New Academic Degree Program Request to Establish

Institution University of North Carolina at Charlotte

Degree Program Title (e.g., M.A. in Biology) B.S.B.A. in Business Administration

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Faculty Senate Chair (Or appropriate body)	Xiaoxia Newton	Faculty President
Graduate Council (If applicable)	N/A	N/A
Graduate/Undergraduate Dean (If applicable)	Lisa Walker	Associate Provost for Undergraduate Education & Dean of University College
Academic College/School Dean	Dolly King	Interim Dean, Belk College of Business
Department Head/Chair	N/A	N/A
Program Director/Coordinator	Natasha Randle	Associate Dean for Undergraduate Programs, Belk College of Business

New Academic Program Process

New academic programs are initiated and developed by faculty members. The Request to Establish a New Academic Degree Program must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Program, Faculty, and Research, for review and approval by the UNC System Office. If the Request to Establish is approved by UNC System Office staff, it will be submitted the proposal for review and approval by the UNC Board of Governors.

UNC Institution Name	University of North Carolina at Charlotte
Joint Degree Program (Yes or No)? If so, list partner.	No
Degree Program Title (e.g., M.A. in Biology)	B.S.B.A in Business Administration
CIP Code and CIP Title (May be found at [National Center for Education Statistics](#))	52.0201
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Online, 100%
Will this program be offered through an Online Program Manager (OPM)? If yes, list the OPM.	N/A
If requesting site-based delivery, indicate address(es), city, county, state, and maximum % offered at site.	N/A
Proposed Term to Enroll First Students (e.g., Fall 2023)	Fall 2025

Do the following sections of your previously submitted and approved Request for Preliminary Authorization to Develop a New Academic Degree Program document require any change or updated information? If yes, note the items and explain.

Category	**Yes or No**	**Explanation (if applicable)**
SACSCOC Liaison Statement	No	
Review Status (campus bodies that reviewed and commented on Letter of Intent)	No	
Program Summary	No	
Student Demand	No	
Access and Affordability	No	
Societal and Labor Market Demand	No	
Doctoral Specific Questions	No	

I. **Program Summary**

    a. Describe the proposed program, including the overall rationale for its development. Include a discussion of how this program supports the specific mission of the institution and of the broader UNC System. Why is this program a necessary addition for the institution?

    b. What are the key objectives of the program? What are the expected benefits for the student who graduates from the program? What are the expected public benefits (at the local, regional, state, or national level) of this program?

        UNC Charlotte is requesting approval to establish a new online major in Business Administration. The addition of the new program creates a tenth major for the Belk College of Business, to complement existing offerings under the degrees of Bachelor of Science (B.S.) in Accounting, Bachelor of Science in Business Administration (B.S.B.A.), and Bachelor of Science (B.S.) in Economics. This online business administration major is a degree completion opportunity for students with some college (i.e., an associate degree or at minimum general education requirements and progression courses). It also allows a modality consistent with the needs of working adults who desire degree completion while managing life commitments. Curriculum, modality, support services, and the offering of opt-in opportunities are consistent with recommendations from the program feasibility study and other research on best practices in online programs.

        The program is necessary as it supports the need of working adults to have access to a high-quality educational program in business while providing the business community with well-prepared talent. Further, the program supports the missions of the College, the University and the University System. The Belk College of Business mission offers that "We are committed to creating an inclusive culture that inspires a passion for knowledge and intellectual growth as well as a dedication to service. We engage in research that fosters innovative business theory, policy, and practice. In strategic partnership with the Greater Charlotte region, we educate our students to become leaders who are critical thinkers, ethically informed, and globally aware."[1] The proposed program design aligns with the mission and contributes to the advancement of the goals in the Belk College as outlined in the 2021-2026 Strategic Plan, with one of the goals being to "ensure our undergraduate programs provide a relevant and innovative business education with an emphasis on student development and success."[2] Delivering an online degree builds additional onramps for a population of working adult students that is not fully served at UNC Charlotte and supports the College's shared value of diversity and inclusion by fostering an environment that is based on mutual respect, broadens understanding, and builds trust.

        The proposed program also supports UNC Charlotte's mission to "offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region." Developing an online degree in business administration supports the university's 2021-2031 strategic plan of "transforming students' lives through educational opportunity and excellence" that includes a

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[1] https://belkcollege.charlotte.edu/about-us

[2] https://belkcollege.charlotte.edu/sites/belkcollege.charlotte.edu/files/media/2021-2026%20Belk%20College%20of%20Business%20Strategic%20Plan10.1.pdf

metric of equity, accessibility, and affordability.[3]

When considering the UNC System's mission, to "discover, create, transmit and apply knowledge to address the needs of individuals and society," there is alignment here as well.[4] The program helps the UNC System to address the needs of individuals and society by drawing on partnerships with business leaders in the Charlotte area to create a dialogue that shapes the industry-relevant curriculum and provides one of the nation's most dynamic business cities with valuable research and employable talent. The proposed new degree uniquely supports the University of North Carolina 2017-2022 Strategic Plan and the revision of the plan in all five of the key themes: access, student success, affordability and efficiency, economic impact and community engagement, and excellent and diverse institutions. The online delivery supports the goals of the College, University, and University System to provide access and affordability, and to create opportunities for underrepresented student groups to complete a bachelor's degree. Ultimately, this program is a necessary part of Shaping What's Next for the university through driving business.

The goal of this online business administration program is to provide working professionals with the fundamental knowledge of key business disciplines allowing them to be significant contributors to the success of businesses of varying sizes and industries. Through an academically rigorous curriculum, graduates will satisfy the program objectives of increased competencies in (1) the fundamentals of business, (2) a global perspective, (3) ethical decision making, (4) effective communication, and (5) critical thinking and data analysis skills.

This degree will complement established work experience and provide pathways to increased economic well-being and upward career mobility, an element of the University mission. Benefits will be felt at local, regional, state, and national levels, as a more educated workforce is a factor in business relocation and a motivator for states to develop a high-skilled workforce.[5] As North Carolina attracts and retains well-paying jobs, state and local governments benefit from an increased tax base with a well-educated workforce since there is a strong correlation between the educational attainment of a state's workforce and median wages in the state.[6]

II.   **Program Planning and Unnecessary Duplication**:

a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery (use the 4-digit CIP as a guide). Show a four-year history of applications, acceptances, enrollments, and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). If data was not available, mark not available. Programs at UNC institutions may be found on the UNC System website.

    Application data is for the first intended major in the 4-digit CIP code 52.02 - Business

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[3] https://strategicplan.charlotte.edu/

[4] The University of North Carolina System: https://www.northcarolina.edu/about-us/

[5] Sleezer, C. M., & Denny, D. (2004). Strategies for developing a high-skilled workforce. *Performance Improvement Quarterly, 17*(1), 41-55. https://doi.org/10.1111/j.1937-8327.2004.tb00301.x

[6] Berger, N., & Fisher, P. (2013). A well-educated workforce is key to state prosperity. *Economic Policy Institute, 22*(1), 1-14. http://www.iowapolicyproject.org/2013docs/130822-EARN-Education.pdf

Administration, Management, and Operations. Multiple majors are included such as Management, Business Administration, Supply Chain Management, Logistics, Operations Management. Majors excluded from the counts include Accounting, Actuarial Science, Finance, Economics, Entrepreneurship/Entrepreneurial Studies, Marketing, Management Information Systems, and Insurance, Hospitality Management.

* Data for "Total Degrees Awarded" are reported for the preceding fall and spring term. For example, totals in the Fall 2019 column are degrees awarded in Fall 2018 and Spring 2019; Fall 2020 column are degrees awarded in Fall 2019 and Spring 2020; Fall 2021 column are for degrees awarded in Fall 2020 and Spring 2021; Fall 2022 column are degrees awarded in Fall 2021 and Spring 2022.

Institution	Appalachian State University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	541	589	738	948
Acceptances	372	427	591	814
New Enrollment	152	171	206	318
Total Enrollment	728	783	897	1130
Total Degrees Awarded*	222	207	223	235

Institution	East Carolina University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	995	921	1030	946
Acceptances	811	814	959	837
New Enrollment	393	357	388	312
Total Enrollment	1522	1521	1652	1588
Total Degrees Awarded*	258	305	332	327

Institution	Elizabeth City State University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	377	361	550	621
Acceptances	254	296	422	463
New Enrollment	73	78	74	103
Total Enrollment	204	219	232	256
Total Degrees Awarded*	26	18	32	42

Institution	Fayetteville State University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	823	793	859	1086
Acceptances	554	639	721	897
New Enrollment	219	201	269	336
Total Enrollment	622	629	680	767
Total Degrees Awarded*	103	125	135	138

Institution	North Carolina A&T University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	1016	1274	1690	2108
Acceptances	611	713	907	1077

New Enrollment	254	238	284	308
Total Enrollment	792	799	814	827
Total Degrees Awarded*	73	93	113	83

Institution	North Carolina Central University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	1146	1011	1183	1357
Acceptances	737	883	867	1083
New Enrollment	180	219	201	231
Total Enrollment	589	620	601	644
Total Degrees Awarded*	107	125	114	102

Institution	North Carolina State University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	636	577	670	735
Acceptances	216	258	247	260
New Enrollment	150	186	193	182
Total Enrollment	1990	2197	2330	2277
Total Degrees Awarded*	675	729	877	900

Institution	University of North Carolina at Charlotte			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	3010	2883	3245	3645

Acceptances	1994	2275	2543	2948
New Enrollment	790	840	977	973
Total Enrollment	1948	1972	2093	2194
Total Degrees Awarded*	272	290	291	270

Institution	The University of North Carolina at Chapel Hill			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	5591	5920	7773	9069
Acceptances	968	1180	1239	1254
New Enrollment	459	566	651	658
Total Enrollment	1708	1732	1950	2016
Total Degrees Awarded*	362	375	356	345

Institution	University of North Carolina at Greensboro			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	1500	1441	1511	1326
Acceptances	1240	1252	1348	1193
New Enrollment	608	592	518	470
Total Enrollment	1961	1901	1718	1471
Total Degrees Awarded*	433	537	519	411

Institution	University of North Carolina at Pembroke

Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	969	969	1137	846
Acceptances	862	862	1065	797
New Enrollment	365	365	377	320
Total Enrollment	923	1097	1158	1034
Total Degrees Awarded*	115	104	146	189

Institution	University of North Carolina at Wilmington			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	425	401	440	449
Acceptances	369	349	385	394
New Enrollment	265	240	258	264
Total Enrollment	1893	1875	1841	1862
Total Degrees Awarded*	752	751	689	663

Institution	Western Carolina University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations (includes on campus and online delivery)			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	225	206	246	406
Acceptances	172	170	212	340
New Enrollment	137	136	167	234
Total Enrollment	836	923	916	951

Total Degrees Awarded*	183	184	222	252

Institution	Winston Salem State University			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations			
Academic Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applications	464	575	619	1074
Acceptances	317	413	495	757
New Enrollment	110	99	133	142
Total Enrollment	348	373	433	412
Total Degrees Awarded*	57	62	55	59

Institution	Other potential competitors near Charlotte			
Program Title	CIP code 52.02 - Business Administration, Management, and Operations Program completions reported by Lightcast. Application, acceptances, and new enrollment data not available.			
Total Degrees Awarded	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Belmont Abbey College	101	79	94	98
Campbell University	106	102	103	99
Elon University	65	81	78	49
Johnson C. Smith	41	56	51	49
Meredith	30	34	32	14
Queens University	34	45	42	53
Winthrop	182	196	192	186

b. Describe what was learned in consultation with other programs regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

Several universities have B.S.B.A. in Business Administration online degree completion programs (e.g., Auburn, Drexel, San Diego State University, Southern Illinois University, etc.). San Diego State University (SDSU) was chosen for this consultation as their program has

experienced significant growth since launch and the program was modeled after another similar well-established program at Southern Illinois University.

The B.S.B.A in Business Administration online degree completion program at SDSU started in 2017 and is 100% online and asynchronous. The average student can complete the program in two years at a cost of about $28,152 ($552 Total Cost/Unit). For admission, prospective students must have a 2.75 GPA, along with 30 units of general education courses plus 60 units of a combination of specific lower division preparation courses (Accountancy 201, 202, Economics 101, 102, Finance 240 (BLAW), Management Information Systems 180, Mathematics, Rhetoric and Writing Studies 290, Statistics 119 or Economics 201 with grade of C or better). Admission occurs during fall and spring semesters. The program has grown from 38 students during the first admission cycle in fall 2017 to almost 600 students enrolled at present. SDSU has experienced a higher demand for the program than the capacity to offer courses. As such, applicants must meet all requirements before being admitted into the program. Those lacking course requirements for admission are commonly referred to community colleges to complete the requirements for admission.

The demand for the program indicates success. Additionally, student outcomes for job placement are as expected for a program of this nature (i.e., a degree completion program). The Associate Dean for Academic Affairs indicated that tracking employment outcomes takes several years as most students are not looking to change jobs upon graduation. Most remain with their current employer and use the degree for career progression and upward mobility. This is consistent with the profile of a student who has some college, but no credential (SCNC).

Based on the consultation with SDSU, it is clear that there is demand for a B.S.B.A in Business Administration online degree completion program. Similar to SDSU, expected enrollment during the first several admission cycles is 35 students with the expectation of growth going forward. Given the significant growth in the program at SDSU, the Belk College of Business will need to carefully consider the capacity to manage growth should we experience demand similar to SDSU.

c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

The proposed new program offers opportunities to collaborate with members of the NC Community College system by providing pathways for students to easily transfer into the online program.

UNC Charlotte is actively exploring these opportunities with several NC Community Colleges (e.g., Stanly Community College) to provide an online pathway into the Associate of Arts degree that includes the progression courses needed for students to transfer to the online Business Administration degree. These collaborations will benefit both individual students seeking this degree completion program and employers supporting their employees. For example, the online pathway will allow for students employed by Amazon to use the tuition benefit to finish the associate's degree and the bachelor's degree.

d. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provided similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

To best serve the adult student target population, the proposed new program delivers a general business administration major with exposure to foundational areas of business administration that can complement established work experience and support career progression. This major is ideal for the target market of working adults who have already completed some college because for many the goal is quite simply to finish a degree. This general business administration major casts a wide net that will capture potential students with varied interests in business among a variety of business degree programs started yet not completed.

UNC Charlotte's business graduates are meeting the demand for skilled workers in the Charlotte metropolitan area, but there is evidence in job posting data that demonstrates an unmet need. Based on the Standard Occupational Classification (SOC) for jobs in the category of Management Occupations (11-0000), Business and Financial Operations Occupations (13-000), and Sales and Related Occupations (41-0000), there were over 61,000 job postings from March 2022 to February 2023 for full-time employment from where a bachelor's degree was included as the preferred or minimum education level.[7] There were 156,726 total job postings for the 61,708 unique jobs meaning that for every three postings there is one unique job posting and a median posting duration of 28 days.

While other institutions may offer general business administration online degree programs, it is the Charlotte advantage that truly sets Belk College apart. Charlotte is the number two banking center in the US, there are approximately eighteen fortune 1,000 companies located in the region, and Charlotte boasts rapid growth in finance, healthcare, advanced manufacturing, automotive, and technology industries. The Belk College of Business has strong relationships with the broader business community that will allow students earning this generalist business administration degree exposure to these varied organizations within the Belk College curriculum. Moreover, students will have access to professional development, specialized support, and opt-in events on timely and relevant business topics through this Charlotte business community engagement.

The Charlotte advantage is relevant to this program in that 75% of learners selecting an online program prefer a university within 50 miles from where they live.[8] With the current slate of business-related bachelor's degrees there remains a shortfall in the needs of the North Carolina labor market and bachelor-level preparation of workers in the Business Management and Administration field.[9] The combination of the general business administration curriculum, the unique relationship between the Belk College and the local Charlotte business community, and the location of the physical campus in Charlotte distinguish this program relative to the other UNC system campuses offering a program in the 52.02 CIP code group.

e. Admission. List the following:
   i. Admissions requirements for proposed programs (indicate minimum requirements and general requirements).

   The proposed new major is designed to primarily serve transfer students and former UNC Charlotte students returning to complete their degree. Students who apply for this major and meet the requirements will be accepted directly into the Business

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[7] Lightcast Job Postings Report for business -related jobs, Charlotte metro, March 2022-February 2023

[8] Magda, A. J., Capranos, D., & Aslanian, C. B., (2020). Online college students 2020: Comprehensive data on demands and preferences. Louisville, KY: Wiley Education Services.

[9] https://dashboard.myfuturenc.org/wp-content/uploads/county-profiles/North_Carolina.pdf

Administration major. Prospective students who meet the University's transfer requirements to business but have not yet successfully completed all of the progression courses will be admitted as a Pre-Business major and will be advised while completing the progression courses.

General Transfer Admission Requirements:

- Minimum 24 transferable semester hours from a college or university accredited by an accepted accrediting body. Students are encouraged to complete college coursework in English, Math, Science, Social Science, and History.
- Applicants with less than 24 transferable credit hours may be reviewed on first-year criteria and may be asked to send SAT or ACT scores.
- Minimum 2.0 cumulative college GPA for all college-level courses.
- Students must be in good standing and eligible to return to the last school attended.
- Completion of the Minimum High School Course Requirements
- Students under the age of 21 by the time of enrollment at Charlotte are required to have completed the Minimum High School Course Requirements or 24 hours of transferable college coursework.
- Students who do not meet the Minimum High School Course Requirements must have a demonstrated background in Mathematics.

Business Transfer Requirements:

- Minimum GPA: 2.5 overall and 2.5 in equivalent Progression Courses completed
- "C" or better in all attempted Business Courses (within two attempts)

Declaration of Major and/or Progression Requirements:

- Junior standing (60 credit hours or more); Pre-Business Requirements listed below; approved Change of Major form. Pre-Business students should submit Change of Major forms to an Academic and Career Coach in the Belk College of Business Niblock Student Center.
- Minimum GPA: 2.5 overall and 2.5 in Progression Courses listed below
- Pre-Major/Prerequisite/Progression Courses:
    1. ACCT 2121 (3)
    2. ACCT 2122 or ACCT 3323 (3)
    3. BUSN 1101 (3)
    4. ECON 2101 (3)
    5. ECON 2102 (3)
    6. INFO 2130 (3)
    7. MATH 1120, MATH 1121, MATH 1241, or MATH 1242 (3)
    8. STAT 1220, STAT 1221, STAT 1222, or STAT 2122 (3)

    A minimum grade of C is required for all Progression Courses. Students may attempt each of the Progression Courses listed above a maximum of two times. An attempt is defined as a course that is completed with a final grade of A, B, C,

D, or F. Courses repeated under the UNC Charlotte Grade Replacement Policy are excluded from the GPA computation, but will count as an attempt. Otherwise, all grades earned in repeated courses are included in the GPA computation.

NC Community College Course	UNC Charlotte Course Equivalent
ACC 120: Principles of Financial Accounting	ACCT 2121: Principles of Accounting I
ACC 121: Principles of Managerial Accounting	ACCT 2122: Principles of Accounting II
ECO 251: Principles of Microeconomics	ECON 2102: Principles of Economics-Micro
ECO 252: Principles of Macroeconomics	ECON 2101: Principles of Economics-Macro
MAT 263: Brief Calculus or MAT: 271 Cal I	MATH: 1120 Calculus or MATH 1241: Calculus I
MAT 152: Statistical Analysis	STAT 1220: Elements of Stats I
CIS 110: Introduction to Computers	INFO 2130: Intro to Business Computing
BUS 110: Introduction to Business	BUSN 1101: Intro to Bus & Professional Development

ii. Documents to be submitted for admission (listing)

Transfer applicants are required to submit:
- Online application
- $75 application fee (Fee waivers are not accepted for the transfer application.)
- Official (unopened) transcript from all colleges and universities attended
- Official high school transcript
- For any foreign coursework (high school or college), a transcript evaluation will be required. That evaluation should be course-by-course and include an overall GPA. We recommend using IEE, Educational Perspectives, or ECE for the evaluation.

f. Degree requirements. List the following:
   i. Total hours required. State requirements for Major, Minor, General Education, etc.

   All business degrees are composed of: (1) General Education Requirements, (2) Progression Requirements, (3) Core Requirements, (4) Major Requirements, and (5) Electives. To graduate from UNC Charlotte, students must attain a minimum 120 earned credit hours. "Non-Business Elective" and "General Elective" credit hours may be required to address any shortfall needed to meet the 120 earned hours. A Non-Business Elective can be any course offered by the University outside the Belk College of Business. A General Elective can be any course offered by the University that is not already fulfilling a degree requirement.

   (1) General Education Requirements (31-32 credit hours)

(2) Progression Courses (24 credit hours)
(3) Business Core Courses (27 credit hours):
1. BLAW 3150 - Business Law I (3)
2. COMM 3160 - Business Communications (3)
3. ECON 3125 - Managerial Economics (3)
4. FINN 3120 - Financial Management (3)
5. INFO 3130 - Management Information Systems (3)
6. MGMT 3140 - Management and Organizational Behavior (3)
7. MGMT 3280 - Strategic Management (3)
8. MKTG 3110 - Principles of Marketing (3)
9. OPER 3100 - Operations Management (3)

(4) Major Courses (Required, 18 credits)
1. ACCT 3330 - Managerial Accounting and the Decision Process
2. MGMT 3282 - Managerial Ethics (3)
3. FINN 3271 - Principles of Risk Management and Insurance (3)
4. MGMT 3275 - International Business Management (3)
5. INFO 3236 - Business Analytics (3)
6. MKTG 3220 - Digital Marketing and Web Analytics (3)

(5) Unrestricted Elective Courses (as needed)
Degree total = 120 credit hours (50% of the core courses and 50% of the major courses must be completed at UNC Charlotte)

ii. Other requirements (e.g., residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

None

g. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site, etc.)

	Campus	Online	Site	Full-Time	Part-Time
Year 1	0	70	0	50	20
Year 3	0	161	0	105	56
Year 5	0	161	0	105	56

h. For graduate programs only, please also answer the following:

Grades required	N/A
Amount of transfer credit accepted	N/A

Language and/or research requirements	N/A				
Any time limits for completion	N/A				

> i. For all programs, provide a degree plan showing the sequence of courses to be taken each year. List courses by title and number and indicate those that are required. Include an explanation of numbering system. Indicate new courses proposed. A possible format is offered below as an example. If your institution uses a different format that provides the required information, it may be submitted instead.

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall 2025	FINN 3120	Financial Management	Y	N	
	MGMT 3140	Management and Organizational Behavior	Y	N	
	OPER 3100	Operations Management	Y	N	
	ECON 3125	Managerial Economics	Y	N	
Spring 2026	MKTG 3110	Principles of Marketing	Y	N	
	INFO 3130	Management Information Systems	Y	N	
	BLAW 3150	Business Law I	Y	N	
	COMM 3160	Business Communications	Y	N	
Summer 2026	Elective		N	N	
	Elective		N	N	
Fall 2026	FINN 3271	Principles of Risk Management and Insurance	Y	N	
	MKTG 3220	Digital Marketing and Web Analytics	Y	N	
	ACCT 3330	Managerial Accounting and the Decision Process	Y	N	

Spring 2027	MGMT 3280	Strategic Management	Y	N	
	INFO 3236	Business Analytics	Y	N	
	MGMT 3275	International Business Management	Y	N	
	MGMT 3282	Managerial Ethics	Y	N	
Summer 2027	Elective		N	N	
	Elective		N	N	

III. Faculty

a. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

The table below highlights the Belk College faculty members who are qualified to teach in the proposed B.S.B.A. in Business Administration program. At any given point in time, we anticipate only a small number of these faculty will actually be teaching in the program.

Business Core Courses		
Course Taught	**Name, Rank**	**Home Department**
BLAW 3150 - Business Law I	Carla Boles, Lecturer	Finance
COMM 3160 - Business Communications	Sayde Brais, Senior Lecturer Melody Dixon, Senior Lecturer Craig Paddock, Senior Lecturer Nancy Riffe, Assistant Teaching Professor	Communication Studies
ECON 3125 - Managerial Economics	John Connaughton, Professor Craig Depken, Professor Paul Gaggl, Associate Professor Musab Kurnaz, Assistant Professor Hwan Lin, Associate Professor Theresa Mannah-Blankson, Clinical Professor	Economics

	Rob Roy McGregor, Professor Matthew Metzgar, Clinical Professor Per Norander, Lecturer Krista Saral, Associate Professor Carol Stivender, Clinical Professor Hui-Kuan Tseng, Associate Professor Kelly Voster, Assistant Professor	
FINN 3120 - Financial Management	Steven Clark, Associate Professor Yufeng Han, Professor Dolly King, Professor Christopher Kirby, Professor Judson Russell, Clinical Professor Kiplan Womack, Associate Professor	Finance
INFO 3130 - Management Information Systems	Xue Guo, Assistant Professor Ming-Chang Huang, Clinical Professor Charles Hughes, Lecturer Monica Johar, Professor Ram Kumar, Professor Theophile Nbau, Lecturer Sungjune Park, Professor Artemis Vouzouni, Lecturer Brittani Washington, Clinical Assistant Professor Kexin Zhao, Professor Lina Zhao, Professor	Business Information Systems and Operations Management
MGMT 3140 - Management and Organizational Behavior	Joyce Beggs, Associate Professor Karen Ford-Eickhoff, Clinical Professor Janaki Gooty, Professor Cheryl Kane, Senior Lecturer Franz Kellermanns, Professor Barbara Knight, Lecturer Vijay Patel, Clinical Associate Professor Torsten Pieper, Associate Professor Steven Rogelberg, Professor Laura Stanley, Associate Professor Scott Tonidandel, Professor Justin Webb, Professor David Woehr, Professor	Management
MGMT 3280 - Strategic Management	Joyce Beggs, Associate Professor Karen Ford-Eickhoff, Clinical Professor Janaki Gooty, Professor	Management

	Cheryl Kane, Senior Lecturer Franz Kellermanns, Professor Barbara Knight, Lecturer Vijay Patel, Clinical Associate Professor Torsten Pieper, Associate Professor Steven Rogelberg, Professor Laura Stanley, Associate Professor Scott Tonidandel, Professor Justin Webb, Professor David Woehr, Professor	
MKTG 3110 - Principles of Marketing	Ming Chen, Assistant Professor Shaoyin Du, Assistant Professor Sunil Ervelles, Associate Professor Cynthia Fox, Senior Lecturer Alireza Golmohammadi, Assistant Professor Nima Jalali, Assistant Professor Mason Jenkins, Clinical Assistant Professor Angela Liu, Associate Professor Jacqueline Robinson, Lecturer	Marketing
OPER 3100 - Operations Management	Xiuli He, Professor Moutaz Khouja, Professor Joohyum Kim, Assistant Professor Theophile Ndabu, Lecturer Cem Saydam, Professor Alan Turovlin, Clinical Assistant Professor Jing Zhou, Professor	Business Information Systems and Operations Management
Major Courses		
Course Taught	**Name, Rank**	**Home Department**
ACCT 3330 – Managerial Accounting and the Decision Process	Brian Burnett, Assistant Professor Hughlene Burton, Associate Professor Jack Cathey, Associate Professor Al Ghosh, Professor Linwood Kearney, Clinical Assistant Professor David Kerr, Associate Professor Adam Manlove, Assistant Professor Greg Martin, Associate Professor Pat Mynatt, Clinical Professor David Reppenhagen, Assistant Professor Bill Sofsky, Clinical Assistant Professor Paul Tanyi, Associate Professor	Accounting

MGMT 3282 – Managerial Ethics	Joyce Beggs, Associate Professor Karen Ford-Eickhoff, Clinical Professor Janaki Gooty, Professor Cheryl Kane, Senior Lecturer Franz Kellermanns, Professor Barbara Knight, Lecturer Vijay Patel, Clinical Associate Professor Torsten Pieper, Associate Professor Steven Rogelberg, Professor Laura Stanley, Associate Professor Scott Tonidandel, Professor Justin Webb, Professor David Woehr, Professor	Management
FINN 3271 – Principles of Risk Management and Insurance	Gene Lai, Professor Thomas Marshall, Senior Lecturer Faith Neale, Associate Professor Weidong Tian, Professor	Finance
MGMT 3275 – International Business Management	Joyce Beggs, Associate Professor Karen Ford-Eickhoff, Clinical Professor Janaki Gooty, Professor Cheryl Kane, Senior Lecturer Franz Kellermanns, Professor Barbara Knight, Lecturer Vijay Patel, Clinical Associate Professor Torsten Pieper, Associate Professor Steven Rogelberg, Professor Laura Stanley, Associate Professor Scott Tonidandel, Professor Justin Webb, Professor David Woehr, Professor	Management
INFO 3236 – Business Analytics	Dongsong Zhang, Professor Xue Guo, Assistant Professor Ming-Chang Huang, Clinical Professor Charles Hughes, Lecturer Monica Johar, Professor Ram Kumar, Professor Theophile Nbau, Lecturer Sungjune Park, Professor Artemis Vouzouni, Lecturer Brittani Washington, Clinical Assistant Professor Kexin Zhao, Professor	Business Information Systems and Operations Management
MKTG 3220 – Digital Marketing and Web Analytics	Ming Chen, Assistant Professor Shaoyin Du, Assistant Professor Sunil Ervelles, Associate Professor	Marketing

	Cynthia Fox, Senior Lecturer Alireza Golmohammadi, Assistant Professor Nima Jalali, Assistant Professor Mason Jenkins, Clinical Assistant Professor Angela Liu, Associate Professor Jacqueline Robinson, Lecturer	

b. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

N/A

c. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs, and how the current teaching responsibilities of those faculty will be covered.

The majority of the program costs are in the teaching positions ($575K) needed for the 25 new sections projected in year 3 and continuing in each subsequent year. One tenure track position is anticipated with the majority of the teaching responsibility to be covered with 2.5 full time teaching faculty positions and two part-time positions. Courses for the proposed program are drawn from seven departments.

d. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

This program is expected to increase student enrollment at UNC Charlotte with nearly all of the growth focused in the Belk College. The additional faculty requested to support the new program will assist in an equitable distribution of the increased workload such that faculty workload percentages will not be altered. Teaching assignments will be made as part of their normal load and not overload. The majority of the teaching will be assigned to teaching faculty and the public service and scholarly research expectation of tenure track faculty will not be negatively impacted.

IV. **Delivery Considerations.** Provide assurances of the following (not to exceed 250 words per lettered item):

a. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Students in the proposed program have in-person and virtual access to academic support services available to all undergraduate students at UNC Charlotte. This includes an academic advisor and career coach to help guide the student from admission through graduation. The Niblock Student Center (NSC) provides comprehensive and transformative support for Belk College of Business undergraduate students in order to help students discover, develop and move toward their academic and career destination. The Academic and Career Coaching team takes a relational and holistic approach to advising. Their unique roles include a career coaching element, allowing them to focus on students' career interests and aspirations in conjunction with academic decisions and planning. During student interactions, coaches incorporate aspects of career and major exploration, experiential learning, and professional development. Each advisor specializes in a specific business major and shares their expertise with the team, therefore creating a wealth of knowledge to best serve students across all majors, minors, and the undergraduate certificate. Within the NSC, students also have access to resources, events, professional development, peer mentoring, and internship courses.

Support includes degree plan guidance; monitoring of academic standing; career planning; consultation on institutional policies, procedures, and requirements; and referral to additional campus resources (e.g., Disability Services, Office of Academic Diversity and Inclusion, Niner Central and Financial Aid, Library, Career Center, the University Center for Academic Excellence, and Writing Resources Center as needed. These resources offer a broad range of services that include, but are not limited to:

- Disability Services ensures access to academic programs and campus facilities by providing verification of medical documentation, academic accommodations, counseling, testing, note-taking, and scholarships.
- The Office of Academic Diversity and Inclusion is committed to assisting traditionally underrepresented populations in the awareness and availability of academic support services.
- University Center for Academic Excellence offers tutoring, supplemental instruction, academic success workshops, peer mentoring, academic success seminars, a learning lab, and individual consultations, all to support the effort to retain undergraduate students.
- Writing Resources Center offers one-to-one writing instruction in writing across the disciplines from first-year writing to graduate, presentations, and workshops. Consultations, on-line services, and a library of writing-related instructional materials are also available.

b. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students. What is the impact of online delivery on student access to the program, and what strategies are in place to support students who have internet limitations?

All faculty will be encouraged to work in conjunction with the Center for Teaching and Learning (CTL) to ensure that each online course within the proposed program meets the

standards of Quality Matters (QM), a nationally recognized program known for its peer-based approach to quality assurance and continuous improvement in online education and student learning. Faculty will develop high-quality, engaging, and accessible online courses in conjunction with instructional design specialists. Each course will promote learner engagement and active learning through varied methods of instruction, including: web-based readings, interactive video lectures, discussion forums (group discussions), and experiential learning projects. An Instructional Media Designer will help to design, maintain and support an effective and accessible digital learning environment by facilitating the creation of high-quality, digital learning objects for supplemental learning experiences.

c. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

Courses offered in the Business Administration major will be taught by instructors who have had significant support in course development and will have ongoing professional development. Online instruction is treated equivalently in terms of teaching expectations and department peer reviews of teaching for full-time professors and adjuncts include online courses.

Faculty will be encouraged to seek training in online teaching pedagogy. Program faculty will be supported in online course development from instructional designers in the Center for Teaching and Learning. Training will include course design using the Quality Matters rubric, ongoing training in online pedagogy, and effective use of tools that support online teaching and learning. Finally, faculty who are new to online and blended teaching will receive additional guidance on online teaching pedagogy including strategies for student engagement and active learning.

d. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

The institution authenticates and verifies the identity of students and their work to assure academic honesty and integrity. The institution assures the security of personal information of students enrolled in online courses. OneIT staff will be consulted to ensure that software and technology used in the program is supported by the institution and has been approved for use. Sensitive student data will be protected by an encrypted code that is only accessible with a University assigned username and a unique, self-selected high security password. The learning management system utilizes the OneIT single sign on (SSO) tool, Shibboleth, to provide the ability for students and staff to log into multiple online systems via one web authentication page without repeating the login process. Unique usernames and passwords are used by students to access the SSL-secured university servers and websites; student passwords expire every 365 days. The program will adhere to the Family Educational Rights Privacy Act (FERPA) guidelines for all students regardless of the online platform being utilized for the program in order to protect the privacy of student educational records.

V. Library

a. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program (this should be developed in consultation with the University Librarian).

Atkins library at UNC Charlotte subscribes to multiple databases and research journals with online accessibility that would support a program in Business Administration. A sample list includes Business Source Complete, ABI/INFORM, Business Insights, and Statista. A list of databases can be reviewed here and a list of business research journals can be examined at this link. The library also has a dedicated business librarian that can assist students, faculty, and staff with instruction and research resources.

Business Databases include:
- ABI/INFORM Collection Contains thousands of journals and offers full-text titles covering business and economic conditions, corporate strategies, management techniques, and competitive and product information.
- Business Source Complete Contains full-text content and peer-reviewed business journals covering all disciplines of business, including marketing, management, accounting, banking, and finance.
- EconLit Indexing and abstracts of over 620 journals with a focus on literature in the field of Economics.
- Entrepreneurial Studies Source Full text database with topics relevant to entrepreneurship and small businesses.
- Nexis Uni (formerly LexisNexis Academic) Source for legal research, business, news, etc. Search across global news sources, access federal and state legal cases.
- Mergent Online U.S. and International company data, annual reports and financial data.
- Data Axle Reference Solutions (formerly ReferenceUSA) Data Axle helps users create marketing plans, conduct competitive analysis, raise funds and locate people.
- SimplyAnalytics SimplyMap is a web-based mapping application that lets users quickly create professional-quality thematic maps, tables, and reports using powerful demographic, business, and marketing data.
- Statista Statista is an online portal providing data on the global digital economy, industrial sectors, consumer markets, public opinion, media, demography and macroeconomic trends.

Business eBooks include:
- Business Expert Press Digital Library The Business Expert Press Digital Library is a collection of ebooks for advanced business students, written by academic thought leaders who translate their real-world business experience into accessible, issues-based course readings and reference materials.
- Percipio (Campus Online Learning Service) Provides access to hundreds of e-books, audiobooks, and video materials related to business, information technology, DEI, leadership and management, and more.

b. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

The Atkins Library supports the nine currently undergraduate majors, six graduate programs, two doctoral programs and multiple graduate and undergraduate certificates delivered by the Belk College of Business. Growth in the proposed program and in the current programs will increase the demand for books, periodicals, and reference material, especially those that are available electronically. Faculty teaching online courses may also increase the need for support from library staff to identify open resources, low cost resources, or resources available through J. Murrey Atkins subscriptions in order to reduce the cost of textbooks as instructional materials.

c. Discuss the use of other institutional libraries (outside of your institution) in delivery of the program.

UNC Charlotte students are able to request items from other institutional libraries through Interlibrary Loan at no cost to the student.

d. For doctoral programs, provide a systematic needs assessment of the current holdings to meet the needs of the program.

N/A

VI. **Facilities and Equipment**

a. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, in year one, five, and ten of the program's operation. N/A
    i. Will any new square footage be required at any point in the first ten years of the program's operation? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources.
    ii. Will any existing square footage require repair, renovation, or retrofit? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources.

b. Describe the effect of this new program on existing technology, information technology, and services and indicate whether they will be adequate, in year one, five, and ten of the program's operation.

Given that the proposed major is a completely online-asynchronous program, there will be no effects on existing facilities nor will the program require new square footage, repairs, or retrofit. Existing physical office space already being used by faculty and staff to support the current majors will continue to be utilized. The main technology used for the proposed program

will be the Learning Management System (LMS) for the instruction and management of the courses. In the development of this program, an assumption is that Charlotte will continue to utilize a LMS, whether it be Canvas or some future replacement that has the features required to support the program. Further, as the technology develops and changes, the LMS will also develop to interact with new technologies related to the program. In the event that there are special tools or third-party apps needed for individual courses in the program, these would be vetted by OneIT and integrated into existing systems.

VII.   Administration

a. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college.   Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

   The proposed program will be offered by the UNC Charlotte Belk College of Business led by Interim Dean Dolly King. Associate Dean for Undergraduate Programs Natasha Randle leads the development of the new program and will provide oversight for its administration with the assistance of a faculty program director. Each of the six departments in the Belk College will deliver courses in the proposed program as is the case for the other nine undergraduate majors offered by the Belk College. The Business Communications course is delivered by the Department of Communication Studies housed in the College of Liberal Arts and Sciences. Each department is responsible for hiring and evaluating the instructors for the courses taught by faculty in their departments. The Associate Dean for Undergraduate Programs works closely with the Department Chairs to schedule the necessary courses and ensures capacity in the courses for students to progress through the program.
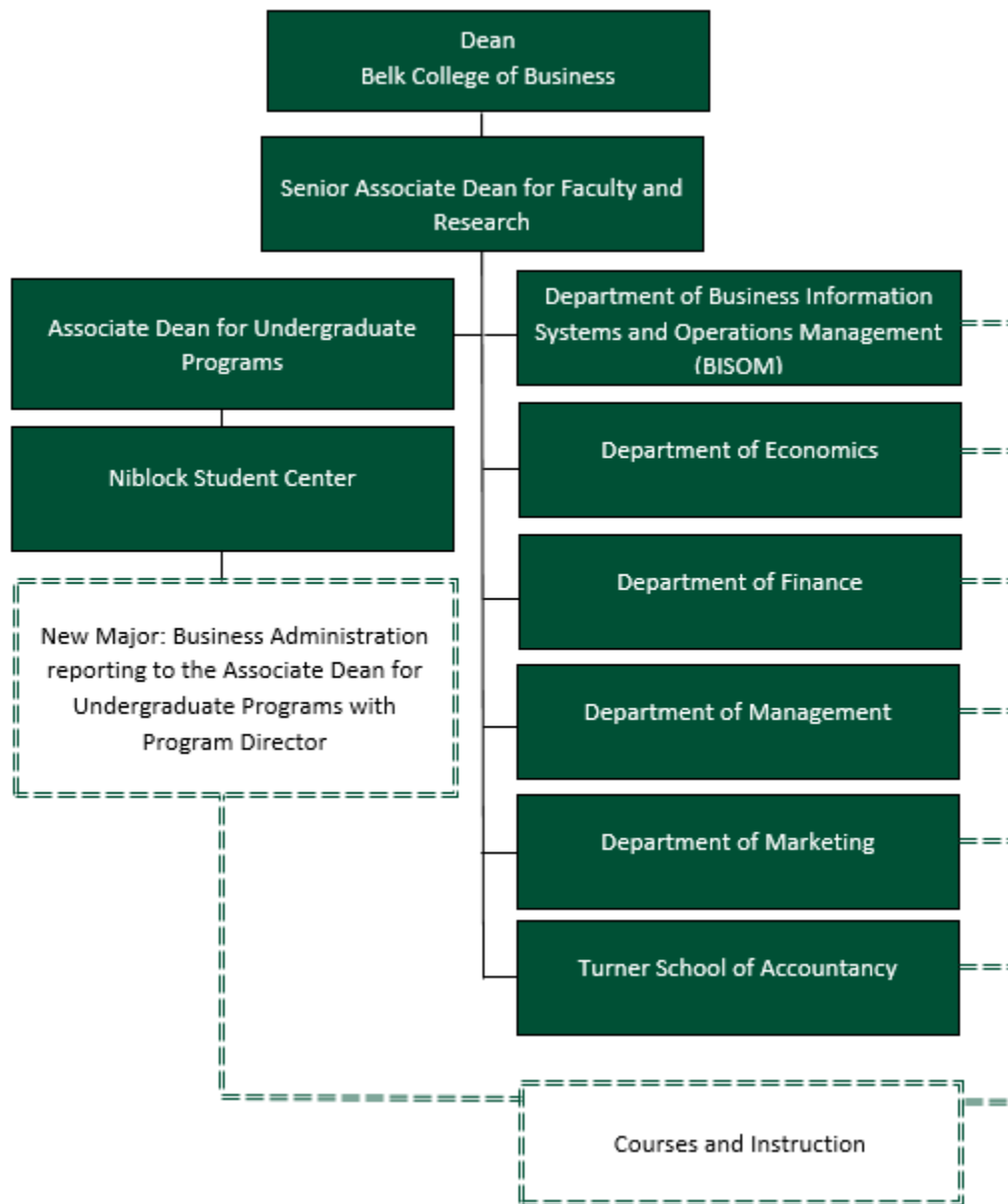
   Curriculum oversight of Belk College undergraduate programs is provided by the Undergraduate Curriculum and Assurance of Learning Committee (UCALC). The purpose of the committee is to (1) review course and curriculum proposals and make recommendations, and (2) oversee the policies and procedures for the assurance of learning (AoL). The UCALC reviews all undergraduate-related curriculum proposals. When the proposal involves major changes (50% or more) in requirements of a program of study, or initiation or deletion of an undergraduate academic program, if approved by UCALC it will be placed on the agenda of the next meeting of the Belk College faculty. For all other proposals, if approved by UCALC the proposal will be placed on the Belk College Consent Calendar and there shall be a two-week period during which any member of the Regular Faculty, as defined by Article II of the Belk College of Business Faculty Bylaws, may register an objection with the Faculty President or Dean of the Belk College, causing that proposal to be considered at the next faculty meeting of the Belk College. Implementation of any University approved changes to the undergraduate curriculum or programs are the responsibility of the appropriate College administrators and faculty.

   The Belk College employs a Director of Academic Planning and Accreditation who is responsible for program assessment and supporting the Undergraduate Curriculum and Assurance of Learning Committee, Associate Dean for Undergraduate Programs, and Department Chairs with assessing program outcomes. The Belk College Director of Academic Planning and Accreditation collaborates with the Office of Institutional Research and Decision

Support. The office provides assistance to the campus regarding internal planning, assessment, and evaluation in accord with fundamental quality improvement. Institutional Research and Decision Support also provides consultation to the campus regarding obligations related to SACSCOC standards and has the responsibility of institutional reporting to external agencies such as The University of North Carolina System Office, the U.S. Department of Education, and the Southern Association of Colleges and Schools.

The School of Professional Studies supports Belk College with student recruitment, marketing, course development, and program management. A Senior Program Manager in the School of Professional Studies will work directly with the Program Director and Associate Dean for Undergraduate Programs to ensure high quality online program delivery.

Location of the proposed Business Administration program in the Belk College of Business:

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                    Dean
              Belk College of Business

         Senior Associate Dean for Faculty and
                    Research

Associate Dean for Undergraduate      Department of Business Information
         Programs                     Systems and Operations Management
                                                  (BISOM)

      Niblock Student Center              Department of Economics

                                          Department of Finance

  New Major: Business Administration
  reporting to the Associate Dean for     Department of Management
   Undergraduate Programs with
        Program Director
                                          Department of Marketing

                                        Turner School of Accountancy

                                          Courses and Instruction
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b. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners: N/A
     i.   Admission process
    ii.   Registration and enrollment process for students
   iii.   Committee process for graduate students
    iv.   Plan for charging and distributing tuition and fees
     v.   Management of transcripts and permanent records
    vi.   Participation in graduation
   vii.   Design of diploma

VIII.   Additional Program Support

a. Will additional administrative staff, new master's program graduate student assistantships, etc. be required that were not previously identified in the Request for Preliminary Authorization? If so, please describe each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.

Costs: The majority of the program costs are in the teaching positions ($575K) needed for the 25 new sections projected in year 3 and continuing in each subsequent year. One tenure track position is anticipated with the majority of the teaching responsibility to be covered with 2.5 full time teaching faculty positions and two part-time positions. Courses for the proposed program are drawn from seven departments.

An academic advisor (academic and career coach - $73k for the position with $55K salary + benefits) will also be needed to support the students enrolled in the new major.

Student tuition and state appropriation are the sources of the funding for the costs associated with the new program.

IX.   Accreditation and Licensure

a. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

The Belk College will ensure the proposed program complies with the nine standards of the 2020 Guiding Principles and Standards for Business Accreditation AACSB International (AACSB).[10] The proposed program does not require an internship; however, curriculum promotes and fosters innovation, experiential learning, and a lifelong learning mindset. Program elements promoting positive societal impact are included within the curriculum (standard 4.3)

Strategic Management and Innovation	Learner Success	Thought Leadership, Engagement, and Societal Impact
1. Strategic Planning	4. Curriculum	8. Impact of Scholarship
2. Physical, Virtual, and Financial Resources	5. Assurance of Learning	9. Engagement and Societal Impact
3. Faculty and Professional Staff Resources	6. Learner Progression	
	7. Teaching Effectiveness and Impact	

Standard 1: STRATEGIC PLANNING
1.1 The school maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the school on resource allocation priorities. The strategic plan should also articulate a clear and focused

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[10] https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards

mission for the school.

1.2 The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks.

1.3 As the school carries out its mission, it embraces innovation as a key element of continuous improvement.

1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its focused mission and specifies how it intends to achieve this impact.

Standard 2: PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES The school manages its (2.1) physical, (2.2) virtual, and (2.3) financial resources to sustain the school on an ongoing basis and to promote a high-quality environment that fosters success of all participants in support of the school's mission, strategies, and expected outcomes.

Standard 3: FACULTY AND PROFESSIONAL STAFF RESOURCES

3.1 The school maintains and strategically deploys sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the school's mission.

3.2 Faculty are qualified through initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Otherwise, faculty members are classified as Additional Faculty (A).

3.3 Sufficient professional staff are available to ensure high-quality support for faculty and learners as appropriate.

3.4 The school has well-documented and well-communicated processes to manage, develop, and support faculty and professional staff over the progression of their careers that are consistent with the school's mission, strategies, and expected outcomes.

Standard 4: CURRICULUM

4.1 The school delivers content that is current, relevant, forward-looking, globally- oriented, aligned with program competency goals, and consistent with its mission, strategies, and expected outcomes. The curriculum content cultivates agility with current and emerging technologies.

4.2 The school manages its curriculum through assessment and other systematic review processes to ensure currency, relevancy, and competency.

4.3 The school's curriculum promotes and fosters innovation, experiential learning, and a lifelong learning mindset. Program elements promoting positive societal impact are included within the curriculum.

4.4 The school's curriculum facilitates meaningful learner-to-learner and learner-to faculty academic and professional engagement.

Standard 5: ASSURANCE OF LEARNING

5.1 The school uses well-documented assurance of learning (AoL) processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school's AoL work leads to curricular and process improvements.

5.2 Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional

delivery.

5.3 Microlearning credentials that are "stackable" or otherwise able to be combined into an AACSB-accredited degree program should include processes to ensure high quality and continuous improvement.

5.4 Non-degree executive education that generates greater than five percent of a school's total annual resources should include processes to ensure high quality and continuous improvement.

Standard 6: LEARNER PROGRESSION

6.1 The school has policies and procedures for admissions, acceptance of transfer credit, academic progression toward degree completion, and support for career development that are clear, effective, consistently applied, and aligned with the school's mission, strategies, and expected outcomes.

6.2 Post-graduation success is consistent with the school's mission, strategies, and expected outcomes. Public disclosure of academic program quality supporting learner progression and post-graduation success occurs on a current and consistent basis.

Standard 7: TEACHING EFFECTIVENESS AND IMPACT

7.1 The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.

7.2 The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is current, relevant, forward looking, globally oriented, innovative, and aligned with program competency goals.

7.3 Faculty are current in their discipline and pedagogical methods, including teaching diverse perspectives in an inclusive environment. Faculty demonstrate a lifelong learning mindset, as supported and promoted by the school.

7.4 The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.

Standard 8: IMPACT OF SCHOLARSHIP

8.1 The school's faculty collectively produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school.

8.2 The school collaborates with a wide variety of external stakeholders to create and transfer credible, relevant, and timely knowledge that informs the theory, policy, and/or practice of business to develop into mission-consistent areas of thought leadership for the school.

8.3 The school's portfolio of intellectual contributions contains exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact, consistent with the school's mission.

Standard 9: ENGAGEMENT AND SOCIETAL IMPACT

9.1 The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school's mission, strategies, and expected outcomes.

b. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

The UNC Charlotte Belk College offers nine majors that are accredited by AACSB International (AACSB), a global nonprofit association, connecting educators, students, and business to achieve a common goal: to create the next generation of great leaders. Synonymous

with the highest standards of excellence since 1916, AACSB provides quality assurance, business education intelligence, and learning and development services to over 1,850 member organizations and more than 950 accredited business schools worldwide. AACSB's accreditation processes are ISO 9001:2015 certified. Fewer than six percent of the world's business schools achieve and maintain AACSB International accreditation for both business and accounting programs. The Belk College will seek AACSB accreditation for the proposed degree.

c. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

The new program will not require SACSCOC approval or notification.

d. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam. List what state(s) the institution has determined the program meets professional licensure requirements for and how that information will be communicated to students and prospective students.

There are no licensing requirements associated with the new degree.

X.   Evaluation Plans

a. What student learning outcomes will be met by the proposed program and how will student proficiency be measured? These items may be updated as necessary to meet student and program needs.

Program Student Learning Outcomes*	Measurement Instrument	Criteria for Proficiency (score, percentage, level of performance, etc.)
1. Students will demonstrate knowledge of ethical, legal and social responsibility issues.	Multiple choice questions embedded in course exams in MGMT 3282, MKTG 3110, BLAW 3150, and MGMT 3280	70% of students assessed will correctly answer each of the related questions correctly.
2. Students will demonstrate the ability to communicate effectively.	A written analytical report and persuasive presentation embedded in COMM 3160	Students who earn a 70% score or better on the written and oral assignments will be deemed proficient.
3. Students will demonstrate knowledge of key issues involved in leading and working with people in organizations.	Multiple choice questions embedded in course exams in MGMT 3140	70% of students assessed will correctly answer each of the related questions correctly.
4. Students will demonstrate effective critical thinking skills and	An individual project in INFO 3236 and multiple choice questions embedded in FINN	70% of students will earn (70%) or higher on the project and 70% of students assessed will

data analysis to solve complex business problems.	3120, OPER 3100.	correctly answer each of the related questions correctly.
5. Students will demonstrate the ability to leverage technology in a dynamic business environment.	Multi-step questions using Microsoft excel and multiple choice questions embedded in INFO 3130.	70% of students will earn (70%) or higher on the multi-step and multiple choice questions.
6. Students will demonstrate a knowledge of the impact of a global perspective and cross-cultural awareness on business decisions.	Multiple choice questions embedded in course exams in MGMT 3275 and MKTG 3110 and a case study in MGMT 3275.	70% of students assessed will correctly answer each of the related questions correctly and 70% of students assessed will score 70% or higher on the assigned rubric for the case study.
7. Students will demonstrate knowledge of the fundamentals of business.	Multiple choice questions embedded in course exams in MGMT 3275, MKTG 3110, ACCT 3330, ECON 3125, INFO 3130, FINN 3120, and MGMT 3140. Indirect Measure: The 2020 AACSB standards challenged business schools to review assurance of learning processes to better incorporate indirect measures (e.g., surveys of students, surveys employers of student interns and alumni, surveys of alumni at 1-2-3 years post-employment, graduation surveys, peer benchmarking, etc.). We are working to determine which of these indirect measures we will employ prior to the proposed Fall 2025 program launch.	70% of students will earn (70%) or higher on the multi-step and multiple choice questions. Indirect measure, to be determined.

*This information is further explained in the Program-Student-Learning-Outcomes-Plan - BSBA Business Administration attached file.

   b. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation (to include types of measurement, frequency, and scope of program review).

   The program assessment will be added to the Belk College Assurance of Learning (AoL) assessment activity calendar. The Program Director and faculty teaching the courses will be notified to begin the data collection identified above. They will also receive the assessment template. Assessment data collected will be sent to the Program Director who will convene the Program Committee for a closing the loop meeting. Recommendations for improvement will be

made, if necessary. Types of measurement are consistent with what is listed above (i.e., multiple choice questions, cases, projects, presentations, and indirect measures). The data collection cycle will be consistent with the existing Belk College schedule:

AY 26-27 = Core (this program includes 9 core courses)
AY 27-28 = Major (including the new business administration major)
AY 28-29 = Core
AY 29-30 = Major

XI.   Supporting Fields

a.   Discuss the number and quality of lower-level and cognate programs in operation at the institution for supporting the proposed degree program.

> In order to complete this degree, students will take COMM 3160 taught for the Belk College of Business by the Department of Communication Studies. Additionally, while most students in the new online program will transfer to UNC Charlotte with the lower-level progression courses and general education courses, some may need to complete general education courses and meet the 60 non business elective credit hours. As such, students may take courses in other disciplines (e.g., mathematics, humanities, professional studies, etc.) to meet these requirements.

b.   Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

> There is no needed improvement or expansion of these fields.

XII.   Costs, Funding, and Budget

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

a.   Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:

    i. UNC Academic Program Costs
Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc., funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

Costs:
Faculty/Instruction: The majority of the program costs are in the teaching positions ($575K) needed for the 25 new sections projected in year 3 and continuing in each subsequent year. One tenure track position is anticipated with the majority of the teaching responsibility to be covered with 2.5 full time teaching faculty positions and two part-time positions. Courses for the proposed program are drawn from seven departments. Beginning in year 1 and continuing throughout the program is a $12.5K annual stipend plus up to an $8K expense for a course release for a program director.

EHRA Non-faculty staff: Program growth will require additional advising and student support. An academic and career coach ($73k for the position with $55K salary + benefits) will be hired in year two.

Other direct costs include the faculty stipends to develop the high-quality online course, recruitment costs, and marketing expenses. Some of these expenses begin in year 0 in order to prepare for the first enrolled students in fall 2025. The cost to update the online courses after year three is projected to be slightly less than the initial development cost.

When the program reaches a steady state in year 3, the program costs are projected to be $683,436 per year. The total program costs at year 5 are projected to be $2,782,265.

ii. UNC Academic Program Revenues
Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should consider that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, by 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be

partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding. Provide evidence of sustainability after federal funds have been exhausted.

Revenues:
The first year enrollment projection of 62 FTE and 1485 student credit hours (SCH) include 5 students in fall and spring that would be drawn from current programs at UNC Charlotte. We anticipate drawing a low number of current students in the first year due to the very specific admission requirements for the program and based on the intentional limited capacity of 35 new students in fall and spring designed to recruit a new cohort of students who desire 100% online delivery.

The program is expected to reach a steady state in year 3 and enroll about 164 students generating resident tuition and state appropriations ($340/SCH) for a total of about $1,336,200. By year 5, the total revenue is estimated to be about $6,260,573. After 5 years of operating the program, the program should generate a net positive return to the campus.

b. Based on the institutions' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:

  i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

    The program is expected to generate enrollment growth for the institution. The campus has historically used enrollment growth revenues to fund investment in strategic projects.

  ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

    The institution will not seek additional state appropriations to implement and sustain the proposed program.

  iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
    1. State the amount of tuition differential or program-specific fees that will be requested.

This program does not require differential tuition supplement or program-specific fees.

2. Describe specifically how the campus will spend the revenues generated.

   The revised budgeting process is too new to specifically address how the campus will spend revenues generated by the program.

3. Describe the anticipated impact of the tuition differential or program-specific fee are expected to impact student access.

   This program will not assess additional charges beyond the standard tuition and fee rates.

c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

   The program will not be implemented or sustained without the state appropriations noted in the budget worksheet.

XIII.   Additional Information. Include any additional information deemed pertinent to the review of this new degree program proposal.

XIV.   Attachments. Attach *the UNC System Academic Program Planning Worksheet* as the first attachment following this document, the final approved Request for Preliminary Authorization as the second attachment, followed by any other relevant documents.
Attached
- Academic Planning Worksheet – Sources
- Academic Planning Worksheet – Uses
- BSBA in BA Online Final Approved Request for Preliminary Authorization
- Program-Student-Learning-Outcomes-Plan - BSBA Business Administration

XV. **Signatures.** This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities and has my support.

Position Title	Signature	Date
Chancellor	*Sh d. Dohr*	8/25/23
Provost	*[signature]*	8/21/2023
Chief Financial Officer	DocuSigned by: *Richard Amon* 03B88EFF44BD4C5...	08/21/2023 | 2:30 PM EDT

(Only complete below for partner institution if this is a joint degree program proposal)

Position Title	Signature	Date
Chancellor		
Provost		
Chief Financial Officer		

Current Program Sources (if applicable)	Rate	Year 0 (Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS	
1 General Fund Appropriation								$ -	
2 NC Promise Appropriation								$ -	
3 *Resident Enrollment (FTE)*									
4 Regular Resident Tuition (Annual Rate)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5 *Nonresident Enrollment (FTE)*									
6 Regular Nonresident Tuition (Annual Rate)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
7 Tuition Differential (Annual Rate)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
8 Special Fees		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
9 External Funding (In-Hand Only)								$ -	
10 Other Funding (Identify)								$ -	
11 **Total Current Sources**		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Proposed New Program Sources									
12 *Incremental Resident SCH*			1,485	3,120	3,930	3,930	3,930	16,395	
13 Enrollment Funding Appropriation	$ 340	$ -	$ -	$ 252,450	$ 782,850	$ 1,198,500	$ 1,336,200	$ 3,570,000	
15 *Resident Enrollment (FTE)*			62	130	164	164	164	$ 364	*
16 Regular Resident Tuition (Annual Rate)	$ 3,812	$ -	$ 235,868	$ 495,560	$ 624,215	$ 624,215	$ 624,215	$ 2,604,073	**
14 NC Promise Appropriation (Resident)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
17 *Nonresident Enrollment (FTE)*									
18 Regular Nonresident Tuition (Annual Rate)	$ 747	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
14 NC Promise Appropriation (Nonresident)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
19 Tuition Differential (Annual Rate)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
20 Special Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
21 External Funding (In-Hand Only)								$ -	
22 Other Funding (from AA and CTL)		86,500						$ 86,500	***
23 **Total New Sources**		$ 86,500	$ 235,868	$ 748,010	$ 1,407,065	$ 1,822,715	$ 1,960,415	$ 6,260,573	
24 **Total Proposed Program Sources**		$ 86,500	$ 235,868	$ 748,010	$ 1,407,065	$ 1,822,715	$ 1,960,415	$ 6,260,573	

Costs	$ 86,500	$ 222,542	$ 418,942	$ 683,436	$ 684,749	$ 686,096	$ 2,782,265	
Net Total	$ -	$ 13,325	$ 329,068	$ 723,629	$ 1,137,966	$ 1,274,319	3,478,307	

Comments

*Calculated by dividing the SCH projection by 24 for 12 hours in fall and 12 in spring

**Annual rate calculated from tuition (158.83 per CH) for 12 credit hours in fall ($1906) + same in spring

*** Other Funding (one time allocation from AA + CTL funding for course development stipends)

Richard Amon

	(Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
Current Program Uses (if applicable)							
1 Tenure/Tenure-Track Faculty							$ -
2 Non Tenure-Track Faculty							$ -
3 Graduate Student Support							$ -
4 EHRA Non-Faculty Positions							$ -
5 Student Support (Scholarships)							$ -
6 Libraries							$ -
7 Supplies and Materials							$ -
8 Travel, Communications, and Fixed Charges							$ -
9 Equipment and Technology							$ -
# Facility Repair and Renovation							$ -
# Other (Identify)							$ -
# **Total Current Uses**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Proposed New Program Uses							
# Tenure/Tenure-Track Faculty*				270,213	270,213	270,213	$ 810,639
# Non Tenure-Track Faculty*		150,042	294,442	295,723	297,036	298,383	$ 1,335,626
# Part-Time Faculty			9,000	9,000	9,000	9,000	$ 36,000
# Graduate Student Support*							$ -
# EHRA Non-Faculty Positions*			73,000	73,000	73,000	73,000	$ 292,000
# Student Support (Scholarships)							$ -
# Libraries							$ -
# Supplies and Materials							$ -
# Travel, Communications, Marketing, Fixed Charg	50,000	20,000	10,000	10,000	10,000	10,000	$ 110,000
# Equipment and Technology (course dev)	16,000	32,000	12,000	5,000	5,000	5,000	$ 75,000
# Facility Repair and Renovation							$ -
# Facility New Construction or Expansion							$ -
# Other (Identify) Program Director	20,500	20,500	20,500	20,500	20,500	20,500	$ 123,000
# **Total New Uses**	$ 86,500	$ 222,542	$ 418,942	$ 683,436	$ 684,749	$ 686,096	$ 2,782,265
# **Total Proposed Program Uses**	$ 86,500	$ 222,542	$ 418,942	$ 683,436	$ 684,749	$ 686,096	$ 2,782,265

Comments

Richard Amon

08/30/2023 | 10:30 AM EDT

New Academic Degree Program Request for Preliminary Authorization

Institution <u>University of North Carolina at Charlotte</u>

Degree Program Title (e.g. M.A. in Biology) <u>B.S.B.A. in Business Administration</u>

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Provost	Joan Lorden	Provost and Vice Chancellor, Academic Affairs
Chief Financial Officer	Richard Amon	Vice Chancellor, Business Affairs
Faculty Senate Chair (Or representative)	Susan Harden	Faculty President (2021-2023)
Graduate Council (If applicable)	N/A	N/A
Graduate/Undergraduate Dean (If applicable)	Lisa Walker	Associate Provost for Undergraduate Education & Dean of University College
Academic College/School Dean	Jennifer Troyer	Dean, Belk College of Business
Department Head/Chair	N/A	N/A
Program Director/Coordinator	Natasha Randle	Associate Dean for Undergraduate Programs

New Academic Proposal Process

New academic programs are initiated and developed by faculty members. The Request for Preliminary Authorization must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. If the Request for Preliminary Authorization is approved, the institution may begin work on the formal Request to Establish a New Academic Degree Program.

NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g. a Master's institution proposing a doctoral degree), then a request for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then the institution may proceed with the Request for Preliminary Authorization.

UNC Institution Name	University of North Carolina at Charlotte
Joint Degree Program (Yes or No)? If so, list partner institutions.	No
Degree Program Title (e.g. M.A. in Biology)	B.S.B.A in Business Administration
CIP Code and CIP Title (May be found at **National Center for Education Statistics**)	52.0201
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Online, 100%
Proposed Term to Enroll First Students (e.g. Fall 2022)	Fall 2025

I. **SACSCOC Liaison Statement:** *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

> The proposed curriculum comprises core courses that are part of the institution's existing programs and therefore the new program would not constitute a substantive change. However, the final approved curriculum will determine the decision to notify or to seek approval from SACSCOC. A new program with 25-49% new content is a significant departure from the institution's existing programs and requires notification prior to implementation. A new program with 50-100% new content is a significant departure from the institution's existing programs and requires SACSCOC approval prior to implementation.
> *Dr. Christine Robinson, Executive Director, Office of Assessment and Accreditation*

II. **Program Summary**: (*Briefly describe the proposed program and summarize the overall rationale.*) Maximum of 1,000 words. Include the following in your narrative:

   a. **How this program supports specific university and UNC System missions.**

> UNC Charlotte is requesting preliminary authorization to develop a new online major in Business Administration. The addition of the new program creates a tenth major for the Belk College of Business, to complement existing offerings under the degrees of Bachelor of Science (B.S.) in Accounting, Bachelor of Science in Business Administration (B.S.B.A.), and Bachelor of Science (B.S.) in Economics.
> Offering a high-quality educational program that meets the needs of North Carolinians, the program supports the missions of the College, the University and the University System. The mission of the Belk College of Business is: "We are committed to creating an inclusive culture that inspires a passion for knowledge and intellectual growth as well as a dedication to service.

We engage in research that fosters innovative business theory, policy, and practice. In strategic partnership with the Greater Charlotte region, we educate our students to become leaders who are critical thinkers, ethically informed, and globally aware."[1] The program will be designed to support the goals in the Belk College as outlined in the 2021-2026 Strategic Plan, with one of the goals being to "ensure our undergraduate programs provide a relevant and innovative business education with an emphasis on student development and success."[2] Delivering an online degree builds additional onramps for a population of working adult students that is not fully served at UNC Charlotte and supports the College's shared value of diversity and inclusion by fostering an environment that is based on mutual respect, broadens understanding, and builds trust.

Designing an undergraduate program that includes government and industry standards of quality and meets the needs of national, state, and regional stakeholders, the proposed program supports UNC Charlotte's mission to "offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region."[3] Developing an online degree in business administration supports the university's new 2021-2031 strategic plan of "transforming students' lives through educational opportunity and excellence" that includes a metric of equity, accessibility, and affordability.

The UNC System's mission is to "discover, create, transmit and apply knowledge to address the needs of individuals and society." [4] The program helps the UNC System to address the needs of individuals and society by drawing on partnerships with business leaders in the Charlotte area to create a dialogue that shapes the industry-relevant curriculum and provides one of the nation's most dynamic business cities with valuable research and employable talent. The proposed new degree uniquely supports the University of North Carolina 2017-2022 Strategic Plan and the revision of the plan in all five of the key themes: access, student success, affordability and efficiency, economic impact and community engagement, and excellent and diverse institutions. The online delivery supports the goals of the College, University, and University System to provide access and affordability, and to create opportunities for underrepresented student groups to complete a bachelor's degree.

b. **Collaborative opportunities with other UNC institutions as appropriate.**

The proposed new program offers opportunities to collaborate first with members of the NC Community College system by providing pathways for students to easily transfer into the

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[1] https://belkcollege.charlotte.edu/about-us

[2] https://belkcollege.charlotte.edu/sites/belkcollege.charlotte.edu/files/media/2021-2026%20Belk%20College%20of%20Business%20Strategic%20Plan10.1.pdf

[3] University vision and mission, approved on April 11, 2014, https://chancellor.uncc.edu/about-unc-charlotte/mission-statement

[4] The University of North Carolina System: https://www.northcarolina.edu/about-us/

online program. Additionally, faculty and support staff will seek opportunities for collaboration across the UNC system on resources to support student success, internships, and sharing effective teaching strategies for the post-traditional learner.

c. **Ways in which the proposed program is distinct from others already offered in the UNC System. Information on other programs may be found on the UNC System [website](), and all similar programs should be listed here (use the 4-digit CIP as a guide).**

The CIP Code of 52 is assigned to instructional programs in Business, Management, Marketing, and related support. The 52.02 code is Business Administration, Management and Operations. In addition to the two UNC Charlotte majors in the 52.02 CIP (Management and Operations and Supply Chain Management), UNC Charlotte offers seven other business majors: Management Information Systems (11.01); Accounting (52.03); Economics (52.06); Finance (52.08); International Business (52.11); Business Analytics (52.13); and Marketing (52.14).

To best serve the adult student target population, the proposed new program delivers a general business administration major with exposure to foundational areas of business administration that can complement established work experience and support career progression. This major is ideal for the target market of working adults who have already completed some college because for many the goal is quite simply to finish a degree. This general business administration major casts a wide net that will capture potential students with varied interests in business among a variety of business degree programs started yet not completed. While other schools may offer general business administration online degree programs, it is the Charlotte Advantage that truly sets Belk College apart. Charlotte is the number two banking center in the US, there are approximately eighteen fortune 1,000 companies located in the region, and Charlotte boasts rapid growth in finance, healthcare, advanced manufacturing, automotive, and technology industries. The Belk College of Business has strong relationships with the broader business community which will allow students earning this generalist business administration degree exposure to these varied organizations within the Belk College curriculum. Moreover, students will have access to professional development, specialized support, and opt-in events on timely and relevant business topics through this Charlotte business community engagement.

The Charlotte Advantage also presents itself relative to this program in that 75% of learners selecting an online program prefer a university within 50 miles from where they live.[5] The combination of the general business administration curriculum, the unique relationship between the Belk College and the local Charlotte business community, and the location of the physical campus in Charlotte distinguish this program relative to the other UNC system campuses offering a program in the 52.02 CIP code group.

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[5] Magda, A. J., Capranos, D., & Aslanian, C. B., (2020). [Online college students 2020: Comprehensive data on demands and preferences](). Louisville, KY: Wiley Education Services.

Table 1

UNC System Programs in Business Administration, Management, and Operations (52.02)					
Campus	Degree	Title	CIP Code	Online	Campus
ASU	BSBA	Management	520201	✓	✓
ASU	BSBA	Supply Chain Management	520203	✓	✓
ECSU	BS	Business Administration	520201	✓	✓
ECU	BSBA	Management	520201	✓	✓
ECU	BSBA	Supply Chain Management	520203	✓	✓
FSU	BS	Business Administration	520201	✓	✓
NC A&T	BS	Business Administration	520201		✓
NC A&T	BS	Management	520201		✓
NC A&T	BS	Supply Chain Management	520209		✓
NCCU	BBA	Business Administration	520201		✓
NCSU	BS	Business Administration	520201		✓
UNCA	BS	Management	520201		✓
UNCC	BSBA	Management	520201		✓
UNCC	BSBA	Operations & Supply Chain Management	520205		✓
UNC-CH	BSBA	Business Administration	520201		✓
UNC-CH	BA	Human and Organizational Leadership and Development	520213		✓
UNCG	BS	Business Administration	520201	✓	✓
UNCP	BS	Business Administration	520201	✓	✓
UNCW	BS	Business Administration	520201		✓
WCU	BSBA	Business Administration and Law	520201	✓	✓
WCU	BSBA	Management	520201	✓	✓
WSSU	BS	Business Administration	520201		✓

III.   Student Demand: *(Provide evidence of student enrollment demand, including external estimates. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

To further draw from a pool of students not currently served by UNC Charlotte, the online business administration degree provides a new option for the million plus learners in North Carolina who have some college and no degree. [6]The National Center for Education Statistics (NCES) reports a growing number of bachelor's degrees that have been conferred by postsecondary institutions in the field of business, including management, marketing, and related support services. Nationally, the number of degrees conferred in 2014-15 was 363,741 and grew to 390,564 in 2018-2019.[7] As a response to the COVID-19 global pandemic, undergraduate enrollment declined nationally for the past three years, but undergraduate enrollment in business, management, marketing and related (CIP 52) saw modest declines from 2019 to 2021 and remains the top enrolled major in the U.S. with over 1.5 million students enrolled in fall 2021.[8]

Institutions in North Carolina (*n* = 51) report 5037 completions in business administration and management in the 2019-2020 academic year. Statewide completions increased at an annual average of 1.5% with no increase in the number of institutions reporting completions. Over 40% of institutions report completions with a 100% distance-delivery option during this reporting period (Table 2). UNC Charlotte was the seventh largest provider of degree completions in business administration and management, representing approximately 3% of the statewide market share in 2015-2016 and 2019-2020.

While the statewide completion numbers grew slightly over the past five years, local completions reported by 12 institutions declined by an average of 3.4% per year across the 2015-2016 and 2019-2020 academic years moving from 790 completions to 686 completions respectively. Only 17% of institutions report completions with a 100 percent distance-delivery option (EAB, 2022, See Appendix A). Between the 2015-2016 and 2019-2020 academic years, seven of the top 10 local institutions increased their market share, and five of the top 10 institutions increased their number of completions. In the academic years of 2015-2016 to 2019-2020, UNC Charlotte saw gains in both the number of reported completions and market share, ending with 24% of the local market share in 2019-2020 (Table 3). These trends combine with a growing state and local population and indicators that UNC Charlotte can continue to gain market share and may do this more effectively by offering a high-quality online degree.

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[6] National Student Clearinghouse Research Center, Some College, No Degree: A 2019 Snapshot for the Nation and 50 States, https://nscresearchcenter.org/some-college-no-degree-2019/

[7] SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010 through Fall 2019, Completions component. See *Digest of Education Statistics 2020*, table 322.10.

[8] National Student Clearinghouse Research Center, Overview: Fall 2021 Enrollment Estimates https://nscresearchcenter.org/wp-content/uploads/CTEE_Report_Fall_2021.pdf

Table 2
Statewide Student Demand in Business Administration and Management

Institutions with Most Reported Completions
2015-2016 to 2019-2020 Academic Years, Statewide Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
University of North Carolina Wilmington	617	12.97%	752	14.93%
North Carolina State University at Raleigh	605	12.72%	665	13.20%
University of North Carolina at Greensboro	351	7.38%	507	10.07%
University of North Carolina at Chapel Hill	326	6.85%	358	7.11%
East Carolina University	246	5.17%	296	5.88%
Western Carolina University	83	1.74%	196	3.89%
UNC Charlotte	153	3.22%	167	3.32%
Appalachian State University	189	3.97%	152	3.02%
High Point University	212	4.46%	142	2.82%
North Carolina Central University	111	2.33%	127	2.52%

☐ Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

Completion numbers for Tables 2 and 3 are calculated on CIP code. The total 2019-2020 undergraduate completions in the Belk College of Business is 1,100.

IV. **Access, Affordability, and Student Success**: (*Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,000 words. Reference sources such as College Scorecard, Census postsecondary outcomes data, etc.*)

a. **Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).**

The current core goals of the UNC System Strategic Plan are access, affordability and efficiency, student success, economic impact and community engagement, and excellent and diverse institutions. While the members of the Board of Governors are currently working to update the UNC System five-year plan, the proposed new degree in business administration supports the current goals and the proposed changes including on-time graduation and new opportunities for adult learners. Providing additional opportunities for postsecondary education in North Carolina's most populated city and in one of the most populated counties will help to

Table 3
Local Student Demand in Business Administration and Management

Institutions with Most Reported Completions
2015-2016 to 2019-2020 Academic Years, Local Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
Winthrop University	189	23.92%	177	25.80%
UNC Charlotte	153	19.37%	167	24.34%
Belmont Abbey College	88	11.14%	94	13.70%
Johnson C Smith University	42	5.32%	51	7.43%
Catawba College	72	9.11%	50	7.29%
Queens University of Charlotte	45	5.70%	42	6.12%
Livingstone College	26	3.29%	29	4.23%
Johnson & Wales University-Charlotte	33	4.18%	27	3.94%
Wingate University	10	1.27%	26	3.79%
University of Phoenix-North Carolina	100	12.66%	15	2.19%

☐ Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

meet the goal of My Future NC of having two million North Carolinians achieve a high-quality credential or postsecondary degree. Twenty two percent of the 25-44 year olds in Mecklenburg County have some college but no degree and only 24% have a bachelor's degree. Union and Cabarrus counties have similar degree attainment metrics while many of the other counties in the Charlotte region have bachelor's degree numbers in the 10-15% range.[9]

In support of the UNC System Strategic Plan, the new proposed online degree would specifically support the priority areas for UNC Charlotte[10]: increased low-income enrollments, graduation rates, and student success outcomes. The goal to improve low income enrollments can be supported by recruiting efforts in Tier 2 counties near Mecklenburg, such as Gaston,

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[9] My Future NC, https://dashboard.myfuturenc.org/county-data-and-resources/

[10] UNC Charlotte's institution specific dashboard for tracking progress on the UNC System Strategic Plan goals. Prioritize goals: low-income completions; five-year graduation rates; undergraduate degree efficiency; critical workforce; research productivity. Improve goals: low-income enrollments; rural completions; and gaps in degree efficiency. Sustain goal: rural enrollments.

Catawba, Rowan and Stanly as well as Tier 1[11] counties such as Anson and Cleveland. The driving distance to the UNC Charlotte campus makes it unlikely that a prospective student would commute from a home county 50 to 100 miles away or that an adult student would relocate just for college, but an online degree delivery would allow the student to enroll and complete coursework from a low income and/or rural area.

The goals of five-year graduation rates and degree efficiency will be supported through the coordinated effort of student support from the School of Professional Studies, the Office of Adult Students and Evening Services, Charlotte's Veterans Services Office, the University Center for Academic Excellence, and the University Career Center. Additionally, the Belk College of Business offers comprehensive and transformative support for Belk College undergraduate students through the Niblock Student Center ensuring the best possible support for students on the path to graduation.

Student success outcomes will be achieved in this program by applying success measures tailored for adult students and championed by the adult-serving organization Council for Adult and Experiential Learning (CAEL) in the Ten Principles of Serving Adult Learners.[12] This will be further reinforced with a robust orientation program, peer support, and career support.

As the societal and labor market demand evidence in Section V below shows, adding credentialed workers to the region, state, and national landscape is one of the benefits of the program and can be a key indicator of student success. Of equal significance, it is where North Carolina can see a fairly quick return on the investment in this new program. The program estimates that 50-70 bachelor-level graduates will join the workforce within 24 months of the first class enrolling and can produce a similar number of graduates each subsequent year with adequate resources for teaching.

b. **Analysis of student debt levels for similar programs and programs at the same academic level at the institution.**

Undergraduate UNC Charlotte students who graduated in 2020-2021 had an average of $21,668 in direct loans compared to the national average for undergraduates of $28,800. NCES provides debt levels for similar programs in computer and information sciences, health care and business, and finds students in the undergraduate major in business borrow slightly less than majors in health care and computer science.[13] A majority of loans by business graduates are in repayment after 12 months and the average monthly loan payment is similar to the two other selected majors.

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[11] https://www.nccommerce.com/grants-incentives/county-distress-rankings-tiers

[12] CAEL's Ten Principles of Serving Adult Learners: https://www.cael.org/lp/10-principles-of-serving-adult-learners

[13] NCES, Baccalaureate and Beyond (B&B:16/17: A First Look at the Employment and Educational Experiences of College Graduates, 1 Year Later, https://nces.ed.gov/pubs2019/2019241.pdf

Table 4
NCES Student Debt Statistics for Selected Majors

National Center for Education Statistics for 2015-2016 Bachelor's Degree Recipients					
Bachelor's degree major	Percent who borrowed federal loans	Amount borrowed in federal loans	Average ratio of amount owed to amount borrowed 12 months after graduation[14]	Percentage of recipients of student loans, who were in repayment 12 months after degree completion-2017	Median monthly payment amount for recipients of student loans in repayment 12 months after degree completion - 2017
Computer and Information Sciences	65.6%	30,000	86.3	81.6%	$220
Health care	77.0%	30,100	88.0	78.7%	$320
Business	66.2%	27,200	90.0	82.1%	$290

    c.   **Provide an analysis of indebtedness, repayment, and relationship to potential earnings.**

Using national averages of student loan debt and median earnings for first year, fifth year and tenth year in occupations commonly filled by graduates in the three major fields of study of computer and information sciences, health care, and business, the median loan amount at UNC Charlotte of approximately $22K is 48% of the first year salary in business administration fields.[15] The 48% of the first year salary falls well below the rule of thumb that total student loan debt at graduation should be less than one's annual income. At an interest rate of 4.66%, a loan of $22,000 can be paid in full in 10 years with a payment of $230 per month.[16] The total amount paid would be $27,565. With a projected first year income of $46,018, or $3,835 per month, the monthly payment would be approximately 6% of the gross monthly salary. The U.S. Department of Education recommends that students do not take on a student loan payment that exceeds 20% of total projected discretionary income, or 8 to 10% of total monthly income.[17]

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[14] Includes respondents who had paid off their loans as of 12 months after bachelor's degree completion and owed $0. The ratio of amount owed to amount borrowed may be over 100 percent because the amount owed includes interest accrued while loans are in deferment, causing the borrower to owe more than the original amount borrowed. The ratio includes undergraduate and graduate loans.
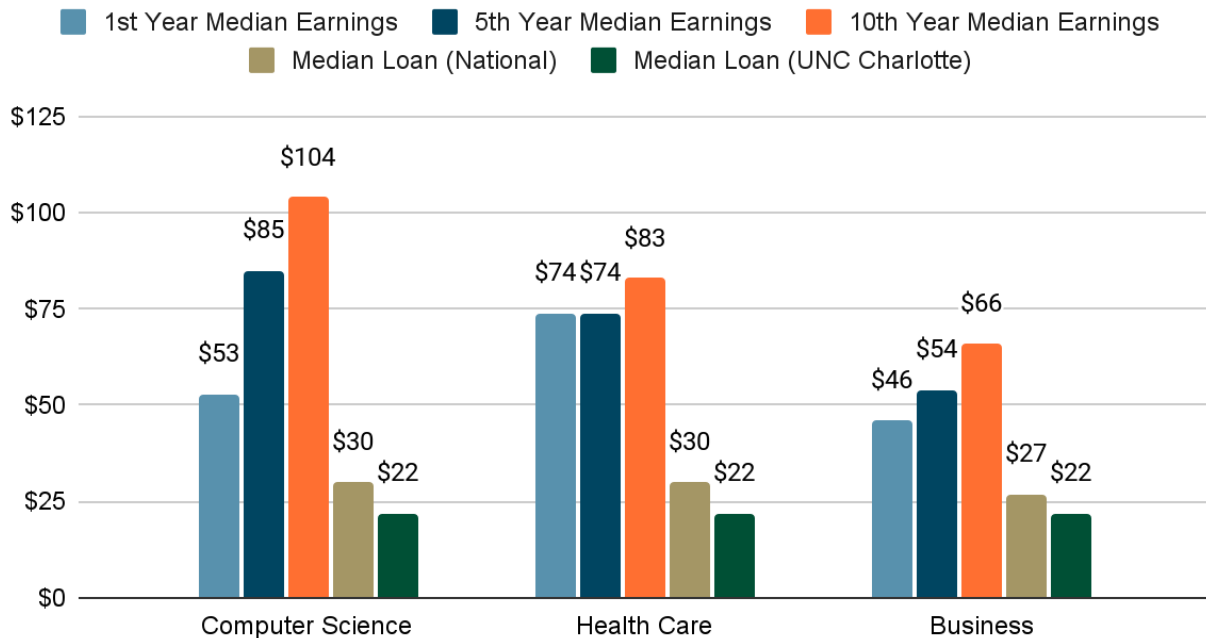
[15] National median earnings data found https://seekut.utsystem.edu/about-the-data. Earnings are inflation adjusted to reflect 2020 dollars. The 10 year median salary for computer science professions according to PayScale. The healthcare earnings are specifically for nursing in the graph.

[16] Calculations at Smart Asset - https://smartasset.com/student-loans/student-loan-calculator#LTz76nzgui

[17] https://thriveap.com/blog/what-percentage-your-income-should-go-toward-student-loans

Figure 1
Average Annual Earnings and Loan Totals for Selected Majors

Average Annual Earnings and Loan Totals for Selected Majors

Legend: ■ 1st Year Median Earnings ■ 5th Year Median Earnings ■ 10th Year Median Earnings ■ Median Loan (National) ■ Median Loan (UNC Charlotte)

Computer Science: $53, $85, $104, $30, $22
Health Care: $74, $74, $83, $30, $22
Business: $46, $54, $66, $27, $22

V.   **Societal and Labor Market Demand:** *(Provide evidence of societal demand and employability of graduates from each of the following source types. Must include external estimates. Maximum length 1,000 words)*

   a. **Labor market information (projections, job posting analyses, and wages)**
      i.   Specific to North Carolina (such as ncworks.gov, nctower.com, or outside vendors such as Burning Glass).
      ii. Available from national occupational and industry projections (such as the U.S. Bureau of Labor Statistics).

      Consensus data from multiple sources projects long term and short-term growth in North Carolina for business administration professionals. The industry sector of "Management of Companies and Enterprises" is projected to add approximately 10,000 workers for a growth of 12%.[18] Statewide employer demand trends suggest a strong need for program graduates. The average monthly demand growth for relevant professionals increased by an average 2.0% per month between October 2018 and September 2021, outpacing the 1.7% average monthly

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[18] NC Industry projections data from NC Department of Commerce for 2018-2028, https://www.nccommerce.com/data-tools-reports/labor-market-data-tools/employment-projections#industry-projections

demand growth for all bachelor's-level professionals during the same time period (see Appendix

A). This suggests program graduates will likely face a growing labor market with ample employment opportunities. The most common job titles in statewide data on job postings for bachelor's level positions in business administration include business development managers, business analysts, marketing managers, product and project managers (see Appendix A). The postings are most often found in the industries of professional scientific and technical services; manufacturing; and information.

Figure 2
Statewide Job Postings from Oct 2018- September 2021

Job Postings for Bachelor's Level Business Administration Professionals over Time
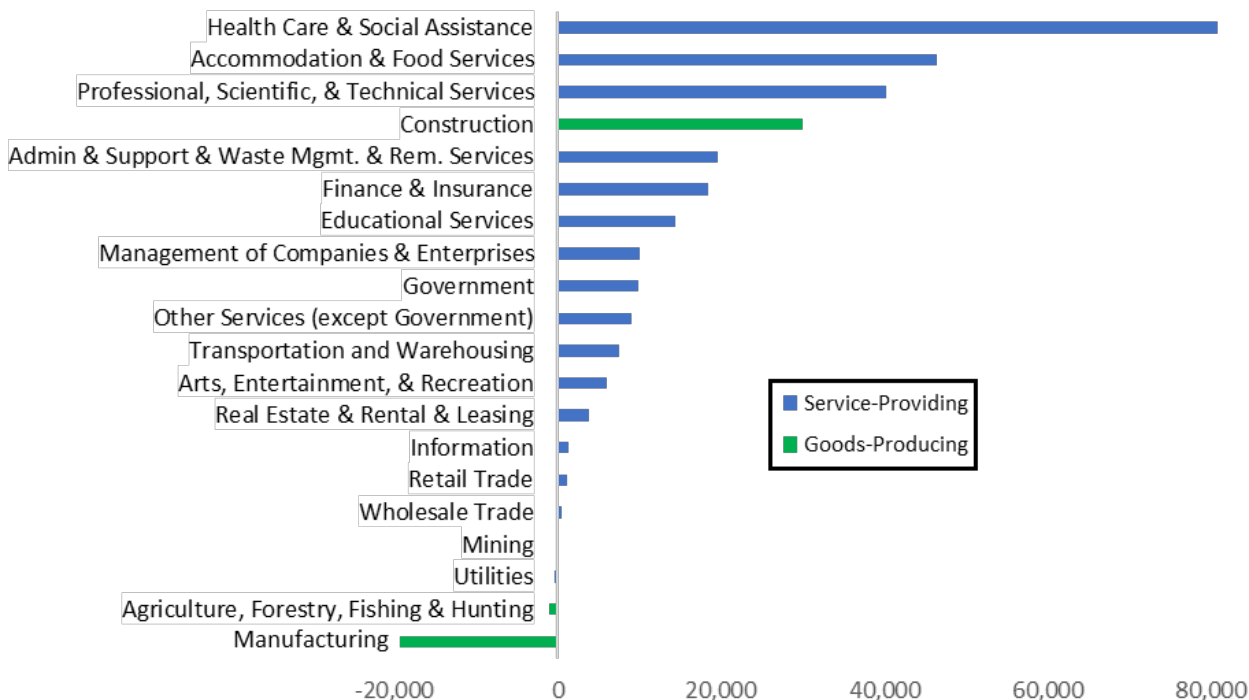October 2018 – September 2021, Statewide Data
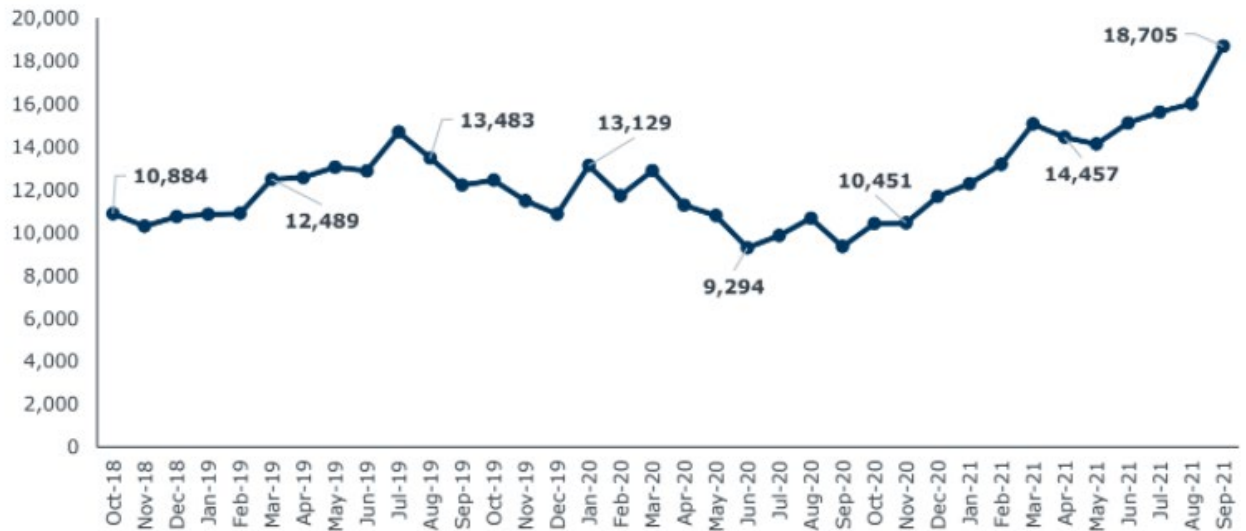
Over 224,000 people are employed in the Charlotte area in the "professional and business services" sector, which is an increase of 5.8% from December 2020 to December 2021.[19] The NC Department of Commerce projects long term employment growth in the industry where graduates with a B.S. in Business Administration are likely to work: Professional, scientific, and technical services; finance and insurance; and management of companies and enterprises.[20]

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[19] NC, Charlotte market data from BLS, Feb 2022, https://www.bls.gov/regions/southeast/summary/blssummary_charlotte.pdf

[20] https://www.nccommerce.com/blog/2020/10/05/introducing-nc%E2%80%99s-2028-employment-projections-industry

Figure 3
North Carolina Projected Net Growth by Industry, 2018-2028

Source: NC Department of Commerce: 2018-2028 Long Term Employment Projections

The Bureau of Labor Statistics (BLS) projects that employment in management occupations is projected to grow nationally by 9% from 2020 to 2030, about as fast as the average for all occupations, and will result in about 906,800 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations. The median annual wage for management occupations was $109,760 in May 2020, which was the highest wage of all the major occupational groups.[21]

b. **Projections from professional associations or industry reports**

AACSB, the premier international organization for business school accreditation, collects data from AACSB member schools and publishes the Business School Data Guide, an annual report that highlights program, finances, faculty and staff, and student data. The 2021 data indicate job acceptance of 80.6% of undergraduates seeking full-time employment within six

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[21] BLS, national occupational outlook, https://www.bls.gov/ooh/management/home.htm

months after graduation, with a mean starting salary of $54,762.[22] Consistent with other data presented here, this indicates the value of this degree program.

c. Other (alumni surveys, insights from existing programs, etc.)

UNC Charlotte currently offers multiple majors with a degree of Bachelor of Science in Business Administration (BSBA) that have experienced steady growth in recent years. Five year enrollment trends in the current BSBA programs within the CIP code 52 for business management, marketing, and related services (including accounting, finance, and management information systems, and economics) shows a gain of nearly 5.5% with 213 more students in fall 2021 (4028) than in fall 2019 (3415),[23] while overall college enrollment declined in North Carolina over the past three years due to the COVID-19 global pandemic.[24] During that same time period UNC Charlotte Belk College graduates experienced average starting salary gains of approximately 26% (from $49,081 in 2019 to $61,704 in 2021).[25]

VI.   Costs, Funding, and Budget (*Maximum length 1,000 words*)
Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

a.   Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:

   i.   UNC Academic Program Costs
        Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc. funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

        Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

        EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's

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[22] AACSB 2021 Business School Data Guide, https://www.aacsb.edu/insights/publications/data-reports/2021-business-school-data-guide

[23] Enrollment numbers from https://belkcollege.charlotte.edu/student-success

[24] Data from National Student Clearinghouse Research Center, November 2021, https://nscresearchcenter.org/stay-informed/

[25] UNC Charlotte First Destination Survey from https://firstdestination.charlotte.edu/data/2021

office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions include all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

Costs: The majority of the program costs are in the teaching positions ($583K) needed for the 25 new sections projected in year 3 and continuing in each subsequent year. Section sizes are designed for 100 students per section for most courses in this program. One tenure track position is anticipated with the majority of the teaching responsibility to be covered with 2 full time positions and six part-time positions. With the large sections, the program will utilize professional teaching assistants as instructional support to facilitate online discussion, problem sessions, and student support. Courses for the proposed program are drawn from seven departments.

ii. UNC Academic Program Revenues
Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.
Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

Revenues: Projected enrollment for the first two years is calculated to be 35 new students entering in fall and spring terms, with an increase to 50 students in year three and beyond. Revenue is based on Distance Education tuition and fees and state appropriations. Enrollment increase is projected by year two and the program is self-sustaining in year two. The tuition and appropriation revenues are determined at an institutional level. The numbers reflected may or may not reflect an actual change in the university budget.

b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:

   i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

Response: UNC Charlotte allocates enrollment growth revenues to support strategic institutional goals. The Chancellor, Provost, and Deans coordinate to discuss the academic initiatives that may need support during a ramp up phase. The proposed program is expected to generate new enrollment growth. Funds will be used to secure the resources for the program and then allocated to other institutional priorities.

   ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

Response: UNC Charlotte will not seek additional state appropriations to implement or sustain the proposed program.

   iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
       1. State the amount of tuition differential or program-specific fees that will be requested.
       2. Describe specifically how the campus will spend the revenues generated.

Response: UNC Charlotte will not require a differential tuition or program-specific fees to implement or sustain the proposed program.

c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

Response: UNC Charlotte is not seeking additional state funding or a differential tuition.

VII.   For Research Doctoral Programs Only:

Describe the following (maximum length 1,000 words):

a. The research and scholarly infrastructure in place (including faculty) to support the proposed program.

b. Method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.

c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

VIII.   Contact: (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Dean, Belk College of Business	Jennifer Troyer	jtroyer@uncc.edu	704-687-7599
Associate Dean for Undergraduate Programs	Natasha Randle	Natasha.Randle@uncc.edu	704-687-6015

Signatures. This Request for Preliminary Authorization has been reviewed and approved by the appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
Chancellor	*[signature]*	11/28/22
Provost	*[signature]* Joan F Lorden	11/21/22

	Rate	Year 0 (Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS	
Current Program Sources (if applicable)									
1 General Fund Appropriation								$ -	
2 NC Promise Appropriation								$ -	
3 *Resident Enrollment (FTE)*									
4 Regular Resident Tuition (Annual Rate)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5 *Nonresident Enrollment (FTE)*									
6 Regular Nonresident Tuition (Annual Rate)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
7 Tuition Differential (Annual Rate)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
8 Special Fees		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
9 External Funding (In-Hand Only)								$ -	
10 Other Funding (Identify)								$ -	
11 **Total Current Sources**		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Proposed New Program Sources									
12 *Incremental Resident SCH*			1,305	2,910	3,870	3,870	3,870	3,870	
13 Enrollment Funding Appropriation	$ 340	$ -	$ -	$ 221,850	$ 716,550	$ 1,152,600	$ 1,315,800	$ 3,406,800	
15 *Resident Enrollment (FTE)*			54	121	161	161	161	$ 86	Calculated by dividing the SCH projection by 24 for 12 hours in fall and 12 in spring
16 Regular Resident Tuition (Annual Rate)	$ 3,812	$ -	$ 207,278	$ 462,205	$ 614,685	$ 614,685	$ 614,685	$ 2,513,538	Annual rate calculated from tuition for 12 credit hours in fall ($1906) + same in spring
14 NC Promise Appropriation (Resident)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	
17 *Nonresident Enrollment (FTE)*									
18 Regular Nonresident Tuition (Annual Rat	$ 747	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
14 NC Promise Appropriation (Nonresident	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
19 Tuition Differential (Annual Rate)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
20 Special Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
21 External Funding (In-Hand Only)								$ -	
22 Other Funding (Identify)								$ -	
23 **Total New Sources**		$ -	$ 207,278	$ 684,055	$ 1,331,235	$ 1,767,285	$ 1,930,485	$ 5,920,338	
24 **Total Proposed Program Sources**		$ -	$ 207,278	$ 684,055	$ 1,331,235	$ 1,767,285	$ 1,930,485	$ 5,920,338	

Comments

	Year 0	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS	
	$ 26,000	$ 199,000	$ 210,000	$ 716,500	$ 716,500	$ 716,500	$ 2,584,500	costs
		$ 8,278	$ 474,055	$ 614,735	$ 1,050,785	$ 1,213,985	3,335,838	remaining income

	(Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS	
Current Program Uses (if applicable)								
1 Tenure/Tenure-Track Faculty							$	-
2 Non Tenure-Track Faculty							$	-
3 Graduate Student Support							$	-
4 EHRA Non-Faculty Positions				50,000	50,000	50,000	$	150,000
5 Student Support (Scholarships)							$	-
6 Libraries							$	-
7 Supplies and Materials							$	-
8 Travel, Communications, and Fixed Charges							$	-
9 Equipment and Technology							$	-
# Facility Repair and Renovation							$	-
# Other (Identify)							$	-
# **Total Current Uses**	$ -	$ -	$ -	$ 50,000	$ 50,000	$ 50,000	$	150,000
Proposed New Program Uses								
# Tenure/Tenure-Track Faculty*				236,250	236,250	236,250	$	708,750
# Non Tenure-Track Faculty*		83,000	83,000	319,250	319,250	319,250	$	1,123,750
# Graduate Student Support*							$	-
# EHRA Non-Faculty Positions*		69,000	69,000	69,000	69,000	69,000	$	345,000
# Student Support (Scholarships)							$	-
# Libraries							$	-
# Supplies and Materials							$	-
# Travel, Communications, and Fixed Charges		5,000	5,000	5,000	5,000	5,000	$	25,000
# Equipment and Technology (course dev)	16,000	32,000	16,000				$	64,000
# Facility Repair and Renovation							$	-
# Facility New Construction or Expansion							$	-
# Other (Identify) PT instruction and Program Dire	10,000	10,000	37,000	37,000	37,000	37,000	$	168,000
# **Total New Uses**	$ 26,000	$ 199,000	$ 210,000	$ 666,500	$ 666,500	$ 666,500	$	2,434,500
# **Total Proposed Program Uses**	$ 26,000	$ 199,000	$ 210,000	$ 716,500	$ 716,500	$ 716,500	$	2,584,500

Comments

Market Pulsecheck

An evaluation of employer demand for graduates from the proposed online bachelor's-level business administration program in the local and statewide regions and student demand for similar programs.

Analysis Includes:

- Job Posting Trends
- Top Skills
- Top Titles
- Top Industries
- Education Levels
- Degree Completion Trends

Options for Next Steps

Following this analysis, the requesting partner can:

- Choose to discontinue the research, if the leadership is able to make a decision based on this analysis and other institutional research.
- Continue the analysis. A final report of the continued research will address credential design and curricular recommendations.

Strong Labor Market Trends and Historical Program Strength Suggest Favorable Online Program Launch Potential

Preliminary Program Outlook

Historical and projected labor market growth suggest strong employment opportunities for program graduates. Within the last 12 months, local and statewide employers posted a high number of job postings for relevant professionals (i.e., 26,208 and 67,061 job postings, respectively). Between October 2018 and September 2021, local and statewide employer demand growth for bachelor's-level business administration professionals increased monthly, outpacing the employer demand growth for all bachelor's-level professionals (i.e., 2.49 and 2.16 percent vs 1.95 and 1.72 percent, respectively). This suggests that program graduates will likely face a favorable labor market. Additionally, the topmost relevant local and regional occupations are projected to increase faster than all occupational growth. This suggests demand for program graduates will likely increase in the next 10 years.

Strong market performance at UNC Charlotte's existing in-person program suggests a favorable online program launch, despite decreasing local student demand. While the number of local completions decreased by an annual average of 3.38 percent across the 2015-2016 to the 2019-2020 academic years, UNC Charlotte experienced an increase in both the number of reported completions and market share, ranking as the second largest program locally. This suggests local declining student demand trends may not be indicative of institutional success. Contrary to local data, statewide student demand grew and UNC Charlotte ranks at #7 in terms of both completions reported and market share for the 2019-2020 academic year. Historic program success and positive reputation may help garner student interest for a new modality, even in the presence of significant competition.

Online programming may help UNC Charlotte differentiate from top competitors. Although over 40 percent of statewide institutions offered a 100 percent distance-delivery modality in the 2019-2020 academic year, only four of the top 10 statewide institutions reporting completions offered a distance-delivery option. Further, merely 16.67 percent of local institutions offered a 100 percent distance-delivery modality, including two top local competitors.

Research Limitations

Due to the self-reported nature of data to the NCES, some comparable and competitor programs may report completions for a bachelor's in business administration program under a less relevant CIP code not included in this analysis. As a result, the reported completions under chosen CIP code "Business Administration and Management, General" (52.0201) in this report may not accurately represent the number of students who completed similar competitor programs. Further, additional online programs may exist that are not captured in NCES data as not all institutions report online completions separately from face-to-face program completions.

eab.com

Local Analysis of Job Postings for Bachelor's-Level Business Administration Professionals

Local employer demand trends suggest a strong need for program graduates. Relevant employer demand grew by an average of 2.49 percent per month from October 2018 to September 2021, outpacing the overall employer demand growth of 2.16 percent per month for all bachelor's-level professionals. Growth in demand declined during the first months of the COVID-19 pandemic but has steadily increased since September 2020. This suggests a positive outlook for bachelor's-level business administration program graduates.

+2.49%

Average Monthly Demand Growth

October 2018 – September 2021, Local Data

- Average monthly growth of 113 job postings.
- During the same period, demand for all bachelor's-level professionals grew 2.16 percent.

5,208 job postings

Average Monthly Demand

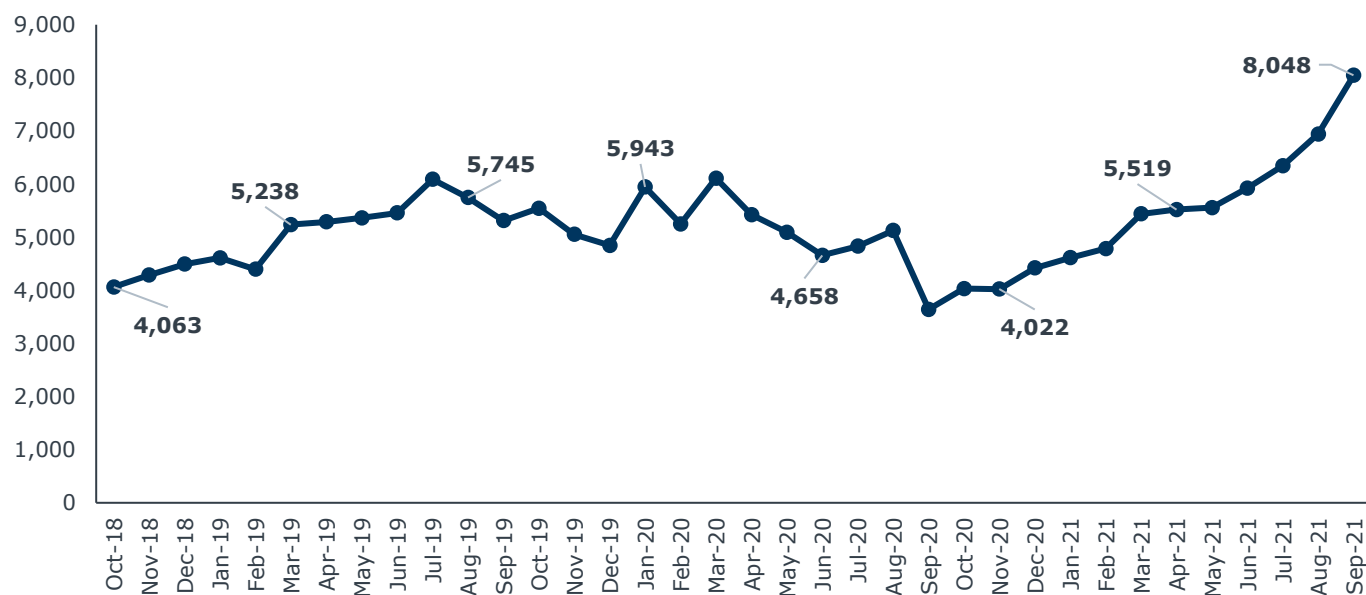*October 2018 – September 2021, Local Data*

26,208 job postings

Relevant Jobs Posted in the Past Year

October 2020 – September 2021, Local Data

Job Postings for Bachelor's Level Business Administration Professionals over Time

October 2018 – September 2021, Local Data

Source: EAB analysis. Emsi Analyst.

eab.com

Statewide Analysis of Job Postings for Bachelor's-Level Business Administration Professionals

Similar to local trends, statewide employer demand trends suggest a strong need for program graduates. The average monthly demand growth for relevant professionals increased by an average 1.95 percent per month between October 2018 and September 2021, outpacing the 1.72 percent average monthly demand growth for all bachelor's-level professionals during the same time period. This suggests program graduates will likely face a growing labor market with ample employment opportunities.

+1.95%

Average Monthly Demand Growth

October 2018 – September 2021, Statewide Data

- Average monthly growth of 223 job postings.
- During the same period, demand for all bachelor's-level professionals grew 1.72 percent.

12,390 job postings

Average Monthly Demand

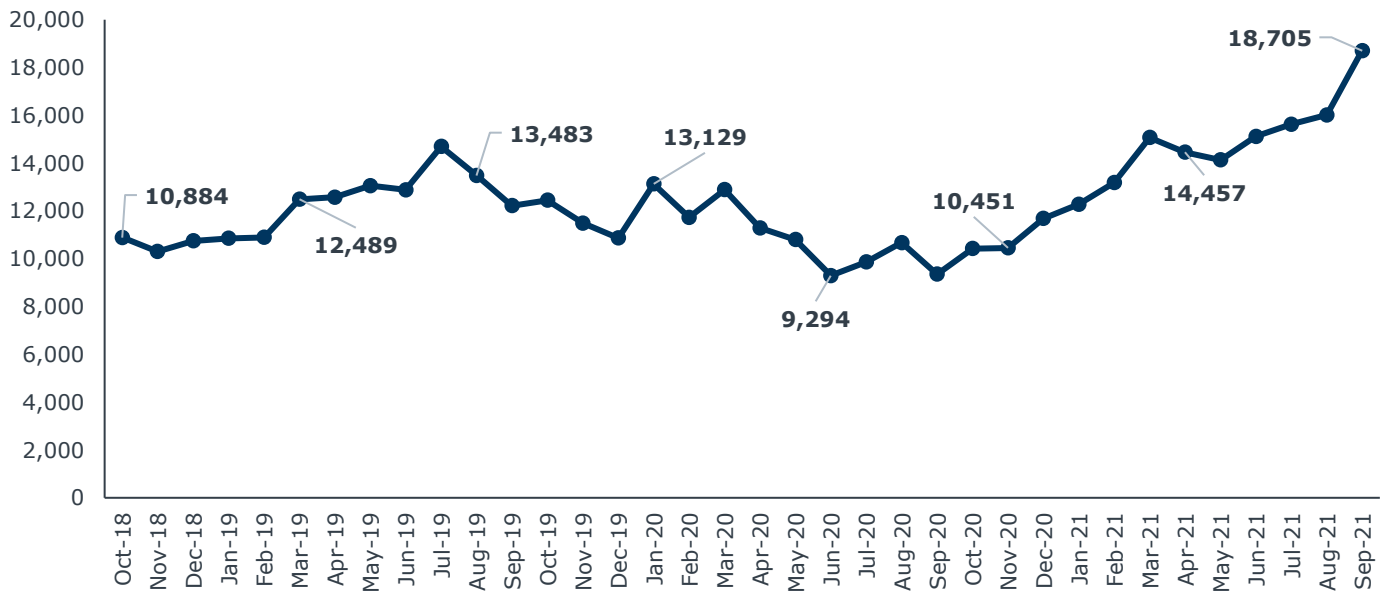*October 2018 – September 2021, Statewide Data*

67,061 job postings

Relevant Jobs Posted in the Past Year

October 2020 – September 2021, Statewide Data

Job Postings for Bachelor's Level Business Administration Professionals over Time

October 2018 – September 2021, Statewide Data


Source: EAB analysis. Emsi Analyst.

Analysis of Employment for Business Administration Professionals

In both the local and statewide regions, employment is projected to increase faster than average for all the top five relevant occupations. This indicates employment opportunities for graduates will likely increase in coming years. Administrators should note that the top five relevant occupations are different between regions.
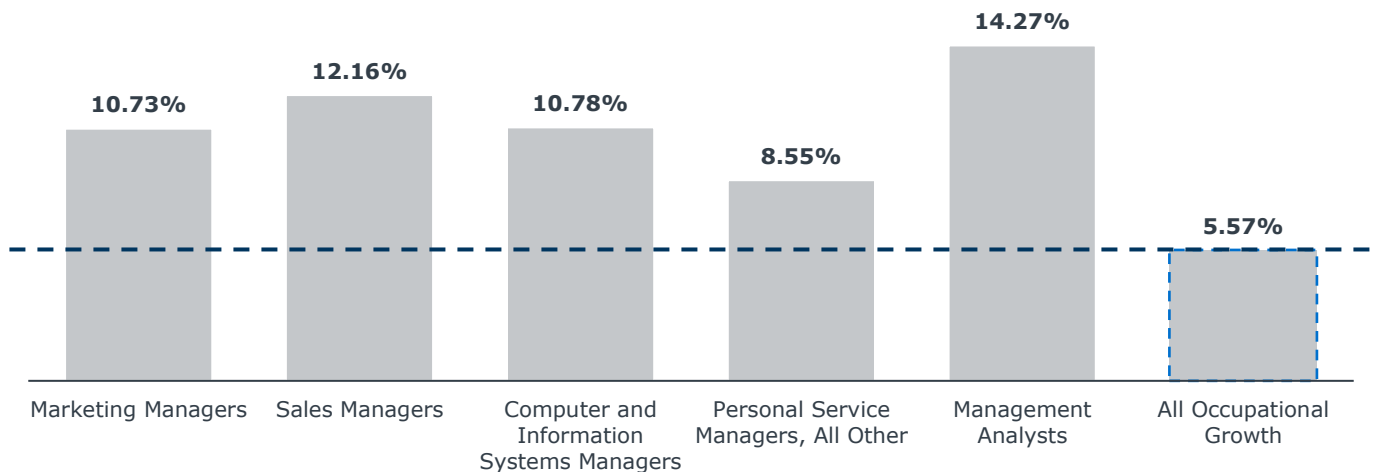
While these occupations represent the most common occupations appearing in job postings for bachelor's-level business administration professionals, the projected employment data considers all jobs within an occupation at all degree levels.

Projected Employment in Top Occupations[1]

2021-2031, Local Data
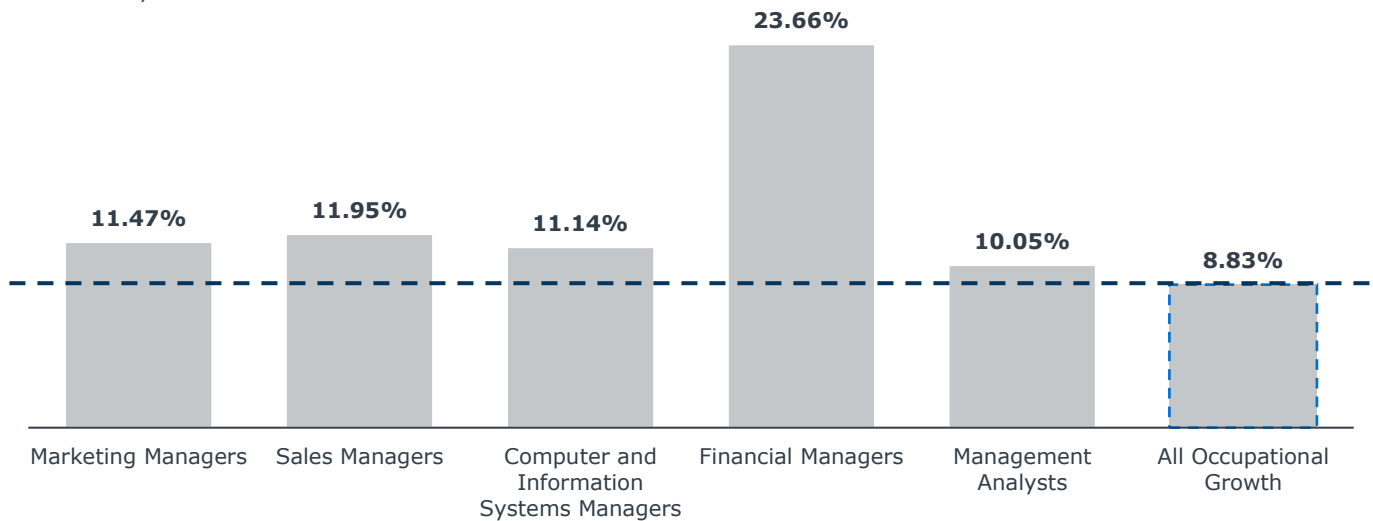
2021-2031, Statewide Data[2]

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.
2) "Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other" shortened to "Personal Service Managers, All Other."
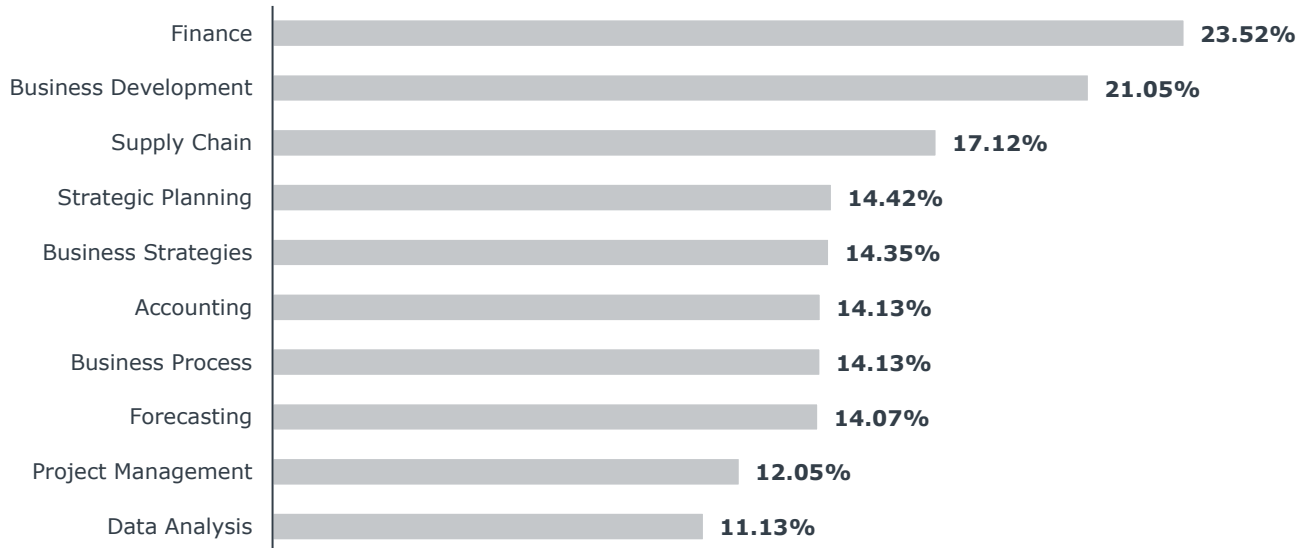
The dashed blue line represents the projected employment growth across all occupations from 2021 to 2031.

Source: EAB analysis. Emsi Analyst.

Top Skills Requested of Bachelor's-Level Business Administration Applicants

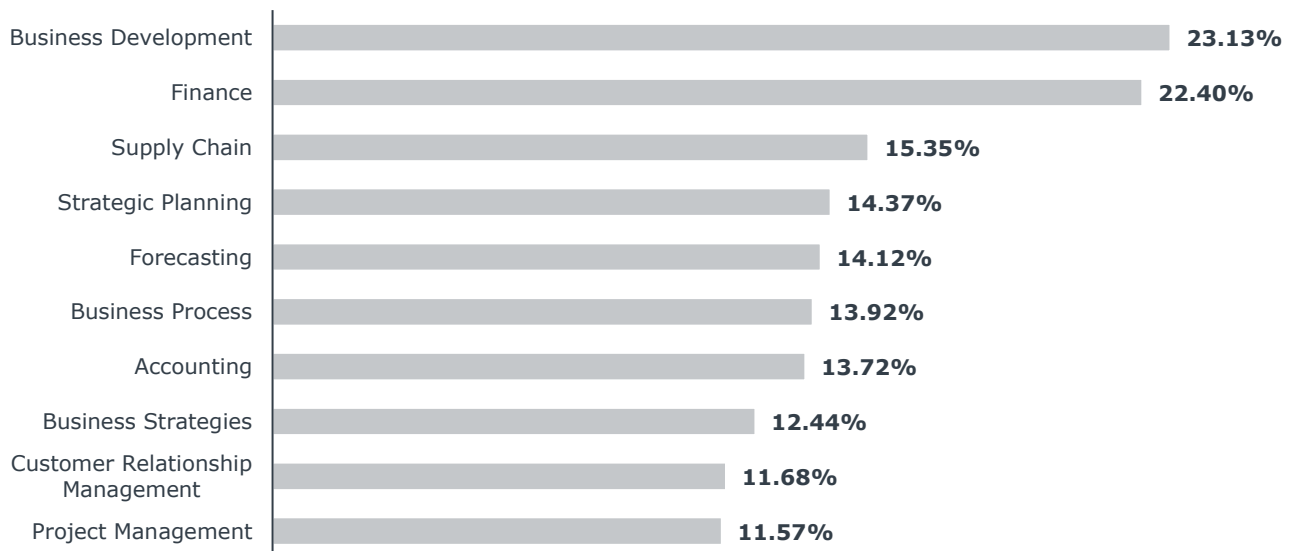*October 2020 – September 2021, Local Data*

n = 26,208 job postings

Skill	Percentage
Finance	23.52%
Business Development	21.05%
Supply Chain	17.12%
Strategic Planning	14.42%
Business Strategies	14.35%
Accounting	14.13%
Business Process	14.13%
Forecasting	14.07%
Project Management	12.05%
Data Analysis	11.13%

Top Skills Requested of Bachelor's-Level Business Administration Applicants

October 2020 – September 2021, Statewide Data

n = 67,061 job postings

Skill	Percentage
Business Development	23.13%
Finance	22.40%
Supply Chain	15.35%
Strategic Planning	14.37%
Forecasting	14.12%
Business Process	13.92%
Accounting	13.72%
Business Strategies	12.44%
Customer Relationship Management	11.68%
Project Management	11.57%

Source: EAB analysis. Emsi Analyst.

eab.com
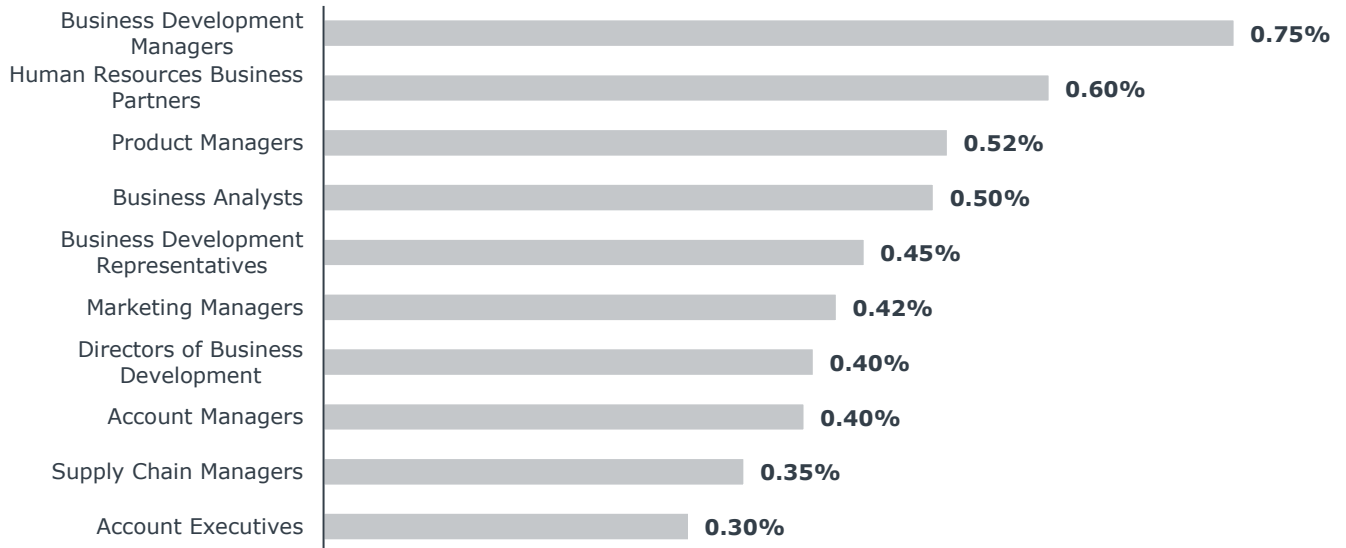
Top Titles in Job Postings for Bachelor's-Level Business Administration Professionals

October 2020 – September 2021, Local Data

n = 26,208 job postings
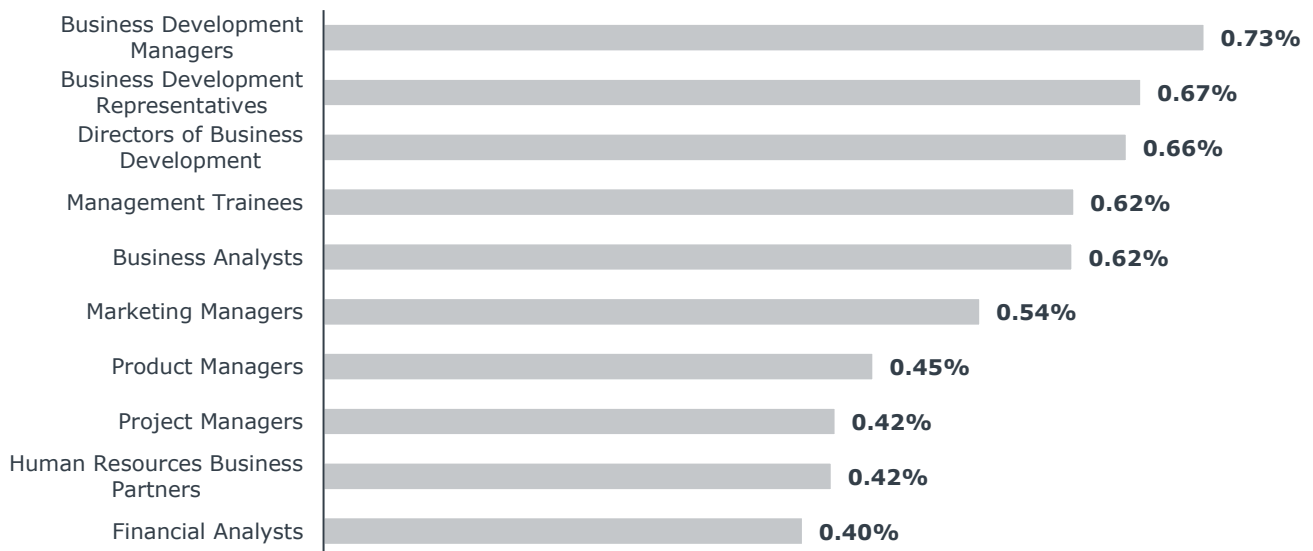
Title	Percentage
Business Development Managers	0.75%
Human Resources Business Partners	0.60%
Product Managers	0.52%
Business Analysts	0.50%
Business Development Representatives	0.45%
Marketing Managers	0.42%
Directors of Business Development	0.40%
Account Managers	0.40%
Supply Chain Managers	0.35%
Account Executives	0.30%

Top Titles in Job Postings for Bachelor's-Level Business Administration Professionals

October 2020 – September 2021, Statewide Data

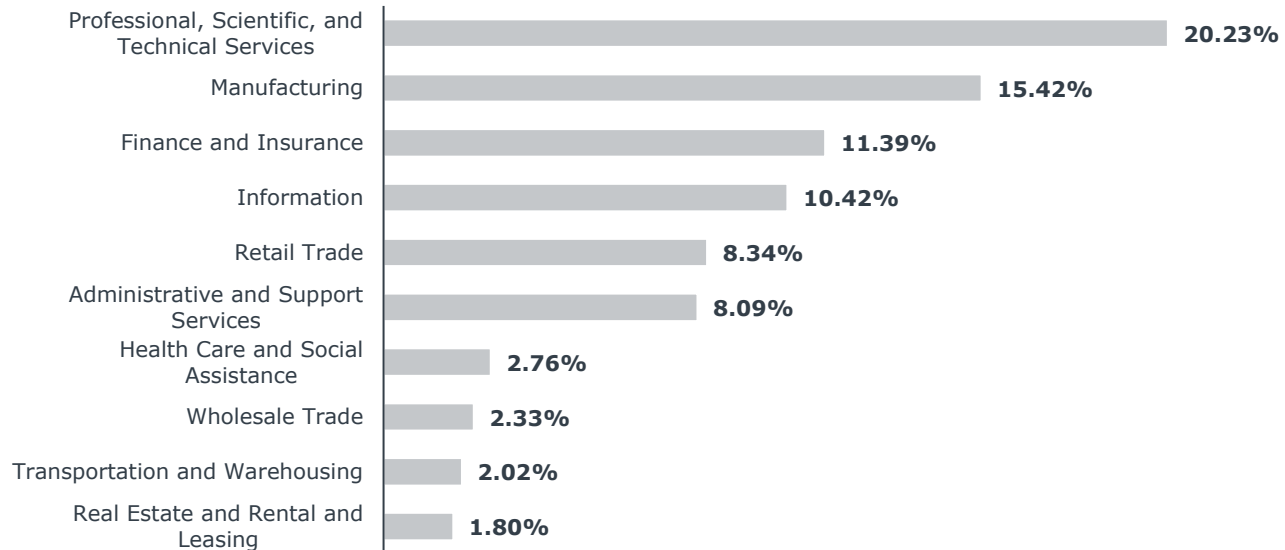n = 67,061 job postings

Title	Percentage
Business Development Managers	0.73%
Business Development Representatives	0.67%
Directors of Business Development	0.66%
Management Trainees	0.62%
Business Analysts	0.62%
Marketing Managers	0.54%
Product Managers	0.45%
Project Managers	0.42%
Human Resources Business Partners	0.42%
Financial Analysts	0.40%

Source: EAB analysis. Emsi Analyst.

eab.com

Top Industries Advertising Bachelor's-Level Business Administration Job Postings[1]

October 2020 – September 2021, Local Data

n = 26,208 job postings
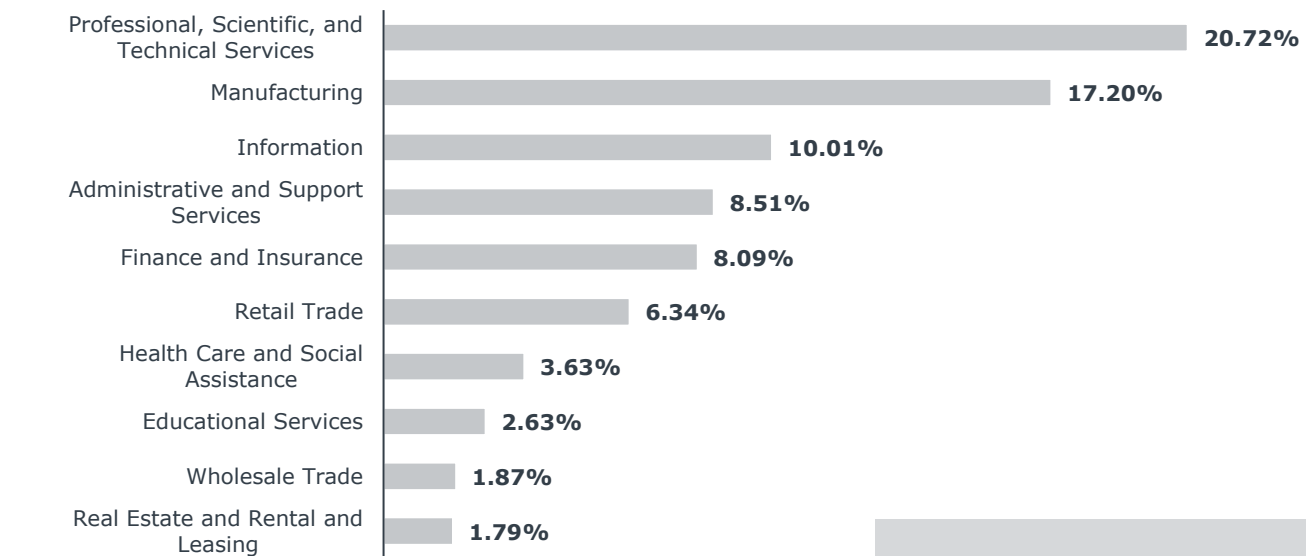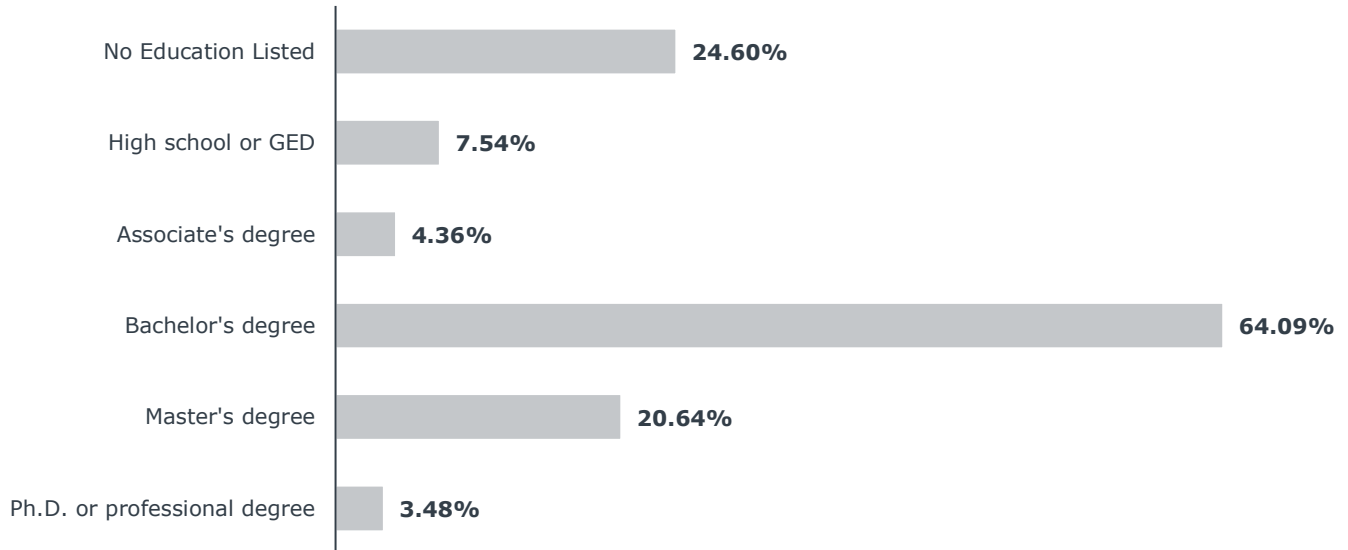
Industry	Percent
Professional, Scientific, and Technical Services	20.23%
Manufacturing	15.42%
Finance and Insurance	11.39%
Information	10.42%
Retail Trade	8.34%
Administrative and Support Services	8.09%
Health Care and Social Assistance	2.76%
Wholesale Trade	2.33%
Transportation and Warehousing	2.02%
Real Estate and Rental and Leasing	1.80%

Top Industries Advertising Bachelor's-Level Business Administration Job Postings

October 2020 – September 2021, Statewide Data

n = 67,061 job postings

Industry	Percent
Professional, Scientific, and Technical Services	20.72%
Manufacturing	17.20%
Information	10.01%
Administrative and Support Services	8.51%
Finance and Insurance	8.09%
Retail Trade	6.34%
Health Care and Social Assistance	3.63%
Educational Services	2.63%
Wholesale Trade	1.87%
Real Estate and Rental and Leasing	1.79%

1) "Administrative and Support and Waste Management and Remediation Services" was shortened to "Administrative and Support Services"

Emsi Analyst often classifies job postings from staffing companies under the category "Administrative and Support and Waste Management and Remediation Services."

Source: EAB analysis. Emsi Analyst.

Education Levels Requested of Business Administration Applicants

October 2020 – September 2021, Local Data

n = 40,895 job postings[1]

No Education Listed	24.60%
High school or GED	7.54%
Associate's degree	4.36%
Bachelor's degree	64.09%
Master's degree	20.64%
Ph.D. or professional degree	3.48%

Education Levels Requested of Business Administration Applicants

October 2020 – September 2021, Statewide Data

n = 107,396 job postings[1]

No Education Listed	24.04%
High school or GED	9.25%
Associate's degree	6.09%
Bachelor's degree	62.44%
Master's degree	19.71%
Ph.D. or professional degree	3.73%
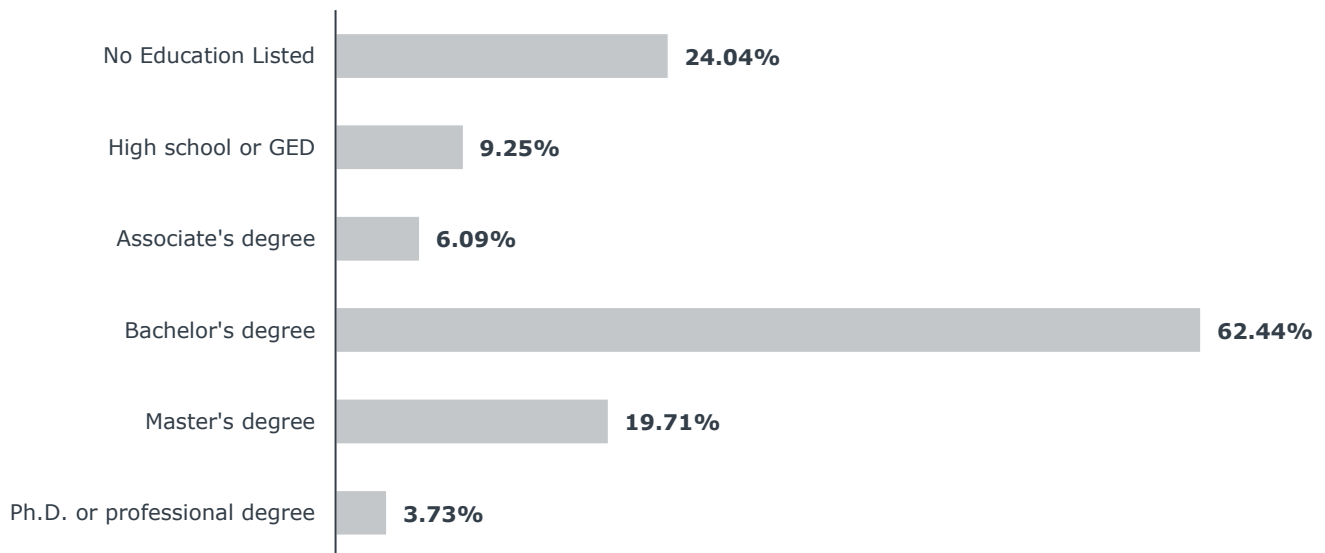
1) The n-value reflects the number of job postings requesting any degree level business administration applicants rather than the number of postings requesting bachelor's-level business administration applicants.

Source: EAB analysis. Emsi Analyst.

Local Analysis of CIP Code 52.0201 ("Business Administration and Management, General") Completions

Local completions declined by an average of 3.38 percent per year, while the number of local institutions reporting relevant completions remained consistent (i.e., 12 institutions) across the 2015-2016 and 2019-2020 academic years. This suggests an increasingly competitive environment as institutions compete for dwindling student interest. Note only 16.67 percent of institutions report completions with a 100 percent distance-delivery option.

Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, Local Data

790	731	709	732	686
2015-16	2016-17	2017-18	2018-19	2019-20
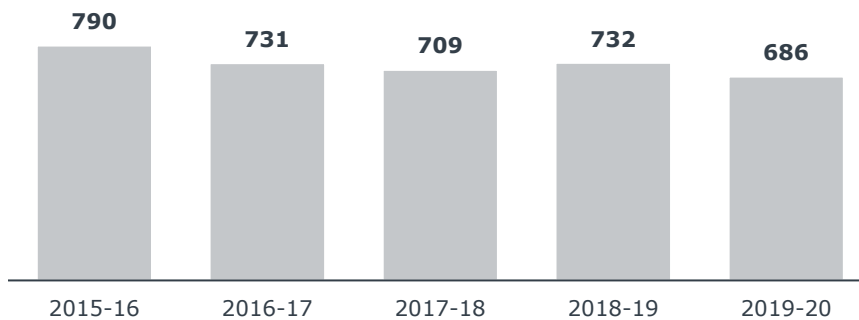
-3.38%

Average Annual Completions Decline

2015-2016 to 2019-2020 Academic Years, Local Data

- No change in number of institutions reporting completions in the same period.

Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, Local Data

12	12	12	12	12
2015-16	2016-17	2017-18	2018-19	2019-20
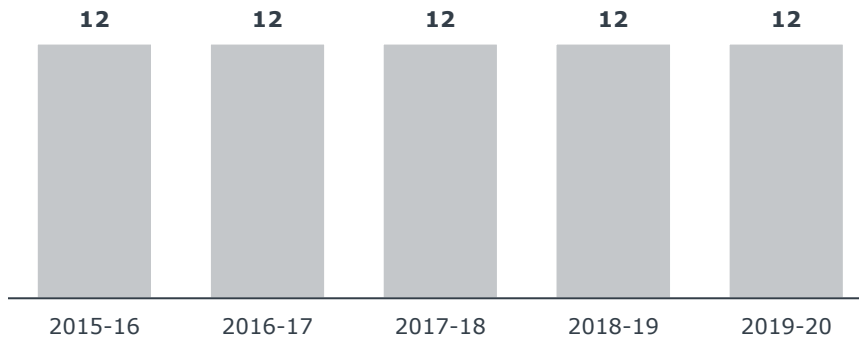
16.67%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, Local Data

57.17

Mean Completions per Institution Reporting

2019-2020 Academic Year, Local Data

- A decrease from the 65.83 mean completions reported in the 2015-2016 academic year.

35.50

Median Completions per Institution Reporting

2019-2020 Academic Year, Local Data

- A decrease from the 43.50 median completions reported in the 2015-2016 academic year.

Source: EAB analysis. National Center for Education Statistics.

Local Analysis of CIP Code 52.0201 ("Business Administration and Management, General") Completions

Between the 2015-2016 and 2019-2020 academic years, seven of the top 10 local institutions increased their market share, and five of the top 10 institutions increased their number of completions. During the 2019-2020 academic year, Winthrop University was the only program to report more completions than the existing in-person program at the UNC Charlotte. Further, across the 2015-2016 to 2019-2020 academic years, the UNC Charlotte increased in both the number of reported completions and market share. This suggests that while local student demand is declining, the UNC Charlotte may continue to capture a large share of the market.

Institutions with Most Reported Completions

2015-2016 to 2019-2020 Academic Years, Local Data

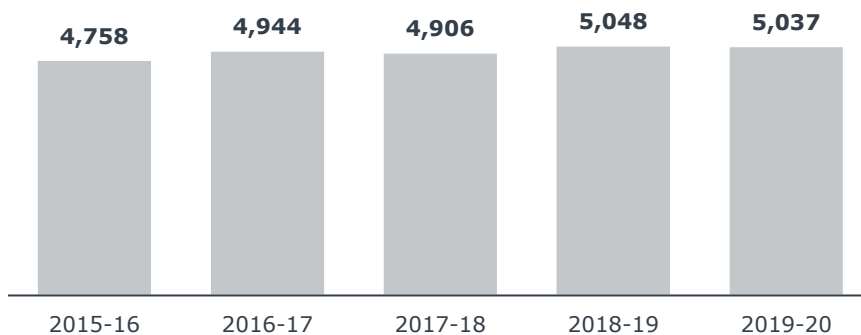| Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
Winthrop University	189	23.92%	177	25.80%
UNC Charlotte	153	19.37%	167	24.34%
Belmont Abbey College	88	11.14%	94	13.70%
Johnson C Smith University	42	5.32%	51	7.43%
Catawba College	72	9.11%	50	7.29%
Queens University of Charlotte	45	5.70%	42	6.12%
Livingstone College	26	3.29%	29	4.23%
Johnson & Wales University-Charlotte	33	4.18%	27	3.94%
Wingate University	10	1.27%	26	3.79%
University of Phoenix-North Carolina	100	12.66%	15	2.19%

☐ Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

Statewide Analysis of CIP Code 52.0201 ("Business Administration and Management, General") Completions

Unlike local completions trends, between the 2015-2016 and 2019-2020 academic years, statewide completions increased at an annual average of 1.45 percent with no increase in number of institutions reporting completions. Over 40 percent of institutions report completions with a 100 percent distance-delivery option.

Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, Statewide Data

2015-16	2016-17	2017-18	2018-19	2019-20
4,758	4,944	4,906	5,048	5,037

+1.45%

Average Annual Completions Growth

2015-2016 to 2019-2020 Academic Years, Statewide Data

- No change in number of institutions in the same period.

Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, Statewide Data

2015-16	2016-17	2017-18	2018-19	2019-20
51	50	51	51	51
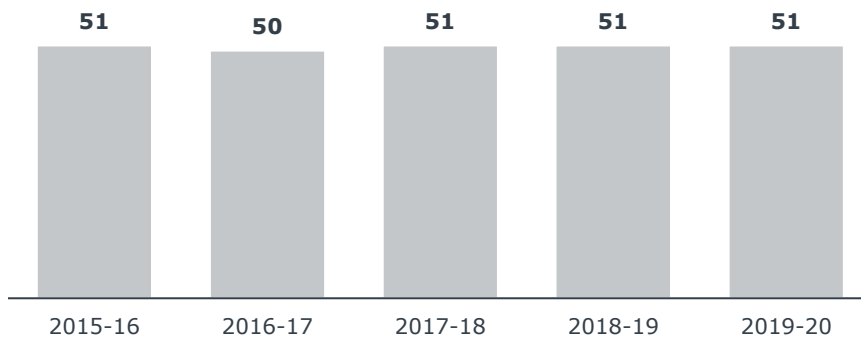
41.18%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, Statewide Data

98.76

Mean Completions per Institution Reporting

2019-2020 Academic Year, Statewide Data

- An increase from the 93.29 mean completions reported in the 2015-2016 academic year.

39.00

Median Completions per Institution Reporting

2019-2020 Academic Year, Statewide Data

- A decrease from the 45.00 median completions reported in the 2015-2016 academic year.

Source: EAB analysis. National Center for Education Statistics.

eab.com

Statewide Analysis of CIP Code 52.0201 ("Business Administration and Management, General") Completions

Between the 2015-2016 and 2019-2020 academic years, eight of the top 10 institutions increased their market share, and these same eight institutions increased their number of completions. This includes the UNC Charlotte. The current, in-person program ranks at seventh of the largest statewide institutions by reported completions and market share in the 2019-2020 academic year. A new online program at the UNC Charlotte would like benefit from the in-person program's existing market presence.

Institutions with Most Reported Completions

2015-2016 to 2019-2020 Academic Years, Statewide Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2019-2020 Academic Year	Reported Completions, 2015-2016 Academic Year	Market Share, 2019-2020 Academic Year
University of North Carolina Wilmington	617	12.97%	752	14.93%
North Carolina State University at Raleigh	605	12.72%	665	13.20%
University of North Carolina at Greensboro	351	7.38%	507	10.07%
University of North Carolina at Chapel Hill	326	6.85%	358	7.11%
East Carolina University	246	5.17%	296	5.88%
Western Carolina University	83	1.74%	196	3.89%
UNC Charlotte	153	3.22%	167	3.32%
Appalachian State University	189	3.97%	152	3.02%
High Point University	212	4.46%	142	2.82%
North Carolina Central University	111	2.33%	127	2.52%

☐ Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

Source: EAB analysis. National Center for Education Statistics.

Appendix: Research Parameters and Sources

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from October 2020 to September 2021. To best estimate employer demand for bachelor's-level business administration professionals, the Forum analyzed job postings for all professionals with relevant skills (e.g., "Business Economics," "Financial Management," and "Marketing Analytics").

Definitions

"CIP" code refers to the Classification of Instructional Programming code.

"Local" refers to the Charlotte-Concord-Gastonia, NC-SC MSA.

"Statewide" refers to North Carolina.

Research Questions

The requesting partner asked:

- **What skills should the program teach to prepare students to meet employer demand?**
- **In what positions do employers demonstrate the greatest need for graduates?**
- **What education level do employers most frequently request from program graduates?**
- **In which industries should the program prepare students to work?**
- **How many students graduate from similar programs, and how has this changed over time?**
- How are similar programs structured?
- How are similar programs delivered?

Bolded questions were addressed within this analysis; remaining questions will be addressed if partner pursues additional research.

Project Sources

The Forum consulted the following sources for this report:

• EAB's internal and online research libraries

• Emsi Analyst, described below

• U.S. Bureau of Labor Statistics

• U.S. National Center for Education Statistics (NCES)

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB's partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

• http://www.economicmodeling.com/analyst/

• https://www.economicmodeling.com/alumni-insight/

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.

BSBA in Business Administration (Online Degree Completion Program)
Proposed Fall 2025 Launch

Program Student Learning Outcomes Assessment Plan

Minimum and Recommended Numbers of Program Student Learning Outcomes
- **Undergraduate Programs:** A minimum of 4 SLOs to include 1 SLO for written communications, 1 SLO for oral communications, 1 SLO for critical thinking, and 1 discipline-specific SLO are required; 5-6 SLOs are recommended to allow for 2-3 discipline-specific SLOs. One additional SLO is required for each concentration in a degree program.
- **Graduate degree Programs:** A minimum of 2 discipline-specific SLOs are required but 3-4 discipline-specific SLOs are recommended. One additional SLO is necessary for each concentration in the degree program.
- **Undergraduate and graduate certificate programs:** A minimum of 1 discipline specific SLO is required; 2-3 discipline-specific SLOs are recommended. If the certificate is associated with a program, SLOs may be repeated.
- **Concentrations:** A minimum of 1 discipline specific SLO is required but 2-3 SLOs are recommended.

Student Learning Outcome Statement #1
Describe what a student will know and be able to do as a result of the educational program.

Learning Goal 1 (knowledge, skill or ability to be assessed)
Students will demonstrate knowledge of ethical, legal and social responsibility issues.

1a. Students will demonstrate the ability to recognize the fundamentals of foundational ethical theories.
1b. Students will use a structured process to identify and evaluate an ethical dilemma.
1c. Students will demonstrate an awareness of fraudulent behavior and its consequences.
1d. Students will demonstrate knowledge of contract legality.
1e. Students will demonstrate knowledge of sustainability and social responsibility issues and their impact on decision making.

1.1 Plan for Current Year - Effectiveness Measure
Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

The instruments used to assess student mastery of this learning outcome are multiple choice questions embedded in course exams. Specifically, the questions test the concepts below which, together, effectively gauge overall student learning related to this learning goal:

1a. Students will demonstrate the ability to recognize the fundamentals of foundational ethical theories. (Assessed in MGMT 3282)
1b. Students will use a structured process to identify and evaluate an ethical dilemma. (Assessed in MKTG 3110)
1c. Students will demonstrate an awareness of fraudulent behavior and its consequences. (Assessed in BLAW 3150)
1d. Students will demonstrate knowledge of contract legality. (Assessed in BLAW 3150)
1e. Students will demonstrate knowledge of sustainability and social responsibility issues and their impact on decision making. (Assessed in MGMT 3280)

1.2 Plan for Current Academic Year – Methodology
Describe how the assessment was administered and evaluated.

This learning goal is measured in multiple sections of MGMT 3282, *Managerial Ethics*, BLAW 3150, *Business Law I*, MKTG 3110, *Marketing Concepts*, and MGMT 3280, *Strategic Management*, every other year. Students are assessed using multiple choice questions embedded in course exams.

The first learning objective is assessed in MGMT 3282. To measure achievement of this learning objective, students are required to answer five multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the five questions to determine whether students are knowledgeable of foundational ethical theories.

The second learning objective is assessed in MKTG 3110. To measure achievement of this learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to use a structured process to identify and evaluate an ethical dilemma.

The third and fourth learning objectives are assessed in BLAW 3150. To measure achievement of the third learning objective, students are required to answer two multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across both questions to determine whether students are knowledgeable about the statute of frauds.

To measure achievement of the forth learning objective, students are required to answer two multiple choice questions. Each question is scored independently. The percent of students who

answer each question correctly is averaged across both questions to determine whether students are knowledgeable about contract legality.

The fifth learning objective is assessed MGMT 3280. To measure achievement of this learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to demonstrate knowledge of sustainability and social responsibility issues and their impact on decision making.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. UCALC reviews the undergraduate majors reports to ensure continuous improvement is resulting from the AoL process and assessment results support curriculum revisions and shares any recommendations with the department faculty for consideration. Relevant changes are implemented the next time the course is taught.

1.3 Plan for Current Academic Year - Expected Performance Outcome
Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

Expected Performance Outcome: Clearly stated college-level proficiency. The performance outcome is aspirational and achievable.
1a. 70% of students assessed will correctly answer each of the five multiple choice questions related to the foundational ethical theories.
1b. 70% of students assessed will correctly answer three multiple choice questions related to ethical dilemmas.
1c. 70% of students assessed will correctly answer both multiple choice questions related to fraudulent behavior.
1d. 70% of students assessed will correctly answer each of the three multiple choice questions related to contract legality.

1e. 70% of students assessed will correctly answer each of three multiple choice questions related to sustainability and social responsibility issues.

Student Learning Outcome Statement #2
Describe what a student will know and be able to do as a result of the educational program.

Learning Goal 2 (knowledge, skill or ability to be assessed)
Students will demonstrate the ability to communicate effectively.

2a. Students will demonstrate the ability to identify, analyze, and adapt to audience needs.
2b. Students will demonstrate the ability to use critical thinking skills to analyze and organize information and ideas using credible resources.
2c. Students will demonstrate the ability to communicate information in writing in an organized, clear, concise, confident manner that conveys credibility.
2d. Students will demonstrate the ability to communicate information orally in an organized, clear, concise, confident manner that conveys credibility.

2.1 Plan for Current Year - Effectiveness Measure
Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

The instruments used to assess student mastery of this learning outcome in COMM 3160 include a written analytical report and persuasive presentation. Specifically, the instruments are designed to test the concepts below which collectively serve as an effective gauge of overall student learning of this learning goal: 2a. Students will demonstrate the ability to identify, analyze, and adapt to audience needs. 2b. Students will demonstrate the ability to use critical thinking skills to analyze and organize information and ideas using credible resources. 2c. Students will demonstrate the ability to communicate information in writing in an organized, clear, concise, confident manner that conveys credibility. 2d. Students will demonstrate the ability to communicate information orally in an organized, clear, concise, confident manner that conveys credibility.

2.2 Plan for Current Academic Year – Methodology
Describe how the assessment was administered and evaluated.

This learning goal is measured in COMM 3160, *Business Communications*, every other Fall semester. Students are assessed using a written analytical report and a persuasive presentation.

To measure achievement of the first and fourth learning objective, students are asked to give a persuasive presentation. Students who earn 14 points or higher (out of 20 points, 70%) on the audience analysis section of the presentation are deemed able to identify, analyze, and adapt to audience needs. Students who earn at least 56 points or higher (out of 80 points, 70%) on the rest of the presentation are deemed able to communicate information orally in an effective manner.

To measure achievement of the second and third learning objectives, students are asked to write a persuasive analytical report on a business topic that presents an issue. Students who earn 24.5 points or higher (out of 35, 70%) on the body section of the report are deemed able to use critical thinking skills to analyze and organize information using credible resources. Students who earn at least 21 points (out of 30, 70%) on writing and grammar are deemed able to communicate information in writing in an effective manner.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. UCALC reviews the undergraduate majors reports to ensure continuous improvement is resulting from the AoL process and assessment results support curriculum revisions and shares any recommendations with the department faculty for consideration. Relevant changes are implemented the next time the course is taught.

2.3 Plan for Current Academic Year - Expected Performance Outcome
Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

70% of students assessed will:

2a. Earn 14 or more points (70%) on the persuasive presentation assignment to demonstrate the ability to adapt to audience needs.

2b. Earn 24.5 or more points (70%) on the content section of the analytical report to demonstrate the ability to use critical thinking skills to analyze and organize information and ideas using credible resources.

2c. Earn 21 or more points (70%) on the writing and grammar section of the analytical report to demonstrate the ability to communicate information in writing in an organized, clear, concise, confident manner that conveys credibility.

2d. Earn 56 or more points (70%) on the persuasive presentation assignment to demonstrate the ability to communicate information orally in an organized, clear, concise, confident manner that conveys credibility.

Student Learning Outcome Statement #3
Describe what a student will know and be able to do as a result of the educational program.

Learning Goal 3
(knowledge, skill or ability to be assessed)
Students will demonstrate knowledge of key issues involved in leading and working with people in organizations.

3a. Students will demonstrate knowledge of the skills required to work effectively as a member of a team.
3b. Students will demonstrate knowledge of leadership theories and models.
3c. Students will demonstrate the ability to apply leadership theories and models.
3d. Students will recognize the challenges and value of incorporating diverse perspectives in decision making.

3.1 Plan for Current Year - Effectiveness Measure
Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

The instruments used to assess student mastery of this learning outcome in MGMT 3140 are multiple choice questions embedded in course exams. Specifically, the questions test the concepts below which, together, effectively gauge overall student learning related to this learning goal: 3a. Students will demonstrate knowledge of the skills required to work effectively as a member of a team.   3b. Students will demonstrate knowledge of leadership theories and models.   3c. Students will demonstrate the ability to apply leadership theories and models.   3d. Students will recognize the challenges and value of incorporating diverse perspectives in decision making.

3.2 Plan for Current Academic Year – Methodology
Describe how the assessment was administered and evaluated.

This learning goal is measured in multiple sections of MGMT 3140, *Management and Organizational Behavior*, every other year. Students are assessed using multiple choice questions embedded in course exams.

To measure achievement of the first learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are knowledgeable about the skills required to work effectively as a member of a team.

To measure achievement of the second learning objective, students are required to answer two multiple choice questions. Each question is scored independently. The percent of students who answer both questions correctly is averaged across the two questions to determine whether students are knowledgeable about leadership theories and models.

To measure achievement of the third learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to apply leadership theories and models.

To measure achievement of the fourth learning objective, students are required to answer two multiple choice questions. Each question is scored independently. The percent of students who answer both questions correctly is averaged across the two questions to determine whether students are able to recognize the challenges and value of incorporating diverse perspectives in decision making.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. UCALC reviews the undergraduate majors reports to ensure continuous improvement is resulting from the AoL process and assessment results support curriculum revisions and shares any recommendations with the department faculty for consideration. Relevant changes are implemented the next time the course is taught.

3.3 Plan for Current Academic Year - Expected Performance Outcome
Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

3a. 70% of students assessed will correctly answer each of the three multiple choice questions related to the skills required to work effectively as a member of a team.

3b. 70% of students assessed will correctly answer both multiple choice questions related to the knowledge of leadership theories and models.

3c. 70% of students assessed will correctly answer each of the three multiple choice questions related to the ability to apply leadership theories and models.

3d. 70% of students assessed will correctly answer both multiple choice questions related to the challenges and value of incorporating diverse perspectives in decision making.

Student Learning Outcome Statement #4
Describe what a student will know and be able to do as a result of the educational program.

Learning Goal 4
(knowledge, skill or ability to be assessed)
Students will demonstrate effective critical thinking skills and data analysis to solve complex business problems.

4a. Students will demonstrate the ability to use critical thinking to analyze business data and make well-reasoned decisions.
4b. Students will demonstrate the ability to conduct basic financial analysis.
4c. Students will demonstrate the ability to solve financial problems.
4d. Students will demonstrate the ability to solve operational problems and develop logical conclusions.

4.1 Plan for Current Year - Effectiveness Measure
Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated.   Scoring rubrics should be uploaded in the Supporting Documentation section below.

The instruments used to assess student mastery of this learning outcome are problems and multiple choice questions embedded in course exams. Specifically, the questions test the concepts below which, together, effectively gauge overall student learning related to this learning goal:

4a. Students will demonstrate the ability to use critical thinking to analyze business data and make well-reasoned decisions. (Assessed in INFO 3236)
4b. Students will demonstrate the ability to conduct basic financial analysis. (Assessed in FINN 3120)
4c. Students will demonstrate the ability to solve financial problems. (Assessed in FINN 3120)
4d. Students will demonstrate the ability to solve operational problems and develop logical conclusions. (Assessed in OPER 3100)

4.2 Plan for Current Academic Year – Methodology
Describe how the assessment was administered and evaluated.

This learning goal is measured in multiple sections of INFO 3236, *Business Analytics*, FINN 3120, *Financial Management*, and OPER 3100, *Operations Management*, every other year. Students are assessed using projects and multiple choice questions embedded in course exams.

The first learning objective is assessed in INFO 3236. To measure achievement of this learning objective, students are required to complete an individual project. Using the score on this project, students are deemed able to use critical thinking to analyze business data and make well-reasoned decisions.

The second and third learning objectives are assessed in FINN 3120. To measure achievement of the third learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to conduct basic financial analysis.

To measure achievement of the fourth learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to solve financial problems.

The fourth learning objective is assessed in OPER 3100. To measure achievement of the fifth learning objective, students are required to answer 10 multiple choice questions across multiple exams. Students who answer seven of the 10 questions correctly (70%) or higher are deemed to be able to solve operational problems and develop logical conclusions.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. UCALC reviews the undergraduate majors reports to ensure continuous improvement is resulting from the AoL process and assessment results support curriculum revisions and shares any recommendations with the department faculty for consideration. Relevant changes are implemented the next time the course is taught.

4.3 Plan for Current Academic Year - Expected Performance Outcome
Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

Expected Performance Outcome: Clearly stated college-level proficiency. The performance outcome is aspirational and achievable.
4a. 70% of students will earn (70%) or higher on a project related to the ability to use critical thinking to analyze business data and make well-reasoned decisions. 4b. 70% of students assessed will correctly answer each of the three multiple choice questions related to the ability to conduct basic financial analysis. 4c. 70% of students assessed will correctly answer each of the three multiple choice questions related to the ability to solve financial problems. 4d. 70% of students assessed will answer 7 out of 10 questions correctly (70%) or higher on questions related to the ability to solve operational problems and develop logical conclusions.

Student Learning Outcome Statement #5
Describe what a student will know and be able to do as a result of the educational program.

Learning Goal 5 (knowledge, skill or ability to be assessed)
Students will demonstrate the ability to leverage technology in a dynamic business environment.

5a. Students will demonstrate the ability to manipulate data within spreadsheets.
5b. Students will demonstrate knowledge of the use of information systems.
5c. Students will demonstrate knowledge of information systems privacy and security issues.
5d. Students will demonstrate knowledge of the use and impact of emerging technologies.
5e. Students will demonstrate the ability to transfer knowledge from one technology to a new technology.

5.1 Plan for Current Year - Effectiveness Measure
Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

Learning Objectives: Identify the data collection, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this learning goal and explain how it assesses the desired knowledge, skill or ability. The learning objective is an authentic, and valid measure of the knowledge, skills, and abilities listed in the learning goal. It details the criteria on which students are evaluated. A copy of the data collection instrument and any scoring rubrics associated with the learning goal are to be submitted electronically.
The instruments used to assess student mastery of this learning outcome are problems and tasks, true/false and multiple choice questions embedded in course exams and a project. Specifically, the questions test the concepts below which, together, effectively gauge overall student learning related to this learning goal: 5a. Students will demonstrate the ability to manipulate data within spreadsheets. (Assessed in INFO 3130) 5b. Students will demonstrate knowledge of the use of information systems. (Assessed in INFO 3130) 5c. Students will demonstrate knowledge of information systems privacy and security issues. (Assessed in INFO 3130) 5d. Students will demonstrate knowledge of the use and impact of emerging technologies. (Assessed in INFO 3130). 5e. Students will demonstrate the ability to transfer knowledge from one technology to a new technology. (Assessed in INFO 3130)

5.2 Plan for Current Academic Year – Methodology
Describe how the assessment was administered and evaluated.

This learning goal is measured in multiple sections of INFO 3130, *Management Information Systems*, every other year. Students are assessed using a project and questions embedded in course exams.

The first and second learning objectives are assessed in INFO 3130. To measure achievement of the first learning objective, students answer various multi-step questions using Microsoft Excel on the final exam, perform tasks within an Excel spreadsheet for a total of 80 points. Students that earn 56 points (70%) or higher are deemed able to manipulate data within spreadsheets.

The second, third, fourth, and fifth learning objectives are assessed in INFO 3130. To measure achievement of the second learning objective, students are required to answer 20 multiple choice questions. Students that correctly answer 14 out of 20 questions (70%) or more are deemed knowledgeable about the use of information systems.

To measure achievement of the third learning objective, students are required to answer 20 multiple choice questions. Students that correctly answer 14 out of 20 questions (70%) or more are deemed knowledgeable about the use of information systems.

To measure achievement of the fourth learning objective, students are required to answer 10 multiple choice questions. Students that correctly answer seven out of eight questions (more than 70%) or more are deemed knowledgeable about the issues associated with development and implementation of information.

To measure achievement of the fifth learning objective, students are required to answer 10 multiple choice questions. Students that correctly answer seven out of 10 questions (70%) or more are deemed knowledgeable about information technology security issues.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. UCALC reviews the undergraduate majors reports to ensure continuous improvement is resulting from the AoL process and assessment results support curriculum revisions and shares any recommendations with the department faculty for consideration. Relevant changes are implemented the next time the course is taught.

5.3 Plan for Current Academic Year - Expected Performance Outcome
Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

5a. 70% of students assessed will earn 56 points or higher (70%) on the tasks and exam questions related to key functions in spreadsheets.

5b. 70% of students assessed will earn 14 points or higher (70%) on the project related to key functions in database management systems.

5c. 70% of students assessed will correctly answer 14 or more questions (70%) related to the use of information systems.

5d. 70% of students assessed will correctly answer 7 or more questions (70%) related to issues associated with development and implementation of information.

5e. 70% of students assessed will correctly answer 7 or more questions (70%) related to information technology security issues.

Student Learning Outcome Statement #6
Describe what a student will know and be able to do as a result of the educational program.

Learning Goal 6 (knowledge, skill or ability to be assessed)
Students will demonstrate a knowledge of the impact of a global perspective and cross-cultural awareness on business decisions.

6a. Students will demonstrate the ability to apply economic concepts to global issues.
6b. Students will demonstrate knowledge of the impact of cultural differences on business decision making.
6c. Students will demonstrate knowledge of emerging markets and their role in the global market.
6d. Students will demonstrate knowledge of the impact of globalization on markets and businesses.
6e. Students will demonstrate a global perspective in making business decisions.

6.1 Plan for Current Year - Effectiveness Measure
Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

The instruments used to assess student mastery of this learning outcome are problems and multiple choice questions embedded in course exams, as well as rubrics for specific assignments. Specifically, the instruments measure the concepts below which, together, effectively gauge overall student learning related to this learning goal:

6a. Students will demonstrate the ability to apply economic concepts to global issues. (Assessed in MGMT 3275)

6b. Students will demonstrate knowledge of the impact of cultural differences on business decision making. (Assessed in MKTG 3110)

6c. Students will demonstrate knowledge of emerging markets and their role in the global environment. (Assessed in MKTG 3110)

6d. Students will demonstrate knowledge of the impact of globalization on markets and businesses. (Assessed in MKTG 3110)

6e. Students will demonstrate a global perspective in making business decisions. (Assessed in MGMT 3275)

6.2 Plan for Current Academic Year – Methodology
Describe how the assessment was administered and evaluated.

This learning goal is measured in multiple sections of MGMT 3275, *International Business Management* and MKTG 3110, *Marketing Concepts*, every other year. Students are assessed using multiple choice questions embedded in course exams.

The first learning objective is assessed in MGMT 3275. To measure achievement of the first learning objective, students are required to answer multiple choice questions. Students that correctly answer the question are deemed to be able to apply economic concepts to global issues.

The second, third, and fourth learning objectives are assessed in MKTG 3110. To measure the third learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to demonstrate knowledge of the impact of cultural differences on business decision making.

To measure the third learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to demonstrate knowledge of emerging markets and their role in the global market.

To measure the fourth learning objective, students are required to answer three multiple choice questions. Each question is scored independently. The percent of students who answer each question correctly is averaged across the three questions to determine whether students are able to demonstrate knowledge of the impact of globalization on markets and businesses.

The fifth learning objective is assessed in MGMT 3275. To measure the fifth learning objective, students are required to analyze a case study. Using an assigned rubric, students will be scored on their ability to use knowledge of a global perspective in decision making.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. UCALC reviews the undergraduate majors reports to ensure continuous improvement is resulting from the AoL process and assessment results support curriculum revisions and shares any recommendations with the department faculty for consideration. Relevant changes are implemented the next time the course is taught.

6.3 Plan for Current Academic Year - Expected Performance Outcome
Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

6a. 70% of students assessed will correctly answer the question related to the ability to apply economic concepts to global issues.
6b. 70% of students assessed will correctly answer each of the three multiple choice questions related to the impact of cultural differences on business decision making.
6c. 70% of students assessed will correctly answer each of the three multiple choice questions related to emerging markets and their role in the global market.
6d. 70% of students assessed will correctly answer each of the three multiple choice questions related to the impact of globalization on markets and businesses.
6e. 70% of students assessed will score 70% or higher on the assigned rubric for a project related to the global perspective in decision making.

Student Learning Outcome Statement #7
Describe what a student will know and be able to do as a result of the educational program.

Learning Goal 7
(knowledge, skill or ability to be assessed)
Students will demonstrate knowledge of the fundamentals of business.

7a. Students will demonstrate a knowledge of each functional area of business.
7b. Students will demonstrate the ability to apply managerial accounting concepts to business situations.
7c. Students will demonstrate the ability to apply knowledge of financial strategies in business.
7d. Students will demonstrate the ability to apply knowledge of human resource management.
7e. Students will demonstrate the ability to apply knowledge of the marketing processes.
7f. Students will demonstrate the ability to apply knowledge of the management of information resources.
7g. Students will demonstrate the ability to apply knowledge of economic decisions in business.

7.1 Plan for Current Year - Effectiveness Measure
Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated.   Scoring rubrics should be uploaded in the Supporting Documentation section below.

The instruments used to assess student mastery of this learning outcome are problems and multiple choice questions embedded in course exams, as well as rubrics for specific assignments. Specifically, the instruments measure the concepts below which, together, effectively gauge overall student learning related to this learning goal:

7a. Students will demonstrate a knowledge of each functional area of business (Assessed in MGMT 3275)
7b. Students will demonstrate the ability to apply managerial accounting concepts to business situations. (Accessed in ACCT 3330)
7c. Students will demonstrate the ability to apply knowledge of financial strategies in business. (Accessed in FINN 3120)
7d. Students will demonstrate the ability to apply knowledge of human resource management. (Accessed in MGMT 3140)
7e. Students will demonstrate the ability to apply knowledge of the marketing processes. (Accessed in MKTG 3110)
7f. Students will demonstrate the ability to apply knowledge of the management of information resources. (Accessed in INFO 3130)

7g. Students will demonstrate the ability to apply knowledge of economic decisions in business. (Accessed in ECON 3125)
Additionally, we will use an indirect measure to assess this SLO.

7.2 Plan for Current Academic Year – Methodology
Describe how the assessment was administered and evaluated.

This learning goal is measured in multiple sections of MGMT 3275, *International Business Management*, MKTG 3110, *Marketing Concepts*, ACCT 3330, *Managerial Accounting and the Decision Process*, ECON 3125, *Managerial Economics*, INFO 3130, *Management Information Systems,* FINN 3120, *Financial Management*, MGMT 3140, *Management and Organizations* every other year. Students are assessed using multiple choice questions embedded in course exams.

The first learning objective is assessed in MGMT 3275. To measure achievement of the first learning objective, students are required to answer multiple choice questions. Students that correctly answer the question are deemed to have knowledge of each functional area of business.

The second through seventh learning objective is assessed in ACCT 3330, FINN 3120, MGMT 3140, MKTG 3110, and INFO 3130, respectively . To measure achievement of the second through seventh learning objectives, students are required to answer multiple choice questions. Students that correctly answer the question are deemed to have the ability to apply knowledge of each functional area of business.

Indirect Measure: The 2020 AACSB standards challenged business schools to review assurance of learning processes to better incorporate indirect measures (e.g., surveys of students, surveys employers of student interns and alumni, surveys of alumni at 1-2-3 years post-employment, graduation surveys, peer benchmarking, etc.). We are working to determine which of these indirect measures we will employ prior to the proposed Fall 2025 program launch.

7.3 Plan for Current Academic Year - Expected Performance Outcome
Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

- 70% of students will earn 70% or more on the exam questions associated with demonstrating knowledge of the functional areas of business.
- 70% of students will earn 70% or more on the exam questions associated with demonstrating the ability to apply knowledge of the functional areas of business.