Abilene Christian University

AACSB CONTINUOUS IMPROVEMENT REVIEW

FIFTH-YEAR REPORT

November 28, 2018
Reviewing the Years 2013–2018

For questions and inquiries:

C. Brad Crisp, PhD
Dean, College of Business Administration
brad.crisp@acu.edu

Letter from the Dean

The College of Business Administration at Abilene Christian University is pleased to offer this fifth year report to the Association to Advance Collegiate Schools of Business and the peer review team in support of the continuous improvement review process. This report describes the various ways ACU meets and exceeds expectations related to AACSB's pillars of accreditation: engagement, innovation, and impact.

Moreover, the report demonstrates COBA's unwavering commitment to academic excellence in undergraduate business education rooted in our Christian faith, even as we have broadened our mission to become a college of business and technology that also serves online graduate adult learners. In 2018, we updated our guiding statements and strategic plan, which call us to live into our vision *to inspire, equip, and connect Christian business and technology professionals to honor God and bless the world*.

In the early months of my deanship in 2016, I quickly became aware of how many people have paved the way for where we are today. These include generous donors who paid to build and renovate our building and who established operational and scholarship endowments to support our faculty and students. These include my predecessors as dean (Drs. Faubus, Petty, Lewis, Griggs, and Lytle), who cast the original vision for high-quality Christian business education and made it a reality. And, it includes our wonderful staff and faculty, who demonstrate their excellence in teaching, research, and service for the benefit of our great students.

Special gratitude is due to several people who contributed to this report, including: associate dean Andy Little; Clint Buck, Jim Litton, and the rest of the COBA leadership team; Ryan Jessup, Don Pope, and Paul Wertheim, who played a key role in the collection and analysis of the data; and Laura Homer and Monty Lynn who helped review the report. Additional thanks are due to other leaders and partners at ACU who encouraged our work, including president Phil Schubert, provost Robert Rhodes, vice president and ACU-Dallas chief administrative officer Stephen Johnson, and College of Graduate and Professional Studies dean Joey Cope.

C. Brad Crisp, PhD
Dean, College of Business Administration
Abilene Christian University

Table of Contents

Letter from the Dean i
Table of Contents ii
Appendices iv

1. ACU AND COBA OVERVIEW 1
1.1. Background 1
1.2. Recent Continuous Quality Improvement Accomplishments 1
1.2.1. Engagement 2
1.2.2. Innovation 4
1.2.3. Impact 6
1.3. Situational Analysis 8
1.3.1. Factors shaping mission and operations 8
1.3.2. Current advantages and disadvantages 9
1.3.3. Forces challenging the future 10
1.3.4. Opportunities for enhancing degree offerings 11
1.4. Progress Update on Concerns Noted in Previous Review 12

2. STRATEGIC MANAGEMENT & INNOVATION 15
2.1. Strategic Management Planning Process and Outcomes 15
2.2. Mission Statement and Summary of Strategic Plan 16
2.3. Financial Strategies and Allocation of Resources 17
2.3.1. Financial model and trends 17
2.3.2. Financial support for strategic activities 19
2.4. Intellectual Contributions 20
2.4.1. Substantial cross section of faculty 20
2.4.2. Quality and impact of intellectual contributions reported in Table 2-1 21
2.4.3. Infrastructure supporting faculty intellectual contribution development 23
2.5. New Degree Programs 23

3. PARTICIPANTS: STUDENTS, FACULTY & STAFF 25
3.1. Students 25
3.1.1. Changes in student body 25
3.1.2. Changes in admission standards and support services 26
3.1.3. Placement and employment statistics 27
3.2. Faculty and Professional Staff 28
3.2.1. Faculty recruitment and hiring 28
3.2.2. Faculty mentoring and evaluation 28
3.2.3. Financial resources for faculty 29
3.2.4. Classification system for participating and supporting faculty 30
3.2.5. Professional staff resources 31
3.2.6. Committee and task force structure 31

4. LEARNING AND TEACHING 33
4.1. Degree Programs 33
4.2. Curricula Management 33
4.2.1. Curricula management processes 34
4.2.2. Major curricula revisions 34
4.2.3. Administration of joint or partnership degree programs 35
4.2.4. Transfer credit policies 35
4.3. Assessment and Assurance of Learning 36
4.3.1. Assessment methods 36
4.3.2. Assessment results 39
4.3.3. Examples of feedback-driven actions 40
4.4. Teaching and Learning Practices 40
4.4.1. Instructional development 40
4.4.2. Support for high-quality teaching 41
4.4.3. Examples of teaching innovation 41

5. STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT 42
5.1. Student Academic Engagement 42
5.1.1. Student academic engagement through coursework 42
5.1.2. Student academic engagement through Griggs Center activities 42
5.1.3. Internships 45
5.1.4. Study abroad 45
5.2. Strategies Supporting Faculty Engagement 46
5.2.1. Faculty consulting 46
5.2.2. Executive education and professional training 46
5.2.3. Engagement with industry leaders on campus 46
5.2.4. Professional experience and licensures of faculty members 47

6. ADDITIONAL SUPPORTING MATERIAL 48
6.1. Documentation Describing the MBA and MSM Programs 48
6.2. Criteria for Faculty Classification 48

7. ADDITIONAL ITEMS INCLUDED WITH REPORT 49
7.1. Scope of Review 49
7.2. Required Tables 49

Appendices

APPENDIX A: AACSB TABLES

1. Table 2-1
2. Table 2-2
3. Table 15-1
4. Table 15-2

APPENDIX B: COBA STRATEGIC PLAN 2018-2022

APPENDIX C: FACULTY, ADMINISTRATION, AND STAFF

1. Organizational chart for the college
2. Criteria/policy for participating and supporting determinations
3. Classification document for faculty
4. Tenure and promotion policies
5. Predatory journal policy
6. Research incentive program analysis
7. Faculty mentoring program
8. Committees and task forces
9. Examples of faculty consulting and professional engagement
10. Professional experience of faculty
11. Professional licenses and certifications of faculty
12. Endowed professorships
13. University-funded research grants
14. Notable articles ranked by citations

APPENDIX D: STUDENTS AND ENGAGEMENT

1. Student enrollment charts
2. Griggs Center Enactus student project table
3. Internship supervisor assessment results

APPENDIX E: OVERVIEW OF ONLINE GRADUATE BUSINESS PROGRAMS

APPENDIX F: LEARNING AND TEACHING

1. Summary of course content of degree programs
2. University general education learning outcomes
3. Curriculum content under AACSB standard 9
4. Ethics across the business curriculum
5. Learning goals and objectives of business degrees
6. Example of course-embedded feedback form
7. Examples of course, program, and process improvements based on feedback
8. BBA learning objective program map
9. Curriculum map for MBA/MSM program outcomes
10. 2018 TaskStream results for BBA and MAcc learning objectives
11. 2018 TaskStream results for MBA/MSM learning objectives

1. ACU AND COBA OVERVIEW

1.1. Background

This report describes the various ways Abilene Christian University meets and exceeds expectations related to AACSB's pillars of accreditation: engagement, innovation, and impact. The continuous improvement review process is critical for the College of Business Administration's mission, which is *to educate business and technology professionals for Christian service and leadership throughout the world*, because it helps clarify, assess, and fortify COBA's priorities and strategies.

COBA's mission statement contains a few words worth highlighting, because they indicate part of our distinctive approach to business education. First, we use the word *technology* because COBA houses both business and applied science departments. The technology disciplines are part of the School of Information Technology and Computing (SITC), a unit that does not teach business subjects and is not under AACSB review. Nevertheless, SITC faculty and students form an important part of the life of the college and are one example of how COBA's business students experience the engagement AACSB expects by connecting business and technology.

Second, we use the term *professionals* rather than the more traditional *students* for two reasons. Initially, *professionals* as applied to traditional 18- to 22-year-old residential undergraduate students is aspirational; we set professionalization as a goal for business and technology students, and we provide resources and direction in that regard. Additionally, COBA's online graduate students increasingly come from professional contexts.

Our mission statement also emphasizes *Christian service and leadership*. We are a distinctly Christian business school, a faith commitment that is a challenge to articulate and operationalize in a world—business—that often relies on different assumptions. The multifaceted question of how to teach business and technology from a Christian perspective animates our work, and the process of finding new ways of teaching business from within the Christian tradition creates intellectual space in which our student professionals (and faculty and staff) grow and mature.

Finally, we designed the business education in COBA with a global orientation. For undergraduates, this means we teach business with the expectation that they will leave Abilene, Texas, and positively impact the world. To prepare students for global service and leadership, we promote study abroad programs and provide other opportunities to learn about and understand business in its globalized setting. For graduate students who may already be dispersed around the state, country, and world, COBA emphasizes business education for their local contexts. Whether for entrepreneurs, managers, or service professionals, our online business programs acknowledge and extend the global reach of COBA's mission.

1.2. Recent Continuous Quality Improvement Accomplishments

What follows is a description of COBA's most significant strategies and outcomes related to engagement, innovation, and impact since the last accreditation review in 2014.

1.2.1. Engagement

The accreditation pillar of engagement focuses on "an appropriate intersection of academic and professional engagement that is consistent with quality in the context of a school's mission" (2013 Standards, rev. 2018, Preamble). We highlight the following examples of engagement that illustrate and advance COBA's mission and strategic plan.

Griggs Center engages students, Abilene community, and entrepreneurs. The Griggs Center for Entrepreneurship and Philanthropy has developed a national reputation for "outstanding student engagement and leadership" (2016 Global Consortium of Entrepreneurship Centers award). ACU's student chapter of the Collegiate Entrepreneurs' Organization (CEO) has won Best Global Chapter for the last four years. Griggs Center programs emphasizing engagement include:

- *Springboard*, which serves undergraduate students and the Abilene community through training and competitions. Since 2015, the Center has hosted or sponsored an average of eight smaller and two larger events each year with average attendance of 24 and 160 people, respectively. The competition has grown from $50,000 to $300,000 in annual funding available to aspiring entrepreneurs in five tracks (high school students to young companies with growth potential for Abilene). The competition is principally funded by the Development Corporation of Abilene and is promoted in partnership with the Abilene Chamber of Commerce.
- *ACU Startup Week*, ACU's celebration of Global Entrepreneur Week, which has grown from ten on-campus events in 2014 to one of the larger events of its kind on a college campus, with over 100 events on campus and in the community. Since 2014, more than 75 alumni and guest entrepreneurs have joined undergraduate students at these events.
- The *Entrepreneur Speaker Series*, hosted by our CEO student organization, which brings entrepreneurs to campus to participate in spiritual formation events, networking lunches, and class visits. From 2014 to 2018, the speaker series has hosted 89 entrepreneurs, with 83% coming from our network of alumni and friends outside of the local area.
- *Wildcat Ventures*, which manages a portfolio of 8 to 10 student-run businesses, including groups that do software development, conduct market research, and run a cafe. The 50+ employees of these companies serve customers at ACU and in the Abilene community. Wildcat Ventures has won the top award in its category from the Collegiate Entrepreneurs' Organization for two out of the last three years.

Lytle Center connects students and young alumni with Christian leaders. In the last five years, COBA and generous donors have created the Lytle Center for Faith and Leadership, which reinforces COBA's vision ("to inspire, equip, and connect Christian business and technology professionals…") and mission ("to educate … for Christian service and leadership throughout the world"). The Lytle Center demonstrates engagement through the following:

- *Leadership Summit*, a one-week short course in Colorado, which recently celebrated its 20th year of connecting Christian business and nonprofit leaders with approximately 90 undergraduate students each year.
- *Distinguished Speaker Series*, a luncheon that hosts high-profile Christian executives. See Table 1, below.
- Rick Lytle, former COBA dean and current Lytle Center director, serves as president of *CEO Forum*, a nonprofit organization that walks alongside approximately 200 Christians in top executive positions in large organizations. The Lytle Center sponsored Entrust, a new CEO Forum effort to mentor the next generation of Christian business leaders.

Approximately 20 high-potential ACU alumni have participated in this mentoring opportunity through this relationship.

Table 1, Distinguished Speaker Series

Term	Speaker	Students	Fac/Staff	Public	Total
Fall 2013	Bob McDonald, Former President, Procter & Gamble	81	32	90	203
Spring 2014	Mark Albers, Senior Vice President, Exxon-Mobil	106	24	91	221
Fall 2014	Mike Duke, Former President, Walmart	74	25	200	299
Spring 2015	Matt Rose, Executive Chair, BNSF Railway	52	27	110	189
Fall 2015	Lisa Rose, President, Project Hand Up	61	25	89	175
Spring 2016	Pat Gelsinger, CEO, VMWare	43	28	102	173
Fall 2016	Brett Biggs, Executive Vice President & CFO, Walmart	75	31	59	165
Fall 2017	Wendy Davidson, President, Kellogg's U.S. Specialty Channels	82	24	48	154
Fall 2018	Horst Schulze, Co-founder and Former President, Ritz-Carlton Hotel Company	78	44	64	186

Travel programs expose students to domestic and international organizations. COBA provides opportunities for residential students to visit England, Germany, China, Central America, and Australia. For example, students have the opportunity to participate in college-led international programs focused on entrepreneurship, some of which include project-based academic experiences in Central America. Domestic travel experiences include regular trips to Silicon Valley and New York. In each of these locations, a high emphasis is placed on company visits, cultural experiences, and client-based projects (where appropriate).

Alumni and friends engage with COBA in class, on campus, and off campus. Our vision calls us to build lifelong relationships with our students and alumni, and our strategic plan highlights the importance of external relationships. Examples of engagement include:

- *Guests* regularly speaking in class or on campus. Common examples include practicing attorneys in Business Law, industry professionals in Operations Management, sales managers in Personal Selling, international Human Resource professionals speaking via Skype, experienced leaders hosting an "ask me anything" session in an online Leadership synchronous class meeting, and accounting professionals speaking at the weekly Student Accounting Organization meetings. As a final example, Social Entrepreneurship is a weeklong intensive seminar in Dallas that incorporates more than 20 guests with expertise in nonprofit leadership and philanthropy.
- Recurring efforts to connect with alumni. With the change in COBA deans during the 2015–2016 academic year, the Fall 2016 *Meet the Dean* tour across Texas and in Silicon Valley gave Dean Crisp the chance to meet with 285 alumni and current parents at seven breakfast or lunch events and three *Beat the Dean* events at TopGolf with young alumni. Each fall, we have continued visiting major Texas cities to see key alumni and employers, and we have hosted COBA tailgates for home football games to connect with alumni and current parents.
- Annual meetings of the *Dean's Council.* With approximately 15 business and technology leaders, COBA's Dean's Council meets annually in Abilene to engage with faculty and students, hear updates on the college, and give input on various topics related to

COBA's mission, strategic planning, and curriculum. In 2017, we reinitiated departmental *visiting committees* with an additional 18 business professionals to give targeted input on curriculum and other aspects of student experience. We also utilized *ad hoc committees* of professionals and executives when developing tracks for the MBA.

1.2.2. Innovation

The accreditation pillar of innovation encourages business schools to experiment and be entrepreneurial with new ideas and methods of business education, even at the risk of failure (2013 Standards, rev. 2018, Preamble). We highlight the following examples of innovation that illustrate our willingness to experiment to advance COBA's mission and strategic plan.

Launch of online graduate business programs extends reach to adult learners. COBA's most significant innovation since our last accreditation review is the launch of two online graduate programs: a Master of Business Administration (MBA) and a Master of Science in Management (MSM). The MBA, launched in Fall 2015, had its first graduates in December 2017, and these programs collectively enroll 201 students as of Fall 2018. (See Appendix E for a fuller description of the launch, design, and operation of these programs.) Ways these degree offerings are innovative include:

- *COBA partnering with the College of Graduate and Professional Studies (CGPS) at ACU's new Dallas branch campus to meet the needs of adult learners*. As a university strategic priority to extend beyond undergraduate residential education, ACU invested substantial resources to build the capability to launch new degrees for adult learners, recruit and support these primarily online students, and establish faculty and administrative support for these programs. In most cases, these online programs operate independently of the Abilene campus; however, COBA and CGPS jointly administer the online business programs through a dual-reporting program director, who is a tenured COBA faculty member based in Abilene. COBA's participation in online graduate business programs is part of COBA's vision to build lifelong relationships with students, offering an additional way to connect with alumni and also serving new students who value a Christian business education.
- *MBA program achieving distinctiveness and relevance through program objectives, interdisciplinary core courses, and applied elective tracks*. Program objectives combine principles of Christian faith, ethics, and vocation with skills highly relevant to leadership, innovation, and data-informed decision making. In addition to required courses targeting these objectives (e.g., Foundations of Analytics), the curriculum features interdisciplinary core courses that integrate complementary business disciplines within single courses (e.g., Strategic Marketing draws upon strategy and marketing). Nine of the 36 credit hours are electives, which may be used toward optional tracks in specific business functions (e.g., marketing) or industry domains (e.g., healthcare) that allow students to specialize in ways that evolve with market demand.
- *MBA program pursuing both quality and scale through "carousel" course scheduling and flexible usage of a lead teacher-facilitator staffing model*. With six 7-week terms per year, students take one course at a time following a carousel that sequences courses to promote an effective student learning experience, while minimizing the number of times courses are taught annually. This means that while the introductory Leadership course is taught every term, most core courses are taught twice a year, and electives are taught annually. Every course is taught by a qualified professor serving as the lead teacher, and courses with more students are divided into multiple discussion sections capped at 24 students. When there are 3 to 4 discussion sections in a course (and occasionally with fewer), the professor serving as the lead teacher is supported by 1 to 2 academic

staff serving the role of facilitator, providing grading and other student support under the direction and course oversight of the lead teacher. Approximately half of the courses are taught by an individual professor (in 1 to 2 discussion sections), with the remaining courses taught under the lead teacher-facilitator model. This staffing model creates flexibility to respond to changes in student enrollment for each course, while offering appropriate support to students and faculty.

- *MSM program expanding target audience to include recent graduates*. In 2016, we launched the Master of Science in Management as a 30 credit hour program using the same courses and tracks (excluding the general track) as the MBA program, with the exception that it does not require the two MBA capstones (Innovation and Managerial Decision Making). This program serves candidates who do not meet the minimum work experience requirement for admission to the MBA program. Students can transfer to the MBA program, if desired, once they have achieved at least two years of full-time work experience and met the academic admission standard.

Integration of technology school enhances COBA programs and culture. With the 2007 launch of the School of Information Technology and Computing, COBA is steadily embracing its new identity as a college of business and technology. Business and SITC faculty work side by side on college committees, recently reformed to support a new strategic plan. While this integration has mutual benefits, examples of technology aiding business programs include:

- Retooling the *BBA in Information Systems* degree to better reflect marketplace needs and fill a space left open by the discontinuation of SITC's BS in Information Technology.
- Changing elective requirements in the *Master of Accountancy* degree to allow graduate accounting students to take analytics classes.
- Using *SAP* software for all students in Operations Management.
- Offering a cross-listed undergraduate class in *Human-Computer Interaction*. The computer science faculty member engages technology and business students in the process of design, allowing students to see the value of their different skill sets.
- *Wildcat Software*, the student-run software development company, has both business and technology students as employees. The business students are mentored by technology faculty and gain experience working on technology projects for real clients.

Building renovations support experiential learning for undergraduate students. Over the past five years, COBA has invested approximately $933,000 in renovations to the Mabee Business Building. While some changes are not particularly innovative (e.g., updating 30-year-old restrooms, adding 15 security cameras, and improving wheelchair accessibility), the bulk of the changes support experiential learning opportunities inside and outside of class. We updated five classrooms and remodeled five labs, including a 40-seat computer lab, a collaboration lab with breakout rooms, a digital experience lab with a green screen and virtual reality/augmented reality equipment, an analytics lab with a stock ticker, and a lab for Wildcat Software. We also created collaboration spaces and staff offices for the Griggs Center.

Failures illustrate commitment to learning and innovation. Less successful initiatives were:

- During 2016–2017, the Griggs Center piloted a *student-alumni mentor program* with 12 student leaders. Staff interviewed student candidates and recruited mentors from the Griggs Center's network of alumni and friends based on students' interests. The program was designed for monthly visits via phone or video conference, with one or two face-to-face meetings as well. While the program received very high ratings from some students and alumni, several pairings did not work out. We also had concerns about the ability to scale the program to a larger number of students based on staff availability.

After discussions with students and alumni, the Griggs Center refocused its efforts on creating more one-time opportunities through speaker series and other events.

- To celebrate the 20th year of *Leadership Summit*, we attempted to raise money from alumni to offset some of the costs for the next five years of the program. While students regularly say that Leadership Summit is a highlight of their COBA experience, we quickly realized that few alumni were interested in giving to this campaign, although a few of our regular donors stepped up to complete the campaign. We learned we need much more sustained communication with our donor base to support future fundraising efforts.

1.2.3. Impact

The final pillar of accreditation relates to impact, which is the expectation that a business school demonstrate how its activities and contributions positively impact the academy, the business community, and society as a whole (2013 Standards, rev. 2018, Preamble). We highlight the following examples of impact that illustrate and advance COBA's mission and strategic plan.

Alumni exemplify Christian service and leadership throughout the world. Perhaps the most significant impact COBA has on society is through its alumni. Now counting almost 8,000 degreed alums, COBA typically places about 90% of its BBA graduates into either their first job or graduate school within 90 days of graduation. More data about the last six years of COBA career placements are contained in Table 9 in section 3.1.3. From those initial placements, COBA grads go on to lead major companies, start social enterprises, and serve society in professional as well as religious and civic contexts. Examples of impactful alumni include:

- *April Anthony* (BBA, 1989) – As Founder, CEO, and President of Encompass Home Health, Anthony was named top CEO in 2013 for large companies in Dallas and Fort Worth by the Dallas Business Journal. She was ACU's 2018 Outstanding Alumna of the Year and recently began serving as the first female chair of ACU's Board of Trustees.
- *Jarrod Brown* (BA, 2000) – As President and Co-founder of Mission Lazarus, with operations in Haiti and Honduras, this social entrepreneur builds sustainable career opportunities for locals through education, agriculture, and medical outreach.
- *Sharon Epps* (BBA, 1983) – Receiving an ACU Distinguished Alumni Citation in 2018 for her achievements as Co-founder of Women Doing Well and President of Kinetic Consultants, Epps has led the way for supporting women and connecting faith to wealth management and financial planning.
- *Mark Rich* (BBA, 2004; MAcc, 2005) – In 2014, the AICPA awarded Rich the Maximo Mukelabai Award, a nationwide honor that recognizes a young CPA who personifies an unwavering commitment to the interest of the accounting profession as demonstrated through successful practices, involvement, and contributions.
- *Hunter Woolfolk* (BBA, 2009) – Woolfolk, as Co-president of DOCUmation, celebrated winning Best Place to Work by the San Antonio Business Journal for the 10th year in a row by putting on a 10 for 10 Charity Cup, a competition for teams to give away monies to nonprofits of their choice. In that single day, DOCUmation donated $10,000.

Philanthropy inspires generosity and gratitude. Our alumni are generous to their communities and their alma mater, and COBA is intentional about cultivating both generosity and gratitude in our students. The following examples show impact through philanthropy.

- With the largest gift in ACU's history, *April* (BBA, 1989) *and Mark* (BBA, 1986) *Anthony* were lead donors in ACU's Vision in Action campaign, which was a $95 million plan to substantially upgrade science and athletic facilities across the campus.

- Since 2013, more than 80% of dollars given by alumni to ACU came from a household with at least one COBA alum. Their generosity focuses on the entire university, with more than 80% of the gifts from COBA alumni going to areas outside of COBA.
- The Griggs Center is one of the few entrepreneurship centers in the country that also focuses on philanthropy. In partnership with the Philanthropy Lab, the Community Foundation of Abilene, and a generous alumnus, ACU's VP of Advancement Jim Orr annually teaches a Strategic Philanthropy class, in which students evaluate grant proposals and give away $50,000 to deserving nonprofits around Abilene. A few students also attended a summer event sponsored by the Philanthropy Lab with top schools from around the country (e.g., Harvard, Stanford), and ACU's pitch supporting an Abilene nonprofit has received the largest funding amount the last two years.
- The Ruth Allen Griggs luncheon brings together students and donors annually. Students express gratitude for their scholarships, and donors see the benefits of their generosity.

Scholarship builds knowledge and credibility. Like any smaller business school with a balanced approach to teaching, research, and service (rather than a focus primarily on research), the impact of COBA's scholarship is less easy to measure. It would not be mission-consistent for COBA faculty to be motivated primarily by the generation of discipline-shaping research in A+ journals, nor is there any expectation that faculty be so narrowly focused. Efforts to measure and extend the impact of our scholarship include:

- COBA's goal the last five years has been to support and expect higher quality publications, which necessarily results in fewer intellectual contributions. Along these lines, COBA created a research incentive program to increase the journal quality of its publications by providing funds for publications in two categories of journals—defined internally as *exemplary* and *commendable*—and early tentative results indicate the program is working as planned (see Appendix C-6).
- In addition to the research incentive program, there are several faculty who have had highly impactful publications. In section 2.4, we present a list of the top journals where our faculty published journal articles within the review period; this list includes common metrics of journal reputation. In addition, Appendix C-14 lists the most highly cited articles published at ACU by our current faculty: 15 articles that have been cited more than 100 times and 23 articles cited more than 50 times.
- A final note related to scholarship is ACU's emphasis on undergraduate research. The university encourages and provides resources for faculty to mentor undergraduate students in pursuing high-quality research. Within COBA, both Ryan Jessup (Marketing) and Katie Wick (Economics) have mentored students who subsequently pursued graduate research degrees. ACU recognized Dr. Wick as the 2018 Mentor of the Year.

Service helps locally and globally. COBA students, faculty, and staff have individually and collectively engaged in service beyond ACU. Here are just two examples of community impact.

- Based on a recent participant survey of the last five years, participants in the Griggs Center Springboard program have started 34 businesses, of which 28 are still operating and currently employ 82 people. Overall support of the program has grown, with a number of economic development agencies in the region supporting the competition, and sponsors increasing financial support from $41,950 in 2014 to $354,250 in 2018. In addition to the strong growth in financial and other support from the community, Springboard was recognized in 2016 as the recipient of the Service to Community Award from Workforce Solutions of West Central Texas.
- One way COBA's study abroad programs impact the globe is through an emphasis on project work for social enterprises. This is particularly true for the study abroad

programs to Central America, all of which, since 2012, have seen students and faculty combine with local NGOs to serve the local populations.

1.3. Situational Analysis

The contexts in which a business school operates are critical to its long-term stability and success. In this regard, COBA's situational analysis—though not without challenges—illustrates that the school is well-positioned for the future.

1.3.1. Factors shaping mission and operations

ACU began in 1906 as a small, Christian college on the plains about 150 miles west of Fort Worth, Texas. Over time, both the university and its host city (Abilene) grew, such that in Fall 2018 the university has about 4,000 full-time residential students and another 1,200 online students, and the city has a population of almost 120,000. COBA has more than 1,050 business and technology students, about 850 of whom are residential undergraduate and graduate students, and another 200 in two online graduate programs.

ACU is historically affiliated with the Churches of Christ, a small Protestant fellowship characterized by a congregational polity and strong emphasis on church autonomy. In addition to ACU, other universities historically affiliated with the Churches of Christ include Pepperdine University (Malibu, CA), Harding University (Searcy, AR), and Lipscomb University (Nashville, TN), among others. Universities affiliated with the Churches of Christ have traditionally placed a high value on service to the church, even though they receive no direct support from churches.

The City of Abilene is surrounded by rural agricultural communities and further out by a ring of larger metropolitan areas. Dallas/Fort Worth, Lubbock, and Midland/Odessa are all 150 to 200 miles away. Abilene's economy relies on the presence of a military installation (Dyess Air Force Base), two hospitals, three private universities, and the service and retail sectors to be expected in a city of its size. The three private universities (ACU, Hardin-Simmons University, and McMurry University) have a total enrollment of about 9,000, and they are augmented by the Abilene branch of the Texas Tech Health Sciences Center, which offers nursing and health profession degrees. Hardin-Simmons offers residential BBA degrees and residential and online MBAs, and McMurry offers residential and online BBA degrees.

ACU follows a traditional college structure in many respects. On the Abilene campus, COBA is joined by three other colleges with clusters of affiliated disciplines (College of Arts and Sciences; College of Education and Human Services; and College of Biblical Studies, which includes the Graduate School of Theology) as well as an Honors College, a School of Nursing, and a Graduate School for residential programs. On the Abilene campus, COBA is the only college offering degrees under consideration in this fifth year review.

Since the last review in January 2014, ACU developed a branch campus in Dallas, which houses several additional academic units offering graduate professional programs delivered primarily through online learning. For purposes of this continuous improvement review, the academic unit that matters most at ACU-Dallas is the College of Graduate and Professional Studies, which partners with COBA to offer the online MBA and MSM degrees.

COBA has two departments and one school, and it partners with CGPS based in Dallas. All six residential programs below (5 BBA programs and the MAcc) have been in existence since at

least the late 1990s and have been subject to multiple AACSB reviews. In contrast, the two online graduate programs are less than five years old and are now reviewed for the first time.

Table 2, Degrees Offered by COBA Academic Units and Dallas-Based CGPS

Accounting & Finance Dept. (Abilene)	Management Sciences Dept. (Abilene)	College of Graduate and Professional Studies (Dallas)	School of I.T. & Computing (Abilene, not reviewed)
BBA - Accounting	BBA - Information Systems	MBA (online)	BS - Computer Science
BBA - Financial Management	BBA - Management	MS - Management (online)	BS - Computer Science / Math Teaching Certification
Master of Accountancy (MAcc)	BBA - Marketing		BS - Digital Entertainment Technology

Note: None of the programs in SITC are accredited by AACSB, nor are they under review, given that the subjects being studied are not business disciplines or related thereto. In addition, SITC is currently teaching out a BS in Information Technology.

From its inception, ACU has mostly been a traditional residential undergraduate institution with strong denominational ties. Given that faculty have historically been limited to members of the Churches of Christ, these denominational ties create a relatively homogenous university academic culture among faculty, which is both a strength and a weakness.

ACU's student body increasingly reflects the racial, ethnic, and religious diversity of the region and the nation, rather than the composition of the faculty and staff. For instance, in 2012 the incoming freshman class was 29.2% diverse, while in 2018, the freshman class is 41.5% diverse—the highest figure on record. Likewise, 38.2% of the incoming freshman class self-identified as members of the Churches of Christ in 2012, but that number has decreased considerably such that in 2018 only 23% make the same identification—the lowest percentage on record. And finally, the percentage of legacy students has decreased from 26.4% to 21% over the same period, which is not as dramatic a difference, but it nonetheless reflects a change in the student population in a relatively short period of time. See Appendix D-1 for more data.

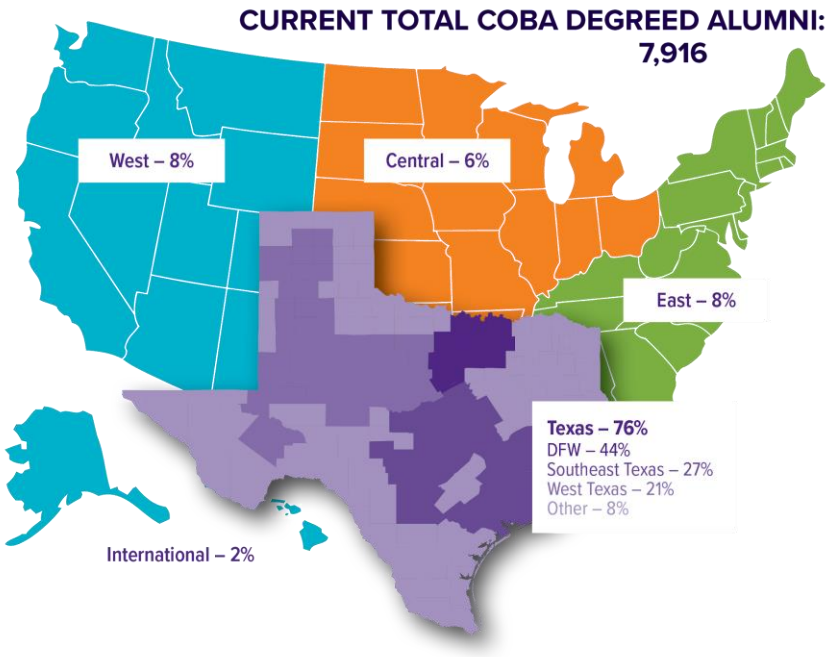
A recent strategic shift for the university that affects COBA is the attempt to move from a traditional, residential undergraduate environment to a school with a more balanced emphasis on both residential undergraduate and online graduate education. The addition of new doctoral degrees (in non-business subjects) means that ACU likely will shift to national university Carnegie status in the next five years or so, which will change comparison groups for rankings and other metrics.

1.3.2. Current advantages and disadvantages

The university has a good regional reputation as a masters-level university. To the extent rankings are an indicator of reputation, it is worth noting that ACU is the 21st ranked university in the West region according to *US News*, in the same range as Pacific Lutheran University (23rd, West) and Western Washington University (19th, West), both of which are AACSB accredited. The same publication named ACU No. 4 "most innovative" school in the West, No. 10 "best value," and No. 13 "best colleges for veterans."

COBA has a relatively small alumni network, as depicted in Figure 1.

Figure 1, COBA Alumni



As noted in section 2.3 related to financial strategies, ACU and COBA have healthy endowments for an institution this size. At the end of fiscal year 2018 (May 31, 2018), the university's endowment was $432 million, and COBA's designated endowment exceeded $34 million. Despite these solid foundations, challenges remain for the university in terms of reliance on tuition dollars for funding. Like many mid-sized regional private universities, a sequence of down years of enrollment can put financial strain on the institution, which may result in personnel reductions and strategic adjustments. COBA's endowment and highly efficient structure mean it is often insulated from reductions elsewhere on campus, but the business departments within COBA have averted potential losses by re-deploying an FTE to support online programs and through phased retirements that are being replaced by instructors. COBA also lost the equivalent of 1.5 staff positions due to recent university budget reductions.

1.3.3. Forces challenging the future

Internal university factors. ACU is regionally accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC). In August 2015, ACU sought approval for designation of its Dallas facility as a branch campus through a Substantive Change Prospectus. Subsequently, the Substantive Change Committee conducted a site visit and issued recommendations related to two of ACU's online doctoral programs, the Doctor of Education (EdD) in Educational Leadership and Doctor of Nursing Practice (DNP). Neither of these programs is a business program, nor does COBA participate in the delivery or oversight of the programs. Neither is subject to AACSB review. In the recommendations issued following the 2015 site visit, SACSCOC was concerned these two doctoral programs lacked an adequate number of full-time faculty to supervise the programs' research and creative components should

faculty-student ratios rise due to additional enrollment. In response, ACU outlined a plan to hire additional faculty in these programs. In July 2017, SACSCOC concluded ACU had not achieved the established plan and placed it on Warning pending the plan completion. In September 2018, ACU submitted a monitoring report showing it completed its hiring plan and has been in compliance with its established goals evidencing faculty sufficiency for the past academic year. The SACSCOC Board will act on ACU's report at a December 2018 meeting.

A second internal factor that poses challenges to COBA's future relates to ongoing right-sizing within the university. As a result of recent strategic choices by the university in response to budget deficits, two of COBA's full-time business faculty began phased retirements. COBA is working to replace these faculty losses with instructors.

Competitive and environmental factors. As a primarily undergraduate institution, there is a forecasted decline in high school graduates nationwide over the next 10 to 20 years. The number of Hispanic high school graduates is predicted to rise, as is the overall number of graduates from the state of Texas. However, *Inside Higher Ed* predicts a nationwide decline of about 4% by 2030.[1] From one vantage point, ACU's geographic situation in Texas might indicate that it can handle the decline without too much adjustment. However, given that out-of-state universities will increase their efforts in growing states like Texas, it is more likely that ACU will face increased competitive challenges to its market position.

It also cannot be overemphasized that the changing higher education environment nationwide—and perhaps worldwide—affects COBA and ACU. We presume that all of the following factors will affect COBA's future:

- Greater competition for the same students.
- Regulatory bodies may have fluctuating expectations that create instability.
- Employer-based education programs that provide skills and competency-based training.
- Negative public perceptions about the value of a college education.
- Certificates, badges, MOOCs, boot camps, and other alternative programs.

COBA is positioning itself, through its distinctive mission and innovative strategic choices, to meet these known challenges head-on, as this continuous improvement report demonstrates.

1.3.4. Opportunities for enhancing degree offerings

Following the 2018–2022 strategic plan (see Appendix B), COBA is striving to build distinctive programs through additions and enhancements to degree offerings as follows.

- *Update BBA core curriculum* (initiative 1.A.1). A faculty task force will review and recommend changes to the core of the BBA degree. The task force is in its early stages of planning, and the bulk of the work will occur in 2019. We expect the end result will be a set of core classes that more clearly reflect current trends in business education and are aligned with the recently updated vision, mission, and values of the college.
- *Redesign undergraduate majors to enhance distinctiveness* (initiative 1.A.2). We will consider updates to each of the five majors. For example, a donor recently funded a market study to help us better understand opportunities to revise our finance program.
- *Emphasize analytics*. A faculty task force recently began examining possible additions in the realm of business analytics: 1) a 4+1 MS program targeted at ACU's residential

[1] Rick Seltzer, "The High School Graduate Plateau," *Inside Higher Ed*, December 6, 2016, https://www.insidehighered.com/news/2016/12/06/high-school-graduates-drop-number-and-be-increasingly-diverse.

students (initiative 1.A.3); and 2) the addition of analytics courses at the undergraduate level that can be added to any BBA major as supporting coursework (initiative 1.A.2).

- *Examine growth opportunities for new online business programs* (initiative 1.C.2). In partnership with ACU-Dallas, we will explore online certificates, specialized masters, and even minors or majors at the undergraduate level for adult learners.

Master of Accountancy students at a luncheon in May, 2018 honoring their achievements.

1.4. Progress Update on Concerns Noted in Previous Review

AACSB raised three concerns at the conclusion of COBA's previous review, as noted in the extension of accreditation letter dated May 5, 2014. COBA responded to those concerns in its formal application for continuous improvement review, dated July 1, 2016. Additional updated progress since 2016 is reported here.

Table 3, Progress on Specific Issues Since 2014 Review

Associated Standard & Issue	2018 Update
Faculty Diversity: "While the school is putting significant effort into diversifying its faculty (by supporting candidates to pursue PhD degrees, etc.), it will be important by the next visit for the school to show some measurable progress in enhancing the diversity (particularly gender diversity) of its faculty."	Of the five hires of full-time business faculty made in the five year review period, two were female. These additions along with other personnel changes resulted in a net gain of one female (half of a full-time equivalent position). In the 2012–2013 reporting year, we had 4 female faculty of the 24 participating faculty who taught at least half-time (16.7%). In 2017–2018, we had 5 female faculty out of 26 (19.2%). In 2017, COBA began sponsoring Jennifer Golden in a doctoral program at DePaul University. She is the female faculty member we lost during the review period, and we anticipate her return as full-time faculty in the future. Unfortunately, the doctoral student we sponsored in Finance, David Galaz, is no longer in a PhD program and is not expected to join the faculty. In Fall 2018, two business faculty began phased retirements, including a female who began three years in a half-time position. Daniel Garcia began teaching on a half-time basis, with the hope that he will move into a full-time role. Consequently, we had 6 diverse faculty (5 female) out of 26 participating faculty who taught at least half-time (23.1%). Building a more diverse faculty and staff continues to be one of COBA's mission-centered priorities (see initiative 4.A.2 of the 2018–2022 strategic plan in Appendix B).
Stakeholder Engagement: "As the school undertakes its next round of strategic planning, engaging a broad set of stakeholders will be essential in the process. Providing evidence of this engagement in the next review will be important."	As noted in the 2016 application for continuous improvement review, working with stakeholder groups in creating the 2018–2022 strategic plan has been of utmost importance. Evidence of that engagement includes: ● Meetings with various alumni and employers in the Dean's Council, visiting committees, and other ad hoc gatherings off campus. ● Formation and utilization of a student advisory council and other ad hoc student focus groups. ● Numerous faculty meetings regarding the strategic plan and a working group for the mission statement. ● Extensive engagement with the COBA leadership team including a retreat, meetings, and the creation of two-year implementation goals based on the plan.

Associated Standard & Issue	2018 Update
Definition of IP (PQ under the prior standards): "The school should examine its PQ definition (IP under the 2013 standards) and consider strengthening the language around the level of work experience expected of faculty to qualify for IP status to ensure it is substantial and relevant and is more explicit than "above entry level."	This matter was handled completely by the time of the 2016 application for continuous improvement review. As can be discerned from COBA's faculty classification guidelines in Appendix C-3, SP and IP faculty are expected to have "professional experience significant in duration and level of responsibility (e.g., at the managerial level). . . . For example, managerial or supervisory roles meet this requirement."

Assistant professor Sarah Easter teaches class.

2. STRATEGIC MANAGEMENT & INNOVATION

The first major grouping of AACSB Standards relates to strategic management and innovation. This cluster of standards focuses on "mission and strategy; scholarship and intellectual contributions; and financial model and strategies" (2013 Standards, rev. 2018, p. 15).

2.1. Strategic Management Planning Process and Outcomes

The dean and COBA leadership team are responsible for the creation and execution of strategy for the college. The leadership team currently comprises the dean, associate dean, two assistant deans, two department chairs, SITC director, online business director, Griggs Center director, and executive assistant. The team regularly reviews and responds to environmental trends and initiatives from ACU's senior leadership team, such as the recent initiative to design and implement several online programs arising out of the Dallas branch campus.

COBA began the review period under *Vision 2015*, the college's strategic plan for the years 2011–2015. The plan contained five pillars, entitled Faith in God, Academic Excellence, Global Leadership Development, Entrepreneurship and Philanthropy, and Professional Development and Career Connections. We achieved the following outcomes in support of that plan.

- Significant to *academic excellence*, COBA launched new graduate business programs; however, those programs were launched online rather than residentially, as envisioned in the plan. We also established new collaborative learning environments through building renovations throughout the review period.
- The *Griggs Center for Entrepreneurship and Philanthropy* achieved national distinction by providing experiential learning opportunities for students and engagement with alumni and community stakeholders.
- Supporting *global leadership development*, we launched the Lytle Center for Faith and Leadership to continue the Distinguished Speaker Series and Leadership Summit, later adding other initiatives such as a research fellow and weekly chapels.
- Enhancing *professional development and career connections*, we significantly increased and then maintained the percentage of students who accepted a job or were admitted into graduate school within 90 days of graduation (from *Vision 2015* goal of 78% to approximately 90% average across the review period).
- Initiatives in the plan seeing the least progress related to the Faith in God pillar, improving faculty and staff salaries, and study abroad participation (despite substantial increases in program funding).

The college would have developed a new strategic plan at the expiration of *Vision 2015*, but two factors combined to delay the process. First, the university's strategic planning process slowed considerably, and the university-wide plan did not issue until 2016. Because COBA wanted its collegiate plan to nest within the university plan, it could not begin immediately in 2015 with its own generative document. Second, in November 2015, former dean Rick Lytle announced his departure, to be effective January 2016. The university provost formed a search team, which conducted a nationwide search and held interviews. The search team and university senior leadership chose the new dean, Brad Crisp, in May 2016. Thus, the changeover in college leadership occasioned a lag in the strategic planning process.

Once Dean Crisp took on his long-term duties in May 2016, he began a series of information-gathering events with stakeholders. Events included student focus groups, discussions at faculty and staff meetings, an ad hoc faculty working group (to review updates to the mission,

vision, and values), discussions with external stakeholders via the Dean's Council, visiting committee meetings, other smaller groups, and Q&A sessions that were open to all faculty and staff. The leadership team heavily participated in situational analysis, idea generation, reviewing iterations of the plan, and generating implementation goals for the first two years of the plan. The planning process extended over two academic years (2016–2018) and resulted in a faculty and staff vote in April 2018, approving COBA's mission, vision, and values and showing support for the 2018–2022 strategic plan.

2.2. Mission Statement and Summary of Strategic Plan

The 2018–2022 strategic plan contains the following guiding statements and strategic initiatives.

COBA mission. *We educate business and technology professionals for Christian service and leadership throughout the world*. This mission is accomplished through:

- *Holistic student learning and development* – We seek spiritual, academic, and professional growth over the life of each student through exemplary teaching, experiential learning, and relationships with Christian faculty, professional staff, and engaged alumni.
- *Research and innovation* – We engage faculty, staff, and students in scholarly and practitioner research as well as innovation and entrepreneurship that impacts the university, academy, church, industry, and society.
- *Service and leadership* – We marshal the resources, gifts, and diversity of this Christian community to meaningfully serve and lead in the university, academy, church, industry, and society.

COBA values. As a Christian college of business and technology, we call our members to:

- *Faith and vocation* – We encourage an active Christian faith by engaging in habits, communities, and work that emphasize integrity, gratitude, service, and giving.
- *Learning and innovation* – We foster broad, lifelong learning among diverse faculty, staff, students, and alumni, encouraging research and innovation to enable student growth and broader impact.
- *Students and relationships* – We focus on the developmental needs of business and technology professionals, nurturing lasting relationships from residential students to adult learners to engaged alumni.
- *Excellence and impact* – We uphold high moral and professional standards of excellence for faculty, staff, students, and alumni, calling each person to a life of service and leadership that glorifies God and transforms communities and society.

COBA vision. *We inspire, equip, and connect Christian business and technology professionals to honor God and bless the world*. This will result in a college of business and technology with:

- *Distinctive programs* – We offer academic programs that excel among our regional competitors in Texas and nationally in Christian higher education.
- *Lifelong relationships* – We cultivate a vibrant, lifelong network of Christian business and technology professionals that blesses Abilene, Texas, and the world.

COBA 2018–2022 strategic plan. Growing out of these guiding statements and prior work toward *Vision 2015*, COBA's current strategic plan articulates the four initiatives below (see Appendix B for the full strategic plan).

1. *Quality, reach, and innovation of academic programs* – Building on our commitment to academic excellence, this initiative improves and expands residential and online business and technology programs. Beyond adding and enhancing desirable programs

(see examples in section 1.3.4), we will be able to serve more business and technology students in support of our Christian mission (1,200 total by Fall 2021).

2. *Holistic student learning and development* – Focusing on the first component of our new mission statement, this initiative encompasses several pillars of our prior strategic plan to make advances in spiritual formation and experiential learning. We expect to create a distinctive, branded professional development program with increased participation in targeted experiences, such as internships, study abroad, and COBA-specific spiritual formation activities.
3. *External engagement and impact* – Drawing upon on our desire for lifelong relationships and positive impact on others, this initiative includes efforts to strengthen research and innovation, external relationships, and service and leadership. We expect to increase research impact aligned with our commitment to faith and teaching and create more consistent engagement with alumni through communication, service, and giving.
4. *Enabling resources* – This initiative targets essential resources to advance the strategic plan in areas related to culture and diversity; faculty, staff, and student employees; and building, technology, and funding. We expect to increase faculty and staff diversity and support, continuing to add financial and other resources to support these initiatives.

2.3. Financial Strategies and Allocation of Resources

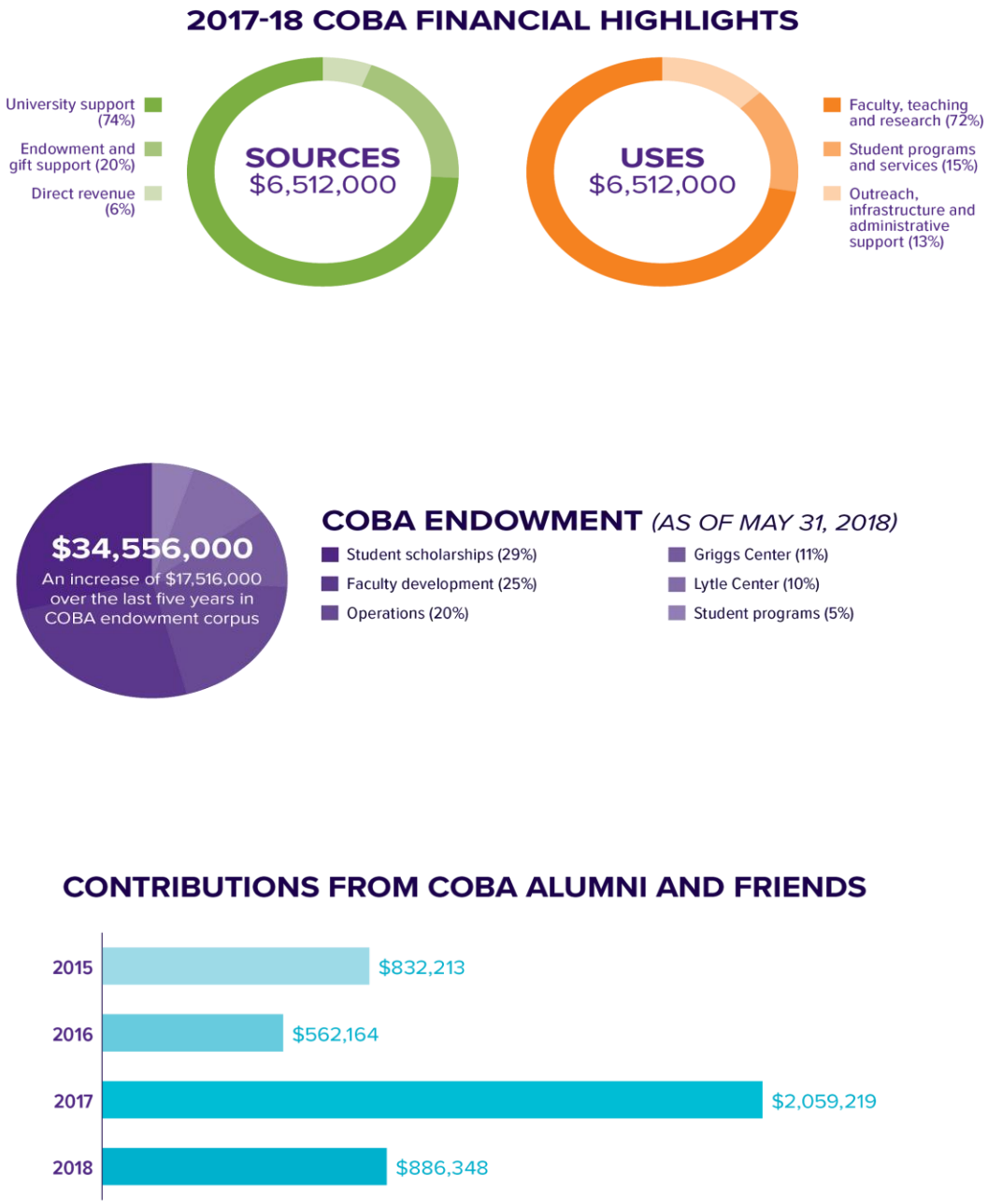
2.3.1. Financial model and trends

COBA operational funding. Like many similar institutions, ACU is tuition-dependent, and almost three-fourths of COBA's operational funding comes from the university's allocation of student tuition and fees. The remaining funding sources include distributions from COBA endowments, restricted gifts to COBA, and direct revenue from COBA experiential learning programs (e.g., study abroad). See Figure 2 below for sources and uses of COBA operational funds, summary of COBA endowments, and recent restricted gifts to COBA.

During the past five years, the university's allocation to COBA has remained relatively flat, with modest increases for faculty/staff raises; spending on labor has grown by about 6%. Non-labor spending, however, has increased substantially during this time (~73%). Most of this increase has taken place in the Griggs Center and the Lytle Center, which have been the recipients of major endowment gifts (more than $5.2 million, combined) and other restricted gifts. The sources and uses depicted below include $1.0 million of university funding for SITC technology programs and does not include direct funding for online graduate programs, as described later.

Unlike similar universities, ACU has a substantial endowment ($432 million on May 31, 2018), which has grown by $100 million in gifts and earnings over the last five years. COBA-specific endowments have more than doubled over the same period, reaching $34.6 million as of May 31, 2018. Based on the university's 4.5% spending rule, these endowments generate annually more than $1.4 million in spendable distributions, with almost 30% restricted to student scholarships. The remaining 70% provides a consistent source of funding to address strategic and operational needs for departments, centers, and the college as a whole.

Figure 2, COBA Financial Model



Financial planning at ACU is centralized, and recent years have required budget cuts across the university. In most cases, this means that ACU's senior leadership team allocates dollar targets to each of its members, who then work with their direct reports to secure the targeted amount. The COBA dean receives a target from the provost, and then consults with the COBA leadership team to meet the requirement. In 2017–2018, the university engaged in a more dramatic reduction in faculty and staff, and the COBA dean participated in ACU senior

leadership team discussions to craft the university's plan, which utilized faculty-student ratios to guide faculty buyouts and non-renewals. COBA primarily met its reduction target through phased retirements of senior faculty who will be replaced with junior faculty.

Online business program funding. To build a more stable financial footing for the university and with board approval to borrow from the university's endowment, ACU invested about $4 million to bear the start-up costs of launching graduate programs through its new Dallas branch campus. This includes all the direct program costs for course development, program director compensation, and faculty compensation, as well as the indirect costs for recruiting, student support, and administrative overhead. As of the 2017–2018 academic year, ACU-Dallas revenue for all programs exceeded its costs, beginning to provide a surplus that will benefit the entire university. The COBA financial figures reported above for 2017–2018 do not include $508,000 of direct costs for the MBA and MSM programs funded by ACU-Dallas.

2.3.2. Financial support for strategic activities

Funding for prior initiatives. During the review period, we deployed financial resources in support of strategic initiatives for business students, faculty, and staff, as follows:

- *Academic programs* – As just noted, ACU's branch campus funded the launch and operation of the online MBA and MSM programs, adding two full-time business faculty and a part-time program director and funding other adjuncts and overloads. COBA also reallocated an existing FTE in support of the programs.
- *Building renovations* – As noted in section 1.2.2, COBA has invested approximately $933,000 in renovations to Mabee Business Building, funded by restricted gifts from one foundation and a host of alumni and friends.
- *Scholarship* – One fourth of COBA's endowment is restricted to faculty development, enabling regular professional development opportunities and the research incentive program described in section 3.2.3.
- *Experiential learning* – Spending on experiential learning increased to more than $600,000 (FY18) from approximately $216,000 (FY14), funded through gifts and endowment distributions to support the Griggs Center, Lytle Center, and various college-led study abroad opportunities. We build on this growth in future initiatives.

Funding for future initiatives. To illustrate resource planning in support of the 2018–2022 strategic plan, we describe below three of the most resource intensive components for initiative 2, holistic student learning and development (see summary in Table 4).

- *Expand the Lytle Center (initiative 2.A.3).* We will continue to offer Leadership Summit as a high-impact experience for undergraduate students. We will help bring this experience back to Abilene through more on-campus programming, such as weekly chapels, mentoring with alumni, and service opportunities. Partnering with CEO Forum and other organizations when possible, we will expand access to events and electronic resources for business and technology alumni and online students.
- *Increase global/cross-cultural experiences (initiative 2.B.1).* We are joining the university's efforts to increase student participation in global/cross-cultural experiences such as international and domestic study abroad opportunities. We will continue recent efforts to increase demand and capacity for short-term study abroad (e.g., China, Leipzig, Oxford) and domestic travel experiences (e.g., New York, Silicon Valley) for business and technology students. We will encourage student participation in long-semester study abroad through advising and experiments in course delivery involving COBA faculty (e.g., online courses or sending a faculty member during a long semester).

We will expand our partnership with the Halbert Center for Missions and Global Service to promote global mission trips and internships to our students.

- *Grow the Griggs Center (initiative 2.B.3).* Now that the Griggs Center has a more visible space in the Mabee Business Building and nationally recognized student programs, it plays a central role in COBA's efforts to offer experiential learning to residential business and technology students as well as other students on campus. The Collegiate Entrepreneurs' Organization (CEO), Enactus, Wildcat Ventures, Springboard, domestic and international travel programs, Entrepreneurship Week, Strategic Philanthropy course, and alumni mentoring are some of the ways the Griggs Center encourages cross-cultural and practical experiences for students. Supported by a substantially increased endowment, restricted gifts, and community partnerships, we will sustain the growth of the Griggs Center to increase participation and deepen the impact of these programs on COBA and ACU students and the community.

Table 4, Description of Financial Support for Strategic Initiatives, Standard 3

ACU College of Business Administration Financial Support for Strategic Initiatives		
Initiative	**Continuing Annual Cost**	**Source of Funds**
Increase global/cross-cultural experiences for residential students	Endowments generate annually $249,000 of spendable earnings available for this initiative.	We have received endowment gifts totaling almost $6M to fund these initiatives.
Expand Lytle Center for Faith and Leadership	Endowments generate annually $139,000 of spendable earnings to fund Center operations.	A $3M endowment gift was received to fund this initiative.
Grow the Griggs Center for Entrepreneurship and Philanthropy	Endowments generate annually $160,000 of spendable earnings to fund Center operations.	More than $2M of endowment gifts have been received since 2012–2013.

2.4. Intellectual Contributions

2.4.1. Substantial cross section of faculty

COBA generally utilizes a tenured and tenure-track slate of professors, most of whom are SA, augmented in some instances by PA and IP faculty. As seen in the summary table below and more fully in Table 15-2 (Appendix A-4), the distribution of research-active, SA-qualified faculty is largely consistent across disciplines, programs, modalities, and locations.

Table 5, Summary of Faculty Classification and Distribution

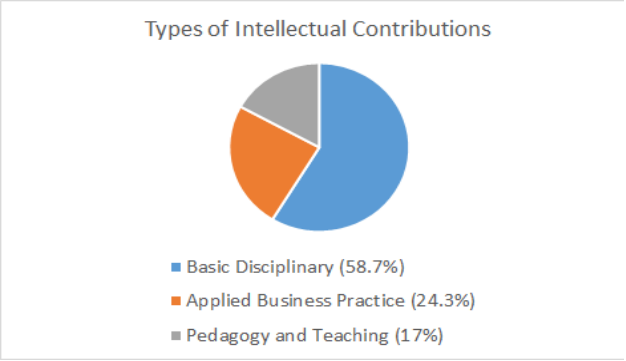
	Distribution of Faculty Across Disciplines, Programs, and Modalities						
	SA%	PA%	SP%	IP%	Other%	Total%	Participating%
UG ACCT	80.01	14.54	0	5.45	0	100	100
UG BLAW	100	0	0	0	0	100	100
UG ECON	60.53	0	0	39.47	0	100	100
UG FIN	90.41	0	0	9.59	0	100	94.74
UG IS	80.03	19.97	0	0	0	100	100
UG MGMT	76.37	2.05	12.33	7.70	1.54	100	88.24
UG MKTG	87.43	0	0	12.57	0	100	92.86
MACC	80.14	19.86	0	0	0	100	100
MBA/MS	69.11	30.89	0	0	0	100	86.21

2.4.2. Quality and impact of intellectual contributions reported in Table 2-1

Part A of Table 2-1 is the quantitative table found at Appendix A-1. Parts B, C, and D below are explanatory notes supporting the quality and impact of our intellectual contributions and should be read in conjunction with Part A.

Table 2-1, part B. COBA describes itself as having a general orientation of BPA-6, which means a high emphasis on teaching, and lesser (but equal) emphases on intellectual contributions and service. With regard to scholarship, COBA aligns itself with the BPB-13 orientation, which suggests an equal emphasis on discipline-based scholarship, contributions to business practice, and pedagogical research. The following figures illustrate how COBA's intellectual contributions are divided, both in terms of type (discipline-based, practical, and pedagogical) and category (publications, presentations/proceedings, and other).

Figure 3, Distribution of Intellectual Contributions



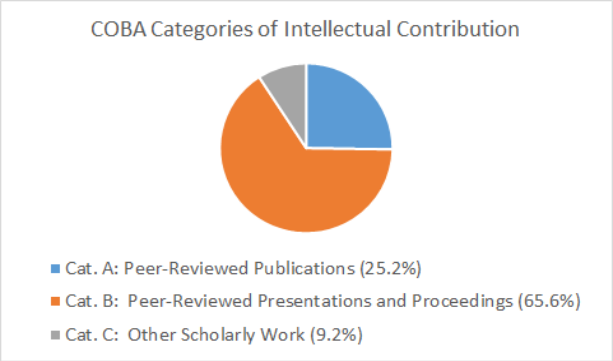


Table 2-2 indicates an emphasis on disciplinary research in terms of journal selection, but there are also three other categories of journals that highlight COBA's mission and strategy:

- Publications in applied business practice journals: 3
- Publications in journals focused on business, economic, or legal studies education: 8
- Publications in journals focused on religion, spirituality, or faith and business: 4

Under initiative 3.A of the 2018–2022 strategic plan, we will review our portfolio of intellectual contributions in an attempt to better balance disciplinary research with scholarship of practice and pedagogy, as well as faith integration. Particularly important will be expanding COBA's scholarship resources and incentive program to encourage practical and pedagogical research.

Table 2-1, part C. Two pieces of evidence support the increasing quality of COBA's intellectual contributions. First, in 2018, COBA created a predatory journal policy mandating that publications in predatory journals will not be counted for hiring, promotion, and tenure decisions, as well as AACSB faculty classifications (Appendix C-5). And second, because of the research incentive program, discussed in Appendix C-6, COBA has elevated the lower tier of journal publications. As noted in the faculty analysis of the incentive program, "there appears to be a marked improvement in quality of the lower half of publications, even when adjusting for H5 inflation" (Appendix C-6, p. C14).

Table 2-1, part D. Several COBA faculty have had significant impacts on their sub-disciplines; see a list of the most highly cited publications from current COBA faculty in Appendix C-14. Brad Crisp, Ryan Jessup, Monty Lynn, and Rick Lytle have all received hundreds of citations for their work over the years. Jessup's work has been cited by Nobel laureate Alvin Roth.[2] More recently, tenure-track faculty member Sarah Easter received a best paper award from the Managerial and Organizational Cognition Division of the Academy of Management in 2017.

Given COBA's balanced research emphasis, some faculty choose to publish in outlets that are practitioner-oriented. For instance, Kyle Tippens and David Perkins published an article in *Strategic Finance* in May 2016. While this publication does not emphasize theoretical discipline-based research, its readership is much higher, as it is sent to every member of the Institute for Management Accountants, which has more than 100,000 members.

Table 2-2 contains the complete list of publication outlets for COBA faculty during the review period (Appendix A-2). When ranked by h5-index, the top twelve journals are as follows:

[2] Erev, I., & Roth, A. E. (2014). Maximization, learning, and economic behavior. *Proceedings of the National Academy of Sciences*, *111*, 10818–10825.

Table 6, Top Journals in the Last Five Years

Journal	h5-index	Eigenfactor (2015)
Neuroimage	120	20.5
Journal of Business Ethics	90	1.8
PLOS Computational Biology	79	9.7
Journal of Banking and Finance	78	2.3
Journal of Applied Psychology	68	2.4
International Journal of Human Resource Management	53	0.6
European Journal of Neuroscience	51	4.1
Journal of Managerial Psychology	36	0.2
Journal of Development Studies	36	0.6
Information Systems Management	19	<0.1
Journal of Education for Business	18	--
Journal of Management Policy and Practice	15	--

2.4.3. Infrastructure supporting faculty intellectual contribution development

COBA has a well-developed infrastructure supporting the development of intellectual contributions by faculty, including a course release for all tenured and tenure-track business faculty. The university typically requires a 4-4 load for full-time tenured and tenure-track faculty, and in COBA a 3-3 load is the normal expectation. While a 3-3 load still requires a significant teaching commitment from faculty who are expected to do research, it is appropriate given ACU's mission and emphasis on high-quality teaching.

COBA provides all faculty with a professional development budget of at least $2,000 to be used primarily for conference travel and associated expenses. Business faculty also receive support through the research incentive program, described in Appendix C-6, and through the use of several endowed professorships. These endowed professorships are intended as recognition of high-quality scholarship in the past and encouragement of impactful work in the future. The professorships also provide for additional professional development funds, above what the faculty receive from their departments. A list of endowed professorships is found in Appendix C-12.

2.5. New Degree Programs

The two new degree programs in the last five years, as noted throughout this report, are the online MBA and MSM. Table 7 below describes the programs, and additional information about the launch and operations of these programs is in Appendix E.

Table 7, New Degree Programs

New Program	Brief Description
Master of Business Administration (Graduate; Online only)	A committee of COBA faculty and ACU-Dallas administrators began developing the program in 2015. After COBA faculty approval, the first course began in Fall 2015; the first cohort graduated in December 2017. 1. Employer or employment needs: We designed the MBA to provide early- and mid-career professional business education for people who are currently or were previously employed. The degree meets employer needs for persons trained at an advanced level in the major business disciplines, framed by an emphasis on ethics and vocation in the Christian tradition. 2. Intended student market: The MBA is an appropriate degree for persons already holding a business degree with a GPA of 3.0 or higher, and who have two years of professional work experience. Admitted students who have not satisfied accounting, economics, and introductory statistics prerequisites may take a non-credit, online "boot camp." 3. Sources of faculty, technology, and facility support: Faculty for the MBA are drawn from three primary sources: 1) COBA's existing faculty for residential business programs, primarily in the Management Sciences department; 2) full-time faculty hired by the College of Graduate and Professional Studies at ACU-Dallas to teach graduate business programs; and 3) in limited cases, the use of recurring adjunct supporting faculty who have specific areas of expertise. ACU-Dallas provides technology and administrative support; no facilities are needed specifically for the program. 4. Learning goals, measurement, and results: The learning goals, goal measurements, and results for the MBA are found in Appendix F-5.
Master of Science in Management (Graduate; Online only)	COBA and ACU-Dallas administrators proposed and faculty approved the MSM program in 2016, to be built upon existing MBA courses. The first MSM students enrolled in Spring 2017. The descriptions below clarify how the MSM builds upon and is differentiated from the MBA program. 1. Employer or employment needs: The MSM provides early-career business education for people lacking professional experience. 2. Intended student market: The MSM is an appropriate degree for persons already holding a baccalaureate degree with a GPA of 3.0 or higher, although students with lower GPAs may be considered who have work experience. The MSM is ideal for students whose baccalaureate degrees are in other subjects and are attempting to enter business settings. 3. Sources of faculty, technology, and facility support: The MSM utilizes the same exact courses, faculty, and resources as the MBA, other than two fewer core courses and a required elective concentration. 4. Learning goals, measurement, and results: MSM learning goals, goal measurements, and results are found in Appendix F-5.

3. PARTICIPANTS: STUDENTS, FACULTY & STAFF

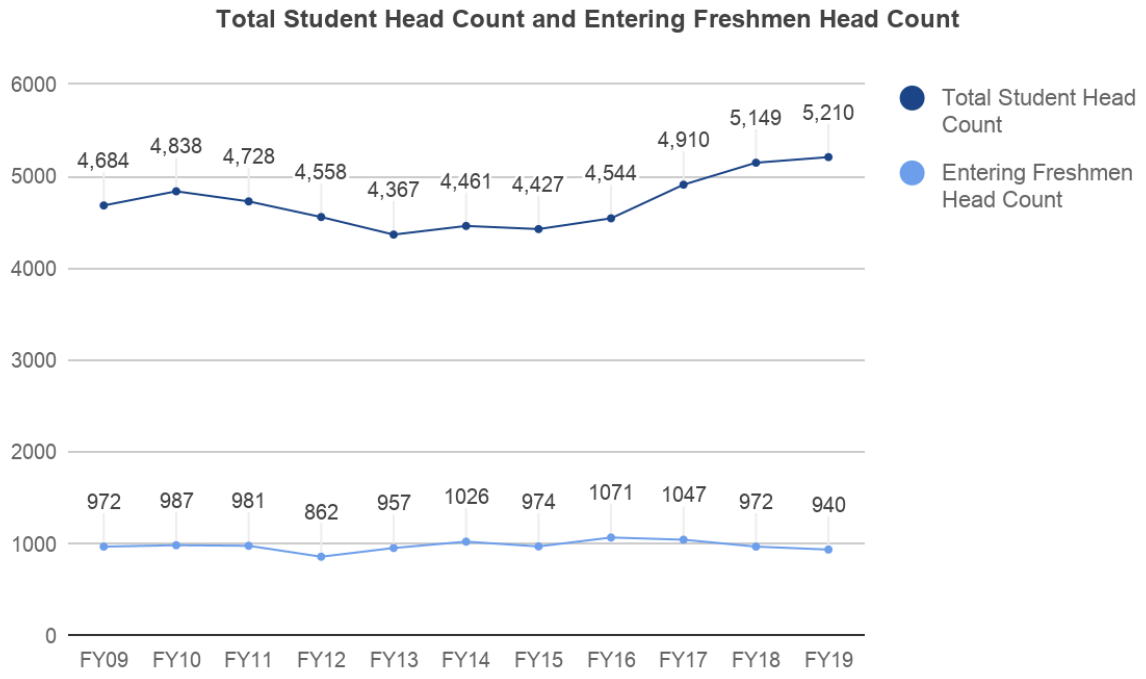
The next significant cluster of standards focuses on "the admission, support, and progression of students, as well as on the deployment of sufficient faculty and professional staff to support mission achievement" (2013 Standards, rev. 2018, p. 26).

3.1. Students

3.1.1. Changes in student body

As noted in section 1.3.1, ACU's student body has shifted in some significant ways since the last review in 2014. First, ACU's total head count has increased from less than 4,500 students in Fall 2013 to over 5,200 in Fall 2018 (see Figure 4). This increase is largely attributable to graduate online programs, which include the more than 200 students currently enrolled in the MBA and MS in Management (MSM) degrees. A second noticeable shift is related to ethnic diversity, which has grown from 29.1% in Fall 2013 to 39.1% in Fall 2018. And finally, legacy students and those who self-report as members of the Churches of Christ have declined over the past five years. See graphic representations of these trends in Appendix D-1.

Figure 4, Changes in ACU Student Population



Note: ACU's fiscal year (FY) begins on June 1 of the preceding calendar year, and the numbers reflect Fall enrollments. For example, FY19 shows enrollments for Fall 2018.

Enrollment in COBA programs has risen in the aggregate since 2014, though that is largely due to the MBA and MSM programs. Similar to ACU as a whole, COBA's undergraduate enrollment is generally flat over that time (see Table 8 below).

Table 8, Enrollment in COBA-Related Programs

Degree	Major	2014	2015	2016	2017	2018
BBA	Accounting	185	181	198	178	156
BBA	Financial Management	85	106	121	136	154
BBA	Information Systems	22	18	23	19	26
BBA	Management	196	230	243	231	206
BBA	Marketing	147	163	163	140	152
MAcc	Accounting	34	13	13	12	17
	COBA Residential Business Programs	**669**	**711**	**761**	**716**	**711**
MBA	Business Administration			73	126	150
MS	Management				36	51
	COBA/CGPS Online Business Programs			**73**	**162**	**201**
	All Business Programs	**669**	**711**	**834**	**878**	**912**
BS	Computer Science (SITC)*	62	69	69	84	68
BS	Computer Science & Math Education (SITC)*	2	1	2	2	-
BS	Digital Entertainment Technology (SITC)*	50	66	64	62	57
BS	Information Technology (SITC)*	35	36	31	21	18
	SITC Technology Programs (Not AACSB)	**149**	**172**	**166**	**169**	**143**
	Total COBA-Related Programs	**818**	**883**	**1000**	**1047**	**1055**

*Note: SITC degrees are not business degrees and therefore are not under review. They are presented to give context on COBA operations.

3.1.2. Changes in admission standards and support services

For residential students, there have been no major changes in admission criteria at either the university or college level since the 2014 visit. Undergraduate admission to the university is based on a holistic evaluation, which includes: test scores, high school class rank and core GPA, extracurricular activities, and overall fit with the university's mission. Admission to COBA requires successful completion of a spreadsheet competency test, and either a) an SAT (critical reading and math) score of 1210 or higher or an ACT (composite) score of 27 or higher, or b) completing 42 ACU and/or transfer credit hours with a cumulative GPA of 2.5 or higher. If a student's GPA falls below 2.5 once they are admitted, they revert to pre-admission status.

Admission to the MAcc program requires an undergraduate degree with a 3.0 GPA and a minimum 3.0 GPA in all undergraduate accounting classes, plus favorable recommendations.

In 2016, the university switched to a centralized advising model for residential undergraduate students, which resulted in two COBA advising staff moving to this new university office. Academic advisors now help students in clusters of similar majors. Following an initial transition year, the process has stabilized, and COBA majors are supported by three full-time advisors who facilitate degree planning and academic progress.

As more fully described in Appendix E, ACU began offering online graduate business programs in 2015 (see admissions standards in Table 7, above). ACU-Dallas staff work with students in the recruiting process, staying connected with them through their first class. Then, students receive advising support from a team of ACU-Dallas advisers through the rest of the program.

3.1.3. Placement and employment statistics

One measure of impact of which COBA is particularly proud is the college's success in placement and employment of BBA and MAcc graduates. BBA student placement over the past 6 years is reflected in Table 9. In addition, the CPA pass rate for Accounting students has averaged 57.2% since 2013.

Table 9, Outcomes for 2013–2018, by Degree and Major

	2013	2014	2015	2016	2017	2018
Major	Percent employed or in graduate school within 90 days of May graduation					
Accounting	100	100	100	96	100	97
Finance	100	80	89	86	100	100
Information Sys.	100	100	100	100	78	67
Management	86	96	74	79	87	89
Marketing	92	91	100	73	93	75
All BBA degrees	95	95	88	84	94	89
Avg Starting Pay	$44,222	$41,491	$40,224	$46,693	$41,497	$41,517
MAcc	100	100	92	94	100	92
Avg Starting Pay	$47,500	$52,125	$54,136	$54,550	$55,000	$56,500

Placement for recent MBA and MSM graduates is a more complicated endeavor. First, most of these graduate students are currently employed during their time in the program, and thus the initial placement measure often used for BBA or MAcc graduates is inappropriate. Second, the programs have just recently graduated their first cohorts, so there is little comparative data or past history. Third, many MBA students in particular are mid-career, which means they already have professional networks in place, and they are less likely to utilize COBA or university resources in their career advancement.

With those caveats in mind, students enrolled in the MBA and MSM programs work with the university's Career Center on professional development. Among the measures of interaction between online graduate business students and the university's Career Center are the following:

- Log-ins to the Handshake software package that helps students make career connections (426 total).
- Resume reviews by Career Center staff (20).
- In-person meetings between graduate students and the Career Center (2).

These limited data points highlight the need for COBA and the university to more accurately and carefully track the career development needs of online adult graduate students and to provide resources accordingly.

3.2. Faculty and Professional Staff

3.2.1. Faculty recruitment and hiring

COBA faces challenges for faculty recruitment and hiring due to at least three factors. First, by university policy, full-time undergraduate faculty are required to be members of the Church of Christ faith tradition. This limits the pool of available talent, although exceptions to the denominational rule are sometimes granted on a case-by-case basis with board approval. Second, COBA's pay scale is below average for masters-level private universities and in comparison to many AACSB schools. Thus, to the extent talented, qualified members of the Church of Christ exist who are seeking to teach at a university, they can often command higher salaries elsewhere. Third, and of perhaps less importance, COBA is in Abilene, Texas, which is not viewed as a destination that draws faculty candidates on its own.

Despite these challenges, we have endeavored to build a strong, diverse faculty that is committed to our Christian mission and academic excellence in teaching, research, and service. We recruited and hired five full-time business faculty during the review period as follows.

- *Sponsorship.* COBA sponsors PhD candidates who are either ACU alumni or graduates of other Church of Christ colleges. Current faculty members who received sponsorship for their doctoral degrees and were hired during the last five years are Sarah Easter (Management) and Dennis Marquardt (Management). We also began sponsoring David Galaz (Financial Planning) and Jennifer Golden (Marketing); we recently learned that Galaz is no longer pursuing doctoral education and is unlikely to join us in the future.
- *Traditional search and networking.* Faculty openings are posted on the university's website, advertised in a Church of Christ publication, and spread through word of mouth. While we search for all positions in this manner, we hired only one this way during the review period: Jeremy St. John (Information Systems). Unfortunately, St. John completed his last year with ACU in 2017–2018; his wife remains on the SITC faculty.
- *Expanding church membership and/or location.* ACU's hiring policy permits hiring committed Christians (who are not Church of Christ members) when either the position is primarily at the graduate level (e.g., Jonathan Wilson, Management) or an exception is granted by the board of trustees after a thorough faculty search (e.g., Katie Wick, Economics). We originally hired Dr. Wilson to be the MBA director at ACU-Dallas, and he subsequently moved to full-time business faculty within CGPS at ACU-Dallas.

3.2.2. Faculty mentoring and evaluation

Formal faculty mentoring programs take place primarily at the university level. All new faculty to the university are assigned a faculty mentor, who meets with them regularly to ease their transition into ACU organizational life. The university also maintains the Adams Center for Teaching and Learning, which is the institutional hub for faculty enrichment and development. The Adams Center is well-resourced and fully staffed, unlike similar programs at other universities the size of ACU, with four full-time employees and two half-time faculty administrators. It serves as the hub for faculty development on campus. The Adams Center hosts a Master Teacher program, in which six COBA faculty have participated in the last five years (listed in Appendix C-7). In addition to the university-level mentoring, the relatively small size of COBA's business departments yields close relationships among faculty, providing ample opportunities for informal mentoring.

ACU departments evaluate their faculty annually using several methods. At a system level, faculty use Activity Insight (a reporting software package) to input goals for the next academic

year. At the end of that year, they fill out an evaluation form to reflect on those goals, and then they meet with their department chair to discuss the progress they made and the opportunities to improve. In remedial cases, department chairs may create a performance improvement plan, where a faculty member is assigned a mentor to support their work in areas such as teaching or research. When this occurs, it is done in an effort to bring the level of faculty performance up to a higher standard, with the goal of retaining the faculty member's services, if possible.

3.2.3. Financial resources for faculty

COBA and CGPS together had 26 participating faculty who taught business at least half-time in 2017–2018, which is up from 24 in 2012–2013. This small net increase is generally consistent with the university's recent trend toward fewer full-time residential faculty and more full-time and adjunct faculty for online programs. (See discussion of the impact of faculty changes on diversity in section 1.4., Table 3.) Full-time faculty compensation is discussed below.

Base compensation. ACU tracks compensation relative to the CUPA median for similar-sized institutions. While we typically compensate new, tenure-track faculty near these targets, base salaries have lagged behind, particularly for more senior faculty, due to small raise pools in recent years as the university has sought to balance its budget. In the most recent salary pool for raises taking effect in 2018–2019, ACU departed from normal 1–2% raise allocations for all employees, dedicated the full raise pool to faculty only, and considered distance from CUPA median as a primary factor in the raise pools distributed to the colleges. This allowed COBA to consider both CUPA and AACSB medians for discipline and rank when allocating faculty raises, resulting in the most substantial average raise (3.9%) in recent memory. (See section 2.3.1 for other discussion of financial resources that support and impact faculty.)

Supplemental compensation. COBA offers several forms of supplemental compensation to enhance base faculty compensation. For teaching, business faculty receive a higher standard rate to teach overload and summer courses than faculty in other ACU online and residential programs. For scholarship, COBA utilizes several programs to support and reward research as follows (see summary of amounts paid in Table 10, below).

- *New hire research stipends.* Initial compensation packages for new tenure-track faculty typically include 1 to 2 years of summer stipends to help launch their research at ACU.
- *ABE (Advancing Business Excellence) grants.* In the first half of the review period, COBA had a grant process for business faculty to earn summer research funding. This program was discontinued as the funding for the other research programs increased.
- *Research incentives.* As noted in section 1.2.3, COBA implemented a research incentive program for business faculty to increase journal quality by providing funds for publications in two categories of journals, defined internally as *exemplary* and *commendable*. In the calendar year following the article's publication, authors receive a stipend based on a formula that considers journal quality and number of authors.
- *Dean's award for research.* While the amount is small and aligns with COBA teaching and service awards, COBA's research awards offer public recognition to our leaders in research. We intend for this award to occur annually going forward.
- *Faculty professorships.* COBA has renewed the awarding of endowed professorships to recognize and support high-performing faculty, who make outstanding contributions in research, teaching, and/or service to the college and university. In consultation with an ad hoc faculty committee, the dean recognizes faculty with a professorship or fellowship for 1 to 3 years that is renewable at the discretion of the dean. Present holders of faculty professorships or fellowships are included in Appendix C-12. Beyond rewarding past

performance, professorships support future research through summer stipends and additional professional development funds for conference travel, research expenses, etc.

Table 10, Funding for Research by Source

	New Hire Research Stipends (# of recipients)	ABE Grant Stipends (# of recipients)	Research Incentive Payments (# of recipients)	Dean's Award for Research (# of recipients)	Faculty Professorship Stipends (# of recipients)	Total for the year
2013		$16,000 (4)		$400 (1)	$9000 (2)	$25,400
2014		$15,000 (3)		$1000 (2)	$9000 (2)	$25,000
2015		$15,000 (3)				$15,000
2016	$9,000 (1)		$11,500 (4)			$20,500
2017	$24,000 (3)		$25,500 (12)		$18,000 (3)	$67,500
2018	$15,000 (2)		$11,000 (3)	$600 (1)	$36,000 (6)	$62,600
Total	**$48,000**	**$46,000**	**$48,000**	**$2000**	**$72,000**	**$216,000**

Consistent with this increase in funding for research, COBA has made a concerted effort to improve the quality of its faculty intellectual contributions, particularly through the research incentive program. An overriding goal of the program has been to raise the impact and significance of COBA research. Given that this five-year continuous improvement cycle coincides with the same basic years in which the research incentive program has been active, it is too soon to determine the long-term effect of the program, including tracking impact. Nevertheless, as noted in the statistical analysis described in Appendix C-6, the program's faculty manager for the last several years, Ryan Jessup, tentatively opined that it has raised the level of quality of COBA research output. Dr. Jessup's full assessment is attached as Appendix C-6 (pp. C13-C14), but he concluded:

> "In summary, we can tentatively suggest that the program did indeed satisfy the goals: (1) faculty who were already producing research at higher levels received rewards for their a priori behavior; and (2) faculty were sufficiently incented to publish in higher quality outlets."

A final method of faculty reward and support comes in the form of university-level grants for major research initiatives. In the last five years, numerous COBA business faculty have received significant support from the university for their research. University-level research support is described in Appendix C-13.

3.2.4. Classification system for participating and supporting faculty

COBA's classification system for participating and supporting faculty closely tracks the language of Standard 5. Specifically, a *participating* faculty member in COBA is expected as part of his/her job description to engage in college-level service and governance beyond direct teaching responsibilities. Generally, these roles include a full-time faculty appointment, regular appointment to college-level committees and/or administrative roles, and, often, expectations to conduct research. In contrast, a *supporting* faculty member has part-time teaching responsibilities and is not expected to participate in the intellectual or operational life of COBA. As a rule, they do not serve on college-level committees or hold administrative responsibilities (see Appendix C-2).

3.2.5. Professional staff resources

COBA's administrative needs are met by a combination of faculty with administrative appointments and professional staff. Included in the business faculty head count for 2017–2018 (section 3.2.3) are five full-time faculty with part-time administrative appointments: associate dean, two business department chairs, director of online graduate business programs, and Griggs Center director. The dean and two assistant deans also taught part-time in addition to their primary responsibilities. Excluding the full-time faculty and the dean, there were a total of eight full-time and two part-time professional staff at the end of 2017–2018, compared to eight full-time and one part-time in 2012–2013. One of the full-time staff positions is currently vacant.

Similar to faculty, professional staff have access to professional development funds for conference travel and webinars. The university has also supported some staff in the attainment of additional certifications or a graduate degree, if it was appropriate and beneficial for their work. For instance, departmental academic coordinator Kathy Garison relied on COBA resources to obtain her certification from the Society of Human Resource Management in 2018, and assistant dean of operations Clint Buck completed a Master of Accountancy degree from Auburn University in 2017 with COBA's financial support.

3.2.6. Committee and task force structure

For years, COBA followed a mostly traditional model of shared governance within the college. There were three committees populated by faculty members: an academic council, a research committee, and a student life committee. While these committees performed their roles well, by late spring 2018, it became evident that the newly developed college strategy—described above—required a fuller and more robust approach to committees with faculty and staff involvement. Therefore, a new committee structure is now in place that empowers both faculty and staff to share in the governance and long-term achievement of the school's mission and strategic plan. There are currently four standing college committees (Academic Council, Accreditation and Assessment, Faculty and Staff Development, and Student Development), with membership listed in Appendix C-8. In addition to the four committees, there are several limited-term task forces that perform important roles in advancing COBA's strategic plan. The task forces are intended to finish their recommendations within the academic year, and then their members will rotate onto one of the standing committees. The Faculty and Staff Development and Student Development committees both have staff representatives as well as faculty. Responsibilities of the prior committees were reassigned to the new committees; for example, a faculty subgroup of the Faculty and Staff Development committee is now responsible for research support.

COBA's students and faculty and their families at ACU's historic, restored villa in Leipzig, Germany, in Summer 2018.

4. LEARNING AND TEACHING

This section describes key features of the business degree programs, management of the curricula, assessment and assurance of learning, and other teaching and learning practices.

4.1. Degree Programs

ACU has eight business programs situated in four degrees that fall within the scope of AACSB accreditation. Non-business programs exempted from review are listed in Table 17. The brief descriptions below summarize each degree's purpose, learning goals, and curriculum.

- *Bachelor of Business Administration (BBA).* COBA delivers five residential business majors (accounting, financial management, information systems, management, and marketing) as part of the 128 credit hour BBA degree, which combines a liberal arts core, business foundations, major requirements, and electives to prepare students for entry-level professional positions. Beyond traditional general education and Bible requirements (see learning goals in Appendix F-5), the BBA's learning goals, which are largely accomplished through 11 common courses, promote faith and ethics, business knowledge and skills, professional skills, leadership and teamwork, globalization, and entrepreneurship.
- *Master of Accountancy (MAcc).* COBA delivers the 30 credit hour MAcc degree primarily to ACU's BBA in accounting graduates who want to sit for the CPA examination and enter the accounting profession in Texas. MAcc learning goals and objectives emphasize preparation and analysis of accounting reports as well as writing and research competency.
- *Master of Business Administration (MBA).* The College of Graduate and Professional Studies partners with COBA to deliver the 36 credit hour, online MBA degree to early- and mid-career adult learners with professional work experience. MBA learning goals and required courses emphasize leadership, innovation, data informed decision-making, and faith and ethics. Nine elective hours may be used toward tracks in analytics, healthcare administration, international business, marketing, and operations and supply chain management. The MBA is under review for the first time (see section 2.5).
- *Master of Science in Management (MSM).* Building on the platform of the MBA, CGPS also partners with COBA to deliver the 30 credit hour, online MSM degree primarily to early-career students who lack professional experience. The MBA learning goals are adapted to reflect expected differences in competency and to reflect fewer required courses. Students must complete one of the elective tracks to aid their career transition. The MSM is also under review for the first time (see section 2.5).

For more details, see Appendix F for each program's learning goals (Appendix F-5), course requirements (Appendix F-1), and mapping of required courses to program learning goals (Appendices F-8 and F-9) and general content requirements of AACSB Standard 9 (Appendices F-3 and F-4).

4.2. Curricula Management

This section summarizes processes used to manage business curricula, major changes to curricula since the last review, jointly-administered programs, and transfer credit policies.

4.2.1. Curricula management processes

Oversight. The COBA leadership team works with business faculty to ensure the quality of all ACU business programs, including the MBA and MSM degrees delivered in partnership with CGPS (see section 4.2.3 below). Key factors that shape the development and maintenance of curriculum include ACU and COBA strategic planning, input from external stakeholders and students, assessment and assurance of learning processes (see section 4.3), and other faculty initiatives. Recent examples include:

- *Dean's Council and visiting committees.* Since Dean Crisp began serving in 2016, COBA has convened the Dean's Council three times (twice in person and once by conference call) and reinitiated departmental visiting committees once. At those meetings, mission, strategy, and academic programs have been the focus of discussion and feedback. Specifically, the 2018–2022 strategic plan took shape in part based on feedback from these external stakeholders, and at least two residential programs (MAcc and BBA – Information Systems) were revised in accordance with their input.
- *Departmental faculty review.* In Spring 2018, the Management Sciences department reviewed and revised the learning goals for their undergraduate majors.
- *Task forces.* As noted in section 3.2.6, COBA recently launched three faculty task forces to consider enhancements related to analytics, the BBA core curriculum, and the MBA and MSM programs.

Approval of changes. ACU has structured approval processes for establishing and revising courses and degrees for residential programs. All submissions for new courses and programs are reviewed by the Adams Center for Teaching and Learning and the Library to ensure sound pedagogical design and sufficient resource support. Initiated with support of departmental faculty, the application is reviewed and considered for approval by the department chair, the COBA Academic Council, the COBA dean, and appropriate university-level committees, such as the University General Education Committee for general education requirements, the University Undergraduate Academic Committee for all undergraduate course and degree plan changes, or the Abilene Graduate Council for changes to residential graduate programs. Finally, committee-approved courses are sent to the provost and president of the university, with some program changes requiring a vote of the full ACU faculty.

While generally the same, the approval process for online programs has two differences. First, applications are reviewed initially by instructional design staff at ACU-Dallas (rather than the Adams Center). Second, the university-level committee for online programs is the CGPS academic council, which approves curricular changes in addition to the CGPS dean.

4.2.2. Major curricula revisions

New program development. The most far-reaching and time-consuming curricular change in this review period was the conceptualization, design, and implementation of new online MBA and MSM degree programs. A fuller description of how these programs are delivered and the content contained therein is addressed in Table 7 and Appendix E. For present purposes, the factors leading to creation of these two graduate degrees include the following.

- *Changing conditions in the graduate business market.* While COBA had not offered a graduate business degree in a field other than accounting since the 1990s, the proliferation of online graduate programs in business schools around the world convinced the college and the university that offering high-quality online business degrees was now possible and mission-consistent.

- *A desire to extend the college and university's mission.* ACU has traditionally been a regional, residential university with a strong recruiting and alumni presence in Texas. The university calculated that creating a diverse range of online graduate degrees could extend its programmatic reach into heretofore underserved populations.
- *Some evidence of alumni demand for a graduate degree.* While the data collection was not systematic, there was some data to suggest that alumni were seeking graduate business degrees from COBA, but before 2015 their only option was the narrowly tailored, residential MAcc program.
- *The desire to meet the challenge of creating a financially viable, high-quality online graduate program.* Throughout the degree planning process, faculty and administrators were insistent upon meeting high standards of quality, transmitting COBA's distinctive Christian approach to non-residential business students, and doing so in a way that added to the bottom line rather than draining resources.

Enhancements to existing programs. While much smaller in scope than new online program development, recent changes to current residential programs include:

- *MAcc.* In Spring 2018, the Accounting & Finance department acted upon visiting committee feedback to allow graduate accounting students to take data analytics classes (available through the online MBA program) instead of the existing requirement for six credit hours outside of business disciplines. The department also received and implemented feedback from recent alumni who suggested that the Accounting Ethics course be taught in the fall semester to allow students to sit for the CPA exam sooner.
- *BBA in Information Systems.* Following the decision to close and teach out the residential BS in Information Technology degree (not under AACSB review), Management Sciences faculty consulted with SITC faculty and key visiting committee members to make the IS major more technologically focused. New tracks should appeal to students no longer served by the IT major as well as students interested in analytics.
- *Entrepreneurship.* The Management Sciences department and Griggs Center continue to expand new course offerings in response to student demand. Three additional entrepreneurship courses received approval and are now being offered: Strategic Philanthropy, Law and Entrepreneurship, and Global Entrepreneur.

4.2.3. Administration of joint or partnership degree programs

While ACU does not have joint or partnership business programs with any external organization, the online MBA and MSM programs are jointly administered by the College of Graduate and Professional Studies at ACU's Dallas campus and the College of Business Administration on ACU's Abilene campus. Operating under a 2015 memorandum of understanding, the COBA dean is responsible for compliance with AACSB accreditation standards, while ACU-Dallas is responsible for recruiting students, supporting students, and other administrative and financial support. Day-to-day operational control is vested in the MBA/MSM program director, who is jointly hired and supervised by the CGPS and COBA deans. Business faculty vote on major curricular changes related to these programs. See Appendix E for more details on the MBA and MSM programs.

4.2.4. Transfer credit policies

BBA. ACU maintains the following undergraduate transfer credit policies:

- The maximum number of hours that can be transferred in to ACU is 96.
- A maximum of 66 hours can be from a two-year or community college.

- Transfer courses will be posted at the same level they were taken at a previous institution. ACU accepts only work equivalent or comparable to work offered at ACU.
- Grades for transfer courses are not included in the student's GPA at ACU.
- ACU does not accept developmental or remedial courses, institution-specific courses, or courses in which the grade received was D or lower.
- ACU utilizes the Texas Common Course Numbering System, which helps transfer students and university personnel to evaluate the compatibility of transfer courses.
- Depending on the number of hours the transferring student is bringing in, certain undergraduate required courses can be waived or consolidated.

Graduate. Transfer of graduate work from other institutions must be approved by the student's program director and by the college dean. Transfer work must fall within the time limit for degrees, which is six years for the MBA and MSM programs. Grades from transfer work do not apply toward the GPA at ACU. Transfer credit may not constitute more than 25 percent of the hours required for a degree. No grade below a B will be accepted in transfer.

4.3. Assessment and Assurance of Learning

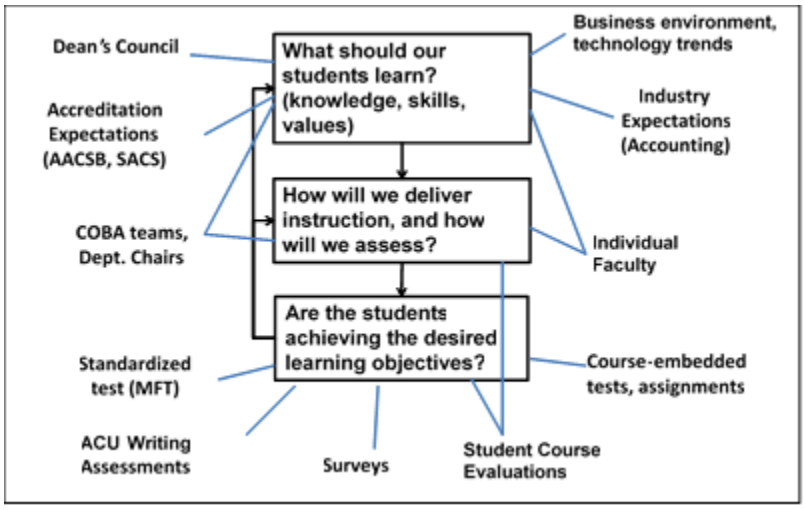
4.3.1. Assessment methods

ACU has a longstanding commitment to broad-based, continuous quality assessment and improvement. The Office of Institutional Effectiveness (OIE) provides centralized management and interpretation of institutionally related data; advances institutional strategic purposes; and coordinates outcomes assessment for the university. This responsibility is carried out by:

- Coordinating institutional research and reporting to external agencies.
- Providing the institution with data relevant to academics.
- Coordinating the Visiting Committee Program.
- Directing the Academic Program Review.
- Conducting the annual outcomes assessments for the university.

As illustrated in Figure 5 below, assessment within COBA consists of determining the desired student competencies in knowledge, skills, and values; establishing how those competencies will be taught and assessed in the curriculum; and measuring the achievement of those competencies. The assessments are intentionally varied in nature so as to paint a broad picture of both macro- and micro-level needs for improvement from many perspectives.

Figure 5, Methods of Assessment



The answers to the first question are reflected in the learning goals and objectives for all business programs (see Appendices F-5). As summarized in Table 11 below, COBA utilizes a mix of techniques to assess student learning directly (e.g., student performance) and indirectly (e.g., surveys, supervisor evaluations). Both techniques yield valuable insights. Appendix F-6 shows an example of the form used to solicit faculty input for course-embedded assessments and general comments at the end of every semester.

Undergraduate students in associate professor Bill Fowler's class.

Table 11, Direct and Indirect Assessment Tools

Tool	When/How Used	How Results Are Evaluated
Course-Embedded Assignments [Direct]	[All programs] COBA faculty assess student performance in assignments or exams related to learning objectives.	COBA faculty report course-embedded assessment results to COBA department chairs or online program director using the form shown in Appendix F-6.
ETS Major Field Test [Direct]	[BBA only] Taken periodically by seniors in MGMT 439 Strategic Management.	ETS scores the tests and reports to ACU. Results are then reported to COBA faculty in a faculty meeting.
Writing Across the Curriculum (WAC) and Capstone Writing Assessment [Direct]	[BBA only] Each department designates a course and submits papers to the university WAC and Capstone teams. (MGMT 439 Strategic Management is COBA's designated course.)	The WAC team assesses student papers using a standard rubric and reports the results to department chairs. The university Capstone assessment team assesses a random cross section of senior capstone course papers from across campus and reports the results.
Faculty/ course evaluations [Indirect]	[All programs] Every student, every course, every semester.	Results shared with faculty, chair, and dean. Used in personnel evaluations and faculty continuous improvements; must be addressed in tenure and promotion applications.
Internship supervisor evaluation [Indirect]	[BBA only] Evaluation rubric sent to internship supervisors at the end of the semester.	Results compiled by internship coordinator in COBA, reported to department chair, and then presented to COBA faculty as appropriate.
Student survey [Indirect]	[BBA only] Sent to current students annually.	COBA staff compiles results and reports to faculty as appropriate.
Alumni survey [Indirect]	[BBA only] Sent to former students every few years.	COBA staff compiles results and reports to faculty as appropriate.
Student focus groups [Indirect]	[BBA only] Dean establishes ad hoc student focus groups periodically for feedback.	Reported to faculty as necessary and appropriate.

Notes:

1. **Educational Testing Service (ETS) Major Field Test in Business for the Bachelor's Degree (MFT)** – This standardized test contains 120 multiple-choice questions and measures a student's subject knowledge in business and the application of concepts, theories, and analytical methods in business. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels. Indicator area scores are provided for accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international studies. COBA does not prepare students or "teach to the test," but nevertheless uses this standard benchmark as an independent assessment of our students' general knowledge.
2. **ACU-wide Writing Assessments - Writing Across the Curriculum (WAC) and Capstone** – Each academic department submits papers from "writing intensive" designated courses to ACU English faculty who facilitate the assessment annually. Faculty assessors from various departments evaluate student writing samples using a standard rubric. Results are reported to departments and to the Office of Institutional Effectiveness. The university Capstone assessment team meets in a similar manner and assesses papers from departmental senior-level capstone courses.

4.3.2. Assessment results

This section and related Appendices report the most recent direct assessment results, then discusses these and other selected indirect assessment results below.

Course-embedded assessments. Appendices F-10 and F-11 present a summary of the last cycle of course-embedded assessments as input into the university's TaskStream software for review by the university's Office of Institutional Effectiveness. Any patterns of issues or concerns are communicated to the department chairs for any needed response. Other than common general issues of lack of student responsibility in submitting assignments, sometimes specific skill or knowledge issues are identified. One specific example was that students in the Business Statistics and Management Sciences courses exhibited a lack of skill in two areas: exponential notation as done in Excel, and inputting complex equations into Excel. As a result, instructional content and testing were added to these two courses. Another previously identified and mitigated concern was basic English language proficiency for international students, which was addressed by revised new student entry requirements.

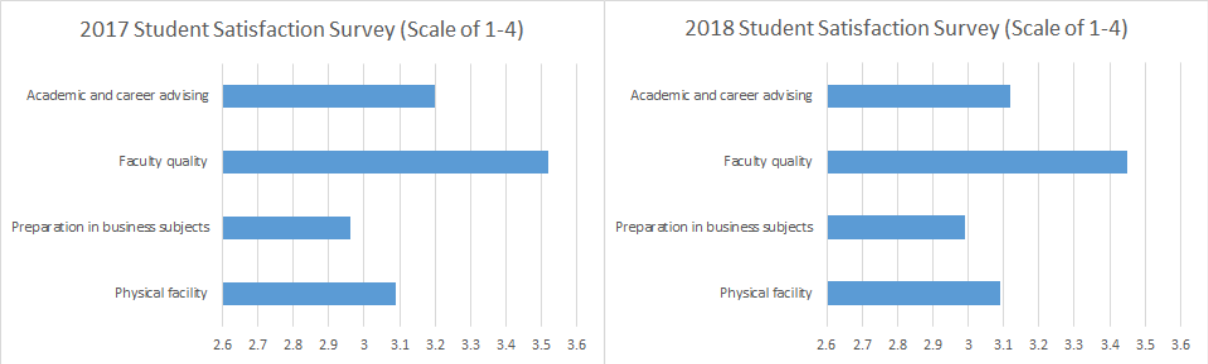
ETS Major Field Test. COBA students generally rank in the 70th to 80th percentile nationally over a period of many years. The results are thus consistent with the acceptable course-embedded findings for learning goal BBA 2 (general business knowledge). COBA faculty have debated the merits of the test, given its cost in terms of money and class time, but have retained it as an external benchmark of our students' relative general business knowledge. COBA does not prepare students for this test content. The test scores appear to be directly related to student engagement during the test as related to its impact on their course grade.

Internship supervisor reports. Appendix D-3 shows internship supervisor ratings for 800 students over a 10-year period in three areas: communication, technical skills, and teamwork on a 1 to 5 scale, with 5 being the best. These ratings consistently average about a 4.5 overall. These results support the acceptable course-embedded findings for BBA 3.2 (writing and presentations), BBA 3.1 and 3.3 (technical and quantitative skills), and BBA 4.1 (teamwork). Because the source of this particular survey is from the students' work supervisors, the findings of this survey are deemed to be important feedback.

ACU Writing Across the Curriculum (WAC) and Capstone Writing Assessments. ACU assesses writing with two university-wide faculty teams, Writing Across the Curriculum (WAC) and the Capstone Writing Assessment. On these assessments, COBA student writing consistently ranks at about the campus-wide average and is deemed by the university faculty committees to demonstrate expected performance. Writing is also assessed by COBA faculty in our own course-embedded writing assignments assessed for learning objective BBA 3.2. The findings from the faculty for BBA 3.2 (writing) are acceptable.

Student survey. In Fall 2017 and Spring 2018, COBA surveyed 137 students regarding several attributes of their business education. A summary of the survey results are found in Figures 5 and 6, below, and indicate an overall level of student satisfaction.

Figures 5 and 6, Results of Student Satisfaction Surveys for 2017 and 2018



Course evaluations. Course evaluations are completed by students in every course at the end of every semester. These results are reviewed by the dean and department chairs, and each faculty member's individual results are provided to them for their review and consideration for course planning, personnel evaluations, and tenure and promotion applications. COBA faculty course evaluations consistently average about 4.5 on a 1 to 5 scale, with 5 being the best. Given the well-known difficulties with overreliance on course evaluations, these assessment methods are merely one factor faculty consider as they make changes to their courses.

4.3.3. Examples of feedback-driven actions

Appendix F-7 summarizes examples of process and course content changes as a result of assessment feedback from various sources. While more substantial curricular revisions are described in section 4.2.2, the examples below illustrate routine continuous improvement.

- *Added instruction to address skill deficiencies.* Based on course assessment feedback that students lacked both specific skills (pivot tables, data tables, conditional formatting, and macros) and ability to create simulation/decision models in Excel, Don Pope added an "Excel Day" to each unit in MGMT 345.
- *Restructured assignment to remove distractions.* Mark Phillips restructured a major assignment in MKTG 320 to address group process and timing problems.
- *Response to external trends.* David Perkins updated materials in MACC 611 to stay current with new accounting pronouncements.
- *Improved feedback.* Ian Shepherd added detailed feedback templates for each assignment to BUSA 530 to address common student mistakes and improve the efficiency and quality of feedback to students.

4.4. Teaching and Learning Practices

4.4.1. Instructional development

Abilene-based residential programs. The Adams Center for Teaching and Learning provides individual and group consulting services for faculty focused on teaching and learning. Appointments are available for one-on-one meetings, small-group sessions, and customized workshops for departments and colleges. These services include: teaching consultation and observation, course design, assessment, and technology. COBA faculty also informally discuss and share ideas about instructional design.

Online programs. ACU-Dallas provides instructional support in the development of each online course to ensure consistency and online pedagogical soundness. Specifically, there are multiple staff members and consultants associated with ACU-Dallas who specialize in online course delivery, learning management systems, and the unique features of adult education. ACU-Dallas also provides periodic online instructional support courses related to the Canvas learning management system. Business faculty also informally discuss and share ideas about instruction design in online environments.

4.4.2. Support for high-quality teaching

The development of COBA's faculty as teachers takes place both within the college and in the larger university setting. New COBA faculty are assigned a mentor, and most recent hires have been through the university's Master Teacher program. The university's Adams Center for Teaching and Learning provides numerous resources that COBA faculty take advantage of on an as-needed basis. And finally, pedagogy and associated subjects are often discussed at departmental faculty meetings.

Each faculty member's annual evaluation process includes a discussion of improvement and development in teaching. This occurs through peer evaluation, where another faculty member sits in on a teacher's class and offers observations, and in the judicious use of student course evaluations. Course evaluations cannot be relied on alone to gauge teaching effectiveness, but faculty and department chairs review student comments to identify recurring themes or clusters of ideas that might be addressed by the faculty member in future semesters.

4.4.3. Examples of teaching innovation

In addition to the feedback-driven examples of continuous improvement in section 4.3.3, we provide here examples of faculty experimenting with teaching practices to improve courses:

- *Synchronous meetings in online courses.* When we launched the MBA program in 2015, all communication between faculty and students was asynchronous through email or the learning management system. In 2016, Jonathan Wilson championed the addition of weekly synchronous class meetings that students may attend live or watch on recording within 48 hours and then respond with a discussion post. This is now an expectation of all online business courses to help students connect with and learn from lead teachers.
- *Accelerated residential courses.* Laura Phillips (statistics) and Katie Wick (economics) have each experimented with 7-week accelerated courses where students meet 4 to 5 days each week. Results have been mixed for students.
- *Flipped courses.* Two economics professors (Jozell Brister and Katie Wick) have both experimented with partially flipped courses, allowing some class time for work with the professor on homework problems. Results are promising.
- *Experiential learning.* Dennis Marquardt modified his leadership course to include more experiential learning activities, rather than lecture and discussion.
- *Peer mentoring.* David Perkins created a tutor program for ACCT 210, where prior students in the course mentor current students in the course.

5. STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

5.1. Student Academic Engagement

5.1.1. Student academic engagement through coursework

Business students at ACU have many opportunities in their coursework to be engaged in professional practice. Beginning with BUSA 120 – Introduction to Business, and continuing in other advanced courses, COBA students start their own businesses, manage investment funds, generate entrepreneurial ideas, and conduct consulting projects with real external clients.

BUSA 120 Introduction to Business. In this class, students participate in Venture Out, a semester-long project that introduces elementary business concepts and skills from an entrepreneurial perspective. Freshman student teams research and select a product to sell to other students. They create a business plan and present their plan to judges from the business community. If their request is approved, they receive up to $500, which they use to purchase product and operate their business. After repaying the loan, teams donate their profits to a scholarship fund and beneficiary of their choice, then reflect about their performance and learning by writing an annual report. Since 2002, Venture Out students have endowed an ACU scholarship and raised over $120,000 for local, national, and international organizations.

FIN 439 STAR Fund. COBA hosts a Student Trading and Research (STAR) fund, a class experience of about fifteen student managers, which is supported and facilitated by Terry Pope, professor of finance. The STAR fund launched in 2001 with a beginning value of $111,000. Growth, coupled with additional contributions from the university's endowment, have resulted in a current balance of $1.3 million. From inception through the end of 2017, STAR realized a compound annual growth rate of 6.77%, versus 6.32% for the S&P 500 Total Return Index, the fund's benchmark. The focus is twofold: excellent fundamental valuation of common stocks, and ownership of the results of investment decisions. The students bear complete responsibility, as no faculty or administrator has any say in investment decisions. STAR is housed in the data analytics lab, which facilitates students' abilities to manage the fund using current technologies.

BUSA 652 Operations and Information Technology Management. Like most online MBA and MSM classes, students have the opportunity to apply course concepts to a meaningful project at the company where they work. In this course, students are encouraged to find an underperforming process at the company where they work, analyze it with techniques introduced in the course, and make fitting recommendations based on the findings.

5.1.2. Student academic engagement through Griggs Center activities

From its inception, the Griggs Center has engaged students in nearly every aspect of its operations as well as in specific programs. While student involvement was initially encouraged in part due to limited resources, the program was also designed to attract top students through unique leadership opportunities and to build entrepreneurship programs that best fit our students' needs and interests. As the Center's resources and staff have grown in recent years, we have maintained the original approach of integrating student leaders as an important part of our team. This model of student engagement was recognized by the Global Consortium of Entrepreneurship Centers, which includes entrepreneurship programs from approximately 250

universities, as the inaugural winner of the award for Outstanding Student Leadership and Engagement in Fall 2016.

Over the past five years, we have refined our offerings to include five major co-curricular programs for our students, all of which are the product of high student engagement and initiative. Those programs are described below.

ACU CEO. This program is the university's chapter of the Collegiate Entrepreneurs' Organization, which is an international organization now based at the University of Tampa with chapters at approximately 250 universities. The purpose of COBA's chapter is to promote entrepreneurship to students across campus. In its first couple of years, the student organization mirrored other chapters with 20 to 30 members and a handful of events throughout the year. However, in the 2014–2015 academic year, we worked with student leaders to overhaul the organization and implement a number of new initiatives. These innovations included a redesigned weekly meeting, which became a spiritual formation event revolving around a student-led interview of a guest entrepreneur. The group also assisted in the planning of our ACU Startup Week, Entrepreneur Speaker Series, networking lunches, a piloted mentor program, and ACU Startup Madness (a national entrepreneurship competition). The results were dramatic, as ACU CEO averaged 230 active members and 700 students who have attended one of their events or sessions from 2014–2018.

The program's impact on the ACU campus has been recognized outside of Abilene. Each November, the CEO organization selects chapters for various awards through a competitive process. ACU CEO was selected as the #2 Overall Chapter in 2014 and the #1 Overall Chapter in 2015, 2016, 2017, and 2018.

Wildcat Ventures. Students have an opportunity to launch and/or manage businesses through this program. The portfolio of student-run businesses ranges from a T-shirt company to a campus cafe to a market research firm. Each company has a student CEO; student employees and a small executive team of students oversee all of the businesses in the program. These opportunities allow students to gain practical experience and develop leadership skills. Table 12 shows the program scale and the number of students impacted.

Table 12, Metrics Related to Wildcat Ventures

Metric	2013–14	2014–15	2015–16	2016–17	2017–18
Businesses	4	8	9	9	8
Revenue	$65,726.06*	$211,535	$223,071	$137,786	$107,000
Employees	20	45	64	65	55

*Revenue listed for 2013–2014 reflects only the revenue from the Spring of 2014.

Wildcat Ventures was recognized by the Collegiate Entrepreneurs' Organization as the #1 Chapter Business in 2015, 2016, and 2018, and the #2 Revenue Generating Idea in 2017.

Enactus. The Griggs Center inherited responsibility for COBA's Enactus student organization in 2016–2017. The previous year, the group included approximately 10 students who completed one project. The Griggs Center's goal with the program was to increase the opportunities for experiential learning for students with an interest in social entrepreneurship. We recruited student leaders in our other programs who had a strong interest in this subject

area to lead the effort. By the end of the 2017–2018 academic year, the program had grown to approximately 25 student members working on the projects described in Appendix D-2 (pp. D5-D6).

These projects provide valuable learning experiences, give our students opportunities to engage with our local community and alumni network, and have a positive impact on the people being served. COBA's Enactus program has also helped the Center engage students who were not heavily involved in our other programming options. The team successfully secured one of the Unilever Bright Future grants and also placed in the top 50 universities at the national exposition in May 2018 for the first time.

Springboard. COBA has offered a business plan competition for students since 2007. In the past, the competition awarded students with the best business concepts and was focused on a written deliverable and live presentation. However, student feedback raised concern that the winners of the competition were not always serious about pursuing their business concept. We realized it was difficult to ascertain if the students would use the funding awarded through the competition to pursue the business. In Spring 2016, we began working with student leaders to transition our traditional student business plan competition to a new format. This was fully implemented in Spring 2017. We understood this would reduce participation in the competition but wanted the funding to support students who were actively pursuing a business.

We maintained an elevator pitch competition in the fall semester of each year as an easy entry point for any student to participate in the program. However, in the spring we developed a course that students must either audit or participate in to compete for the more significant awards (typically $10,000 to $15,000). Through the course, students devote 10 to 12 weeks of intense customer discovery into their proposed business model. At the end of the process, students present their concept to experienced entrepreneurs and investors, who select a winner.

Table 13 below shows student participation in both of the Springboard competitions. As noted, the decrease in participation was expected, as we modified the program and greatly increased the work required of students to win the competition.

Table 13, Participation in Springboard Competitions

Competition	Number of Participants				
	2013–14	2014–15	2015–16	2016–17	2017–18
Elevator Pitch	30	36	20	15	19
Business Plan/Model Competition	40	49	N/A	11	12

Global Entrepreneur. During the past five years, the Griggs Center has introduced a new study abroad program in China, an expanded study program in Central America, a service trip to Honduras, and short-term trips to major Texas markets. Combined with existing trips to annual conferences for our student organizations and a short-term trip to Silicon Valley, we introduced the Global Entrepreneur program in 2016–2017 to highlight all of the travel programs available to ACU students. These options have provided an opportunity to offer distinctive

programs to our students at different price points, while also expanding the ACU brand as we develop relationships with entrepreneurial communities in various locations.

5.1.3. Internships

COBA has long maintained a robust undergraduate internship program. The typical internship happens during the summers for most BBA majors and during the spring for accounting majors.

Table 14, BBA Internship Data

	2013		2014			2015			2016			2017			2018		TOT
	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	
ACCT	11	0	4	14	0	12	8	2	5	11	1	7	9	0	12	6	94
FIN	7	4	4	5	0	4	6	2	0	5	0	2	6	1	1	8	50
IS	0	0	0	1	1	0	1	0	0	2	0	1	0	0	0	2	8
MGMT	14	2	2	17	8	8	21	9	4	13	6	3	22	3	4	17	156
MKTG	15	4	3	14	6	2	24	3	4	24	3	7	15	1	2	19	146
TOTAL	47	10	9	41	15	26	60	16	13	55	10	20	52	5	19	52	**450**

At the beginning of each internship term (fall, spring, or summer), participating students are provided a training session and basic instructions from COBA designed to make their professional experience more productive. At the end of every internship, both students and host employers fill out evaluation materials (Appendix D-3), which are then anonymized and given to the next year's internship class. The process is designed to be recursive, with every successive cohort of interns learning from the experiences of the prior cohorts.

5.1.4. Study abroad

Through the generosity of dedicated donors, COBA is working to remove the barrier of cost from study abroad programs. Because of alumni desire to see current students benefit from a global education, the business school has managed to distribute nearly $200,000 in study abroad scholarships in the last three years. These scholarship awards have enabled dozens of students to travel overseas in the summer to Europe, China, and Central America, at a fraction of the actual cost of the study abroad programs. These study abroad programs are driven by strategy and mission. Specifically, during the Vision 2015 strategic plan years, global leadership development was one of five identified areas of emphasis. Likewise, in the 2018–2022 strategic plan, an area of emphasis is the promotion of experiential learning through global and cross-cultural experiences for residential students. As a result of the efforts of faculty and the generosity of donors, participation in COBA's study abroad programs is as follows.

Table 15, Study Abroad Participation

	Oxford, England	Leipzig, Germany	China	Australia	Central America	Continental Europe	Total
2013	31						31
2014	18			33*	18	8	77
2015	34		10				44
2016	32				6		38
2017		16	20				36
2018	14	18		11	7		50
Totals	129	34	30	44	31	8	276

*The 2014 Australia program occurred over the Christmas break, and could have been counted in 2013.

5.2. Strategies Supporting Faculty Engagement

5.2.1. Faculty consulting

COBA supports faculty professional engagement through various means. Several faculty members maintain active external business relationships whereby companies and individuals seek their expertise on matters within their areas of competence. Appendix C-9 lists faculty who actively provide professional and consulting services to industry participants.

A leading example of the types of consulting and professional engagement that COBA faculty perform can be found in Associate Professor of Accounting Bill Fowler. Fowler has been designated as a National Audit Instructor by KPMG in connection with the firm's internal training programs. He participates with faculty members from across the country to pair with KPMG Seniors or Managers in various instructional programs. These connections and resources inform Fowler's teaching of Auditing and Advanced Auditing in the COBA curriculum.

5.2.2. Executive education and professional training

COBA does not currently engage in organized executive education. However, several faculty members have been involved in executive or professional education presentations hosted by other organizations. Part of the consulting work performed by Bill Fowler and others like Phil Vardiman involves executive education for client organizations. In addition, Malcolm Coco makes a presentation to HR professionals every year at HRSouthwest Conference in Fort Worth, and Andrew Little has spoken on employment law topics to organizational managers.

5.2.3. Engagement with industry leaders on campus

In section 1.2.1 and throughout the report, we mentioned several efforts to bring Christian business leaders and executives on campus to interact with faculty and students, including:

- Lytle Center Distinguished Speaker Series
- Griggs Center Startup Week and Entrepreneur Speaker Series
- Regular guest speakers in residential and online classes

5.2.4. Professional experience and licensures of faculty members

Most COBA faculty have business backgrounds prior to joining the faculty ranks. For instance, faculty in the Accounting & Finance department have a combined 71 years of experience in industry, and also hold 14 licenses and certifications. The faculty in the Management Sciences department worked for a combined 97 years in industry before joining the faculty ranks, and also hold 6 licenses and certifications. More detail can be found in Appendix C-10, which describes professional experience of faculty members, and Appendix C-11, which lists licenses and certifications. As it relates to licensure and certifications, COBA provides professional development funds to faculty that may be used for payment of dues or continuing education.

COBA faculty regularly draw on their varied set of professional experiences in teaching undergraduate and graduate students. Indeed, pausing briefly to consider all the ways faculty transmit the wisdom acquired through decades of experience and scholarship forms a fitting end to the main body of this continuous improvement review report. Educating business and technology professionals for Christian service and leadership throughout the world is a noble and challenging endeavor, but it is a calling the faculty and staff in COBA are happy to pursue.

Lytle Center Director Rick Lytle hosts Wendy Davidson, President, Kellogg's U.S. Specialty Channels, at the Distinguished Speaker Series in 2017.

6. ADDITIONAL SUPPORTING MATERIAL

6.1. Documentation Describing the MBA and MSM Programs

We have included a more detailed document describing the design and implementation of the MBA and MSM programs as Appendix E.

6.2. Criteria for Faculty Classification

The criteria by which COBA defines and classifies faculty as scholarly academics, practice academics, scholarly practitioners, and instructional practitioners is attached as Appendix C-3. These determinations are made following the recommendation of a faculty committee. From 2013 to 2018, this recommendation originated in the Research Committee, and beginning in September 2018, faculty in the Accreditation and Assessment Committee began making the recommendation after the realignment of all COBA committees to support the new strategic plan.

Mike Duke, former president of Walmart, visits with an ACU student at the Distinguished Speaker Series in 2014.

7. ADDITIONAL ITEMS INCLUDED WITH REPORT

7.1. Scope of Review

AACSB and COBA agreed on the following degrees as being within the scope of review.

Table 16, Reviewed Programs

Program Name	Level	Location	Year Established
BBA Accounting	U	Abilene	1947
BBA Financial Management	U	Abilene	1974
BBA Information Systems	U	Abilene	1978
BBA Management	U	Abilene	1974
BBA Marketing	U	Abilene	1948
Master of Accountancy	M	Abilene	1998
Master of Business Administration	M	Online	2015
Master of Science in Management	M	Online	2016

Table 17 shows programs that are excluded from review. We also reported two additional graduate degrees to AACSB in August 2018 that are not in traditional business subjects--a Master of Healthcare Administration and a Master of Science in Information Technology Leadership--but neither of these degrees is in a business subject and neither program is currently accepting students. Thus, they are not subject to review at this time.

Table 17, Programs Excluded from Review

Excluded Degree Programs	
BA Global Studies	BS Digital Entertainment Technology
BS Advertising/Public Relations	BS Information Technology
BS Agribusiness	MA Corporate Communications
BS Computer Science-Math Teaching cert.	MS Organizational Development
BS Computer Science	EdD Organizational Leadership

7.2. Required Tables

Appendix A contains the four required AACSB tables:

- Table 2-1 (Appendix A-1)
- Table 2-2 (Appendix A-2)
- Table 15-1 (Appendix A-3)
- Table 15-2 (Appendix A-4)

Abilene Christian University

APPENDIX A:

AACSB TABLES

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Adjusted for Co-Authored ICs)

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentages of Faculty Producing ICs	
Discipline	Basic or Discovery Scholarship	Applied or Integration / Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic / Professional Meeting Proceedings	Peer-Reviewed Academic / Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Accounting	18.02	3.16	1.67	22.85	6	0	0	15.85	0	1	0	0	0	22.85	100.00%	100.00%
Business Law	8.5	1.16	2	11.66	3	0	0	8.66	0	0	0	0	0	11.66	100.00%	100.00%
Economics	3	2	2.5	7.5	1.5	0	0	4.75	0	0	0	0	1.25	7.5	100.00%	100.00%
Finance	4.5	2.5	3.5	10.5	3	0	0	6.25	1	0	0	0	0.25	10.5	100.00%	95.85%
Information Systems	1	7.16	2	10.16	5.5	0	0.5	4.16	0	0	0	0	0	10.16	100.00%	100.00%
Management	76	29.5	22.83	128.33	31	0	16.5	65.33	4	0	0	0	11.5	128.33	90.91%	86.34%
Marketing	16.98	7.52	2.5	27	4	0	5	16	1	0	0	0	1	27	100.00%	100.00%
Grand Total	128	53	37	218	54	0	22	121	6	1	0	0	14	218	96.77%	94.08%

Part B: Allignment with Mission, Expected Outcomes, and Strategy

See the main body of the Continuous Improvement Report, Section 2.4.2, pp. 21-23.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

See the main body of the Continuous Improvement Report, Section 2.4.2, pp. 21-23.

Part D: Impact of Intellectual Contributions

See the main body of the Continuous Improvement Report, Section 2.4.2, pp. 21-23.

Note: COBA expects all tenured and tenure-track faculty to produce at least five peer-reviewed intellectual contributions during a five-year period. At least one of the contributions must be published. Discipline-based, applied, pedagogical, and faith-integration scholarship is allowed, and it is expected that the majority of a faculty member's work will be related to their teaching field. Faculty are evaluated annually on their progress toward this goal, and resources are provided to support intellectual contributions. Predatory publications are not counted for purposes of tenure, promotion, or AACSB classification. See Appendices C-3, C-4, and C-5.

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Expanded)

Part A: Five-Year Summary of Intellectual Contributions																		
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Participating Faculty Producing ICs			
Discipline	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic or Professional Meeting Proceedings	Peer-Reviewed Academic or Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Participating =1, Supportin=0	Full Time Equivalent (FTE)	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Accounting																		
Buck, Clinton	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1.00	0.25		
Clements, Curtis	3.01	0	0	3.01	1.34	0	0	1.67	0	0	0	0	0	3.01	1.00	1.00		
Fowler, William	0.84	0	0	0.84	0	0	0	0.84	0	0	0	0	0	0.84	1.00	1.00		
Neill, John	4	0	0.33	4.33	1.83	0	0	2.5	0	0	0	0	0	4.33	1.00	1.00		
Perkins, William	0.84	1.5	1	3.34	1	0	0	1.34	0	1	0	0	0	3.34	1.00	1.00		
Stovall, Olin	1.33	0.66	0.34	2.33	0.5	0	0	1.83	0	0	0	0	0	2.33	1.00	1.00		
Wertheim, Paul	8	0	0	8	1.33	0	0	6.67	0	0	0	0	0	8	1.00	1.00		
Total Accounting	18.02	3.16	1.67	22.85	6	0	0	15.85	0	1	0	0	0	22.85	7.00	6.25	100.0%	100.0%

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Expanded)

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Participating Faculty Producing ICs			
Discipline	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic or Professional Meeting Proceedings	Peer-Reviewed Academic or Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Participating =1, Supportin=0	Full Time Equivalent (FTE)	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Business Law																		
Little, Andrew	8.5	1.16	2	11.66	3	0	0	8.66	0	0	0	0	0	11.66	1.00	1.00		
Total Business Law	8.5	1.16	2	11.66	3	0	0	8.66	0	0	0	0	0	11.66	1.00	1.00	100.0%	100.0%
Economics																		
Brister, Jozell	0.5	1.5	0.5	2.5	0.5	0	0	0.75	0	0	0	0	1.25	2.5	1.00	1.00		
Wick, Katherine	2.5	0.5	2	5	1	0	0	4	0	0	0	0	0	5	1.00	1.00		
Total Economics	3	2	2.5	7.5	1.5	0	0	4.75	0	0	0	0	1.25	7.5	2.00	2.00	100.0%	100.0%

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Expanded)

Part A: Five-Year Summary of Intellectual Contributions																		
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Participating Faculty Producing ICs			
Discipline	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic or Professional Meeting Proceedings	Peer-Reviewed Academic or Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Participating =1, Supportin=0	Full Time Equivalent (FTE)	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Finance																		
Pope, Terry	0.5	0.5	1.5	2.5	0.5	0	0	2	0	0	0	0	0	2.5	1.00	1.00		
Stewart, Jonathan	1	0.5	1.5	3	0.5	0	0	2.5	0	0	0	0	0	3	1.00	1.00		
Tippens, Timothy	3	1.5	0.5	5	2	0	0	1.75	1	0	0	0	0.25	5	1.00	1.00		
Young, Kelly	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.13		
Total Finance	4.5	2.5	3.5	10.5	3	0	0	6.25	1	0	0	0	0.25	10.5	3.00	3.13	100.0%	95.8%

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Expanded)

Part A: Five-Year Summary of Intellectual Contributions																		
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Participating Faculty Producing ICs			
Discipline	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic or Professional Meeting Proceedings	Peer-Reviewed Academic or Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Participating =1, Supportin=0	Full Time Equivalent (FTE)	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Information Systems																		
Crisp, Brad	1	0	0	1	0	0	0	1	0	0	0	0	0	1	1.00	1.00		
Pope, Don	0	2.16	2	4.16	0.5	0	0.5	3.16	0	0	0	0	0	4.16	1.00	1.00		
St. John, Jeremy	0	5	0	5	5	0	0	0	0	0	0	0	0	5	1.00	1.00		
Total IS	1	7.16	2	10.16	5.5	0	0.5	4.16	0	0	0	0	0	10.16	3.00	3.00	100.0%	100.0%

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Expanded)

Part A: Five-Year Summary of Intellectual Contributions																		
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Participating Faculty Producing ICs			
Discipline	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic or Professional Meeting Proceedings	Peer-Reviewed Academic or Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Participating =1, Supportin=0	Full Time Equivalent (FTE)	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Management																		
Bateh, Justin	5	0	0	5	5	0	0	0	0	0	0	0	0	5	0.00	1.00		
Burton, Orneita	9	6	2	17	0	0	5	9	0	0	0	0	3	17	1.00	1.00		
Coco, Malcolm	12	5	3	20	4	0	3	9	0	0	0	0	4	20	1.00	1.00		
Easter, Sarah	13	0	0	13	1	0	2	10	0	0	0	0	0	13	1.00	1.00		
Golden, Jennifer	0	0	0.33	0.33	0	0	0	0.33	0	0	0	0	0	0.33	0.00	0.13		
Kinard, David	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.25		
Law, Thomas	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.25		
Litton, James	1.5	0.5	4	6	2	0	0	3.75	0	0	0	0	0.25	6	1.00	1.00		
Lynn, Monty	3	8.5	6	17.5	5.5	0	1	7.75	2	0	0	0	1.25	17.5	1.00	1.00		
Marquardt, Dennis	20	4	0	24	6	0	0	15	1	0	0	0	2	24	1.00	1.00		
Orr, James	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.13		
Phillips, Laura	0	4.5	2.5	7	0.5	0	0	5.5	1	0	0	0	0	7	1.00	1.00		
Reeves, Brent	0	0.5	1	1.5	0.5	0	0.5	0	0	0	0	0	0.5	1.5	1.00	0.17		
Shepherd, Ian	6	0.5	3.5	10	4.5	0	2	3	0	0	0	0	0.5	10	1.00	1.00		

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Expanded)

Part A: Five-Year Summary of Intellectual Contributions																		
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Participating Faculty Producing ICs			
Discipline	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic or Professional Meeting Proceedings	Peer-Reviewed Academic or Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Participating =1, Supportin=0	Full Time Equivalent (FTE)	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Vardiman, Phillip	6.5	0	0.5	7	2	0	3	2	0	0	0	0	0	7	1.00	1.00		
Wilson, Jonathan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.00	1.00		
Total Management	76	29.5	22.83	128.33	31	0	16.5	65.33	4	0	0	0	11.5	128.33	11.00	11.93	90.9%	86.3%

Appendix A1 - Table 2-1
Summary of Intellectual Contributions by Discipline (Expanded)

Part A: Five-Year Summary of Intellectual Contributions																		
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions										Percentage of Participating Faculty Producing ICs			
Discipline	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic or Professional Meeting Proceedings	Peer-Reviewed Academic or Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards or Public Policy	Other IC Type Selected by the School	Total	Participating =1, Supportin=0	Full Time Equivalent (FTE)	Percentage of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Marketing																		
Jessup, Ryan	14.48	3.02	0	17.5	3	0	1	11.5	1	0	0	0	1	17.5	1.00	1.00		
Johnston, Timothy	0.5	0	0	0.5	0.5	0	0	0	0	0	0	0	0	0.5	1.00	0.25		
Phillips, Mark	0	0.5	2.5	3	0.5	0	0	2.5	0	0	0	0	0	3	1.00	1.00		
Prather, James	2	4	0	6	0	0	4	2	0	0	0	0	0	6	1.00	0.17		
Total Marketing	16.98	7.52	2.5	27	4	0	5	16	1	0	0	0	1	27	4.00	2.42	100.0%	100.0%
Grand Total	128	53	37	218	54	0	22	121	6	1	0	0	14	218	31.00	29.73	96.77%	94.08%

Appendix A2 - Table 2-2

Five-Year Summary of Peer- and Editorial-Reviewed Journals and Number of Publications in Each

Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Accounting	
Corporate Governance: The International Journal of Business in Society	1
International Journal of Corporate Governance	1
International Journal of Disclosure and Governance	1
Journal of Accounting, Ethics and Public Policy	1
Journal of Leadership, Accountability, and Ethics	1
Strategic Finance (Institute of Management Accountants)	0.5
Journal of Education for Business	0.5
Total Accounting	6
Business Law	
American Business Law Journal	1
Journal of Legal Studies Education	1
Southern Law Journal	1
Total Business Law	3
Economics	
Christian Business Academy Review	1.25
Journal of Applied Business and Economics	1
Journal of Biblical Integration in Business	0.25
Journal of Management Policy and Practice	1
Journal of Marketing Development and Competitiveness	1
Total Economics	4.5
Finance	
Advances in Financial Education	1
Journal Of Banking And Finance	1
Strategic Finance (Institute of Management Accountants)	0.5
Christian Business Academy Review	0.25
Journal of Biblical Integration in Business	0.25
Total Finance	3

Appendix A2 - Table 2-2

Five-Year Summary of Peer- and Editorial-Reviewed Journals and Number of Publications in Each

Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Information Systems	
ACM SIGCAS Computers and Society	1
American Journal of Business Education	1
Information Systems Management	2
Journal of Business & Economics Research	1
Journal of Case Studies	0.5
Total Information Systems	5.5
Management	
Administrative Issues Journal	0.5
Christian Business Academy Review	0.5
Enterprise Development and Microfinance	1
International Journal of Education Research	1
International Journal of Human Resource Management	1
International Journal of Information Technology and Business Management	1
International Journal of Management and Human Resources	1
Journal of Applied Business and Economics	1
Journal of Applied Psychology	1
Journal of Biblical Integration in Business	0.5
Journal of Business Ethics	1
Journal of Business Studies Quarterly	1
Journal of Case Studies	0.5
Journal of Development Studies	1
Journal of Education for Business	2
Journal of Higher Education and Practice	1
Journal of International Business and Cultural Studies	1
Journal of Leadership Education	1
Journal of Management Policy and Practice	1
Journal of Management, Spirituality and Religion	1
Journal of Managerial Psychology	2

Appendix A2 - Table 2-2

Five-Year Summary of Peer- and Editorial-Reviewed Journals and Number of Publications in Each

Peer- and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
Journal of Occupational Rehabilitation	1
Journal of Social Entrepreneurship	1
Journal of Sustainability Management	2
Naše Gospodarstvo [Our Economy]	1
Society for the Advancement of Management	1
Southern Law Journal	1
Total Management	28
Marketing	
Administrative Issues Journal	0.5
European Journal of Neuroscience	1
Journal of Education for Business	0.5
Neuroimage	1
PLoS Computational Biology	1
Total Marketing	4
Total	54

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting											
Buck, Clinton	9/1/2017	MACC, 2017	2		ADM, UT, SER				25%		MACC and sustained applied/practice activities
Clements, Curtis	9/1/2005	PhD, 1999	4		UT, MT, RES, SER	57%					Terminal degree and sustained scholarly activities
Fowler, William	1/1/1984	MS, 1983	4		UT, MT, RES, SER		67%				Specialized graduate degree and sustained applied/practice activities
Neill, John	9/1/2000	PhD, 1990	4		UT, ADM, RES, SER	100%					Terminal degree and sustained scholarly activities
Perkins, William	9/1/1999	PhD, 1991	5		UT, MT, RES, SER	56%					Terminal degree and sustained scholarly activities
Stovall, Olin	9/1/1998	PhD, 2001	7		UT, MT, RES, SER	88%					Terminal degree and sustained scholarly activities
Wertheim, Paul	9/1/2000	PhD, 1987	4		UT, MT, RES, SER	67%					Terminal degree and sustained scholarly activities
Accounting - Total			30	0		367%	67%	0%	25%	0%	
Accounting - Percentage			100.00%	0.00%		80.01%	14.54%	0.00%	5.45%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Accounting?**
Participating > 60%	100.00%	Yes
(SA) > 40%	80.01%	Yes
(SA + PA + SP) > 60%	94.55%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Business Law											
Little, Andrew	9/1/2010	JD, 2000	5		ADM, UT, MT, RES, SER	83%					Specialized graduate degree and sustained scholarly activities
Business Law - Total			5	0		83%	0%	0%	0%	0%	
Business Law - Percentage			100.00%	0.00%		100.00%	0.00%	0.00%	0.00%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Business Law?**
Participating > 60%	100.00%	Yes
(SA) > 40%	100.00%	Yes
(SA + PA + SP) > 60%	100.00%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Economics											
Brister, Jozell	9/4/1979	MS, 1973	5		UT, RES, SER				83%		Graduate degree, professional experience, extended activities
Burton, Orneita	6/15/2000	PhD, 2006	1		UT, MT, RES, SER	11%					Terminal degree and sustained applied/practice activities
Lynn, Monty	9/1/1985	PhD, 1985	1		UT, RES, SER	17%					Terminal degree and sustained scholarly activities
Shepherd, Ian	8/2/2003	DA, 2003	1		UT, MT, RES, SER	17%					Terminal degree and sustained scholarly activities
Wick, Katherine	9/1/2016	PhD, 2008	5		UT, RES, SER	83%					Terminal degree and sustained scholarly activities
Economics - Total			13	0		128%	0%	0%	83%	0%	
Economics - Percentage			100.00%	0.00%		60.53%	0.00%	0.00%	39.47%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Economics?**
Participating > 60%	100.00%	Yes
(SA) > 40%	60.53%	Yes
(SA + PA + SP) > 60%	60.53%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Finance											
Brister, Jozell	9/4/1979	MS, 1973	1		UT, RES, SER				17%		Graduate degree, professional experience, continued activities
Pope, Terry	9/1/1992	PhD, 1969	6		UT, RES, SER	100%					Terminal degree and sustained scholarly activities
Stewart, Jonathan	9/1/1996	PhD, 1996	5		UT, MT, RES, SER	100%					Terminal degree and sustained scholarly activities
Tippens, Timothy	9/1/2012	PhD, 2012	6		UT, MT, RES, SER	75%					Terminal degree and sustained scholarly activities
Young, Kelly	8/12/2002	MBA, 1988		1	UT				13%		Graduate degree, professional experience, continued activities
Finance - Total			18	1		275%	0%	0%	29%	0%	
Finance - Percentage			94.74%	5.26%		90.41%	0.00%	0.00%	9.59%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Finance?**
Participating > 60%	94.74%	Yes
(SA) > 40%	90.41%	Yes
(SA + PA + SP) > 60%	90.41%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Information Systems											
Burton, Orneita	6/15/2000	PhD, 2006	1		UT, MT, RES, SER	11%					Terminal degree and sustained applied/practice activities
Crisp, Brad	9/1/2006	PhD, 2003	1		ADM, UT, MT, RES, SER		50%				Terminal degree and sustained applied/practice activities
Jessup, Ryan	9/1/2011	PhD, 2008	1		UT, MT, RES, SER	14%					Terminal degree and sustained scholarly activities
Marquardt, Dennis	9/1/2015	PhD, 2015	1		UT, RES, SER	11%					Terminal degree and sustained scholarly activities
Phillips, Laura	1/1/2007	PhD, 2005	2		UT, RES, SER	40%					Terminal degree and sustained scholarly activities
Pope, Don	9/1/2000	PhD, 1980	4		UT, MT, RES, SER	57%					Terminal degree and sustained scholarly activities
St. John, Jeremy	7/1/2016	PhD, 2008	4		UT, MT, RES, SER	67%					Terminal degree and sustained scholarly activities
IS - Total			14	0		200%	50%	0%	0%	0%	
IS - Percentage			100.00%	0.00%		80.03%	19.97%	0.00%	0.00%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Information Systems?**
Participating > 60%	100.00%	Yes
(SA) > 40%	80.03%	Yes
(SA + PA + SP) > 60%	100.00%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Management											
Burton, Orneita	6/15/2000	PhD, 2006	4		UT, MT, RES, SER	44%					Terminal degree and sustained applied/practice activities
Coco, Malcolm	9/1/1992	DPA, 1993	4		UT, RES, SER	100%					Terminal degree and sustained scholarly activities
Easter, Sarah	9/1/2016	PhD, 2016	7		UT, RES, SER	100%					Terminal degree and sustained scholarly activities
Golden, Jennifer	9/1/2012	MBA, 2012		1	UT					13%	Graduate degree
Kinard, David	9/1/2015	MS, 2006		2	UT				25%		Graduate degree and sustained applied/practice activities
Law, Thomas	1/6/2014	MA, 2001		2	UT				25%		Graduate degree and sustained applied/practice activities
Litton, James	9/1/2010	JD, 2005	4		UT, RES, SER			100%			Graduate degree and sustained scholarly activities
Lynn, Monty	9/1/1985	PhD, 1985	5		UT, RES, SER	83%					Terminal degree and sustained scholarly activities
Marquardt, Dennis	9/1/2015	PhD, 2015	8		UT, RES, SER	89%					Terminal degree and sustained scholarly activities
Orr, James	8/22/2016	JD, 1989		1	UT				13%		Graduate degree and sustained applied/practice activities
Phillips, Laura	1/1/2007	PhD, 2005	3		UT, RES, SER	60%					Terminal degree and sustained scholarly activities
Phillips, Mark	9/1/2004	PhD, 2004	1		ADM, UT, MT, RES, SER	14%					Terminal degree and sustained scholarly activities
Pope, Don	9/1/2000	PhD, 1980	2		UT, MT, RES, SER	29%					Terminal degree and sustained scholarly activities
Reeves, Brent	9/1/2001	PhD, 1993	1		UT, RES, SER		17%				Terminal degree and sustained applied/practice activities
Vardiman, Phillip	9/1/2002	PhD, 2001	5		UT, MT, RES, SER	83%					Terminal degree and sustained scholarly activities
Wick, Katherine	9/1/2016	PhD, 2008	1		UT, RES, SER	17%					Terminal degree and sustained scholarly activities
Management - Total			45	6		620%	17%	100%	63%	13%	
Management - Percentage			88.24%	11.76%		76.37%	2.05%	12.33%	7.70%	1.54%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Management?**
Participating > 60%	88.24%	Yes
(SA) > 40%	76.37%	Yes
(SA + PA + SP) > 60%	90.75%	Yes
(SA + PA + SP + IP) > 90%	98.46%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Marketing											
Jessup, Ryan	9/1/2011	PhD, 2008	5		UT, MT, RES, SER	71%					Terminal degree and sustained scholarly activities
Johnston, Timothy	5/16/1994	MBA, 1994	2		ADM, UT, SER				25%		Graduate degree and sustained applied/practice activities
Phillips, Mark	9/1/2004	PhD, 2004	6		UT, MT, RES, SER	86%					Terminal degree and sustained scholarly activities
Prather, James	9/1/2013	PhD, 2018		1	UT, RES, SER	17%					Terminal degree within review period
Marketing - Total			13	1		174%	0%	0%	25%	0%	
Marketing - Percentage			92.86%	7.14%		87.43%	0.00%	0.00%	12.57%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Marketing?**
Participating > 60%	92.86%	Yes
(SA) > 40%	87.43%	Yes
(SA + PA + SP) > 60%	87.43%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Summary Information for Total Undergraduate Program											
Undergraduate - Total	--	--	138	8	--	1847%	133%	100%	225%	13%	
Undergraduate - Percentage	--	--	94.52%	5.48%	--	79.68%	5.75%	4.32%	9.71%	0.54%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Undergraduate Program?**
Participating > 60%	94.52%	Yes
(SA) > 40%	79.68%	Yes
(SA + PA + SP) > 60%	89.75%	Yes
(SA + PA + SP + IP) > 90%	99.46%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Masters of Accountancy											
Clements, Curtis	9/1/2005	PhD, 1999	3		UT, MT, RES, SER	43%					Terminal degree and sustained scholarly activities
Fowler, William	1/1/1984	MS, 1983	2		UT, MT, RES, SER		33%				Specialized graduate degree and sustained applied/practice activities
Perkins, William	9/1/1999	PhD, 1991	3		UT, MT, RES, SER	33%					Terminal degree and sustained scholarly activities
Stovall, Olin	9/1/1998	PhD, 2001	1		UT, MT, RES, SER	13%					Terminal degree and sustained scholarly activities
Tippens, Timothy	9/1/2012	PhD, 2012	1		UT, MT, RES, SER	13%					Terminal degree and sustained scholarly activities
Wertheim, Paul	9/1/2000	PhD, 1987	2		UT, MT, RES, SER	33%					Terminal degree and sustained scholarly activities
MACC - Total			12	0		135%	33%	0%	0%	0%	
MACC - Percentage			100.00%	0.00%		80.14%	19.86%	0.00%	0.00%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for Masters of Accountancy?**
Participating > 60%	100.00%	Yes
(SA) > 40%	80.14%	Yes
(SA + PA + SP) > 60%	100.00%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
MBA / MS											
Bateh, Justin	1/9/2016	DBA, 2013		4	MT	100%					Terminal degree and sustained scholarly activities
Burton, Orneita	6/15/2000	PhD, 2006	3		UT, MT, RES, SER	33%					Terminal degree and sustained applied/practice activities
Crisp, Brad	8/1/2006	PhD, 2003	1		UT, MT, RES, SER, ADM		50%				Terminal degree and sustained applied/practice activities
Jessup, Ryan	9/1/2011	PhD, 2008	1		UT, MT, RES, SER	14%					Terminal degree and sustained scholarly activities
Little, Andrew	9/1/2010	JD, 2000	1		UT, MT, RES, SER	17%					Specialized graduate degree and sustained scholarly activities
Perkins, William	9/1/1999	PhD, 1991	1		UT, MT, RES, SER	11%					Terminal degree and sustained scholarly activities
Pope, Don	9/1/2000	PhD, 1980	1		UT, MT, RES, SER	14%					Terminal degree and sustained scholarly activities
Shepherd, Ian	8/2/2003	DA, 2003	5		UT, MT, RES, SER	83%					Terminal degree and sustained scholarly activities
St. John, Jeremy	7/1/2016	PhD, 2008	2		UT, MT, RES, SER	33%					Terminal degree and sustained scholarly activities
Tippens, Timothy	9/1/2012	PhD, 2012	1		UT, MT, RES, SER	13%					Terminal degree and sustained scholarly activities
Vardiman, Phillip	9/1/2002	PhD, 2001	1		UT, MT, RES, SER, ADM	17%					Terminal degree and sustained scholarly activities
Wilson, Jonathan	7/1/2016	PhD, 2000	8		UT, RES, SER		100%				Terminal degree and sustained applied/practice activities
MBA - Total			25	4		336%	150%	0%	0%	0%	
MBA - Percentage			86.21%	13.79%		69.11%	30.89%	0.00%	0.00%	0.00%	

AACSB Standards:	**Actual Percentage**	**Standard Met for MBA?**
Participating > 60%	86.21%	Yes
(SA) > 40%	69.11%	Yes
(SA + PA + SP) > 60%	100.00%	Yes
(SA + PA + SP + IP) > 90%	100.00%	Yes

Appendix A3 - Table 15-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member Name (By Discipline and Program)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
1. COBA's "normal academic year" for purposes of these AACSB tables is calculated two ways: a. For residential programs, the normal academic year is the Fall semester, then the Spring semester, and then the shortened summer terms. b. For online graduate programs, which use seven-week terms year-round, the normal academic year begins in the Summer 2 term, and then the following order of terms: Fall 1, Fall 2, Spring 1, Spring 2, Summer 1. 2. "Teaching productivity" in Table 15-1 is based on number of courses taught. The term course may mean two different things, depending on modality: a. For residential programs, multiple sections of the same course are treated as different courses, because they can be taught by different faculty. For example, there may be two or three faculty members who teach Accounting 210 in a given semester or Economics 260. Different faculty may have different syllabi, different assessment methods, meet at different times and locations, and different areas of emphasis, though the essential learning outcomes and substantive expectations are the same in all sections. Each section of an undergraduate course is a separate instance of content delivery. If a faculty member teaches two sections of a residential course, e.g. ACCT 210.01 and 210.02, it counts as two units within their course load for that semester. b. For online programs, in contrast, all sections of a course have the same syllabi, the same professor, the same assignments, the same weekly synchronous sessions, and move at the same pace over a 7-week term. A section of a graduate online course is actually a discussion cohort, rather than a separate instance of content delivery. If a faculty member teaches two sections of an online course, e.g. BUSA 530.W1 and 530.W2, it counts as one unit within their course load for that semester or term. Thus, in order to "use the same teaching metric" for both in-person and online courses, COBA is using a consistent understanding of a course, though the nomenclature may differ. 3. Jeremy St. John's last full term to teach as a participating member of the COBA faculty was Spring, 2018.										

Appendix A4 - Table 15-2

Deployment of Faculty by Qualification Status in Support of Degree Programs
For the Most Recently Completed Normal Academic Year

	Faculty Percentage of Teaching by Program and Degree Level					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Program	79.68%	5.75%	4.32%	9.71%	0.54%	100.00%
Masters of Accountancy	80.14%	19.86%	0.00%	0.00%	0.00%	100.00%
MBA / MS Program	69.11%	30.89%	0.00%	0.00%	0.00%	100.00%

AACSB Standards:	Standard Met for Bachelor's?	Standard Met for MACC?	Standard Met for MBA / MS?
Participating > 60%	Yes	Yes	Yes
(SA) > 40%	Yes	Yes	Yes
(SA + PA + SP) > 60%	Yes	Yes	Yes
(SA + PA + SP + IP) > 90%	Yes	Yes	Yes

Abilene Christian University

APPENDIX B:

COBA STRATEGIC PLAN 2018-2022

LETTER FROM THE DEAN

Abilene Christian University (ACU) has offered business programs since 1929. From the official founding of the College of Business Administration (COBA) almost four decades ago to the achievement of AACSB accreditation early in this century, ACU has demonstrated our commitment to academic excellence in business while remaining rooted in our faith mission.

Over the last decade, COBA has expanded our mission and impact through the successful launches of the School of Information Technology and Computing with ABET-accredited programs, the Griggs Center for Entrepreneurship and Philanthropy, the Lytle Center for Faith and Leadership, and fully online graduate business programs for adult learners. This season of growth calls for a new articulation of our values, mission, vision, and strategic plan, while remaining grounded in our historical commitment to faith and academic excellence.

COBA's mission is to educate business and technology professionals for Christian service and leadership throughout the world. Our mission and strategic plan build upon and extend ACU's core values, mission, and strategic plan, parts of which we have included to highlight our shared language, motivations, and efforts.

This strategic plan describes college-level initiatives and metrics to guide the next four academic years (2018–2022). It will be operationalized initially by a two-year implementation plan (2018–2020) for each unit within the college. Specific initiatives described in the strategic plan include:

- Quality, reach, and innovation of business and technology academic programs.
- Holistic, lifelong student learning and development.
- External engagement and impact for students and alums.
- Enabling resources to support these initiatives and college operations.

Thank you to the faculty, staff, students, alumni, and friends who have given generously of their time and input over the last two years to help formulate this strategic plan and who are committed to making it a reality. We believe that our shared efforts to inspire, equip, and connect Christian business and technology professionals will honor God and bless the world.

C. Brad Crisp, PhD
Dean, ACU College of Business Administration

BACKGROUND

This section summarizes key features of ACU's purpose and strategic plan for the whole university as well as important national trends that affect COBA's environment. Each of these ideas played a formative role in the articulation of COBA's vision, mission, values, and strategic plan. ACU's strategic planning document can be found at ACU Strategic Plan 2016-21 *In Christ and in Unity: Our Vision in Action*.

ACU Mission

To educate students for Christian service and leadership throughout the world.

1. **Exemplary teaching**, offered by a faculty of Christian scholars, that inspires a commitment to learning;
2. **Significant research**, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society;
3. **Meaningful service** to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

ACU Promise

To be a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.

ACU Vision

By 2020, ACU will be a premier university for the education of Christ-centered, global leaders.

ACU Values

1. **Academic innovation** – ACU is committed to a rigorous, exciting undergraduate educational experience; is committed to a deep and broad offering of dynamic, respected graduate programs; values innovation, critical thinking, and academic exploration; and remains focused on our calling and responsibility to teach, research, mentor, and serve.
2. **Spiritual depth** – ACU is Christ-centered; values missional living; and affirms and will strengthen a culture fostering spiritual formation for the entire university community.
3. **Relationships** – ACU cherishes deep relationships, and will fortify and nurture the relationships between our students, faculty, staff, alumni, and friends.
4. **Intentional diversity** – ACU welcomes each individual as created in God's image and beloved by Him; is dedicated to ethnic, racial, and gender diversity among our faculty, staff, and students; promotes global cultural awareness; and values diversity of thought.
5. **Sustainable excellence** – ACU is committed to economic sustainability, and will use quantitative, qualitative, and experience-based decision making to reduce the cost of delivering an ACU degree while maintaining high-quality academic programs.

ACU's Strategic Goals (2016–2021)

The following summarizes high-level initiatives in ACU's strategic plan and highlights selected goals that have particular relevance to COBA:

1. **Innovation and relevance** – ACU will focus on:
    a. **Academic programs** – ACU will build upon areas of current academic strength to develop new areas of distinctiveness geared toward meeting emerging market demand at undergraduate and graduate levels. ACU will create residential programs (e.g., 4+1) enabling students to graduate with both bachelor's and master's degrees.
    b. **Educational delivery** – ACU will increase its reach to additional student populations, enhance learning, and reduce costs through new delivery methods.

   c. **Experiential learning** – ACU will increase student participation in global/cross-cultural experiences (e.g., study abroad), internships, extended faculty-mentored projects, and professional co-curricular activities.
2. **Spiritual formation** – To foster holistic and integrated spiritual formation, ACU will:
   a. Reimagine and integrate currently required spiritual formation curriculum and co-curriculum, recognizing the importance of Scripture, community, and vocation.
   b. Expand opportunities for deeply formative spiritual experiences for students.
   c. Consistently integrate faith and learning across academic programs.
3. **Relational university** – ACU will:
   a. Enhance relationships within the ACU community; for example, ACU will increase the proportion of racially and ethnically diverse faculty and staff.
   b. Engage ACU alumni and friends; for example, ACU will create an alumni mentoring program to foster a culture of engagement and support among ACU alumni.

Environmental Trends

As we observe the landscape of higher education in general, and for colleges of business and technology specifically, we see the following trends that will impact our plans:

1. **Student enrollment** – Nationally, we expect a shrinking pool of traditional college-age students over the next decade. This pool in Texas is expected to be more steady in size, but with increasing levels of diversity, particularly in the Hispanic population. Demand among adult learners for undergraduate degree completion, specialized graduate degrees, and other training is expected to remain robust but highly competitive.
2. **Financial pressures** – Competition for a shrinking pool of undergraduate residential students combined with more college credit completed by high school students has put significant pressure on net tuition revenue throughout the country. These trends along with greater financial need among ACU's increasingly diverse undergraduate student body will continue to drive the need for additional revenue sources such as dual credit, adult degree completion, graduate education, and professional development and training. In addition, the rapid growth of healthcare costs, the need for capital investments, and the maintenance of residential campuses will continue to put pressure on expenses.
3. **Delivery models and methods** – Technological advances have multiplied the ways that courses and course content can be delivered to students (e.g., online, hybrid, flipped classrooms, etc.). These and other pedagogical trends are enabling more of a "just in time" or lifelong learning mentality that presents both opportunities and challenges for traditional universities. Emphasis on skill development is hastening the arrival of competency-based education, which could put significant pressure on the financial and credentialing models of traditional universities. Further, academic content is being repackaged into a breadth of academic programs (e.g., specialized Master of Science programs) and non-degreed certificates.
4. **Competitors and partners** – In addition to increasing competition among our current competitors for a shrinking population of students, we will see growth in other types of competitors who attempt to address the learning and training needs of students and employers in different ways. Recent examples include certificates, badges, MOOCs, boot camps, and other alternative programs. Further, as the textbook industry continues to evolve and other learning methods are introduced, we may see more partnerships formed with suppliers and other universities in course delivery to students, such as the partnerships many business schools have with third parties to market and deliver online programs.

COBA VISION, MISSION, AND VALUES

This section offers guiding statements discussed and approved by COBA faculty to direct our collective efforts.

COBA Vision

We inspire, equip, and connect Christian business and technology professionals to honor God and bless the world. This will result in a college of business and technology with:

1. **Distinctive programs** – We offer academic programs that excel among our regional competitors in Texas and nationally in Christian higher education.
2. **Lifelong relationships** – We cultivate a vibrant, lifelong network of Christian business and technology professionals that blesses Abilene, Texas, and the world.

COBA Mission

We educate business and technology professionals for Christian service and leadership throughout the world. This mission is accomplished through:

1. **Holistic student learning and development** – We seek spiritual, academic, and professional growth over the life of each student through exemplary teaching, experiential learning, and relationships with Christian faculty, professional staff, and engaged alumni.
2. **Research and innovation** – We engage faculty, staff, and students in scholarly and practitioner research as well as innovation and entrepreneurship that impacts the university, academy, church, industry, and society.
3. **Service and leadership** – We marshal the resources, gifts, and diversity of this Christian community to meaningfully serve and lead in the university, academy, church, industry, and society.

COBA Values

As a Christian college of business and technology, we call our members to:

1. **Faith and vocation** – We encourage an active Christian faith by engaging in habits, communities, and work that emphasize integrity, gratitude, service, and giving.
2. **Learning and innovation** – We foster broad, lifelong learning among diverse faculty, staff, students, and alumni, encouraging research and innovation to enable student growth and broader impact.
3. **Students and relationships** – We focus on the developmental needs of business and technology professionals, nurturing lasting relationships from residential students to adult learners to engaged alumni.
4. **Excellence and impact** – We uphold high moral and professional standards of excellence for faculty, staff, students, and alumni, calling each person to a life of service and leadership that glorifies God and transforms communities and society.

COBA SHARED INITIATIVES AND METRICS

Our strategic plan calls the departments, centers, and dean's office within COBA to live more deeply into our vision, mission, and values through four shared strategic initiatives. As a whole, they help COBA develop as a college of business and technology that offers distinctive programs and builds lifelong relationships with our students and alumni. In each initiative described below, we also identify metrics to assess our progress.

1. **Quality, reach, and innovation of academic programs**
2. **Holistic student learning and development**
3. **External engagement and impact**
4. **Enabling resources**

Initiative 1: Quality, Reach, and Innovation of Academic Programs (Academic Programs)

We seek to offer residential and online academic programs for business and technology students that excel among our regional competitors in Texas and nationally in Christian higher education. Our distinctiveness historically flows from our commitment to both academic excellence and faith integration, and we will enhance those pursuits in all of our programs. For our residential offerings, we will build on our strengths as a college of business and technology by exposing students to both business and technology as part of any COBA major they choose. For our online offerings, we will continue to expand our reach to adult students seeking a quality business education grounded in faith. Overall, we will enhance the quality and reach of our academic programs through innovation as follows:

A. **Residential business programs** – As an AACSB-accredited institution, we currently offer five undergraduate majors in the Bachelor of Business Administration (BBA) degree and a Master of Accountancy (MAcc) degree. We will expand our reach through incremental student enrollment growth in each of these programs and by exploring an additional graduate program to serve ACU undergraduate students seeking additional education and skills before they enter the workforce. We will pursue quality, reach, and innovation in our residential business programs as follows:
   1. **Review and update the BBA core curriculum with attention to COBA values and program distinctiveness** – We will review and update our Bachelor of Business Administration core curriculum, which received its last significant review in the 2009–2010 academic year. In this process, we will consider any modifications needed to address ACU's strategic plan; COBA's new vision, mission, and values; and any other opportunities to create distinctive programs for students and employers.
   2. **Redesign and position undergraduate majors to enhance distinctiveness in Texas and nationally** – We will build on our historic strength in accounting through enhancements such as an analytics concentration. In addition to launching the Dukes Scholars program for high-ability finance students, we will strengthen the curriculum of our growing financial management program by offering more specialized coursework that helps students prepare for career paths and certifications in finance (e.g., CFA, CFP) and related areas (e.g., analytics; entrepreneurship and philanthropy). As an additional area for growth, we will strengthen the information systems major to better attract and equip students who want dual preparation in business and information technology. We will ensure that our management and marketing majors have strong cores as well as attractive concentration options with marketable skills that connect to technology where useful (e.g., analytics, digital marketing). And, we will launch a business scholars program to attract and engage high-ability business students in COBA.

3. **Increase graduate business opportunities for residential students** – We will maintain strength in the Master of Accountancy program through enhancements to the curriculum (e.g., analytics electives), program recruiting (e.g., targeted scholarships), and better support for CPA exam preparation. We will explore launching a one-year graduate program (+1) targeted at residential undergraduate students inside and outside of COBA (e.g., MS in Management, MS in Analytics, etc.); we will consider opportunities for partnership with our online business programs in the delivery of this program.
4. **Extend service to the campus through service courses and minors** – We will examine how we can make financial planning coursework more available to non-business majors. We will consider a specific minor in Entrepreneurship and Philanthropy as a complement to the Business Administration minor.
5. **Increase compressed, online, and other experimental course offerings** – Where it fits course learning objectives and effective teaching and learning practices, we will increase the availability of short courses (1 to 3 weeks), accelerated courses (half a semester), hybrid courses (face-to-face and online components), and online courses to offer more opportunities for students to learn in focused ways. These offerings should make it easier for students to experience co-curricular opportunities such as internships and study abroad and will help ACU retain more credit hours sold to our students during the summer. We will also encourage experimentation with course delivery methods that enhance student learning experiences and decrease instructional cost.

B. **Residential technology programs** – With two ABET-accredited programs, the School of Information Technology and Computing (SITC) currently offers the Bachelor of Science in Computer Science, Computer Science-Math Teacher Certification, Digital Entertainment Technology (DET), and Information Technology (IT). We will maintain quality by focusing limited faculty resources on fewer programs, and we will seek student enrollment growth in the remaining technology majors. We will seek quality, reach, and innovation in technology programs as follows:
   1. **Close and teach out the BS in Information Technology and possibly the Computer Science-Math Teacher Certification** – The closure of the BS in IT for residential students has been approved, and the teach out for current IT students may continue until the 2021–2022 academic year. We will serve these students in the transition while preparing to serve similar students through the BBA in Information Systems in the future. We will also examine the continued need for the BS in Computer Science-Math Teacher Certification, which has never served more than two students at a time.
   2. **Position remaining technology majors to enhance distinctiveness in Texas and nationally** – We will build on our historic strength in computer science by creating a branded scholars program to attract and retain high-ability students for the ABET-accredited Computing Theory track of the BS in Computer Science. Having recently added a second faculty member to support the BS in Digital Entertainment Technology, we will enhance the design and delivery of this curriculum to strengthen student preparation and outcomes for this major. As we reposition these majors, we will consider any modifications needed to address ACU's strategic plan; COBA's new vision, mission, and values; and any other opportunities to create distinctive programs for students and employers. This could include enhancing these technology majors through exposure to business (e.g., entrepreneurship).
   3. **Extend service to business programs and the campus through service courses and minors** – We will increase credit hours delivered by continuing to offer foundational courses in information technology and computing to support the BBA in Information Systems and other programs such as business and engineering. We will continue

offering minors to the campus. We will examine how we can make computer history and literacy as well as faith and technology content more available to non-technology majors.

4. **Increase compressed, online, and other experimental course offerings** – Where it fits course learning objectives and effective teaching and learning practices, we will increase the availability of short courses (1 to 3 weeks), accelerated courses (half a semester), hybrid courses (face-to-face and online components), and online courses to offer more opportunities for students to learn in focused ways. These offerings should make it easier for students to experience co-curricular opportunities such as internships and study abroad and will help ACU retain more credit hours sold to our students during the summer. We will also encourage experimentation with course delivery methods that enhance student learning experiences and decrease instructional cost.

C. **Online business programs** – As an AACSB-accredited institution, we currently offer the Master of Business Administration (MBA) and the Master of Science in Management (MSM) in partnership with the College of Graduate and Professional Studies (CGPS) at ACU-Dallas. We will expand our reach through incremental student enrollment growth in each of these programs and by exploring additional business programs for adult learners with growth potential. We will pursue quality, reach, and innovation in our online business programs as follows:
   1. **Review and update existing programs with attention to COBA values and program distinctiveness** – Now that we have graduated the first online MBA cohort, we will review and make enhancements to the MBA and MSM program policies, courses, and electives. In this process, we will consider any modifications needed to address ACU's strategic plan; COBA's new vision, mission, and values; and any other opportunities to create distinctive programs for students and employers. For example, we will consider marketable concentrations such as finance and human resources for implementation.
   2. **Examine growth opportunities for the creation of new online business programs** – As we demonstrate our ability to deliver quality online programs with qualified faculty and effective support for students, we will consider growth opportunities such as certificates (e.g., Analytics), specialized masters (e.g., MS in Analytics), and participation in ACU's degree completion programs (e.g., minor in business).
   3. **Continue innovation in student learning and course delivery** – We will continue to refine the use of our lead teacher-facilitator model to enable effective use of our AACSB-qualified faculty to deliver a high-quality learning experience for students. In addition to the weekly synchronous sessions, we will identify and implement other enhancements across many or all of these courses to enhance student learning (e.g., greater exposure to Christian business leaders; more practice with oral communication skills; more exposure to effective use of technology for learning or business; etc.). We will also consider repackaging existing courses or course content for other program formats (e.g., one-year MS in Management for students who do not work full-time) or purposes (e.g., training or executive education in leadership).

D. **Academic programs metrics**
   1. Maintain secondary accreditation for business (AACSB) and computer science (ABET). [Note: assumes closure of the IT degree residentially and that there is not a useful accreditation available for the remaining technology majors.]
   2. Increase COBA enrollment to 1,200 by Fall 2021 (up 15% from 1,047 in Fall 2017), including 750 residential business students (up 5% from 716 in Fall 2017), 170 residential technology students (flat from 169 in Fall 2017), and 280 online business students (up 73% from 162 in Fall 2017). [Note: these totals count IS within residential business and would require growth in CS and DET to cover the closure of the IT major.

Totals include online business students who are officially reported by ACU under the College of Graduate and Professional Studies.]

Initiative 2: Holistic Student Learning and Development (Student Development)

Our mission drives us to promote spiritual formation, academic growth, and professional development over the life of each student. We will seek growth in each of these areas through exemplary teaching, experiential learning, and relationships with Christian faculty, professional staff, and engaged alumni. For our residential students, we will develop a branded co-curricular experience that incorporates all of these elements (e.g., see Calvin College Life Work Video). For our online students, we will address the needs of adult learners primarily through effective course design and delivery and supplemented by focused experiences such as webinars and regional events. Following the university's strategic plan, we will emphasize spiritual formation and experiential learning.

A. **Spiritual formation** – To foster holistic and integrated spiritual formation, we will participate in the university's efforts to: A) reimagine and integrate spiritual formation curriculum and co-curriculum, recognizing the importance of Scripture, community, and vocation; B) expand opportunities for deeply formative spiritual experiences for students, and C) consistently integrate faith and learning across academic programs. In doing so, COBA will encourage the pursuit of an active Christian faith by engaging in habits, communities, and work that emphasize integrity, gratitude, service, and giving. We will:
   1. **Encourage and support COBA faculty and staff in our efforts to nurture a shared culture with students that fosters spiritual formation** – Any effort to engage our students spiritually must be authentic to who we are as COBA faculty and staff and involve our students as equal partners in this endeavor. We will encourage ourselves and our students to actively engage in a local church. We will provide chapels and other equipping opportunities to help us form habits and relationships that call us to God and to see our work as a way to honor Him. We will sponsor and participate in research and faculty/staff development emphasizing theology and spiritual practices to help us better engage business and technology students and professionals (e.g., Barna research project on *Christians at Work*). And, we will hold ourselves accountable to sustain this type of culture.
   2. **Review and redesign curriculum and co-curriculum for each academic program with specific attention to the spiritual needs of business and technology professionals** – Beyond the university's upcoming efforts to foster an integrated spiritual formation experience, COBA will examine topics and practices to address the spiritual needs of students in each of our programs. For example, we may identify key concepts from Scripture that we want business students to examine at specific points within their BBA experience, such as the Faith and Work capstone recently introduced by SITC for technology majors. We will continue to partner with ACU-Dallas to develop and deepen experiences in our online programs to help students explore their sense of calling or vocation, helping them find purpose and meaning in their life and work that grows from their faith. We may also be able to uniquely contribute to the university's spiritual formation efforts through specific topics or practices (e.g., personal use of technology; gratitude and giving) that we reinforce with our students over time. We will also give our students opportunities to serve locally (e.g., Meals on Wheels) and globally (e.g., mission trips).
   3. **Expand the Lytle Center for Faith and Leadership to increase access to formative spiritual experiences and resources for students and alumni** – We will continue to offer Leadership Summit as a high-impact experience for undergraduate students. We

will help bring this experience back to Abilene through more on-campus programming, such as weekly chapels, mentoring with alumni, and service opportunities. Partnering with CEO Forum and other organizations when possible, we will expand access to events and electronic resources for business and technology alumni and online students.

B. **Experiential learning** – We will join in the university's efforts to increase student participation in global/cross-cultural experiences (e.g., study abroad) and various forms of professional development, including internships, extended research or applied projects, and other professional co-curricular activities. We will:
   1. **Increase global/cross-cultural experiences for residential students** – We will continue recent efforts to increase funding and capacity for short-term study abroad (e.g., China, Leipzig, Oxford) and domestic travel experiences (e.g., New York, Silicon Valley) for business and technology students. We will support student participation in long-semester study abroad through advising and experiments in course delivery involving COBA faculty (e.g., online courses or sending a faculty member during a long semester). We will partner with the Halbert Center for Missions and Global Service to promote global mission trips and internships to our students.
   2. **Enhance professional development opportunities including internships for all programs** – Our mission is to educate business and technology "professionals"—people who apply a body of knowledge as well as a standard of conduct with excellence. For residential students, this language is intentionally aspirational as we prepare them for a career that most of them have not experienced. We will implement a progression of experiences tied to targeted courses to help students explore their gifts/interests and career pathways. We will increase internship participation through formal requirements in some majors, by increasing opportunities marketed to COBA students, and by supporting students' readiness to compete for these opportunities. We will ensure that every undergraduate major has a viable student organization that students can join and lead (e.g., DET Club, SAO, STAR, SHRM, etc.). For online students, we will partner with ACU-Dallas and the ACU Career Center to ensure that our graduate business students have access to career preparation services as well as access to the ACU network of alumni.
   3. **Grow the Griggs Center for Entrepreneurship and Philanthropy to increase access to practical learning experiences for residential students** – With a more visible space in the Mabee Business Building and nationally recognized student programs, the Griggs Center is already a major force in COBA's efforts to offer experiential learning to residential business and technology students as well as other students on campus. The Collegiate Entrepreneurs' Organization (CEO), Enactus, Wildcat Ventures, Springboard, domestic and international travel programs, Entrepreneurship Week, and alumni mentoring are some of the ways the Griggs Center encourages cross-cultural and practical experiences for students. We will sustain the growth of the Griggs Center to increase participation and deepen the impact of these programs on COBA and ACU students.

C. **Student development metrics**
   1. Develop a spiritual formation measure for assessment purposes (e.g., 80% of all COBA graduates can effectively articulate how their faith relates to their work).
   2. Measure and increase student participation in COBA-sponsored spiritual formation events by 25%.
   3. Expect that 90% of COBA residential program graduates secure a job or are accepted in graduate school within 90 days of graduation.

4. Encourage participation in experiential learning activities by COBA residential program graduates to exceed 75% for internships, 50% for study abroad, 40% for Leadership Summit, and 40% for undergraduate research or sponsored projects such as Wildcat Ventures.

Initiative 3: External Engagement and Impact (Engagement)

Our vision, mission, and values remind us that COBA exists to honor God and bless the world. We will form lifelong relationships with our students, alumni, and friends, creating a vibrant network of Christian business and technology professionals who bless Abilene, Texas, and the world. We will engage in research and innovation as well as service and leadership that have a meaningful impact on the university, academy, church, industry, and society. We will uphold high moral and professional standards of excellence for faculty, staff, students, and alumni, calling each person to a life of service and leadership that glorifies God and transforms communities and society. We will pursue external engagement and impact through research and innovation; external relationships; and service and leadership, as described below.

A. **Research and innovation** – To engage faculty, staff, and students in scholarly and practitioner research as well as innovation and entrepreneurship that has a meaningful impact, we will:
   1. **Cultivate a research portfolio and culture that supports and extends COBA's mission** – Historically, COBA has categorized various forms of research identified by AACSB or ABET (i.e., discipline-based, pedagogical, applied research) or our Christian mission (i.e., faith and ethics) with minimal attempts to shape the portfolio of research produced by faculty. As we reexamine scholarship expectations and incentives for research productivity, we will consider the unique gifts and skills of our faculty as well as opportunities to impact the world around us as we discuss the portfolio and impact we want to produce through our research. And, we will consider ways to better assess the impact of this research.
   2. **Encourage and support undergraduate research** – Following the university's push for greater participation in undergraduate research, we will offer matching grants for student labor and travel as well as nominal faculty supervision stipends.
   3. **Foster an entrepreneurial culture where faculty and staff partner with students and alumni to solve practical problems** – The Griggs Center is actively and effectively promoting entrepreneurship to our students, but more can be done to address real challenges on and off campus using talents and skills possessed within our community. For example, we recently challenged DET students to create the infrastructure to send personalized recruiting videos to our technology students—a capability that could be extended to the ACU campus or to other businesses.

B. **External Relationships** – To significantly enhance our efforts to build and sustain long-term relationships with alumni, parents, employers, and friends of COBA, we will:
   1. **Build and sustain close relationships through the Dean's Council, Visiting Committees, and Ambassadors** – We are updating the Dean's Council (formerly Dean's Advisory Council) to add members and clarify expectations including annual giving to COBA. We recently relaunched Visiting Committees for each academic department, and we will sustain regular interactions with these individuals. And, we will improve communication to a group of individuals we call our Ambassadors, individuals who have made significant donations or previously served on the Dean's Council or Visiting Committees.

2. **Establish a Christian business and technology professional network** – We will provide regular updates about COBA to alumni and parents through email and social media. We will offer events in Abilene and in major Texas cities to connect ACU and COBA personnel with alumni and friends. In partnership with current initiatives through the Griggs Center and Lytle Center, we will offer additional opportunities for alumni, parents, and friends to help with recruiting, fundraising, employment opportunities, speaking on campus, and mentoring current students. We will identify opportunities to benefit young alums through networking and mentoring and to benefit society more generally through volunteer opportunities. We will explore formalizing this network with chapters in major Texas cities led by engaged parents and alumni.

C. **Service and leadership** – To marshal the resources and gifts of our Christian community for service and leadership in the university, academy, church, industry, and society, we will:
   1. **Increase opportunities in Abilene for the COBA community to serve together** – We will reinforce the importance of service to our residential students by promoting and partnering with ACU/COBA groups (e.g., Alumni Association, Enactus) and local churches and nonprofits (e.g., Meals on Wheels).
   2. **Identify and promote annual opportunities for the COBA community to serve globally** – We will identify one or more mission sites (e.g., Mission Lazarus, Ghana, City Square) where COBA students, employees, and alumni are invited to serve every year. We will also promote global service opportunities from ACU/COBA groups (e.g., Enactus, World Wide Witness).
   3. **Continue and extend Griggs Center and Lytle Center resources for alumni and the community** – The Griggs Center will continue and add various programs to serve the entrepreneurial community in Abilene. The Lytle Center currently offers opportunities for selected alumni to engage in a CEO Forum training program. As noted above, the Lytle Center will expand access to events and electronic resources for business and technology alumni.
   4. **Facilitate opportunities for faculty to partner with alumni to deliver training and executive education for industry** – In partnership with ACU-Dallas, we will connect interested faculty with opportunities to engage with companies in corporate training. This will provide opportunities for additional income for faculty and ACU, while allowing us to both serve and learn from our alumni and friends in industry.

D. **Engagement metrics**
   1. Set goals and track progress quantitatively and qualitatively for research participation, productivity, and impact (e.g., 50% of faculty achieve the Scholarly Academic qualification for all business degrees and disciplines).
   2. Develop a more robust set of alumni engagement metrics (e.g., mentors, guest speaking) and then establish appropriate growth goals (e.g., increase the annual COBA alumni giving percentage by 10%).

Initiative 4: Enabling Resources (Resources)

In support of these shared initiatives as well as the ongoing operations of the college, we will assemble and utilize the needed resources, as described below.

A. **Culture and diversity** – Our values highlight aspects of the culture we want to cultivate in the COBA community, including recognizing the value of diversity. We will:

1. **Nurture an organizational culture that recognizes the gifts and contributions of each individual, department, and center** – Our mission, vision, and shared initiatives are broad and demanding—growing high-quality, distinctive residential and online business and technology programs; holistic student learning and development with attention to formative experiences spiritually, academically, and professionally; and external engagement and impact through research and innovation, a network of relationships, and meaningful service. We will need every member of our community to find their place, using their unique roles and gifts to contribute to the whole. Our faculty will pursue opportunities for collaboration across business and technology disciplines, serving the needs of both our residential and online students. And, we will recognize and enable the vital role that our professional staff and student employees have in pursuing these initiatives.
2. **Seek faculty and staff hires to increase diversity** – As we encounter and serve an increasingly diverse student body, we will seek to hire faculty and staff with preference for females and minorities who will help us accomplish our mission and strategic initiatives.

B. **Faculty, staff, and student employees** – As noted above, each of our employees plays an essential role in fulfilling our mission and strategic initiatives, particularly in an environment with constant budget pressures. We will:
   1. **Recruit, develop, and support a vibrant faculty** – We will recruit and hire professionally qualified masters-level faculty in areas of need where we already have sufficient doctorally prepared faculty. We will sponsor faculty for doctoral work in current areas of need (e.g., finance and marketing) and develop succession plans for faculty nearing retirement (e.g., accounting, economics). We will hire additional full-time and adjunct faculty as needed to maintain desired AACSB qualification ratios in all programs, including the online business programs. We will offer professional development opportunities, stipends, professorships, and renewal leaves to encourage and reward effective and innovative teaching, mentoring, research, and service. We will monitor salary targets, using COBA resources where possible to supplement insufficient university funding. We will recognize that our faculty have different strengths and develop individual goals and performance incentives accordingly.
   2. **Recruit, develop, and support effective professional staff** – We will recruit and hire professionally qualified staff as we identify areas of need that cannot be met by current staff. We will offer professional development opportunities and incentives to encourage and reward effective and innovative mentoring and service. We will monitor salary targets, using COBA resources where possible to supplement insufficient university funding. We will recognize that our staff have different strengths and roles, and we will develop individual goals and performance incentives accordingly.
   3. **Empower student employees** – Recognizing the students' desire to learn and serve combined with the college's limited budget for full-time personnel, we will effectively hire, train, and empower student employees to join with faculty and staff in accomplishing our work. We will do the hard work of training and supervising students to do all work they can do, so that faculty and staff can do work that cannot reasonably be assigned to students. We will give our students meaningful skills while increasing the collective output of the college.

C. **Building, technology, and funding** – Non-personnel resources also have an important bearing on our ability to accomplish our mission and shared initiatives. We will:
   1. **Continue updating the Mabee Business Building to serve the COBA community and mission** – Following recent improvements to the Griggs Center and labs throughout

the building, we have updated building disability access, security, signage, and restrooms. Future opportunities for renovation and furniture include remaining classrooms, offices, conference rooms, hallways, the Quiet Place, and the atrium. We will monitor current and planned growth in faculty, staff, and students as a primary consideration in the need for building expansion.

2. **Experiment with and effectively utilize learning and operational technologies** – We will seek advancement in holistic student learning and development through the creation and adoption of learning technologies with the potential to enhance student learning and experience. And, we will extend the efforts and impact of our faculty and staff through targeted experimentation and adoption of operational technologies that promote efficiency and effectiveness.
3. **Increase capital, operational, and endowment funds through fundraising** – In partnership with ACU Advancement, we will provide opportunities annually for COBA alumni to give back. Every few years, we will address capital needs for our building and technology through targeted lead and naming gifts complemented by a general campaign to alumni and parents. We will secure bridge funding for the finance program until the Dukes estate gift is received. We will cultivate larger gifts for scholarships and operational endowments to support the work of faculty and staff (e.g., named professorships, named leadership roles such as department chair or dean), academic departments or centers (e.g., naming the ____ School of Information Technology and Computing), and the college as a whole (e.g., naming and rebranding COBA as the ____ College of Business and Technology). And, we will effectively communicate with our donors to thank them for their partnership and update them on the impact of their contributions.

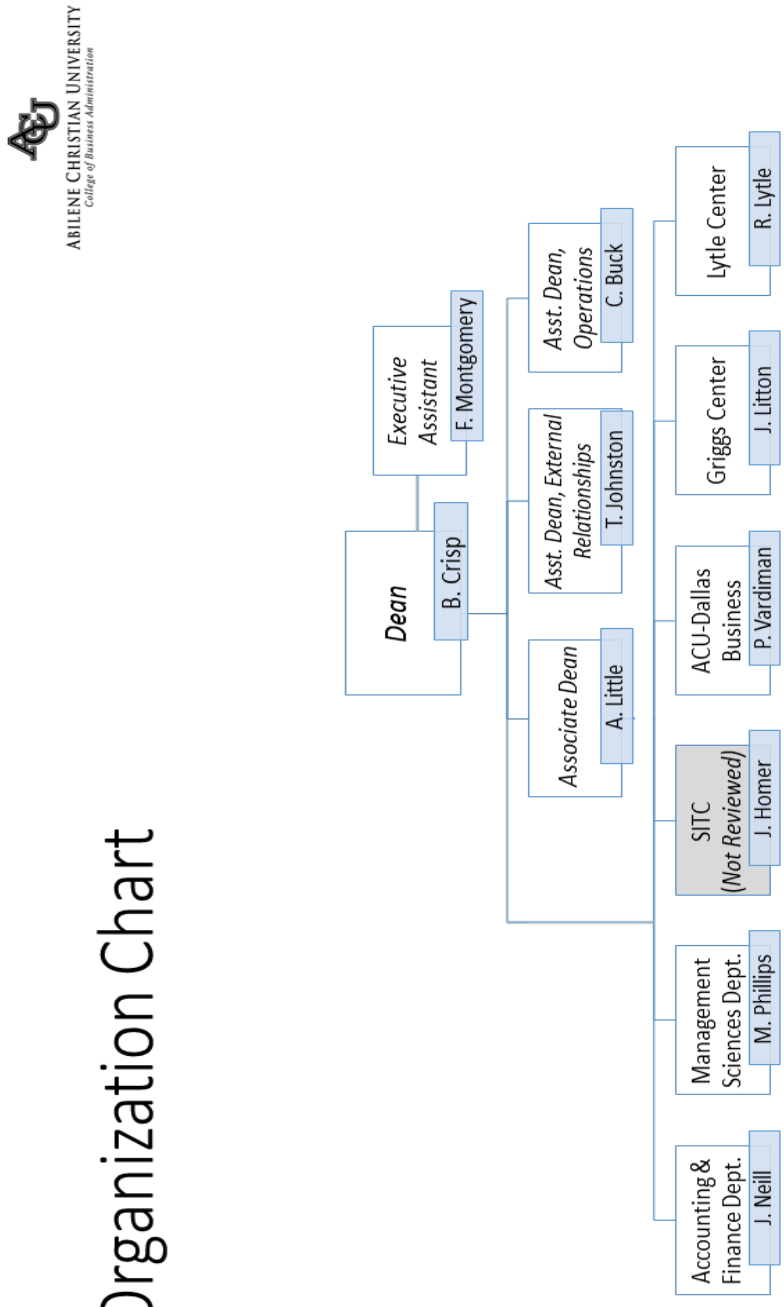
D. **Resources metrics**
   1. Hire three female or minority full-time faculty and staff in the next four years.
   2. Maintain residential student-faculty ratios around 18–22 students per faculty in business and 12–16 students per faculty in SITC.
   3. Increase annual operational gifts to COBA by 10%.

Abilene Christian University

APPENDIX C:

FACULTY, ADMINISTRATION, AND STAFF

Appendix C-1, COBA Organizational Chart



Appendix C-2, Criteria for Defining Participating and Supporting Faculty

Participating and Supporting Faculty

According to the ACU Faculty Handbook, the faculty of the university includes credentialed individuals, full-time and part-time, who hold the faculty rank of instructor, assistant professor, associate professor, or professor.

A participating faculty member in COBA is expected as part of his/her job description to engage in college-level service and governance beyond direct teaching responsibilities. Generally these roles include a full-time faculty appointment, regular appointment to college-level committees and/or administrative roles, and often, expectations to conduct research.

A supporting faculty member has part-time teaching responsibilities and is not expected to participate in the intellectual or operational life of COBA. As a rule, they do not serve on college-level committees or hold administrative responsibilities.

Appendix C-3, College of Business Administration Guidelines for Determining Qualified Faculty Status

Abilene Christian University College of Business Administration
Guidelines for Determining Qualified Faculty Status

The College of Business Administration is committed to maintaining a faculty that is academically and professionally qualified in accord with the standards set forth by AACSB International. The college classifies a faculty member as having a "qualified status" when the faculty member has sustained academic or professional engagement in her/his field **and** has substantial initial academic preparation or professional experience. Sustained academic or professional engagement must be demonstrated **during the preceding five-year period** (henceforth, the "review period").

		Sustained engagement activities: Academic (Research/Scholarly)	Sustained engagement activities: Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Figure 1. AACSB four quadrant table.

(from Jan 2013 BRC AACSB standards)

I. Academic track: A faculty member is qualified if s/he has <u>both</u>:

A. Initial Academic Preparation, taking one of the following forms:

1. Requiring standard sustained engagement activities:
   a) A research-oriented doctoral degree in the primary teaching area.
   b) A research-oriented doctoral degree related to the primary teaching area.
   c) A specialized graduate degree in taxation or law related to the primary teaching area.
2. Requiring extended sustained engagement activities:
   a) A doctoral degree outside the primary teaching area.
   b) A non-research-oriented doctoral degree (i.e., any doctorate not requiring a dissertation) in the primary teaching area.
   c) Substantial graduate work beyond the master's degree in the primary teaching area, but no doctorate.

B. Sustained engagement activities

1. **Qualification Quadrant: Scholarly Academics (SA)** engage in sustained scholarly activities to maintain professional currency and competency.
   a) Standard sustained engagement activities may be demonstrated in any <u>one</u> of the following forms:
      (1) Completed a Ph.D. within the review period.
      (2) Active Scholarly Activity, defined as <u>both</u> of the following:
         (a) at least <u>one</u> peer-reviewed published contribution (category A), and;
         (b) at least <u>four additional</u> peer-reviewed intellectual contributions (categories A and/or B).
   b) Extended sustained engagement activities may be demonstrated in any <u>one</u> of the following forms:
      (1) Completed a Ph.D. within the review period.
      (2) Active Scholarly Activity, defined as <u>all</u> of the following:

(a) at least one peer-reviewed published contribution (category A), and;
(b) at least four additional peer-reviewed intellectual contributions (categories A and/or B), and;
(c) one additional contribution from category A or B.

2. **Qualification Quadrant: Practice Academics (PA)** engage in sustained applied/practice activities to maintain professional currency and competency.
   a) Standard sustained engagement activities may be demonstrated in any one of the following forms:
      (1) A combination of both:
         (a) Partial scholarly activity, defined as having at least three peer-reviewed contributions (categories A and/or B), including at least one published contribution (A), and;
         (b) Satisfactory professional development, defined as at least three separate types of professional development activities (category C).
      (2) At least five years of half-time or more professional experience at the managerial level immediately prior to being included in the faculty during the review period. Faculty qualified under this criterion are considered qualified until the end of the first review period in which they are subject to review.
      (3) Professional experience and continuous development activities significant in duration and level of responsibility (e.g., at the managerial level) and relevant to the teaching assignment, defined as one of the following:
         (a) At least five years of half-time or more professional experience during the review period.
         (b) At least five years of half-time or more professional experience at any time **and** at least three activities from categories A, B, and/or C.
      (4) In acknowledgement of the service and the level of professional currency required to maintain their roles, department chairs, deans, and similar administrators at ACU serving during the review period may satisfy professional development solely as a function of their administrator roles.
   b) Extended sustained engagement activities:
      (1) For faculty members requiring extended sustained engagement activities (I.A.2.), one additional contribution from category A, B, or C, in addition to the standard sustained engagement activities.

II. Professional track: A faculty member is qualified if s/he has both:

A. Initial Academic Preparation and Professional Experience, taking one of the following forms:
   1. Requiring standard sustained engagement activities, taking one of the following forms:
      a) Typical path -- fulfilling both of these requirements:
      (1) A master's or doctoral degree with at least 18 hours in the teaching discipline, and;
      (2) Recent professional experience significant in duration and level of responsibility (e.g., at the managerial level) and relevant to the teaching assignment, defined as at least five years of half-time

or more professional experience within the past 15 years. For example, managerial or supervisory roles meet this requirement.

b) Limited path: Professional experience at the time of hiring of extraordinary depth, duration, sophistication, and complexity, where the professional experience ended within the past 15 years.

2. Requiring extended sustained engagement activities, taking one of the following forms:

a) Typical path -- fulfilling both of these requirements:

(1) A master's or doctoral degree with at least 18 hours in the teaching discipline, and;

(2) Professional experience significant in duration and level of responsibility (e.g., at the managerial level), possibly less relevant to the teaching assignment, or with more than 15 years elapsed since the professional experience, defined as at least five years of half-time or more professional experience.

b) Limited path: Professional experience at the time of hiring of extraordinary depth, duration, sophistication, and complexity, where more than 15 years have elapsed since the professional experience ended.

B. Sustained engagement activities

1. **Qualification Quadrant: Scholarly Practitioners (SP)** engage in sustained scholarly activities to maintain professional currency and competency.

a) Standard sustained engagement activities -- any one of the following forms:

(1) Completed at least 18 hours in the teaching discipline within the review period.

(2) Active Scholarly Activity, defined as both of the following:

(a) at least one peer-reviewed published contribution (category A), and;

(b) at least four additional peer-reviewed intellectual contributions (categories A and/or B).

b) Extended sustained engagement activities -- any one of the following forms:

(1) Completed at least 18 hours in the teaching discipline within the review period.

(2) Active Scholarly Activity, defined as all of the following:

(a) at least one peer-reviewed published contribution (category A), and;

(b) at least four additional peer-reviewed intellectual contributions (categories A and/or B), and;

(c) one additional contribution from category A or B.

2. **Qualification Quadrant: Instructional Practitioners (IP)** engage in sustained applied/practice activities to maintain professional currency and competency.

a) Standard sustained engagement activities -- any one of the following forms:

(1) A combination of both:

(a) Partial scholarly activity, defined as having at least three peer-reviewed contributions (categories A and/or B), including at least one published contribution (A), and;

(b) Satisfactory professional development, defined as at least three separate types of professional development activities (category C).

(2) At least five years of half-time or more professional experience at the managerial level immediately prior to being included in the faculty during the review period. Faculty qualified under this criterion are considered qualified until the end of the first review period in which they are subject to review.

(3) Professional experience and continuous development activities significant in duration and level of responsibility (e.g., at the managerial level) and relevant to the teaching assignment, defined as one of the following:

(a) At least five years of half-time or more professional experience during the review period.

(b) At least five years of half-time or more professional experience at any time **and** at least three activities from categories A, B, and/or C.

(4) In acknowledgement of the service and the level of professional currency required to maintain their roles, department chairs, deans, and similar administrators at ACU serving during the review period may satisfy professional development solely as a function of their administrator roles.

b) Extended sustained engagement activities:

(1) For faculty members requiring extended sustained engagement activities (II.A.2.), one additional contribution from category A, B, or C, in addition to the standard sustained engagement activities.

Exceptions to the requirements for maintaining SA/PA/SP/IP status may be approved by the COBA Research Committee provided the Committee judges the quantity and quality of the faculty member's activities to be sufficient to demonstrate that the faculty member has maintained competency and currency. The Committee has the responsibility and authority to interpret the quality and sufficiency of all evidence presented. Responsibility to demonstrate and document adequacy rests with the faculty member.

Scholarly and Professional Development Activities

Category A: Peer-Reviewed Published Contributions

- Refereed publications in academic, professional, and/or pedagogical journals
- Refereed research monographs
- Scholarly books or academic textbooks

Category B: Other Peer-Reviewed Intellectual Contributions

- Refereed proceedings from academic conferences
- Refereed papers presented at academic and/or professional conferences
- Refereed conference presentations or symposia
- Papers presented at faculty research seminars outside ACU
- Chapters in scholarly books
- Trade books in discipline-relevant fields
- Officer in regional, national, or international academic organization

Category C: Other Professional Development Activities – Activities should demonstrate maintenance of intellectual/professional capital relevant to the faculty member's teaching, research, and/or service.

- Association meetings – Attending regional, national, or international academic or trade
- Education and training
    - Certification – Obtaining or maintaining professional-level certification
    - Graduate coursework related to one's teaching and/or research
    - Faculty Internships
    - License – Obtaining or maintaining a professional license from a recognized national/international organization or appropriate government authority
    - Workshops - Industry, teaching, and/or research related
- Practice and service
    - Board member of business or non-profit organization
    - Consulting (paid or pro-bono)
    - Officer in regional, national, or international professional organization
    - Outreach activity
- Scholarly activity
    - Book reviews – published and scholarly
    - Editorial work such as Editor, Associate Editor or substantial reviewing
    - Fellowships
    - Instructional software – publically available
    - Papers presented at faculty research seminars at ACU
    - Publications – Non-refereed academic, professional, or pedagogical journal articles
    - Publications – Non-refereed cases and instructional materials

Appendix C-4, COBA Addendum to the University Tenure and Promotion Guidelines

Addendum to the University Promotion and Tenure Guidelines

Accounting and Finance Department
Management Sciences Department

In addition to the University Guidelines, the business departments within COBA add the following addendum related to scholarly activity:

> Peer-reviewed intellectual contributions, including articles, books, cases, proceedings, and conference presentations are emphasized. Basic applied, pedagogical and ethics/faith-based scholarship is acceptable, with the general expectation being five high quality peer-reviewed contributions in the previous five years, including one peer-reviewed publication.

Approved by faculty, May 2008

Appendix C-5, Predatory Journal Policy

Statement on Predatory Journals

The College of Business Administration encourages high quality research. To discourage publications in predatory journals, articles that appear in a reputable list of predatory publishers or journals shall not be counted as intellectual contributions for hiring, promotion, tenure, or accreditation purposes. The faculty member may appeal a journal's standing to the college Research Committee:

- If the journal appears in Google Scholar with an H5 index > 0, or
- The faculty member provides the Committee with peer reviews for the submission from the journal.

The Research Committee has the authority to judge whether the appealed journal should be included once, for a period of time, or at all.

One list of questionable journals and publishers is Beall's List: https://beallslist.weebly.com/. Faculty members are encouraged to consider carefully the outlets to which they submit their research. One resource to help faculty members make these decisions is: https://thinkchecksubmit.org/.

Appendix C-6, Research Incentive Program Overview and Analysis

Goal-Consistent Incentives for Research

COBA Research Team

AACSB and ACU COBA require tenured and tenure-track faculty to obtain a fixed number of peer reviewed publications per time period in order to maintain good standing. While the incentive of "maintaining good standing" and increased likelihood of tenure and promotion continues to be quite useful, it does not provide incentive to those who could do more. COBA ABE grants serve the purpose of encouraging faculty to conduct research (front-end compensation) but they provide no incentive for leading the project to a peer-review publication-worthy completion (tail-end compensation). Hence, after requisite campus or conference presentations have been made, a publication-worthy manuscript that received COBA ABE or other ACU internal grant funding might never be written. The COBA Research Team sees this as a problem to be remedied via the following mechanism.

Why provide incentive?

Providing external incentive conveys which behaviors are considered desirable by ACU COBA. When faced with a decision concerning which of two actions to take, decisions for which an individual was formerly indifferent will now be biased towards the behavior that ACU COBA wants to encourage, that of bringing publication-worthy research projects to completion.

Why do we care if COBA faculty publish more research and publish in higher quality journals?

First, more and better research is both ACU mission- and vision-consistent.

(1) Mission-consistent: "significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society"
(2) 21st Century Vision-consistent: "ACU will expand its Christian influence and educational reach nationally and internationally. ACU will emerge as a thought leader among those interested in Christianity and culture. Our faculty will engage in research and scholarly activities that not only promote their expertise, but also serve as a resource to mainstream Christian constituencies"

Second, AACSB will heretofore require reporting of impact. This will be one method for encouraging faculty to raise the academic impact of their publications. Third, COBA benefits when its faculty publish more research and do so in higher quality journals as it brings national and international prestige and recognition to ACU COBA when faculty names and affiliations appear in higher quality journals and are cited by peers at other universities. The resulting prestige and recognition increase should provide a small but real faculty recruitment advantage relative to before. Fourth, in addition to aiding faculty recruitment this should also provide a small increase in COBA faculty retention among those who like to conduct and publish research.

Peer review publication-based compensation

Standard publications will continue to count towards AACSB accreditation and tenure & promotion. Additionally, publications in peer review journals with a non-zero h5 index[1] in Google Scholar metrics http://scholar.google.com/citations?view_op=top_venues&hl=en[2] will be considered commendable and elicit compensation for the COBA author(s).

Continuing, higher caliber journals will be considered exemplary and publication in these will thus result in greater compensation to the authors. To meet the exemplary threshold, the most recent (i.e., last) or penultimate edition of Google Scholar metric must list the journal as having an h5 index ≥ 10 at the time of publication. Due to systematic differences in business law journals, the Washington and Lee http://lawlib.wlu.edu/LJ/ impact factor values may be used as a supplement, with a commendable threshold of IF ≥ 0.5 and an exemplary threshold of IF ≥ 1.0. Compensation amounts and adjustments for number of COBA authors are detailed in Table 1.

	h5	IF	1 COBA author	2 COBA authors	3 COBA authors	4 or more COBA authors
Commendable Journal	>0	≥0.5	$1000	$1500	$1750	$2000
Exemplary Journal	≥10	≥1.0	$3000	$4500	$5250	$6000

Table 1. Compensation for commendable and exemplary publications.

Compensation timeline and responsibilities

The COBA Associate Dean will be responsible for reviewing all publications in January for the publications from the previous calendar year. The compensation will be provided to faculty who are employed at ACU or by special consideration. Due to the possibility of unintended consequences, these incentives will be reviewed every other year and need renewal by the COBA Research Team after five years.

Disputes

In special cases (e.g., when a new journal has recently been established or when a journal changes names), alternative measures are necessary. For example, publishing in a newly

[1] The h5 index for a journal is the h-index for articles published in the last 5 complete years. It is the largest number h such that h articles published in the past 5 years have at least h citations each. For example, a journal with 11 articles having 11 or more citations in the last 5 years has an h5 index = 11.
[2] To check whether or not a journal is listed, follow the link to the Google scholar metrics page, enter in the name of a journal in the search box at the top of the screen, then click on the blue button with a magnifying glass to the right. The journal and any similarly titled journals should appear if the journal is listed. Occasionally, a variety of spellings or a subset of the journal title might need to be tried in order to locate a listed journal.

established journal may require a wait of up to 5 years before the journal is available for listing in Google Scholar. In the case of journal name changes, an alternative ranking such as Journal Impact Factor published by Thomson Reuters Journal Citation Reports may be used to demonstrate journal caliber using identical thresholds as those used for business law journals (see appendix for further information). **In all special cases, the faculty member is responsible for locating and providing the ranking evidence.**

Appendix: Known issues with the above incentive method

(1) It is rather well established that review articles (and, likewise, review journals) tend to receive more citations than research articles.
(2) Some journals with professional audiences (e.g., *Journal of Accountancy* or *Management Accounting Quarterly*) may have greater difficulty obtaining an h5 value due to their non-academic audience. Hence, this compensation system favors academic impact.
(3) Journals that release issues on a weekly or monthly basis will tend to have higher h5 values than quarterly journals. This is remedied by the use of eignfactors or impact factors; unfortunately, the two listing systems that rely on these approaches (eigenfactor.org and Thomson Reuters Journal Citation Reports) have far fewer journals listed and their listing mechanism is completely opaque.
(4) Two recommended alternative ranking mechanisms include listing of a journal in either eigenfactor.org or Thomson Reuters Journal Citation Reports to qualify as a commendable publication and eigenfactor ≥ .001 or 5 year impact factor ≥ 1, respectively to qualify as an exemplary publication.
(5) A further potentially suitable alternative thresholding mechanism might be SCImago http://www.scimagojr.com/journalrank.php journal rankings.

Research Incentive Program Analysis
September 2018
By Ryan Jessup, PhD

The COBA research incentive program was devised in 2013 and instituted in 2014. Effectively, the joint goals were to (1) reward faculty who already publish in higher quality outlets while simultaneously (2) encouraging other faculty to lift their publication standards. Due to (1) methodological transparency, (2) the accessible (and free) nature of its system, and (3) its breadth of journal coverage, we elected to use Google Scholar's H5 index as our gauge for quality (though Thomson Reuters Impact Factor, among others, were also available to use as well). One can reasonably debate the degree to which H5 values measure quality but, for the present purpose, this is our proxy for it.

	2007-2011 Publications (2012 H5 values)	2007-2011 Publications (2017 H5 values)	2015-2018 Publications (2017 H5 values)
N (not unique)	76	76	52
Q1	0	0	4
Q2	0	0	11
Q3	9.5	22	18
Mean	14.15	18.90	17.15

N = number of publications (e.g., if there were three COBA authors on a publication then this publication would appear three times); Q1= First quartile; Q2=Second quartile or median; Q3=Third quartile. For all publications, only articles which included Abilene Christian University as the institution was included, thereby removing publications by our faculty who were at other institutions at the time of publication.

Using the H5 metrics that were available from Google Scholar when devising the program (the 2012 H5 metrics became available in summer 2013), we found that the median H5 value of all publications by COBA authors was 0 and the third quartile value was 9.5. Accordingly, we set reward incentives at H5 values of 1 (commendable threshold) and 10 (exemplary threshold). To get a measure of the program's impact, we can compare the approximately three and a half years of publications from 2015-2018.

Given the slowness of the publication cycle, it is probably too early to tell whether or not the program is working. Nonetheless, we can attempt to compare the quality of the 2007-2011 window of publications with the most recent years. For the time window containing the most recent years, we chose to start the comparison in 2015 under the idea that the program, which was instituted in early 2014, would not begin to have an impact until 2015 at the earliest (but may have an impact that soon because of anticipatory behavior regarding the program's initialization).

One confound is that Google Scholar is continually indexing more and more documents; this might result in H5 value inflations that have little to do with increasing journal exposure. To look for this, we re-calculated the 2007-2011 window of publications and found some potential evidence of inflation, as indicated by the differences in means and third quartile values for the

2007-2011 window. (Note, however, that it is also possible that the journals themselves are increasing in quality or exposure, just as Thomson Reuters impact factors change with time).

There are several relevant comparisons to make between these two time windows. First, the 2015-2018 window of publications had higher values relative to the 2007-2011 (using initial H5 values) time window at every quartile range. This can further be confirmed by a Wilcoxon Rank Sum test, a non-parametric test, the result of which was significant at the .05 alpha level ($p < .001$). Thus, the 2015-2018 distribution is significantly shifted higher than the 2007-2011 window. Second, we can compare the 2007-2011 publication window using the inflated H5 values to the 2015-2018 time window. A Wilcoxon Rank Sum test using these updated H5 values shows no significant difference between the two time windows in question. Third, because one of the stated goals was to encourage faculty who do not normally publish in high quality outlets to lift their publication standards, the lower two quartiles might be the most appropriate group to compare between the respective time windows. A Wilcoxon Rank Sum comparison between the two windows of these two lower quadrants suggests a rather large difference in the quality of these publications ($p < .0000002$). Thus, there appears to be a marked improvement in quality of the lower half of publications, even when adjusting for H5 inflation.

In summary, we can tentatively suggest that the program did indeed satisfy the goals: (1) faculty who were already producing research at higher levels received rewards for their a priori behavior and (2) faculty were sufficiently incented to publish in higher quality outlets.

A potential future goal might be to incent those who can publish in upper quartile outlets – relative to our current five year window – to continue to raise their standards (i.e., push up the top and not merely bring up the bottom). The lack of improvement shown by the upper half of the distribution might be driven by the fact that the incentive amounts were rather minimal, especially when compared to alternatives. For example, teaching one summer course as overload receives equivalent remuneration as two single author publications in *Academy of Management Review*, *Journal of Accounting Research*, *American Economic Review*, *Nature*, or *Science* (or other much less prestigious publications such as *Journal of Applied Business Research*). Hence, there is a rather wide mismatch between remuneration and marginal hours spent teaching vs. research.

Appendix C-7, Faculty Mentoring Master Teacher Program Participants the Last Five Years

Faculty Member	Field or Discipline	Year of Participation
Orneita Burton	Management	2014-2015
Kyle Tippens	Finance	2014-2015
Dennis Marquardt	Management	2016-2017
Sarah Easter	Management	2017-2018
Brent Reeves	Information Systems	2017-2018
Katie Wick	Economics	2017-2018

Appendix C-8, List of Committees and Task Forces

Standing Committees	Limited Term Task Forces
Academic Council (faculty only) ● Kyle Tippens, chair ● Jozell Brister ● Ian Shepherd ● James Prather ● Andy Little, *ex officio*	Online Improvement Task Force (faculty and staff; staff noted with *) ● Phil Vardiman, chair ● Amanda Buckley* ● Orneita Burton ● Don Pope ● Ian Shepherd ● Jonathan Wilson
Accreditation and Assessment Committee (faculty only) AACSB sub-committee ● Don Pope, chair ● Paul Wertheim ● Ryan Jessup ● Monty Lynn ABET sub-committee ● Rob Byrd, chair ● Brent Reeves	BBA Foundations Task Force (faculty only) ● Monty Lynn, co-chair ● Sarah Easter, co-chair
Faculty and Staff Development Committee (faculty and staff; staff noted with *) ● David Perkins, co-chair ● Clint Buck, co-chair* ● Sarah Easter ● John Homer ● Scott Stovall ● M.C. Jennings* ● Whitney Herrington*	Spiritual Formation Task Force (faculty and staff; staff noted with *) ● Bill Fowler, co-chair ● Katie Wick, co-chair ● Dennis Marquardt ● Frankie Montgomery* ● James Prather
Student Development Committee (faculty and staff; staff noted with *) ● Tim Johnston, co-chair* ● Rich Tanner, co-chair ● Malcolm Coco ● Lindsay Palmer* ● Laura Phillips ● Jonathan Stewart ● Karen St. John ● Jonathan Wilson ● Professional development manager, TBD*	Analytics Task Force (faculty only) ● Ryan Jessup, co-chair ● Curtis Clements, co-chair ● Mark Phillips ● Terry Pope ● Brent Reeves

Appendix C-9, Examples of Faculty Consulting and Professional Engagement

Name	Position	Type of Consulting	Time Period
Orneita Burton	Associate Professor	•Consultation for SAP implementation for a private academy (compensated)	•2017
William Fowler	Associate Professor	•National audit instructor for KPMG (compensated) •Provided testing and continuing education for Deloitte & Touche (compensated)	•2014-present •2015
Andrew Little	Associate Dean Associate Professor	•Provide legal advice to individuals and organizations on employment law matters (pro bono)	•2010-present
Phil Vardiman	Professor Director, Graduate Business Programs	•Provide consulting to organizations about systems improvement, change management, and organizational develop (compensated)	•2005-present

Appendix C-10, Professional Experience of Faculty Members

Accounting and Finance Department			
Faculty Member	**Professional Engagement**	**Position Held**	**Years Active**
Clint Buck (adjunct), Assistant Dean	•Ray & Co. •ACU	•Staff accountant •Manager of Financial Planning and Reporting •Director of Academic Financial Operations	•1999-2004 •2005-2010 •2010-2016
Curtis Clements	•Arthur Andersen	•Senior, Audit Division	•1986-1989
William Fowler	•Haskins & Sells, CPAs •Michigan Christian College •ACU	•Senior Accountant •V.P. for Finance •Assistant V.P. for Finance	•1975-1977 •1978-1983 •1984-1991
John Neill	•Pennzoil Company	•Programmer Analyst and Corporate Accountant	•1980-1983
David Perkins	•Arthur Young & Co.	•Staff Accountant	•1982-1985
Terry Pope	•Cities Service Oil •Conoco	•Economics Mgr •Economics Mgr	•1974-1984 •1984-1992
Scott Stovall	•Arthur Andersen	•Tax Accountant	•1985-1987
Kyle Tippens	•DXC Technology •Dell	•Acct & Finance •Finance Mgr	•1997-2000 •2000-2007

Management Sciences Department			
Faculty Member	**Professional Engagement**	**Position Held**	**Years Active**
Jozell Brister	•ACU	•Accountant	•1956-1961
Orneita Burton	•Phillips Petroleum •Stauffer Chemical •Mobil Chemical	•Engineer •Engineer •Engineer and then	•1979-1981 •1981-1982 •1982-1993

		Quality Manager	
Malcolm Coco	•U.S. Air Force	•Ret. as Lt. Colonel	•1976-1990
Brad Crisp	•Arthur Andersen	•Auditor and consultant	•1993-1996
Sarah Easter	•Correct Craft, Inc.	•Marketing and strategy	•2007-2009, 2011-2012
Ryan Jessup	•LL Sams Inc.	•Communications and sales manager	•1998-2001
Andrew Little	•Sprouse Shrader Smith	•Associate and shareholder attorney	•2000-2010
Jim Litton	•Winstead •Jones Day	•Associate attorney •Associate attorney	•2005-2006 •2006-2010
Don Pope	•Northrop Grumman	•Manager and engineer	•1982-2000
Brent Reeves	•Several companies	•Programmer and database designer	•1980-1990
Ian Shepherd (CGPS)	•Ingram Books	•Purchasing, Asst VP	•1991-2002
Phil Vardiman	•General Tire •Avery Dennison Corp. •Cardinal Health	•Production supervisor •Human Resource Manager •Regional HR Mgr	•1977-1986 •1986-1997 •1997-2000
Jonathan Wilson (CGPS)	•Gardner Denver •Daimler Benz •PriceWaterhouse Coopers •University of Surrey	•Financial director •IT director •Senior consultant •MBA director	•1978-1982 •1982-1986 •1986-1995 •1995-2003

Appendix C-11, Professional Licensures and Certifications of Faculty Members

Accounting & Finance Department				
Name	**Position**	**License or Certification**	**Granting Authority**	**Years**
Clint Buck	Assistant Dean Adjunct Professor	•Certified Public Accountant •Chartered Global Management Accountant	•Texas •AICPA	•2005-present •2012-present
Curtis Clements	Assoc. Professor	•Certified Public Accountant	•Texas	•1986-present
William Fowler	Assoc. Professor	•Certified Public Accountant	•Tennessee	•1978-present (inactive)
John Neill	Professor, Chair, Dept. of Accounting & Finance	•Certified Public Accountant	•Texas	•1983-present
David Perkins	Professor	•Certified Public Accountant •Certified Management Accountant	•Arkansas •Institute of Management Accountants	•1992-present (inactive) •1996-present
Terry Pope	Professor	•Chartered Financial Analyst	•CFA Institute	•2003-present
Jonathan Stewart	Professor	•Chartered Financial Analyst	•CFA Institute	•2003-present
Scott Stovall	Assoc. Professor	•Certified Public Accountant	•Arkansas	•1988-present (inactive)
Paul Wertheim	Professor	•Certified Public Accountant •Certified Management Accountant •Certified Fraud Examiner •Certified Global Management	•Texas •Institute of Management Accountants •Association of Certified Fraud Examiners •AICPA	•1982-present •1995-present •2012-present •2014-present

		Accountant		

Management Sciences Department				
Name	**Position**	**License or Certification**	**Granting Authority**	**Years**
Malcolm Coco	Professor	•Certified Professional in Human Resource Management •Professional in Human Resources	•SHRM •Human Resource Certification Institute	•2015-2018 •2016-2019
Andrew Little	Associate Dean Assoc. Professor	•Attorney	•Texas	•2000-present
Jim Litton	Director, Griggs Center Assoc. Professor	•Attorney	•Texas	•2005-present
Jim Orr	Adjunct Professor V.P. Advancement	•Attorney	•Texas	•1989-present
Phil Vardiman	Professor Director, Graduate Business Programs	•Sr. Professional in Human Resources	•SHRM	•1999-present

Appendix C-12, Endowed Professorships

Faculty Member	Department	Supporting Endowment
Jozell Brister	Management Sciences	Jozell Brister Endowed Professorship
Sarah Easter	Management Sciences	Weathers Fellowship for Outstanding Junior Faculty
Bill Fowler	Accounting & Finance	William Fowler Endowed Professorship
Ryan Jessup	Management Sciences	Trammel Crow Endowed Professorship
Monty Lynn	Management Sciences	Caruth Chair of Owner-Managed Business
Don Pope	Management Sciences	Farnum & Wilma Duniven Endowed Professorship
Terry Pope	Accounting & Finance	Welch Fellowship
Jonathan Stewart	Accounting & Finance	A. Overton Faubus Endowed Professorship

Appendix C-13, University-Funded Research Grants

Year	Faculty Member (discipline or field)	Research Project (university grant category)
2013	Paul Wertheim (Accounting)	Does the Health of the U.S. Economy Affect the Tradeoff Between Auditor Conservatism and Audit Accuracy? (Cullen grant)
2013	Ryan Jessup (Marketing)	Exploring the Too Much Choice Effect: A Model Comparison (Pursuit grant)
2014	Ryan Jessup (Marketing)	Testing an Integrated Model of Learning and Decision Making (Pursuit grant)
2014	Monty Lynn (Management)	Integral Mission: The State of Holistic Development in North American Congregations (Cullen and Undergraduate Research grants)
2014	Paul Wertheim (Accounting)	Evaluating the Appropriate Time Frame for An Auditor's Responsibility to Assess Going-Concern (Cullen grant)
2015	Ryan Jessup (Marketing)	Neural underpinnings of the behavioral differences between decisions from description and decisions from experience (Cullen grant)
2017	Katie Wick (Economics)	Mazar-Srull Registered Replication Report (Cullen and Undergraduate Research grants)
2017	Ryan Jessup (Marketing)	Game Theory of Relationships (Cullen and Undergraduate Research grants)
2017	Dennis Marquardt (Management)	A Goal Orientation Theory for Understanding Ethical Leadership and Unethical Behavior in Organizations (SEED grant)

Appendix C-14, Notable Articles Ranked by Citations

Number of Citations	Article Citation (COBA faculty in bold)
564	**Lytle, R.S.**, Hom, P.W., & Mokwa, M.P. (1998). SERV∗ OR: A managerial measure of organizational service-orientation. *Journal of Retailing, 74*(4), 455-489.
470	Polzer, J. T., **Crisp, C.B.**, Jarvenpaa, S. L., & Kim, J. W. (2006). Extending the faultline model to geographically dispersed teams: How colocated subgroups can impair group functioning. *Academy of Management Journal, 49*(4), 679-692.
265	**Lytle, R.S.**, & Timmerman, J. E. (2006). Service orientation and performance: an organizational perspective. *Journal of Services Marketing, 20*(2), 136-147.
185	**Lytle, R.S.**, & Mokwa, M.P. (1992). Evaluating health care quality: The moderating role of outcomes. *Journal of Healthcare Marketing, 12*(1), 4-14
150	Montoya, M. M., Massey, A. P., Hung, Y. T. C., & **Crisp, C. B.** (2009). Can you hear me now? Communication in virtual product development teams. *Journal of Product Innovation Management, 26*(2), 139-155.
150	Fischer, G., McCall, R., Ostwald, J., **Reeves, B.**, & Shipman, F. (1994). Seeding, evolutionary growth and reseeding: supporting the incremental development of design environments (1994). *CHI '94 Proceedings of the SIGCHI conference on Human factors in computing systems,* 292-298.
139	Fischer, G., Grudin, J., Lemke, A., McCall, R., Ostwald, O., **Reeves, B.**, Shipman, F. (1992). Supporting indirect collaborative design with integrated knowledge-based design environments. *Human–Computer Interaction, 7*(3), 281-314.
129	**Jessup, R. K.**, Busemeyer, J. R., & Brown, J. W. (2010). Error effects in anterior cingulate cortex reverse when error likelihood is high. *Journal of Neuroscience, 30*(9), 3467-3472.
127	**Lynn, M. L., Lytle, R. S.**, & Bobek, S. (2000). Service orientation in transitional markets: does it matter?. *European Journal of Marketing, 34*(3/4), 279-298.
124	**Crisp, C. B.**, & Jarvenpaa, S. L. (2013). Swift trust in global virtual teams: Trusting beliefs and normative actions. *Journal of Personnel Psychology, 12*(1), 45.
123	**Jessup, R. K.**, Bishara, A. J., & Busemeyer, J. R. (2008). Feedback produces divergence from prospect theory in descriptive choice. *Psychological Science, 19*(10), 1015-1022.
111	Fischer, G., Grudin, J., McCall, R., Ostwald, J., Redmiles, D., **Reeves, B.,** Shipman, F. (2001). Seeding, evolutionary growth and reseeding: The incremental development of collaborative design environments. In Olson, G., Malone, T., & Smith, J. (Eds.), *Coordination Theory and Collaboration Technology*, Lawrence Erlbaum Associates, Mahwah, New Jersey, pp. 447-472.
108	Fischer, G., & **Reeves, B.**, (1992). Beyond intelligent interfaces: exploring, analyzing, and creating success models of cooperative problem solving. *Applied Intelligence, 1*(4), 311-332.

101	**Lynn, M. L.**, Naughton, M. J., & VanderVeen, S. (2009). Faith at work scale (FWS): Justification, development, and validation of a measure of Judaeo-Christian religion in the workplace. *Journal of Business Ethics, 85*(2), 227-243.
100	Beck, R., & **Jessup, R. K.** (2004). The multidimensional nature of quest motivation. *Journal of Psychology and Theology, 32*(4), 283-294.
83	**Vardiman, P. D.**, Houghton, J. D., & Jinkerson, D. L. (2006). Environmental leadership development: Toward a contextual model of leader selection and effectiveness. *Leadership & Organization Development Journal, 27*(2), 93-105.
81	**Lynn, M. L.** (2005). Organizational buffering: Managing boundaries and cores. *Organization Studies, 26*(1), 37-61.
71	**Lynn, M. L.**, Naughton, M. J., & VanderVeen, S. (2011). Connecting religion and work: Patterns and influences of work-faith integration. *Human Relations, 64*(5), 675-701.
67	Busemeyer, J. R., **Jessup, R. K.**, Johnson, J. G., & Townsend, J. T. (2006). Building bridges between neural models and complex decision making behaviour. *Neural Networks, 19*(8), 1047-1058.
56	Wilson, J., **Crisp, C. B.**, & Mortensen, M. (2013). Extending construal-level theory to distributed groups: Understanding the effects of virtuality. *Organization Science, 24*(2), 629-644.
54	Prevost, C., McCabe, J. A., **Jessup, R. K.**, Bossaerts, P., & O'Doherty, J. P. (2011). Differentiable contributions of human amygdalar subregions in the computations underlying reward and avoidance learning. *European Journal of Neuroscience, 34*(1), 134-145.
53	**Phillips, L. C., & Phillips, M. H.** (2010). Volunteer Motivation and Reward Preference: An Empirical Study of Volunteerism in a Large, Not-For Profit Organization. *SAM Advanced Management Journal, 75*(4), 12.
52	**Clements, C. E., Neill, J. D., & Stovall, O. S.** (2010). Cultural diversity, country size, and the IFRS adoption decision. *Journal of Applied Business Research*, *26*(2), 115.

Note: Citation counts are current through Nov. 11, 2018.

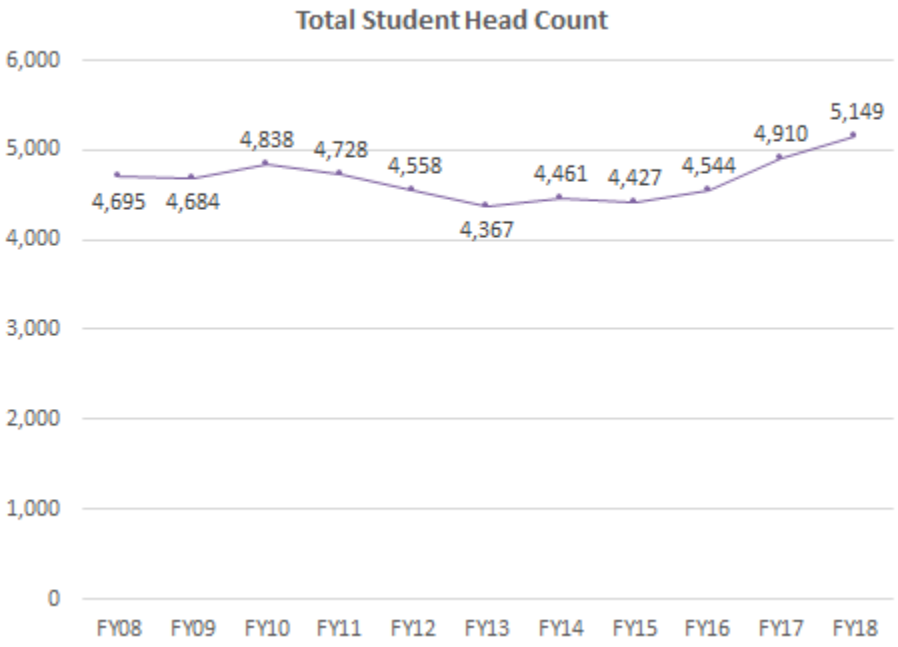
Abilene Christian University

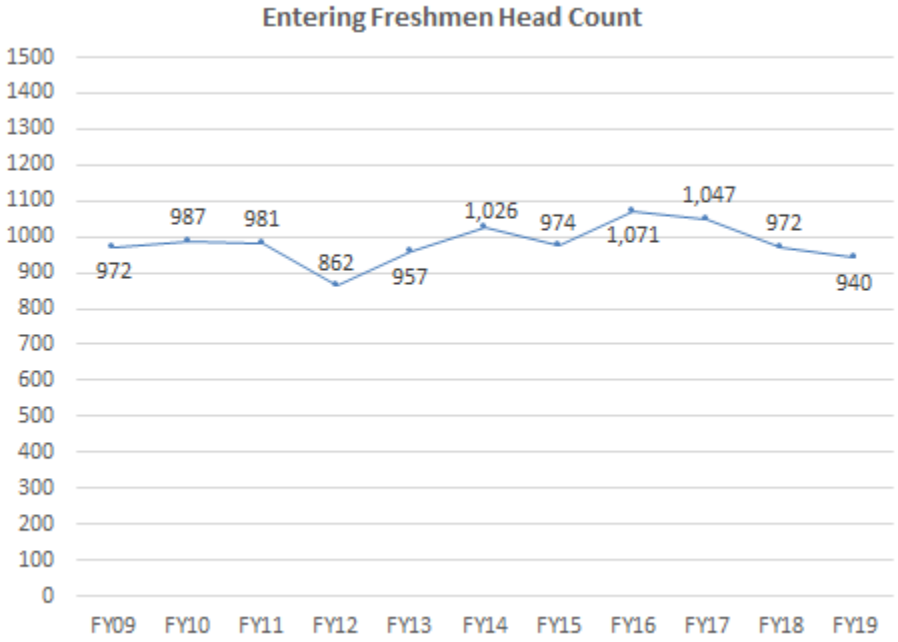
APPENDIX D:

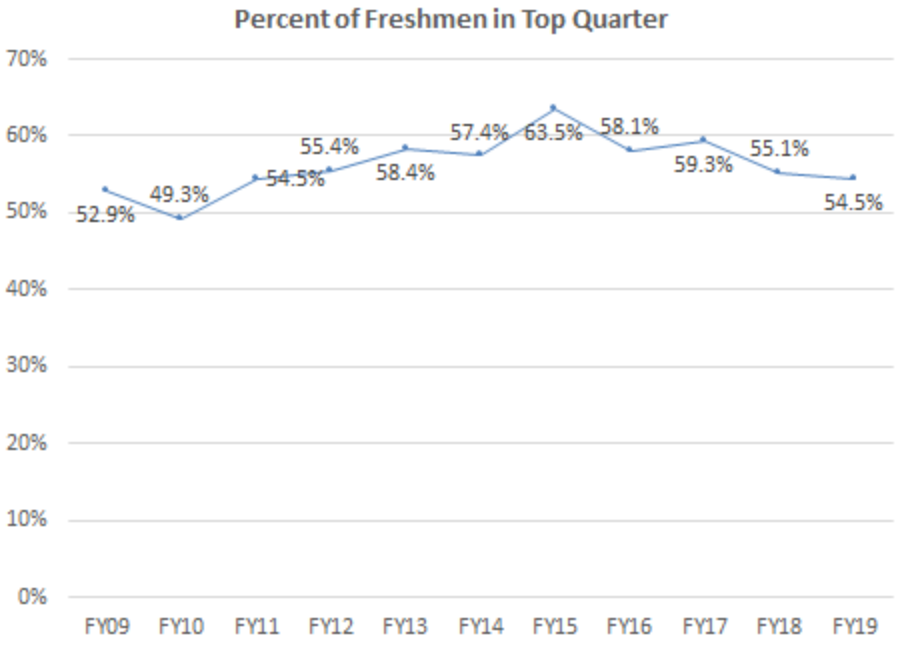
STUDENTS AND ENGAGEMENT

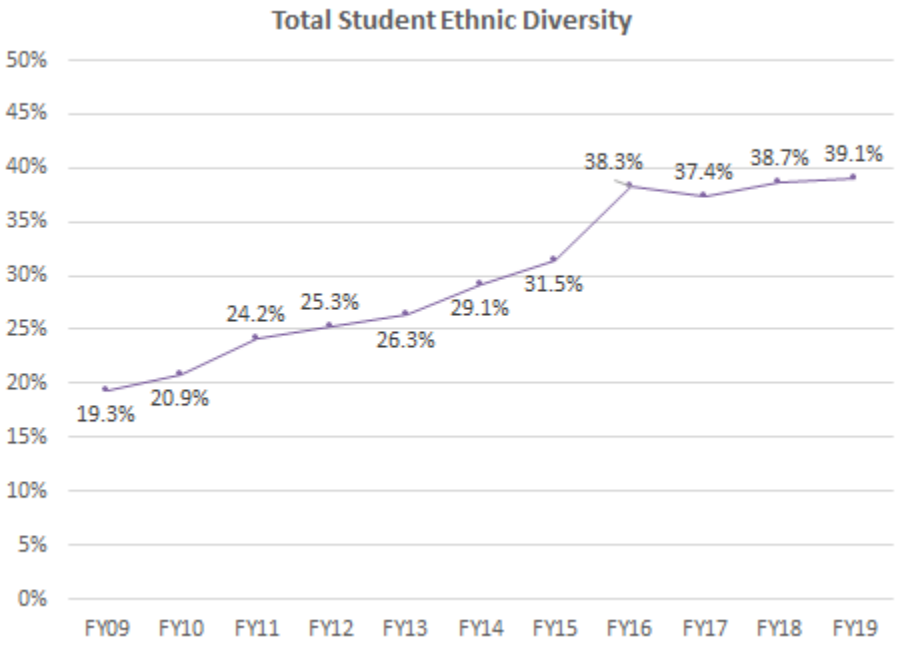
Appendix D-1, Charts Related to Enrollment and Student Body Composition

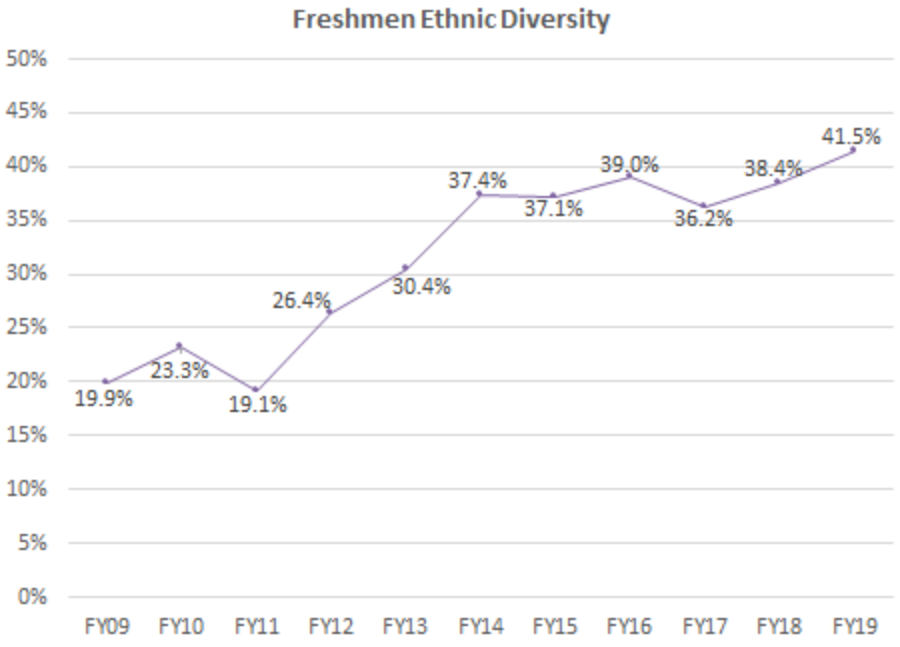
Note: ACU's fiscal year starts on June 1 of the prior year. Thus, Fall 2018 is in FY19.

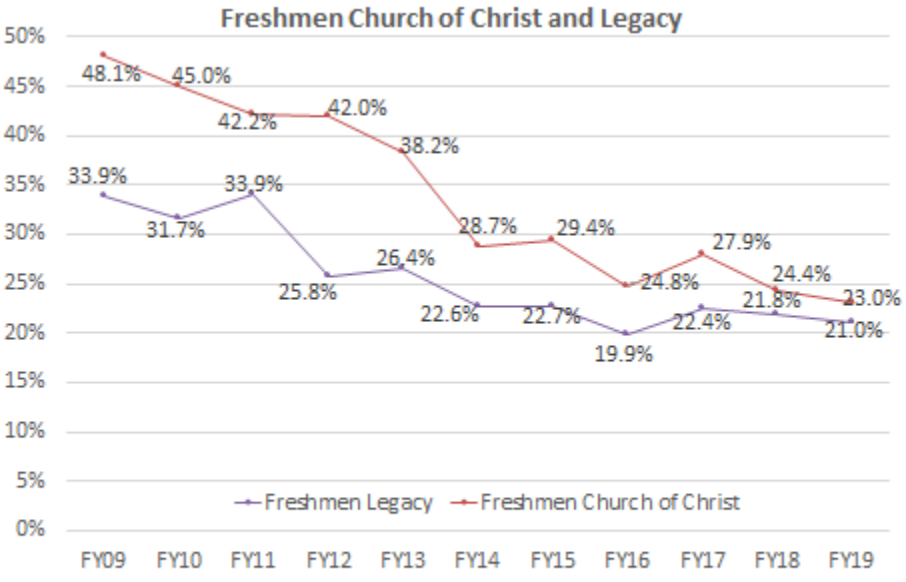


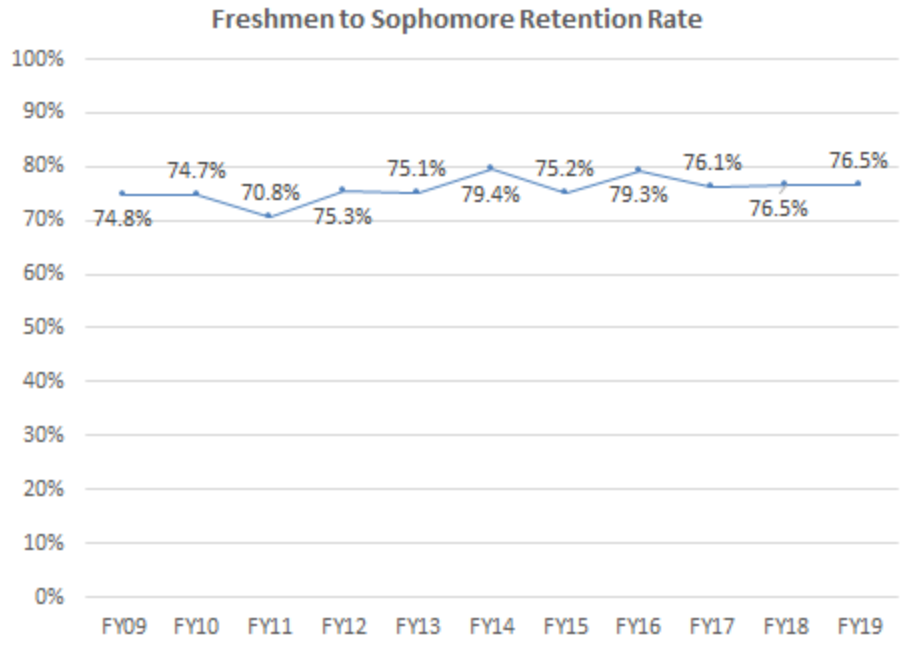


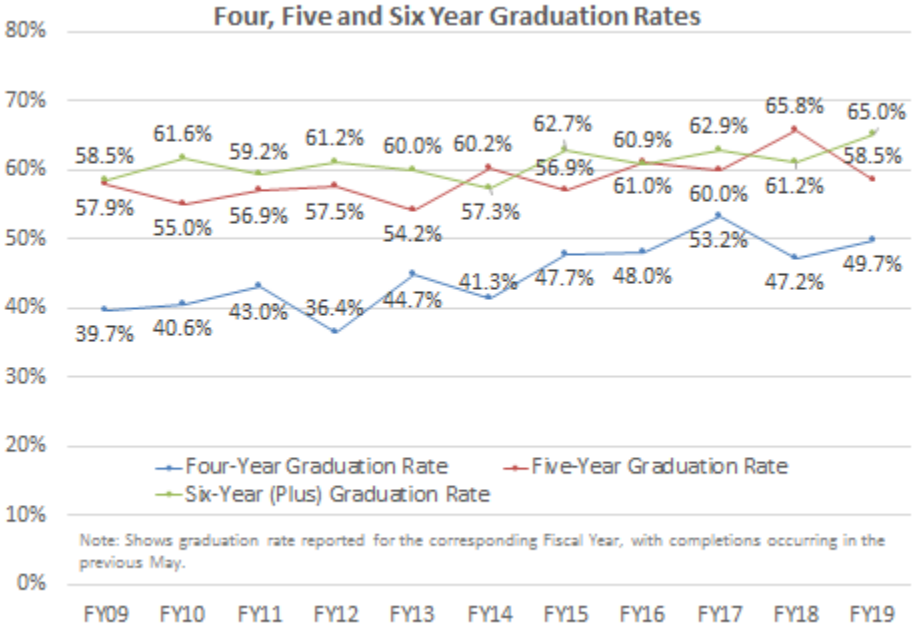

Percent of Freshmen in Top Quarter
70%
60%
50%
40%
30%
20%
10%
0%
52.9%
49.3%
54.5%
55.4%
58.4%
57.4%
63.5%
58.1%
59.3%
55.1%
54.5%
FY09
FY10
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19


Total Student Ethnic Diversity
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
19.3%
20.9%
24.2%
25.3%
26.3%
29.1%
31.5%
38.3%
37.4%
38.7%
39.1%
FY09
FY10
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19


Freshmen Ethnic Diversity
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
19.9%
23.3%
19.1%
26.4%
30.4%
37.4%
37.1%
39.0%
36.2%
38.4%
41.5%
FY09
FY10
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19


Freshmen Church of Christ and Legacy
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
48.1%
45.0%
42.2%
42.0%
38.2%
28.7%
29.4%
24.8%
27.9%
24.4%
23.0%
33.9%
31.7%
33.9%
25.8%
26.4%
22.6%
22.7%
19.9%
22.4%
21.8%
21.0%
Freshmen Legacy
Freshmen Church of Christ
FY09
FY10
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19


Freshmen to Sophomore Retention Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
74.8%
74.7%
70.8%
75.3%
75.1%
79.4%
75.2%
79.3%
76.1%
76.5%
76.5%
FY09
FY10
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19


Four, Five and Six Year Graduation Rates
80%
70%
60%
50%
40%
30%
20%
10%
0%
58.5%
61.6%
59.2%
61.2%
60.0%
57.3%
62.7%
60.9%
62.9%
61.2%
65.0%
57.9%
55.0%
56.9%
57.5%
54.2%
60.2%
56.9%
61.0%
60.0%
65.8%
58.5%
39.7%
40.6%
43.0%
36.4%
44.7%
41.3%
47.7%
48.0%
53.2%
47.2%
49.7%
Four-Year Graduation Rate
Five-Year Graduation Rate
Six-Year (Plus) Graduation Rate
Note: Shows graduation rate reported for the corresponding Fiscal Year, with completions occurring in the previous May.
FY09
FY10
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19

Appendix D-2, Griggs Center Enactus Student Project Table

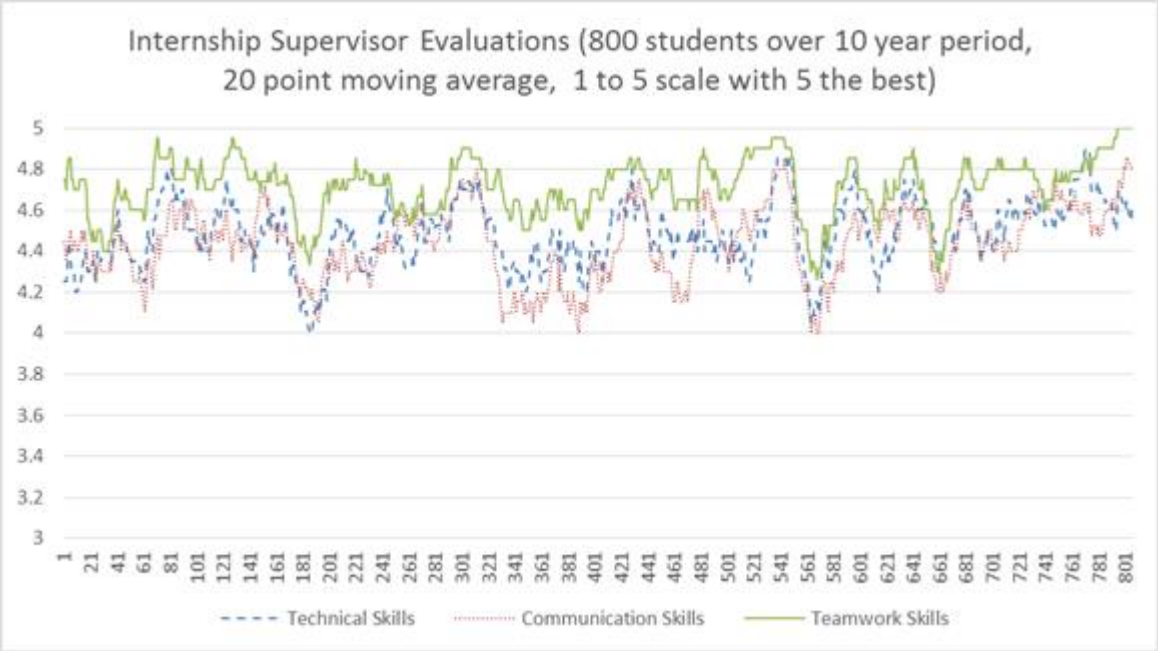
Project	Description	Project Partners	Student Involvement*
Abilene Children's Business Fair (Abilene, TX)	An ongoing project started in 2016-2017 for children ages 6-14 in the Abilene community to create and sell products through a one-day marketplace. (Multi-year Project)	1. Acton School of Business 2. ACU Student Government Association	18
Enterprise City (Abilene, TX)	The legacy project of the ACU Enactus team, students work with fourth and fifth graders at a local elementary school to teach the basics of finance through a one-day simulation. (Multi-year Project)	1. Abilene Christian Elementary School 2. ACU Student Government Association	28
Communities in Schools (Abilene, TX)	A monthly program executed during the 2017-2018 academic year where students worked with a local middle school to encourage conversation about entrepreneurship through discussion of other Enactus projects allowing the middle school students to share suggestions with the ACU Enactus team. (2017-2018)	1. Communities in Schools 2. Craig Middle School	3
La Mesa Coffee Shop (Thailand)	An international business internship specifically focused on social entrepreneurship. Students assisted a startup coffee shop in Thailand. (2017-2018)	1. ACU World Wide Witness 2. La Mesa Coffee Shop	3
Earthworks Composting (Abilene, TX)	The only composting initiative in Abilene, started by students who observed the high quantity of waste on ACU's campus, Earthworks now repurposes 1500 pounds of trash each week to create natural, usable fertilizer. (Multi-year Project)	1. ACU Facilities Management 2. On-campus Starbucks 3. ACU Risk Management 4. Wildcat Ventures 5. The Bean 6. ACU Environmental Science and Agriculture Department 7. Hardin Simmons University	5

Goodwill Candle (Abilene, TX)	A partnership with Goodwill of West Texas to determine the possibility of designing a candle repurposing system. (2017-2018)	1. Goodwill of West Texas	1
Personal Finance Curriculum (Houston, TX)	ACU Enactus created a replicable 6-unit financial literacy curriculum specifically designed for women rescued from sex trafficking and abuse. (Multi-year Project)	1. Northern Trust 2. Arrow Freedom Place 3. Hope Haven	1
Lemonade Day (Abilene, TX)	ACU Enactus students worked to develop a curriculum designed for elementary aged students to encourage them to operate a lemonade stand in the hopes of generating the most profit. (2017-2018)	1. Alumni Association	2
Project Discovery (Abilene, TX)	A training program to prepare young women with intellectual disabilities to find a job through video resume creation. ACU Enactus students worked with 2 clients during the year. (2016-2017)	1. Disability Resources, Inc.	4

*Student Involvement includes non-unique numbers, some students participated in multiple Enactus projects. The count of student involvement for all multi-year projects is cumulative starting in 2016-2017.

Each year, the Executive Team plays an important role in each of the listed projects, however the number of participants of the executive teams are not included in the projects above. The 2016 - 2017 Executive Team consisted of 2 students and the 2017 – 2018 Executive Team consisted of 4 students.

Appendix D-3, Internship Supervisor Assessment Results



Abilene Christian University

APPENDIX E:

OVERVIEW OF ONLINE GRADUATE BUSINESS PROGRAMS

COBA's Continuous Improvement Review report addresses the online MBA and MS Management (MSM) programs in the following sections:

- General introduction and description of these new degree programs (sections 2.5 and 4.1),
- Motivation for the programs' creation (section 4.2.2),
- Innovative elements (section 1.2.2),
- Funding (section 2.3.1),
- Administration (section 4.2.3), and
- Learning goals, curriculum, and assurance of learning (Appendix F).

This appendix offers an integrated overview with additional details on the administration of the programs, faculty and staff, and opportunities for innovation in the future.

E.1. Overview and Administration

History of the degrees. In late 2014 and early 2015, in response to strategic initiatives at the university level, a working group of faculty and administrators put together a proposal for a 36-hour, online MBA program. (ACU's residential MBA was discontinued before receiving AACSB accreditation in 2004.) The MBA degree was approved by COBA leadership and ACU faculty in late Spring 2015 and enrolled its first students in Fall 2015. A year later, we added a 30-hour MSM degree, also online.

Responsibility and reporting relationships. Both the MBA and MSM are jointly administered through a partnership between COBA and the College of Graduate and Professional Studies (CGPS) situated on ACU's campus in Dallas. ACU officially reports student enrollment for these programs under CGPS, but given the relationship between the two colleges, the degree should be considered a business degree for accreditation purposes. The academic director for the programs is Dr. Phil Vardiman, a full professor in the Management Sciences department based at ACU's Abilene campus, who reports to both the COBA dean and the CGPS dean. Operating under a 2015 memorandum of understanding, the COBA dean is responsible for compliance with AACSB accreditation standards, while ACU-Dallas is responsible for recruiting students, supporting students, and other administrative oversight and financial support focusing on program development. The MOU states the following about leadership:

> The COBA Dean and the CGPS Dean jointly recruit, interview, and hire the MBA Director. The MBA Director must have the appropriate credentials to lead graduate business programs and administer curriculum and faculty. The MBA Director position is funded by ACU Dallas and reports jointly to the COBA Dean and the CGPS Dean.
>
> The MBA Director is responsible for the daily management and operations of the MBA [and by extension, the MSM] in alignment with the mission of ACU, COBA and ACU Dallas. Any exceptions to and/or clarifications of the standards regarding faculty, curriculum, or admissions must be jointly approved by the COBA Dean and the CGPS Dean.
>
> Specifically, the MBA Director will administer the program within these standards and guidelines:
>
> 1. The MBA Director will administer the jointly approved curriculum. Any changes to program curriculum or any substantive change to a course (as defined by current ACU practice, see University Approval Chart for Curriculum Changes) must be

approved by the COBA Dean and CGPS Dean as well as faculty and academic councils when applicable.

2. The MBA Director will admit students to the program within the general university requirements for admission to graduate programs and the specific requirements for admission to the online MBA program as approved by the faculty and academic councils. Any changes to the program admission policy or practice must be approved by both the COBA Dean and the CGPS Dean as well as faculty and academic councils when applicable.
3. The MBA Director will manage the online MBA faculty, course scheduling, and teaching load, and evaluate faculty performance based upon jointly approved standards. (See below for additional faculty information.)

In practice, this means that the program director works with the COBA dean and faculty to provide oversight and responsibility for academic decisions: course content, ensuring quality across the curriculum, faculty staffing, assessment and assurance of learning, and so on. And the program director works with the CGPS dean and ACU-Dallas staff to complete administrative processes related to course development and scheduling, student recruitment, program marketing, faculty payments, managing the learning management system, etc.

Overall program structures. The MBA contains a 27-hour core, with 9 hours available for one of several concentrations. The MSM has a 21-hour core, with 9 hours available for a concentration. The primary distinctions between the two programs are: 1) the differences in number of required courses (MBA students are required to take courses in Managerial Decision Making and Innovation, which are not required for MSM students); and 2) entry requirements (MBA students are required to have work experience prior to starting the program, whereas MSM students can gain direct entry following completion of an undergraduate degree). Learning goals and curriculum for both the MBA and MSM can be found in Appendix F.

Specialty concentrations available. Both the MBA and MSM have space within the degree programs for a 9-hour specialty concentration, and one is required for the MSM. The following concentrations are currently offered:

- Business Analytics
- General Business (MBA only)
- Healthcare Administration
- International Business
- Marketing
- Operations and Supply Chain Management

Admission requirements and enrollment. Both degrees require a 3.0 undergraduate GPA for admission, though applicants with lower GPAs may be admitted to the MSM degree provided they have extensive professional experience. The programs also feature a non-credit boot camp for applicants who do not have sufficient preparation in Accounting, Economics, and Statistics. It is possible for MSM students to apply for transfer to the MBA program after completing 15 hours and having earned at or above a 3.0 GPA, provided the professional work experience requirement has been met at the time of transfer. Admitted students work closely with support personnel at ACU's Dallas campus to ensure they are prepared for their first online course, and they can rely on both their faculty members (lead teachers), course facilitators, and support staff in Dallas for needs that arise within a course or during their overall graduate program. Enrollment in the MBA and MSM programs has increased significantly in just three years.

Table E-1, Enrollment in MBA and MSM

Degree Program		2016	2017	2018
MBA	Business Administration	73	126	150
MS	Management		36	51
	COBA/CGPS Online Business Programs	**73**	**162**	**201**

Terms and program completion. Courses are taught in seven-week terms, with six terms occurring every year: Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, and Summer 2. Students generally take one course at a time every term, though they may skip a term from time to time and in rare instances can take two courses in a single term. Students are considered currently active if they do not miss more than one term in a row. Of the 123 student who began the MBA and MSM programs in the last academic year, 78% are still active in the programs. The first online MBA student graduated in December 2017, and the first MSM graduation is expected in December 2018.

Section arrangement. Once enrolled in the programs, students are usually placed in student sections that match their degree plan. Where possible, MBA and MSM students taking the same course are grouped into different discussion sections. However, all student sections of a course are taught together online by the same faculty lead teacher. In other words, if there are two student sections in a particular online graduate course, one for MBA students and one for MSM students, they are combined and taught together by the single faculty lead teacher in terms of content delivery and synchronous video sessions. The required synchronous video conference is designed to ensure consistent content delivery from the lead teacher to all sections simultaneously, as well as provide an educational space for students and faculty to interact and exchange ideas and questions about course materials. If students do not participate in the interactive synchronous session at the time it is delivered, they have 48 hours to do so after the fact in order to receive credit for the assignment.

Course carousel model. One innovative aspect of the MBA and MSM programs is a course carousel system that provides students the opportunity to take courses in a sequence that begins with the same first core course (BUSA 530 Leadership), then rotates through a recurring slate of required core courses. Once they have finished four core courses, students can begin taking elective courses within their chosen specialty concentration, which are offered during the Summer 1, Summer 2, and Fall 1 terms. The course carousel works in such a way that a student can complete all required courses and a 9-hour elective track within 24 months, provided they take six courses per year spread over six terms. See the schedule of core courses in Table E-2, below.

Table E-2, Carousel for Core MBA/MSM Courses

Sequence	Course Name	Fall 1	Fall 2	Spr 1	Spr 2	Sum 1	Sum 2
First Core	Leadership	BUSA 530	BUSA 530	BUSA 530	BUSA 530	BUSA 530	BUSA 530
Middle Core	Foundations of Analytics	BUSA 550			BUSA 550		
Middle Core	Business Law and Ethics		BUSA 678				
Middle Core	Strategic Marketing			BUSA 656			BUSA 656
Middle Core	Organizational Behavior			BUSA 636			BUSA 636
Middle Core	Accounting and Finance for Managers				BUSA 554		
Last Core	Innovation	BUSA 674		BUSA 674		BUSA 674	
Last Core	Managerial Decision Making		BUSA 670		BUSA 670		BUSA 670

E.2. Faculty and Staffing

Faculty composition. Part of COBA's innovation as it relates to its online graduate programs is the use of a faculty staffing model that may become more common in business and professional schools in the future. Faculty for the online MBA and MSM degrees are drawn primarily from COBA's Management Sciences department, as well as two full-time participating faculty members in ACU-Dallas's CGPS, both of whom have terminal degrees in business subjects and have sustained engagement activities. Table E-3 below shows full-time faculty who have taught in the online graduate programs.

Table E-3, Participating Faculty Teaching in the Online Graduate Business Programs

COBA	ACU-Dallas CGPS
Orneita Burton (Management Sciences)	Phil Vardiman (program director)*
Brad Crisp (Management Sciences)	Ian Shepherd**
Ryan Jessup (Management Sciences)	Jonathan Wilson
Andrew Little (Management Sciences)	
David Perkins (Accounting & Finance)	
Mark Phillips (Management Sciences)	
Don Pope (Management Sciences)	
Jeremy St. John*** (Management Sciences)	
Kyle Tippens (Accounting & Finance)	

* Dr. Phil Vardiman is a full professor in the department of Management Sciences, but his half-time appointment as director of online graduate programs gives him a joint reporting relationship to both COBA and CGPS.
** Dr. Ian Shepherd was originally a full professor in the department of Management Sciences; he transferred to CGPS with the launch of the MBA program. He maintains tenure and a joint appointment in Management Sciences.
*** Dr. Jeremy St. John's last full term to teach as a participating member of the COBA faculty was Spring 2018.

Qualifications for these participating faculty members are described in Table 15-1 (Appendix A-3). In some instances, these courses are taught in-load by the foregoing faculty members, while in other cases they are taught as an overload with additional compensation. On occasion, COBA has contracted with supporting faculty members from other institutions to teach in the online graduate business programs. All faculty are expected to participate in a training module that emphasizes best practices in online adult education, ACU policies and procedures, as well as familiarity with the Canvas learning management system.

Staffing possibilities. There are two faculty staffing models used for MBA and MSM courses. In either model, faculty who teach the courses meet SACS and AACSB criteria to be credentialed to teach at the graduate level. And both models provide appropriate support to students and faculty as the number of students in a course increases; courses with more students are divided into multiple discussion sections capped at 24 students each. The faculty staffing models are:

- *Lead Teacher Only.* In some required courses and most elective courses, only a single discussion section of 24 or fewer students exists. In these instances, there is a single faculty member assigned to the course, generally a full-time member of the COBA or CGPS business faculty. When student demand makes a second discussion section necessary (enrollment between 25 and 48 students), the same faculty member can be assigned to the second section if s/he has time available, in return for additional compensation. As shown in Table E-4 below, half of the courses taught during the review year were taught by an individual professor.
- *Lead Teacher-Facilitator.* When there are 3 to 4 discussion sections in a course (and occasionally with fewer), the professor serves as the lead teacher and is supported by 1

to 2 academic staff serving the role of facilitator, providing grading and other student support under the direction of the lead teacher. The facilitator is not usually a full-time participating member of the COBA or CGPS faculty but has a graduate degree and work experience in the teaching field. As COBA understands the 2013 Standards, including the periodic revisions, the facilitators are not considered faculty. Thus, they are not included in the various tables supporting this continuous improvement review. As shown in Table E-4 below, while half of the courses are taught using this model, more than 60% of the students are served using this approach. This staffing model creates flexibility to respond to changes in student enrollment for each course, while offering appropriate support to students and faculty.

Table E-4, Statistics on Faculty Staffing Models

	Lead Teacher Only			**Lead Teacher-Facilitator**					**Totals**
Sections	**1**	**2**	**Sub-total**	**1**	**2**	**3**	**4**	**Sub-total**	
Courses	8	4	12	2	5	1	3	11	23
%	34.8%	17.4%	52.2%	8.7%	21.7%	4.3%	13.0%	47.8%	100%
Discussion Sections	8	8	16	2	10	3	12	27	43
%	18.6%	18.6%	37.2%	4.7%	23.3%	7.0%	27.9%	62.8%	100%
Students	131	156	287	31	201	66	219	517	804
%	16.3%	19.4%	35.7%	3.9%	25.0%	8.2%	27.2%	64.3%	100%

Roles in the lead teacher-facilitator model. In all cases where we utilize a lead teacher-facilitator model, the lead teacher provides the primary instruction through synchronous video sessions, course management, and ancillary communication with students about course content, grading, and routine problems. The lead teacher also serves as the primary point of contact between the students and the graduate school should problems arise. And finally, the lead teacher is in charge of shaping the academic content of the course and can make adjustments as needed within the course to better fit program and learning objectives. The lead teacher's engagement extends beyond discussion sections and requires total course oversight while providing individual guidance (learning support) for each student as needed. Under the supervision of the lead teacher, facilitators handle the majority of the grading of individual assignments and also have regular communication with students.

We designed the online graduate business programs in a way that emphasizes the role of the lead teacher in accordance with both the spirit and language of the AACSB Standards. Of note, in Appendix IV to the 2013 Standards (rev. 2018), Frequently Asked Question No. 2 highlights the distinction between teaching faculty and teaching assistants and academic facilitators. The context for that FAQ is the issue of whether academic support personnel need to be included in

the various required tables in this report. Whether to include such personnel in the tables seems to revolve around the central questions of: 1) With which person does the student have communication and primary access—lead teacher or facilitator?; and 2) How much of the teaching activity does the facilitator actually perform? COBA has not included its facilitators in the tables because communication and access to the faculty are jointly shared by both lead teachers and facilitators, and because the primary functions of teaching are handled by the lead teacher. The following table highlights the various roles played by lead teachers and facilitators under COBA's online graduate degree staffing model.

Table E-5, Delineation of Roles Between Lead Teachers and Facilitators

Role or Task	Lead Teacher	Facilitator
Student access and communication about course content	X	
Student access and communication about a particular assignment	X	X
Student access and communication about a grade (initially)		X
Student access and communication about a grade (if disputed)	X	
Student access and communication about policies and processes	X	X
Content generation (selection of content and assessment methods)	X	
Content delivery through weekly synchronous sessions	X	
Grading of selected individual assignments	X	
Grading of most individual assignments		X
Review of grading by facilitator, including consistency if there are multiple facilitators	X	
Final assessment of each student at the end of the term	X	
Overall management of course progress and scope	X	
Responsibility for meeting learning objectives	X	
Responsibility for assessment and assurance of learning reports	X	

A fuller discussion of the assessment and assurance of learning for the MBA and MSM are contained in the Continuous Improvement Review report at Appendix F.

E.3. Potential for Improvements and Expansion

COBA's most significant innovation within the last five years is the launch of online MBA and MSM. In keeping with the spirit of experimentation and entrepreneurialism present in the

Standards, this innovation is still in its early stages, and while initial assessments are positive, we have focused on a few areas in which to concentrate improvement efforts going forward.

In Fall 2018, COBA formed an Online Improvement Task Force with the intent of increasing the quality and consistency of the MBA and MSM. It is anticipated that part of their work will include:

- Improving course design.
- Creating processes that ensure consistent application of program and course policies.
- Recommending curricular changes, if necessary.
- Creating processes and systems that provide career and professional coaching for both current and former graduate students.
- Tracking student outcomes.

It is anticipated that the task force will issue a written report with action items to pursue by the end of the 2018–2019 academic year.

One item that needs continual improvement relates to placement and outcomes for MBA and MSM students. Because many students are either early- or mid-career, they are not pursuing the degree as an avenue for an initial placement and the beginning of a career. Many are interested in the degree because it helps them in their current professional role, and because they anticipate it will lead to promotions, greater responsibility, and so on. In addition, very few students make use of the career services support the university provides, perhaps because many of them already have professional networks in place. For these reasons, the relatively simple calculations typically used for BBA graduates (e.g., placement rates and starting salaries) are less readily applicable to the MBA and MSM programs.

To attempt to collect feedback about the MBA and MSM programs, program director Phil Vardiman is seeking information from recent graduates about their experiences in the program, the impact the degree has had on their work performance, the skills they have developed because of their education, and how the degree fits into their holistic development as professionals.

Because of the early success of the online graduate programs, COBA is currently considering how to replicate parts of the model in an expansion of its undergraduate online courses. At present, COBA makes only limited use of online education at the undergraduate level, based on a historical and strategic preference for a residential experience for traditional undergraduate students. Yet, given the possibilities in the adult degree-completion market, there may be possibilities for additional undergraduate courses to be offered online, as well as perhaps an online business minor, or maybe even an entire online BBA. Determinations about whether to expand the graduate business model to undergraduate contexts will depend on whether such new offerings can be presented in a way that is high-quality, mission-consistent, and properly resourced.

Abilene Christian University

APPENDIX F:

LEARNING AND TEACHING

(PROGRAMS, CURRICULA, LEARNING OUTCOMES, AND ASSURANCE OF LEARNING)

Appendix F-1, Summary of Course Content of Degree Programs

Hours Required to Graduate from the University with a BBA: 128

University Required Core Courses, common to all majors (56 hours)
Cornerstone (3)
Bible and Religion (15)
English (9)
Communication (3)
Science (6)
Math (3)
Social Science and History (6)
Kinesiology (2)
Cultural Awareness (3)
Electives (6)

BBA Foundations common to all BBA degrees (33 total hours, but only 27 net hours because up to six hours are taken as part of the University Core)
BUSA 120 - Introduction to Business
ACCT 210 - Financial Accounting
ECON 260 - Macroeconomics
ECON 261 - Microeconomics
FIN 310 - Financial Management
MKTG 320 - Principles of Marketing
IS 322 - Business Statistics
MGMT 330 - Organizational Behavior
MGMT 331 - Operations Management
BLAW 363 - Legal Environment of Business
BUSA 419 - International Business

BBA Accounting	**BBA Financial Management**
ACCT 302 - Cost Accounting ACCT 304 - Income Tax I ACCT 310 - Intermediate Accounting I ACCT 311 - Intermediate Accounting II ACCT 324 - Accounting Info Systems ACCT 405 - Fundamentals of Auditing ACCT 410 - Advanced Accounting I BLAW 461 - Business Law II MGMT 439 - Strategic Management ENGL 326 - Business/Professional Writing ACCT/FIN electives (6 hours)	ACCT 211 - Managerial Accounting or ACCT 302 - Cost Accounting ACCT 310 - Intermediate Accounting I ACCT 311 - Intermediate Accounting II BLAW 363 - Legal Environment of Business or BLAW 461 - Business Law II FIN 311 - Money and Banking FIN 411 - Principles of Investment FIN 412 - Financial Theory and Practice IS 324 - Management Information Systems or ACCT 324 - Accounting Information Systems MGMT 439 - Strategic Management ACCT/FIN electives (9 hours)

BBA Information Systems	**BBA Management**
ITC 110 - Introduction to Information Technology and Computing CS 115 - Introduction to Programming CS 116 - Applied Programming ACCT 211 - Managerial Accounting or ACCT 302 - Cost Accounting IT 220 - Introduction to Databases IT 221 - Fundamentals of Networking IT 310 - Introduction to Computer and Information Security Choices of three capstone courses General electives (9 hours) BBA IS degree is available with three tracks: ● General IS ● IS Analytics ● IS Application Development	ACCT 211 - Managerial Accounting or ACCT 302 - Cost Accounting IS 324 - Management Information Systems MGMT 345 - Introduction to Management Science MGMT 439 - Strategic Management Choice of four upper-level MGMT electives General electives (9 hours) BBA MGMT degree is available with four tracks: ● Business Leadership ● Business Process Management ● Entrepreneurship and Philanthropy ● Human Resource Management
BBA Marketing	
ACCT 211 - Managerial Accounting or ACCT 302 - Cost Accounting IS 324 - Management Information Systems MGMT 439 - Strategic Management MKTG 341 - Marketing Research MKTG 342 - Consumer Behavior MKTG 495 - Marketing Strategy Choice of three Marketing electives Business electives (9 hours) General electives (9 hours)	

Master of Accountancy

Hours Required to Graduate from the University with a MAcc: 30
MAcc Core Curriculum (9 hours): MACC 610 - Advanced Topics in Financial Accounting and Reporting MACC 619 - Accounting Research MACC 622 - Ethics and the Accounting Profession
MAcc Elective Courses: Choice of five graduate Accounting courses (15 hours) General electives (6 hours)

Master of Business Administration

Hours Required to Graduate from the University with an MBA: 36
MBA Core Curriculum (27 hours): BUSA 530 - Leadership BUSA 550 - Foundations of Analytics BUSA 554 - Accounting and Finance for Managers BUSA 636 - Organizational Behavior BUSA 652 - Operations and Information Technology Management BUSA 656 - Strategic Marketing BUSA 670 - Managerial Decision Making BUSA 674 - Innovation BUSA 678 - Business Law and Ethics
Elective Hours (9 hours) 9-hour tracks available in: Operations and Supply Chain Management Marketing International Business General Business Business Analytics Healthcare Administration

Master of Science in Management

Hours Required to Graduate from the University with an MSM: 30
MSM Core Curriculum (21 hours): BUSA 530 - Leadership BUSA 550 - Foundations of Analytics BUSA 554 - Accounting and Finance for Managers BUSA 636 - Organizational Behavior BUSA 652 - Operations and Information Technology Management BUSA 656 - Strategic Marketing BUSA 678 - Business Law and Ethics
Elective Hours (9 hours) 9-hour tracks available in: Operations and Supply Chain Management Marketing International Business General Business Business Analytics Healthcare Administration

Appendix F-2, University General Education Learning Outcomes

The university's desired outcomes are that students who complete their undergraduate education at ACU should have demonstrated:

1. Strong analytical, communication, quantitative, and information skills - achieved and demonstrated through learning in a range of fields, settings and media, and through advanced studies in one or more areas of concentration;
2. Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms - achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology);
3. Intercultural knowledge, integrative thinking, and collaborative problem-solving skills - achieved and demonstrated in a variety of collaborative contexts (classroom, community-based, international, and online) that prepare students both for citizenship and for work;
4. A proactive sense of responsibility for individual, civic, and social choices - achieved and demonstrated through forms of learning that connect knowledge, skills, values, and public action, and through reflection on students' own roles and responsibilities in social and civic contexts;
5. Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another - achieved and demonstrated through advanced research and/or creative projects in which students take the primary responsibility for framing questions, carrying out analysis, and producing work of substantial complexity and quality.

Appendix F-3, Curriculum Content Under AACSB Standard 9 (Beyond Content in the University Core)

Undergraduate Business Degree Courses

General Skill Areas	Required Courses in Curriculum
Written and oral communication (able to communicate effectively orally and in writing)	BLAW 363 - Legal Environment of Business ENGL 326 - Business and Professional Writing MKTG 320 - Principles of Marketing MGMT 439 - Strategic Management
Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	(See separate Appendix F-4 for more detail on ethics content.) BLAW 363 - Legal Environment of Business General Education Courses such as CORE 110 - Cornerstone MGMT 330 - Management and Organizational Behavior MGMT 331 - Operations Management
Analytical thinking (able to analyze and frame problems)	Accounting Courses such as ACCT 210 - Financial Accounting FIN 310 - Financial Management IS 322 - Business Statistics MATH 130 - Finite Math for Applications MGMT 331 - Operations Management MGMT 345 – Introduction to Management Science MGMT 439 - Strategic Management
Information technology (able to use current technologies in business and management contexts)	BUSA 120 - Introduction to Business IS 322 - Business Statistics IS 324 - Management Information Systems IS 432 - Data Mining MGMT 331 - Operations Management
Interpersonal relations and teamwork (able to work effectively with others and in team environments)	BUSA 120 - Introduction to Business MGMT 331 - Operations Management MKTG 320 - Principles of Marketing
Diverse and multicultural work environments (able to work effectively in diverse environments)	BUSA 120 - Introduction to Business BUSA 419 - International Business
Reflective thinking (able to understand oneself in the context of society)	BLAW 363 - Legal Environment of Business BLAW 461 - Business Law II MGMT 439 - Strategic Management

Application of knowledge (able to translate knowledge of business and management into practice)	ACCT 210 - Financial Accounting All business courses such as BUSA 120 - Introduction to Business MGMT 330 - Management and Organizational Behavior

General Business Knowledge Areas	**Required Courses in Curriculum**
Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	ACCT 210 - Financial Accounting BLAW 363 - Legal Environment of Business BLAW 461 - Business Law II BUSA 419 - International Business ECON 260 - Macroeconomics ECON 261 - Microeconomics
Social responsibility, including sustainability, diversity and ethical behavior and approaches to management	BUSA 120 - Introduction to Business MGMT 331 - Operations Management BLAW 363 - Legal Environment of Business
Financial theories, analysis, reporting, and markets	ACCT 210 - Financial Accounting FIN 310 - Financial Management FIN 412 - Financial Theory and Practice
Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	ACCT 211 - Managerial Accounting IS 324 - Management Information Systems MGMT 331 - Operations Management MKTG 320 - Principles of Marketing
Group and individual behaviors in organizations and society	MGMT 330 - Management and Organizational Behavior
Evidence-based decision making that integrates current and emerging business statistical techniques, data management, data analytics and Information technology in the curriculum. Student experiences integrate real-world business strategies, privacy and security concerns, ethical issues, data management, data analytics, technology driven changes in the work environment, and the complexities of decision making.	IS 322 - Business Statistics IS 324 - Management Information Systems IS/MKTG 432 - Data Mining

Technology Agility Areas	Required Courses in Curriculum
Evidence-based decision making that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics and information technology	IS 324 - Management Information Systems ACCT 324 - Accounting Information Systems BUSA 120 - Introduction to Business IS 322 - Business Statistics FIN 412 - Financial Theory and Practice IS/MKTG 432 - Data Mining MGMT 331 - Operations Management MGMT 345 - Introduction to Management Science MGMT 452 - Logistics and Supply Chain Management
Ethical use and dissemination of data, including privacy and security of data	ACCT 324 - Accounting Information Systems IS 322 - Business Statistics MGMT 331 - Operations Management IS/MKTG 432 - Data Mining
Understanding of the role of technology in society, including behavioral implications of technology in the workplace	IS 324 - Management Information Systems ACCT 324 - Accounting Information Systems BUSA 120 - Introduction to Business FIN 412 - Financial Theory and Practice IS 322 - Business Statistics IS/MKTG 432 - Data Mining MGMT 331 - Operations Management MGMT 345 - Introduction to Management Science MGMT 452 - Logistics and Supply Chain Management
Demonstration of technology agility and a “learn to learn” mindset, including the ability to rapidly adapt new technologies	ACCT 324 - Accounting Information Systems BUSA 120 - Introduction to Business IS 322 - Business Statistics IS/MKTG 432 - Data Mining MGMT 331 - Operations Management MGMT 345 - Introduction to Management Science
Demonstration of higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders	ACCT 324 - Accounting Information Systems FIN 412 - Financial Theory and Practice IS 322 - Business Statistics IS/MKTG 432 - Data Mining MGMT 331 - Operations Management MGMT 345 - Introduction to Management Science

General Business Master's Degree Programs (MBA and MSM)

Content Areas	Required Courses in MBA and MSM Curriculum
Leading in organizational situations	BUSA 530 - Leadership
Managing in a diverse global context	BUSA 636 - Organizational Behavior BUSA 652 - Operations and Information Technology Management
Thinking creatively	BUSA 670 - Managerial Decision Making BUSA 678 - Business Law and Ethics
Making sound decisions and exercising good judgment under uncertainty	BUSA 530 - Leadership BUSA 550 - Foundations of Analytics BUSA 670 - Managerial Decision Making BUSA 678 - Business Law and Ethics
Integrating knowledge across fields	BUSA 530 - Leadership BUSA 554 - Accounting and Finance for Managers BUSA 652 - Operations and Information Technology Management BUSA 674 - Innovation BUSA 678 - Business Law and Ethics

Specialized Business Master's Degree Program (MAcc)

Content Areas	Required Courses in MAcc Curriculum
Understanding the discipline from multiple perspectives	MACC 610 - Advanced Topics in Financial Accounting and Reporting MACC 619 - Accounting Research MACC 622 - Ethics and the Accounting Profession
Framing problems and developing creative solutions in the specialized discipline	MACC 619 - Accounting Research
Applying specialized knowledge in a diverse global context (for a practice-oriented degree)	MACC 610 - Advanced Topics in Financial Accounting and Reporting MACC 622 - Ethics and the Accounting Profession

Appendix F-4, Ethics Across the Business Curriculum

Rather than having a standalone business ethics course, COBA has chosen to incorporate ethics into many of its classes. For each of the classes below, between and one and four class sessions are used to cover the ethical topics in the right-hand column. Classes are listed in alphabetical order by course prefix, with graduate courses noted with a *. Note that these business courses are over and above the significant ethics content in the University Core.

Academic Subject	Class	Ethical Topics
Accounting (including MAcc course)	ACCT 210: Financial Accounting	Integrity in financial reporting and business relationships; impact of character on financial decisions
	ACCT 622*: Ethics and the Accounting Profession	Ethical issues faced by accountants
Business Law	BLAW 363: Legal Environment of Business	Ethics and legal compliance
	BLAW 461: Business Law II	Ethical theory; ethics and legal compliance; corporate social responsibility
General Business (including MBA and MSM courses)	BUSA 120: Introduction to Business	Purpose of business (including stakeholder and common good approaches); ethics and corporate social responsibility; workplace faith
	BUSA435: Christian Business Leadership Perspectives	Faith and morality; Social learning of ethical behavior; ethical theories and application; Role Modeling; Mentoring; Challenging the process
	BUSA 530*: Introduction to Leadership	Christian ethics and business leadership, ethical perspectives on the home, workplace, money, recreation, country, race relations, honesty, and big data analytics
	BUSA 636*: Organizational Behavior	Ethics of managing change in the workplace
	BUSA 678*: Business Law and Ethics	Ethical theory; behavioral and normative approaches to business ethics
Economics	ECON 260: Macroeconomics	Ethical approaches towards profits in a market economy
	ECON 261: Microeconomics	Ethical approaches to a "fair wage"
Finance	FIN 311: Money and Banking	Ethical issues with respect to banking, subprime mortgages, using depositors' money in risky situations
	FIN 411: Principles of Investment	The "dark side" of finance: greed, fraud, cheating of various types; contrasted with the benefits that a strong and ethical financial system offers to society

	FIN 416: Personal Financial Planning	Ethics of financial decisions, socially responsible investing
Information Systems	IS 342: Business Intelligence	The ethics of data provisioning and analysis outcomes, ethical data management; GDPR requirements
	IS 410: Enterprise Systems	Security requirements in system integration, Information and data security in system components and data storage
	IS 415: E-Commerce	E-Commerce ethics, information and data privacy and security
Management	MGMT 320: Social Entrepreneurship	Ethics and the Christian faith in social entrepreneurship
	MGMT 330: Management and Org. Behavior	Ethical decision making; ethics and values, cognitive moral development, ethical leadership
	MGMT 331: Operations Management	Sustainability, ethics of pricing, design ethics, triple bottom line, ethics of reporting
	MGMT 332: Intro. to Human Resource Management	Ethics in human resource management
	MGMT 335: Leadership	Aristotelian virtue development; Formalism vs. utilitarianism; leader ethical dilemmas and CSR related/stakeholder theory discussion
	MGMT 373: Planning, Recruiting, and Selection	Ethics in human resource management
	MGMT 439: Strategic Management	Incorporation of ethical decision making and Christian worldview into discussions about different case-based scenarios; Stakeholder view
	MGMT 440: Business & Sustainability	Stakeholder theory; environmental sustainability; social sustainability; poverty; human rights; Christian responses to sustainability; different organizational forms to tackle sustainability challenges
	MGMT 452: Logistics & Supply Chain Management	Unit on sustainability in logistics and supply chain management through the life cycle of a product. Concerns include both environment as well as human rights related.
Marketing	MKTG 320: Principles of Marketing	Ethical theories and frameworks; applications of these to practical marketing situations
	MKTG 341: Marketing Research	Research ethics, human subjects research
	MKTG 342: Consumer Behavior	Ethical approaches towards your fellow humans; Ethical advertising; Ethical sales tactics; our responses to society

	MKTG 343: Personal Selling	Ethics in sales interactions
	MKTG 495: Marketing Strategy	Ethical theories and frameworks; applications of these to practical marketing situations

Appendix F-5, Learning Goals and Objectives of Business Degrees

BBA Learning Goals and Objectives

Learning Goal	Learning Objectives
Faith and Ethics BBA 1. Apply Christian principles in evaluating issues and making moral/ethical decisions.	BBA 1.1 - Students will apply the elements of an ethical decision-making framework from a Christian perspective. BBA 1.2 - Students will identify and evaluate personal and corporate values and behaviors in comparison to biblical principles and ethical frameworks. BBA 1.3 - Students will demonstrate awareness of different views of vocation (i.e., God's calling for life and work) and will engage in discernment practices related to their career and life goals. BBA 1.4 - Students will reflect upon personal motivations and experiences related to wealth, service, and giving.
Discipline Knowledge and Skills BBA 2. Demonstrate broad, integrated knowledge and skills in core business disciplines and the business context.	BBA 2.1 - Students will demonstrate broad knowledge and skills in core business disciplines, including: · Accounting · Finance · Information Systems · Management (Org. Behavior, Operations, Strategy) · Marketing BBA 2.2 - Students will understand the legal and economic environment of business. BBA 2.3 - Students will demonstrate their ability to integrate numerous functional areas.
Professional Skills BBA 3. Demonstrate critical thinking, communication, technical and career preparation skills appropriate for business professionals.	BBA 3.1 - Students will apply statistical and other analytical concepts in evaluating data and making decisions. BBA 3.2 - Students will demonstrate an ability to communicate in writing and in oral presentations. BBA 3.3 - Students will utilize technology effectively to accomplish specific discipline-related business objectives. BBA 3.4 - Students will demonstrate career readiness.
Leadership and Teamwork BBA 4. Lead and participate effectively in diverse team environments.	BBA 4.1 - Students will be able to work effectively as leaders and team members in a diverse team environment.
Globalization BBA 5. Understand the global business environment.	BBA 5.1 - Students will demonstrate awareness of global business issues and opportunities.
Entrepreneurship BBA 6. Understand the entrepreneurial process.	BBA 6.1 - Students will demonstrate awareness of entrepreneurship issues and opportunities.

Management Major Learning Goals and Objectives

Learning Goal	Learning Objectives
MGMT 1. Students will demonstrate proficiency in synthesizing, analyzing and evaluating relevant data for effective decision making	MGMT 1.1 - Students will demonstrate a basic understanding of cost accounting concepts. MGMT 1.2 - Students will organize and integrate distinct knowledge areas and apply them to make organizational plans and complex organizational decisions.
MGMT 2. Students will develop a toolkit for the effective and efficient management of organizational resources	MGMT 2.1 - Students will evaluate the macro-level (e.g., political, economic, social, technological, environmental and legal) implications of a specific organizational scenario in an assigned project. MGMT 2.2 - Students will demonstrate an understanding of how humans effectively interact in organizations including human resource management laws and best practices.

Marketing Major Learning Goals and Objectives

Learning Goal	Learning Objectives
MKTG 1. Students will understand, appreciate, and apply the steps of the marketing research process.	MKTG 1.1 - Students will design a marketing research project specific to a client's needs. MKTG 1.2 - Students will carry out, analyze, and present the results of a market research project.
MKTG 2. Students will understand basic and intermediate principles underlying consumer behavior.	MKTG 2.1 - Students will analyze consumer behavior, including emotional, cultural, and cognitive influences. MKTG 2.2 - Students will conceive, design, carry out, analyze, and interpret the results of a consumer behavior study.
MKTG 3. Students will integrate the different aspects of their learning into a comprehensive whole.	MKTG 3.1 - Students will analyze a business and create a comprehensive marketing plan for it.
MKTG 4. Students will be aware of and understand the current state of practice in the field of Marketing.	MKTG 4.1 - Students will analyze current events in Marketing and apply theories and frameworks to these events.
MKTG 5. Students will be able to assess ethical issues in the context of Marketing.	MKTG 5.1 - Students will learn and apply ethical frameworks to specific business situations.

Information Systems Major Learning Goals and Objectives

Learning Goal	Learning Objectives
IS 1. Students will understand the broad business context that influences Information Systems and how Information Systems influence business practices.	IS 1.1 - Students will understand the socio-economic, financial, legal and political environment that shapes and is shaped by information systems. IS 1.2 - Students will understand the roles that information and technology play in defining business processes and supporting management decisions.
IS 2. Students will demonstrate the ability to learn technical skills needed to develop and maintain Information Systems.	IS 2.1 - Students will demonstrate basic proficiency in programming. IS 2.2 - Students will demonstrate basic proficiency in data management/visualization and in the design and maintenance of both transactional and informational databases. IS 2.3 - Students will demonstrate basic proficiency in networking and Internet technologies. IS 2.4 - Students will demonstrate basic proficiency in selected corporate technologies and applications.
IS 3. Students will be able to develop, implement and communicate strategies for IS solutions to influence the adoption of information technologies that improve business performance.	IS 3.1 - Students will be able to describe the roles, methodologies, and techniques that enable the analysis, design, and implementation of information systems. IS 3.2 - Students will be able to apply principles of data management and analysis to solve business problems. IS 3.3 - Students will be able to use data to communicate business performance and outcomes.
IS 4. Students will be able to manage Information Technology resources to support organizational goals.	IS 4.1 - Students will be able to describe and apply policies and practices necessary to secure organizational data, information and systems. IS 4.2 - Students will be able to identify and recommend opportunities for businesses to employ information technology to execute strategy and remain competitive in a global market. IS 4.3 - Students will be able to identify and recommend opportunities to employ information technology to promote ethical and efficient resource management (stewardship) in business operations.

Accounting Major Learning Goals and Objectives

Learning Goal	Learning Objectives
ACCT 1. Students will be able to prepare reports appropriate to various areas in accounting.	ACCT 1.1 - Students will be able to complete an individual tax return with itemized deductions, capital gains, and supplemental income. ACCT 1.2 - Students will be able to construct financial statements from a trial balance. ACCT 1.3 - Students will be able to construct a set of consolidated financial statements from subsidiary company data. ACCT 1.4 - Students will be able to prepare a comprehensive manufacturing and cash budget. ACCT 1.5 - Students will be able to prepare a standard audit opinion.
ACCT 2. Students will be able to identify fundamental concepts of accounting systems and controls.	ACCT 2.1 - Students will identify controls in place in a subset of an Accounting system. ACCT 2.2 - Students will be able to identify the key components of internal control structure as identified in auditing literature (COSO). ACCT 2.3 - Students will understand the primary sections of the Sarbanes Oxley Act, particularly section 404, as it relates to internal control. ACCT 2.4 - Students will be able to interpret a flow chart of internal control procedures and activities.
ACCT 3. Students will demonstrate competency in the use of technology skills appropriate to various financial applications.	ACCT 3.1 - Students will be able to use basic financial accounting transactional software to enter transactions. ACCT 3.2 - Students will be able to display and consolidate financial statements in Excel. ACCT 3.3 - Students will be able to complete an integrated manufacturing and cash budget with linked data in Excel. ACCT 3.4 - Students will be able to enter transactional data and prepare financial statements using data-base technology such as Access.
ACCT 4. Students will understand the ethical and regulatory issues associated with accounting.	ACCT 4.1 - Students will demonstrate a knowledge of the Professional Code of Conduct for CPAs, particularly the sections related to independence and confidentiality. ACCT 4.2 - Students will be familiar with the Sarbanes Oxley Act and its impact on auditors and management. ACCT 4.3 - Students will analyze a recent case of corporate fraud using scripture in addition to current regulations to analyze the actions of management.

Financial Management Major Learning Goals and Objectives

Learning Goal	Learning Objectives
FIN 1. Students will be able to analyze various types of data appropriate to finance.	FIN 1.1 - Students will develop models for analyzing the historical performance of financial instruments. FIN 1.2 - Students will be able to project cash flows associated with capital investment decisions. FIN 1.3 - Students will be able to construct a set of pro forma financial statements from a set of operating assumptions and forecasts.
FIN 2. Students will demonstrate competency in the use of technology skills appropriate to various financial applications.	FIN 2.1 - Students will be able to use advanced excel spreadsheet functions to present and analyze financial data. FIN 2.2 - Students will be able to calculate present and future values, cash flows, and rates of return using a financial calculator.
FIN 3. Students will understand the fundamental financial concepts associated with investing and financial planning.	FIN 3.1 - Students will prepare an analysis of an individual's net worth. FIN 3.2 - Students will prepare an analysis of a stock's value relative to reported financial data.

Master of Accountancy Program Learning Goals and Objectives

Learning Goal	Learning Objectives
MACC 1. Students will be able to prepare reports appropriate to various areas of accounting.	MACC 1.1 - Students will be able to construct consolidate financial statements for a governmental entity in conformity with GASB 34 principles. MACC 1.2 - Students will be able to prepare a Statement of Cash Flows. MACC 1.3 - Students will be able to draft an appropriate report for circumstances involving opinion exceptions and/or modifying conditions.
MACC 2. Students will critically analyze and compare outcomes using reports appropriate to various areas in accounting and finance.	MACC 2. - Students will be able analyze financial ratios and operating data based on an evaluation of financial statements. MACC 2.2 - Students will be able to prepare an analysis of corporate capital structure and finance practices.
MACC 3. Students will demonstrate competency in writing and research.	MACC 3.1 - Students will prepare a written case assessment analyzing corporate accounting policy based on conformity with established accounting principles. MACC 3.2 - Students will prepare a research paper on issues associated with the development of accounting theory. MACC 3.3 - Students will prepare a written analysis and conclusions concerning ethical issues in accounting.

MBA/MSM Program Learning Goals and Objectives

Learning Goal	Learning Objectives
MBA 1. Leadership: Graduates will practice effective leadership of themselves, their teams, their organizations, and their external constituents.	MBA 1.1 - Students will understand leadership processes and develop a personal leadership approach. MBA 1.2 - Students will recognize and work within elements of organizational culture. MBA 1.3 - Students will employ teams and cooperative efforts inside and outside organizations to achieve desired outcomes.
MBA 2. Organizational Innovation: Graduates will lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies.	MBA 2.1 - Students will apply strategic tools to position their organizations for a changing marketplace. MBA 2.2 - Students will design and deploy organizational processes and technologies to improve organizational performance.
MBA 3. Data Informed Decision-Making: Graduates will engage in data informed decision making.	MBA 3.1 - Students will utilize organizational practices and tools to collect, analyze, and use data to make decisions across a wide array of topics. MBA 3.2 - Students will report findings clearly and with appropriate recognition of the findings' limitations.
MBA 4. Faith and Ethics: Graduates will make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.	MBA 4.1 - Students will understand fundamental principles of business law in the United States. MBA 4.2 - Students will understand and apply their personal ethical framework to business decisions. MBA 4.3 - Students will reflect on their vocation in the context of their personal values and goals.

Appendix F-6, Example Form for Course Embedded Assessment Feedback, Spring 2018

College of Business Administration Assessment Feedback

Course Number/Name:___MGMT331/Operations Management _____

Instructor: O. Burton_____ Term: Spring 2018__ Enrollment in Course:_75___

The objective of our assessment is to determine if our students know, do, and value what we have decided is important.

Based on the content and nature of your course, please evaluate student's attainment of selected learning objectives as noted below, based on their actual performance on tests, projects, and assignments in your class. In the case of skill/performance objectives, a rubric is available for your use in assessing performance on a common scale from 1 to 4. Considering all the traits, enter the number of students performing at an overall 1, 2, 3 or 4 level relative to this objective. For objectives that more knowledge oriented, enter the average of applicable exam or assignment grades.

	Knowledge	Level of Skill			
Learning Objective	**Average Applicable Grades**	**Level 1** unacceptable	**Level 2** marginal	**Level 3** acceptable or expected	**Level 4** exceptional
BBA 2.1	83.5	2	24	34	15
BBA 2.2, 1.1, 1.2*	79.2	2	4	37	32
BBA 2.3	83.5	2	24	34	15
BBA 3.1	86.4	7	10	27	31
BBA 3.2	85.7	12	8	8	47
BBA 3.3	86.4	7	10	27	31
BBA 3.4	95.5	10	11	20	37
BBA 4.1*	83.5	2	24	34	15

For average grades < 70, or students with rubric scores of 1 or 2, please comment on the reasons for their low performance relative to this learning objective:

The primary factors are….

- Lack of student responsibility and/or effort in performing the assigned work on time. **Yes** or No? EXTRA CURRICULAR ACTIVITIES (e.g., SOCIAL CLUB ACTIVITIES, SPORTS COMMITMENTS, ILLNESS, PERSONAL COMMITMENTS, GENERAL LACK OF COMMITMENT TO COURSE).

Appendix F-7, Example Course and Process Improvements Based on Feedback

Name	Course or COBA process affected	What change or improvement was made	Why was change made
Don Pope	IS 322 Business Statistics	Added a lecture on how to represent complex equations in Excel	Course assessment feedback that students lacked these skills
Don Pope	MGMT 345	Added an "Excel Day" to each unit (every 2 weeks) to cover more topics important to using Excel in creative problem solving ways	Course assessment feedback that students lacked both specific skills (pivot tables, data tables, conditional formatting, macros ...) and ability to create simulation/decision models in Excel.
Tim Johnston	Career Planning	Course insertions (presentations and assignments) developed for selected courses to interact with the students from year 1 through year 4.	Based on student interviews, senior students not sufficiently engaged in career thinking early enough in their college years
David Perkins	ACCT 210	Updated the textbook; Established a tutoring rotation in which top students from previous semesters help current students with homework, test preparation, etc.	To help current students but also to reinforce the understanding of the tutors as they take their knowledge to a deeper level.
David Perkins	MACC 611	Updated the materials for new pronouncements.	To stay current with the profession.
David Perkins	MACC 605	Established team assignments/presentations.	To add team discussion, leadership, and coordination to the class requirements.
Mark Phillips	MKTG 320	Restructured major class assignment	To address problems with the group process and help groups stay on schedule
Mark Phillips	MKTG 495	Added multiple opportunities for students to be exposed to current events in the field of marketing	To remedy students' lack of awareness of current events in their field
Mark Phillips	MKTG 495	Discarded major project and replaced with other work	The monolithic project, coming at the very end of the course (and the degree for most) was not accomplishing its purpose
Mark Phillips	MKTG 495	Changed focus of class to include more content related to digital marketing	Now that almost all marketing is digital, this seemed like a logical move to remain current.
Monty Lynn	BUSA 120	Added out-of-class reading concept checks and in-class engaged learning	Responded to course feedback, test performance, and learning research

Sarah Easter	MGMT 439	Redesigned course to focus on applied learning via case studies	Course assessment and employer feedback that graduating seniors lacked sufficient critical thinking skills; emphasize the relevance of course content; benchmarking of other strategy courses
Laura Phillips	IS 322 Business Statistics	Shifted from 2x/week for 16 weeks to 4x/week for 10 weeks to 5x/week for 7 weeks	Initial shift was because it was hard for students to stay engaged in the material, esp from Thursday's class to the next Tuesday. Second shift was made because the university mandated that all short courses follow the same schedule.
Laura Phillips	MGMT 320	Added a service project to the course	Students spend much of the class time being exposed to social enterprises and meeting social entrepreneurs and they repeatedly suggested the addition of a hands-on project working with one of the organizations.
Laura Phillips	MGMT 419	Made significant additions to the course content to give additional substance and rigor to the study abroad course	The students needed additional guidance from both the business curriculum side and the cultural readiness side to get the most from the in-country business visits.
Jozell Brister	ECON 260 and 261	Changed format of class to a hybrid traditional lecture/flipped class.	Student grades on homework were suffering from a lack of supervision and attention. By moving the homework to class time, the students had the advantage of my attention and help. The class is not a pure version of a flipped class because there is still lectures and discussion in class.
Katie Wick	ECON 260 and 261	Reformatted the class to cover major concepts in three part fashion: 1) pre-class learning objectives investigated by students with a quiz, 2) in-class review of concepts, applications, discussion, and group work, and 3) retrieval practice and reinforcement in the form of written homework practice	Students need time to work harder application problems with the guidance and help of their professor in order to achieve mastery of economic tools. Each chapter has a set of pre-class learning objectives/terms that students must investigate and take a quiz on before we work on applications of those objectives. This frees up time in-class to solidify those concepts as we work together in groups on practice problems and discuss where these concepts are coming to "life" in the real world. Then students reinforce

			their understanding with homework practice problems that can be completed in groups or individually.
Katie Wick	ECON 260 and 261	Added Econ in the Arts project	Since economics is everywhere, it is not surprising that we find economic concepts in music, the arts, or literature. This assignment allows students to display their understanding of economics in one of the arts. There are multiple ways to complete the assignment from writing poetry, creating a visual art original, analyzing current media, and many others. Students are encouraged to be as creative as possible.
Katie Wick	ECON 260	Shifted from 3x/week for 16 weeks to 5x/week for 7 weeks	This shift was an experiment to test if learning outcomes could be improved with daily concept coverage allowing students to stay engaged in the material since economics builds like a math class.
Ian Shepherd	BUSA084	Classified All Assignments and Rubric items in to Performance Objective and Student Learning Objective designations.	Measurement reporting in the past was haphazard. This allows instructors to report at the assignment and rubric item level all the performance objective and student learning objective items - consistently, accurately, and iteratively. Reporting now takes a few minutes for low level detail performance at all levels in this class.
Ian Shepherd	BUSA560	Classified All Assignments and Rubric items in to Performance Objective and Student Learning Objective designations.	Measurement reporting in the past was haphazard. This allows instructors to report at the assignment and rubric item level all the performance objective and student learning objective items - consistently, accurately, and iteratively. Reporting now takes a few minutes for low level

			detail performance at all levels in this class.
Ian Shepherd	BUSA630	Classified All Assignments and Rubric items in to Performance Objective and Student Learning Objective designations.	Measurement reporting in the past was haphazard. This allows instructors to report at the assignment and rubric item level all the performance objective and student learning objective items - consistently, accurately, and iteratively. Reporting now takes a few minutes for low level detail performance at all levels in this class.
Ian Shepherd	BUSA084	Created detailed feedback for each assignment covering perfect answers. Stored in each class and assignment to improve feedback performance and reduce grading time.	Inconsistent detailed feedback is problematic in the class assignments. By providing a detailed feedback template we improve student feedback and minimize grading time for the instructor.
Ian Shepherd	BUSA530	Created detailed feedback for each assignment covering perfect answers. Stored in each class and assignment to improve feedback performance and reduce grading time.	Inconsistent detailed feedback is problematic in the class assignments. By providing a detailed feedback template we improve student feedback and minimize grading time for the instructor.
Ian Shepherd	BUSA630	Created detailed feedback for each assignment covering perfect answers. Stored in each class and assignment to improve feedback performance and reduce grading time.	Inconsistent detailed feedback is problematic in the class assignments. By providing a detailed feedback template we improve student feedback and minimize grading time for the instructor.
Ian Shepherd	ECON261	Microeconomics Online course updated to reflect more social implications of business level economics.	Microeconomics needed to focus clearly on the Christian's perspective with respect to more social implications dealing with poverty and the business person's role in changing that situation.
Ryan Jessup	MKTG 341	Prepared a Statistics Cookbook excel spreadsheet that provided a tutorial on usage, logic, calculation, interpretation, and how to write up a variety of inferential statistics (t test, multiple linear regression, etc.). Don Pope enhanced it and	I would meet with students to guide them through the statistical analyses for their group projects. Inevitably, the explanations and walk-throughs were not sufficient. This tool enabled me to allow the students to learn more independently after the guidance

		renamed it the Pope Statistics Calculator	sessions; further, they can take the software with them to use in other classes and beyond.
Ryan Jessup	MKTG/IS 432	Added in current examples of Data Mining visualizations and analytic usage	To clarify how analytics is being used today and, further, to show how the concepts and algorithms they are learning are the ones being applied by organizations today
Orneita Burton	MGMT 331	Operations Management. Added exercises to track KPIs and analyze data to improve business performance in a simulated environment. Modified and added hybrid team projects to capture and measure both individual and team contributions.	Provided opportunities for students to analyze data captured in the simulation to experience how similar data is used in the business environment. Modified team projects to help students understand the purpose of team activities and their need to contribute in a meaningful way based on their major and learning gained from other courses. Both changes serve the purpose of providing an integrated business experience for juniors and seniors.
Orneita Burton	IS410	Transitioned course from a single focus on ERP systems to an enterprise systems appreciation that incorporates a diverse set of technologies and functionality.	Enterprise Resource Planning systems have become only one aspect of a networked environment. Once the core of all technologies, ERP systems have been subjugated by cloud-based applications. The need to understand the changing technology landscape made this transition necessary. Such changes are dictated and driven by changes in the computer industry.
Orneita Burton	IS415	E-Commerce. Added a transitioning site development project that requires students to add business rules and technical functionality to their project, resulting in a fully functional e-commerce site at the end of the course.	Student's need to experience e-commerce both as a business user and a site developer, the latter to coincide with their major and/or as a member of a site development team. The emphasis is to understand how digital commerce supports vs displaces traditional, well-defined aspects of business, as well as facilitates transaction-based business processes.

Orneita Burton	IS680	Data Mining & Analytics - graduate online. Developed an online course in data mining and business analytics for graduate students currently working in the business environment.	Help students understand data provisioning as a precursor to mining and analyzing large data sets. Students use enterprise level technologies that incorporate best practices of data mining and analytics to describe current performance, predict outcomes based on internal and external data, and prescribe business strategies that optimize operational performance.
Jim Litton	MGMT 305	Revised content to include content previously covered in different class. Also transitioned class to hybrid format with approximately 1/3 of class being delivered in online format.	Update was made as a result of student feedback to introduce content earlier in the curriculum. Transition to hybrid format provided more scheduling flexibility.
Jim Litton	MGMT 432	Transitioned class to be centered on the search process to develop a business model for ventures instead of preparing a lengthy business plan.	Provided more experiential learning / hands-on opportunities through revised project and better reflects best practices with early stage concepts.
Jim Litton / Whitney Herrington / Kelley Wood	Global Entrepreneur (travel programs)	Introduced universal application for all Global Entrepreneur travel programs and streamlined process of complying with various requirements for student travel across the university.	As number of travel programs increased, we needed a more efficient and effective way to plan, promote, and execute them.
Jim Litton	Springboard (Community)	Added two new tracks for community entrepreneurs, including additional $250,000 in seed funding available through annual competition.	Provides more access and resources to young companies in the region, while also maintaining opportunity for entrepreneurs at concept stage to win seed funding.
Jim Litton	Springboard (ACU Students)	Modified the annual competition to require more extensive work throughout the spring semester. This replaced the historical requirement of submitting a business plan.	Follow-up interviews with previous student contestants indicated students were not using the award funds towards launching the ventures they pitched. The additional requirements help ensure students are more interested and better prepared to take the next step in launching their venture.

Dennis Marquardt	MGMT330	Flipped one section of the course (Motivation). Students navigate through the theory and content via an online module while exploring the application in class.	There is a constant need to balance theory dissemination with practical application. Due to time constraints, usually the practical aspects get overlooked. Flipping this particular concept allows me to experiment with more application-based activities in class without losing the more rudimentary learning that is still necessary.
Dennis Marquardt	MGMT335	Complete redesign: A formal textbook was replaced with classic readings designed to help students become familiar with the past 100 years of leadership science. Additionally, an informal focus group of executives and CEOs helped me implement three major skill development initiatives that are key course requirements. They include: team leadership (shared) of a community service project, public speaking (leadership Pecha Kuchas), and reflective self-awareness (self- and 360-style assessments accompanied by coached reflections).	Leadership cannot be learned from a textbook and thus the course needed to be designed to give students an opportunity for active learning. Many students graduate from business schools without the skill of cogently and confidently expressing themselves in front of others (a key leadership skill) or with the self-awareness to humbly acknowledge their strengths and weaknesses. Additionally, integrating a community service project helps students learn the difficulties of partnering with organizations that are already doing good work around them. All of this is then wrapped in the more traditional leadership theory that students should also be expected to learn in a leadership course.
Dennis Marquardt	MGMT330	Two Harvard Case Studies related to Groups and Teams and Power and Politics were implemented to help students analyze real events related to these two content themes.	Case studies give students an opportunity to see how management-related concepts play out in the real world of business. They also hold students accountable to identify what they learned in their readings and lectures in a different and more approachable format. The Power and Politics case study is done in groups to give students the opportunity to hear how others interpret events differently from them and to have to integrate diverse viewpoints into a final project.

Clint Buck	ACCT 210	Added semester-long case study in which each student selects two companies to study throughout the semester. As we discuss certain topics in class (e.g., accounts receivable, inventory, accounts payable, etc.), students are asked specific questions about their companies. This requires the student to interact with actual financial statements and apply what we are learning in class to a "real world" example.	The students seemed disconnected from the content, often getting lost in the abstract/theoretical/jargon of financial accounting. This semester-long study allows students to select companies of interest to them, and apply what we learn in class to those companies. The students learn more about their companies while also applying and making sense of the course content.
Malcolm Coco	MGMT 373	Completely revamped the course materials and included international HR subject matter experts via skype as part of the course. (Romania, Korea, and Mexico) Research assignments are selected based on current hot topic HR subjects. Infusion of my current research and publications in class regarding HR related subjects.	Suggestion by COBA Visiting Committee to expose our students to international business and real world/current HR related subjects. Students are also surveyed mid-semester for course and speaker feedback.
Malcolm Coco	MGMT 332	Included subject matter experts for specialized HR topics unavailable or not current in most text books. Infusion of my current research and publication in class regarding HR related subjects. The subject matter experts visited the class personally and shared their expertise comparing real world standards to textbook standards. Research assignments are selected based on the current HR hot topics.	Each semester my classes are electronically surveyed for feedback on the course material and the currency and quality of the guest speakers. Changes in course material and guest speakers are made based on feedback from the survey results. Students are also surveyed mid-semester for course and speaker feedback.
Malcolm Coco	MGMT 499, ACCT 499, MKTG 499, FIN 499, ITC 499 (COBA internship Program)	At the end of each semester interns and host companies are surveyed requesting feedback about their internship experience. These suggestions are compiled and each future intern and host company are provided the results of information compiled from hundreds of past intern and Host Company respondents. This is an ongoing process and the currency of the feedback from interns and Host Company supervisors is updated each semester and provided to new interns and host companies to make the internship experience as meaningful as possible.	Again, these suggestions for host companies and interns are made based on the survey results and these suggestions will be provided to all future interns and host companies.

Don Pope	BUSA 550 Foundations of Analytics	End of course data analysis project now has more specific guidelines about the nature of the data and analyses expected. Several suggested sources of data are provided and allowed.	Previously it was expected to use data from their jobs and this turned out to be impractical for a variety of reasons, resulting in poor examples of datasets and possible analysis.
Paul Wertheim	MACC 619	Introduce common formats used in the accounting field for the documentation of research conclusions, such as formal Audit Working Paper Memos and email communications. Require selected accounting research assignments to use specific formats for documentation of research conclusions.	Based on feedback from employers and alumni concerning the use of typical formats for various accounting communications.
Phil Vardiman	MGMT 532 Human Resource Management (Graduate)	This course was redesigned (both format and content) to provide up-to-date material and also enhance overall learning. The course was expanded (weeks) and an additional module focusing on HR in multiple locations was inserted.	The change was needed to provide both content upgrade and improved course utilization in our graduate program.
Phil Vardiman	MGMT 330	Updated course content throughout the course offering. Expanded course activity (decision making) in a "real world" challenge - focusing on HR & Federal Law requirements. Included numerous class activities on communication (what was actually heard and understood) and maintaining control.	The change was made to keep the course relevant and provide additional learning opportunities for the students
Phil Vardiman	MGMT 332	Designed course with student led "SME" assignments. Also required team projects (presentations & papers) on current HR topics. Included course speakers from local industries to share their experiences.	New course preparation.

Appendix F-8, BBA Learning Objectives Program Map of Course Content from the Core BBA courses required for all majors

	ACCT 210 Financial Accounting	ACCT 211 Managerial Accounting	BLAW 363 Legal Environment of Business	BUSA 120 Intro to Business	BUSA 419 International Business	ECON 260 Macroeconomics	ECON 261 Microeconomics	FIN 310 Financial Management	IS 322 Business Statistics	MGMT 330 Org Behavior	MGMT 331 Operations Management	MGMT 439 Strategic Management	MKTG 320 Principles of Marketing	IS 324 Management Info Systems	Other courses required for majors and electives
BBA 1.1 Students will apply the elements of an ethical decision-making framework from a Christian perspective.			■				■				■		■		■
BBA 1.2 Students will identify and evaluate personal and corporate values and behaviors in comparison to biblical principles and ethical frameworks.			■		■						■	■	■		■
BBA 1.3 Students will demonstrate awareness of different views of vocation (i.e., God's calling for life and work) and will engage in discernment practices related to their career and life goals.				■								■			■
BBA 1.4 Students will reflect upon personal motivations and experiences related to wealth, service, and giving.							■					■			■
BBA 2.1 Students will demonstrate broad knowledge and skills in core business disciplines	■	■		■	■			■		■	■	■	■	■	■
BBA 2.2 Students will understand the legal and economic environment of business.			■		■	■	■				■	■	■		■
BBA 2.3 Students will demonstrate their ability to integrate numerous functional areas.											■	■			■
BBA 3.1 Students will apply statistical and other analytical concepts in evaluating data and making decisions.		■				■	■	■	■		■				■
BBA 3.2 Students will demonstrate an ability to communicate in writing and in oral presentations.						■	■				■	■			■
BBA 3.3 Students will utilize technology effectively to accomplish specific discipline-related business objectives.		■				■	■		■		■			■	■
BBA 3.4 Students will demonstrate career readiness.											■				■
BBA 4.1 Students will be able to work effectively as leaders and team members in a diverse team environment.				■			■			■	■	■			■
BBA 5.1 Students will demonstrate awareness of global business issues and opportunities.					■		■					■	■		■
BBA 6.1 Students will demonstrate awareness of entrepreneurship issues and opportunities.				■	■								■		■

Appendix F-9, Curriculum Map for MBA/MSM Program Outcomes

	BUSA 530 Leadership	BUSA 550 Foundations of Analytics	BUSA 554 Accounting and Finance for Managers	BUSA 636 Organizational Behavior	BUSA 652 Operations and IT Management	BUSA 656 Strategic Marketing	BUSA 670 Managerial Decision Making	BUSA 678 Business Law and Ethics	BUSA 674 Innovation
PO #1: Leadership: Graduates will practice effective leadership of themselves, their teams, their organizations, and their external constituents.									
1.1 Students will understand leadership processes and develop a personal leadership approach.	■			■					■
1.2 Students will recognize and work within elements of organizational culture.	■			■					■
1.3 Students will employ teams and cooperative efforts inside and outside organizations to achieve desired outcomes.	■			■	■	■	■		
PO #2: Organizational Innovation: Graduates will lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies.									
2.1 Students will apply strategic tools to position their organizations for a changing marketplace.					■	■	■		■
2.2 Students will design and deploy organizational processes and technologies to improve organizational performance.					■	■	■		■
PO #3: Data Informed Decision-Making: Graduates will engage in data informed decision making.									
3.1 Students will utilize organizational practices and tools to collect, analyze, and use data to make decisions across a wide array of topics.		■	■		■		■		■
3.2 Students will report findings clearly and with appropriate recognition of the findings' limitations.		■	■				■		
PO #4: Faith and Ethics: Graduates will make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.									
4.1 Students will understand fundamental principles of business law in the United States.								■	
4.2 Students will understand and apply their personal ethical framework to business decisions.					■	■	■	■	■
4.3 Students will reflect on their vocation in the context of their personal values and goals.	■							■	

Appendix F-10, Detailed Findings from TaskStream
June 2018, for the Spring 2018 Semester for BBA Learning Objectives

Learning Objective Description	Outcome	Outcome Description	Details/ Description	Summary of Findings	Acceptable Target Achievement
BBA 1. Apply Christian principles in evaluating issues and making moral/ethical decisions.	BBA 1.1 Ethical Decision Making	Students will apply the elements of an ethical decision-making framework from a Christian perspective.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 88.5	Met
BBA 1. Apply Christian principles in evaluating issues and making moral/ethical decisions.	BBA 1.2 Personal Values and Behaviors	Students will identify and evaluate personal and corporate values and behaviors in comparison to biblical principles and ethical frameworks.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 88.5	Met
BBA 1. Apply Christian principles in evaluating issues and making moral/ethical decisions.	BBA 1.3 Vocation	Students will demonstrate awareness of different views of vocation (i.e., God's calling for life and work) and will engage in discernment practices related to their career and life goals.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 86.7 and 2.2 The issue on the rubric score was lack of responsibility in submitting assignments.	Not Met
Demonstrate broad, integrated knowledge and skills in core business disciplines and the business context.	BBA 2.1 Broad knowledge and skills	Students will demonstrate broad knowledge and skills in core business disciplines, including: • Accounting • Finance • Information Systems • Management (Organizational Behavior, Operations, Strategy) • Marketing	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 81.6 and 2.6. The lower than desired average rubric score was related to lack of student responsibility in assigned work.	Not Met
Demonstrate broad, integrated knowledge and skills in core business disciplines and the business context.	BBA 2.2 Legal and Economic Environment	Students will understand the legal and economic environment of business.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 86.1 and 3.1	Met
Demonstrate broad, integrated knowledge and skills in core business disciplines and the business context.	BBA 2.3 Integration of various functional areas	Students will demonstrate their ability to integrate numerous functional areas.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 81	Met

Demonstrate critical thinking, communication, technical and career preparation skills appropriate for business professionals.	BBA 3.1 Analysis and Decision Making	Students will apply statistical and other analytical concepts in evaluating data and making decisions.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 76.5 and 2.9 Student responsibility issues noted as the cause.	Not Met
Demonstrate critical thinking, communication, technical and career preparation skills appropriate for business professionals.	BBA 3.2 Communication	Students will demonstrate an ability to communicate in writing and in oral presentations.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 3.6 for unspecified writing or speaking in one course, 90.5 and 2.8 for speaking from other courses, and 85.8 and 2.9 for writing.	Met
Demonstrate critical thinking, communication, technical and career preparation skills appropriate for business professionals.	BBA 3.3 Technology	Students will utilize technology effectively to accomplish specific discipline-related business objectives.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 83	Met
Demonstrate critical thinking, communication, technical and career preparation skills appropriate for business professionals.	BBA 3.4 Career Readiness	Students will demonstrate career readiness.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average applicable grades 96.8 and average rubric 3.1	Met
Lead and participate effectively in diverse team environments.	BBA 4.1 Teamwork	Students will be able to work effectively as leaders and team members in a diverse team environment.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 92 and 3.2	Met
Understand the global business environment.	BBA 5.1 Global Business Issues	Students will demonstrate awareness of global business issues and opportunities.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 82 and 3.7	Met
Understand the entrepreneurial process.	BBA 6.1 Entrepreneurship issues and opportunities	Students will demonstrate awareness of entrepreneurship issues and opportunities.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 3.8	Met

Appendix F-10, continued, Detailed Findings from TaskStream
June 2018, for the Spring 2018 Semester for the IS, MGMT and MKTG Degrees

Learning Objective Description	Outcome	Outcome Description	Details/ Description	Summary of Findings	Acceptable Target Achievement
Students will understand the broad business context that influences Information Systems and how Information Systems influence business practices.	IS 1.2	Students will understand the roles that information and technology play in defining business processes and supporting management decisions.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average grade 100 and average rubric 3.1	Met
Students will demonstrate the ability to learn technical skills needed to develop and maintain Information Systems.	IS 2.4	Students will demonstrate basic proficiency in selected corporate technologies and applications.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average grade 91 and average rubric 3.1	Met
Students will be able to develop, implement and communicate strategies for IS solutions to influence the adoption of information technologies that improve business performance.	IS 3.1	Students will be able to describe the roles, methodologies, and techniques that enable the analysis, design, and implementation of information systems.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 79.8. Gap from goal was only 0.2 points, so no action taken.	Not Met
Students will be able to develop, implement and communicate strategies for IS solutions to influence the adoption of information technologies that improve business performance.	IS 3.2	Students will be able to apply principles of data management and analysis to solve business problems.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average grade 100 and average rubric 3.0	Met
Students will be able to manage Information Technology resources to support organizational goals.	IS 4.2	Students will be able to identify and recommend opportunities for businesses to employ information technology to execute strategy and remain competitive in a global market.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 3	Met
Students will demonstrate proficiency in synthesizing, analyzing and evaluating relevant data for effective decision making	MGMT 1.1 Cost Accounting	Students will demonstrate a basic understanding of cost accounting concepts.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 3.2	Met

Students will demonstrate proficiency in synthesizing, analyzing and evaluating relevant data for effective decision making	MGMT 1.2 Organization Plans and Decisions	Students will organize and integrate distinct knowledge areas and apply them to make organizational plans and complex organizational decisions.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 84.5	Met
Students will integrate the different aspects of their learning into a comprehensive whole.	MKTG 3.1 Marketing Plan	Students will analyze a business and create a comprehensive marketing plan for it.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 3.2	Met
Students will be aware of and understand the current state of practice in the field of Marketing.	MKTG 4.1 Apply theory to current events	Students will analyze current events in Marketing and apply theories and frameworks to these events.	2.85 on a 1 to 4 rubric scale and/or 80 average on applicable course assignments and exam content.	Average of applicable grades and/or the average rubric score were 3.1	Met

Appendix F-10, continued, Detailed Findings from TaskStream
June 2018, for the Fall 2017, Spring 2018 Semesters for the Accounting, Finance and MACC
Learning Objectives

Learning Objective Description	Outcome	Outcome Description	Level of Proficiency Target (Competency Target)	Summary of Findings	Acceptable Target Achievement
Students will be able to prepare reports appropriate to various areas in accounting	SLO 1-1 Tax reporting	Students will be able to complete an individual tax return with itemized deductions, capital gains, and supplemental income.	80% of students in Acct 304- Individual tax will earn a grade of 80% or better on this assignment	Fall 2017 Total Students = 30 Total > 80% =25 Student % meeting goal = 83% Spring 2018 Total Students = 29 Total > 80% = 26 Student % meeting goal = 90%	Exceeded
Students will be able to prepare reports appropriate to various areas in accounting	SLO 1-2 Construct Financial Statements	Students will be able to construct financial statements from a trial balance.	80% of students in Acct 310- Intermediate Acct will earn a grade of 80% or better on this assignment.	Fall 2017 Total Students = 55 Total > 80% = 50 Student % meeting goal = 91% Spring 2018 Total Students = 41 Total > 80% = 37 Student % meeting goal = 90%	Exceeded
Students will be able to identify fundamental concepts of accounting systems and controls.	SLO 2-1 Accounting Controls	Students will identify controls in place in a subset of an Accounting system.	70% of students in Acct 324 will earn a grade of 75% or better on an exam related to controls.	Fall 2017 Total Students = 37 Total > 75% = 31 Student % meeting goal = 84% Spring 2018 Total Students = 21 Total > 75% = 20 Student % meeting goal = 95%	Exceeded

Students will be able to identify fundamental concepts of accounting systems and controls.	SLO 2-2 Internal Control Structure	Students will be able to identify the key components of internal control structure as identified in auditing literature (COSO).	70% of students in Acct 405 will earn a grade of 70% or better on an exam question related to the objective.	Fall 2017 Total Students = 15 Total > 70% = 10 Student % meeting goal = 67% Spring 2018 Total Students = 40 Total > 70% = 23 Student % meeting goal = 58%	Not Met
Students will be able to identify fundamental concepts of accounting systems and controls.	SLO 2-4 Flow Chart	Students will be able to interpret a flow chart of internal control procedures and activities.	80% of students in Acct 324 will earn a grade of 75% or better on an exam primarily related to internal control documentation. Students must identify standard documentation symbols and interpret an internal control flowchart.	Fall 2017 Total Students = 39 Total > 75% = 32 Student % meeting goal = 82% Spring 2018 Total Students = 23 Total > 75% = 19 Student % meeting goal = 83%	Met
Students will demonstrate competency in the use of technology skills appropriate to various financial applications.	SLO 3-1 Financial Accounting Software	Students will be able to use basic financial accounting transactional software to enter transactions.	Level of Proficiency Target (Competency Target): 80% of students in Acct 324-Accounting Systems, will earn a grade of 75% or better on this assignment. Students in Acct 324 complete the Comprehensive Assurance and Systems Tool (CAST). One assignment within the CAST case is to enter transactions and produce financial statements using the Sage 50 accounting system.	Fall 2017 Total Students = 35 Total > 75% = 30 Student % meeting goal = 86% Spring 2018 Total Students = 18 Total > 75% = 15 Student % meeting goal = 83%	Met
Students will demonstrate competency in the use of technology skills appropriate to various financial applications.	SLO 3-4 Access	Students will be able to enter transactional data and prepare financial statements using data-base technology such as Access.	80% of students in Acct 324, Accounting Systems, will earn a grade of 75% or better on an assignment with the Comprehensive Assurance and Systems Tool (CAST) which requires the students to construct transactional tables, forms, and reports in Microsoft Access.	Fall 2017 Total Students = 35 Total > 75% = 34 Student % meeting goal = 97% Spring 2018 Total Students = 18 Total > 75% = 16 Student % meeting goal = 89%	Exceeded

Students will be able to analyze various types of data appropriate to finance.	SLO 1-2 Cash Flows	Students will be able to project cash flows associated with capital investment decisions.	80% of students in FIN 412 - Finance Theory and Practice, will earn a grade of 75% or better on this assignment.	Fall 2017 Total Students = 39 Total > 75% = 39 Student % meeting goal = 100% Spring 2018 Total Students = 19 Total > 75% = 16 Student % meeting goal = 84%	Exceeded
Students will demonstrate competency in the use of technology skills appropriate to various financial applications.	SLO 2-1 Excel Spreadsheet	Students will be able to use advanced excel spreadsheet functions to present and analyze financial data.	80% of students in Fin 412 - Theory and Practice, will earn a grade of 80% or better on this assignment.	Fall 2017 Total Students = 39 Total > 80% = 37 Student % meeting goal = 95% Spring 2018 Total Students = 19 Total > 80% = 17 Student % meeting goal = 89%	Exceeded
Students will demonstrate competency in the use of technology skills appropriate to various financial applications.	SLO 2-2 Financial Calculator	Students will be able to calculate present and future values, cash flows, and rates of returns using a financial calculator.	75% of students in FIN 310 - Financial Management, will earn a grade of 80% or better on this assignment.	Fall 2017 Total Students = 92 Total > 80% = 73 Student % meeting goal = 79% Spring 2018 Total Students = 81 Total > 80% = 71 Student % meeting goal = 88%	Exceeded
Students will be able to prepare reports appropriate to various areas in accounting.	SLO 1-1 Governmental Financial Statement	Students will be able to construct consolidated financial statements for a governmental entity in conformity with GASB 34 principles.	80% of students in MAcc 611 - Accounting for Governmental and Not-for-Profit Entities, will earn a grade of 80% or better on this assignment.	Summer 2017 Total Students = 19 Total > 80% = 16 Student % meeting goal = 84% Fall 2017 Total Students = 17 Total > 80% = 16 Student % meeting goal = 94%	Exceeded
Students will be able to prepare reports appropriate to various areas in accounting.	SLO 1-2 Statement of Cash Flows	Students will be able to prepare a Statement of Cash Flows.	80% of the students in Macc 610, Advanced Topics in Accounting, will earn a grade of 80% or better on an assignment to prepare a cash flow statement.	Spring 2018 Total Students = 50 Total > 80% = 48 Student % meeting goal = 96%	Exceeded

Students will be able to critically analyze and compare outcomes using reports appropriate to various areas in accounting and finance.	SLO 2-1 Evaluation of Financial Statements	Students will be able to analyze financial ratios and operating data based on an evaluation of financial statements.	80% of students in MAcc 605 - Financial Statement Analysis, will earn a grade of 80% or better on this assignment.	Spring 2018 Total Students = 39 Total > 80% = 39 Student % meeting goal = 100%	Exceeded
Students will demonstrate competency in writing and research.	SLO 3-3 Prepare a Written Analysis	Students will prepare a written analysis and conclusions concerning ethical issues in accounting.	85% of students in MAcc 622 - Ethics for the Accounting Profession, will earn a grade of 80% or better on this assignment.	Fall 2017 Total Students = 26 Total > 80% = 25 Student % meeting goal = 96%	Exceeded
We will measure the percentage of our senior accounting class who go on to pursue graduate studies in our MAcc program.	Placement 1.1 Undergrad placement in MAcc program	65 %of our senior accounting class will continue studies in our MAcc program	65% of our senior class will continue their studies in our MACC program	63.4% of the 2017-2018 class continued their studies in the MAcc program. Amount of gap from goal was small, so no action taken at this time.	Not Met
We will measure the percentage of our accounting students who participate in an accounting internship with public accounting firms	Placement 1.2 Internship Placement	25% of our students will participate in an accounting internship	25% of our students will have participated in an internship	54% of the junior and senior classes experienced an accounting internship and/or an accounting part-time job during their undergraduate studies.	Exceeded
We will measure the number of campus visits made by accounting firms interviewing students	Placement 1.3 Firms interviewing on campus	We will have 15 campus visits on an annual basis	15 days on an annual basis	We had 10 different firms/companies conduct on campus interviews during 2017-18. These firms and others also conducted 39 presentations, and/or receptions/ student information sessions during the year.	Exceeded

Appendix F-11, Detailed Findings from TaskStream
June 2018, for the Fall 2017, Spring 2018 Semester for the MBA and MSM Learning Objectives

Learning Objective Description	Outcome	Outcome Description	Details/ Description	Level of Proficiency Target (Competency Target)	Summary of Findings	Acceptable Target Achievement
MBA graduates will be prepared to practice effective leadership of themselves, on teams, within an organization, and with external constituents.	Student Learning Outcome #1:1	Students will understand leadership processes and develop a personal leadership approach.	Instructor assessment of attainment of the SLO by students.	Competency Target is 80% grade.	Average applicable grades reported by instructors was 94	Exceeded
MBA graduates will be prepared to practice effective leadership of themselves, on teams, within an organization, and with external constituents.	Student Learning Outcome #1.2	Students will recognize and work within elements of organizational culture.	Instructor assessment of attainment of SLO by students.	Competency target is 80% grade.	Average applicable grades reported by instructors was 93	Exceeded
MBA graduates will be prepared to practice effective leadership of themselves, on teams, within an organization, and with external constituents.	Student Learning #1.3	Students will employ teams and cooperative efforts inside and outside organizations to achieve desired outcomes.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 92	Exceeded
MBA graduates will be able to lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies	Student Learning Outcome #2.1	Students will effectively apply strategic tools to develop and position their organizations for a changing marketplace.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 90	Exceeded
MBA graduates will be able to lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies	Student Learning Outcome #2.2	Students will design and deploy organizational processes and technologies to improve organizational performance.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 92	Exceeded

MBA graduates will be able to engage in data-informed decision-making	Student Learning Outcome #3.1	Students will utilize organizational practices and tools to collect, analyze, interpret, and use data to make decisions across a wide array of topics.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 90	Exceeded
MBA graduates will be able to engage in data-informed decision-making	Student Learning Outcome #3.2	Students will report findings clearly and with appropriate recognition of the findings' limitations.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 85	Exceeded
MBA graduates will be able to make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.	Student Learning Outcome #4.1	Students will understand fundamental principles of business law in the United States.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 89	Exceeded
MBA graduates will be able to make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.	Student Learning Outcome #4.2	Students will understand and apply their personal ethical framework to business decisions.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 90	Exceeded
MBA graduates will be able to make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.	Student Learning Outcomes #4.3	Students will reflect on their vocation in the context of their personal values and goals.	Instructor assessment of attainment of SLO by students.	80% grade	Average applicable grades reported by instructors was 93	Exceeded