). This alignment indicates that the program is integrated into the broader educational framework of the university and that it meets the standards set by the regional accrediting body.

Overall, the decision to pursue accreditation by ACBSP and HLC reflects the program's commitment to providing a high-quality education in International Business, focusing on teaching excellence, and continuously striving for improvement. It also assures students, faculty, and stakeholders that the

program meets recognized standards in business education.

### **Student Learning:**

The International Business Certificate is a credential that signifies expertise or completion of a program related to international Business. Obtaining such a certificate can be beneficial for individuals looking to enhance their understanding of international business practices and improve their career prospects in the global marketplace.

The program was directed to adult learners to provide an opportunity to enhance their skill sets.

The International Business Certificate is intended to benefit those students seeking to broaden their understanding of international business and foster the development of their global mindset. The certificate program is open to all undergraduate students from any major and/or Adult learners with the approval of the program directors.

The International Business Certificate is a 12-credit program that encompasses a mix of courses relating to international business and management, courses designed to broaden a student's functional knowledge and cultural competencies.

Certificate programs can help you gain knowledge in key areas and demonstrate dedication and professional commitment. They can also provide a competitive edge and help you stay current on changes in your industry. This lets you refresh your current skills, deepen your understanding, or branch out and discover new areas.

*Courses are already imbedded in the International Business major and minor. INTB*

*389 Competing in the Global Marketplace (3)*

*INTB 375 International Business Law (3)*

*ECON 408 International Economics (3)*

***Elective: Choose one of the following courses:***

*INTB 420 International Comparative Management (3)*

*INTB 486 International Marketing (3)*

For our current student body, the certificate program provides them a means to credential their skills and provides an option for cross discipline collaboration.

### **Assessment Practices:**

Course assessment is conducted in a timely manner each semester and annual program reviews and 5 years program reviews are compiled and reported.

### **Resources / Facilities:**

The program is not marketed for enrollment. Even with this fact, the program shows study growth over the time of 5 years.

## 5-Year Academic Program Review 2023

Due to the Dean's Office by October 27, 2023

*This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.*

### E-MARKETING CERTIFICATE

Submitted by: [Dr. Ralf Wilhelms](#)

Date: [9/24/2023](#)

School: [Lukenda School of Business](#)

Academic Program(s): [E-Marketing Certificate](#)

### Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: <a href="#">0</a> Sophomores: <a href="#">1</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">1</a> Seniors: <a href="#">0</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">1</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>	Freshmen: <a href="#">0</a> Sophomores: <a href="#">0</a> Juniors: <a href="#">0</a> Seniors: <a href="#">0</a>
Degrees Conferred	N/A	N/A	N/A	N/A	N/A

Note: The data reflex the number of students that are Primary enrolled in the E-Marketing Certificate Program.

Students select the certificate as an added option to their major.

During the past 5 academic years, we had 14 students that received an E-Marketing Certificate. One student selected to make this his primary reason to enroll in LSSU and this is not the norm.

### Graduate Placement Data:

E-Marketing Certificate holders get rewarding jobs in their field. Employers who have hired students provide positive feedback on the knowledge base and understanding of their jobs. Students and employers feedback is positive about students' content and work skills and are described as independent thinkers by employers.



## High Impact Practices:

An e-marketing certificate program that offers all its courses online and provides applied learning through simulations can be a practical and flexible way to gain expertise in digital marketing. The program focuses on the various aspects of digital marketing, including social media marketing, search engine optimization (SEO), email marketing, and more. The use of simulations allows students to practice and apply their knowledge in a simulated online environment, which can be a valuable hands-on learning experience. It's a convenient option for those who want to develop their e-marketing skills without the need to attend in-person classes.

**Project-Based Learning:** Assigning students to work on real web marketing projects, like creating marketing campaigns, designing websites, or optimizing content.

**Case Studies:** Analyzing and discussing real-world web marketing success stories and challenges.

**Applied Analytics:** Teaching students to use web analytics tools to measure and improve marketing performance.

**Digital Marketing Simulations:** Allowing students to practice digital marketing strategies in simulated environments.

These practices help students bridge the gap between theory and practical application, making them more competitive in the field of web marketing.

## Summary of Annual Assessment Updates:

See minutes for the annual meeting for Marketing.

## Summary of decisions, recommendations, and/or improvements concerning the future of the program

Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.

Courses are available on a two-year rotation to the students. Budget:

This data is not available to faculty.

## Rationale or justification for decisions made for the future of the program.

The e-marketing certificate program is important because it equips individuals with the skills and knowledge needed to thrive in the digital marketing landscape, enhances career opportunities, and keeps them competitive in a technology-driven world..

**Skill Development:** It provides students with the opportunity to acquire practical skills and knowledge in digital marketing, which is essential in today's technology-driven business landscape. **Industry Relevance:** The program is designed to stay up-to-date with the latest trends and

technologies in the rapidly evolving field of digital marketing, ensuring that students learn current and relevant strategies.

**Career Advancement:** Earning a certificate demonstrates a commitment to professional development and can make individuals more competitive in the job market or help them advance in their current careers.

**Flexibility:** Many e-marketing certificate programs are offered online, allowing individuals to pursue education while balancing other commitments, such as work or family.

**Specialization:** Students can gain expertise in specific areas of digital marketing, such as social media marketing, SEO, content marketing, or email marketing, tailoring their skills to their career goals.

**Networking Opportunities:** These programs often provide opportunities to connect with peers, instructors, and industry professionals, which can be valuable for building a network in the field.

**Accreditation:** Some e-marketing certificate programs are accredited by reputable institutions, which adds credibility to the credential.

**Real-World Application:** The programs often include hands-on projects, simulations, or internships, enabling students to apply what they've learned in practical scenarios.

**Adaptability:** E-marketing is essential across various industries, so having a certificate can open doors in a wide range of businesses and organizations.

Year	Digital Marketing  MRKT 383	Social Media Marketing  MRKT 384	Mobile Marketing  MRKT 386
2018-2019	19	27	23
2019-2020	26	28	22
2020-2021	22	25	18
2021-2022	19	27	17
2022-2023	34	34	27

### Long-range future goals or plans for the program.

To build on student success and increase enrollment in the E-Marketing Certificate program at Lake Superior State University (LSSU) to 10 graduates a year and generate 2000 plus credit hours over the

next 5 years, it's important to develop a strategic plan that leverages the program's strengths and aligns with its mission and goals. Here are some steps and strategies to achieve this:

1. Enhance Marketing and Outreach:
  - Develop a comprehensive marketing strategy to promote the E-Marketing Certificate among all LSSU student both within and outside the university.
  - Target high school students, transfer students (expand the existing program and offer an online completion option), and current LSSU students who may be interested in pursuing a major or minor in Marketing.
  - Utilize digital marketing, social media, and participation in college fairs to reach a broader audience.
2. Engage Alumni and Industry Partners:
  - Leverage the network of alumni and industry partners to provide mentorship, internships, and job placement opportunities for students.
  - Encourage alumni success stories to serve as testimonials for the program's quality and impact on career development.

In addition:

We must change the policy that you need to be fully admitted to the university to take course work and be able to receive an E-Marketing Certificate. This is a policy that prohibits adult learners from entering the program. Attracting adult learners and providing the certificate to companies to further their skills in marketing and was one of the key motivations for the program.

Continuously update the curriculum to ensure it reflects the latest trends and developments in e-marketing.

Promote the program's successes and outcomes to attract more students who are interested in pursuing e-marketing certificate program and/or marketing major.

## Quality, Resources, and Support for the program

### Accreditation

Accreditation by ACBSP signifies that the program has met specific quality standards and criteria set by a recognized accrediting body. It serves as external validation that the program maintains high educational standards and meets the needs of students.

ACBSP's accreditation process, as mentioned, is particularly focused on teaching excellence and student outcomes. This indicates that the program places a strong emphasis on effective teaching methods and ensuring that students receive a high-quality education.

Seeking specialized accreditation demonstrates the program's commitment to continuous improvement. Accreditation bodies like ACBSP require programs to engage in a formal process of self-assessment and continuous evaluation, which leads to enhancements in curriculum, teaching methods, and overall program quality.

Accreditation by reputable organizations like ACBSP enhances the credibility and reputation of the program. Graduates from accredited programs are often more attractive to employers and can have a competitive edge in the job market.

Given that the e-marketing certificate program received accreditation from ACBSP also suggests that the curriculum and educational approach are aligned with the global nature of the field, ensuring that students are well-prepared to work in electronic marketing environment.

The program benefits from LSSU's accreditation by the Higher Learning Commission (HLC). This alignment indicates that the program is integrated into the broader educational framework of the university and that it meets the standards set by the regional accrediting body.

Overall, the decision to pursue accreditation by ACBSP and HLC reflects the program's commitment to providing a high-quality education in the e-marketing certificate program, focusing on teaching excellence, and continuously striving for improvement. It also assures students, faculty, and stakeholders that the program meets recognized standards in business education.

### **Student Learning:**

The E-Marketing Certificate is a credential that signifies expertise or completion of a program related to Marketing. Obtaining such a certificate can be beneficial for individuals looking to enhance their understanding of Mobil, Social Media, and Digital Media marketing practices and improve their career prospects in the global marketplace.

The program was directed to adult learners to provide an opportunity to enhance their skill sets. Current situation: Students enrolled at LSSU use the option to enhance their marketability for jobs by obtaining an E-Marketing Certificate.

### **Certificate in E-Marketing Program Learning Objectives**

**H=high, M=medium, L=low**

Upon successful completion of this program, students will be able to:	MRKT 383	MRKT 384	MRKT 386
Graduates will demonstrate ability to research, synthesize, analyze and accurately interpret quantitative and qualitative information to drive effective marketing decision making.	H	H	M
Graduates will demonstrate the ability to use technology to assist with the synthesis and analysis of data, oral and written communications, and group collaboration.	H	H	H
Graduates will demonstrate the ability to communicate effectively, orally and in writing, their marketing observations, findings, research, and recommendations to a large audience.	H	H	H

*Courses are already imbedded into the Marketing major and minor as electives.*

*Students must complete all three courses (9 credit hours) to receive the E-Marketing Certificate.*

H – High (Competencies are primary focus of the course) M –

Medium (Competencies are important in the course)

L – Low (Competencies are minimally covered in the course)

### **383 Digital Marketing**

A study of the impact the Internet and other digital technologies have on the marketing of goods, services and ideas. The course will examine current e-marketing environment, strategy and management issues including consumer behavior, segmentation and targeting, differentiation and positioning, product, price, distribution, communication and customer relationship management. Ethical and legal issues will also be addressed. (3,0) 3

### **384 Social Marketing**

The course content will provide insight to social interactions, examining the various social media channels available to marketers, social marketing strategies, and track their effectiveness. Social media is heavily technology-driven, the course will cover relevant related aspects in digital marketing, its relation to buying and selling of goods and services, or the transmitting of funds or data, over an *electronic* network. (3,0) 3

### **386 Mobil Marketing**

The course defines mobile marketing, designs strategies, tracks ROI of mobile advertising, and instructs students in the application and design of mobile websites. The course teaches students how users engage with mobile, create a clear marketing strategy, target segment and measure mobile campaigns. (3,0) 3

### **Assessment Practices:**

Course assessment is conducted in a timely manner each semester and annual program reviews and 5 years program reviews are compiled and reported.

### **Resources / Facilities:**

The program is not marketed for enrollment. Even with this fact, the program shows study growth over the time of 5 years.