

**FORM A**  
**Board of Regents, State of Iowa**

**REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS,  
DOCTORAL, OR FIRST PROFESSIONAL DEGREE PROGRAM**

January 28, 2015

**BBA MAJOR: Last updated 1-8-21**

Editing color coding:

**Yellow:** Items to be completed by Provost Office

**Gray:** Items are draft text to use/edit as appropriate. Please remove highlighting of gray areas once edited.

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent university to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: Iowa State University

CIP Discipline Specialty Title: \_\_\_\_\_

CIP Discipline Specialty Number (six digits): \_\_\_\_\_

*NOTE: If department has recommendation – please feel free to enter – otherwise, provost office will fill these out*

Level: B  M  D  FP

Title of Proposed Program: Bachelor of Business Administration

Degree Abbreviation (e.g., B.S., B.A., M.A., Ph.D.): B.B.A.

Approximate date to establish degree: Month Fall 2021 Year 2021

*NOTE: If department has recommendation – please feel free to enter – otherwise, provost office will fill these out based on anticipated meeting date when Board would approve the program.*

Contact person: (name, telephone, and e-mail)

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College that will administer new program:

Ivy College of Business

Please provide the following information (use additional pages as needed). Do not use acronyms without defining them.

1. *Describe the proposed new degree program, including the following:*

- a. *A brief description of the program. If this is currently being offered as a track, provide justification for a standalone program.*

The Department of Management and Entrepreneurship in the Ivy College of Business is proposing a new undergraduate Bachelor of Business Administration (BBA) degree. The BBA “degree-completer” program is a general business online degree program accessible to students with some prior college experience. The degree is targeted to working professionals and new professionals with at least 45 credits of college education. The degree is intended to appeal to non-traditional students wishing to balance full time employment (or other personal commitments) and the completion of a four-year degree in business from an accredited public institution.

This proposed degree furthers the strategic goals of the Ivy College of Business to provide innovative and effective educational opportunities to an increasingly diverse student body. In addition, this program furthers the land-grant mission of Iowa State by providing world-class education to an underserved population: prospective transfer students that wish to complete a four-year business degree completely online, as their other obligations may prohibit them from pursuing a residential college degree.

Similar to other degrees at the Ivy College of Business, BBA students would gain foundational knowledge of all functional areas in business by taking 24 credits of business core courses. BBA students would then select 24 credits of required and elective upper-level coursework in the business administration major. Courses in the major are specifically targeted to skill-building in the areas of negotiation and conflict resolution, international management, human resource management, management of diversity, sales and consumer behavior, supply chain management, project management, entrepreneurship, real estate finance and financial intermediation.

According to NCES (National Center for Education Statistics) during Fall 2018, out of all post-secondary degree institutions, 16.6% of students were enrolled exclusively in distance education at the undergraduate level. Fully online undergraduate education and programs with a distance-learning component have shown steady growth in enrollment from 2016 to 2018. In January 2019, BestColleges surveyed over 450 higher-ed administrators about their assessment of online programs, and 80% responded that the demand for online programs is expected to further increase. Among all online programs, business was identified as a top area of growth by survey respondents. Anecdotally, the Ivy recruitment staff receives weekly inquiries about completing online business degrees and is very excited to attract a new demographic of prospective students with this program.

The primary objective for the BBA is to provide working professionals and other individuals with some college education the opportunity to refresh and increase their proficiency in all functional areas of business. The program pairs a rigorous foundation in business, with courses that specifically strengthen their managerial skills. The program is an excellent fit for working professionals that have “risen through the ranks” and would like to progress in positions that typically require a four-year college degree. Students in the program will also benefit from professional career coaching. A career advisor will assist students on how to approach the job market for professional talent and to develop their job-seeking strategies.

The Bachelor of Business Administration is not currently offered as a track and is significantly different in its curriculum from the Bachelor of Science programs at the Ivy College of Business. In addition, the BBA's requirements in other ancillary areas are less than those for the Bachelor of Science programs. For example, BBA students are required to take 6 credits of college mathematics and statistics (compared to 9 credits in our BS programs) and 3 credits of economics (compared to 6 credits in our BS programs). This difference is deemed important in removing unnecessary "barriers to entry" for this population of potential students. See Appendix A for the complete curriculum guide and 4 year plan.

*b. A statement of academic objectives;*

To meet the above goals, we propose that this degree and its curriculum target three general categories of learning objectives:

- General business content knowledge (knowledge and technical expertise in all functional areas of business, including management, finance, supply chain management, management information systems, entrepreneurship and marketing)
- Some degree of specialized knowledge in sub-areas in business with the ability to focus on areas of particular personal or professional interest (financial Intermediation, real estate finance, transportation, logistics, sales, consumer behavior).
- Enhanced skills-based knowledge in the most critical management and leadership areas including entrepreneurship, human resource management, international management, management of diversity, international management, negotiation and conflict resolution.

*c. What the need for the program is and how the need for the program was determined;*

As noted above, the Ivy College of Business does not currently have a program that serves the growing population of students, in particular non-traditional students, seeking the completion of a four-year Business degree completely online. Serving this population of students by providing an academically rigorous skills-based program directly contributes to Iowa State's land-grant mission. The Ivy College of Business commissioned the CyBiz Lab at Iowa State with a market analysis to determine the demand for an online BBA degree in Iowa. The consulting team noted that, according to the National Center for Education Statistics (2018 survey), Iowa post-secondary students are more frequently enrolled in some distance education (42.3%) than the national average (35.6%). In addition, in 2019 the population of Iowa with some college but no degree was 348,099, while the post-secondary enrollment in 2019 was only 195,725, suggesting a large pool of Iowa residents potentially interested in a "degree completer" program such as this. Moreover, of those students with some college and no degree, 23% had been pursuing a bachelor degree in Business. Together these data clearly show a significant potential market for our online BBA degree completer program.

We also envision that the proposed BBA program would be of interest to companies that wanted to invest in developing their workforce, leading to one or more employer partnership programs. For example, one of the model programs reviewed by the CyBiz Lab team (UMass Amherst) features 19 employer partnership programs where partner companies receive a tuition discount for employee participation in the BBA. Separately from the CyBiz lab market analysis, we surveyed our current employers about their interest in the BBA and in the potential pursuit of an employer partnership program. Information collected from this research (see Appendix B) indicates that a good source of students are likely to come from employers that are aware of and willing to partner in this program. The responses to two questions are of particular interest in determining this source of students. The first is the response of 55.1%

(49 of 89 employers) indicating that they are likely to recommend this BBA to their employees. The second is the response of 55.3% (42 of 76 employers) indicating that they may be willing to partner with ISU to support this BBA program. These results indicate that there is good potential for demand of this program via these employer organizations.

Some comments made by employers on the survey also indicated the need for this type of program to cater to non-traditional students. One comment indicates that some young people need to gain experience to learn what interests them “before making a large financial investment” in their education. Another says it is “a great opportunity for working adults to complete or enhance their degree.” It is particularly important to take into consideration the views of employers regarding the overall picture of the potential demand for this type of program, since they are working with the target market of the BBA program.

- d. *The relationship of the proposed new program to the institutional mission and how the program fits into the institution’s and college’s strategic plan;*

The proposed new program directly aligns with the institutional mission by enhancing the quality of life through educating the leaders and problem solvers of tomorrow. The Ivy College of Business offers high quality undergraduate, masters, and doctoral level programs, and has several nationally recognized research scholars and a strong research reputation in several fields in business. The addition of the Bachelor of Business Administration would also make a significant contribution to the College’s strategic goals. In particular, one of the items under Goal 1 of the Ivy College of Business’ 2015-2020 strategic plan calls for “the establishment of new undergraduate majors, minors, and certificates based on industry needs.” Relevant to this important issue of “industry needs,” according to the Bureau of Labor Statistics, the occupational outlook for Administrative Service managers (the job category most aligned with both the target audience of the degree and the professional preparation provided by the degree) is very promising; jobs in the area of business management are expected to grow by 6% between 2019 and 2029.

- e. *The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university. Will the proposed program duplicate existing programs at the university?*

The proposed program does not duplicate any existing programs at the Ivy College of business or at Iowa State more generally. All other majors at the Ivy college are geared towards students seeking specialized knowledge.

While the Ivy College has an exceptionally strong residential model that we seek to maintain, some of our current students have also enjoyed the flexibility of taking a few credits of instruction online. Since all courses in the BBA are currently part of other degree programs at the Ivy College, our residential students would have more options to take a limited number of credits online if preferred. In addition, core courses in the BBA are also part of the general business minor for non-business students. Having more online options will make it easier for non-business students to fit additional credits in their schedule without delaying graduation plans.

- f. *The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.*

Iowa State University would be the only Iowa Regents Institution with an online Bachelor of Business Administration degree completer program. Tippie College at University of Iowa discontinued an online Bachelor of Science in management degree completer program in 2019; and while the University of Northern Iowa offers a BBA, the program is in-person and is

configured as a general management degree. The UNI program is also not a degree completer program. While some private colleges and universities in Iowa offer programs with some similarities to our online BBA, these schools do not have the number of PhD-level faculty that ISU does, nor the same depth of scholarly expertise in multiple fields in business, which is critical for the development of appropriate curriculum. In addition, many BBA programs at private institutions offer emphasis or concentrations which we do not envision for our program.

- g. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.*

The proposed Bachelor of Business Administration is a natural fit for the Iowa State University of Science and Technology. Iowa State is close to Des Moines, which has a strong technology and business sector. This creates a ready and easily accessible market for our students. The proximity of this market makes it easy to maintain contact with the companies hiring our students and to stay up-to-date on current changes in the industry which might affect our program. Another positive for our central Iowa location is our proximity to DMACC (Des Moines Area Community College) and its branch campuses, which continue to be a large feeder of transfer students to the Ivy College. A program such as this, aimed at degree completers, would have a natural draw to students from this institution – along with transfer students from other nearby schools – namely Iowa Central and the Iowa Valley CC District (Marshalltown and Iowa Falls). Of course, this major could also serve students at other community colleges within and outside the state of Iowa.

- h. Are the university's personnel, facilities, and equipment adequate to establish and maintain a high-quality program?*

The Ivy College of Business at Iowa State is well-prepared to offer the proposed program. All required and elective courses in the BBA are currently taught as part of other degree programs at the college and there is capacity to accommodate the initial cohort of BBA students without a significant increase in the number of sections offered per semester. All core courses and several courses in the major have been successfully taught online or in a hybrid format for at least a few semesters. In addition, the College has recently hired a team of instructional designers from the Brenton Center at the ISU College of Agriculture and Life Sciences to execute an overall audit of online courses and implement quality improvements when necessary. All online courses will continue to be periodically reviewed by instructional designers to ensure quality.

Courses in the BBA will be offered in an asynchronous format to allow students to have maximum flexibility to study and review material at their own pace, which seems particularly important and appropriate for the intended audience/market for this degree. At the same time, students will have ample opportunities to interact with other students, instructors and teaching assistants through a combination of optional synchronous instructional periods (when appropriate), interactive feedback regarding coursework, moderated group discussions, online office hours, chats, team projects and other synchronous meetings.

BBA students will be able to take advantage of a dedicated academic adviser who will help them navigate the credit transfer evaluation process and make sure they take full advantage of their prior education on their path to degree completion. The student academic adviser will also periodically meet with the student to evaluate academic progress and graduation plans. In addition, each BBA student will also be assigned a dedicated career coordinator to support the student's professional development and job seeking strategies. Students in the BBA will have access to all of Ivy's career services and recruiting events including virtual career fairs.

i. *How does student demand for the proposed program justify its development?*

As explained in question 1.a and 1.c, there appears to be a rising interest in online business education nationwide and even more so in Iowa. In addition, of those students with some college and no degree, 23% had been pursuing a bachelor degree in Business. This data on individuals with unfinished degrees shows the potential target market for our online BBA degree completer program. In addition, a survey of our current employers shows significant interest in hiring from this degree program as well as initiating employer partnership programs. More details provided in question 1c.

2. *Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the current sources of data used to estimate need and demand).*

According to AACSB (Association to Advance Collegiate Schools of Business), over the past five years, enrollment in undergraduate business programs has been up 10.3%. In addition to being a discipline with increasing popularity, BestColleges Online Educators Survey (2019) also shows that Business is seen as a top area for growth in the online arena.

In the study conducted by BestColleges on online education, students were surveyed on why they chose to pursue online programs. More than half (59%) of the students surveyed had children, and about half reported they were working. The biggest reason students enroll in online programs was the flexibility it allowed with factors such as work or family. Given this, non-traditional students would serve as the biggest target group for an online program in general business.

- According to US News' annual school survey, the average age of a student in an online bachelor's program is 32 years.
- The survey also shows the average proportion of online bachelor's students who were employed is 84%.
- 95% of students in online programs are transfer students (US News Data, 2017). Continuing education in a flexible manner is a big motivator for online programs.

A report published by the National Student Clearinghouse Research Center provides data on individuals with some college experience and no degree (SCND). Iowa's 2019 post-secondary enrollment was 195,725 and the SCND population was 348,099, which accounted for 1% of the national SCND population. This data on individuals with unfinished degrees shows a potential target market for Iowa State University's online General Business degree. Further, in this data, the common majors of students in this SCND (Bachelor's Degree) category were originally enrolled in Business (23%) or Liberal Arts (5%) degrees. At the SCND Associate Degree category, 14% were in Business and 41% in Liberal Arts, both levels which may suggest that a large percentage of students seeking degree completion would be attracted to a degree in business.

3. *List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)*

- St. Ambrose in Davenport has an online BBA degree.
- Mount Mercy University in Cedar Rapids has online BBAs with the following areas of concentrations: human resource management, management, marketing.
- Upper Iowa in Fayette has a variety of online bachelor programs with several areas of emphasis.
- Iowa Wesleyan in Mount Pleasant has a variety of online bachelor programs with

concentrations.

*If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:*

- a. *Could the other institution reasonably accommodate the need for the new program through expansion? Describe collaboration efforts with other institutions.*
- b. *With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.*
- c. *Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)*

As noted above, other BBA-related programs at other institutions of higher education in Iowa are not the same nor highly similar. More generally we have not explored the possibility of an inter-institutional program because undergraduate students generally want to attend a particular institution and, as a result, we do not believe there is anything to be gained from an inter-institutional program. However, if a student in our BBA degree program takes or has taken a class at any of these institutions that is a direct substitute for one of the classes required for our program, we will allow that substitution if it meets our university and college policies for such substitutions. This arrangement is already in place for our undergraduate programs generally, and we will continue to accommodate students this way.

4.

- a. *Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?*

There are no other colleges in Iowa to offer a similar program at comparable quality and cost. As stated above, the Ivy College at Iowa State University is the only public institution to offer a degree completer program in general business. Pricing and quality at smaller private institutions is not comparable to Iowa State, as a public R1 research institution.

- b. *Are letters of support included with the program proposal?*

Yes. Letters of support are included from the Deans of the appropriate colleges at the University of Iowa and the University of Northern Iowa.

5. *Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.*

- a. *Undergraduate.*

Online BBA programs at large public institutions are well-established and quite large (in many cases enrolling over 500+ students), although obtaining exact information about enrollment in each program is somewhat difficult given the part-time status of many BBA students. While there are some smaller programs in Iowa, we did not identify any close competitor that we could use for this benchmarking exercise. We believe that the most appropriate way to estimate initial enrollment is based on the available information on online educational trends as well as our most recent transfer student enrollment.

As stated above, during Fall 2018, out of all post-secondary institutions, 14% of students were enrolled *exclusively* in distance education courses. Our expectation is for our program to grow our total transfer enrollment by a similar percentage. In addition, we are hoping to recapture some of the students that have left Iowa State without a degree in business. Conservatively,

we are projecting BBA students to represent about 10% of the average transfer enrollment over the past three recruiting cycles (267 students) for the first year of the program and to continue to grow by about 20 students per year.

Undergraduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	25	40	60	80	100	120	140

*b. Graduate*

Since this major is for undergraduate students, graduate student estimates are not relevant and have been omitted.

*c. What are the anticipated sources of these students?*

We will actively recruit students for the major as part of our normal recruitment process for transfer students to the Ivy College of Business. Details of the online BBA degree will be included in all our marketing materials and on our website. We will rely on established partnerships with community colleges throughout Iowa and cultivate those in surrounding states to make sure prospective students are aware of the new degree. We will also work to generate interest with large employers in Central Iowa, who may have employees interested in completing their degrees while working. Once prospective students are aware of the new program, we believe they will be attracted to enroll at Iowa State University because of our public institution standing and attractive tuition. New transfer students already at Iowa State University will also be made aware of the program, as some students change majors shortly after arrival, primarily because they find their initial choice of a major to not be a good fit for them. For some of those new transfer students, the online BBA degree may be a good alternative choice.

*6. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction. Will off-campus delivery require additional HLC accreditation?*

There are no plans to offer this program away from campus.

*7. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?*

The proposed program has been reviewed and approved by the appropriate campus committees. The program review and approval process is shown below.

- The Department of Management and Entrepreneurship faculty members in the Ivy College of Business voted unanimously in favor of approving the proposal (25 in favor, 0 against) on Nov 6, 2020.
- The Ivy College of Business College Curriculum Committee voted (6 in favor, 0 against) to approve this proposal on Nov 16, 2020.
- The Ivy College of Business Faculty voted ( in favor, against) to approve this proposal. The voting was done electronically and tallied on \_\_\_\_\_.
- The Faculty Senate Curriculum Committee voted in favor of approving the proposal ( in favor, against, abstained) on \_\_\_\_\_
- The Faculty Senate Academic Affairs Council voted in favor of approving the proposal ( in favor, against, abstained) on date\_\_\_\_\_.
- The Faculty Senate voted in favor of approving the proposal ( in favor, against, abstained) on date\_\_\_\_\_.

8. *List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and results of listserv review.*

**Note: will be completed by the Provost Office.**

9. *Will the proposed program apply for programmatic accreditation? When?*

The Ivy College of Business is reviewed every five years as part of the AACSB (Association to Advance Collegiate Schools of Business) Continuous Program Review process. The BBA program will be included as part of our business programs to be reviewed by AACSB at our next Continuous Improvement Review.

10. *Will articulation agreements be developed for the proposed program? With whom?*

As a part of normal University collaborations with Iowa Community Colleges, the program faculty and staff will continue to work with all Iowa Community colleges to develop appropriate transfer plans or articulation agreements. Transfer Plans for all Iowa CCs currently exist for our existing business programs, so these would already account for the coursework included in this online degree, given it requires primarily existing courses.

11. *Will there be opportunities for student internships?*

While we expect most of this student population to be professionally employed or having some professional experience, there should be ample opportunities for internships, as illustrated by the strong support expressed by employers about this major (see item 2. above). We have an excellent Career Services Center in the Ivy College of Business and they will assist students in their search for internships. The BBA program also feature a career preparation course specifically designed for the needs of non-traditional students.

12. *Describe the faculty, facilities, and equipment that will be required for the proposed program.*

See response to 1h above.

13. *From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?*

Iowa State University utilizes a decentralized financial management model for the development of its annual operating budgets. The Resource Management Model (RMM) is a responsibility-centered and incentive-driven approach to financial planning and management. The model supports departments and colleges in making budgetary decisions that enhance student success (e.g., retention), innovate by meeting market demands from students and employers for degree programs of the future, and discontinue legacy curricula which are either not aligned with industry/employer needs or for which student demand is low. Through the RMM, 25% of net tuition revenue is allocated to academic colleges based on a student's choice of major, and 75% is allocated to academic colleges based on teaching (as measured by student credit hours). Through the infrastructure of Iowa State's budget model, then, financial resources follow students and are allocated based on majors and teaching that is conducted. Tuition revenue will include both base tuition and applicable differential rates. The proposed degree program will be funded through this existing, proven financial model, and is expected to be fully self-sustaining over time (see next paragraph). In addition to the budget model as described, financial resources may also come from internal reallocations made within the college during the program's startup phase. The level of reallocation will depend, in part, on the numbers of new students attracted to the proposed program, and the number of existing students who choose the proposed program over another program, based on standard and differential tuition rates. The proposed program will not be dependent on grants, contracts, gifts, central university resources, or reallocations

between academic colleges.

In short, the financial resources for the program will come almost entirely from student tuition, and the program is projected to be self-sustaining. The tuition revenues shown below are based on the expected number of students in the program in the table shown in 4a and are based on both the standard tuition rate for freshman and sophomores and the differential tuition rate for juniors and seniors that the Ivy College of Business receives through the resource management model in place at Iowa State University. The model assumes that all students are new to the university. The tuition rates are also increased by 2% each year to account for tuition rate increases needed to keep pace with the rate of inflation. The tuition figures only include estimates of major and differential tuition that the Ivy College of Business might receive. We cannot estimate the incremental amount of Student Credit Hour (SCH) tuition the college will receive as it will depend on the college's share of the total number of SCHs offered at Iowa State every semester.

<b>SOURCES</b>	<b>TOTAL AMOUNT</b>
Year 1 Tuition	\$100,525
Year 2 Tuition	\$160,840
Year 3 Tuition	\$241,260
Year 4 Tuition	\$321,680
Year 5 Tuition	\$402,100
Year 6 Tuition	\$482,520
Year 7 Tuition	\$562,940
Year 8 Tuition	\$562,940

14. *Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program. Be as specific as possible.*  
The department has the necessary full-time faculty in-place to begin offering the program and will have a few term faculty teaching a few specific courses within the program. Through the budget model described above, tuition revenue associated with student credit hour production will support the cost of teaching classes for this program and any marginal costs for equipment or marketing. This program will not require investments in fixed expenses such as facility renovations, information technology software, or licenses.
  
15. *Describe the marketing plan developed to communicate the new program and recruit students.*  
The Office of Admissions and the Ivy UG Recruiting Office will incorporate this new program into the overall marketing strategy for undergraduate student recruitment. The program will be included in print materials, websites, and other marketing strategies to attract students from within the state, from across the country and globally. The program will also be included in the appropriate college and departmental recruiting materials, websites, and outreach programs.
  
16. *Describe the program evaluation plan to determine if the program is meeting the intended objectives, if the expected student enrollment has occurred, funding for the program, and any other components that affect the effective operation of the program.*  
This program will be incorporated into the university's normal academic review process. That review process assesses whether the program is achieving its mission, providing high quality academic experiences, and fulfilling the enrollment and success metrics identified for the program. In addition to the academic program review, as a part of the college budgeting process the program will be monitored annually for achievement of enrollment goals.

17. *Include any additional information that justifies the development of this program.*

## Appendix A Employer Survey

The Ivy College of Business Career Services office conducted a survey to gauge employer's interest in the BBA. Survey information, questions and a summary of results are reported below.

### **Survey body and questions:**

*The Department of Management and Entrepreneurship in the Ivy College of Business is proposing a new online undergraduate Bachelor of Business Administration (BBA) degree.*

*The BBA degree-completer program is a general business online degree program accessible to students with some prior college experience. The degree is appealing to non-traditional students wishing to balance full time employment (or other personal commitments) and the completion of a four-year degree in business from an accredited institution. Similar to other degrees at the Ivy College of Business, BBA students gain foundational knowledge of all functional areas in business by taking 21 credits of business core courses. BBA students will then select 24 credits of required and elective upper-level coursework in the business administration major.*

1. *How likely are you to recommend this degree to one of your employees?*
  - Extremely likely*
  - Somewhat likely*
  - Neither likely nor unlikely*
  - Somewhat unlikely*
  - Extremely unlikely*
2. *Are there other skills/topics that should be reflected in the major?*
  - Yes*
  - No*
3. *Please provide further information on missing topics/skills:*
4. *Would your company be interested in specific partnerships to support this program?*
  - Yes*
  - Maybe*
  - No*
5. *Thank you for your interest in supporting this program! If you'd like to be contacted, please provide your name and email address.*
6. *Please add any additional questions or comments regarding this program.*

### **Summary of Survey Results**

- Fifty-five percent (55%) (49 of 89) of employers would consider recommending the BBA program to their employees with an additional 25% (22) respondents being non-committal. This indicates that there is a demand for this degree by employers wanting to enhance/develop their employees.
- Fifty-five percent (42 of 76) of those survey indicated they might be interested in a partnership in the program.
- Skills employers are looking for in their employees include but are not limited to: basic writing skills, online skills such as presentation, communication, and professionalism, analytics, emotional intelligence, budget development and management.
- Some comments made by employers on the survey, also indicated the need for this type of program catering to non-traditional students. One comment indicates that some young people need to gain experience to learn what interests them "before making a large financial investment" in their education. Another says it is "a great opportunity for working adults to complete or enhance their degree."
- Some comments noted that some employers currently only employ staff with completed 4-year degrees and therefore would not be interested in the partnership, other are seeking to develop specialized knowledge that does not fit well with a generalist degree such as the BBA.

## Appendix B BBA Major Curriculum

The BBA major will have 24 credits of major coursework, with 4 required courses and 4 required “choice” courses (course descriptions included below). These courses target three general categories of **learning objectives**:

- General business content knowledge (knowledge and technical expertise in all functional areas of business, including management, finance, supply chain management, management information systems, and marketing)
- Some degree of specialized knowledge in sub-areas in business with the ability to focus on areas of personal interest (financial intermediation, real estate finance, transportation, logistics, sales, consumer behavior, project management).
- Enhanced knowledge in the management and leadership areas including entrepreneurship, human resource management, management of diversity, international management, Negotiation and Conflict Resolution.

**Required Courses** (students would take all four):

1. Project Management (SCM/MIS 340)
2. Entrepreneurship and Innovation (ENTSP/MGMT 310)
3. Negotiation and Conflict Resolution (MGMT 422)
4. Personnel and Human Resource Management (MGMT 471)

**Additional Required Courses** (students would choose one from each pairing):

1. Process Management, Analysis and Improvement (SCM 424) **or** Principles of Transportation (SCM 461)
2. Intermediate Managerial Accounting (ACCT 383) **or** Financial Markets and Institutions (FIN 330) **or** Real Estate Principles (FIN 371)
3. International Management (MGMT 414) **or** Management of Diversity (MGMT 472)
4. Foundation of Personal Selling (MKT 342) **or** Consumer Behavior (MKT 447)

**Course Descriptions:**

**Project Management (SCM 340):** Equips students to support team activities in the general project management environment and better manage their careers. Practical experience using project management techniques and tools. Course topics include project initiation and execution, risk assessment, estimating and contracts, planning, human factors, and standard methods.

**Entrepreneurship and Innovation (ENTSP/MGMT 310):** Review of the entrepreneurial process with an emphasis on developing an entrepreneurial mindset for use in starting a new business as well as more widescale innovation. Course content topics include how to analyze opportunities, develop an innovative product/service, organize, finance, market, launch, and manage a new venture. Focuses on the role of the entrepreneur and the lean startup process.

**Negotiation and Conflict Resolution (MGMT 422):** Understand the theory and practice of negotiation in a variety of settings. Negotiation is the art and science of securing an agreement between two or more interdependent parties. Understand the behavior of individuals, groups and organizations in the context of competitive situations. Team work and team building is integrated to better understand interdependent relationships and processes. Negotiation problems faced by managers and professionals in organizations. Complements the technical and diagnostic skills learned in other courses at ISU. Analytical skills needed to discover optimal solutions to problems and a broad array of negotiation skills are needed in order for these solutions to be accepted and implemented.

**Personnel and Human Resource Management (MGMT 471):** Survey course offering an overview of HRM functional areas such as strategic HRM, legal issues, recruitment, selection, compensation, training and development, and performance management. This course also offers an introduction to foundational professional skills (e.g., relationship management, teamwork and collaboration, leadership) and data-driven decision-making skills.

**Process Management, Analysis and Improvement (SCM 424):** The design, analysis, and management of production processes to improve performance. Performance measures and their relationships; process design and evaluation; and managerial levers for improving and controlling process performance.

**Principles of Transportation (SCM 461):** Economic, operating, and service characteristics of the various modes of transportation, with a special emphasis on freight transportation. Factors that influence transport demand, costs, market structures, carrier pricing, and carrier operating and service characteristics and their influence on other supply chain costs and supply chain performance.

**Intermediate Managerial Accounting (ACCT 383):** Generation, communication and use of information to assist management with planning, control, and decision making in manufacturing and service organizations. Includes cost concepts and relevance to decision situations, operational and capital budgeting, and performance evaluation. Emphasis on developing effective teamwork skills as well as spreadsheet capabilities.

**Financial Markets and Institutions (FIN 330):** Introduction to the structure and operations of the United States financial system and its markets and institutions. Emphasis on developing an integrated understanding of markets and financial service providers including global linkages.

**Real Estate Principles (FIN 371):** Legal, economic, social and financial aspects of real estate, including property rights, contracts, mortgage instruments, tax factors, brokerage, valuation, risk and return analysis, financing techniques, and investments.

**International Management (MGMT 414):** The nature and economic role of the multinational firm and entrepreneurial ventures, including the impact of legal, political, and cultural variables upon firm performance and managerial activity; case studies illustrate interdependent nature of functional areas of business projected across national boundaries.

**Management of Diversity (MGMT 472):** One of the most crucial problems in organizations today is the management of diversity. Attempts to define the difference between equal employment opportunity/affirmative action, which has a legal basis, and diversity which has an educational basis. Organized around the concepts of: (1) cultural diversity and cultural unity; (2) development of skills and tools to manage diversity; and (3) structure of diversity development programs in organizations.

**Foundation of Personal Selling (MKT 342):** The process of selling and how to sell effectively. Focus on selling in a business environment and applying to concepts to general interpersonal settings in personal life. Students will actively participate in class, collaborate with teammates to develop skills to sell ideas and become more effective in representing themselves and their company and its products and services. Develop skills necessary to build long-term, profitable relationships with clients.

**Consumer Behavior (MKT 447):** Study of how consumers select, purchase, use, and dispose of goods and services. Includes analyses of how markets and others influence these processes. Application of concepts and methods of the behavioral sciences to marketing management decision making.

**Appendix B**  
**Sample Four Year Plan**

<b>FRESHMAN</b>	
<b>Fall - transfer semester</b>	<b>Spring - transfer semester</b>
HUM/SOC SCI (3 cr.)	PHIL 230 (3 cr.)
ECON 101 or 102 (3 cr.)	STAT 226 (3 cr.)
COM S 113 (3 cr.)	NATURAL SCIENCE (3 cr.)
ENGL 150 (3 cr.)	GLOBAL/INT'L PERSPECTIVES (3 cr.)
MATH 150 (3 cr.)	ACCT 284 (3 cr.)
<b>15 cr.</b>	<b>15 cr.</b>

<b>SOPHOMORE</b>	
	<i>(apply to professional program upon entry to ISU)</i>
<b>Fall - transfer semester</b>	<b>Spring - ISU semester</b>
ACCT 285 (3 cr.)	BUSAD 103 (1 cr.)
SP CM 212 (3 cr.)	BUSINESS CORE (3 cr.)
GLOBAL PERSPECTIVES (3 cr.)	BUSINESS CORE (3 cr.)
ACCT 215 (3 cr.)	ELECTIVE (3 cr.)
ENGL 250 (3 cr.)	MAJOR COURSE (3 cr.)
	BUSAD 203 (1 cr.)
	LIB 160 (1 cr.)
<b>15 cr.</b>	<b>15 cr.</b>

<b>JUNIOR</b>	
<b>Fall</b>	<b>Spring</b>
MAJOR COURSE (3 cr.)	MAJOR COURSE (3 cr.)
US DIVERSITY (3 cr.)	BUSINESS CORE (3 cr.)
BUSINESS CORE (3 cr.)	BUSINESS CORE (3 cr.)
BUSINESS CORE (3 cr.)	HUM/SOC SCIENCE (3 cr.)
ELECTIVE (3 cr.)	ENGL 302 (3 cr.)
<b>15 cr.</b>	<b>15 cr.</b>

<b>SENIOR</b>	
<b>Fall</b>	<b>Spring</b>
MAJOR COURSE (3 cr.)	MAJOR COURSE (3 cr.)
MAJOR COURSE (3 cr.)	MAJOR COURSE (3 cr.)
ELECTIVE (3 cr.)	MGMT 478 (3 cr.)
HUM/SOC SCIENCE (3 cr.)	ELECTIVE (3 cr.)
MAJOR COURSE (3 cr.)	ELECTIVE (3 cr.)
<b>15 cr.</b>	<b>15 cr.</b>

**120 credits required as a minimum**



**Tippie College of Business**

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December 9, 2020

Dean David Spalding  
Ivy College of Business  
Iowa State University  
2200 Gerding Business Building  
2167 Union Drive  
Ames, IA 50011

Dear Dean Spalding,

I am writing to offer our support for the Ivy College to launch a new online general bachelors in business administration (BBA) degree. The Tippie College had an online BBA and discontinued it because of low demand. We do believe that demand is there, and hope you are able to locate it.

The state of Iowa would benefit from our universities offering accessible ways to complete a business degree.

We wish you all the best in this important endeavor.

Sincerely,

Amy Kristof-Brown, Ph.D.  
Henry B. Tippie College of Business Dean  
and Henry B. Tippie Research Professor of Management & Entrepreneurship

November 30, 2020

Dean David Spalding  
2300 Gerdin Business Building  
Iowa State University  
Ames, IA 50011

Dear David,

I am pleased to provide a letter of support for your proposed Bachelor of Business Administration (BBA) online degree completer program within the Department of Management and Entrepreneurship at ISU. The program appears to be well thought out with foundational knowledge gained in all functional areas of business. The focus on skill building provides a strong developmental opportunity for your students.

Sincerely,



Leslie K. Wilson

## Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1.  New Program     Name Change         Discontinuation     Concurrent Degree for:
2.  Undergraduate Major    Graduate Major     Undergraduate Minor    Graduate Minor  
 Undergraduate Certificate     Graduate Certificate         Other: \_\_\_\_\_
3. Name of Proposed Change: Bachelor of Business Administration
4. Name of Contact Person: Valentina Salotti e-mail address: vsalotti@iastate.edu
5. Primary College: Ivy College of Business Secondary College: \_\_\_\_\_
6. Involved Department(s): Department of Management and Entrepreneurship

**Voting record for this curricular action:**

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Dept. or Program Committee	25	0	0	11/06/2020
College Curriculum Committee	6	0	0	11/16/2020
College Approval Vote	73	15	0	12/08/2020
Graduate Council	n/a			
Faculty Senate Curriculum Committee	5	0	0	2/2/2021
Faculty Senate Academic Affairs Council	10	0	0	February 10, 2021
Faculty Senate				