John E. Simon School of Business

Student Achievement Outcomes Academic Year 2021 - 2022

John E. Simon School of Business Outcome

The Simon School of Business monitors key student achievement, business operations, and educational resources to ensure a successful student experience. Trend indicators monitored include:
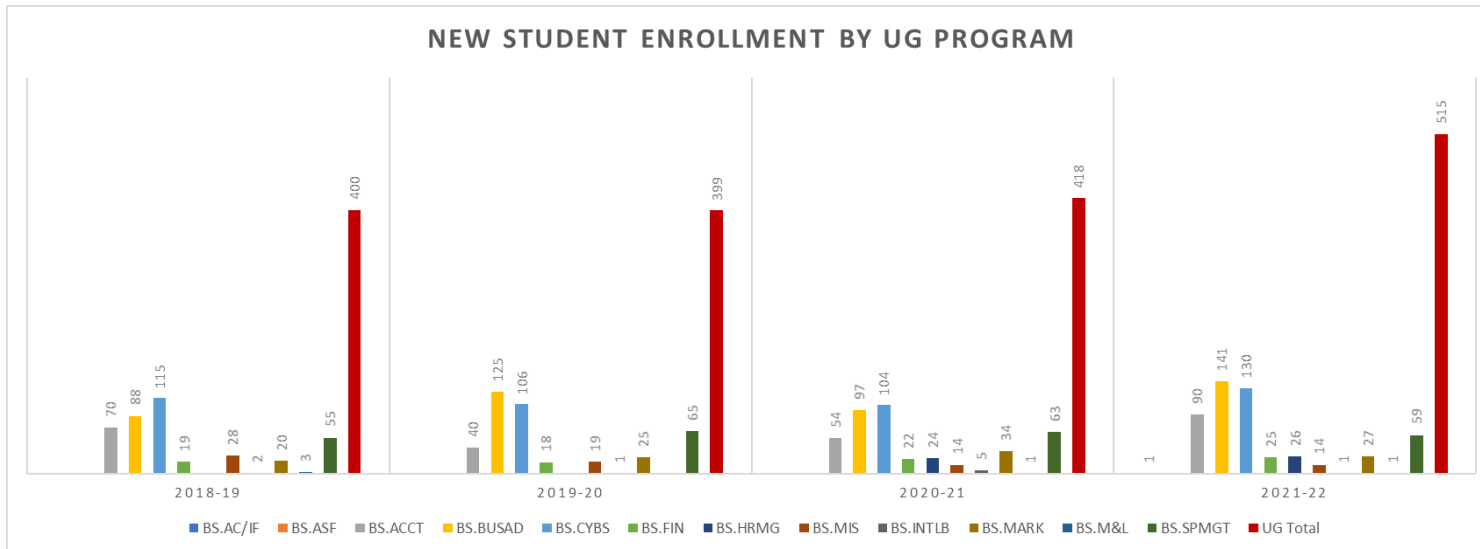
❑ New Enrollment
❑ Undergraduate Persistent
❑ Online Course Evaluations
   ▪ Diversity, Real-World Examples, and Use of Technology
❑ Degree Conferrals
❑ Headcount
❑ Student Satisfaction
   ▪ ALE, Business Engagement and Technology
❑ Alumni Satisfaction

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Undergraduate New Enrollment

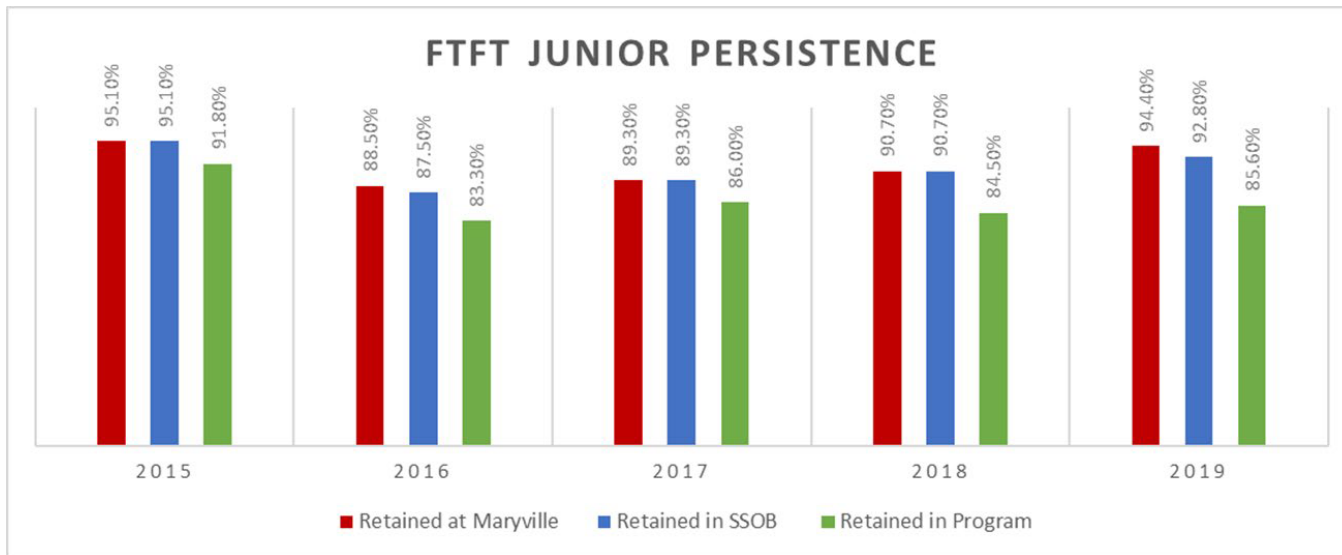| Goal	Source	Current Results	Analysis of Results	Action Taken
New Undergraduate enrollment will increase by 5% from AY19-20. (Allowing for drops related to Covid-19 enrollment patterns)	Data from Office of Strategic documenting new student enrollment.	Goal Met. Enrollment has increased by 29.1% since AY19-20.	The undergraduate experience remains strong at Maryville. Students are excited to attend Maryville and receive a great deal of support from Simon School FT faculty, as well as the Division of Student Success.	We continue to look for opportunities to improve the undergraduate student experience through faculty with in-demand skills, enhanced technology through curriculum development efforts, and enhanced career development opportunities.

NEW STUDENT ENROLLMENT BY UG PROGRAM

BS.AC/IF BS.ASF BS.ACCT BS.BUSAD BS.CYBS BS.FIN BS.HRMG BS.MIS BS.INTLB BS.MARK BS.M&L BS.SPMGT UG Total

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Graduate New Enrollment

Goal	Source	Current Results	Analysis of Results	Action Taken
New Graduate enrollment will increase by 5% from AY19-20. (Allowing for drops related to Covid-19 enrollment patterns)	Data from Office of Strategic Information(OSI) documenting new student enrollment.	Goal Not Met: New enrollment has seen a 61.1% decrease since AY19-20.	Most graduate programs are offered online. Since the Covid-19 Pandemic, many more schools now offer online programs, increasing the competition substantially. Changes in marketing efforts by our recruitment partner, Pearson were also impactful.	We are working to update curriculum for all graduate programs. The accounting programs were changed in AY21-22 to align with new CPA exam standards. MS Cybersecurity and MS Software Development have made changes and are in the process of redeveloping online course content. The MBA and MS Data Analytics program is shifting substantially in AY23-34. All graduate online courses are reviewed and included in a regular update cycle.

New Student Enrollment by GRAD Program
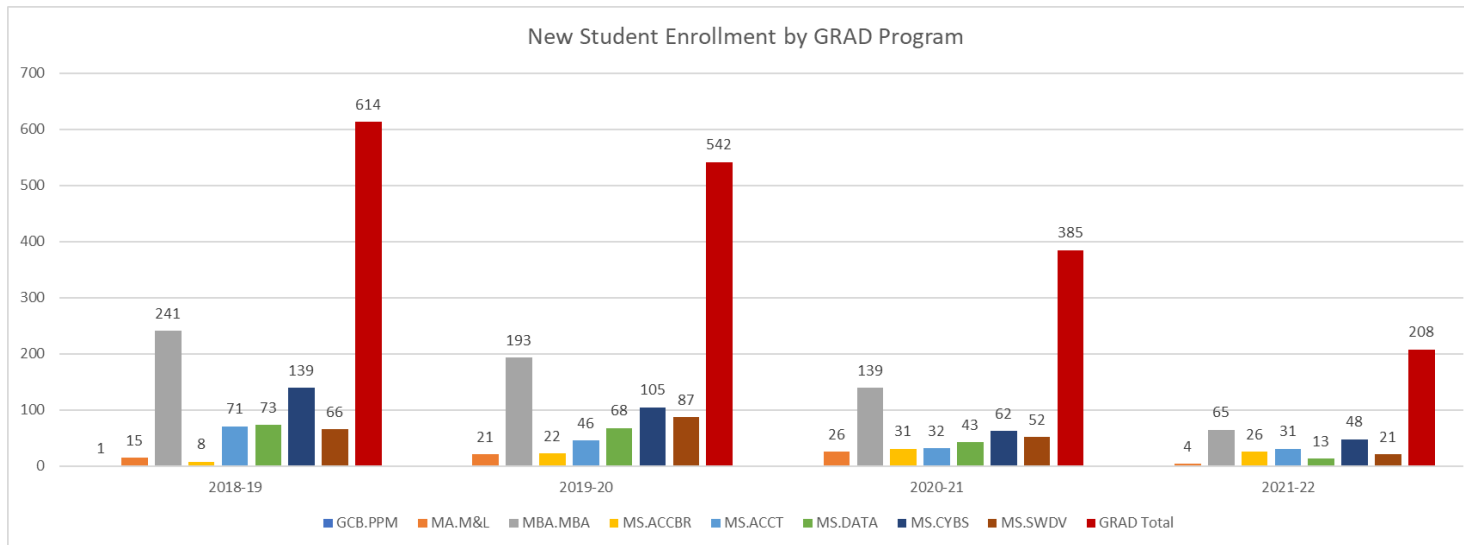
First-Time Full-Time Junior Persistence

Goal	Source	Current Results	Analysis of Results	Action Taken
The persistence rate of FTFT Juniors in their program(major) exceeds 80%.	Data from Office of Strategic Information related to students with Junior Status, who complete their program.	Goal Met. Persistence rate has exceeded 83% for previous 5 data cycles.	Because of the large business core, SSOB students are able to easily shift majors until later in their programs. As such, persistence once they are further into the program indicates satisfaction and positive experience with major coursework.	We are working to adjust course sequencing to encourage students to access their major coursework sooner in the college experience.

First-Time Full-Time Freshman 6-Year Retention

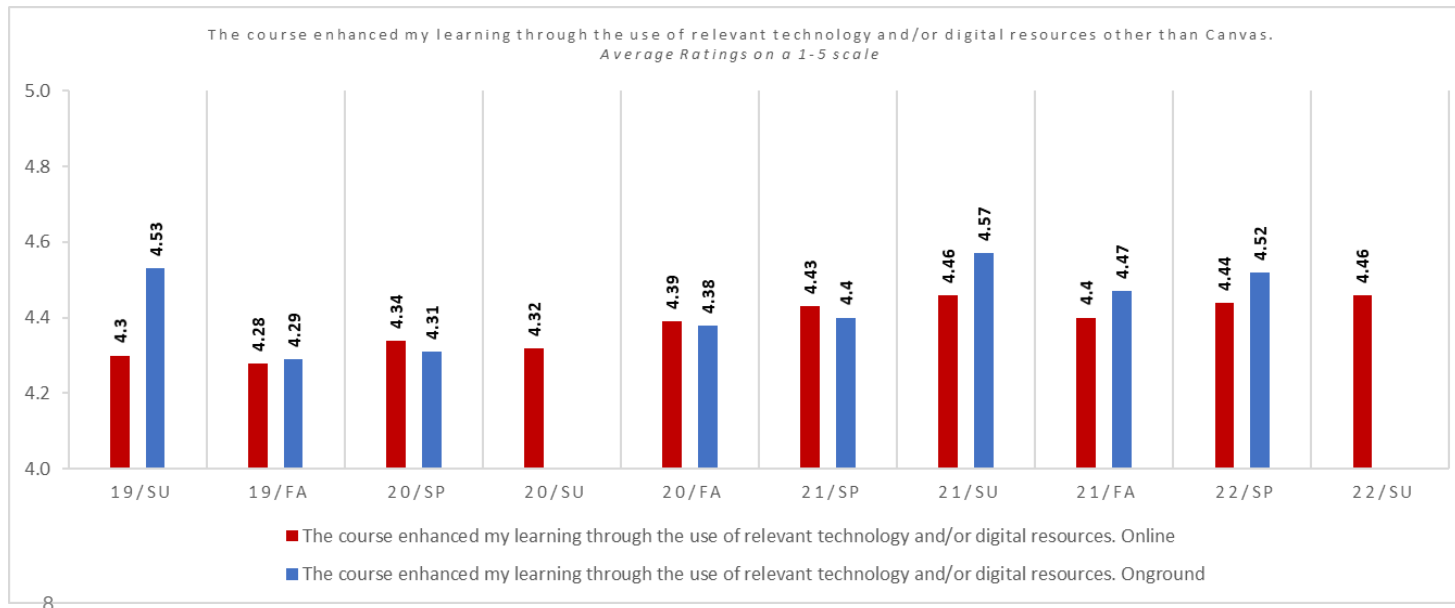| Goal	Source	Current Results	Analysis of Results	Action Taken
The retention rate of FTFT Freshmen at Maryville exceeds 60%.	Data from Office of Strategic Information related to students with Freshman Status, who complete their program at Maryville.	Goal Met. Persistence rate has exceeded 66% for previous 3 data cycles.	It is typical for students to enter college without a clear career path. This results in major changes within and without SSOB programs. SSOB encourages students to explore and find the right path for themselves.	We are working to adjust course sequencing to encourage students to access their major coursework sooner in the college experience. We are also planning additional career workshops and presentations to introduce students to business career paths sooner in their college experience. While this slowed down during Covid, we are looking forward to additional opportunities.

FTFT FRESHMAN 6 YEAR RETENTION RATE

- 2014: Retained at Maryville 81.82%, Retained in SSOB 74.24%, Retained in Program 54.55%
- 2015: Retained at Maryville 67.74%, Retained in SSOB 64.52%, Retained in Program 46.77%
- 2016: Retained at Maryville 66.94%, Retained in SSOB 59.50%, Retained in Program 45.45%

■ Retained at Maryville ■ Retained in SSOB ■ Retained in Program

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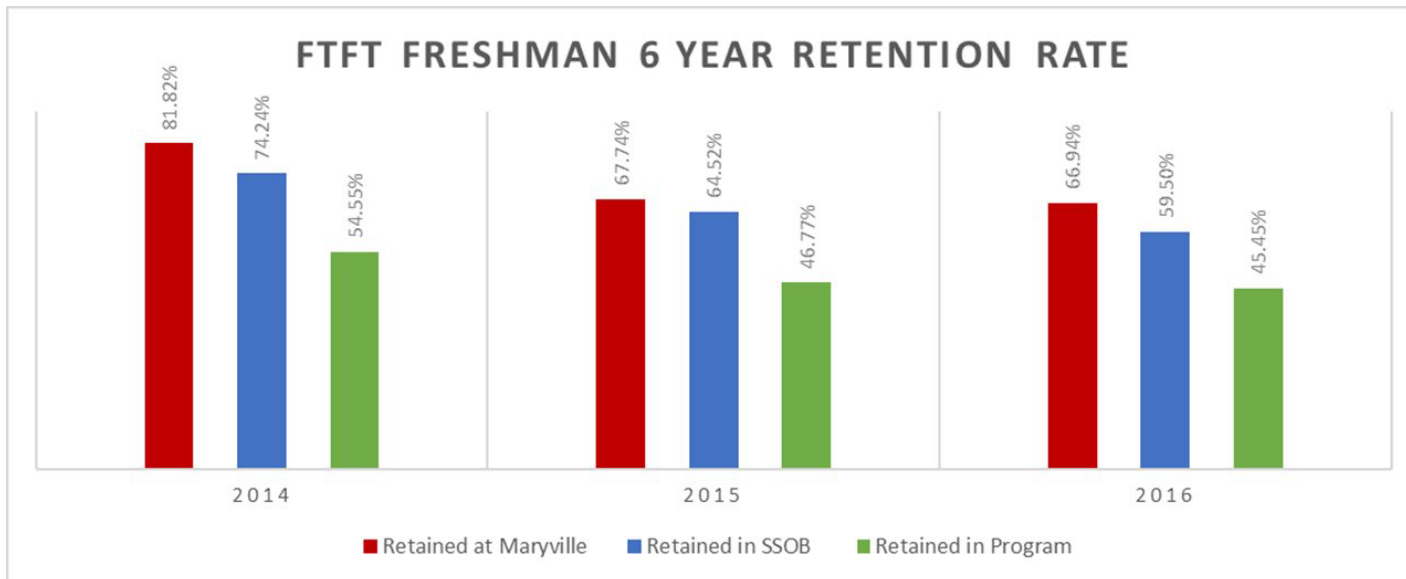
Online Course Evaluations – Use of Technology

Goal	Source	Current Results	Analysis of Results	Action Taken
Student course evaluation results exceed an average of 4.0 for online and onground delivery - Use of technology.	Student Course Evaluation: Question 3 - The course enhanced my learning using relevant technology and/or digital resources. Collected every term/semester, reviewed in aggregate annually.	Goal Met: Evaluations consistently meet the goal with the average over the last 3 academic years exceeding 4.3 for both online and on ground delivery.	Student perception regarding technology at Maryville is strong. On ground students are generally higher, which might be because they have access to iPad, and they may also be factoring in the use of canvas where the online students do not consider that technology.	We continue to look for opportunities to improve student access to technology in both modalities, including through Virtual Machine Access, Tableau, Power BI and more. We are exploring opportunities to upgrade student technology to meet increasing demand from industry to access big data sets, complete cybersecurity activities, and maximize excel usage beyond an iPad.

The course enhanced my learning through the use of relevant technology and/or digital resources other than Canvas.
Average Ratings on a 1-5 scale

	19/SU	19/FA	20/SP	20/SU	20/FA	21/SP	21/SU	21/FA	22/SP	22/SU
Online	4.3	4.28	4.34	4.32	4.39	4.43	4.46	4.4	4.44	4.46
Onground	4.53	4.29	4.31		4.38	4.4	4.57	4.47	4.52	

■ The course enhanced my learning through the use of relevant technology and/or digital resources. Online
■ The course enhanced my learning through the use of relevant technology and/or digital resources. Onground

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Online Course Evaluations – Use of Real-World Examples

Goal	Source	Current Results	Analysis of Results	Action Taken
Student course evaluation results exceed an average of 4.0 for online and onground delivery - real-world examples.	Student Course Evaluation: Question 3 - The instructor incorporated examples and/or assignments that included real-world events or local/regional trends that are timely and relevant. Collected every term/semester, reviewed in aggregate annually.	Goal Met: Evaluations consistently meet the goal with the average over the last 3 academic years exceeding 4.5 for both online and on ground delivery.	Relevance to the business environment and the integration of real-world application critical to SSOB, and fits with Maryville's Active Learning Ecosystem. It's clear that this is more effective on ground than it is online, which is reflected in the difference in results.	Efforts to enhance online curriculum and pedagogy with dynamic, real-world experience is an integral element of online course redevelopment. Examples include a redeveloped FIN 370 course with real-world case studies, an internship requirement for online RSBM students, and more. Additional opportunities will continue to be explored and evaluated for inclusion in the curriculum.

The instructor incorporated examples and/or assignments that included real-world events or local/regional trends that are timely and relevant.
Average Ratings on a 1-5 scale

	19/SU	19/FA	20/SP	20/SU	20/FA	21/SP	21/SU	21/FA	22/SP	22/SU
Online	4.4	4.36	4.41	4.42	4.42	4.44	4.53	4.45	4.48	4.49
Onground	4.78	4.58	4.59		4.63	4.62	4.86	4.65	4.69	
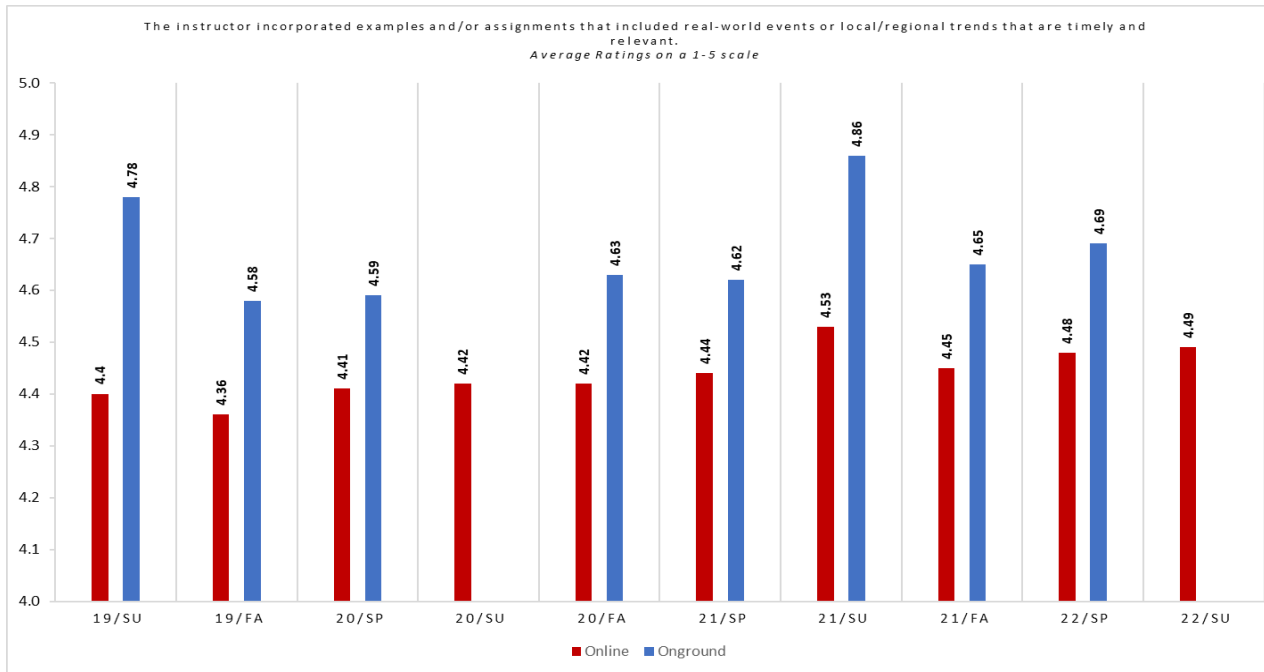
Online Course Evaluations – Diverse Perspectives

Goal	Source	Current Results	Analysis of Results	Action Taken
Student course evaluation results exceed an average of 4.0 for online and onground delivery - Diverse perspectives.	Student Course Evaluation: Q9 The instructor treated students with respect and created a learning environment that welcomed diverse perspectives. Collected every term/semester, reviewed in aggragate annually.	Goal Met: Evaluations consistently meet the goal with the average over the last 3 academic years exceeding 4.5 for both online and on ground delivery.	Diversity, Equity, Inclusion and Belonging is a critical strategic initiative at Maryville and within the School of Business. As such, faculty and students are encouraged to demonstrate respect for a variety of perspectives. Further, efforts to ensure that curriculum reflects diversity efforts appear to be effective.	DEIB is an ongoing effort within SSOB, with a faculty committee, course development protocols, discussion at school meetings, and multiple professional development opportunities available. These efforts will continue as we strive to improve even further.

The instructor incorporated examples and/or assignments that included real-world events or local/regional trends that are timely and relevant.
Average Ratings on a 1-5 scale

Term	Online	Onground
19/SU	4.4	4.78
19/FA	4.36	4.58
20/SP	4.41	4.59
20/SU	4.42	
20/FA	4.42	4.63
21/SP	4.44	4.62
21/SU	4.53	4.86
21/FA	4.45	4.65
22/SP	4.48	4.69
22/SU	4.49	

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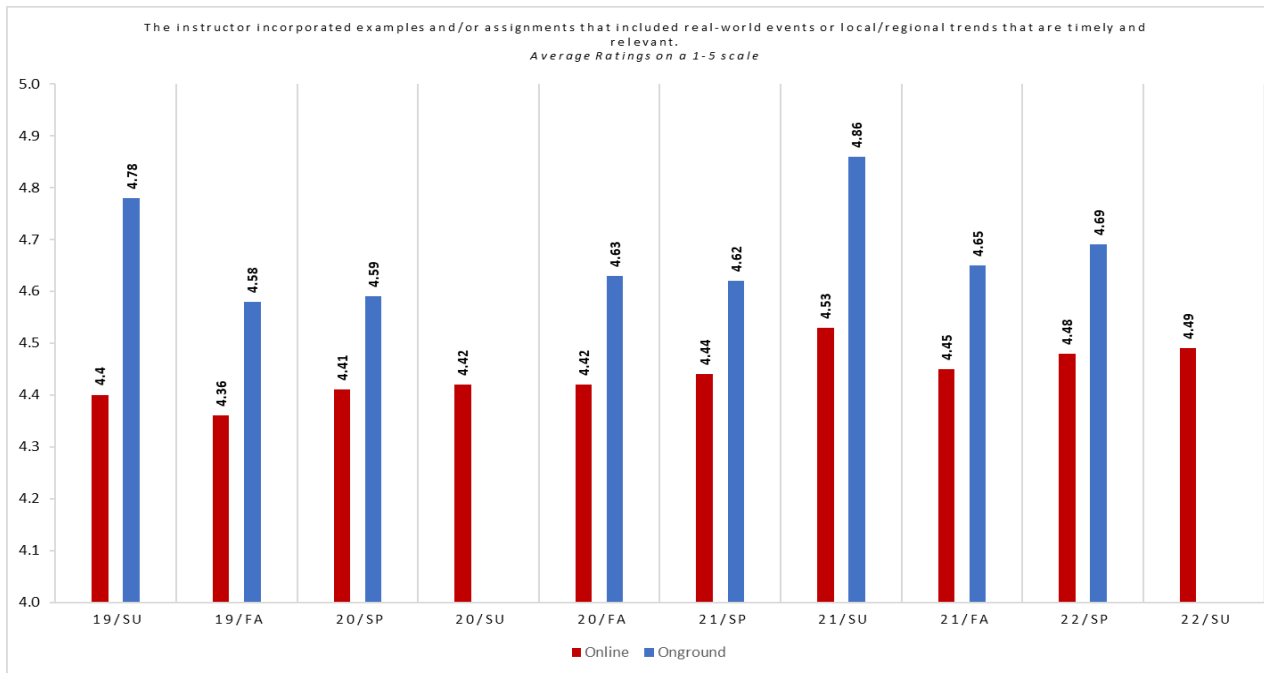
Career Outcomes

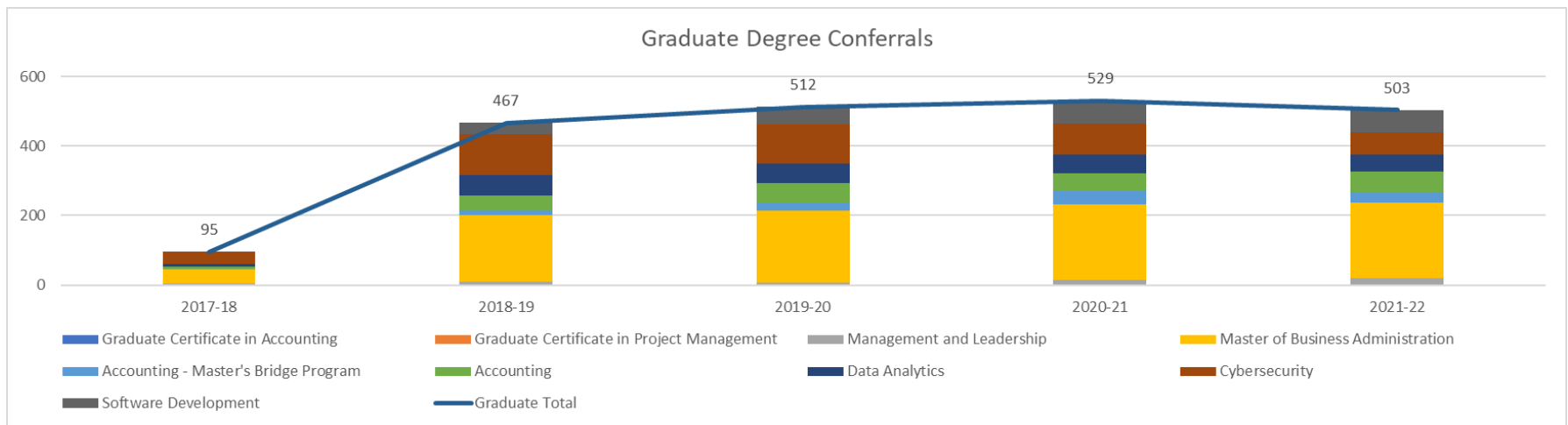| Goal	Source	Current Results	Analysis of Results	Action Taken
Maintain the career outcomes rate at 95% or higher.	Student Career Outcomes Survey: Overall school success rate based on students who reported. reviewed annually	Goal Met: 96.8% 2017-2018 98.2% 2018-2019 96.2% 2019-2020	Results are extremely high. Key principles at Maryville include a focus on practical experiences and engagement with employers. SSOB efforts to support every student's career success is foundational to all activities.	We are reviewing the data to reassess options to better gauge how to measure career success and support our students upon graduation. Some options include encouraging and tracking more internships, increasing professional development content, and working with students to grow their career once employed.

Career Outcome Rates

	2017-2018	2018-2019	2019-2020	2020-2021
	96.80%	98.20%	96.20%	98.32%

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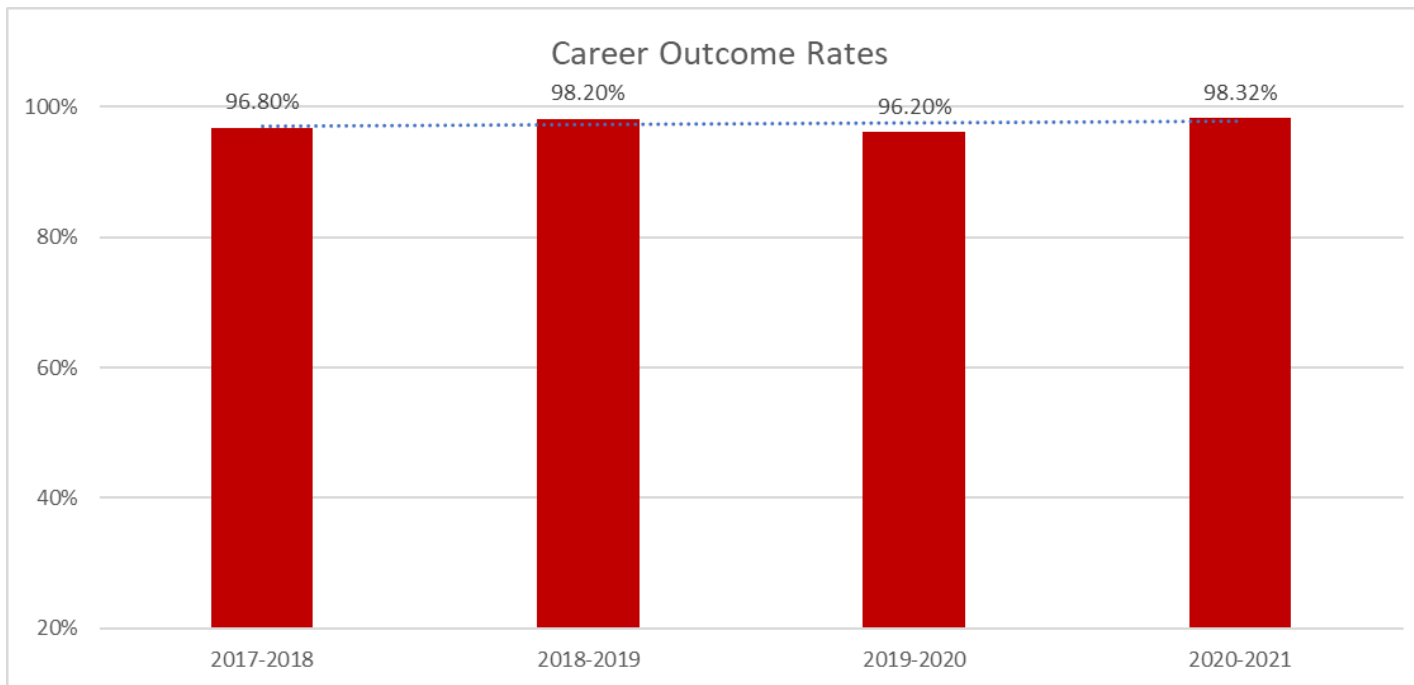
Degree Conferrals - Undergraduate

Goal	Source	Current Results	Analysis of Results	Action Taken
Increase total number of UG Degree Conferrals by 5% from 2019-2020 levels.	Degree conferral report provided by Maryville Office of Strategic Information for prior 3 years. Reviewed annually	Goal Not Met. The current year of degree conferrals dropped slightly from AY 20-21 to AY 21-22.	In light of Covid-19 challenges, we're not surprised that degree conferrals would drop slightly. Students took time off during the pandemic, or took fewer courses, pushing back graduation in some cases.	We are working on opportunities to further engage and support students, including increased professional development workshops and expanded tutoring resources. We are also working with the Life Coach team to adjust recommended course sequencing in order to ensure student access to SSOB coursework sooner in their degree program, preventing conflicts later.

Undergraduate Degree Conferrals

Legend: Accounting Information Systems, Accounting Systems & Forensics, Accounting, Business Administration, Cybersecurity, Financial Services, Management Information Systems, International Business, Marketing, Management and Leadership, Sport Business Management, Certificate in Sales Professional, Undergraduate Total

Values on Undergraduate Total line: 15 (2017-18), 166 (2018-19), 207 (2019-20), 259 (2020-21), 252 (2021-22)

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Degree Conferrals - Graduate

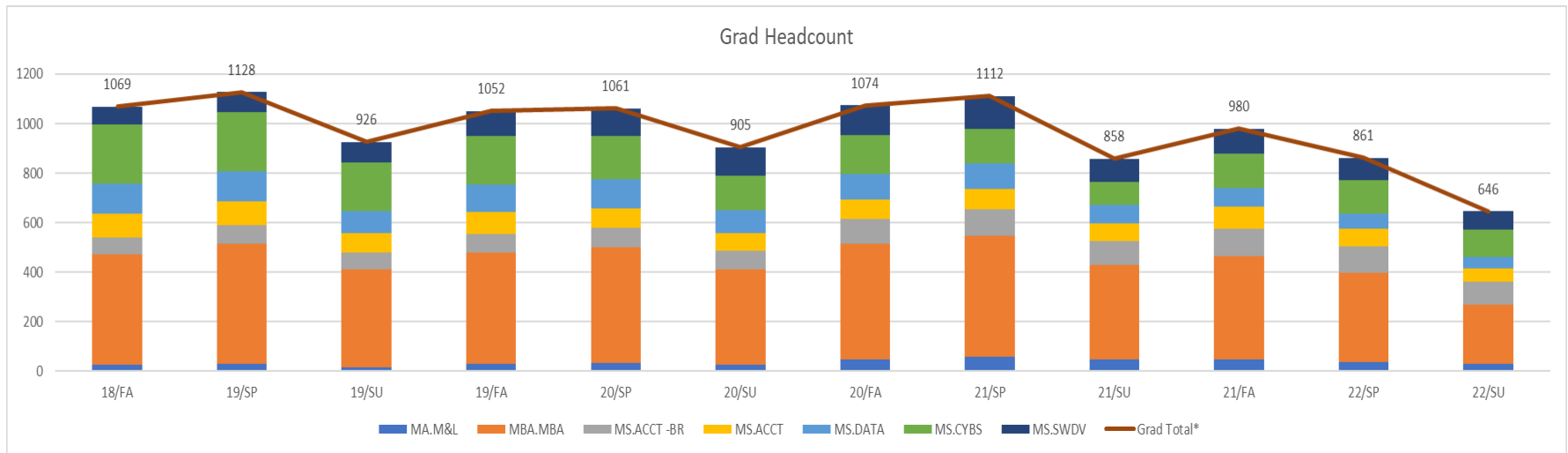| Goal	Source	Current Results	Analysis of Results	Action Taken
Increase total number of GRAD Degree Conferrals by 5% each year.	Degree conferral report provided by Maryville Office of Strategic Information for prior 3 years. reviewed annually	Goal Not Met. The current year of degree conferrals dropped slightly from AY 20-21 to AY 21-22.	In light of Covid-19 challenges, many graduate students had to readjust their schedule, resulting in stop outs and lower enrollments. Challenges with online coursework after Zoom work may also have discouraged some students from enrolling or continuing their programs.	Maryville's recruitment partner, Pearson has adjusted marketing strategies in an effort to increase enrollments. Program evaluations for key grad programs such as Cybersecurity, MBA, Data Analytics and Software Development are also in the works to ensure marketability and relevance of graduate student experience. We are also partnering with Pearson to conduct Skillabi reviews to ensure key learning content is addressed in each program.

Graduate Degree Conferrals

Headcount - Undergraduate

Goal	Source	Current Results	Analysis of Results	Action Taken
Maintain headcount levels at AY 19-20 rates.	Headcount report provided by Maryville Office of Strategic Information for prior 3 years. Reviewed annually	Met Goal: Fall 2021 saw a 14.98% increase from Fall 2019, and Spring 2022 saw a 6.6% increase from Spring 2020.	Headcount decreased slightly in AY 21-22 from the previous year, but both years indicate a strong increase from the prior year. We think we're still seeing some volatility in students reacting from Covid - 19, resulting in some adjustments in majors and enrollments.	We will continue to monitor data to identify trends in post-pandemic environment. We are updating the Business Core to incorporate additional focus on the integration of business, technology and interpersonal skills. This should ensure consistent enrollment in all SSOB undergraduate programs.

Undergraduate Headcount

Legend: BS.ACCT, BS.AIS, BS.ASF, BS.BSBA, BS.CYBS, BS.FINS, BS.HRMG, BS.MIS, BS.INTLB, BS.MKT, BS.MGMT, BS.RSBM, UG Total*

Data points (UG Total*): 18/FA 972, 19/SP 995, 19/SU 394, 19/FA 1186, 20/SP 1216, 20/SU 551, 20/FA 1440, 21/SP 1329, 21/SU 614, 21/FA 1378, 22/SP 1299, 22/SU 570

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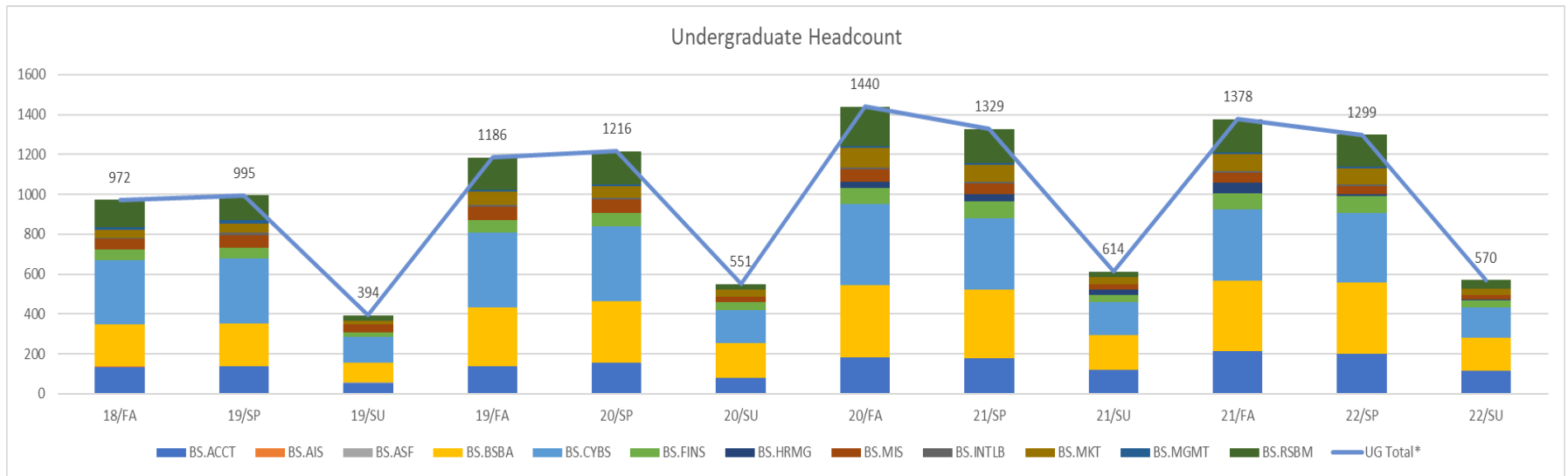
Headcount - Graduate

Goal	Source	Current Results	Analysis of Results	Action Taken
Maintain headcount levels at AY 19-20 rates.	Headcount report provided by Maryville Office of Strategic Information for prior 3 years. Reviewed annually	Goal Not Met: Headcount is slightly lower than AY 19-20 levels, indicating a 7.08% decrease from Fall 2019 to Fall 2021.	Graduate enrollment has fluctuated throughout the pandemic. The student population mostly reflects working adults enrolled part-time. Because of challenging work environments, it's not surprising that headcount was down somewhat.	We will review data for individual populations of students to better isolate where we're doing well with these activities and where we might need to focus our enhancement efforts.

Grad Headcount

Bar chart showing Grad Headcount totals: 18/FA 1069, 19/SP 1128, 19/SU 926, 19/FA 1052, 20/SP 1061, 20/SU 905, 20/FA 1074, 21/SP 1112, 21/SU 858, 21/FA 980, 22/SP 861, 22/SU 646. Categories: MA.M&L, MBA.MBA, MS.ACCT -BR, MS.ACCT, MS.DATA, MS.CYBS, MS.SWDV, Grad Total*

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Student Satisfaction Survey – ALE, Business Engagement & Technology

Goal	Source	Current Results	Analysis of Results	Action Taken
Student perceptions of ALE in the classroom is 80% Satisfied or Extremely Satisfied. Student perceptions of Engagement with Organizations in the classroom is 80% Satisfied or Extremely Satisfied. Student perceptions of Technology Usage in the classroom is 80% Satisfied or Extremely Satisfied.	Student Satisfaction Survey Annual feedback from all SSOB students.	Goals Partially Met: ALE = 84% Engagement with Organizations = 71% Use of Technology = 88%	This is the first student satisfaction survey that was administered. It serves as a benchmark for focusing efforts in these key areas going forward. It is also depicting general information for all student populations. We believe results may skew greatly based on modality and academic status, and possibly as a reflection of Covid-19.	We will review data for individual populations of students to better isolate where we're doing well with these activities and where we might need to focus our enhancement efforts.

ALE -Business Engagement - Technology

Active learning opportunities in ... : 9% | 38% | 46%
The engagement with ... : 6% | 18% | 29% | 43%
Use of technology in my classes : 9% | 30% | 58%

● Extremely Dissatisfied ● Dissatisfied ● Neutral ● Satisfied ● Extremely satisfied

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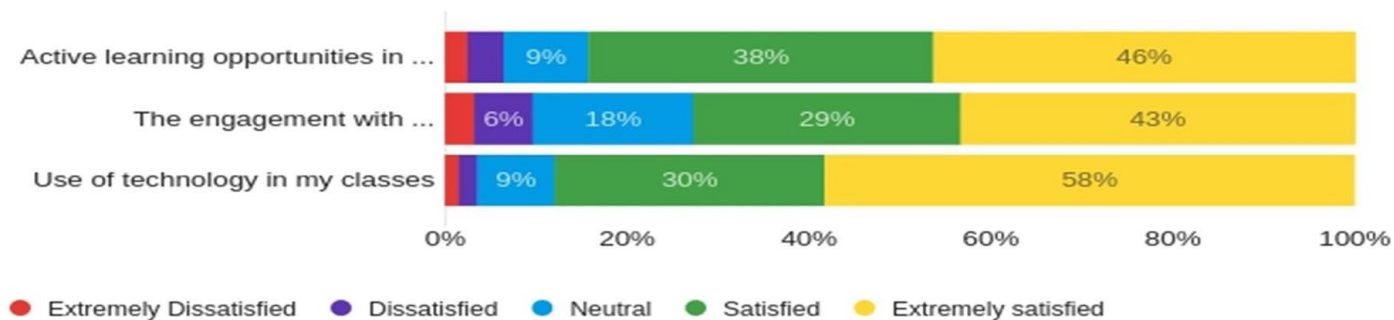
Alumni Satisfaction

Goal	Source	Current Results	Analysis of Results	Action Taken
75% of alumni believe their education was worth the investment. 75% of alumni believe their education provided the professional skills required for their career path. 75% of alumni believe Maryville provided a valuable network for chosen career path.	Biannual Alumni Satisfaction Survey	Goal 1 Met: 75.86% Agreed or Strongly agreed that their education was worth the investment. Goal 2 Not Met: 72.91% believe their education provided professional skills necessary for career path. Goal 3 Not Met: 49.01% believe Maryville provided a valuable professional network.	This is the first iteration of this survey, which means it's difficult to identify trend data. We can see that there is opportunity to improve student/professional network and continue to enhance the career relevance and skill-building that students need for career success.	We will review data more closely to determine the needs of student segments, which will allow for targeted resources and career planning efforts. SSOB is working to expand it's formal professional network through an advisory board, social media outreach, professional guest speakers and more. We have recently launched a LinkedIn page for the school in an effort to build connections with students, alums, employers and faculty.