NEW ACADEMIC DEGREE PROGRAM
SUMMARY FOR PROGRAM ANNOUNCEMENT

Institution	Stockton University
New Academic Degree Program Title	Finance
Degree Designation	Bachelor of Science
Degree Abbreviation	B.S.

Introduction:

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

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

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

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

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

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

For example, under the area of Inclusive Student Success, Stockton plans to "[b]uild enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool." Creating a program that is focused solely on Finance will attract a wider array of prospective students to consider Stockton for their undergraduate degree. Finance degrees have become the standard in this field and students interested in Finance are looking for such degrees. Moreover, creating a stand-alone Finance degree will allow students to compare Stockton's program with peer programs at other well-regarded institutions via third-party rankings. At present, Stockton's Finance concentration does not appear in such rankings because of its status as a concentration within a major. This obscures the educational opportunities it offers to those interested in Finance, limiting the reach of the program.

Under the area of Teaching and Learning, Stockton plans to "[e]mbrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields." Setting Finance apart as a stand-alone program will provide the faculty with greater flexibility to shape the program curriculum to meet the changing needs of this field.

As part of Strategic Enrollment Management, Stockton seeks to "[d]evelop enrollment and retention strategies at the institutional, school and program levels that account for our mission, market demand, cost, and capacity." As explained in greater detail below, setting Finance apart as a stand-alone program is consistent with market demand, as students and employers in the field expect such a degree for those pursuing a career in the finance field. The new Finance degree will help Stockton's School of Business maintain strong enrollment moving forward, particularly considering the relatively low cost of a degree at Stockton, a state university.

Finally, the new Finance degree is consistent with Stockton's mission, which is "to develop engaged and effective citizens with a commitment to lifelong learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education."[3] The new degree in Finance will provide a robust educational opportunity for those seeking to enter the finance field, with 80 credits focused on finance and related business topics, and 48 credits of non-business courses, including Stockton's general studies curriculum that ensures students have an interdisciplinary, liberal arts education.

Overview of proposed new academic degree program:

With its new Finance program, Stockton University seeks to transform its existing concentration in Finance within the Business Studies degree into a discipline-specific degree that is consistent

[2] Ibid., at 8-9.
[3] Stockton University, "Mission Statement", at https://www.stockton.edu/president/mission-statement.html

with norms and expectations in the field of Finance. It will not result in substantial changes to the Finance curriculum. Rather, it will carry over the existing curriculum, which is similar to Finance programs across the country. Since the new program will retain the faculty from the Finance concentration and rely on the same administrative and facilities support, it will not require significant additional resources.

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

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

Sufficient academic quality

The new Finance program will use similar curriculum, learning outcomes, and assessment methods as the existing Finance concentration. Stockton University's Business Studies program is accredited by the Association to Advance Collegiate Schools of Business (reaccreditation was recently awarded in Spring 2022). The new Finance program would remain under the Stockton University School of Business AACSB banner, and go through reaccreditation on a regular basis, which will continue to ensure that the program offers a high-quality education.

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

Curriculum:

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

Business Administration Core Courses	**Cr**	**Finance Courses**	**Cr**
CIST 1206 – Statistics	4	ACCT 3251 – Taxation of Individuals & Entities	4
ECON 1200 – Macroeconomics	4	ECON 3620 – Money & Banking OR FINA 3105 – Fin. Institutions & Markets	4
ECON 1400 – Microeconomics (ASD course)	4	FINA 3120 – Financial Management II	4
BUSA 2110 – Technology in Business	4	FINA 3121 – Investments	4
ACCT 2110 – Financial Accounting	4	Upper-level Finance Elective	4
ACCT 2120 – Managerial	4	Upper-level Finance Elective	4
BSNS 2120 – Introduction to Bus. Analytics	4	Upper-level Finance Elective	4
MGMT 2110 – Introduction to Management	4	Upper-level Business Studies Elective	4
MKTG 2110 – Marketing Principles	4		
PLAW 2120 – Bus. Law I *or* PLAW 3110 – Legal, Social, and Ethical Environ. of Business	4		
MGMT 3120 – Operations Management	4		
FINA 3110 – Introduction to Finance	4		
BSNS 4112 – Business Policy & Strategies	4		

The curriculum for the concentration in Financial Planning includes the following courses, which are consistent with the Certified Financial Planner course requirements:

Business Administration Core Courses	**Cr**	**Financial Planning Courses**	**Cr**
CIST 1206 – Statistics	4	FINA 3121– Investments	4
ECON 1200 – Macroeconomics	4	FINA 3125 – Principles of Insurance & Risk	4
ECON 1400 – Microeconomics (ASD course)	4	FINA 3131 – General Principles of Financial Planning	4
BUSA 2110 – Technology in Business	4	FINA 3132 – Retirement Planning	4
ACCT 2110 – Financial Accounting	4	FINA 3133 – Estate Planning	4
ACCT 2120 – Managerial	4	FINA 3134 – Financial Plan Development	4
BSNS 2120 – Introduction to Bus. Analytics	4	ACCT 3251 – Taxation of Individuals & Entities	4
MGMT 2110 – Introduction to Management	4	Upper-level Business Studies Elective	4
MKTG 2110 – Marketing Principles	4		
PLAW 2120 – Bus. Law I *or* PLAW 3110 – Legal, Social, and Ethical Environ. of Business	4		
MGMT 3120 – Operations Management	4		
FINA 3110 – Introduction to Finance	4		
BSNS 4112 – Business Policy & Strategies	4		

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

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

Learning Outcomes:

The Finance program will adopt the existing learning outcomes from the Business Studies program, which include Fundamental Business Skills, Critical Thinking and Problem Solving, Ethical Reasoning Professional Communication, Teamwork and Inclusion, and Technology Agility, all of which can be found in Appendix B. The new Finance program will also establish a new discipline-specific learning outcome: *Graduates will apply and synthesize concepts learned throughout the Finance Program to demonstrate a level of professional competency required of a new entrant into the Finance profession.* Table B1 also shows how each learning outcome will be achieved in the courses required in the Finance program and the Financial Planning concentration.

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

Assessment:

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

A "close the loop" follow-up assessment conducted in Fall 2019 serves as a recent example of how assessment results are used to improve and inform curriculum decisions within the Finance Program. This assessment focused on the following outcome: "Graduates will be able to manage

the flow of funds within organizations". Specifically examining the topics of time value of money (cash inflows and cash outflows, present value of cash flows, annuities, future value of cash flows and loan payment), goals of long-term financial planning, working capital management, trade credit, and receivables management, with both original and follow-up assessments being conducted in FINA 3110: Introduction to Financial Management. The previous Fall 2016 assessment indicated the overall performance achieved for this learning goal showed 92.6% of the students met the group performance goal. Regarding one specific question, instructors for the course FINA 3110 would need to reinforce the concept of valuing multiple cash flows at different points of time as the average grade of this question was lower than the grades of the remaining questions during the Fall 2016 assessment. To address student performance on this specific concept, Finance faculty provided additional focus on this concept in class, including asking students to complete additional practice problems. The Fall 2021 Assessment produced much better results with an overall 93.8% of the students meeting the group learning goal. The average grade for the question valuing multiple cash flows at different points of time also improved from the last assessment.

Additional Methods for Measuring Success and Guiding Curriculum Change:

In recent years, the Finance concentration has enhanced its curriculum in response to other measures of curriculum effectiveness. For example, in Spring 2020, finance faculty members took the initiative to review the Finance and Financial Planning curricula and benchmarked 14 competing universities. Finance faculty also sought advice from Stockton Business Advisory Board. The curriculum review was to examine whether the course offerings were up to date with the finance field. This review led the faculty to change the curriculum so that Budgeting would no longer be required (this made Stockton's finance concentration align with peer institution's finance programs). Additionally, a Financial Derivatives course was added in Fall 2021. The updated Finance curriculum provides students with in-depth knowledge in corporate finance and investment analysis. For students who concentrate in financial planning, curriculum is aligned with the Certified Financial Planner Board of Standards so graduates can take the CFP exam and become a Certified Financial Planner.

As demonstrated in the previous examples, Business Advisory Board feedback, benchmarking as well as studying business and industry trends, provided guidance for the curriculum changes noted above. In addition to rigorous assessment activities, program success will be evaluated in several other indirect ways including:

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

Sufficient evidence of labor market demand for the program

Varying sources of data suggest that the labor market demand for Finance remains strong, as do starting salaries for Finance professions. The U.S. Bureau of Labor Statistics (Table D1) projects 6% growth in the financial analyst field from 2020 to 2030 and lists the 2021 median salary of $81,410.[5] Other employment opportunities for finance graduates are similarly promising. For example, budget analysts have a median salary of $79,540 and can expect 5% growth this decade, while financial examiners have a median salary of 81,410 and will see 18% growth by 2030.[6] For 2021, the *U.S. News & World Report* ranks the job of financial managers #7 on its list of best jobs and #2 on its list of best business jobs, citing 17.3% growth in job opportunities between 2020 and 2030.[7]

Moreover, an analysis of Gray Associates Data for the New Jersey market was conducted of student demand and employment. Student Demand is very strong with a score of 32 (99th percentile), indicating that this major enjoys a high level of interest. Inquiry and search volume are stable. Employment is also very strong with a score of 20 (99th percentile). BLS 10th percentile annual wages are $53,424 (meaning 90% of accountants and auditors earn a higher salary). The BLS mean wage in finance is $98,705. The results of the Gray Associates Data Analysis can be found in Appendix D. Additionally, Stockton University is located within 90 minutes of New York City and Philadelphia metropolitan areas, which have the first and eighth highest employment levels for financial and investment analysts, respectively.[8] Moreover, New Jersey is listed as one of the top states in terms of mean annual wage for financial and investment analysts.[9]

Students who choose the financial planning concentration also will see promising job prospects. The Bureau of Labor Statistics reports a median salary of $94,170 and 5% growth between 2020 and 2030.[10] Importantly, the New York and Philadelphia metropolitan areas rank first in terms of highest employment levels.[11]

Moreover, the skills developed by students in finance programs, which include analysis, organization, critical thinking, interpersonal communication, adaptability, time management,

---

[5] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-2051 Financial and Investment Analysts," (May 2021), at https://www.bls.gov/oes/2021/may/oes132051.htm
[6] Bureau of Labor Statistics, "Business and Financial Occupations," (2022), https://www.bls.gov/ooh/business-and-financial/home.htm
[7] U.S. News & World Report, "Financial Manager Overview," (2021), at https://money.usnews.com/careers/best-jobs/financial-manager
[8] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-2051 Financial and Investment Analysts," (May 2021), at https://www.bls.gov/oes/2021/may/oes132051.htm
[9] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-2051 Financial and Investment Analysts," (May 2021), at https://www.bls.gov/oes/2021/may/oes132051.htm
[10] Bureau of Labor Statistics, "Personal Financial Advisors," (May 2021), at https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm
[11] Bureau of Labor Statistics, "Occupational Employment and Wages, 13-2052 Personal Financial Advisors," (May 2021), at https://www.bls.gov/oes/current/oes132052.htm#st

industry knowledge, spreadsheet proficiency, team collaboration, and writing, prepare them for a variety of other professional paths. Thus, students who graduate with degrees in Finance are prepared to take on different roles throughout the business sector, due to the broadly applicable skills that are developed in these programs.

Duplication with comparable programs of study in the State

The proposed conversion will not create any additional duplication with ongoing programs at other colleges in New Jersey, as it is merely changing an existing concentration in Finance to a discipline-specific degree. The Bachelor of Science degree in Finance at Stockton would be a similar program to those offered at other universities in New Jersey. However, since Stockton's Finance and Financial Planning concentrations have existed for many years with significant enrollment, transitioning to a Finance degree will not change the number of available programs in the state. Rather, it puts Stockton's program on similar footing with most programs in New Jersey and beyond. Appendix E shows existing Finance programs and concentrations in New Jersey, along with other regional, comparable programs.

Requirement of significant additional State resources

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

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

APPENDIX A

CURRICULUM FOR PROPOSED B.S. in FINANCE

B.S. FINANCE

Fall 2023 – Spring 2024

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

CIST 1206 Statistics	(4)	ACCT 3251 Taxation of Individuals & Entities	(4)
ECON 1200 Macroeconomics	(4)	ECON 3620 Money & Banking OR FINA 3105 Financial Institu. & Markets	(4)
BUSA 2110 Technology in Business	(4)		
ACCT 2110 Financial ACCT	(4)	FINA 3120 Financial Mgmt II	(4)
ACCT 2120 Managerial ACCT	(4)	FINA 3121 Investments	(4)
BSNS 2120 Introduction to Business Analytics	(4)	FINA Elective	(4)
MGMT 2110 Intro to Management	(4)	FINA Elective	(4)
MKTG 2110 Marketing Principles	(4)	FINA Elective	(4)
PLAW 2120 Business Law I **OR** PLAW 3110 Legal, Social, Ethical …	(4)	**Internship or BSNS Elective**: Choose from ACCT, BUSA,ECON, FINA, HTMS, INTL, MKTG, MGMT, PLAW at the 3000 level or above	(4)
FINA 3110 Intro to Financial Mgmt*	(4)		
MGMT 3120 Operations Management	(4)		
BSNS 4112 Business Policy & Strategies (seniors only)	(4)	Transfer students may use transferred courses (including Introduction to Business) as "Other Business Courses", to satisfy the minimum number of credits (80) for this area.	

GENERAL STUDIES REQUIREMENTS: **48 credits**

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

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

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

ECON 1400 Microeconomics	(4)		(4)
	(4)		(4)

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

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

GENERAL STUDIES WRITING REQUIREMENT: (4 courses)

Two W1 courses may be in transfer. W2 courses must be taken at Stockton.

W1		W1/W2		W1/W2		W1/W2 at 3000 Level	

GENERAL STUDIES QUANTITATIVE REASONING REQUIREMENT: (3 courses)

Two Q1 courses may be in transfer. Q2 courses must be taken at Stockton.

Q1		Q2		Q1 or Q2		

APPENDIX B

LEARNING OUTCOMES FOR B.S. in FINANCE

1) Finance Specific Learning Objective

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

2) Fundamental Business Skills

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

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

3) Critical Thinking and Problem Solving

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

4) Ethical Reasoning

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

5) Professional Communication

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

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

6) Teamwork and Inclusion

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

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

7) Technology Agility

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

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

Table: Courses in BS Finance Program Where Learning Outcomes are Achieved

		Panel A: B.S. In Finance Learning Outcomes															
			Business Skills							Comm		Team/Inc			Tech		
		1	2:A	2:B	2:C	2:D	2:E	3	4	5:A	5:B	6:A	6:B	6:C	7:A	7:B	7:C
Required Courses	FINA 3110 Intro to Financial Management	x	x	x	x		x	x		x	x	x	x		x	x	x
	FINA 3105 Financial Institution & Markets or	x		x	x			x							x	x	x
	ECON 3620 Money & Banking	x		x				x							x	x	x
	FINA 3120 Financial Management II	x		x	x		x	x		x		x	x		x	x	x
	FINA 3121 Investments	x		x				x		x	x				x	x	x
Elective Courses	FINA 3125 Principles of Insurance & Risk	x						x	x					x			
	FINA 3126 Financial Derivatives	x		x				x							x	x	x
	FINA 3131 Principles of Financial Planning	x			x				x								
	FINA 3600 International Business Finance	x		x			x										
	FINA 3132 Retirement Planning	x				x				x	x						
	FINA 3133 Estate Planning	x				x				x	x				x	x	x
	FINA 3134 Financial Plan Development	x			x			x	x	x	x			x	x	x	x
		Panel B: B.S. In Finance (Fin. Plan Con.) Learning Outcomes															
		1	2:A	2:B	2:C	2:D	2:E	3	4	5:A	5:B	6:A	6:B	6:C	7:A	7:B	7:C
	FINA 3110 Intro to Financial Management	x	x	x	x		x	x				x	x		x	x	x
	FINA 3121 Investments	x		x				x		x	x				x	x	x
	FINA 3125 Principles of Insurance & Risk	x						x	x					x			
	FINA 3131 Principles of Financial Planning	x			x				x								
	FINA 3132 Retirement Planning	x				x				x	x						
	FINA 3133 Estate Planning	x				x				x	x				x	x	x
	FINA 3134 Financial Plan Development	x			x			x	x	x	x			x	x	x	x

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

Table: BS Finance Learning Outcomes Mapped to Stockton University's Essential Learning Outcomes

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

APPENDIX C
BUSINESS STUDIES ASSESSMENT COMMITTEE
ASSESSMENT TIMELINE

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

APPENDIX D
MARKET DEMAND DATA

Table D1: U.S. Bureau of Labor Statistics – Quick Facts: Financial Analysts

Quick Facts: Financial Analysts	
2021 Median Pay	$81,410 per year $39.14 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	492,100
Job Outlook, 2020-30	6% (As fast as average)
Employment Change, 2020-30	31,300

Table D2: Gray Associates Data Analysis – Finance in New Jersey

CIP: 52.0801 Finance, General

Student Demand
Score: 32 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	77	Google Search Volume (3 Months)*	5,778	4
	98	International Page Views (12 Months)	1,552	NS
	99	New Student Enrollment Volume (12 Mo.)	700	4
	99	On-ground Completions at In-Market Institutions	1,324	12
	98	Online Completions by In-Market Students	38	4
	99	Sum of On-ground and Online Completions	1,362	3
Growth	85	Google Search YoY Change (Units)*	870	1
	99	New Student Enrollment Vol. YoY Change (Units)	102	1
	99	Completion Volume YoY Change (Units)	166	3
	72	Google Search YoY Change (%)*	18%	0
	68	New Student Enrollment Vol. YoY Change (%)	17%	NS
	64	Completion Volume YoY Change (%)	14%	0

Employment*
Score: 20 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	97	Job Postings Total (12 Months)*	4,991	3
	98	BLS Current Employment*	59,666	4
	98	BLS Annual Job Openings*	4,932	2
Size: ACS Bach. Outcomes	98	Job Postings Total (12 Months)*	5,115	NS
	99	BLS Current Employment*	33,593	NS
Growth (Direct Prep)	78	BLS 1-Year Historical Growth*	1.5%	0
	76	BLS 3-Year Historic Growth (CAGR)*	3.7%	1
	64	BLS 10-Year Future Growth (CAGR)*	0.4%	NS
Saturation (Direct Prep)	51	Job Postings per Graduate*	3.5	0
	65	BLS Job Openings per Graduate*	3.4	0
Wages (Direct Prep)	71	BLS 10th-Percentile Wages*	$53,926	NS
	81	BLS Mean Wages*	$99,521	NS
American Community Survey Bachelor's Degree Outcomes	94	Wages (Age < 30)	$65,299	6
	93	Wages (Age 30-60)	$137,478	6
	40	% with Any Graduate Degree	32%	NS
	50	% with Masters	26%	NS
	41	% with Doct/Prof Degree	6%	NS
	65	% Unemp. (Age <30)**	3%	-1
	73	% Unemp. (Age 30-60)**	2%	-1
	94	% in Direct Prep Jobs	39%	NS

APPENDIX E
FINANCE PROGRAMS AT PEER INSTITUTIONS

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

Peer Institutions	Finance
Stockton University	*Concentration*
Farleigh Dickinson University	Degree
Kean University	Degree
Monmouth University	*Concentration*
Montclair University	Degree
NJ Institute of Technology	Degree
Ramapo College of New Jersey	Degree
Rider University	Degree
Rowan University	Degree
Rutgers University – Camden	Degree
Rutgers University – New Brunswick	Degree
Saint Joseph's University	Degree
Seton Hall University	*Concentration*
Temple University	*Concentration*
The College of New Jersey	*Concentration*
University of Delaware	Degree
Widener University	*Concentration*
William Paterson University	Degree

Note: The business schools in all of the above institutions, except Kean University, are accredited by AACSB.

APPENDIX F

Table F1. Faculty Deployment Data

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

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

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

Table F2. Faculty Qualifications Data

Qualifications Fall 2022 Based on Capacity							
*Based on 2020 AACSB Standards Table 3.1 -must be >40% SA, Overall cannot drop below 90% (IP+SA+PA) combined qualifications *Based on SCH **Committee Review Pending*							
Program	**Professor**	**IP**	**PA**	**SA**	**Total**	**Must be at least 40%-SA**	**Combined total must be above 90%**
ACCT		**1120**		**2015**	**3135**	**64.27%**	**100%**
	ABBOTT J			120	120		
	CABARLE C			560	560		
	CHAKRABORTY V			420	420		
	GLAUM C	280			280		
	JONES D			280	280		
	JOSEPH J	140			140		
	NULL ACCT	140			140		
	PALATNIK B			635	635		
	ROBINSON M	560			560		
BUSA		**260**	**700**	**1820**	**2780**	**65.47%**	**100%**
	ABDRABOUH W	60			60		
	BAIK H			240	240		
	GOGANZER B	60			60		
	KRAFT E			400	400		
	PERKINS W		140		140		
	PRESS J	140			140		
	TAVAKKOL B			525	525		
	WANG J			495	495		
	ZHAO S		560		560		
FINA		280		1970	2250	**87.56%**	**100%**
	BONVILLE T	140			140		
	BUSLER M			290	290		
	CHEN J			420	420		
	DOBREV P			420	420		
	HASSAN M			140	140		
	HINA B			280	280		
	LI W			420	420		
	OLESZEWSKI K	140			140		
MGMT		**1000**		**2660**	**3085**	**86.22%**	**100%**
	AMADIO M			520	520		
	CHOUDHURY M			360	360		

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

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

**Final qualifications have not been designated for AY22-23 as of this date. The committee convenes in September.

APPENDIX G

Degree Chair/Associate Chair Comparison Fall 23

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

* Program Chair
**Associate Program Chair