# NEW ACADEMIC DEGREE PROGRAM
# SUMMARY FOR PROGRAM ANNOUNCEMENT

| | |
|---|---|
| **Institution** | Stockton University |
| **New Academic Degree Program Title** | Business Analytics |
| **Degree Designation** | Bachelor of Science |
| **Degree Abbreviation** | B.S. |

**Introduction:**

Stockton University recently celebrated its fiftieth year. Since its beginning as a small state college located on the boardwalk in Atlantic City, it has grown into a regional university offering undergraduate, master's, and doctoral degrees, that educates almost 10,000 students each year. Along the way, Stockton University has remained committed to offering a liberal arts education through interdisciplinary education. Stockton's Strategic Plan explains: "Stockton's liberal arts education pairs rigorous academic training with high-quality, co-curricular experiences to equip students not just for their first job, but also for long-term professional success, and a lifetime of learning, growing, and succeeding."[1]

As Stockton University has grown, so have its offerings related to business studies. Currently, the Business Studies program sits in the School of Business, along with several other programs. In the 2021-2022 academic year, there were more than one thousand Business Studies majors, pursuing two-degree options: a Bachelor of Arts in Business Studies and a Bachelor of Science in Business Studies. Within the Bachelor of Science, students choose from six concentrations – Accounting, Business Analytics, Finance, Financial Planning, Management, and Marketing.

In this proposal, along with two companion proposals, the Business Studies program seeks to convert three of its existing concentrations (Accounting, Business Analytics, and Finance) into separate discipline-specific programs that offer their own Bachelor of Science degrees. The new majors will maintain the same curriculum, faculty, and other structures as the existing concentrations – the essential aspect of these proposals is simply to change the concentrations into stand-alone majors. This proposal focuses on the creation of a Bachelor of Science in Business Analytics; the proposals for the Finance and Accounting programs have been submitted concurrently.

Importantly, the creation of a Bachelor of Science in Business Analytics aligns with several strategies Stockton plans to pursue as part of its current Strategic Plan, which focuses on six key areas: Inclusive Student Success, Diversity and Inclusion, Teaching and Learning, Strategic

[1] Stockton University, "Strategic Plan 2025," https://stockton.edu/academic-affairs/documents/stockton-strategic-plan.pdf, at p. 9.

Enrollment Management, Financial Sustainability, Campus Community, Communication, and Shared Governance.[2]

For example, under the area of Inclusive Student Success, Stockton plans to "[b]uild enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool." Creating a program that is focused solely on Business Analytics will attract a wider array of prospective students to consider Stockton for their undergraduate degree. As described in greater detail below, Business Analytics is a burgeoning field, with a variety of professional opportunities. A B.S. in Business Analytics will increasingly be a desired opportunity for students who are considering attending Stockton University. As an affordable, state university, it is important to offer programs like Business Analytics, so that all aspiring college students in New Jersey have access to this promising field.

Under the area of Teaching and Learning, Stockton plans to "[e]mbrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields." Setting Business Analytics apart as a stand-alone program will provide the faculty with greater flexibility to shape the program curriculum to meet the changing needs of this field. This is particularly important in Business Analytics, which is a relatively new field focused on technological agility, where curriculum will have to remain innovative.

As part of Strategic Enrollment Management, Stockton seeks to "[d]evelop enrollment and retention strategies at the institutional, school and program levels that account for our mission, market demand, cost, and capacity." As explained in greater detail below, setting Business Analytics apart as a stand-alone program is consistent with market demand, as students and employers in the field are increasingly expecting specialized training in this field. The new Business Analytics degree will help Stockton's School of Business continue to grow its enrollment moving forward, particularly considering the relatively low cost of a degree at Stockton, a state university.

The recent history of the Business Analytics concentration shows the potential for growth. The Business Analytics concentration started in Fall of 2018, and enrollment has grown consistently. Stockton saw an increase from 19 Business Analytics students in Fall 2019 to 33 students in Spring 2022. More robust growth is predicted based on the job market for business analytics graduates (discussed below) and students' growing familiarity with this emerging field.

Finally, the new Business Analytics degree is consistent with Stockton's mission, which is "to develop engaged and effective citizens with a commitment to lifelong learning and the capacity to adapt to changes in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education."[3] The new degree in Business Analytics will provide a robust

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[2] Ibid., at 8-9.

[3] Stockton University, "Mission Statement", at https://www.stockton.edu/president/mission-statement.html

educational opportunity for those seeking to enter this field, with 80 credits focused on business analytics and related disciplines, along with 48 credits of non-business courses, including Stockton's general studies curriculum that ensures students have an interdisciplinary, liberal arts education.

**Overview of proposed new academic degree program:**

With its new Business Analytics program, Stockton University seeks to transform its existing concentration in Business Analytics within the Business Studies degree into a discipline-specific degree that will allow continued enrollment growth. It will not result in substantial changes to the Business Analytics curriculum. Rather, it will carry over the existing curriculum, which is similar to Business Analytics programs across the country. Since the new program will retain the faculty from the Business Analytics concentration and rely on the same administrative and facilities support, it will not require significant additional resources.

Stockton University is pursuing this change now for several reasons. In recent years, alumni, students, potential employers, and other stakeholders have expressed confusion and discontent regarding the name of the Business Studies degree.[4] These stakeholders have stated that the current degree, "Business Studies" indicates a broad study of business, rather than a deep exploration of a specialized program, even for students who pursue a concentration. While the concentration in Business Analytics does provide specialized education in Business Analytics, akin to programs elsewhere, the current degree name seems to obscure this reality. For example, because Business Analytics is a concentration within the Business Studies program, students searching for Business Analytics program information online or in publications on degree programs are not directed to Stockton; employers have a similar problem.

A stand-alone Business Analytics degree will provide several additional benefits, including providing greater career opportunities for graduates, potentially growing enrollment in the program, allowing for greater curricular flexibility to meet the changing needs of the discipline, and greater visibility for the program, including inclusion in comparative rankings with equivalent programs at other institutions. Stockton's current Business Analytics concentration is missing from third-party program rankings.

Sufficient academic quality

The new Business Analytics program will use similar curriculum, learning outcomes, and assessment methods as the existing Business Analytics concentration. Stockton University's

[4] These sentiments have been expressed to Business Studies faculty members in a number of settings, including during meetings of Stockton's Business Advisory Board and the recent Presidential Task Force on a Strategic Pathway to Achieve Stockton University's Goal for Business and Hospitality Excellence in Atlantic City. See, e.g., Stockton University, "Presidential Task Force on a Strategic Pathway to Achieve Stockton University's Goal for Business and Hospitality Excellence in Atlantic City" (2020), https://www.stockton.edu/academic-affairs/task-force/documents/presidential-school-of-business-task-force-report.pdf.

Business Studies program is accredited by the Association to Advance Collegiate Schools of Business (reaccreditation was recently awarded in Spring 2022). The new Business Analytics program would remain under the Stockton University School of Business AACSB banner, and go through reaccreditation on a regular basis, which will continue to ensure that the program offers a high-quality education.

*Curriculum:*

Stockton offers and 128-credit undergraduate degree. The Bachelor of Science in Business Analytics will include 80 program credits and 48 "at-some-distance" credits that must be taken in non-business-related disciplines. The required program courses include:

| **Business Administration Core Courses** | Cr | **Business Analytics Courses** | Cr |
|---|---|---|---|
| CIST 1206 – Statistics | 4 | BUSA 3125 – Intro. to Data Visualization | 4 |
| ECON 1200 – Macroeconomics | 4 | BUSA 3130 – Intro. to Business Data Mgmt. | 4 |
| ECON 1400 – Microeconomics (ASD course) | 4 | BUSA 3135 – Predictive Data Analytic | 4 |
| BUSA 2110 – Technology in Business | 4 | BUSA 4110 – Data Mining for Managers | 4 |
| ACCT-2110 – Financial Accounting | 4 | | |
| ACCT 2120 – Managerial Accounting | 4 | *BUSA Electives (Pick 3)* | |
| BSNS 2120 – Introduction to Bus. Analytics | 4 | MGMT 3121 – Management Info. Systems | |
| MGMT 2110 – Introduction to Management | 4 | BUSA 3140 – Optimization in Business | |
| MKTG 2110 – Marketing Principles | 4 | MGMT 3145 – Supply Chain Management | |
| PLAW 2120 – Bus. Law I *or* PLAW 3110 – Legal, Social, and Ethical Environ. of Business | 4 | BUSA 3155 – Technology Ethics | |
| MGMT 3120 – Operations Management | 4 | MKTG 3490 – Marketing Analytics | |
| FINA 3110 – Introduction to Financial Mgmt. | 4 | BUSA 4950 – BUSA Internship | |
| BSNS 4112 – Business Policy & Strategies | 4 | | |

Among the 48 at-some-distance credits, all Business Analytics students will have to take a variety of General Studies courses across a variety of disciplines, including GAH (Arts and Humanities), GNM (Natural Sciences and Mathematics), GSS (Social and Behavioral Sciences), and GIS (Interdisciplinary Skills and Topics).

Thus, the new Business Analytics program's curriculum (which is the same as the existing Business Analytics concentration) are similar to Business Analytics programs throughout the country. The required coursework beyond the program courses ensures students experience the breadth of educational experiences that Stockton's liberal arts education offers. A curriculum worksheet and course descriptions for the courses listed above can be found in Appendix A.

*Learning Outcomes:*

The Business Analytics program will adopt the existing learning outcomes from the Business Studies program, which include Fundamental Business Skills, Critical Thinking and Problem Solving, Ethical Reasoning Professional Communication, Teamwork and Inclusion, and Technology Agility, all of which can be found in Appendix B. The new Business Analytics program will also establish a new discipline-specific learning outcome: *Graduates will apply and*

*synthesize concepts learned throughout the Business Analytics Program to demonstrate a level of professional competency required of a new entrant into the Business Analytics profession.* Table B1 also shows how each learning outcome will be achieved in the courses required in the Business Analytics program.

Moreover, Stockton University has established a set of university-wide Essential Learning Outcomes (ELOs), which include: Adapting to Change, Communication Skills, Creativity and Innovation, Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy and Research Skills, Program Competence, Quantitative Reasoning, and Teamwork and Collaboration. Table B2 also shows how the Business Analytics program's learning outcomes match with Stockton's ELOs.

*Assessment:*

Assurance of learning is an integral part of the academic environment in Stockton University's School of Business. Accordingly, assessment of student outcomes will be conducted systematically and routinely by the new Business Analytics program. The program will utilize the School's recently revamped assessment policies and procedures. Assessment amongst Business programs is led by the Business Program Assessment Committee, which works with program chairs to oversee the assessment process. This includes tracking compliance with assessment timelines, evaluating assessment results, and ensuring that corrective actions are taken, and reassessment is completed when assessment results indicate that expected outcomes are not being met. The Assessment Process Timeline, the completion of which is overseen by the Assessment Committee, can be found in Appendix C.

*Additional Methods for Measuring Success and Guiding Curriculum Change:*

Business Analytics is a relatively new concentration, as it began enrolling students in fall of 2018. In addition to the assessment process laid out above, the program will seek guidance for its curriculum from a variety of sources. These include Business Advisory Board feedback, benchmarking, as well as studying business and industry trends. Program success will be evaluated in several other indirect ways including:

- Evaluation of the students' feedback on IDEA reports (student evaluation of teachers)
- Discussions with students during preceptorial advising
- Feedback gathered from students in exit surveys
- Feedback from external stakeholders and focus group panels
- Number of job placements and feedback from those employers through Office of Career Education & Development surveys

<u>Sufficient evidence of labor market demand for the program</u>

Varying sources of data suggest that the labor market demand for Business Analytics graduates is growing, and graduates can earn high salaries. The U.S. Bureau of Labor Statistics projects 14% growth for business/management analysts from 2020 to 2030 and lists the 2020 median

salary of $93,000.[5] Graduates can also work as market analysts, who have an annual salary of $63,920 and will see 22% growth from 2020 to 2030.[6] Employment in logistics is another promising option for these graduates, with an annual salary of $77,030 and 30% projected growth.[7] Operations research analysts, another career option for business analytics graduates, have an annual salary of $95,830 with growth of 14% expected by 2030.[8]

An analysis of Gray Associates Data for the New Jersey market was conducted of student demand and employment, which also supports the viability of this program. Student Demand is very strong with a score of 18 (96th percentile), indicating that this major enjoys a high level of interest. Employment is also very strong with a score of 10 (93rd percentile). BLS 10th percentile annual wages are $50,733 (meaning 90% of those in the data analytics field earn a higher salary). The BLS mean wage in finance is $73,888. The results of the Gray Associates Data Analysis can be found in Appendix D.

Additionally, Stockton University's location also suggests graduates will enter a strong job market. New Jersey is listed as one of the top states in terms of mean annual wage for management analysts, market analysts, logisticians and operations research analysts.[9] Additionally, New York City, which is located 90 minutes from Stockton, has the second highest employment levels for management analysts, the highest for market analysts, and the third highest for logisticians and operations research analysts.[10] Additionally, Trenton, New Jersey,

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[5] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-1111 Management Analysts," (May 2021), at https://www.bls.gov/ooh/business-and-financial/management-analysts.htm

[6] Bureau of Labor Statistics, "13-1161 Market Research Analysts and Marketing Specialists," (May 2021), at https://www.bls.gov/oes/current/oes131161.htm

[7] Bureau of Labor Statistics, "13-1081 Logisticians," (May 2021), at https://www.bls.gov/oes/current/oes131081.htm

[8] Bureau of Labor Statistics, "5-2031 Operations Research Analysts," (May 2021), at https://www.bls.gov/oes/current/oes152031.htm

[9] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-1111 Management Analysts," (May 2021), at https://www.bls.gov/ooh/business-and-financial/management-analysts.htm; Bureau of Labor Statistics, "13-1161 Market Research Analysts and Marketing Specialists," (May 2021), at https://www.bls.gov/oes/current/oes131161.htm; Bureau of Labor Statistics, "13-1081 Logisticians," (May 2021), at https://www.bls.gov/oes/current/oes131081.htm; Bureau of Labor Statistics, "5-2031 Operations Research Analysts," (May 2021), at https://www.bls.gov/oes/current/oes152031.htm

[10] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-1111 Management Analysts," (May 2021), at https://www.bls.gov/ooh/business-and-financial/management-analysts.htm; Bureau of Labor Statistics, "13-1161 Market Research Analysts and Marketing Specialists," (May 2021), at https://www.bls.gov/oes/current/oes131161.htm; Bureau of Labor Statistics, "13-1081 Logisticians," (May 2021), at https://www.bls.gov/oes/current/oes131081.htm; Bureau of Labor Statistics, "5-2031 Operations Research Analysts," (May 2021), at https://www.bls.gov/oes/current/oes152031.htm

ranks amongst the highest metropolitan areas for mean annual wages for market analysts and Atlantic City ranks amongst the highest metropolitan areas for logisticians.[11]

Moreover, the skills developed by students in the business analytics, which include analysis, organization, critical thinking, data management and visualization prepare them for a variety of other professional paths. Thus, students who graduate with degrees in Business Analytics are prepared to take on different roles throughout the business sector, due to the broadly applicable skills that are developed in the program.

Duplication with comparable programs of study in the State

The proposed conversion will not create any additional duplication with ongoing programs at other colleges in New Jersey, as it is merely changing an existing concentration in Business Analytics to a discipline-specific degree. The Bachelor of Science degree in Business Analytics at Stockton would be a similar program to those offered at other universities in New Jersey. However, since the concentration in Business Analytics already exists, it will not change the number of available programs in the state. Appendix E shows existing Business Analytics programs and concentrations in New Jersey, along with other regional, comparable programs.

Requirement of significant additional State resources

The six existing B.S. Business Studies concentrations (Accounting, Business Analytics, Finance, Financial Planning, Management, and Marketing) and the B.A. in Business Administration are already administered as part of the School of Business's faculty, facilities, and budget. Accordingly, there will be no additional operating expenses, library expenses, and office/staff requirements. To confirm there will be no new faculty hiring requirements directly related to the transition from concentrations to degrees, we examined the 2020 AACSB standards for deployment and faculty qualification for Business Analytics, along with the proposed Finance and Accounting programs, and the remaining Business Studies concentrations. Appendix F features a table FI that confirms each discipline-specific degree exceeds the AACSB 60% deployment requirement and the 75% overall undergraduate requirement. Table F2 in Appendix F confirms each proposed discipline-specific degree exceeds the AACSB 40% Scholarly Academic (SA) requirement and the combined 90% overall requirement. Therefore, moving from concentrations to discipline-specific degrees will not require the hiring of any additional faculty to support our AACSB accreditation.

[11] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-1111 Management Analysts," (May 2021), at https://www.bls.gov/ooh/business-and-financial/management-analysts.htm; Bureau of Labor Statistics, "13-1161 Market Research Analysts and Marketing Specialists," (May 2021), at https://www.bls.gov/oes/current/oes131161.htm; Bureau of Labor Statistics, "13-1081 Logisticians," (May 2021), at https://www.bls.gov/oes/current/oes131081.htm; Bureau of Labor Statistics, "5-2031 Operations Research Analysts," (May 2021), at https://www.bls.gov/oes/current/oes152031.htm

The only additional resources required by the creation of this program relate to the need for a program chair. Currently within Business Studies, there is a program chair, who also serves as the Associate Chair for Accounting, along with Associate Chairs for the other concentrations (Business Analytics, Finance, Marketing, and Management). With the creation of the Accounting, Business Analytics, and Finance programs, three new chairs will be created in Fall 2024 to replace existing associate chairs. Appendix G outlines the increase in chair compensation totaling $34,295. Additionally, the reduced size of the Business Studies program will cause a change to the compensation for chairs of other programs in the university, pursuant to the Fall 2024 tier calculation cycle outlined in the local agreement between Stockton University and the Stockton Federation of teachers. The administration is aware of the projected increase and has indicated their support.

APPENDIX A

CURRICULUM FOR PROPOSED B.S. in BUSINESS ANALYTICS

# B.S. BUSINESS ANALYTICS

Fall 2023 – Spring 2024

**BSNS REQUIREMENTS: All BSNS program courses must be completed with a grade of "C" or better. 80 credits**

| **BSNS Core:** | | **Analytics Concentration Courses:** | |
|---|---|---|---|
| CIST 1206 Statistics | (4) | BUSA 3125 Intro to Data Visualization | (4) |
| ECON 1200 Macroeconomics | (4) | BUSA 3130 Intro to Business Data Management | (4) |
| BUSA 2110 Technology in Business | (4) | BUSA 3135 Predictive Data Analytics | (4) |
| ACCT 2110 Financial ACCT | (4) | BUSA 4110 Data Mining for Managers | (4) |
| ACCT 2120 Managerial ACCT | (4) | **BUSA Electives* (Pick 3):** | |
| BSNS 2120 Introduction to Business Analytics | (4) | MGMT 3121 Management Information Systems | (12) |
| MGMT 2110 Intro to Management | (4) | BUSA 3140 Optimization in Business | |
| MKTG 2110 Marketing Principles | (4) | MGMT 3145 Supply Chain Management | |
| PLAW 2120 Business Law I **OR** PLAW 3110 Legal, Social, Ethical … | (4) | BUSA 3155 Technology Ethics | |
| | | MKTG 3490 Marketing Analytics | |
| | | BUSA 4950 Busa Internship | |
| FINA 3110 Intro to Financial Mgmt* | (4) | Internship or BSNS Elective: Internship (BUSA 4950) or choose any 3000 level or above course from ACCT, BUSA, ECON, FINA, HTMS, MKTG, MGMT, or PLAW. | |
| MGMT 3120 Operations Management | (4) | | |
| BSNS 4112 Business Policy & Strategies (seniors only) | (4) | | |
| Transfer students may use transferred courses (including Introduction to Business) as "Other Business Courses", to satisfy the minimum number of credits (80) for this area. | | Additional CIST or CSCI courses, as approved by preceptor, can be used as either "pick 3" electives or as the BSNS elective. | |

**GENERAL STUDIES REQUIREMENTS: 48 credits**

**G COURSES:** (32 total credits) No more than 12 credits in any "G" category may be applied towards the BS degree.

| | | | |
|---|---|---|---|
| GEN General Interdisciplinary | (4) | GNM General Natural Science & Math | (4) |
| GIS-General Integration & Synthesis (Jr. yr.) | (4) | GNM General Natural Science & Math | (4) |
| GAH General Arts & Humanities | (4) | GSS General Social Science | (4) |
| GAH General Arts & Humanities | (4) | GSS General Social Science | (4) |

**AT SOME DISTANCE Electives:** (16 total credits) ECON 1400 Microeconomics required (4 credits).
Additional 12 credits should be courses unrelated to your major (may include CSIS courses).

| | | | |
|---|---|---|---|
| ECON 1400 Microeconomics | (4) | | (4) |
| | (4) | | (4) |

**GENERAL STUDIES OUTCOME REQUIREMENTS:** These course attributes should be completed within the 128 credits needed to graduate.

| | | | |
|---|---|---|---|
| (A) Arts | | (V) Values/Ethics | |
| (H) Historical Consciousness | | (I) International/Multicultural | |
| (R1) Race and/or Racism Intensive | | (R2) Race and/or Racism Education | |

**GENERAL STUDIES WRITING REQUIREMENT: (4 courses)**
Two W1 courses may be in transfer. W2 courses must be taken at Stockton.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| W1 | | W1/W2 | | W1/W2 | | W1/W2 at 3000 Level | |

**GENERAL STUDIES QUANTITATIVE REASONING REQUIREMENT: (3 courses)**
Two Q1 courses may be in transfer. Q2 courses must be taken at Stockton.

| | | | | | | |
|---|---|---|---|---|---|---|
| Q1 | | Q2 | | Q1 or Q2 | | |

# APPENDIX B

# LEARNING OUTCOMES FOR B.S. IN BUSINESS ANALYTICS

**1) Business Analytics Specific Learning Objective**

Graduates will apply and synthesize concepts learned throughout the Business Analytics Program to demonstrate a level of professional competency required of a new entrant into the Business Analytics profession.

**2) Fundamental Business Skills**

Graduates will be able to perform fundamental business skills in management, finance, accounting, marketing, and business analytics.

A. Graduates will be able to apply current management and administrative practices and theories.
B. Graduates will be able to manage the flow of funds within organizations.
C. Graduates will be able to organize, record, and report business transactions.
D. Graduates will be able to utilize the interrelationships between customers, products, and companies to guide effective decision making.
E. Graduates will be able to apply theories and skills of statistical data analysis and management science to support decision-making processes.

**3) Critical Thinking and Problem Solving**

Graduates will be able to diagnose problems in various business situations, gather and analyze relevant information to understand the problems, and select and implement appropriate solutions, and evaluate outcomes.

**4) Ethical Reasoning**

Graduates will be able to demonstrate ethical reasoning by recognizing moral dilemmas, analyzing their effects on stakeholders, and applying ethics theories to determine alternative solutions to those dilemmas.

**5) Professional Communication**

Graduates will be able to communicate effectively in a professional environment.

A. Oral communication: Graduates will be able to deliver information in a persuasive, logical, and organized manner with a professional demeanor using appropriate visual aids.
B. Written communication: Graduates will be able to create informational, analytical, and technical documents that are organized and concise, and incorporate credible sources.

**6) Teamwork and Inclusion**

Graduates will be able to work effectively with various stakeholders in increasingly diverse and global business environments.

A. Graduates will be able to interact effectively with team members.
B. Graduates will be able to contribute their expertise to collaborative projects.
C. Graduates will be able to recognize and implement inclusive and equitable business practices in diverse business environments.

**7) Technology Agility**

Graduates will be able to use technology to support performance in varying business situations.

A. Graduates will be able to select and use appropriate technology to gather, analyze, and interpret data to solve business problems.
B. Graduates will be able to adapt to emerging technologies.
C. Graduates will be able to identify ethical issues related to the use of technology and data, including privacy and security.

**Table B1: Courses in BS Business Analytics Program Where Learning Outcomes are Achieved**

| | | Panel A: B.S. In Business Analytics Learning Outcomes | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Business Skills | | | | | | | Comm | | Team/Inc | | | Tech | | |
| | | 1 | 2:A | 2:B | 2:C | 2:D | 2:E | 3 | 4 | 5:A | 5:B | 6:A | 6:B | 6:C | 7:A | 7:B | 7:C |
| Required Courses | BUSA 3125 Intro to Data Visualization | X | | | | X | X | X | | X | X | | | | X | X | X |
| | BUSA 3130 Intro to Business Data Managemer | X | X | | | | X | X | | X | X | | | | X | X | |
| | BUSA 3135 Predictive Data Analytics | X | X | | | | X | X | | X | X | | | | X | X | |
| | BUSA 4110 Data Mining for Managers | X | | | | | X | X | | X | X | | | | X | X | X |
| Elective Courses | MGMT 3121 Management Information Systems | X | X | | | X | X | X | | | X | | | | X | X | X |
| | BUSA 3140 Optimization in Business | X | | | | | X | X | | | X | | | | X | X | |
| | MGMT 3145 Supply Chain Management | X | X | | | X | X | X | | X | X | | X | | X | X | |
| | BUSA 3155 Technology Ethics | X | X | | | X | | | X | X | X | | X | X | | X | X |
| | MKTG 3490 Marketing Analytics | X | X | | | X | X | X | | | X | | | | X | X | X |
| | BUSA 4950 Busa Internship | X | X | | | | | X | | X | X | X | X | | X | X | X |
| | | | | | | | | | | | | | | | | | |

*** The Business Analytics program will also include required course work in other Business disciplines that will provide further opportunities to meet these learning outcomes.

**Table B2: BS Business Analytics Learning Outcomes Mapped to Stockton University's Essential Learning Outcomes**

| | | B.S. In Business Analytics Learning Outcomes | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Business Skills | | | | | | | Comm | | Team/Inc | | | Tech | | |
| | | 1 | 2:A | 2:B | 2:C | 2:D | 2:E | 3 | 4 | 5:A | 5:B | 6:A | 6:B | 6:C | 7:A | 7:B | 7:C |
| Stockton University Essentail Learning Outcomes | Adapting to Change | X | X | | | | X | X | | | | | | | X | X | |
| | Communication Skills | X | | | | | | | | X | X | | | | | | |
| | Creativity and Innovation | X | | | | | | X | | | | | | | | | |
| | Critical Thinking | X | | | | | X | X | | | | | | | X | X | |
| | Ethical Reasoning | X | | | | | | | X | | | | | | | | X |
| | Global Awareness | X | | | | | | | | | | | | X | | | |
| | Information Literacy and Research Skills | X | X | | | | | | | | | | | | X | X | |
| | Program Competence | X | X | X | X | X | X | X | | | | | | | X | X | |
| | Quantitative Reasoning | X | | | | | X | X | | | | | | | X | X | |
| | Teamwork and Collaboration | X | | | | | | | | | | X | X | X | | | |

# APPENDIX C

## BUSINESS STUDIES ASSESSMENT COMMITTEE ASSESSMENT TIMELINE

| | | | | |
|---|---|---|---|---|
| Role: | Team Leader for Course Assessment of a particular Learning Objective (LO), in a particular course, in a particular semester, SHOULD: | | | |
| | | | | |
| Semester before: | Review previous assessment activities / instruments for same LO | | Plan | |
| | Repeat/Revise/Redo assessment instrument | | Do | |
| | Get discipline faculty approval for assessment instrument | | Check | |
| | Set up evaluation matrices | | Act | |
| | Set assessment goals | | | |
| | Get buy-in for administration to all sections (including adjuncts) | | | |
| | Report to disciplinary faculty on or before 2nd precepting day | | | |
| | Report to Assessment Committee that "ready to go" by 2nd precepting day | | | |
| Semester of: | Oversee administration (in all sections) | | | |
| | Collect student data/enter into evaluation matrices | | | |
| | Get results/compile statistics | | | |
| | Make recommendations (course changes, curriculum changes, other changes, task forces, instrument changes*) | | | |
| | Discuss with discipline faculty at *end-of-semester meeting | | | |
| | For course or discipline level recommendations, get disciplinary buy-in, develop implementation plan (including responsible person)** | | | |
| Semester after: | Report results in start-of-semester program faculty meeting | | | |
| | For course or discipline level recommendations, deliver close-the-loop evidence to assessment committee ASAP | | | |
| | * Jan for Fall assessments, May for Spring Assessments (before retreat) | | | |
| | **Feb BSNS meeting for Fall assessments, Retreat for Spring assessment | | | |
| | | | | |
| | | | | |
| * If the ONLY recommendation to come from this assessment activity is to change the assessment instrument, then redo instrument and the assessment in subsequent semester | | | | |

APPENDIX D

MARKET DEMAND DATA

**Table: Gray Associates Data Analysis – Accounting in New Jersey**

## CIP: 30.7102 Business Analytics

### Student Demand
Score: 18 Percentile: 96

| Catego... | Pctl | Criterion | Value | Score |
|---|---|---|---|---|
| Size | | Google Search Volume (3 Months)* | NA | NS |
| | 99 | International Page Views (12 Months) | 3,061 | NS |
| | 96 | New Student Enrollment Volume (12 Mo.) | 182 | 3 |
| | 97 | On-ground Completions at In-Market Institutions | 255 | 9 |
| | 91 | Online Completions by In-Market Students | 2 | 2 |
| | 97 | Sum of On-ground and Online Completions | 257 | 2 |
| Growth | | Google Search YoY Change (Units)* | NA | NS |
| | 16 | New Student Enrollment Vol. YoY Change (Units) | -2 | -1 |
| | 99 | Completion Volume YoY Change (Units) | 66 | 3 |
| | | Google Search YoY Change (%)* | NA | NS |
| | 44 | New Student Enrollment Vol. YoY Change (%) | -1% | NS |
| | 77 | Completion Volume YoY Change (%) | 34% | 0 |

## Employment*

Score: 10 Percentile: 93

| Category | Pctl | Criterion | Value | Score |
|---|---|---|---|---|
| Size: Direct Prep | 90 | Job Postings Total (12 Months)* | 1,002 | 2 |
| | 84 | BLS Current Employment* | 3,105 | 1 |
| | 84 | BLS Annual Job Openings* | 301 | 0 |
| Size: ACS Bach. Outcomes | 91 | Job Postings Total (12 Months)* | 535 | NS |
| | 90 | BLS Current Employment* | 2,229 | NS |
| Growth (Direct Prep) | 54 | BLS 1-Year Historical Growth* | -4.0% | 0 |
| | 75 | BLS 3-Year Historic Growth (CAGR)* | 3.5% | 1 |
| | 83 | BLS 10-Year Future Growth (CAGR)* | 1.1% | NS |
| Saturation (Direct Prep) | 34 | Job Postings per Graduate* | 1.3 | -1 |
| | 27 | BLS Job Openings per Graduate* | 0.4 | -1 |
| Wages (Direct Prep) | 60 | BLS 10th-Percentile Wages* | $50,773 | NS |
| | 51 | BLS Mean Wages* | $73,888 | NS |
| American Community Survey Bachelor's Degree Outcomes | 91 | Wages (Age < 30) | $61,267 | 6 |
| | 80 | Wages (Age 30-60) | $109,745 | 4 |
| | 24 | % with Any Graduate Degree | 24% | NS |
| | 35 | % with Masters | 22% | NS |
| | 11 | % with Doct/Prof Degree | 2% | NS |
| | 65 | % Unemp. (Age <30)** | 3% | -1 |
| | 73 | % Unemp. (Age 30-60)** | 2% | -1 |
| | 69 | % in Direct Prep Jobs | 14% | NS |

## Competitive Intensity
Score: 7 Percentile: 99

| Category | Pctl | Criterion | Value | Score |
|---|---|---|---|---|
| Volume of In-Market Competition | 94 | Campuses with Graduates** | 3 | 0 |
| | 99 | Campuses with Grads YoY Change (Units)** | 1 | -3 |
| | 96 | Institutions with Online In-Market Students** | 2 | NS |
| In-Market Program Sizes | 93 | Average Program Completions | 85 | 2 |
| | 95 | Median Program Completions | 93 | 4 |
| | 98 | YoY Median Prog. Compl. Change (Units) | 32 | 3 |
| | 77 | YoY Median Prog. Compl. Change (%) | 33% | 1 |
| In-Market Saturation | | Google Search * Cost per Click** | NA | NS |
| | | Google Competition Index** | NA | NS |
| National Online Competition | 96 | National Online Institutions (Units)** | 21 | NS |
| | 79 | Nat'l Online % of Institutions | 11% | NS |
| | 66 | Nat'l Online % of Completions | 3% | NS |

APPENDIX E

BUSINESS ANALYTICS PROGRAMS AT PEER INSTITUTIONS

**Table: Undergraduate Business Analytics Concentrations or Degrees at Stockton University and Peer Institutions' Business Schools**

| **Peer Institutions** | **Accounting** |
|---|---|
| *Stockton University* | *Concentration* |
| Fairleigh Dickinson University | N/A |
| Kean University | N/A |
| Monmouth University | N/A |
| Montclair University | N/A* |
| NJ Institute of Technology | N/A |
| Ramapo College of NJ | N/A |
| Rider University | Degree |
| Rowan University | Degree* |
| Rutgers University -Camden | N/A |
| Rutgers University – New Brunswick | Degree* |
| Saint Joseph's University | Degree |
| Seton Hall University | N/A* |
| Temple University | N/A* |
| The College of NJ | N/A |
| University of Delaware | N/A* |
| Widener University | Degree |
| William Patterson | N/A* |

Note: The business schools in all the above institutions, except Kean University, are accredited by AACSB.
* Offers a graduate degree or concentration

APPENDIX F

**Table F1. Faculty Deployment Data**

| Deployment Fall 2022 Based on Capacity | | | | | |
|---|---|---|---|---|---|
| *Based on AACSB 2020 Standards Table 3.1-must be >60% per program and 75% overall in Undergraduate Programs  *Based on SCH* | | | | | |
| **Program** | **Professor** | **Participating Credit Hours** | **Supporting Credit hours** | **Total Credit Hours** | **Total Deployment Ratio** |
| **ACCT** | | **2640** | **420** | **3060** | **86%** |
| | ABBOTT J | 120 | | 120 | |
| | CABARLE C | 560 | | 560 | |
| | CHAKRABORTY V | 420 | | 420 | |
| | GLAUM C | | 280 | 280 | |
| | JONES D | 280 | | 280 | |
| | JOSEPH J | | 140 | 140 | |
| | NULL ACCT | 140 | | 140 | |
| | PALATNIK B | 560 | | 560 | |
| | ROBINSON M | 560 | | 560 | |
| | | | | | |
| | | | | | |
| **BUSA** | | **1935** | **400** | **2335** | **83%** |
| | ABDRABOUH W | | 60 | 60 | |
| | BAIK H | 60 | | 60 | |
| | GOGANZER B | | 60 | 60 | |
| | KRAFT E | 400 | | 400 | |
| | PERKINS W | | 140 | 140 | |
| | PRESS J | | 140 | 140 | |
| | TAVAKKOL B | 420 | | 420 | |
| | WANG J | 495 | | 495 | |
| | ZHAO S | 560 | | 560 | |
| | | | | | |
| **FINA** | | **1400** | **700** | **2100** | **67%** |
| | BONVILLE T | | 140 | 140 | |
| | BUSLER M | 140 | | 140 | |
| | CHEN J | 420 | | 420 | |
| | DOBREV P | 420 | | 420 | |
| | HASSAN M | | 140 | 140 | |
| | HINA B | | 280 | 280 | |
| | LI W | 420 | | 420 | |
| | OLESZEWSKI K | | 140 | 0 | |

| | | | | | |
|---|---|---|---|---|---|
| **MGMT** | | **3080** | **140** | 3220 | **96%** |
| | AMADIO M | 520 | | 520 | |
| | CHOUDHURY M | 360 | | 360 | |
| | DE FEIS G | 260 | | 260 | |
| | FERGUSON R | 360 | | 360 | |
| | GOODNIGHT C | 260 | | 260 | |
| | JONES J | 200 | | 200 | |
| | KUNZMAN P | | 140 | 140 | |
| | PEARLSTEIN J | 260 | | 260 | |
| | SMALL E | 360 | | 360 | |
| | HAWLEY K | 500 | | 500 | |
| **MKTG** | | **2595** | **560** | **3195** | **81%** |
| | ADELIZZI-SCHMIDT S | | 140 | 140 | |
| | BARR J | 420 | | 400 | |
| | CAHILL B | | 140 | 140 | |
| | CLAPP S | | 140 | 140 | |
| | FAGAN L | | 140 | 420 | |
| | HAN J | 420 | | 280 | |
| | KENING P | 280 | | 140 | |
| | MUKHERJEE A | 420 | | 560 | |
| | ONEL N | 560 | | 315 | |
| | YE N | 215 | | 380 | |
| | ZHANG Y | 280 | | 280 | |
| | | | | | |
| **PLAW** | | 1035 | | 1035 | 100% |
| | DIENER K | 335 | | 335 | |
| | LATOURETTE A | 280 | | 280 | |
| | WATIES C | | | 140 | |
| | WOLF K | 280 | | 280 | |
| **Grand Total** | | | | | **85%** |

* SCH is based on course capacity; actual enrollment numbers cannot be counted until after 10th day. Actual calculations will vary, and sometimes by a few percentage points based on course enrollment

**Table F2. Faculty Qualifications Data**

| Qualifications Fall 2022 Based on Capacity | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Based on 2020 AACSB Standards Table 3.1 -must be >40% SA, Overall cannot drop below 90% (IP+SA+PA) combined qualifications *Based on SCH **Committee Review Pending* | | | | | | | |
| **Program** | **Professor** | **IP** | **PA** | **SA** | **Total** | **Must be at least 40%-SA** | **Combined total must be above 90%** |
| **ACCT** | | **1120** | | **2015** | **3135** | **64.27%** | **100%** |
| | ABBOTT J | | | 120 | 120 | | |
| | CABARLE C | | | 560 | 560 | | |
| | CHAKRABORTY V | | | 420 | 420 | | |
| | GLAUM C | 280 | | | 280 | | |
| | JONES D | | | 280 | 280 | | |
| | JOSEPH J | 140 | | | 140 | | |
| | NULL ACCT | 140 | | | 140 | | |
| | PALATNIK B | | | 635 | 635 | | |
| | ROBINSON M | 560 | | | 560 | | |
| | | | | | | | |
| **BUSA** | | **260** | **700** | **1820** | **2780** | **65.47%** | **100%** |
| | ABDRABOUH W | 60 | | | 60 | | |
| | BAIK H | | | 240 | 240 | | |
| | GOGANZER B | 60 | | | 60 | | |
| | KRAFT E | | | 400 | 400 | | |
| | PERKINS W | | 140 | | 140 | | |
| | PRESS J | 140 | | | 140 | | |
| | TAVAKKOL B | | | 525 | 525 | | |
| | WANG J | | | 495 | 495 | | |
| | ZHAO S | | 560 | | 560 | | |
| | | | | | | | |
| **FINA** | | 280 | | 1970 | 2250 | **87.56%** | **100%** |
| | BONVILLE T | 140 | | | 140 | | |
| | BUSLER M | | | 290 | 290 | | |
| | CHEN J | | | 420 | 420 | | |
| | DOBREV P | | | 420 | 420 | | |
| | HASSAN M | | | 140 | 140 | | |
| | HINA B | | | 280 | 280 | | |
| | LI W | | | 420 | 420 | | |
| | OLESZEWSKI K | 140 | | | 140 | | |
| **MGMT** | | **1000** | | **2660** | **3085** | **86.22%** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | AMADIO M | | | 520 | 520 | | |
| | CHOUDHURY M | | | 360 | 360 | | |
| | DE FEIS G | | | 410 | 410 | | |
| | FERGUSON R | 360 | | | 360 | | |
| | JONES J | | | 275 | 275 | | |
| | KUNZMAN P | 140 | | | 140 | | |
| | PEARLSTEIN J | | | 260 | 260 | | |
| | SMALL E | | | 360 | 360 | | |
| | GOODNIGHT C | | | 400 | 140 | | |
| | HOLTZMAN D | | | 75 | 75 | | |
| | HAWLEY K | 500 | | | 500 | | |
| | | | | | | | |
| **MKTG** | | **1340** | | **2410** | **3750** | **64.27%** | **100%** |
| | **ADELIZZI-SCHMIDT S** | **140** | | | **140** | | |
| | BARR J | | | 440 | 440 | | |
| | CAHILL B | 140 | | | 140 | | |
| | CLAPP S | 140 | | | 140 | | |
| | FAGAN L | 140 | | | 140 | | |
| | HAN J | | | 420 | 420 | | |
| | KENING P | 280 | | | 280 | | |
| | MUKHERJEE A | | | 495 | 495 | | |
| | ONEL N | | | 560 | 560 | | |
| | YE N | | | 215 | 215 | | |
| | ZHANG Y | | | 280 | 280 | | |
| | | | | | | | |
| **PLAW** | | | 140 | 895 | 1035 | **86.47%** | **100.00%** |
| | DIENER K | | | 335 | 335 | | |
| | LATOURETTE A | | | 280 | 280 | | |
| | WOLF K | | | 280 | 280 | | |
| | WATIES C | | 140 | | | | |
| **Grand Total** | | **4000** | **840** | **11770** | **16995** | **69.26%** | **100%** |

* SCH is based on course capacity; actual enrollment numbers cannot be counted until after 10th day. Actual calculations will vary, and sometimes by a few percentage points based on course enrollment

**Final qualifications have not been designated for AY22-23 as of this date, the committee convenes in Sept

APPENDIX G

**Degree Chair/Associate Chair Comparison Fall 23**

| Discipline | Current | Proposed | Tier Level/WA | Difference |
|---|---|---|---|---|
| ACCT* | $34,295 | $19,855 | Tier 2: WA-12 | |
| BUSA* | 7,220 | 16,245 | Tier 1: WA-8 | |
| FINA* | 14,440 | 19,855 | Tier 2: WA-13 | |
| FINP | | | | |
| BA* | 0 | 34,295 | Tier 5: WA-88 | |
| MGMT** | 14,440 | 14,440 | Tier 2: Associate Chair | |
| MKTG** | 14,440 | 14,440 | Tier 2: Associate Chair | |
| | | | | |
| **TOTAL** | **$84,835** | **$119,130** | | **$34,295** |

* Program Chair
**Associate Program Chair