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Business Administration, M.B.A., Program Review, Section 1

Chair's Summary Statement about the State of the Program

Section 1 – Chair’s Summary Statement

Inception and History

The MBA program was instituted in 2005, under the direction of Dr. Scott Morris. It was conceived to be similar to programs developed by other local universities, appealing to working adult students pursuing a graduate degree via sequential topic-and-time-intensive (“accelerated”) coursework.



<h3>What is the MBA Program?</h3> <p>Working adults who have earned bachelor's degrees in any field will be excited about the opportunity to earn their Master of Business Administration (MBA) from Mid-America Christian University! Our accelerated graduate program includes the following features:</p> <ul style="list-style-type: none"> • Modular format—classes are an intensive six-week study of one subject area. • One night a week—classes for four hours with outside study allow adult students to effectively manage a work and school schedule. • Stellar faculty—professionals with academic credentials and business experience partner with you throughout your program. • Interactive classes off campus—call us for a site near you. <p>If you desire to qualify for executive, management, or supervisory positions, you are an excellent candidate for this program. Vocations in government, healthcare, banking, energy, manufacturing, and marketing are just a few choices offering exciting opportunities to adults who earn an MBA.</p>	<h3>Admission Requirements</h3>  <p>Applicants who have earned a bachelor's degree from an accredited institution will be able to interview for admission to the College of Adult & Graduate Studies at MACU. Having work experience, they will be able to show the maturity necessary to participate in an adult structured academic environment.</p>  <h3>Where do the classes meet?</h3> <p>Mid-America Christian University's campus is in South Oklahoma City off I-44, Exit # 111. Look for us at 3500 SW 119th St. Please call the College of Adult & Graduate Studies at MACU for information on the MBA Program.</p> <p>405-691-3800 or 1-888-888-2341</p> <p>Accredited - The Higher Learning Commission; Member - North Central Association 30 North LaSalle Street, Suite 2400 Chicago, IL 60602-2504</p>	<h3>Structure of the MBA Program</h3> <h4>Semester 1</h4> <p>Research Resources & Technical Writing</p> <ul style="list-style-type: none"> • Organizational Behavior • Business Management from a Christian Worldview • Managerial Accounting <h4>Semester 2</h4> <ul style="list-style-type: none"> • Servant Leadership & Business Ethics • Economic Principles in a Globalized Environment • Marketing Analysis and Strategy <h4>Semester 3</h4> <ul style="list-style-type: none"> • Management Science • Human Resource Management • Modern Corporate Finance <h4>Semester 4</h4> <ul style="list-style-type: none"> • Legal Environment • Business Strategic Management • Executive Seminar Series <p>Business Professional Portfolio</p> <p>TOTAL: 36 Hours</p>
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Figure 1- MBA Program Brochure, 2005

At the time of its inception, the MBA program offered distance learning at remote sites, but did not support the program with fully developed online coursework. The majority of students attended once-weekly evening classes on the MACU campus. No emphasis programs were offered.

Management of the MBA program changed hands many times in the period from 2005-2015, led at various times by Scott Morris, Ken Birchenbriter, Greg LaPat, Eddie Schmitz, Paul Silvestri, Owen Sevier, and Scott McMurry. Some of these changes were necessitated by change in the overall management structure of the school, promotions, terminations, institutional focus on other strategic development areas, or emphasis on correct credentialing for academic administrators. Whatever the reasons, vicissitudes in management style and objectives have historically hampered progressive development efforts. However, since the summer of 2015,

management has been relatively stable under the same Interim Chair of the School of Business Leadership (SBL), allowing for the sustained pursuit of strategic long-term improvements.

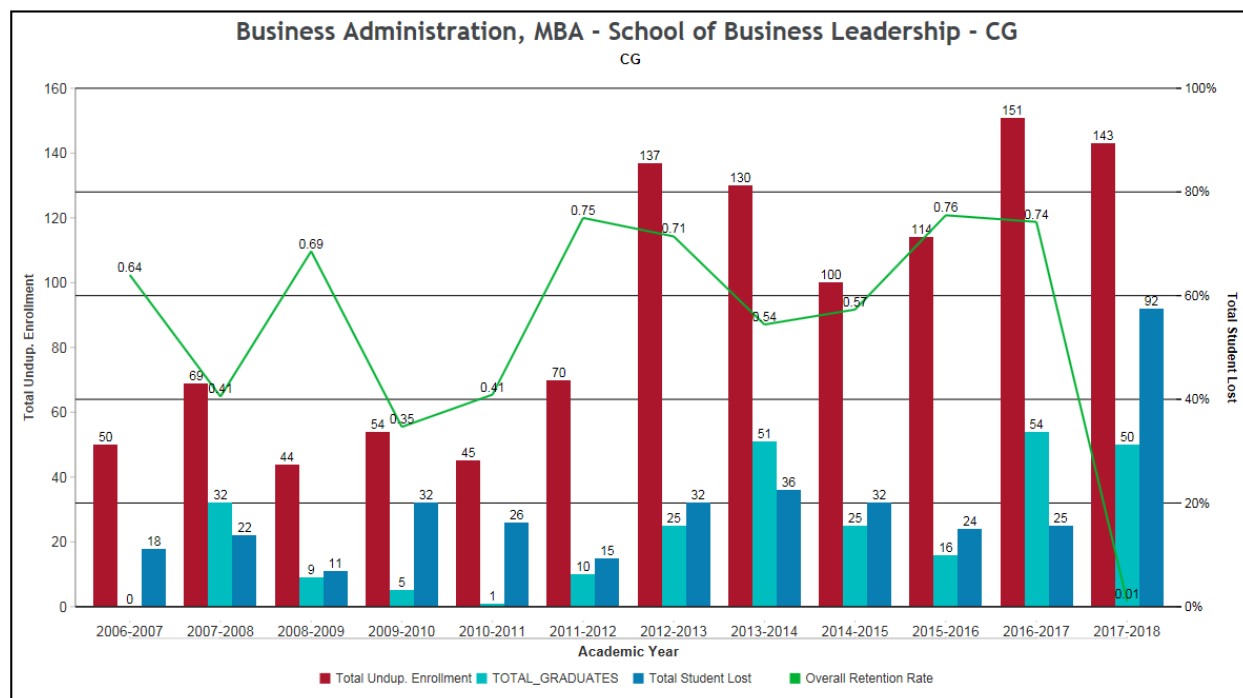


Figure 2- MBA Enrollment, Graduation, and Retention 2005-2018 (*Note: Institutional data is not yet available to officially determine the AY17-18 retention rate. Data triangulation indicates that final AY17-18 retention rate will be closely comparable to the previous two years.*)

From an initial cohort of about 50 students, the MBA program has experienced irregularly increasing enrollment. There was a notable increase (approximate doubling) of the student population in AY12-13, as a result of an intensified recruiting effort ultimately led by Hobson's, as well as greater availability of true online courses. Although it is acknowledged that many of those recruits were not well-prepared for college work (as evidenced by poor retention in AY13-14 and AY14-15), the MBA program has since returned to a pattern of increasing enrollment and higher retention rates.

MBA Program in the University Context

There are currently 143 students enrolled in the MBA, which represents 30% of the population of all graduate programs, 16% of the population of the combined CAS and CAGS School of Business Leadership, and 7% of the entire University population.

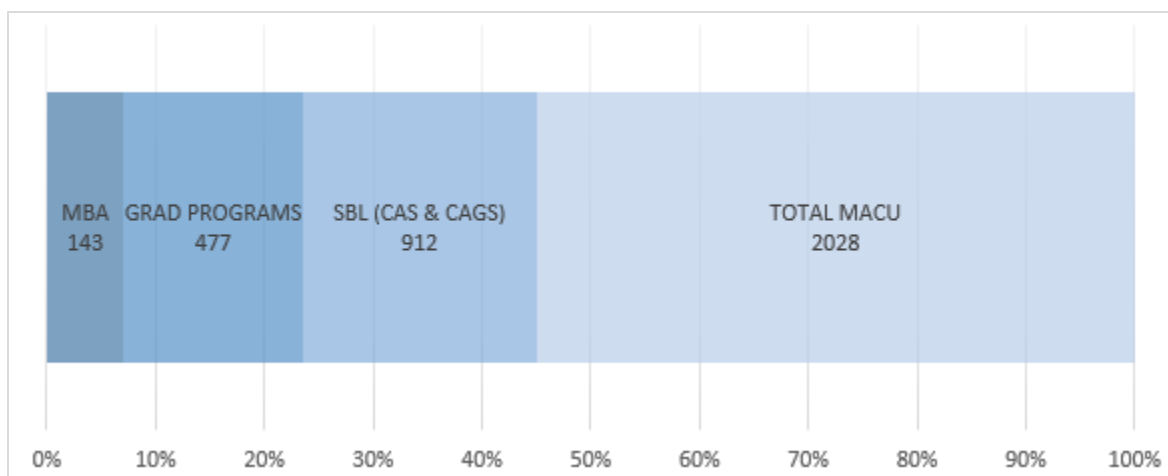


Figure 3- MBA Enrollment Compared to Other Units

Due to the relatively large number of students enrolled in the MBA program, good retention, and an optimal completion time of less than two years, the MBA program has become well-positioned to contribute disproportionately to the number of MACU graduates, most recently representing over half of all graduate students who matriculated in AY17-18. Given that the majority of these graduates go on to participate in business, possibly as owners or managers, the MBA program appears to be developing as a potentially important source of alumni support.

Program	AY17-18 Graduates	%
MBA	50	56%
MS Counseling	30	28%
MA Leadership	21	20%
MA Ministry	6	6%

Figure 4- MBA Graduates as % of Total

MBA Program in the Environmental Context

Although the components and courses of the MBA program have evolved to address new opportunities in a changing business environment, the essential structure of the program remains a 36-hour “Generalist” MBA, with the option of specializing in an area of emphasis to add value and focus to the degree. A comparison of the baseline degree to other private non-profit denominationally affiliated institutions in MACU’s geographic area reveals that the MACU baseline MBA seems to offer more content related to international and global business, at the expense of deeper training in MIS/e-Commerce, data analysis, or entrepreneurship. Neither does the MACU MBA require a capstone, thesis, or final project as a separate class. These choices seem commensurate with our capabilities, competencies, and student demography, and substantively support the University’s mission to foster a global perspective.

MACU	OBU	SNU	OCU	OCC
MBA (36 credit hours - 18 common) (\$615 pch w/o fees)	MBA (36 credit hrs) (\$550 pch)	MBA / MSM (40 credit hrs) (\$29,000 = \$725 pch)	Professional MBA (36 credit hrs) (\$590 pch)	MBA (36 credit hours - 27 common) (\$605 pch)
Business Case Study NOW MACU Graduate Community				
Organizational Professional Communication		Organizational Communication	Effective Leadership & Communication	Ethics, Decision Making and Communication
Organizational Behavior & Leadership	Leadership in Organizations	Management of Organizational Behavior	Strategic Leadership of the Organization	
Legal Environment & Ethics		Legal Environment of Management	Ethical, Societal & Legal Environment of Business	Legal and Regulatory Issues
Human Resource Management	Human Resources and Organization Behavior	Human Resource Management and Administration		
Managerial Accounting	Financial Accountability	Management Accounting	Accounting for Business Decision Making	Accounting Analysis and Control
Managerial Economics in a Global Environment		Managerial Economics	Managing at the Crossroads: The Global Economic Environment	Economic Issues
Marketing Analysis & Strategy, Sales & Consumer Behavior	Marketing for Results	Marketing Management	Strategic Marketing Decisions for Creating Value	Strategic Management and Change
Modern Corporate Finance		The Accounting and Finance Environment	Financial Strategy and Decision Making	Financial Services
Management Science	Management for Results	Management Science	Data Analysis for Business Decisions	
Business Strategic Management		Strategic Management	Technology & Operations Management	
Executive Seminar: International Business	International Business			
Strategic Global Strategy	Organizational Strategy		Business Strategy for Creating Value	
Global Marketing and Multi-Cultural Communication				Marketing Management and Innovation
	Development of Management Thought and Practice	The Economic Environment	Special Topics in Business	Information Technology and the Future
	MIS and E-Commerce	Ethics in Management	Capstone Experience: Integrating and Applying Business Knowledge	Leaders, Managers and Entrepreneurs
	Decision Analysis and Quantitative Methods	Management Seminar: Entrepreneurship		
	Comprehensive Exam Review	Financial Management		
	Masters Project or Thesis			

Figure 5- Comparison of Baseline MBAs in the Competitive Space

MBA Emphasis Programs

As other comparable institutions have done, MACU has added MBA specialization courses to focus student qualifications for particular industries. These emphasis programs enhance the value of the degree, but typically require additional coursework. (Addendum 8/15/18: Shortly after the presentation of this review the MACU MBA was revised to define a shorter list of core courses, in order to direct Accounting emphasis students to course work needed to prepare for the CPA Exam. The shorter core opens the possibility that the other emphases could be restructured to require fewer hours. A careful analysis needs to be performed before undertaking

such a project; it would be viable only if reduced revenues per student were offset by increases in enrollment, and if academic objectives could still be met with a shorter degree plan.)

	Degree Program	MBA Core	Common Emphasis	Optional Emphasis	Total
MACU	Generalist MBA	18	12	(2/3) = 6	36
	Health Care Management	18	12	12	42
	Human Resource Management	18	12	15	48
	International Business	18	12	12	42
	Accounting	18		18	36
OBU	MBA	36			36
	Certificate Leadership	36		15	51
	Certificate Project Management	36		15	51
	Certificate Energy Management	36		9	45
SNU	MBA	19		21	40
	MBA-Health Care	19		21	40
	Master of Science, Mgmt (MSM)	28		12	40
	MSM - Human Resources	28		12	40
	MSM - Leadership	28		12	40
OCU	Professional MBA	21		15	36
	MBA Global Energy	21		15	36
OCC	Accounting	27		9	36
	Leadership & Org Development	27		(3/5) = 9	36
	Project Management	27		9	36
	Health Services Management	27		9	36
	Finance	27		(3/5) = 9	36
	Marketing	27		9	36
	Human Resources	27		9	36

Figure 6- Comparison of Emphasis Programs in Comparable MBA Degrees

Each of the MBA emphases were created with a rationale for its existence that seems to be holding up under the constraints of reality:

Generalist: shortest path to MBA achievement, no thesis requirement

HCM: exploding workforce, articulates with HCM undergrad

HRM: prepares students for SHRM certification

INT: with international focus in core, possible to achieve with 6 additional hours

ACC: prepares students for CPA exam, even non-ACC UGs with prereq package

At the time of this report, historical emphasis attendance has not been calculated. Taking current active enrollments from September 2017 to current as an indicator, each emphasis accounts for approximately 10% of the student population, with 60% electing to complete without an emphasis. Each emphasis appears to be consistently attended. If the general population of the MBA degree increases, we would expect the emphases to increase in proportion.

Emphasis	% of Registered Students
Generalist	59%
ACC	12%
HCM	11%
HR	10%
INT	9%

Figure 7- Percent of Students Enrolled in Emphases 9/17 - 6/18

Student Demography - Modality

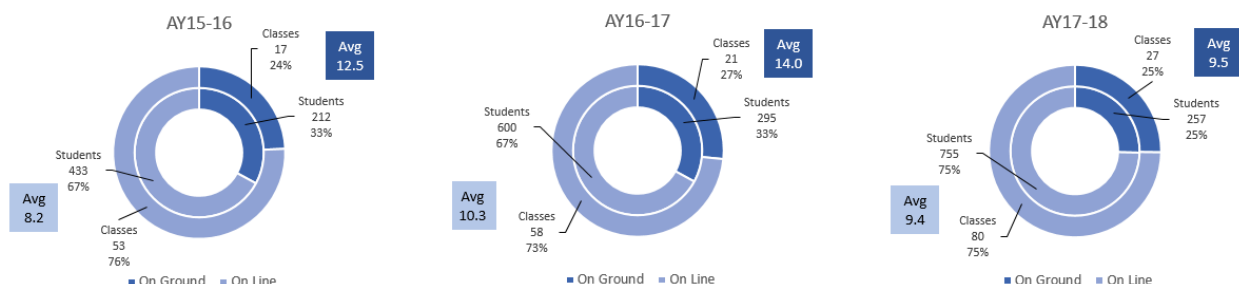


Figure 8- Online and On-Ground Course Provision AYs 15-18

MACU's ability to create, and commitment to support, MBA courses for online learning has proven to be a major factor in the school's growth. Although we are committed to the continued provision of all courses in both modalities whenever possible, students who select the online format continue to outnumber those who prefer the face-to-face classroom experience, even among local students who could choose to attend on-ground classes. We feel that we are currently ahead of many other programs in the quality and currency of online coursework, and therefore have an advantage with this growing segment.

Student Demography - Gender

The majority population of the MBA program is female. This trend is mirrored throughout higher education, as generational barriers to higher education for women become less prevalent. The MBA program is welcoming to women, offering a comparatively high percentage of female instructors.

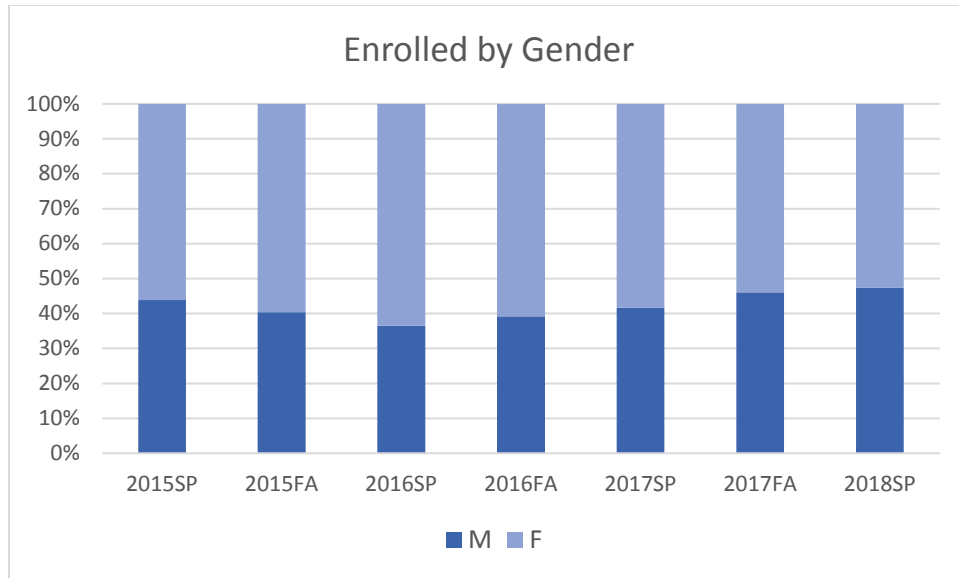


Figure 9- Female and Male Students AYs 15-18

Student Demography – Ethnicity

The MACU MBA program is blessed to serve a diverse community, and our ability to remain a preferred destination for the minority student is essential to our continued success. The most significant trend in the ethnic mix of our student population has been a noticeable decrease in the African American and Asian population, offset to some extent by an increase in the number of Hispanic students. The MBA program is well-positioned to serve the Hispanic community, with one Spanish-language graduate program already created (MLS), and resources available to translate other courses.

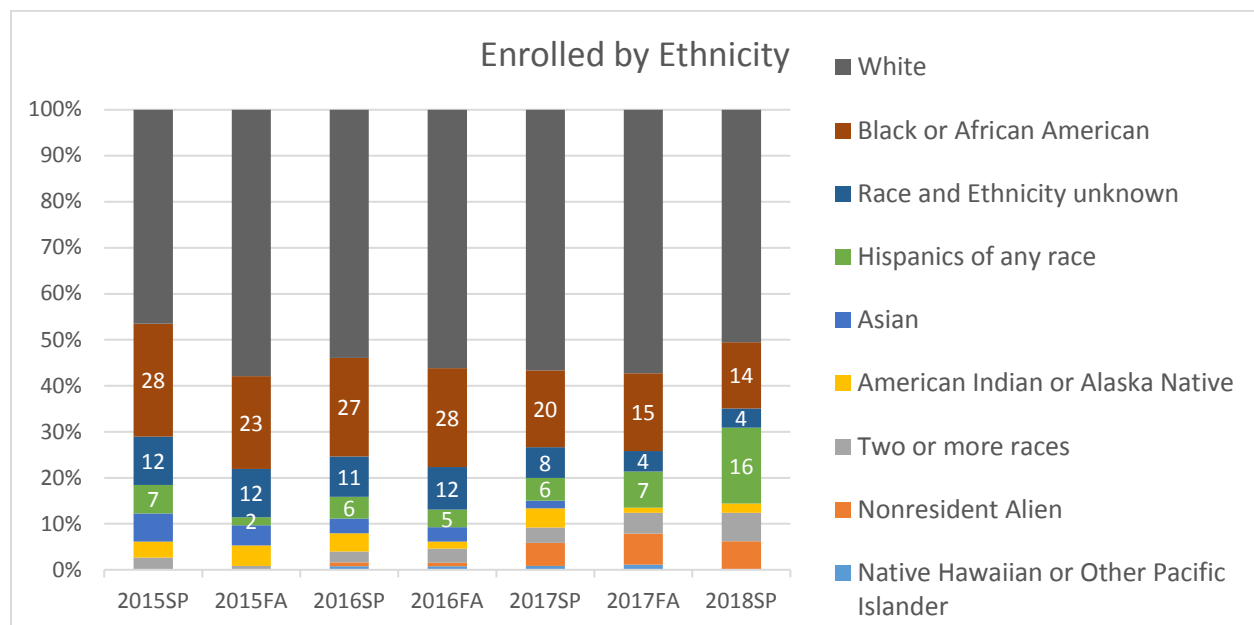


Figure 10- Changing Ethnicity in MBA

Student Demography – Religious Affiliation

The students in the MBA program are increasingly identifying themselves as non-religious or non-denominational. We may not be able to make the same assumptions we have always asserted about the value of Christian education, as applied to the MBA population. Our Christian focus should continue as a distinctive of the program, but we should be wary of strongly denominational or doctrinal positions that might be antithetical to over half of the student population.

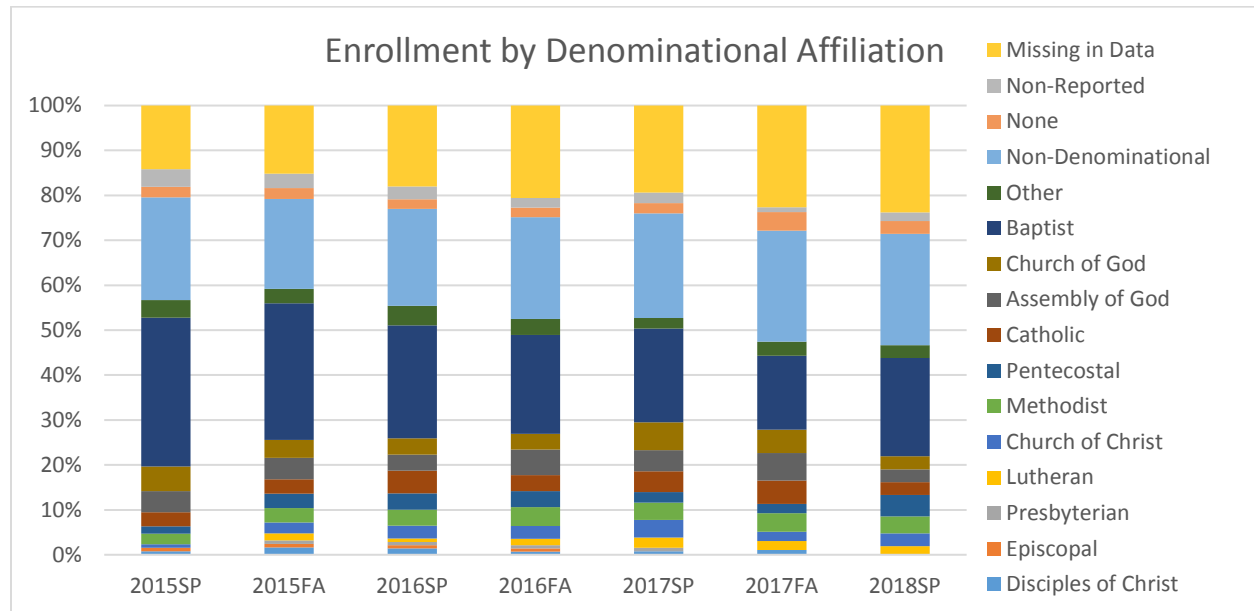


Figure 11- Changing Religious Preferences in MBA

Student Demography - Continuation from MACU Undergraduate Degree

The number of students who choose to enter the MBA after earning a MACU undergraduate degree continues to increase, probably due to continued promotion and incentive efforts. These students represent a lower recruitment cost, and contribute to the development of a stronger alumni community.

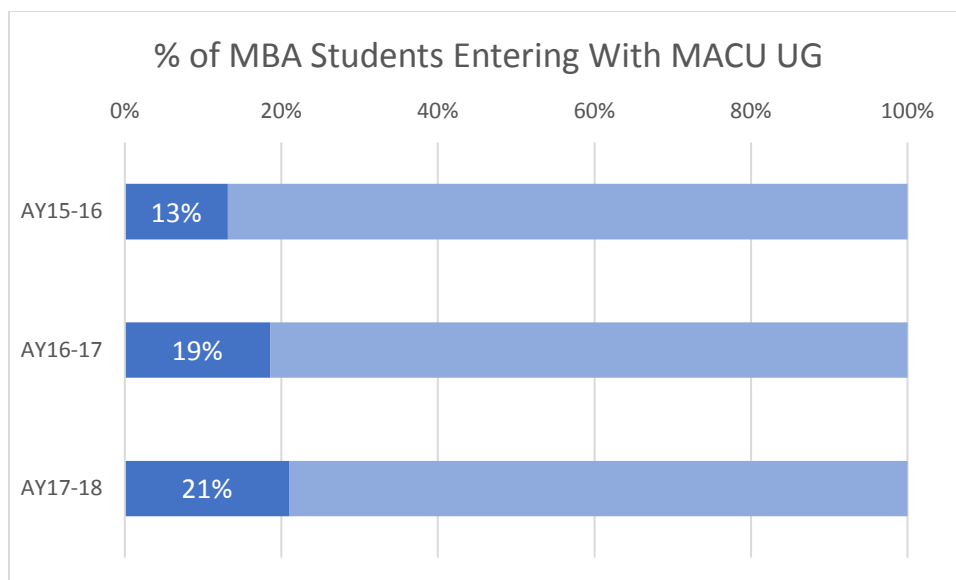


Figure 12- UG Student Retention to MBA

Student Progression through the MBA

A student progressing through the MBA program without an unscheduled break should complete about 48 weeks of programming per year, equivalent to 8 six-week classes. On average, students in AY15-16 completed only 5.7 courses per academic year, and this has improved to 7.1 courses per academic year in AY17-18, indicating a greater level of persistence and a shorter time, on average, to completion.

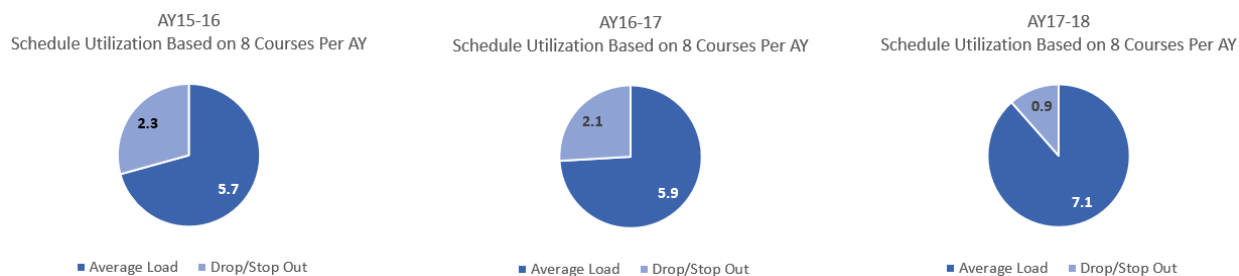


Figure 13- Average Number of Courses per MBA Student, AYs 15-18

Conclusion

In general, the MBA program appears to be a healthy and productive part of our offering. Enrollments are trending upwards at a manageable pace, and retention rates are excellent for a program that is implemented largely online. The program appears to be well-positioned as a viable option for students who would otherwise attend a small private non-profit institution, in terms of cost, time to program completion, online availability, and depth of programming.

With this stable platform, there are significant opportunities to grow the student population through investments like promotion, course enhancement, and online community development. Increased enrollments should create inherent efficiencies in overhead costs, as well as organic improvements to class size, scheduling density, and on-ground options, which in turn could facilitate improvements in student satisfaction, retention, and persistence.

I'm very optimistic for the future of this program, and believe it to be one of the best programs the University currently offers.

William Scott McMurry, MBA, MLA
Interim Chair, Mid-America University School of Business Leadership

Business Administration, M.B.A., Program Review, Section 2

Program Sheet from Catalog

Section 2 – Program Sheets from Catalog

<u>Business Administration, M.B.A.</u>	
Effective: 07/01/2016	
<p>The Master of Business Administration (M.B.A) program is a dynamic course of study geared toward today's rapidly changing business environment. Grounded in traditional business theory, the program is integrated with practical application, timeless biblical principles and Christian values. Professionals enhance their existing knowledge with a deeper understanding of effective business practices, including: strategic planning and execution, resource management, and how to lead new and expanding enterprises, businesses, and organizations.</p>	
<p>Degree Requirements</p> <p>M.B.A. Core Requirements (30 Hrs)</p> <p>Students are required to complete a Business Case Study. See the <i>Academic Program Requirements</i> section of this Catalog for additional requirements.</p>	
ACCN 5133	Managerial Accounting
ECON 5223	Managerial Economics in a Globalized Environment
FINC 5333	Modern Corporate Finance
MGMT 5113	Organizational behavior and Leadership
MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior
MGMT 5323	Human Resource Management
MGMT 5353	Organization Professional Communication
MGMT 5413	Legal Environment and Ethics (Christian Worldview)
MGMT 6313	Management Science/Operations Management
MGMT 6423	Business Strategic Management
<p>Choose six (6) additional hours from the list below to complete a general M.B.A. degree.</p> <p>MGMT 6433 Exec. Seminar Series: International Business</p> <p>MGMT 6443 Strategic Global Strategy</p> <p>MKTG 5113 Global Mktg. and Multi-Cultural Comm.</p> <p>Total Master of Business Administration Required Hours - 36</p>	
<p>M.B.A. OPTIONAL EMPHASES</p> <p>Students may choose to replace the general MBA electives with one of the M.B.A. Emphases (below) or with the Multidisciplinary option (see Multidisciplinary options in the <i>Academic Program Requirements</i> section).</p>	
<p>Accounting Emphasis (12 Hrs)</p> <p>ACCN 5143 Advanced Cost Accounting</p> <p>ACCN 5153 Advanced Accounting Information Systems</p> <p>ACCN 5163 Business Taxation</p> <p>ACCN 5173 Advanced Auditing</p> <p>Total MBA & Accounting Emphasis Required Hrs – 42</p>	
<p>Health Care Management Emphasis (12 Hrs)</p> <p>HC 5213 Health Care Management</p> <p>HC 5223 Health Care Legal Environment</p> <p>HC 5233 Health Care Finance</p> <p>HC 5243 Health Care Information Systems</p> <p>Total MBA & Health Care Management Emphasis Required Hrs – 42</p>	
<p>Human Resource Management Emphasis (15 Hrs)</p> <p>HR 5213 Compensation and Benefit</p> <p>HR 5223 Human Resource Development</p> <p>HR 5233 Recruiting and Selection</p> <p>HR 5243 Labor-Law and Employee Relations</p> <p>HR 6213 Knowledge for Professional Certification</p> <p>Total MBA & Human Resource Management Emphasis Required Hrs – 45</p>	
<p>International Business Emphasis (12 Hrs)</p> <p>ECON 5233 International Economics</p> <p>MGMT 6403 International Business Law</p> <p>MGMT 6443 Strategic Global Strategy</p> <p>MKTG 5113 Global Mktg. and Multi-Cultural Comm.</p> <p>Total MBA & Int'l. Business Emphasis Required Hrs – 42</p>	

Figure 14- MBA Catalog Program 07/01/2016

Business Administration, M.B.A.

Effective: 06/01/2018

The Master of Business Administration (M.B.A) program is a dynamic course of study geared toward today's rapidly changing business environment. Grounded in traditional business theory, the program is integrated with practical application, timeless biblical principles and Christian values. Professionals enhance their existing knowledge with a deeper understanding of effective business practices, including: strategic planning and execution, resource management, and how to lead new and expanding enterprises, businesses, and organizations.

Degree Requirements**M.B.A. Core Requirements (18 Hrs)**

Students are required to complete a Business Case Study. See the *Academic Program Requirements* section of this Catalog for additional requirements.

ACCN 5133	Managerial Accounting
ECON 5223	Managerial Economics in a Globalized Environment
FINC 5333	Modern Corporate Finance
MGMT 5113	Organizational behavior and Leadership
MGMT 5323	Human Resource Management
MGMT 5413	Legal Environment and Ethics (Christian Worldview)

Generalist Degree (18 Hrs)

MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior
MGMT 5353	Organization Professional Communication
MGMT 6313	Management Science/Operations Management
MGMT 6423	Business Strategic Management

Choose six (6) additional hours from the list below to complete a general M.B.A. degree.

MGMT 6433	Exec. Seminar Series: International Business
MGMT 6443	Strategic Global Strategy
MKTG 5113	Global Mktg and Multi-Cultural Comm.

Total Master of Business Administration Required Hours - 36

M.B.A. OPTIONAL EMPHASES

Students may choose to replace the general MBA electives with one of the M.B.A. Emphases (below) or with the multidisciplinary option (see multidisciplinary options in the *Academic Program Requirements* section).

Accounting Emphasis**Management Accounting Track (24 Hrs)**

MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior
MGMT 5353	Organization Professional Communication
MGMT 6313	Management Science/Operations Management
MGMT 6423	Business Strategic Management
ACCN 5143	Advanced Cost Accounting
ACCN 5153	Advanced Accounting Information Systems
ACCN 5163	Business Taxation
ACCN 5173	Advanced Auditing

Total MBA & Accounting Emphasis Required Hrs - 42

CPA Accounting Track (18 Hrs)

ACCN 5153	Advanced Accounting Information Systems
ACCN 5163	Business Taxation
ACCN 5173	Advanced Auditing
ACCN 6113	Advanced Theories of Financial Accounting

Electives (6 hrs)

ACCN 5193	Advanced Business Law for Accountants
ACCN 5143	Advanced Cost Accounting
ACCN 6213	CPA Exam Preparation I
ACCN 6223	CPA Exam Preparation II

Total MBA- CPA Accounting Track Required Hours - 36

Health Care Management Emphasis (24 Hrs)

MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior
MGMT 5353	Organization Professional Communication
MGMT 6313	Management Science/Operations Management
MGMT 6423	Business Strategic Management
HC 5213	Health Care Management
HC 5223	Health Care Legal Environment
HC 5233	Health Care Finance
HC 5243	Health Care Information Systems

Total MBA- Health Care Management Emphasis Required Hrs - 42

Human Resource Management Emphasis (27 Hrs)

MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior
MGMT 5353	Organization Professional Communication
MGMT 6313	Management Science/Operations Management
MGMT 6423	Business Strategic Management
HR 5213	Compensation and Benefit
HR 5223	Human Resource Development
HR 5233	Recruiting and Selection
HR 5243	Labor-Law and Employee Relations
HR 6213	Knowledge for Professional Certification

Total MBA & Human Resource Management Emphasis Required Hrs - 45

International Business Emphasis (24 Hrs)

MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior
MGMT 5353	Organization Professional Communication
MGMT 6313	Management Science/Operations Management
MGMT 6423	Business Strategic Management
ECON 5233	International Economics
MGMT 6403	International Business Law
MGMT 6443	Strategic Global Strategy
MKTG 5113	Global Mktg and Multi-Cultural Comm.

Total MBA & Int'l. Business Emphasis Required Hrs - 42

Figure 15- Program Sheet from Catalog 06/01/2018

Business Administration, M.B.A., Program Review, Section 3

Program Assessment System

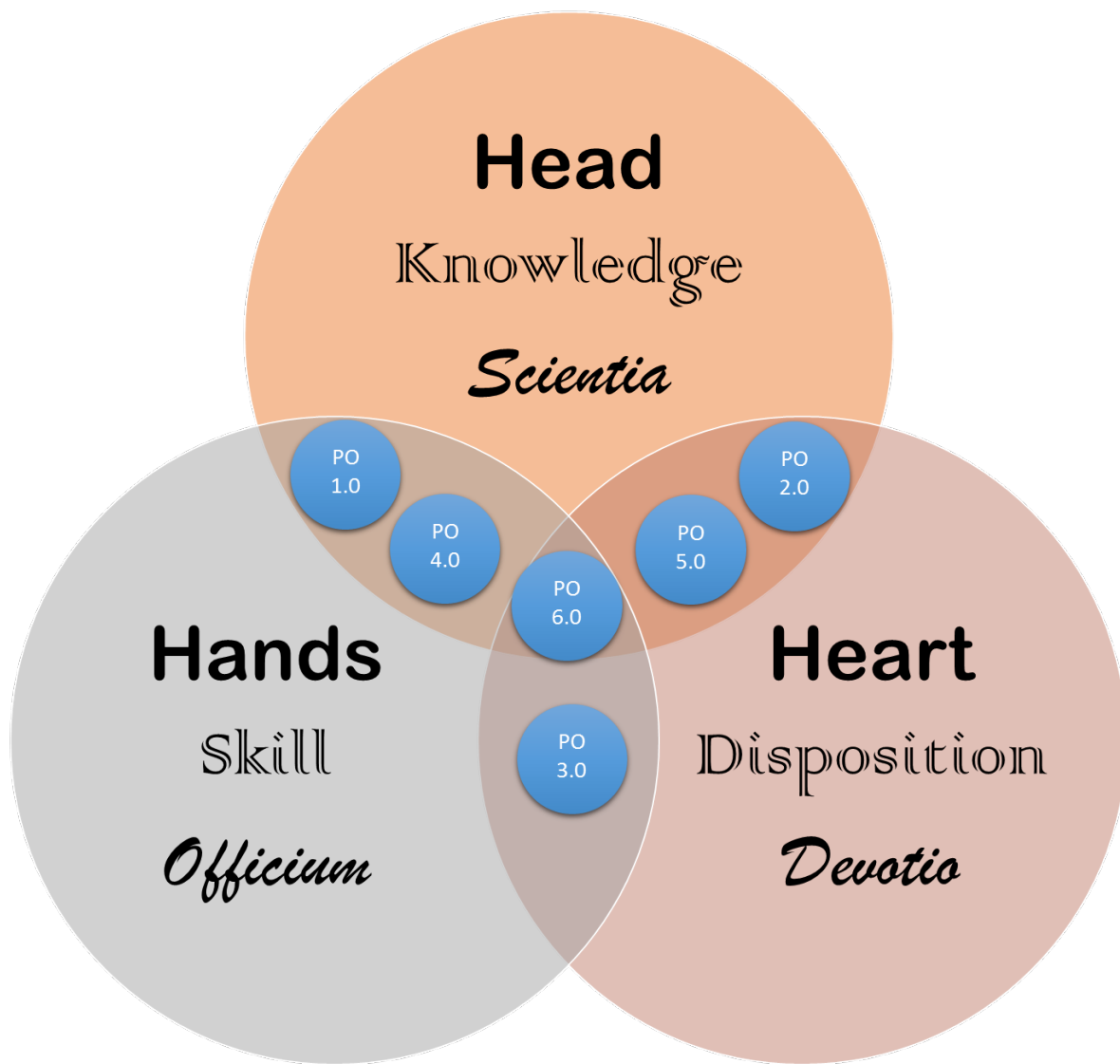
Section 3 – Program Curriculum Map with PO and SLO Explanations

Figure 16- Alignment of Program Outcomes to Greater Education Model, Motto, and Danielson Framework for Teaching

Program Outcomes	Danielson Framework for Teaching	Description
1.0	K,S	Graduates will demonstrate the ability to integrate knowledge of business theory and practice in the design of viable business models, and to assess legal, competitive, financial, and technological challenges or opportunities for that model.
2.0	K,D	Graduates will demonstrate the ability to analyze personal and corporate values utilizing the framework of a Christian worldview.
3.0	S,D	Graduates will assess, articulate, and demonstrate the function and value of interpersonal skills in organizational settings involving groups and teams.
4.0	K,S	Graduates will demonstrate knowledge and skills of research, problem solving, and decision-making with appropriate written and oral communication of results and action plans.
5.0	K,D	Graduates will demonstrate awareness of international business trends, and assess their impact on traditional business practices in the United States.
6.0 (GEN & INT)	K,S,D	Graduates will demonstrate the ability to integrate knowledge of global business strategies when evaluating the marketing, communications, and planning needs of a business.
6.0 (HCA)	K,S,D	Graduates will demonstrate the ability to construct, assess, and effectively participate in operational strategies for health care organizations in the areas of accounting, finance, legal and regulatory compliance, and marketing.
6.0 (ACCN)	K,S,D	Graduates will demonstrate the ability to assess, interpret, and recommend operational business accounting practices in the areas of auditing, taxation, financial accounting, and accounting information systems.
6.0 (HR)	K,S,D	Graduates will demonstrate the ability to perform competently as HR professionals, with functional knowledge of operational HR practices, law, and terminology, as well as demonstrated skill in the analysis and application of HR principles to organizational settings.

Figure 17- MBA Program Outcomes

[illegible]

Figure 18- Student Learning Outcomes Associated with Program Outcomes

Business Administration, M.B.A., Program Review, Section 4

Program Curriculum Map with PO and SLO explanations

Section 4 – Two-Year Program Assessment using POs and SLOs with Curriculum Map

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Business Leadership																																
Business Leadership / MBA Program Curriculum Map & Assessment Plan			Managerial Accounting ACCN 5133	Managerial Economics in a Globalized Environment ECON 5223	Modern Corporate Finance FINC 5333	Organizational Behavior and Leadership MGMT 5113	Marketing Analysis and Strategy, Sales and Consumer Behavior MGMT 5233	Human Resource Management MGMT 5323	Organization Professional Communication MGMT 5353	Legal Environment and Ethics (Christian Worldview) MGMT 5413	Management Science/ Operations Management MGMT 6313	Business Strategic Management MGMT 6423	Exec. Seminar Series: International Business MGMT 6433	Strategic Global Strategy MGMT 6443	Global Mktg and Multi-Cultural Comm. MKTG 5133																	
Possible Assessment Points Year 1 Semester 1																																
Possible Assessment Points Year 1 Semester 2																																
Possible Assessment Points Year 2 Semester 1																																
Possible Assessment Points Year 2 Semester 2																																
Program Outcomes	Danielson Framework for Teaching	SLOs	ACCN 5133	ECON 5223	FINC 5333	MGMT 5113	MGMT 5233	MGMT 5323	MGMT 5353	MGMT 5413	MGMT 6313	MGMT 6423	MGMT 6433	MGMT 6443	MKTG 5133																	
1.0	K,S	1.1 1.2	1.2	1.1 1.2	1.1 1.2	1.2	1.1 1.2	1.1 1.2		1.2	1.1 1.2	1.1 1.2	1.1 1.2	1.1 1.2	1.1 1.2																	
2.0	K,D	2.1 2.2	2.1 2.2	2.1	2.1 2.2	2.1 2.2	2.1 2.2	2.1 2.2		2.1 2.2	2.1	1.2	2.2	2.2	2.2																	
3.0	S,D	3.1 3.2	3.1 3.2	3.2		3.1		3.1 3.2	3.1 3.2		3.1 3.2	3.1 3.2	3.1 3.2	3.1 3.2	3.1																	
4.0	K,S	4.1 4.2	4.1 4.2	4.1	4.2	4.1	4.1 4.2	4.1	4.1	4.1 4.2	4.1 4.2	4.1	4.1		3.2																	
5.0	K,D	5.1 5.2		5.1 5.2	5.2		5.1 5.2	5.2			5.2	5.1 5.2	5.1		5.1 5.2																	
6.0 (GEN & INT)	K,S,D	6.1 6.2	6.1	6.1		6.1	6.1 6.2	6.1			6.1 6.2	6.1	6.1 6.2		6.1																	
																Health Care Management	Health Care Legal Environment	Health Care Information Systems	Health Care Finance													
																HCA 5213	HCA 5223	HCA 5243	HCA 5233													
6.0 (HCA)	K,S,D	6.1 6.2														6.1 6.2	6.2	6.2	6.1 6.2													
																Advanced Cost Accounting	Advanced Accounting Info Systems	Business Taxation	Advanced Auditing													
																ACCN 5143	ACCN 5153	ACCN 5163	ACCN 5173													
6.0 (ACCN)	K,S,D	6.1 6.2														6.1	6.1	6.1	6.2													
																Compensation and Benefit Administration	Human Resource Development	Recruiting and Selection	Labor Law and Employee Relations	Capstone: HR Body of Knowledge and Prof												
																HR 5213	HR 5223	HR 5243	HR 5233	HR 6213												
6.0 (HR)	K,S,D	6.1 6.2														6.1	6.1 6.2	6.1 6.2	6.1 6.2													

Figure 19- Two-Year Assessment Plan Using POs and SLOs

Business Administration, M.B.A., Program Review, Section 5

Program Outcome / Student Learning Outcome D3 Forms

Section 5 – Program Outcome / Student Learning Outcome D3 Forms

The SBL follows a Data-Driven Decision (D3) process to utilize Program Outcomes in the creation of an Action Plan:

Step 1: Use assessment data to determine greatest opportunities for improvement

D3 Data		ONES	TWOS	THREES	FOURS	3+4%	Area for Improvement
PO1	Graduates will demonstrate knowledge of relevant content in their selected discipline, and the ability to situationally apply that knowledge to core business functions including management, marketing, business law, accounting, economics, and finance.	43	38	85	179	77%	
PO2	Graduates will exhibit the ability to make ethical business decisions, informed by Christian principles of equity, justice, integrity, and the intrinsic worth of all people.	32	17	135	219	88%	
PO3	Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting.	38	67	200	196	79%	
PO4	Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools.	79	88	327	352	80%	
PO5	Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.	25	18	88	107	82%	

Step 2: Develop actionable and measureable action items to address

Action Plan	Timeline
<ol style="list-style-type: none"> 1. Conduct review of curricula to update aging texts or outdated methodologies. 2. Survey of selected classes to confirm need for "real-life" input and obtain suggestions for best formats 3. Solicit business Advisory Council for ideas to update curriculum with experiential learning opportunities. 4. Examine detail assessment data to identify assignments or methods in classes where students report rubric scores 3+4 >85% and duplicate methods in other courses where practicable. 5. Institute a social media component or ongoing forum that students may access across coursework as a focal point for current issues in business. 	Complete all by 6/31/18

Step 3: Measure effectiveness at next semi-annual assessment and repeat process using new assessment data

Business Administration, M.B.A., Program Review, Section 6

End of Course D3 Forms

Section 6 – End of Course D3 Forms

CAGS/ASBL							
Chair: Scott McMurry							
End of Course D3 Form							
Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.							
Quarter	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files
Q2	12/31/2016	Qualitative comments suggest that some assignments are not clearly written or confusing. Average rating Q5: "Instructions and expectations for assignments were clear" =2.9 (n=10)	PD/Coord read-through of all assignments to identify unclear or ambiguous requirements. Where revision is deemed necessary, consult with at least one course instructor if not a course taught by PD, and rewrite instruction assignments for clarity. Send help desk tickets to Curriculum Design to institute changes in future course iterations.	Measure at end of Q2 3/31/17	Increase of at least 5% (to 3.05) over Q1 baseline on response Q5 for comparable number of responses.	Average Rating Q5: "Instructions and expectations for assignments were clear" =3.28 (n=154)	\\macfileserv\aaair\$1. CAGS\2. Business Leadership\3. Scott McMurry\EOC\2016-2017\Copy of Monthly EOC 2016-2017 TAB: BusSci EoC 2nd Qtr
Q3	3/31/2017	Some course management issues surfaced by PDs, and mirrored in qualitative EOC comments, concerned instructor grading, which was sometimes provided without a clear rationale for point deductions. Question 8 on the EOC survey: "The instructor's grading and feedback were constructive, fair, and helped me improve" was selected for measurement. Q2 results (Question 8)=3.35 (n= 154)	Through the recording of a video by the Chair, the objective of "grading on multiple points of assessment in each assignment to create better differentiation in grades" was presented to all Instructors during training, and included as an instructor evaluation point by PDs.	Measure at end of Q3 6/30/17	Increase of at least 5% (to 3.52) over Q2 baseline on response Q8 for comparable number of responses.	Average Rating Q8 "The instructor's grading and feedback were constructive, fair, and helped me improve" = 3.22 (n=276)	\\macfileserv\aaair\$1. CAGS\2. Business Leadership\3. Scott McMurry\EOC\2016-2017\Copy of Monthly EOC 2016-2017 TAB: 3rd QTR 2016-2017
Q4	6/30/2017	Due to decrease in EOC scores for Q8, measured in previous quarter, continued focus on improving instructor feedback that is "constructive, fair, and helped me improve" Avg. score 3.22 (n=276)	PDs are looking at individual EOC ratings to identify instructors with particular challenges in this area, and are finding that low scores are generally related to grading without comment, rather than well-explained grading that is perceived as "unfair." PDs are contacting such instructors and reviewing appropriate grading methodology, with the objective of creating greater visibility and accountability for graders who do not explain the basis for assessment, or who ignore grading rubrics.	Measure at end of Q1 09/30/17	Increase to Q3 goal (3.52) on response Q8 for comparable number of responses.	Both July and August showed progressive gains during Q4 (Jul=3.25,n=69; Aug=3.33,n=63), but September took a disastrous turn (2.91,n=34). These are courses that ended in September, representing the last courses during the traditional summer break, so there may be some correlation to both the instructors and students who are teaching or taking classes at that time. Taken together, Q4 results mirrored Q3 almost exactly, although there were many fewer responses (Q3=3.22, n=276; Q4=3.21,n=166). We note the correlation between smaller classes and lower scores, which is further evidence that collecting more responses could be beneficial.	\\macfileserv\aaair\$1. CAGS\2. Business Leadership\3. Scott McMurry\EOC\Monthly EOC 2016-2017

Figure 20- EOC D3 Reporting Q2-Q4 2016-17

CAGS/ASBL							
Chair: Scott McMurry							
End of Course D3 Form							
Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.							
Quarter	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files
Q1	9/30/2017	There was a general decrease in rubric scores in Q1 compared to the YE2016-17, but the greatest decrease by far was on Quest. 3 "The Instructor's presence was strongly felt throughout the course." The overall decrease from an average score of 3.41 in 16-17 to 3.21 in 17-18 is significant -- 5.9%. We have assumed that instructor presence is the basis for online engagement, so this is a particularly unfavorable result.	During Q2, PDs will be more proactive to identify courses where instructors have not logged on regularly by checking logon statistics weekly for each class the PD manages, and contacting instructors via e-mail if they have not been logged on to the course for a significant period (3 days or more). We feel this will create greater awareness than the current EOC or end-of-course review.	Measure at end of Q2 12/31/17	Goal is to reclaim Q4 performance levels (3.41) on Quest. 3 by the end of Q2	Results for Quest. 3 on the Average Student Evaluation Score for 12/17 are 3.42. This is slightly better than target, indicating substantial improvement in students' perceptions of instructor involvement. Due to significant changes in Program Director-level personnel, I am not confident that the Action Plan was completely executed, but attribute improvement in scores to partial execution by staff who have remained throughout the transition. We will continue this practice in hopes of an even greater effect when all PDs are involved in execution.	AAIR Data Folder/ Business Leadership/ Scott McMurry/ EOC/ Monthly EOC 2017-18 Tab: December 17
Q2	12/31/2017	In every month of the current academic year (except December) Question 5 on the Student Evaluation "Instructions and expectations for assignments appears in the bottom three responses, indicating an ongoing area of concern with students. Concurrently, course review has revealed a high level of inconsistency in APA requirements, APA grading, and APA resources from course to course. Since competence with APA format forms some part of student achievement in almost every class, we think that a structured approach to APA provision will help to improve student scores in this area.	During Q3, The School of Business Leadership will deploy a standard APA template, and APA instructional resources, to all courses in the graduate and undergraduate business school. In addition, the school will publish guidelines for APA grading, to create consistency from course to course, and encourage students to build upon a firm understanding of APA requirements.	Measure at end of Q3 3/31/18	Goal is to increase student scores on Quest. 5 from an average of 3.13 (July-Dec 2017) to 3.4 by March 31, 2018.	Results for Quest. 5 on the Average Student Evaluation Score for 3/18 are 3.34. This represents a substantial improvement (+.19), but falls short of the target by .06 points on the 4-point rubric scale. This is a particularly interesting result, given that the impending HLC visit necessitated the delay of the action plan! However, the internal focus on this issue is high, so I believe that the message about consistent grading of APA elements has informally affected many instructors. We have added the implementation of school-wide APA policy to our Strategic Plan, and will continue with this measurement for the next quarter.	AAIR Data Folder/ Business Leadership/ Scott McMurry/ EOC/ Monthly EOC 2017-18 Tab: Qtr 3 17-18
Q3	3/31/2018	In every month of the current academic year (except December) Question 5 on the Student Evaluation "Instructions and expectations for assignments appears in the bottom three responses, indicating an ongoing area of concern with students. Concurrently, course review has revealed a high level of inconsistency in APA requirements, APA grading, and APA resources from course to course. Since competence with APA format forms some part of student achievement in almost every class, we think that a structured approach to APA provision will help to improve student scores in this area.	During Q4, The School of Business Leadership will deploy a standard APA template, and APA instructional resources, to all courses in the graduate and undergraduate business school. In addition, the school will publish guidelines for APA grading, to create consistency from course to course, and encourage students to build upon a firm understanding of APA requirements.	Measure at end of Q4	Goal is to increase student scores on Quest. 5 from an average of 3.34 (Jan-Mar 2018) to 3.5 by June 30, 2018.		
Q4	6/31/2018						

Figure 21- EOC D3 Reporting Q1-Q3 2017-18

Business Administration, M.B.A., Program Review, Section 7

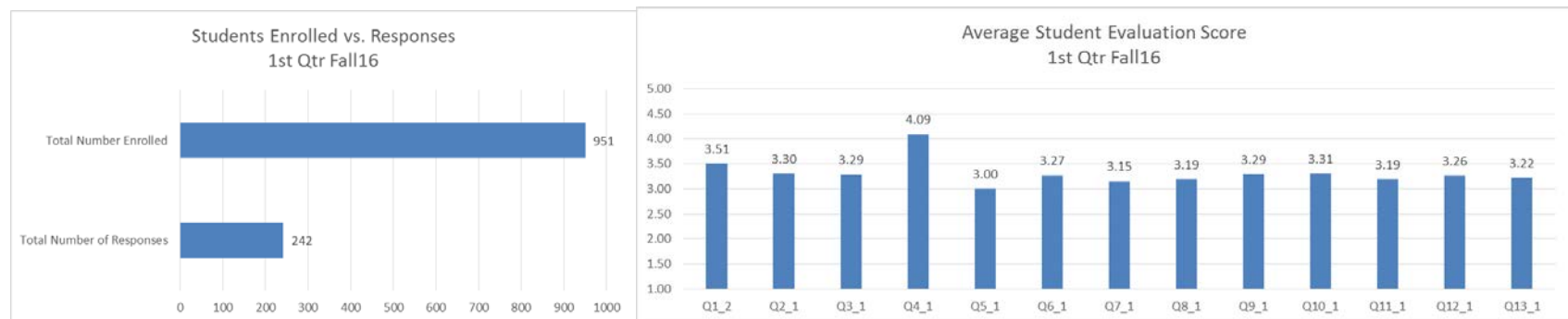
End of Course Evidence

Section 7 – End of Course Evidence

End of Course Evidence is available on a quarterly basis from the Department of Institutional Effectiveness in two forms: 1) Graphical representation of quarterly EOC results demonstrating participation and aggregate scores, and 2) Qualitative comments made by students in response to each of fourteen questions about various aspects of the course and instructor.

Below, quarterly results for 2016-2018 (to date) are provided, but due to a prohibitively long data set, the only qualitative data presented here are the answers to Question 14 from Q1 2016-17 (Personal names redacted). The complete EOC data set is available from the Department of Institutional Effectiveness.

2016-17 Q1



Q14 – What are the strengths of the instructor?

I'm not sure since she never actually responded to anything. She was much more interested in the trip she was on than actually taking part in the class.

I'm unsure. It appears all of his discussion responses were direct quotes of someone else.

Responds to questions quickly

If you ask you will get.

Knew the subject well and willing to help at any time.

He does seem to care about his students

Very helpful and made sure you completely understood the assignments and how to complete them. Every time I had a problem with an assignment or didn't completely understand it he helped me through it every time I needed the help. He was amazing!

understandable, patient, and available when needed

He was very passionate

What instructor? I never knew who the instructor was. No strengths!
she'd put out her storey to start others off.
Patient, wiling to let the class learn by discussion
Always provided constructive feedback and very engaged with the course.
The constructive feedback that he provided with each assignment. He also engaged very deeply in the weekly Discussion Boards.
Knowledge of Church Law
Knowledgeable of subject taught.
everything the teacher present was excellent
The instructor seem extremely knowledgeable about what he taught.
Good question.
The instructor was very helpful when needed and understanding.
He seems to be well spoken and knowledgeable.
Clear, consice directions. Availability. Instructional videos.
Profesionalism, Honesty, willingness to help students
He definitely made a noticeable effort to offer constructive criticism
I would not know. I emailed her a couple of times for assistance and she never emailed me back.
This was an unusual circumstance as our instructor changed midway through the course. The feedback given is on [REDACTED] who finished out this course. He gave great feedback on assignments, and was gracious and helpful given the circumstances.
The original instructor was difficult at best to get in touch with, and the assignments were closed before they were due on more than one occasion. [REDACTED] graciously came to our aid. Things improved greatly at that point.
i can't pinpoint any.
The instructor is very knowledgable and very good at bringing the entire class into group discussions.
Intelligent and likable
The instructor was knowledgeable about the subject and she was easy to get along with.
Presented material in logical format and delivered timely results for completed work.
Explaining concepts and giving additional resources to expand explanations
She was very fair and understanding
knowledge, applied local and current events
Communication and knowledge
evaluation and feedback when grading
fast reapinse times to assignments
She did stay on you about assignment not being turned in. She gave great examples of the assignments to help guide in the right direction
Positive feedback

He was great he allowed me to call him and if i didnt undertand he was so knowledgeable he could explian it in a way i could grasp the concept.

When you have a question, she gets back with you really quickly.

she was okay

Knowledge of the material

Courteous. Offered encouragement through emails when I had concerns.

Helping

Clear, concise and great attitude.

Very knowledgeable and helpful

Worked very well with me when I had technical issues.

she was fair and very easy to work with

very prompt

willing to give personal input and add to the discussion

██████████ was understanding that not everything would be exact due to version differences so he worked with me on the closest possible details.

Communication

Knowledge of course work

Very helpful in assignments and instructions. She was very encouraging !!

always responded to my questions and there to help

Very helpful

She was all around excellent.

Communication, availability and constructive feedback.

She was very helpful when needed

Very little communication, instructions for peer review were non existent

Experienced in the requirements of the course.

Willingness to help, understanding

She was very knowledgeable and knew how to guide me

Timely response to tge emails.

He participated in the discussion questions

The Instructor did not have any strengths that I could see. Please see comments below.

When needed was very helpful and fast to respond. Did not talk down or dicourage conversation. Everything was clear from teh start and as the class progressed it was exact to what was written.

██████████ has a very strong knowledge of the subject. Very good instructor. MACU is lucky to have him.

Interactive in the class

He is knowledgeable in the field of communications.

knowledgeable, timely, responsive and witty

Professional and willing to work with student in regard to assignment questions

he knew the subject matter

He gave feed back that was easy to comprehend and very knowledgeable.

██████ was very knowledgeable and open to to conversation.

Professor █████ readily made himself available for me. He also seemed very knowledgeable about law. I would expect this level of understanding especially with his background as a military lawyer.

Professor █████ was very knowledgeable, and did a great job keeping the class engaged.

This teacher was extremely good at getting my grades back quickly

I can only assume he is at least knowledgeable in the subject.

He seems very knowlegeable.

The instructor gave clear guidelines of what she expected in the assignments most of the time.

na

This man is very nice.

very knowledgable about the material

Gives feedback to the students

Smart, informative, compassionate, and understnding

very knowlegeable of subject.

Very helpful and involved in the class.

very imformative

Very knowledgeable on the material, and explained everything very well.

Very business knowledgeable, kind, supportive, encouraging

No comment.

Availability

replying to questions

He knew the material and was able to prepare the class for the final in spite of the poorly chosen assignments for the first 4 weeks.

Very Approachable

He is a great teacher that is open, willing and very helpdful.

He was very engaging, he had everyone in the class involved in the discussions. He made the content interesting.

A great understanding of what it means to learn, instead of regurgitate facts.

Personable, keeps information relevant

very knowledgeable
He gave all the information you needed to be successful
knowledge of course subject, relevancy and relation of subject to real life experience.
knowledgeable
Well versed in the field of HR; encouraging of other's ideas, opinions and experiences; allowed cohort engagement to guide direction of classroom experience
Knowable and expert in the field
He knew the answer to every question
Use of case studies and real world examples
knowledge and time in the business
Knowledgeable, real life experience, responsive and open to feedback
Knowledge of the subject
Knowledgeable
Knowledge of the subject
The stricter was incredibly professional and I found his knowledge to be very useful
None
timely and communicated
Knowledge of the subject
N/A
Knowledgeable of the topics covered in this course.
Grading on time.
He replied to the discussion posts
He knew the material and when he participated was helpful
Experience and creativity
Profecionalismo, actualizado en la materia
Clear and precise
knowledgeable and helpful
gives great feedback
Dr. [REDACTED] provided weekly presonal conferences which helped me understand the requirements of the course and application to real life situations.
Knowledge and patience. The amount of time she was willing spend with each student is incredible.
Very knowledgeable and available.
Good communicator, knowledgeable, caring, available, patient
Knowledge and patience. The amount of time she was willing spend with each student is incredible.

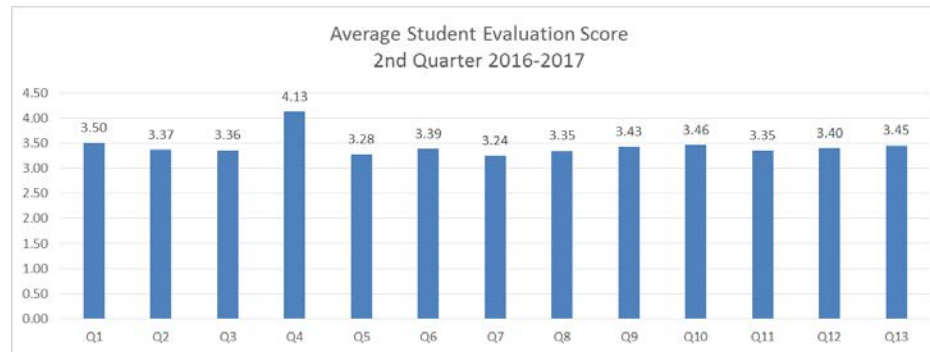
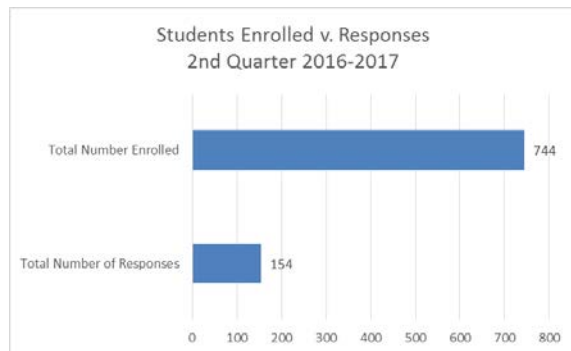
Very knowledgeable and available.

Good communicator, knowledgeable, caring, available, patient

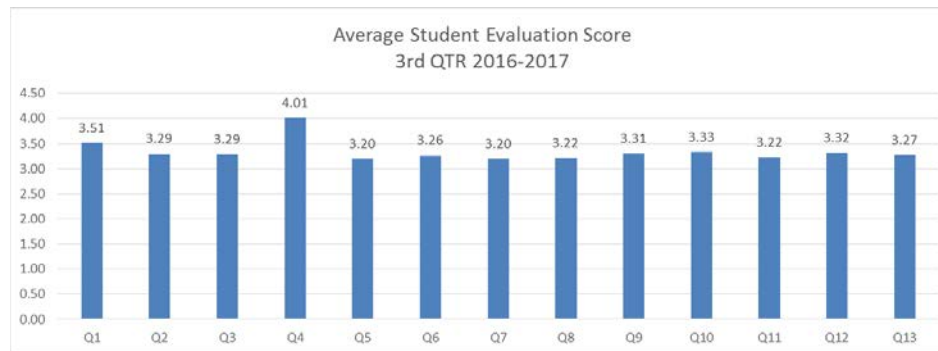
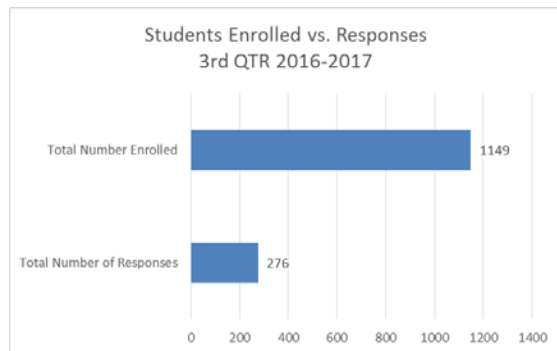
Very knowledge in how the course material applied to actual business situations

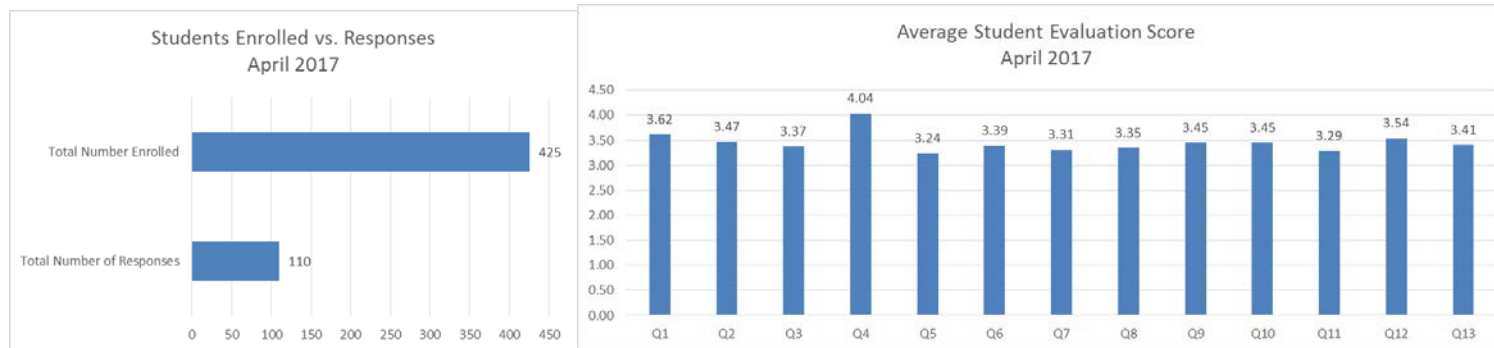
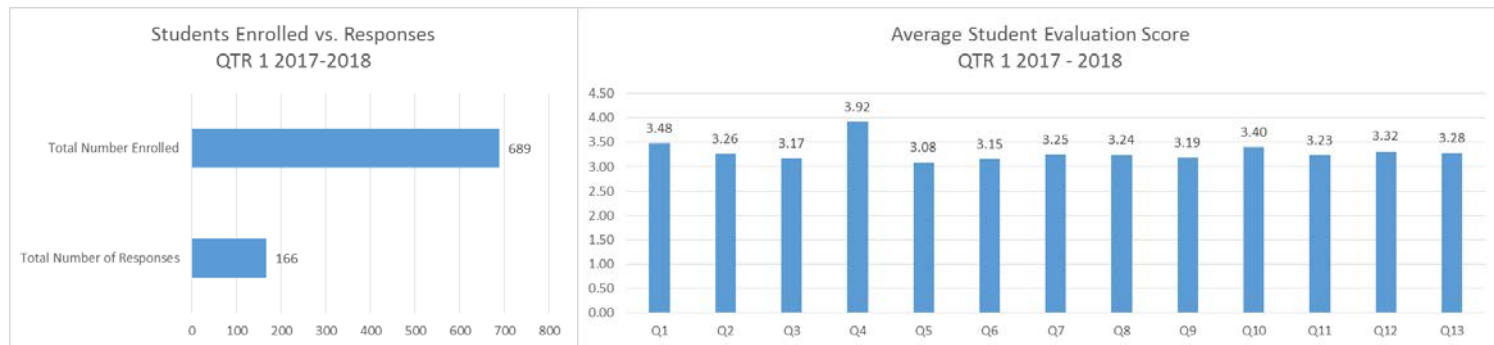
He was very knowledgeable within the field of his teaching.

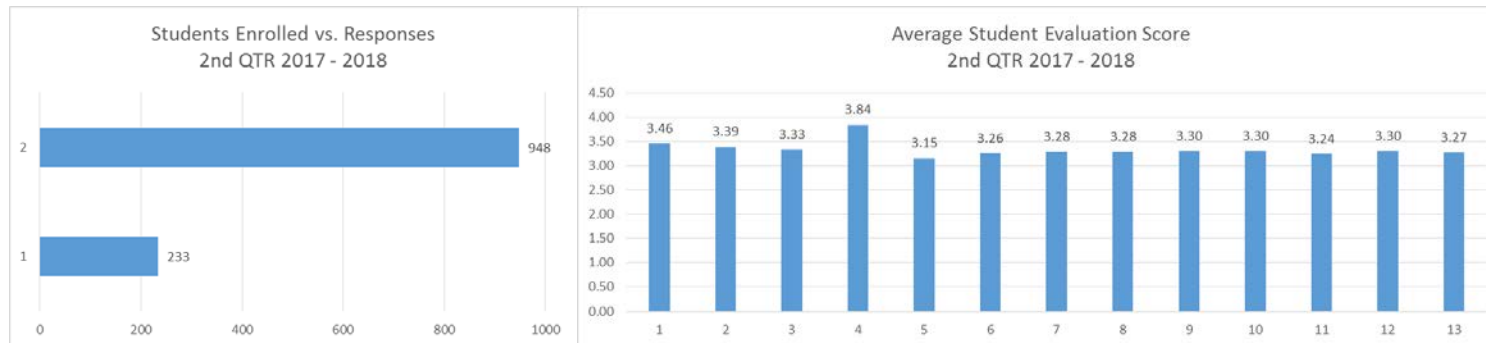
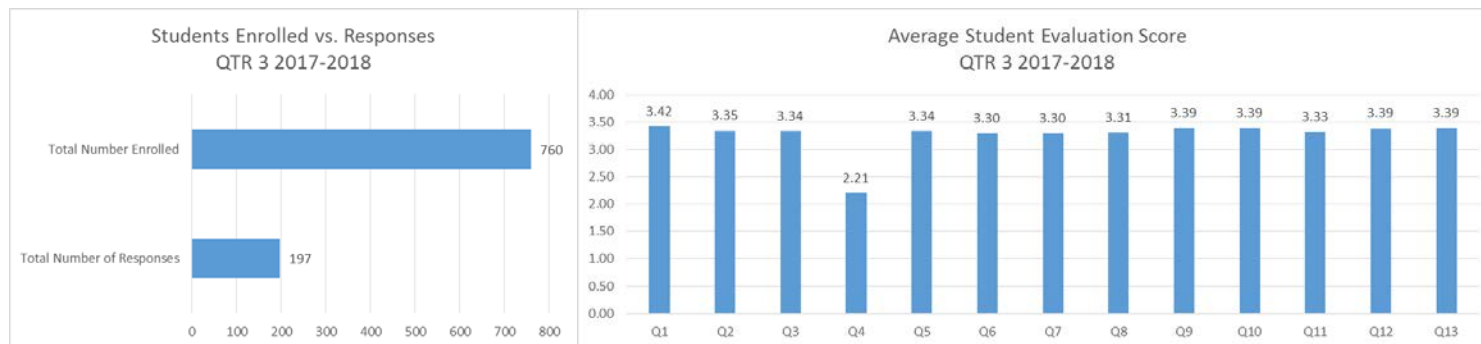
2016-17 Q2



2016-17 Q3



2016-17 Q4 (April only; May-June data inaccessible)**2017-18 Q1 (Quarterly graph inaccessible; QTR data reconstructed from monthly totals Jul-Sep)**

2017-18 Q2**2017-18 Q3**

Business Administration, M.B.A., Program Review, Section 8

Curriculum Reviews

Section 8 – Curriculum Reviews

Curriculum Reviews are initiated through any of these regular and periodic SBL practices:

1. **EOC Results (Sec. 7).** Student comments sometimes point to errors or inconsistencies in curricula.
2. **Instructor Reviews (Sec. 10)** Although the primary purpose of the Instructor Review is to evaluate instructor performance, this requires the Program Director to review course assignments, sometimes resulting in identification of points for curriculum improvement.
3. **Textbook Changes.** The administrative staff of the School of Business Leadership, working in conjunction with our textbook provider, regularly monitors the status of textbook or electronic resources. Availability or updates to this resources may force a review of the course.
4. **Strategic Changes to Curriculum** for the purposes of supporting new programs or emphases, technological capabilities, or learning resources. These changes are based on continual program improvement efforts, often originating with University leadership.

For all curriculum review and revision efforts, the School of Business Leadership complies with required practices established by the Curriculum Design team. Course content that affects learning outcomes may only be revised by qualified content experts, and only with the participation of a curriculum design expert to ensure compliance with University and accreditor policy.

<u>Course</u>	<u>Title</u>	<u>Last Revision Date</u>
<u>MGMT5000</u>	MBA Orientation	1/9/2018
<u>MGMT5353</u>	Organizational & Professional Communication	3/21/2017
<u>MGMT5113</u>	Organizational Behavior & Leadership	8/14/2018
<u>MGMT5413</u>	Legal Environment & Ethics	4/25/2017
<u>MGMT5323</u>	Human Resource Management	12/13/2017
<u>ACCN5133</u>	Managerial Accounting	7/5/2017
<u>ECON5223</u>	Managerial Economics in the Global Environment	3/2/2017
<u>MGMT5233</u>	Marketing Analysis & Strategy, Sales & Consumer Behavior	11/14/2017
<u>FINC5333</u>	Modern Corporate Finance	9/27/2017
<u>MGMT6313</u>	Management Science	9/20/2017
<u>MGMT6423</u>	Strategic Business Management	10/11/2017

Figure 22- Core MBA Courses and Last Revision Date to Master Template

Business Administration, M.B.A., Program Review, Section 9

Retention/Persistence Rates

Section 9 – Retention/Persistence Rates

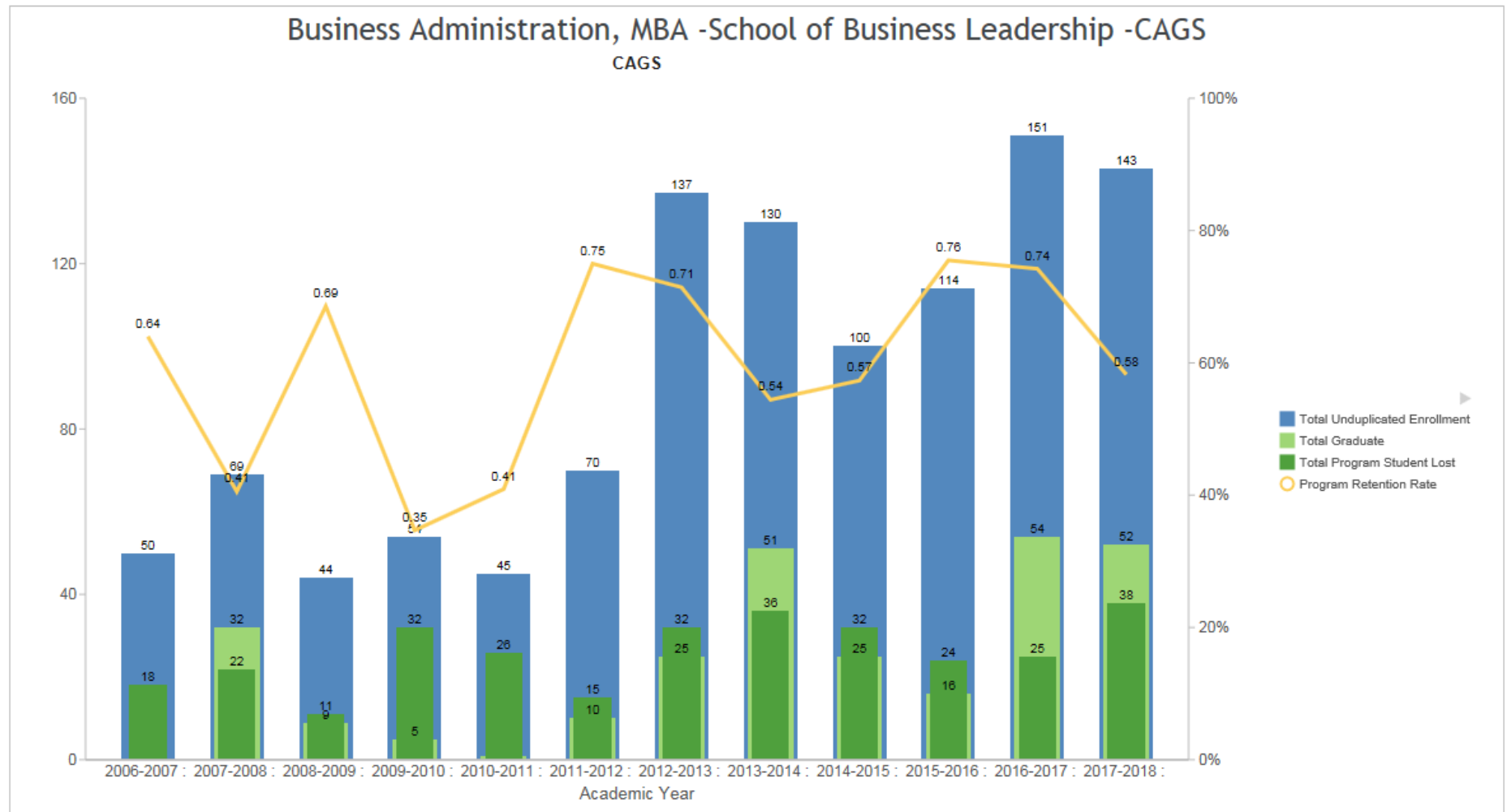


Figure 23 - Updated Enrollment and Retention from BI Analytic Portal 8/15/18 Note: IT has indicated that 2017-18 results are not yet complete

Business Administration, M.B.A., Program Review, Section 10

Instructor/Faculty Evaluations

Section 10 – Instructor/Faculty Evaluations

Program Director Evaluation Rubric for Instructor Monitoring				
Evaluation on 7 of the expectations in Instructor Agreement				
Instructor:	XXXXXXXX			
Course:	HCAXXXX			
Section:	02W1 18SP			
End Date:	4/2/2018			
	Possible Points	Actual		Comments
	1	1	A Discussion comments posted on at least 3 days of the unit.	
	1	1	B At least 1/2 of the posts 3 or more sentences.	
	1	0	C At least 1/2 of the posts include a direct reference reading.	Refer to text, cite, and reference
	1	0	D At least 1 discussion post or weekly in D2L Newsfeed refers to a biblical concept or truth.	Add a scripture or spiritual concept, this can be in the Announcement if you prefer
	2	2	E The number of weekly posts are to be <u>at least</u> equal to 1/3 the number of students enrolled	
	2	2	F Student's weekly assignments are to be graded and returned to students with comments within 5 days.	
	2	2	G Grading feedback on all assignments 1) references to reading 2) is personalized to the student, 3) is encouraging, and 4) instructive, 5) balancing professionalism and personable-ness.	
Total	10	8		
1 point scale 0 = Not at all, .5 Partial, 1 Yes.				
2 point scale 0 = Not at all, 1 Partial, 2 Yes.				

XXXXXXX,

Your welcome message is exactly what we hope to see – personalized with contact information! You are present and communicate well with students. You use the announcement well – students love the videos. The regular use of the News Announcements creates presence for the students. So happy to see you take advantage of that area of D2L! Excellent interactions when discussions took place online. Don't forget to refer to the textbook and model the APA format for referencing. Use this opportunity to add a scripture or Christian reference. Great feedback in the dropbox! I know that students appreciate your excellent insights and knowledge offered in your feedback. Thank you!



Dr. Kelly Riesenmy

Figure 24 - Example of Faculty Evaluation Form in Use

Instructor evaluations such as the one above were conducted for a majority of the courses in the MBA, with emphasis on instructors who are new to the course or university, and instructors who have exhibited some deficit behaviors in a previous evaluation or EOC survey.

The informal standard for acceptable performance is 7/10, with scores below 7 being cause for remediation, retraining, or concurrent course monitoring. Future teaching assignments are contingent on improvement.

Currently, the Dean of Academics, in conjunction with IT, has developed the first version of a data-driven monitoring system, so that courses exhibiting metrics typical of deficit behavior will be proactively flagged for review by the appropriate Program Director.

Business Administration, M.B.A., Program Review, Section 11

University Senate Documents Related to Program

Section 11 – University Senate Documents Related to Program**MEMORANDUM**

To: Dr. Sharon Lease, VPAA and Chief Academic Officer
From: William Scott McMurry, Interim Chair Adult School of Business
Date: August 25, 2017
RE: Name Change for the Adult School of Business Leadership and the School of Business Administration

I recommend the newly merged CAS School of Business Administration and CAGS Adult School of Business Leadership operate under a single name – as the School of Business Leadership. This change reflects the unification of the schools to offer degree programs across all delivery modalities at MACU and would be effective immediately.

Figure 25- Memorandum to Change School Name 8/25/17

Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i>	Proposal to Change: Change the name of the Health Care Administration degree program to Health Care Management, change the name of the MBA Health Care Administration emphasis to Health Care Management, and change all HCA course prefixes to HC.								
Proposal to Change - explain revisions and actions being requested <i>(show changes in strikeout and highlights, e.g., old and new format)</i>									
<p>Health Care Administration and Ethics</p> <p>Health Care Management and Ethics</p> <p>MBA Health Care Administration Emphasis</p> <p>MBA Health Care Management Emphasis</p>									
Rationale <i>(information supporting proposal – why you are making changes)</i>									
<p>“Health Care Management” is now the preferred term in the industry to describe the type of undergraduate education we provide, which includes management as well as administrative training. A survey of other comparable degree programs confirms that this is the normal usage, as does the academic press, which predominately publishes textbooks titled “Healthcare Management.” The initial courses in the undergraduate and graduate HCA programs are already titled “Intro to Health Care Management” and “Health Care Management,” respectively. Finally, this formulation provides a better cognitive link to the MBA Healthcare emphasis, which is based in management training.</p>									
Other information <i>(show new courses, course description changes, etc.)</i>									
<p>Program description will be revised to more accurately reflect course content and program objectives:</p> <p>Health care administration offers one of the most prominent career opportunities in today’s economy. The B.S. in Health Care Administration and Ethics prepares students in the principles and application of management in the day-to-day administration of health care organizations, including hospitals, physicians’ offices, nursing homes, and other medical facilities. Courses address business fundamentals, communication, ethics, and organizational training.</p> <p>As the Health Care sector continues to expand, organizations need Health Care Managers more than ever – and this degree plan is designed to prepare students to enter this workforce with special knowledge and confidence. Focus is placed on the “hands-on” practice and business aspects of Health Care Management systems, to provide the student knowledge and skills that can be immediately applied in a variety of settings, such as private practices, clinics, auxiliary services, or hospitals. Courses such as Human Resources, Legal Environment, Medical Language, Operations, and Information Systems go beyond traditional business content to address the unique application of these topics within the Health Care industry. Consideration of Christian principles with respect to ethical and moral dilemmas in Health Care is an important component of each course.</p> <p>Course prefixes will be changed to “HC”, which the Registrar has determined will be most conducive to future program modifications or additions:</p> <table border="0"> <tr> <td>HCA3203</td> <td>HC3203</td> <td>HCA4203</td> <td>HC4203</td> </tr> <tr> <td>HCA3213</td> <td>HC3213</td> <td>HCA4303</td> <td>HC4303</td> </tr> </table>		HCA3203	HC3203	HCA4203	HC4203	HCA3213	HC3213	HCA4303	HC4303
HCA3203	HC3203	HCA4203	HC4203						
HCA3213	HC3213	HCA4303	HC4303						

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)
MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

HCA3303	HC3303	HCA5213	HC5213
HCA3313	HC3313	HCA5223	HC5223
HCA3503	HC3503	HCA5233	HC5233
HCA4103	HC4103	HCA5243	HC5243

Program Sheet Changes in the undergraduate degree:

Major Requirements
 Health Care ~~Administration~~ **Management** Major (30 Hrs)
 BUAD 3403 Business Finance
 HCA **HC** 3203 Introduction to Health Care Management
 HCA **HC** 3213 Medical Terminology for Managers
 HCA **HC** 3313 Health Care Human Resource Management
 HCA **HC** 3503 Legal Aspects of Health Care Management
 HCA **HC** 4103 Health Care Economics
 HCA **HC** 4203 Health Care Operations Management
 HCA **HC** 4303 Health Care Information Systems
 MGMT 2303 Management Principles
 MGMT 4303 Accounting for Managers

In the MBA emphasis:

Health Care ~~Administration~~ **Management** Emphasis (12 Hrs)
 HCA **HC** 5213 Health Care Management
 HCA **HC** 5223 Health Care Legal Environment
 HCA **HC** 5233 Health Care Finance
 HCA **HC** 5243 Health Care Information Systems
 Total MBA & Health Care ~~Administration~~ **Management** Emphasis
 Required Hrs – 42

Correlation to the Assessment System & Program Improvement	
This proposed change entails no modification to the existing process for assessment and program improvement.	
Budget and Correlation to Strategic Planning (include additional adjunct or any other expected costs)	
This proposed change is not anticipated to affect the budget in any way. To the extent that the new name may represent a more relevant program to potential students and employers, it could assist with strategic objectives for program growth.	
Other (Attach all pertinent degree program evaluation forms showing revisions with <i>strikeout and highlights, e.g., old and new format</i>)	
SUBMITTED BY: • Name/Title • College/School	William Scott McMurry, Interim Chair College of Adult and Graduate Education, School of Business Leadership
Proposed Effective Date:	9/1/2017

Figure 26- (2 Images) Proposal to Rename and Revise HCA Effective 9/1/17

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

Proposal Request to Make Changes to Existing Curriculum or for new courses: (state primary area of change – name of revised degree, new or revised course, etc.)	Proposal to Change: Proposal to add a CPA Accounting Emphasis to the Business Administration, M.B.A. and coordinate the common core to support all M.B.A. emphases.
Proposal to Change - explain revisions and actions being requested (show changes in strikeout and highlights, e.g., old and new format)	
<p>This proposal will reduce the number of MBA Core Requirement hours from 30 hours to 18 hours. The remaining 12 hours that were originally required in the core will be distributed to each existing emphasis within the MBA degree. This proposal will rename the Accounting emphasis as the Management Accounting emphasis, and create a new CPA Accounting emphasis to accommodate students primarily seeking CPA preparation.</p> <p>M.B.A. Core Requirements (30 18 Hrs) ACCN 5133 Managerial Accounting ECON 5223 Managerial Economics in a Globalized Environment FINC 5333 Modern Corporate Finance MGMT 5113 Organizational Behavior and Leadership MGMT 5323 Human Resource Management MGMT 5413 Legal Environment and Ethics (Christian World View) MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior MGMT 5353 Organization Professional Communication MGMT 6313 Management Science/Operations Management MGMT 6423 Business Strategic Management</p> <p>Traditional MBA Completion (18 Hrs) MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior MGMT 5353 Organization Professional Communication MGMT 6313 Management Science/Operations Management MGMT 6423 Business Strategic Management</p> <p>Choose six (6) additional hours from any MBA Emphases to complete a traditional M.B.A. degree without a special disciplinary emphasis.</p> <p>Total Master of Business Administration Required Hours – 36</p> <p>International Business Emphasis (24 Hrs) MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior MGMT 5353 Organization Professional Communication MGMT 6313 Management Science/Operations Management MGMT 6423 Business Strategic Management ECON 5233 International Economics MGMT 6403 International Business Law MGMT 6443 Strategic Global Strategy MKTG 5113 Global Mkg and Multi-Cultural Comm.</p> <p>Total Master of Business Administration-International Business Emphasis Required Hours – 42</p> <p>Health Care Management Emphasis (24 Hrs) MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior MGMT 5353 Organization Professional Communication MGMT 6313 Management Science/Operations Management MGMT 6423 Business Strategic Management HC 5213 Health Care Management HC 5223 Health Care Legal Environment HC 5233 Health Care Finance HC 5243 Health Care Information Systems</p> <p>Total Master of Business Administration-Health Care Management Emphasis Required Hours – 42</p>	

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

Human Resource Management Emphasis (27 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

MGMT 5353 Organization Professional Communication

MGMT 6313 Management Science/Operations Management

MGMT 6423 Business Strategic Management

HR 5213 Compensation and Benefit

HR 5223 Human Resource Development

HR 5233 Recruiting and Selection

HR 5243 Labor-Law and Employee Relations

HR 6213 Knowledge for Professional Certification

Total Master of Business-Administration Human Resource Management Emphasis Required Hours – 45**Management Accounting Emphasis (24 Hrs)**

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior

MGMT 5353 Organization Professional Communication

MGMT 6313 Management Science/Operations Management

MGMT 6423 Business Strategic Management

ACCN 5143 Advanced Cost Accounting

ACCN 5153 Advanced Accounting Information Systems

ACCN 5163 Business Taxation

ACCN 5173 Advanced Auditing

Total Master of Business Administration-Management Accounting Emphasis Required Hours – 42**CPA Accounting Emphasis (18 Hrs)***

ACCN 5153 Advanced Accounting Information Systems

ACCN 5163 Business Taxation

ACCN 5173 Advanced Auditing

ACCN 6113 Advanced Theories of Financial Accounting

Choose six (6) additional hours from the list below to complete the CPA Accounting Emphasis M.B.A.

ACCN 5193 Advanced Business Law for Accountants

ACCN 5143 Advanced Cost Accounting

ACCN 6213 CPA Exam Preparation I

ACCN 6223 CPA Exam Preparation II

Total Master of Business Administration-CPA Accounting Emphasis Required Hours – 36

* Required Prerequisites for students who do not have a Bachelor's Degree in Accounting:

ACCN 3913 Intermediate Accounting II**

ACCN 3933 Income Tax Accounting I

ACCN 4443 Advanced Financial Accounting or Equivalent

ACCN 4633 Auditing

**If student has not completed Intermediate Accounting II, there may be additional prerequisite courses that must be taken prior to enrollment in course.

Prerequisites must be completed with a 2.0 GPA or higher.

Rationale (information supporting proposal – why you are making changes)

Reducing the number of required core hours to 18 will allow the MBA degree to have a CPA Accounting emphasis for students who desire to sit for the CPA Exam, without having to take additional hours that are not required to sit for the CPA Exam. Moving the remaining 12 hours that were required in the previous core to each emphasis will ensure students are taking the courses needed to complete their degree, but also add flexibility for the future creation or modification of emphases.

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)
 MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

Other information (show new courses, course description changes, etc.)	
No change	
Correlation to the Assessment System & Program Improvement	
This change requires no new courses, and no changes to assessment, budget, program improvement, or strategic planning.	
Budget and Correlation to Strategic Planning (include additional adjunct or any other expected costs)	
This change requires no new courses, and no changes to assessment, budget, program improvement, or strategic planning.	
Other (Attach all pertinent degree program evaluation forms showing revisions with <i>strikeout and highlights</i> , e.g., <i>edit</i> and <i>new format</i>)	
No change	
SUBMITTED BY: <ul style="list-style-type: none"> • Name/Title • College/School 	Scott McMurtry, Interim Chair, School of Business Leadership School of Business Leadership College of Adult and Graduate Studies
Proposed Effective Date:	06/01/2018

Figure 27 - (3 Images) Proposal to Revise MBA Core and Add CPA Emphasis Effective 6/1/18

Business Administration, M.B.A., Program Review, Section 12

External Review Documents (Advisory Boards, OEQA, etc.)

Section 12 – External Review Documents

The three important opportunities for external review that have occurred in the three-year period of examination have been:

1. Advisory Council Input

Each quarter since February of 2016, the School of Business Leadership has met with prominent local businesspersons in the community, representing various business sectors including Banking, Finance, Healthcare, Manufacturing, Human Resources, Accounting, Insurance, and Energy. The Advisory Council members are actively engaged in review of curriculum to provide perspective on changing needs of employers. This is an important input to the curriculum development process.

2. Course Equivalency

In September of 2018, the School of Business Leadership participated in the ongoing Course Equivalency Project under the direction of the Oklahoma State Board of Regents, the purpose of which is to establish course equivalencies for institutional transfer in the State of Oklahoma. For courses to be deemed equivalent, a group of academics in the discipline must approve course syllabi as being consistent with educational outcomes defined by the group.

The SBL took five proposed syllabi to the CEP meeting, and was able to earn approval for four of the five syllabi. This significantly added to the body of about twelve courses in the SBL already established as equivalent for transfer to any other institution of higher learning in Oklahoma. Only a few disciplines are examined each year, and we believe that we offer many more courses which can be added to the matrix as those disciplines come up for review.

3. Higher Learning Commission Review

The results of the HLC review in the summer of 2018 are a matter of public record. The results of that review confirm that the School of Business Leadership operates in every respect to the standards required for full accreditation.

Business Administration, M.B.A., Program Review, Section 13

Professional Development of Faculty Documentation

Section 13 – Professional Development of Faculty Documentation

Due to budget constraints, fee-based professional development opportunities for faculty were limited. Faculty development was focused instead on numerous internet-based training, education, and seminar opportunities, mostly in the areas of online engagement, open-source textbooks, competency-based education, and other current trends in higher education.

Budget support was maintained for CE (continuing education) credits required for professional standing for faculty teaching in areas of accountancy or law. Several faculty members are continuing with education necessary to complete additional advanced degrees or certifications.

Verification for each of the described activities is available through expenditure or individual Performance Review documentation.

Business Administration, M.B.A., Program Review, Section 14

Strategic Plans and Budgets Related to Program (WIG Notebook)

Section 14 – Strategic Plans and Budgets Related to Program (SPUN)

Obj. No.	HLC Criterion No.	Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have to track progress?)	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Person	Estimated Budget	Personnel	Capital Resources	Start	End
1.0	1.D.3	Restore SBL Advisory Council to full membership (12) with emphasis on members that bring diversity to the Council.	Minimum AC membership of 12 by second quarter of '19 academic year, including at least three members that represent in at least one category (ethnic minority, female, millennial)	1.1 Solicit nominations from Chair, PDs, and other interested parties 1.2 Discuss and decide best candidates for admission 1.3 Extend invitations to candidates 1.4 Repeat process 1.1 - 1.3 until objectives met, conducting regular quarterly AC meetings	CHAIR CHAIR PDs CHAIR PDs CHAIR PDs COOD	-- -- -- \$500 Inagural Dinner, Food for Qtrly Meetings	PDs COOD CHAIR PDs CHAIR PDs COOD CHAIR PDs COOD	-- -- -- --		9/15/2018 5/31/2019
2.0	3.A.1 3.A.2	Create opportunity for ACCN students and qualified individuals to earn CMA certification	At least 12 students complete CMA certification class by end of academic year (5/31/19)	2.1 Confirm that addition of CMA prep course, combined with ACCN courses already available, will constitute adequate preparation for the CMA 2.2 Determine method of cost recovery for CMA test expense (student fee, independent pay, scholarship) 2.3 Obtain Faculty and Senate approval for the addition of CMA prep course. 2.4 Write CMA prep course(s) for online/onground deployment.	ACCN PD ACCN PD ACCN PD ACCN PD	-- -- -- Cur. Dev.	CERT AGENCY CERT AGENCY ACCN PD COURSE WRITER	-- -- -- --		12/31/2018
3.0	3.A.1 3.A.2	Create opportunity for HCM students to achieve HCOM, CHAP, AAHAM, or other appropriate certification through HCM coursework.	At least 12 students complete an appropriate HCM certification by end of academic year (5/31/19)	3.1 Identify best initial certification, and method of deployment (course revision or parallel prep). 3.2 Determine method of cost recovery for cert test expense (student fee, independent pay, scholarship) 3.3 Obtain Faculty and Senate approval for the addition of CMA prep course. 3.4 Write prep course(s) or revise existing for online/onground	HCM PD HCM PD HCM PD HCM PD	-- -- -- Cur. Dev.	CERT AGENCY CERT AGENCY -- COURSE WRITER	-- -- -- --		12/31/2018
4.0	4.B.*	Complete the implementation of integrated, instructor-led rubrics in ACCT undergrad and all Master's-level programming.	All assessed classes in SBL contain integrated instructor-led rubrics by 12/31/18	4.1 Construct 2 (grad) or 3 (ug) year Curriculum/Assessment Map for all programs 4.2 Insert assessment rubrics and scoring columns in assessed courses for MBA, ML, ACCN programs	ALL PDS CHAIR ML, MBA, ACCN PDS CHAIR					12/31/2018
5.0	3.E.2	(WIG 1) Create and distribute a monthly communication that increases the sense of a common community between online and onground students.	Monthly SBL Communication beginning in July 2018	5.2 Establish template with defined content sections 5.3 Assign responsibility for content development by section, responsibility for distribution, and distribution schedule 5.4 Determine method for creating and refreshing distribution list	ALL PDS CHAIR COORD ALL PDS CHAIR COORD ALL PDS CHAIR COORD					8/31/2018
6.0	3.D.4 3.D.5	Establish a school-wide APA policy that makes APA format and grading expectations consistent across all courses.	Inclusion of APA example document, supporting materials, and grading rubrics in all SBL courses by 12/31/18	6.1 Review existing APA documentation for completeness and accuracy 6.2 Verify implementation schedule with Josh 6.3 Send communication to all instructors about pending changes to APA, with rationale and schedule 6.4 Include APA policy changes in student-facing communication	ALL PDS CHAIR COORD CHAIR ALL PDS COORD CHAIR ALL PDS COORD					12/31/2018
7.0		Identify and combine to create a minimum of two classes that serve to teach similar topics to students in different SBL degree programs, increasing cross-disciplinary communication and class size.	Identification and combination of one set of courses by 12/31/18, and a second set by 5/31/19	7.1 Compare course-by-course to identify likely candidates between at least two degree programs 7.2 Get Faculty and Senate approval for combination and altered degree courses 7.3 Write/Rewrite cross-disciplinary courses	ALL PD CHAIR COORD PROGRAM PDS					5/31/2019

Obj. No.	HLC Criterion No.	Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have)	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Person	Estimated Budget	Personnel	Capital Resources	Start	End
8.0		disciplinarity emphasis that unifies existing courses (possibly with revision) to accommodate emphasis students in another Master's degree program.	Recreate one master's level cross-disciplinary emphasis by 5/31/19	8.3 Describe cross-disciplinary emphasis courses in ML/MBA/MC/MM	ML PD MBA PD MC/MM CHAIR/PDS					
				8.4 Write/Rewrite cross-disciplinary courses	ML/MBA PDS	Cur. Dev.	COURSE WRITER(S)			5/31/2019
9.0		Update ML program to correct deficiencies and become a preferred program for graduate college students.	ML restructuring complete by 5/31/19	9.1 Restructure ML program to use MBA 0-hour Orientation and a 3-hour Research Presentation Capstone	ML PD					
				9.2 Review ML courses to make research requirements and final project components consistent	ML PD					
				9.3 Review ML courses for combination opportunities with other courses, currency, relevancy, quality	ML PD					
				9.4 Get Faculty and Senate approval for course changes	ML PD					
				9.5 Revise the Research Presentation course to incorporate multi-disc students, describe a more challenging research project for Business Emphasis Case Studies, and update content	ML PD	Cur. Dev.	Course Writer			3/30/2019
10.0		Train one additional person to perform Prior Learning Evaluations	Additional faculty or current faculty trained via CAEL certification by 5/31/19	10.1 Identify and train PL evaluator to current system and specs	PATTY		PL TRAINEE			
				10.2 Take parts 1 and 2 of CAEL certification examination	PATTY	\$1500 (\$750 per part)	PL TRAINEE			
				10.3 Determine regular schedule of work coverage for PL assessment	PATTY		PL TRAINEE			5/31/2019
11.0		Achieve an equitable full-time faculty/student ratio in CAGS and CAS programs in the SBL.	Additional faculty or process/technology in place by 5/31/19	11.1 Determine greatest area of need for new full-time faculty member	PDS CHAIR COORD					
				11.2 Describe new faculty duties in detail, with evidence to support hiring as solution	PDS CHAIR					
				11.3 Examine duties to determine if technology or process improvements could allow work to be done more efficiently	PDS CHAIR COORD					
				11.4 Develop measure of FTF/Student Ratio for purposes of measuring effectiveness	PDS COORD VP/AA DEAN CHAIR PDS					
				11.5 Hire new FTF Faculty, if need persists		\$ 45,000.00				5/31/2019
12.0		Get faculty more involved in student recruitment	Identify at least 12 students recruited into an SBL program primarily by an SBL faculty member or administrator	12.1 Develop direct marketing materials by program for use at table-top and recruiting events	ALL PDS	\$500 Incidental costs of potential self-publishing, promotional materials, or registration fees	RECRUITING & ENROLLMENT	--		9/30/2018
				12.2 Work with Recruiting to identify and attend recruiting events	CHAIR ALL PDS COORD		RECRUITING & ENROLLMENT AC	--		12/31/2018

Figure 28-Strategic Plan for SBL/MBA Including Budget Impacts

Business Administration, M.B.A., Program Review, Section 15

Other Pertinent/Substantive Evidence (i.e. Student Scores on non-MACU Standardized Tests (State/National/Professional); Feedback from Professional Entities that are non-MACU affiliated

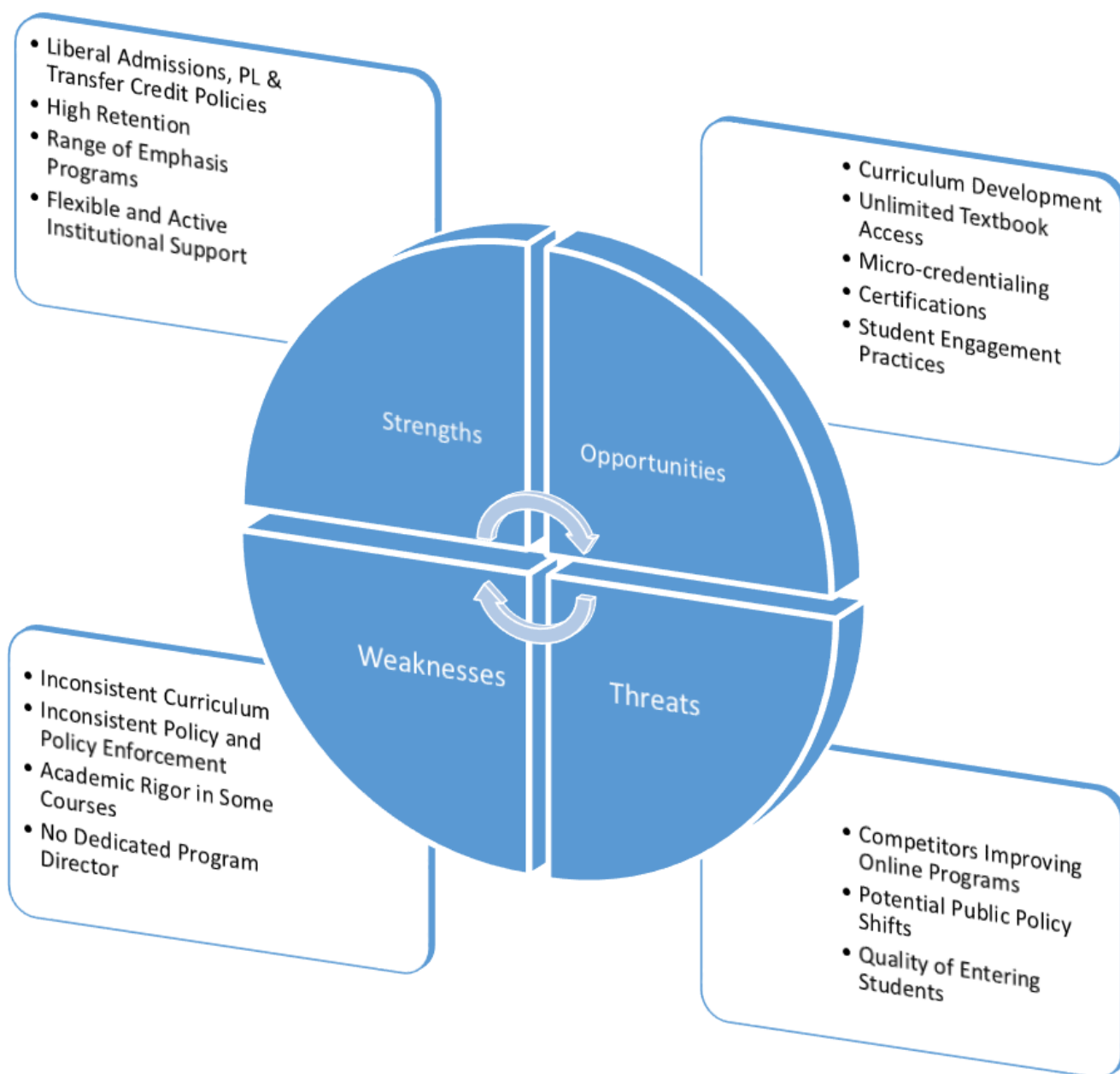
Section 15 – Other Pertinent/Substantive Evidence

No additional evidence, beyond that supplied with the other sections of the response, is offered at this time.

Business Administration, M.B.A., Program Review, Section 16

Program Review Evaluation

Section 16 – Summation and Prospectus



As the preceding SWOT analysis indicates, the MACU MBA program is situated in an environment of higher education that is rapidly and fundamentally changing. There seems little doubt that the paths to obtaining meaningful education in the United States will continue to diversify, just as the meaning and value of the college degree itself undergoes continual reassessment from students, educators, employers, parents, and the public.

It's an exciting and frequently frustrating time in higher education, as the norms of traditional classroom instruction are challenged and often found wanting, even as an adequate alternative standard for learning and engagement has yet to be defined. Here at Mid-America, I perceive that we have two great advantages over many institutions as we attempt to define the new normal

for twenty-first century education: A disciplined process, and an engaged, creative, and flexible leadership.

It's my observation that institutions for higher education generally get into trouble when they slight one or the other of these conditions. Some of the most creative institutions have not been disciplined enough keep academics, accreditation, and accountability for results paramount – with unfortunate consequences. On the other hand, some institutions are so mired in processes that date to the nineteenth century and before, they can't respond in a timely manner to rapidly changing conditions.

We appear to have a good set of programs in the MBA, geared to work with the market demographic with which we can be successful. Our value proposition is good, and we offer a valid, accredited educational process informed by almost 65 years of tradition and innovation. We have good instructional resources, and believe we are improving those resources every term. We developed substantive and effective online programs well ahead of many other institutions. Our task now is to leverage that lead and move beyond consistent, adequate, and credible offerings into truly innovative courses that realize more fully the potentials of technology, regardless of modality.

Respectfully Submitted,

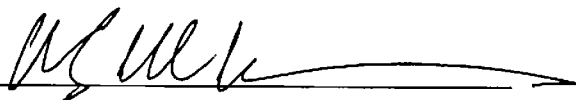
William Scott McMurry
Interim Chair, Mid-America University School of Business Leadership

Program Review Evaluation
Business Administration, MBA, 2018

Program Strengths: See Section 16 – Summation and Prospectus (pp. 60-61) of the MBA Program Review.

Program Areas for Improvement: See Section 16 – Summation and Prospectus (pp. 60-61) of the MBA Program Review.

Program Chair: Scott McMurry, MBA, MLA

Signature  date signed 6/12/18

Director of Institutional Effectiveness: Ray Dillman, M.A.

Signature  date signed 6.12.2018

Program Dean (CAGS): Dr. J. Hall

Signature  date signed 6/12/18

Program Dean (CAS): Esther Rehbein: M.Ed.

Signature  date signed 6-12-18

Vice-President of Academic Affairs: Dr. Sharon Lease

Signature  date signed 6.12.18